

The 14th National and International
Humanities and Social Sciences (HUSOC) Network Conferences



Moving from Disruption to Resilience: The Dynamics of Humanities and Social Sciences

15-16 July 2021

Faculty of Humanities, Naresuan University

Conference Proceedings

co-hosted by

Faculty of Humanities, Naresuan University

School of Liberal Arts, University of Phayao

**Faculty of Humanities and Social Sciences,
Pibulsongkram Rajabhat University**

Faculty of Liberal Arts, Ubon Ratchathani University

The views and opinions expressed in this publication are those of the authors and do not necessarily reflect those of the conference organisers. In case of plagiarism or copyright violation, the authors take full responsibility for the contents of their respective papers.

Preface

Humanities and Social Sciences Network Conference (HUSOC) is a platform for scholars, researchers, and students to demonstrate their academic expertise, to discuss on their mutual research interest, and to advance an academic recognition of those institution members, sprung from their unwavering participation in a promotion of knowledge in Humanities and Social Sciences. Over a decade, the conference is proven a success by 24 faculties being absorbed to form a network of an institutional membership, specifically to further a concrete collaboration.

The 14th National and International Humanities and Social Sciences Network Conference under the theme of “Moving from Disruption to Resilience: The Dynamics of Humanities and Social Sciences” is co-hosted by Faculty of Humanities, Naresuan University; School of Liberal Arts, University of Phayao; Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University; and Faculty of Liberal Arts, Ubon Ratchathani University. The conference features 4 keynote sessions from the following professors:

Professor Dr.Suwanna Satha-anand, Department of Philosophy, Faculty of Arts, Chulalongkorn University

Professor Dr.Attachak Sattayanurak, Department of History, Faculty of Humanities, Chiang Mai University

Associate Professor Dr.Karin Zotzmann, Department of Modern Languages and Linguistics, Faculty of Arts and Humanities, University of Southampton

Professor Dr.Werner Bonefeld, Department of Politics, University of York.

In addition to academic speeches, the conference offers oral presentations in Humanities and Social Sciences by scholars, researchers and students from various institutions.

The national conference provides presentation sessions for 65 research and academic works: there being 4 abstract presentations and 61 full-paper presentations.

The international conference provides presentation sessions for 39 research and academic works: there being 4 abstract presentations and 35 full-paper presentations.

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Introduction

The 14th National and International Humanities and Social Sciences Network Conference under the theme of “Moving from Disruption to Resilience: The Dynamics of Humanities and Social Sciences” is co-hosted by Faculty of Humanities, Naresuan University; School of Liberal Arts, University of Phayao; Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University; and Faculty of Liberal Arts, Ubon Ratchathani University between 15-16 July 2021, at Faculty of Humanities, Naresuan University. Online Conference, all activities are to be broadcast via Zoom Meeting: 4 keynote sessions, and academic and research presentations in Humanities and Social Sciences by scholars, researchers and students from various institutions.

The national conference provides presentation sessions for 65 research and academic works: there being 4 abstract presentations and 61 full-paper presentations.

The international conference provides presentation sessions for 39 research and academic works: there being 4 abstract presentations and 35 full-paper presentations.

Rationale

A cooperative network in humanities and social sciences research sprang from an agreement of memorandum of understanding (MOU) of six academic institutions on June 22nd, 2007. With the expansion to nearly thirty faculties and schools from various institutions, the network actively and collaboratively contrives beneficial academic activities. In particular, this academic conference is organised to develop and strengthen the body of knowledge in humanities and social sciences.

The 14th conference is under the theme of “Moving from Disruption to Resilience: The Dynamics of Humanities and Social Sciences” is co-hosted by Faculty of Humanities, Naresuan University; School of Liberal Arts, University of Phayao; Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University; and Faculty of Liberal Arts, Ubon Ratchathani University.

The current national and international conference provides keynote speeches, special lectures, and academic presentations, relating to humanities and social sciences issues from university lecturers, researchers, students from our university network, but not limited to

others in the kingdom of Thailand. Furthermore, international researchers and scholars are most welcome to participate in this conference. As a result, it is hopeful that this national and international conference will be beneficial for, and provide a huge opportunity to standardise academic studies in the area of humanities and social sciences.

Objectives

1. To raise university lecturers, scholars, researchers, students, and general public's awareness of the significant body of knowledge in humanities and social sciences as a propelling mechanism for growth and change.
2. To be a platform for university lecturers, scholars, researchers, students, and general public to present their work in humanities and social sciences.
3. To provide a virtual venue for university lecturers, scholars, researchers, students, and general public to exchange perspectives and experiences in humanities and social sciences.

Expected Outcomes

1. Notice a collaboration that enhances academic research studies from academic network in humanities and social sciences.
2. Gain new knowledge in humanities and social sciences from the exchange of perspectives and academic experiences among academics from various institutions.
3. Understand the significance of academic network in humanities and social sciences.

HUSOC Communities

1. Faculty of Humanities, Kasetsart University
2. Faculty of Social Sciences, Kasetsart University
3. Faculty of Liberal Arts and Sciences, Kasetsart University, Kampaengsaen Campus
4. Faculty of Arts, Chulalongkorn University
5. Faculty of Humanities, Chiang Mai University
6. Faculty of Humanities and Social Science, Thaksin University
7. Faculty of Liberal Arts, Thammasat University
8. Faculty of Humanities, Naresuan University
9. Faculty of Social Sciences, Naresuan University
10. School of Political and Social Sciences, University of Phayao

11. School of Liberal Arts, University of Phayao
12. Faculty of Humanities and Social Science, Mahasarakham University
13. Faculty of Liberal Arts, Mahidol University
14. Faculty of Liberal Arts, Maejo University
15. Faculty of Humanities and Social Sciences Chandrakasem Rajabhat University
16. Faculty of Humanities and Social Sciences, Phetchabun Rajabhat University
17. Faculty of Humanities and Social Sciences, Valaya Alongkorn Rajabhat University
18. Faculty of Humanities and Social Sciences, Suansunandha Rajabhat University
19. Faculty of Humanities and Social Sciences, Uttaradit Rajabhat University
20. Faculty of Humanities, Srinakharinwirot University
21. Faculty of Social Sciences, Srinakharinwirot University
22. Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus
23. Faculty of Liberal Arts, Ubon Ratchathani University
24. Faculty of Humanities and Social sciences Pibulsongkram Rajabhat University





The 14th International Humanities and Social Sciences (HUSOC) Network Conference

Moving from Disruption to Resilience:

The Dynamics of Humanities and Social Sciences

15-16 July 2021 Online Meeting via Zoom, Naresuan University

15 July 2021

Time	Room
08.30 - 09.30	Registration
09.30 - 10.00	Opening Ceremony - Introduction to HUSOC Network - Conference Address by Dean of Faculty of Humanities - Opening Remark by President of Naresuan University - Introducing Keynotes Speakers
10.00 - 11.00	Keynote Plenary Session 1 “When COVID 19 Nails Our Life: Between Knowledge and Ethics” by Professor Dr. Suwanna Satha-Anand, Faculty of Arts, Chulalongkorn University (In Thai Language)
11.00 - 12.00	Keynote Plenary Session 2 “Creating a ‘New Relationship’ in a Crisis Time” by Professor Dr.Atthajak Sattayanurak, Faculty of Humanities, Chiang Mai University (In Thai Language)
12.00 - 13.00	Lunch break
14.00 - 15.00	Keynote Plenary Session 3 “Critical Realism: Why We Need a Philosophy of Science in These Unsettling Times” by Associate Professor Dr.Karin Zotzmann, Faculty of Arts and Humanities, University of Southampton, UK (Summary in Thai by Asst. Prof. Dr.Usa Padgate)
15.00 - 16.00	Keynote Plenary Session 4 “On the State as Political Form of Society” by Professor Dr.Werner Bonefeld, Department of Politics, University of York, UK (Summary in Thai by Assoc. Prof. Dr.Watcharabon Buddharaksa)

Introduction

16 July 2021

Time	Room
09.00 - 16.30	Room 5 : Music Coordinator : Miss Purssapat Jaroensap
	Room 6 : International 1 English Language Teaching and Tourism Coordinator : Miss Kanita Inprasit
	Room 7 : International 2 Social Science, Folklore, Linguistics and Foreign Languages Coordinator : Mr Manod Taengtum
	Room 8 : International 3 Literature and Linguistics Coordinator : Mr Supawit Panmanee



Room 5: Music

Coordinator: Miss Purssapat Jaroensap

Moderator:				Asst. Prof. Dr.Sasinut Phongnil, Naresuan University		
	10	13.20	13.40	Music Teaching Guideline for the Elderly in Thailand	Vich Boonrod	Naresuan University
	11	13.40	14.00	Money, Music, and Interpersonal Meanings: Researching Economic Exchange in Local Musicking in China and Thailand	Samuel Horlor Tat Amaro	Yunnan University Naresuan University
	12	14.00	14.20	“Suvarnawadi”: Creativity in Thai Music Composition Inspired by Suvarnabhumi Civilization	Waraporn Cherdchoo Decha Srikongmuang	Naresuan University
	13	14.20	14.40	Sound and Sign: Thai Ancient Vocal Notation for Mahachat Khamluang Chant	Decha Srikongmuang	Naresuan University
	End of Presentation					

Room 6: International 1 English Language Teaching and Tourism

Coordinator: Miss Kanita Inprasit

Moderator:				Dr.Darinthorn Inthapthim, University of Phayao		
S1	1	09.00	09.20	The Effect of Using Word Wall Media in Improving Grade 8 Students' Lexical Knowledge	Muanfan Somsri WariyapornTieochaoen Wachiraporn Kijpoonphol Suwipa Chomphoobud	Ubon Ratchathani University
	2	09.40	10.00	How Thai, Isan, and English are used in the EFL classrooms? An investigation of own-language use in a Thai-medium school and a bilingual school in Chaiyaphum, Thailand	Thanatcha Ngamchatturat	Suranaree University of Technology
	4	10.00	10.20	A Case Study Research: TESOL Student-Teachers' Reflections on Error Analysis	Sonporn Sirikhan	Payap University
		10.20	10.40	Break		
Moderator:				Mana Termjai, Naresuan University		
S2	5	10.40	11.00	TEACHING COMPLIMENT RESPONSES IN ENGLISH FOR THAI UNDERGRADUATE STUDENTS	Lars Cedar Payung Cedar	Naresuan University
	6	11.00	11.20	THE EFFECT OF LEARNING VOCABULARY USING ONLINE APPLICATIONS FOR EFL TECHNICAL COLLEGE STUDENTS	Nattha Boonto Jantima Simpson	Naresuan University
	8	11.40	12.00	Thai Nursing students' English Language Proficiency and Challenges at a Private University; A Needs Analysis Study	Seyed Saber Alavi	Payap University
		12.00	13.00	Lunch break		

Moderator:		Asst. Prof. Dr.Patchanok Kitikanan, Naresuan University				
S3	9	13.00	13.20	A Content Analysis of Discrimination in English Language Teaching Job Advertisements	Phongsakorn Methitham	Naresuan University
	10	13.20	13.40	A Survey of Listening Strategy Instruction to EFL Undergraduate Students in Bangkok	Pirada Anuwech Parichart Chimkhilai Thanomjit Sarot	Chandrakasem Rajabhat University
	12	14.00	14.20	A Survey of Thai University Students' Perceptions of Using Online Classes for English Learning during the COVID-19 Outbreak	Harinfa Pattanapongpitak Thitichaya Sonkaew	Naresuan University
	13	14.20	14.40	The Use of an Online Platform: In Search of Teachers' and Students' Perceptions	Sawita Tuntaprasertkul Chantarath Hongboontri Muhammad Reza Hendrajaya	Mahidol University
		14.40	15.00	Break		
Moderator:		Dr.Petchsri Nonsiri, Naresuan University				
S4	14	15.00	15.20	Opportunities and challenges in water-saving: Water-splashing practice at the Songkran Festival	Montira Intason Willem Coetzee Craig Lee	University of Otago
	15	15.20	15.40	The Resilience Craftsmen	Ginneihching Simte	Rayburn College Churachandpur, Manipur
	18	16.20	16.40	The New Dimensions of Future of Communication, Sangyod Rice in Phatthalung Province: Management and Marketing, in response to Her Majesty Queen Sirikit The Queen Mother in His Majesty King Bhumibol Adulyadej The Great	Archarin Pansuk Pattareya Sungnoi Pattama Ketum	Songkhla Rajabhat University
End of Presentation						

Room 7 : International 2 Social Science, Folklore, Linguistics and Foreign Languages

Coordinator : Mr Manod Taengtum

Moderator:		Dr.Atit Pongpanit, Naresuan University				
S1	1	09.00	09.20	Impacts of COVID-19 Pandemic on Foreign Migrant Workers in the Fisheries and Seafood Processing Sector, Songkhla Thailand	Sansanee Chanarnupap Nattaya Petcharat	Thaksin University
	2	09.20	09.40	Social Capital to Treat Households Illness A Case Study of Baan Siang Yai Community, Ban Lao Subdistrict, Mueang District, Chaiyaphum Province.	Chitsanucha Chokwarakul	Punjadee School
	3	09.40	10.00	A Survey of the Attitudes of Mainland Japanese and Native Okinawans toward the Security and US Military Bases in Okinawa, Japan	Sutpratana Duangkaew	Mahidol University
		10.20	10.40	Break		
Moderator:		Dr.Nattaporn Kaimook, Naresuan University				
S2	5	10.40	11.00	Folklore and COVID-19 protection: case study of Thai Spiritual Guardian for the city gate of Lampang province, Thailand.	Panuwat Sakulsueb	Lampang Rajabhat University
	6	11.00	11.20	Paritta Chanting and Paritta Sacred Water in the Age of Covid-19, Thailand	Nutthanin Souppornsingh Nattaporn Kaimook	Naresuan University
	7	11.20	11.40	Beauty Phenomena in the Covidian Age of Thailand from a Folkloristic Perspective	Nattaporn Kaimook	Naresuan University
	8	11.40	12.00	Surviving in the 21st Century: Folklife in Buscalan Village, Kalinga, the Philippines	Onusa Suwanpratest Surachet Khuhalerd	Naresuan University
		12.00	13.00	Lunch break		

Moderator:				Asst. Prof. Dr.Apichai Rungruang, Naresuan University		
S3	9	13.00	13.20	The instructional media of Thai Health Promotion Foundation: A Discourse to Battle Noncommunicable diseases (NCDs)	Bandit Thipdet Premvit Vivattanaseth Uamporn Thipdet	University of Phayao
	10	13.20	13.40	A Comparative Study of Herbal Plants in Suśruta Saṃhitā and Thai Traditional Medicine Texts	U-tain Wongsathit	Silpakorn University
	11	13.40	14.00	Which Structure Causes More Serious Problems?: A Case Study of Chinese and English Predicates	Apichai Rungruang Phongsakorn Methitham Amornrat Netthanyakonwong Yanhong Mu	Naresuan University
	12	14.00	14.20	The Application of Social Media for Buddhism Propagation in Nakhon Ratchasima	Neeranuch kamalyaputra Phatthira Phaekhonburi Nuttawadee Timtae Supawut Pumirat	Rajamangala University of Technology Isan
	13	14.20	14.40	"Resilience among women-A Case study of Educated Housewives of Imphal during the Pandemic"	Salam Irene	Manipur University
		14.40	15.00	Break		
Moderator:				Rungkarn Pratumtong, Naresuan University		
S4	14	15.00	15.20	For an enactive approach of language	Jean-Philippe BABU	Naresuan University
	15	15.20	15.40	The impact of the Virtual Environmental Challenge (VEC) on language teaching/learning in Burkina Faso.	Rabiyatou H. Zigani Christine Evain	University Rennes 2 and University Joseph Kl-Zerbo
	16	15.40	16.00	An investigation of Common Mistakes in Chinese Characters Writing	Dutrawee Kammathan Han Xincheng	Pibulsongkram Rajabhat University
	17	16.00	16.20	The Message of BTS for the youth: A case study on the Popularity of BTS in North East India among 14-29 age group	Eshani Bora Kamon Butsaban Buddhagarn Rutchatorn	Chulalongkorn University
End of Presentation						

Room 8 : International 3 Literature and Linguistics

Coordinator : Mr Supawit Panmanee

Moderator: Dr.Pornrawee Thunnithet, Naresuan University						
S1	1	09.00	09.20	The Georgic Tradition: Examining Nature through Rural Labour and Farm Lives in Seamus Heaney's Poetry	Chaiyon Tongsukkaeng	Maharakham University
	2	09.20	09.40	An Analytical Study of Figurative Language Represented in Taylor Swift's Songs in "Reputation" Album	Patipan Sueaprem	Naresuan University
	3	09.40	10.00	(Re-)Constructing Resilience: Women's Roles to Re-Create the Sense of Home in Edith Nesbit's The Railway Children (1905)	Pisuda Promsuttirak	Bangkok University
	4	10.00	10.20	No More Nice Girl: How "The Girl Who Played with Fire" Spices the Female and Sacrifices the Male	Usa Padgate Watana Padgate	Naresuan University
		10.20	10.40	Break		
Moderator: Dr.Issara Kongmee, Naresuan University						
S2	5	10.40	11.00	The Representation of Lanna women in Lanna literature: A case study in Mala Khamchan literary works	Uamporn Thipdet Premvit Vivattanaseth Bandit Thipdet	University of Phayao
	6	11.00	11.20	The Development of Television Program to Promote Using Korat Dialect on Social Media	Phattthira Phaekhonburi Neeranuch Kamalyaputra Supawut Pumirat Nuttawadee Timtae	Rajamangala University of Technology
	7	11.20	11.40	A Study of CNN News Feed Appeared on Facebook: A Syntactic Analysis	Worawut Kingchan Pisutpong Endoo	Rajamangala University of Technology Isan, Surin Campus
	8	11.40	12.00	Legacy Short Words in two English-Language Legacy and New Media	Ernesto Cordero Collo Petra Phongsaksri Wisittha Rangkhethkarn Natthira Tuptim	South La Union Campus (DMMMSU-SLUC), Philippines Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University
End of Presentation						



A Survey of the Attitudes of Mainland Japanese and Native Okinawans toward the Security and US Military Bases in Okinawa, Japan

Sutpratana Duangkaew¹

Abstract

After WWII, according to the treaty of San Francisco, signed in 1951, the Japanese constitution granted the United States the right to set up military bases in Japan. As a result, Okinawa prefecture now has the largest number of US military bases and US military personnel, in Japan. However, this decision was made without the consent of the local Okinawans. Although, more than 70 years have passed, continuing protests from the local community have been lingering in various forms, such as in the district and provincial referendums on the issue of US military bases in Okinawa. This study aims to examine the conflict caused by the US military in Okinawa and analyse the factors that differentiate the attitudes of native Okinawans from those on mainland Japan. Data will be collected online by conducting 120 questionnaires from March 2021 to May 2021.

The results reveal some different views in various areas between the Okinawans and the mainland Japanese such as history, economy, language, geography culture and tradition. This relates to the difference in attitude on the US military bases in Okinawa. This study is important for our understanding of the security of East Asian countries and Southeast Asia. In addition, Thailand has various conflicts such as those in three border provinces at the southern part of Thailand. Therefore, this case study from Japan may help us to understand and reduce the conflict there.

Keywords: Attitude, US military bases in Okinawa, Security, Native Okinawans, Mainland Japanese

For an Enactive Approach of Language

Jean-Philippe BABU¹

Abstract

Resilience... In these times of multiple crisis – economical, political, social, ecological, sanitary and others –, the word resilience sounds like a watchword, like a call not to sink, not to loose ourselves, but on the contrary to mobilise the best of our humanity in order to continue living and developping ourselves positively despite the stress and adversity. However, while there is little doubt that we must, individually as well as collectively, strengthen our capacities to cope with the present and coming hardships, it seems to us no less important to reflect on the root causes of the many scourges affecting today's world and threatening the existence of humankind itself. Can we continue living, working, producing and consuming the way we do and at the same time ignore the increasing and destructive impact of human activities on the major ecological balances of the planet? Can we continue teaching and researching without recognizing the fact that we human beings are responsible for the alterations of the Earth system. According to many scientists, we have entered the Anthropocene era, that is to say an era where human beings have become a geological force able to impact dangerously the fundamental balances of the planet. Therefore, as the French philosopher Bernard Stiegler invited us to do, we need to urgently reverse this “process of rapid and massive planetary destruction”, in other words we need “to get out of the Anthropocene”.

In order to get out of the anthropocene, we need to reestablish a sustainable relationship to our environment. We need to think anew and reorganise this relationship so as to put an end to our destructive impact on the important balances that condition human life on Earth. We need to reconnect to the Earth system. The task seems completely foreign to the skills and knowledge of a linguist. This is nonetheless in the very specialised field of the theory of language that we will try, modestly but with hope, to contribute to the huge general effort that humanity must undertake in order to avoid its own extinction. We are, indeed, convinced that knowledge feeds action as much as action feeds knowledge, and that, even in the urgency of the present situation, we can afford to neglect none of them.

¹Faculty of Humanities, Naresuan University, jphbabu@gmail.com



Our research will focus on a general theory designed by the French linguist Gustave Guillaume (1883-1960), namely the psychomechanics of language, and will try to examine its affinities with the constructivist paradigm, affinities already pointed out by Valette (2006) and Fuchs (2007). To do so, we will firstly give an overview of this paradigm's main principles, as defined by Varela (1989), and Varela, Thompson and Rosch in "The embodied mind: Cognitive science and human experience" (1991). We'll then present the outlines of Gustave Guillaume's theory of language, so we finally can, in a third step, demonstrate the possibility to include this theory in an enactive perspective. According to Evan Thompson, its co-designer, the paradigm of enaction helps to bring to light "the deep continuity of life and mind" (Thompson, 2007) and make headway in the understanding of the hard philosophical and scientific problems of "the so-called explanatory gap between consciousness and nature". However, far from fostering a naturalization of consciousness, the paradigm of enaction seeks rather to bridge this explanatory gap by developing a neurophenomenology combining a neuronal approach with a phenomenological approach of consciousness. So, to include the theory of language in an enactive perspective means to bring language back to life, without naturalising it, but by seeking to reconcile what in language is inherent to nature and what is inherent to our consciousness.

Keywords: Language, Enaction, Psychomechanics, Consciousness, Neurophenomenology, Anthropocene, Environment

How Thai, Isan, and English are Used in the EFL Classrooms? An Investigation of Own-Language Use in a Thai-Medium School and a Bilingual School in Chaiyaphum, Thailand

Thanatcha Ngamchatturat¹

Abstract

The use of the learners' own language has been regularly seen negatively in target language (TL) learning. The investigations regarding this issue have been ongoing since at least 1990, starting with Duff and Polio. In the last twenty-five years, many researchers have found a positive impact of own-language use, and it can be concluded that using the learners' own language is practical and can contribute to proficient TL learning if it is not overused. The purposes of this study are to explore how the learners' own language (Thai and Isan) and the English language are used in upper secondary English classrooms, and to examine how upper secondary English learners perceive the uses of their own language and the English language in English classrooms. The study employed a quantitative method. The data was collected through online questionnaires with 420 participants, 210 from a Thai-medium school and 210 from a bilingual school. The results showed that Thai, Isan, and English played various roles in English classrooms. The teachers' purpose for using Thai, Isan, and English in the Thai-medium school and the bilingual school were different. In contrast, the learners' purposes of using these languages from both schools tended to be the same. Although the participants had positive perceptions of own-language use, they realized that the use of own language could reduce their opportunities to learn and practice English. For the implications, the study provides suggestions for English teachers and the school policymakers on how they can use the learners' own language in the English learning process.

Keywords: Own language, Thai-medium school, Bilingual school

¹Suranaree University of Technology, t.ngamchat@sut.ac.th



Resilience among Women- A Case Study of Educated Housewives of Imphal during the Pandemic

Salam Irene¹

Abstract

It is true that there are two sides of a coin. By the same token, COVID 19 has two sides. One is it disrupts our world, and shakes the foundations of family institutions, communities and, governance, health care, education, economy, policy, and culture. The other is COVID19- Pandemic has pushed urban educated women of Imphal to think out of the box to counteract its trauma and to meet the challenge of the Indian Government's Lockdown. Focusing on a Start-up would not only bridge the gap between little or no income and sustainable livelihood, but also give meaning to their lives, security, hope, financial independence, self-reliance, culminating in the UN goal of Women's Empowerment. As home became the workplace of both spouses, the biggest challenge for women was how to thrive in this unprecedented situation. The situation ignited the women's spirit of resilience which enabled them as home makers to start up viable business enterprises in the food sector, food being vital to existence.

Keywords: Food, Sustainable Livelihood, Empowerment, Start-up Patriarchy

A Case Study Research: TESOL Student-Teachers' Reflections on Error Analysis

Sonporn Sirikhan¹

Abstract

This study focused on a subject matter knowledge of error analysis for student-teachers in the program of Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL). The objective of the study was to investigate student-teacher's reflections on course content of an error analysis (EA) through error analysis assignment. The study was conducted as a complementary part of course content evaluation in accordance with course report, TQF 5, required from Thai Qualifications Framework for Higher Education. A qualitative approach with a semi-structured interview was employed for the study. Five questions for reflections on EA assignment were used for an interview. Data from the findings were thematically analyzed. The findings revealed that error analysis assignment is an imperative practice for MA TESOL student-teachers. Participants showed their attentiveness to an assignment as they could apply acquired knowledge of EA into the task assigned and perceive the benefits of pedagogical application for their future teaching. The process of analysis and evidences of errors committed by the learners broaden student-teachers' teaching experiences that EA is a compulsory for syllabus content for courses related to linguistics or second language acquisition in all program levels of English teaching education.

Keywords: case study, error analysis, MA TESOL student-teachers

Introduction

According to the compulsory content knowledge for second language teachers, Richards (1998) categorizes into six domains consisting of 1) theories of teaching, 2) teaching skills, 3) communication skills, 4) subject matter knowledge, 5) pedagogical reasoning and decision making, and 6) contextual knowledge. Error analysis (EA) is regarded as a subject matter knowledge which is part of linguistics and second language acquisition knowledge (Richards, 1998). Recently, a survey of the knowledge field categories in MA TESOL programs shows that element of linguistics is in the second rank for the required courses in TESOL programs while knowledge in teaching methods is in the first rank (Stapleton & Qing Shao, 2018). EA provides information for the teachers in order to know how much the learners learn the language (Corder, 1983). To date, many researchers have carried out the studies of EA in various perspectives; however, an investigation of reflections among

¹Faculty of International College Payap University, sirikhansonporn@gmail.com

student-teachers, pre-service teachers, or teacher trainers from different levels of English language teacher education on an application of theoretical knowledge of EA into pedagogical practices through assignment or report is rarely found.

In addition, according to higher education in Thailand, course evaluation is a mandatory required by Thai Qualifications Framework for Higher Education (TQF: HEd) (Office of the Higher Education Commission, 2013). TQF document no. 5 (TQF 5) is a course report which is a document complementing with course specification called TQF document no. 3 (TQF 3). Functions of TQF 3 and TQF 5 are in line with course syllabus and course evaluation respectively.

Regarding to TQF 5, the results from evaluation are expected to help faculty members improve, for example, their teaching topics, teaching methods and materials, students' achievements, and course assessment (Paranan & Wannapiroonb, 2016). In practice, course evaluation has been conventionally practiced through survey questionnaire at the end of the course. Apparently, quantitative data collecting from students' rating scores by means of survey questionnaire are not promising. Besides, the investigation of a specific aspect for detail, especially course content, has not been paid enough attention. For this study, content of EA has been designed for subject content of course called Language Acquisition and Learning, one of the required courses of the program. Learning activities and teaching materials for EA have been updated periodically; however, there is a lack of evidence how content knowledge of EA can be applied to the classroom and is imperative for prospective teachers in all levels of English teaching programs. Thus, data derived from this study will be used to evaluate whether EA should be specifically focused and worthy to design as an assignment or a mini research for the new batch of student-teachers of the program, which is weighted for 30 out of 100 points of course evaluation.

Research Objectives

The purpose of this study was to investigate MA TESOL student-teacher's reflections on error analysis.

Theoretical Framework

Error Analysis

Error analysis (EA) is a descendent concept from Contrastive Analysis (CA) where the explanation of source of errors in second language (L2) is mainly from the interference of first language (L1) or native language (Richards, 1974). Consequently, overemphasizing in the comparison of linguistic systems of L1 and L2, especially in sound and grammar systems with the neglect of the language learners themselves brings the shortcoming to CA (Richards & Schmidt, 2002). EA was then developed by Corder and his colleagues in the 1960s to complement CA with an alternative explanation that learner errors are caused by other complexities such as the target language itself, the communicative strategies used, and the

quality of second language instructions, not only from interferences of the first language (Hashim, 1999).

Before analyzing errors, it is necessary to make a distinction between errors and mistakes (Brown, 2000). Errors take place when the deviation arises as a result of lack of knowledge while mistakes occur when learners fail to perform their competence (Gass & Selinker, 2008). James (1998) attempts to distinguish the two terms that errors cannot be self-corrected, whereas mistakes can be.

In fact, errors made by the ESL/EFL learners are significant in language teaching and learning because they provide invaluable evidence how language is learned or acquired and they are regarded as a device that learners use in order to learn (Corder, 1967, 1983).

Regarding to the definitions of EA, varied meanings have been offered. According to Brown (1980), EA is as “the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner” (p. 160). Gass & Selinker (2008) define EA as a form of systematic analysis and is a tool which can help to identify a learner’s learning process and the results of EA may help teachers to develop appropriate teaching strategies. EA has been later defined by James (1998) as “the process of determining the incidence, nature, causes and consequences of unsuccessful language” (p.1).

Error analysis assignment

The task of EA assigned for student-teachers in this study were to investigate errors produced in target language and explain sources of errors. The objectives were aligned with course objectives: 1) examining interlanguage features of second language learners and predicting the variables or influences effected their production, 2) reflecting theoretical and pedagogical considerations through their project responding to second language problems, and 3) applying the theoretical and practical implementation of language acquisition to their relevant teaching contexts.

According to Corder (1975), the stages of EA are comprising of five steps: 1) collection of a sample of learner language, 2) identification of errors, 3) description of errors, 4) explanation of errors, and 5) evaluation of errors. However, the last stage of evaluation was opted out as it can be done separately with its own method and many studies do not include it (Ellis, 2008). The procedures of the first four steps employed in EA assignment can be reviewed as follows:

Step 1: Collection of a sample of learner language

Purpose of collecting step is to prepare the learners’ writing samples for the analysis (Ellis & Barkhuizen, 2005). The combination of massive and specific samples by collecting several samples of language use from a limited number of learners (Ellis, 2008) was used for EA assignment. Clinical elicitation method by means of writing a composition was used to

collect the samples (Corder, 1975). Since the participants of the study were foreign student-teachers, they asked their teacher colleagues from their home country to collect writing samples for them. The students from grade 5-6 were asked to write a short paragraph of 250 - 300 words about memorable moment in the past. Six writing samples were required for EA task. The writing samples were scanned electronically and emailed to student-teachers to further identify, describe, and explain.

Step 2: Identification of errors

The distinction between errors and mistakes must be recognized in identifying step. Even there are problems in differentiating these two terms; however, the study of errors is a major concern for analysis, not mistakes (Corder, 1975). A distinct amongst 'overt and covert' errors is a common framework to identify errors in second language learners (Ellis, 2008). The former errors refer to utterances that are ungrammatical at sentence level. The latter are utterances that are grammatically well-formed, but they fail for interpretation within the context of communication. Thus, EA assignment incorporated the overt and covert analysis as its aim was for pedagogical analysis. In addition, they can be used to know whether the learners are able to apply English grammar rules in their writing accurately or not (Ellis, 2008).

Step 3: Description of errors

Step of describing errors is to compare sentences produced by learners with reconstruction of sentence structures in the target language (Ellis, 2008). Description of errors can be classified into linguistic categories and a surface strategy taxonomy. Linguistic categories classification shows linguistic components such as phonology, morphology, syntax, semantic, and discourse that are affected by an error. It also focuses on grammar level such as the class of a noun, verb, adjective, adverb, preposition, conjunction, or determiner. For a surface structure taxonomy, it is described how learners modify the surface structures of the target language when they use it incorrectly. The alternation of surface structures can be done by omissions, additions, misinformations, and misorderings (Dulay, Burt, & Krashen, 1982). Omission occurs when the learners omit an item required in well-formed sentences, whereas addition occurs when learners add an item which must not appear in a well-formed utterance. Misinformation shows the wrong form of the morpheme or structure in an utterance. Misordering can be noticed when elements in a sentence are arranged in wrong places. For EA assignment, linguistic categories at grammar level and surface strategy taxonomy were used to describe learner errors as they are observable at a surface features of errors and practical for pedagogical purposes (Dulay, Burt, & Krashen, 1982). The errors of each category were quantified the frequency of occurrences. The percentage form was used to report the findings.

Step 4: Explanation of errors

This step attempts to explain the sources of errors (Ellis, 2008). Sources of errors can be from psycholinguistic source, sociolinguistic source, epistemic source and discourse source (Taylor, 1986). Psycholinguistic source refers to the difficulties to use rules in the production. The sociolinguistic is defined as the abilities of learners in adjusting their language in accordance to social context. The epistemic source explains errors made by learners are from the lack of world knowledge. The discourse source deals with problems in the organization of information in a coherent way.

For EA assignment, two main sources of interlingual errors and intralingual errors were taken into consideration as they contribute to psycholinguistic source and have been currently focused in EA research (Brown, 2000). Interlingual errors are from the interference of mother tongue while intralingual errors are the negative transfer of items within the target language (Brown, 2000).

After MA student-teachers followed the four steps of EA as mentioned above, they submitted a report paper and did oral presentation to the class. The written report was included background of the study, methodology, findings, discussion, conclusion, and pedagogical implication as basis. The evaluation of an assignment was weighted for 30 out of 100 percentage of course assessment.

Research Methodology

Participants

The study was conducted in the Master's program of TESOL Department from a private university in northern Thailand. The participants were Bhutanese students where English has been regarded as a second language and official language. English is also used as a medium of instruction for all subjects, except the national language course. They were five males and one female with age range between 25-34 years old. Participants had educational background in a Bachelor of Education degree, but not in English language teaching. Their teaching experience varied from 2-6 years. They were in their first year of the program who enrolled compulsory course named Language Acquisition and Learning. Course period lasted for four months from June to October, 2019 and it was registered by the six Bhutanese students only.

Data Collection and Data Analysis

At the end of the course, MA TESOL student-teachers were asked to do course evaluation correspondingly to the requirement from the university and course report of TQF 5. This study was conducted complementarily to course evaluation in order to investigate the student-teacher's reflections on syllabus content of EA through an assignment. The study was done through a semi-structured interview. Five questions were used for reflections on EA assignment. The design of questions was drawn from discussion, conclusion, and suggestions

in the written report from task assigned. The questions were 1) How is EA assignment important? 2) What do you learn from practicing EA assignment? 3) What have you done with errors before taking the course and doing EA? 4) How do teachers in your school teach English grammar? and 5) What suggestions would you like to make to other teachers in treating errors?

The permission from the participants to conduct the study was made and the objective of the study was informed. Interview data were audio recorded in order to ensure for accurate extraction of responses. The interview of each participant lasted 40 – 50 minutes.

Answers for examining the reflections of student-teachers have on EA assignment were transcribed, identified and analyzed thematically.

Findings and Discussions

The responses shown in the excerpts below were labeled with numerical identifier instead of using the participants' names. The six student-teachers of this study are represented with the identifiers of ST-1 to ST-6. The indication of parenthesis was made in order to seek for clarification. Excerpts of answers from the five questions investigating student-teacher's reflections on EA assignment are reported as follows:

Question 1: How is EA assignment important?

Responses collected from all student-teachers revealed that concept of error analysis was apparently new to them. From an assignment, they learned how to classify errors and understood types and sources of errors as shown in ST-1 and ST-4:

Error analysis is very helpful for the teachers to know about how their students learn language. [. . .] it gives a systematic direction to identify, describe and explain the errors. So, teachers can help their students to lessen the errors in the future. Without knowledge of error analysis, I think it's hard to solve the problems in students 'writings. (ST-1)

I have learned so many things. It gives me a lot of knowledge how we should do about Student errors. As a teacher, we should always understand that error is a part of learning and students can do wrong things. [. . .] we should not make them fear from errors. I think teachers should ask themselves like "How should we look through the errors, what errors happening there? and why they happen?" And I think, for doing this, we will help our students write better. So, I think this assignment is very useful for me and important to all teachers. (ST – 4)

The participants also revealed that the occurrences of all error types found from students' writing samples helped them reflected their prior teaching methods and input in

teaching writing whether they helped students improve writing accuracy or not as illustrated in ST-2:

[. . .] errors are very useful evidence to help me solve the problems of their grammar. It also suggests me to prepare materials that will help my student write better. I think it is necessary to overcome the problems. [. . .] teachers need to prepare the lessons or grammar instructions that help them write better. (ST-2)

Issue of the external factor of teachers' input revealed from ST-2 corresponded to Dulay & Burt (1974) who mention that the variation of error types depends on language input. The factor of teachers' input plays an important role in contributing to an achievement in writing. Insufficient materials of language teaching can be one source of errors. Thus, the evidences of errors found from writing samples can help student-teachers design teaching materials and select techniques to be more effective when they return to teach writing in their schools.

Question 2: What do you learn from practicing EA assignment?

All participants stated that they could be able to explain sources of errors and have ideas how to solve problems in students' writings from an assignment. The reflections from ST-2 and ST-6 are illustrated as follows:

From analyzing, I can see that errors the students made were influenced by direct translation of mother tongue and lack of ability to apply grammar rules in their writing. The errors may be from they did not get proper corrective feedback. Insufficient input on grammar teaching can be a cause of errors too. (ST -2)

[. . .] errors may from the transfer of their L1. Or sometimes, they try to use the rules, but it is incorrect. So now I know some sources of student errors through an assignment. Before, I did not analyze errors. I did not go for detail. I just check their writings. If any incorrect forms happen, I just make circles or underline incorrect forms. I just blind check and I don't even know my feedback helps the student or not. After going through an assignment, it suggests me to find ways to give proper feedback to my students. (ST – 6)

The excerpts from ST-2 and ST-6 indicated that student-teachers gained more knowledge of EA from an assignment including sources of errors and giving feedback. They hoped they could overcome with student errors. In addition, respondent ST-3 pointed out interesting issue that teacher's competencies or skills in identifying errors were needed to consider as well.

[. . .] from an assignment, I feel it's not easy to identify and describe errors. Errors happen in many areas and I think teachers should be competent enough. If not, they cannot find out or identify errors that occurred in the students' writings. So that's why I think it is challenging for me. An assignment gives me good opportunity to explore some ideas that I don't know before. There are so many things. So, I think what I learn from this project will definitely help me to be more competent teacher. (ST-3)

In addition, the student-teachers did not only appreciate the content of EA, they showed their attentiveness towards EA assignment. They really enjoyed the assignment and did not feel load of task as captured by ST-1:

[. . .] I enjoy doing that assignment actually. It is very good of guidance. I don't feel any burden. More importantly, I learn many new key words from error analysis. I got lots of concepts, ideas how to identify errors, how to treat them, and see many perspectives from student errors. (ST-1)

From the responses, all participants perceived benefits of EA assignment. This indicates that content knowledge in EA is crucial for English language teachers as it is associated to area of applied linguistics and second and foreign language acquisition (Richards, 1974). In relations to the field of applied linguistics, EA serves as a linguistic analysis and provides a deep insight of language learning process. In the meantime, the suggestions to solve problems in learner errors or other related problems in language learning are contributed to knowledge in second and foreign language acquisition (Richards, 1974; James, 1998).

Question 3: What have you done with the errors before taking the course and doing EA?

All student-teachers revealed that they gave general feedback practiced from their prior teaching experience. Before the study of EA, distinction of errors and mistakes had not been acknowledged. They simply checked students' writings and gave general error codes without focusing any specific features of errors. The reflections from ST-1 and ST-3 are shared as follows:

When I check my students' notebooks, I see lots of errors and I just don't know actually what to do with them. What I just do is writing circle, underlining, or marking with red pen. I don't pretty much sure how much my students will learn from my corrections. My feedback is for all general kind [. . .] no categories of errors, no particular focus. (ST-1)

Before, [. . .] we check the students' notebooks and whenever we come across the errors, we circle, we underline, or give correction codes. I had no idea of grouping them like linguistic categories, surface categories, interlingual, and intralingual errors. I have just realized that I made a mistake from generalizing student errors. After doing this, I can identify errors and tell sources of errors whether they are interlingual or intralingual errors and find ways to give feedback that help them learn and write better. (ST-3)

The quote from respondent ST-3 "I made a mistake from generalizing student errors." clearly shows respondent's lack of knowledge in corrective strategies. Ellis (2009) points out the corrective feedback is important topic for all teachers since it is associated with the two perspectives of cognitive theory and sociocultural theory. The first perspective describes that corrective feedback strategies promote the internal process of acquisition. Meanwhile, with the perspectives of sociocultural theory, corrective feedback strategies help learners to perform language functions through a form of social mediation as learners could not be able to perform independently. Therefore, it is important for language teachers to be trained about corrective strategies in order to help students notice the mismatches between the target and non-target forms which can benefit their learning and L2 grammatical development (Schmidt, 2001).

Question 4: How do teachers in your country teach English grammar?

Since all participants were from the same country, their responses revealed English curriculum of their country as shown in ST-3, ST-4, and ST-5:

In my country, grammar used to be taught separately but now it is integrated into four skills since curriculum was reformed in the last 3-4 years. However, prescriptive grammar is still being taught in my country [. . .] writing and reading are more emphasized in my country. Speaking is very minimum in practice as the teachers feel they are incompetent in speaking. At the same time, they think it is time consuming for teaching speaking. (ST- 3)

Our education system believes that the English language is one of the core disciplines and obligatory in a curriculum. Most of the teachers in my country teach English in many different ways. By the way, they fail to take account of learner errors. (ST-4)

From my teaching practice, we should complete input and practice within one period. We teach grammar in separate method. (what do you mean?) Like in primary level, we focus on noun. Then grade 3, 4, 5, and 6, we focus parts of speech. Then follow with singular and plural forms. For tense and grammar, we used to teach separately.

Even though our new curriculum aims to integrate grammar into all skills, many teachers still teach grammar separately and they teach in different methods too. (ST-5)

Examples of responses presented above reflected the role of English in the curriculum where grammar has been considered as the core of language feature and prioritized in participants' teaching contexts. The reflections seemed to indicate teaching grammar has been taught explicitly and through traditional approaches. Besides, respondent ST-5 expressed that grammar was thought consciously. Based on the participants' teaching contexts, teaching grammar was decontextualized and was required to teach separately (Dorji, 2018). Response shared by ST-4 was in line with Tashi (2018), a researcher from the same country, who reveals that students in the country tend to produce many grammatical errors. The students' poor performance in English affects their overall academic results. Moreover, majority of students still commit wide range of errors in sentence structures and lack of essential writing skills even grammar instruction has been integrated with all skills after the revision of curriculum was made (Tashi, 2018). However, it is important to note that opinions from the respondents in this study cannot be generalized teaching grammar method in their country. Their opinions towards an influence in grammar competence might come from their minimal teaching skills in English teacher education. Besides, the prior learning experience in grammar like drilling and memorizing could influence their teaching practice.

Questions 5: What suggestions would you like to make to other teachers in treating errors?

All student-teachers indicated that knowledge of identifying errors must be complemented with knowledge in treating errors. They agreed that treating errors have to go through the process of EA first as reflected from ST-3 and ST-5:

[. . .] in order to treat errors, it is very best way to go through the error analysis course. So, we will see lots of evidence of errors. But in order to treat student errors, they also should have a good plan first (what do you mean a good plan?) I mean we don't want to spend all our time in correcting errors, but we need to know how to give feedback effectively and in a positive manner too. We should not treat them as a kind of crime. No one can free from errors. (ST-3)

Error analysis is an effective way to know how our students learn grammar. Now when we see features of errors, we can describe how they happen. If teachers realize why students make errors in particular and predictable ways repeatedly, teachers can find ways to treat error or give proper corrective feedback in order to help students learn and improve their grammar. (ST-5)

Respondents ST-3 and ST-5 confirmed that knowledge in approaches of corrective feedback is important for English language teachers. There are many approaches to provide written feedback such as direct, indirect, focused, and unfocused written feedback. Each written feedback type plays distinctive roles in students' writings and has a significant effect on improving accuracy (Bitchner, 2008; Carroll & Swain, 1993). More importantly, corrective feedback contributes L2 development. Teachers need to give corrective feedback in a selective and focused manner in order to help students gradually improve their writing accuracy in L2 (Ferris, 1999).

Conclusions and Recommendations

Reflections derived from MA TESOL student-teachers on content of EA through an assignment reveal that subject matter knowledge in EA is necessary for all English language teachers. It is evident that reflections found from them were synthesized from their theoretical and pedagogical knowledge by completing an assignment. Moreover, the evidences from EA assignment written report and oral presentation meet course objectives and assignment objectives as mentioned earlier. In addition, the outcomes of EA assignment were also clearly served the two dimensions of learning outcomes; knowledge and intellectual development, stated in TQF 3 (Course Specification). The former dimension expects that the students are able to use acquired knowledge or understanding of the subject matter to conduct research and make use of the results for professional practice. The latter requires the students to be able to plan and conduct important projects or research projects to solve problems by themselves by employing theoretical and practical knowledge to widen academic knowledge or professional practice (Paranan & Wannapiroonb, 2016). Thus, it can be seen that learning outcomes from EA assignment successfully achieved the objectives of the course in accordance to the domains of knowledge and intellectual development required by Thai Qualifications Framework for Higher Education.

To sum up, the evaluation of course content in EA in this study gives the insight reflections that second language teachers need to know the subject knowledge of EA as Richards (1998) points out because it is significantly related to knowledge of linguistics and second language acquisition. However, it should be noted that this study is considered as a small-scale study investing in one particular course content, the larger scale for course evaluation towards other aspects such as teaching techniques, materials of instructions, teaching and learning activities, etc. in detail is also suggested. More importantly, the insight results of course evaluation from different aspects can be contributed to future improvements and adjustments of TQF 2 (Program Specification) in order to have the course to be more effective and acceptable to all stakeholders of MA TESOL program in the future.

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A Comparative Study of Herbal Plants in Suśruta Saṃhitā and Thai Traditional Medicine Texts

U-tain Wongsathit¹

Abstract

The study shows that the *Suśruta Saṃhitā*, one of the oldest Sanskrit *Āyurveda* scriptures, was composed around 1,000 – 100 BCE. The earliest reference to *Suśruta Saṃhitā* in southeast Asia is K.323 inscription of King Yaśovarman, who ruled the Angkor Empire in 889–910 A.D. The study of 38 Sanskrit verses of the 38th Chapter, *Dravya Saṃgrahanīya*, in *Sūtra Sthāna* of *Suśruta Saṃhitā* reveals that 438 medical materials are recorded in 37 groups of medicines. Some medical materials appeared in many groups. The medical materials can be divided in to two categories i.e. herbal plants and minerals. 175 medical materials can be identified with Thai names by the comparison of scientific names. 128 herbal plants together with 35 specific parts of herbal plants make 139 in total. Out of these herbal plants, there are 49 plants are comparable with 16 Thai traditional medicine texts. Medicinal properties of all comparable medical materials are mostly in the same manners. These 49 medical plants are considered as effective medical plants, which need for future study.

Keywords: Medical materials, Herbal plants, Ayurveda, Suśruta Saṃhitā, Thai traditional medicine texts

Introduction

Āyurveda is from the Sanskrit words ‘*āyus*’ and ‘*veda*’. It means ‘the science of life’, which is a method of medicine that is widely practiced in India. The tradition of *Āyurveda* can be tracked back to several thousand years. *Āyurveda* is an *Upaveda*, the art or science regarded as supplementary to the *Atharvaveda*. Its purpose is to maintain the health of a person as long as possible. *Āyurveda* scriptures, generally, describe illnesses, causes, symptoms, medicines and rules. There are two main schools of Ayurveda i.e. *Caraka Saṃhitā* and *Suśruta Saṃhitā* (Lochan, 2557, p. 23). *Suśruta Saṃhitā* was composed around 1,000 – 100 BCE. *Suśruta* is entitled in the text as the author, who obtained the knowledge of his guru, *Divodāsa*, an incarnation of god of medicine *Dhanvantari* (Bhishagratna, 2012, Vol.I, p. vi). It is said in a verse that the full version of *Suśruta Saṃhitā* has 12,000 stanzas. The text was divided into 6 *sṭhāna* or books with 186 *Adhyāya* or chapters. The oldest palm-leaf manuscript is preserved

¹Faculty of Archaeology, Silpakorn University, tainzgree@yahoo.com

in Kaiser Library of Nepal with the date equal to Sunday, April 13th, 878 CE (Harimoto, 2014, p. 1087). The composition of the text is very systematic. The first book of *Suśruta Saṃhitā* is *Sūtra Sthāna*, which has a large summary of the knowledge enveloping the medical aspects of *Āyurveda*. Most of medical materials are collected and catalogued in the 38th Chapter named *Dravya Saṃgrahaniya*, which means the general classification of drugs according to their therapeutical properties. The earliest reference to *Suśruta Saṃhitā* in southeast Asia is K.323 inscription of King Yaśovarman, who ruled the Angkor Empire in 889–910 A.D. This shows that *Suśruta Saṃhitā* provides influence to traditional medicine of southeast Asia for more than thousand years. But the text is not recognized by Thai scholars. Thus, the study of *Suśruta Saṃhitā*, which is the primary source for *Āyurveda* knowledge, is needed. However, the Sanskrit language, one of the oldest languages of Indo-European family, is the main obstacle for Thai scholars. Few Thai scholars pay interest in research about medical materials from scriptures, which are primary sources.

Chayan Picheansoonthon, Mantmas Javalit and Vichien Cheeravong (2015) are pioneers, who made the elaborate research in 2001 on *Osoth Phra Narai*, the oldest Thai traditional medicine text which was composed from 1660 to 1687 CE. Then Thapthep Thippayacharoentam (2014) conducted a research “Transliteration and analysis the traditional herbal medicines use in the Sabba-lakkhana-sabbaguna lae Mahaphikad scripture based on drug matters of Thai traditional pharmacy”. The research focused on the *Sabba-lakkhana-sabbaguna Lae Mahaphikad* scripture, the royal Thai traditional medicine text which was composed in 1871 CE.

Somboon Supanwatanakul (1997) is the first scholar who made a comparative study of plant-names in *Mahaverssantara Jataka*, which was originally composed in Pali language, with the herbal plants used in inscriptions from Wat Phra Jetupon Vimomangalaram. This is the first research, which made a comparison between Pali plant-names with Thai plant-names through scientific names along with the explanation in pharmacy. The method of this research is applied in the current study.

U-tain Wongsathit (2015) provided the research in comparative study of diseases and herbal plants in *Caraka Saṃhitā*, the *Āyurveda* text composed in around the 6th Century. The research focused on identification of Sanskrit names of diseases and herbal plants with Thai names. The investigation proves 232 herbal plants, which are available in Thai. Moreover 44 herbal plants are commonly found in practice in Thai traditional medicine, which are the most effective herbal plants. This is the only research focusing on original Sanskrit text of *Āyurveda*.

It is fascinating to know that the medical plants in *Suśruta Saṃhitā*, which was composed in India around 2,000 years ago in India, and medical plants in 16 Thai traditional medicine texts, which was composed in Thailand around few hundred years, were applied to treat

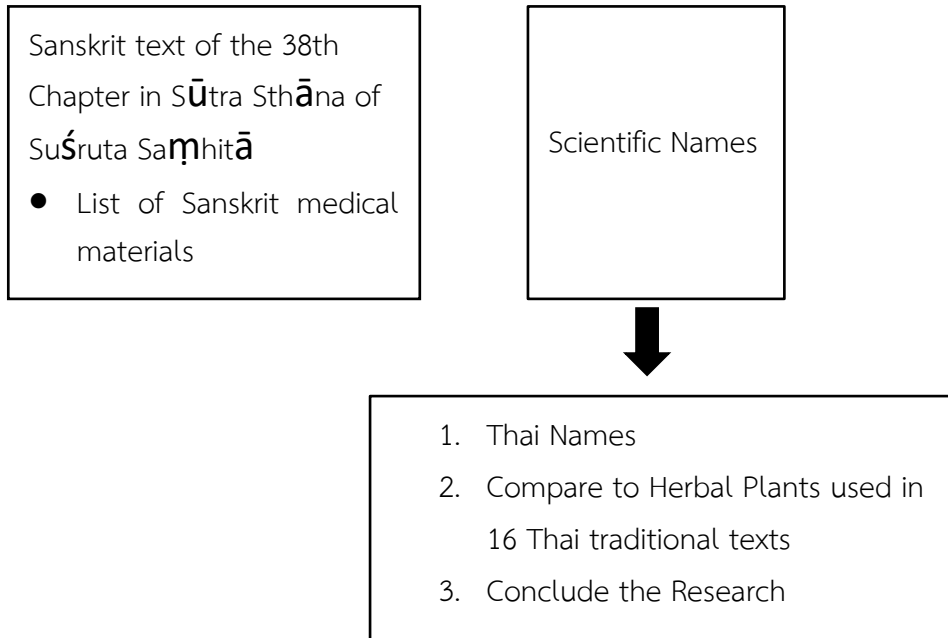
the same disease in same way or not? The usage of the same medical plant for the same illness from the texts of two nations is the evidence of the efficiency for the medical plant. The effective medical plant can be developed to the stage of in vitro and in vivo studies for the new drug in the future.

Research Objectives

1. to study the medical materials from original Sanskrit verses of the 38th Chapter, Dravya Saṁgrahanīya, in Sūtra Sthāna of Suśruta Saṁhitā
2. to compare medical plants from original Sanskrit verses with that in 16 Thai traditional medicine texts to find the outstanding effective medical plants

Theoretical Framework

The study is a qualitative research focusing on Primary Sources i.e. the 38th Chapter, *Dravya Saṁgrahanīya*, in *Sūtra Sthāna* of *Suśruta Saṁhitā*. The comparative study of properties of medical materials in *Suśruta Saṁhitā* with that in 16 Thai traditional medicine texts, offer the tendency of affective properties of that medical plants. The Theoretical Framework of study is mainly the textual analysis along with model modified from that of Somboon Supanwatanakul (1997).



Research Methodology

1. Translate original Sanskrit verses of the 38th Chapter, *Dravya Saṁgrahanīya*, in *Sūtra Sthāna* of *Suśruta Saṁhitā* into Thai and cross-check with Sanskrit scholar
2. Collect medical materials from the text, make list of Sanskrit names of medical materials and find out the scientific names from Sanskrit sources
3. Identify Sanskrit names of medical materials with Thai names by considering the scientific names and check with Botany scholar
4. Compare properties of medical materials in *Suśruta Saṁhitā* with that in 16 Thai traditional medicine texts

Research Results

The study of original 38 Sanskrit verses of the 38th Chapter, *Dravya Saṁgrahanīya*, in *Sūtra Sthāna* of *Suśruta Saṁhitā* reveals that the text assembles medical materials into 37 *Gaṇa* or groups of medicines according to their properties. The names of each *Gaṇa* are mostly after the first Sanskrit name appeared in the group such as ‘*Varuṇādigāṇa*’, which means ‘the group starts with the *Varuṇa* plant (*Crataeva religiosa*). These *Gaṇa* and number of medicines are:

Table 1 Table of *Gaṇa* or Groups of Medicines and Number of Medicines

Order	Names of <i>Gaṇa</i>	Number of Medicines
1.	Vidārigaṇdhādigāṇa	19
2.	Āragvādigāṇa	21
3.	Varuṇādigāṇa	22
4.	Vīratarvādigāṇa	19
5.	Sālasārdigāṇa	23
6.	Lodharādigāṇa	19
7.	Arkādigāṇa	23
8.	Surasādigāṇa	13
9.	Muṣkakādigāṇa	13
10.	Pippalyādigāṇa	22
11.	Elādigāṇa	29
12.	Vacādigāṇa	11
13.	Śyāmādigāṇa	19
14.	Vṛtyādigāṇa	5
15.	Paṭolādigāṇa	7
16.	Kākolyādigāṇa	18
17.	Ūṣakādigāṇa	6
18.	Sārivādigāṇa	8
19.	Añjanādigāṇa	9

Order	Names of Gaṇa	Number of Medicines
20.	Paruṣakāḍigaṇa	8
21.	Priyāṅgvāḍigaṇa	14
22.	Ambaṣṭāḍigaṇa	11
23.	Nyagrodhāḍigaṇa	25
24.	Guḍacyāḍigaṇa	5
25.	Utpalāḍigaṇa	7
26.	Mustāḍigaṇa	10
27.	Trīphalā	3
28.	Trīkaṭuka	3
29.	Āmalakyāḍigaṇa	4
30.	Trapvāḍigaṇa	7
31.	Lākṣāḍigaṇa	11
32.	Pañcamūla	5
33.	Mahat Pañcamūla	5
34.	Daśamūla	10
35.	Vallipañcamūla	5
36.	Pañcakaṇṭaka	5
37.	Pañcatṛṇa	5
Total	37	438

Some medical materials occurred in more than one *Gaṇa* such as *Madhuka*, which appeared in 8 *Gaṇa*. Thus, 303 Sanskrit kinds of medical materials are reflected in the 38th Chapter. These medical materials can be divided into two main groups i.e. medicinal plants and medicinal minerals.

The botanical name is the key to identify the medical plant mentioned in Sanskrit text, as a botanical name is given to a precise plant species. It must conform to the system of botanical nomenclature as approved by the International Code of Nomenclature for algae, fungi, and plants. The botanical name is very important, so that a plant species would have a particular name that is acceptable worldwide. A plant commonly has several names depending to reference of the local residents. Thus, a botanical name prevents the misunderstandings and misidentification of a plant, which was called by Sanskrit and Thai names. The botanical name of a plant species is usually consisted of two parts, also called binomen. it is comprised of genus name and the specific epithet. Both the genus name and the specific epithet are written in italics. The first letter of the genus name must be capitalized.

Some Sanskrit names indicate only one botanical name. For example, three Sanskrit names i.e. *Kaṇṭakī*, *Khadira*, and *Jiṅginī* have the same botanical name, *Acacia catechu*. Other three Sanskrit names i.e. *Kālamāla*, *Surasā*, *Surasī* have the same scientific name *Ocimum sanctum* signifying only one plant, Holy basil. These three Sanskrit names appear in same group i.e. *Surasādigana* denoting three different kinds of Holy basil. It may be assumed that Sanskrit text divide Holy basil into three different kinds, but it is not available in botany. Two kinds of Holy basil are observed in Thai traditional medicine texts i.e. the white Holy basil and the red Holy basil (Maneenoon & Jaisamut, 2560, p.55). Thai traditional medicine texts, moreover, describe the different testes and properties of each kinds. This shows that for Sanskrit and Thai traditional medicine scholars are very aware to Holy basil, but seems to irregular to the western scholars. Some Sanskrit name is very problematic to classify. For example, the Sanskrit - English dictionary of Monier (1970) give two botanical names i.e. *Sida cordifolia* and *Echites frutescens*, for the *Sahadeva*. Thus, it needs for more examination from other sources.

After investigating the scientific and botanic names with Thai names, it is discovered that 175 kinds are available in Thai. These 175 medical substances insisting of 163 medicinal plants and 12 medicinal minerals. The medical plants are more useful than medicinal minerals. They can simply apply to the human, because of the less toxication.

The examination of botanical name signifies the medical plant in Thai name. Then, the investigation of that Thai herbal plant in Thai traditional medicine texts in the context of the treatment to particular illness. 16 Thai traditional medicine texts used in this study are

1. *Chanda Sastra*
2. *Prathom Cinda*
3. *Dhatu Vibhanga*
4. *Sabbaguna (Lae Mahaphikad)*
5. *Samutthan Vinicchai*
6. *Vara Yogasam*
7. *Maha Jotarat*
8. *Javadarn*
9. *Roga Nidana*
10. *Dhatu Vivorn*
11. *Dhatu Banjob*
12. *Muccha Pakkhanthika*
13. *Takka Shila*
14. *Kashai*
15. *Tamra Sabbhakhun Chabub Khong Krom Luang Vongsadhirajsanith*

Tamra Ya Phises Chabub Khong Krom Phraya Pavareshvariylongkorn

The texts No.1 - 14 are collected and published by Sathabunphasathai (2004) under the name “*Paet Sashttra Samgraoh*”. The texts No. 15-16 are revised and published in one volume by Amrin Printing in 1984. It is found that 47 Sanskrit herbal plants are used in Thai traditional medicine texts. These 47 herbal plants are considered the effective medical plants. These are:

Table 2 Table of Sanskrit Herbal Plants Mentioned in Thai Traditional Medicine Texts

Order	Sanskrit Names	Scientific Names	Thai Names
1.	Madhuka	<i>Glycyrrhiza glabra</i>	ชะเอมเทศ
2.	Candana	<i>Santalum album</i>	จันทน์
3.	Citraka	<i>Plumbago zeylonica</i>	เจตมูลเพลิงขาว
4.	Vṛtī, Prācībalā	<i>Solanum indicum</i>	มะแว้ง
5.	Kaṇṭakī, Khadira, Jīṅginī	<i>Acacia catechu</i>	สีเสียด
6.	Kaṭvaṅga, Bhalluka	<i>Ailanthus excelsa</i>	เพกา
7.	Kaṭurohinī	<i>Picrorhiza kurroa</i>	โกฐก้านพร้าว
8.	Karaṅja	<i>Sapindus laurifolius</i>	มะคำดีควาย
9.	Triphala	the 3 Myrobalans (fruits of <i>Tertminalia</i> <i>Chebula</i> , <i>Terminalia</i> <i>Bellerica</i> and <i>Phyllanthus Emblica</i>)	พิกัดยาตรีผลา (ลูกสมอไทย, ลูกสมอพิเภก, ลูก มะขามป้อม)
10.	Nimba	<i>Azadirachita indica</i>	สะเดา
11.	Pippalī	<i>Piper longum</i>	ดีปลี
12.	Vacā	<i>Acorus calumas</i>	ว่านน้ำ
13.	Hariddrā, Rajanī	<i>Curcuma longa</i>	ขมิ้น
14.	Harītakī	<i>Terminalia chebula</i>	สมอไทย
15.	Ela	<i>Elettaria</i> <i>cardamomum</i>	กระวานเทศ
16.	Kuṣṭa	<i>Saussurla lappa</i>	โกฐสอเทศ
17.	Padmakeśara	The filament of <i>Nelumbo nucifera</i>	เกสรดอกบัวหลวง
18.	Pūīka	<i>Guilandina bonduc</i>	สวาด
19.	Bilvā	<i>Aegle marmelos</i>	มะตูม
20.	Marica	<i>Piper nigrum</i>	พริกไทย

Order	Sanskrit Names	Scientific Names	Thai Names
21.	Musta	<i>Cyperus rolundus</i>	หญ้าแห้วหมู
22.	Rā ^ṛ av ^ṛ ṛkṣa, Arevata	<i>Cassia fistula</i>	ราชพฤกษ์
23.	Vibh ^ṛ itaka	<i>Terminalia belerica</i>	สมอพิเภก
24.	Vy ^ṛ āghranakha, Sudh ^ṛ ā	<i>Euphorbia antiquorum</i>	สลัดได
25.	Ś ^ṛ ṅgavera	<i>Zingiber officinale</i>	ขิง
26.	Hi ^ṛ ṅgu	<i>Ferula tournex</i>	มหาหิงคุ์
27.	Aguru	<i>Aquilaria agallocah</i>	กฤษณา
28.	Āmalaka, Āmalak ^ṛ ī	<i>Emblica officinalis</i>	มะขามป้อม
29.	Kā ^ṛ lamā ^ṛ la, Suras ^ṛ ā, Suras ^ṛ ī	<i>Ocimum sanctum</i>	กะเพรา
30.	Katakaphala	<i>Strychus polatorium</i>	โกฐกะกลิ้ง
31.	Kadal ^ṛ ī	<i>Musa sapientum</i>	กล้วย
32.	Kampilaka	<i>Mallotus phillippinensis</i>	คำแสด
33.	Kā ^ṛ līyaka	<i>Curcuma xanthorrhiza</i>	ว่านขมิ้นคุดู
34.	kā ^ṛ samarda	<i>Cassia sophera</i>	ขี้เหล็ก
35.	Kusuma	<i>Carthamus tinctorius</i>	คำฝอย
36.	Kustumburu	<i>Coriandrum sativum</i>	ผักชี
37.	Jambu	<i>Eugenia fruticosa</i>	ห้ว
38.	Jī ^ṛ raka	<i>Cuminum cyminum</i>	เทียนขาว
39.	Turuṣka	<i>Styrax tonkinensis Craib ex Hartwich</i>	กำยาน
40.	Triv ^ṛ ṛta	<i>Ipomoea Turpethum</i>	จิงจ้อ
41.	Dant ^ṛ ī	<i>Baliosperum montanum</i>	ตองแตง
42.	Dā ^ṛ ḍima	<i>Punica granalum</i>	ทับทิม
43.	Nā ^ṛ gakeśara	<i>Mesua ferrea</i>	บุนนาค
44.	Ś ^ṛ ukti	<i>Tamarindus indica</i>	มะขาม
45.	Saptal ^ṛ ā	<i>Mimosa concinna</i>	ส้มป่อย
46.	Sugandhaka	<i>Andropogon schoenanthus</i>	ตะไคร้
47.	Udumbara	<i>Ficus glomerata</i>	มะเดื่ออุทุมพร

Research Discussion

The *Suśruta Samhitā* was composed in India around 2,000 years ago, meanwhile Thai traditional medicine texts were composed in several hundred years. The usage of same herbal plants from the records of two countries is the important index to point out the significant herbal plants. The comparison of properties of herbal plants cited in two different sources i.e. India and Thailand, shows the tendency of the active important substance of herbal plant.

Out of 47 Sanskrit herbal plants, the most remarkable medical plant is *Madhuka*, as it appeared in 8 *Gaṇa* with very vast properties. The properties of *Madhuka* are

- 1) It purifies of breast milk and specifically act as the assimilators of the deranged humors of the body, their curative properties being markedly witnessed in cases of mucous dysentery.
- 2) It subdues the deranged *Vāta*, *Pitta* and *Kapha* and proves efficacious in cases of nausea, water-brash, dysuria and non-relish for food.
- 3) It subdues the action of the deranged *Pitta*, blood and *Vayu*. It increases the quantity of milk in the breast (galactagogue) and favors the accumulation of phlegm (*Kapha*) in the body. It is a restorative and an elixir and is endowed with the therapeutic virtue of augmenting the virile potency of a man.
- 4) Its therapeutic virtue consists in curbing an attack of bilious (*Pittaja*) fever and in specifically alleviating the burning sensation (*Dāha*) of the body.
- 5) It is anti-toxic in its character and allays the internal burning sensation of the body.
- 6) It proves beneficial in a case of deranged *Pitta*, favor the healing of ulcers, bring about the adhesion of fractured bones and prove curative in cases of dysentery where the stools are found to consist of lumps of thick and matured mucous.
- 7) It cures all disorders of the uterus and vagina, favors the adhesion of fractured bones and all sorts of secretions of the body in addition to its astringent properties and proves curative in a case of hemoptysis. It is an anti-fat and assuages the burning sensation of the body.
- 8) It assuages the burning sensation of the body and proves curative in cases of vomiting, in Hridroga (Angina pectoris), in syncope, in hemoptysis and in cases of poisoning as well. (Bhishagratna, 2012, Vol.I, p. 331-336).

The *Madhuka* is found in as ingredient in 43 Pharmacopoeias, in 8 Thai medicine texts, namely 1) *Prathom Cinda* 2) *Dhatu Vibhanga* 3) *Sabbaguna* (*Lae Mahaphikad*) 4) *Maha Jotarat* 5) *Dhatu Vivorn* 6) *Muccha Pakkhanthika* 7) *Kashay* 8) *Tamra Sabbhakhun Chabub Khong Krom Luang Vongsadhirajsanith*. The properties of *Madhuka* or ชะเอมเทศ (Ja-am Thet) is described as the cold medicine. It cures the symptoms of thirsty, inside heat, and all kinds of fevers.

The comparison of in those two sources shows the tendency of *Madhuka* in treatment of burning sensation of the body. The *Madhuka* is found in *Vessantra Jataka* in the same name (Supanwatanakul, 1997, p. 95). The Medicinal Plant Inscriptions in Wat *Phrachetuphonwimonmang khalaram* tells that it is used in 34 Pharmacopoeias in treatment of several illnesses such as illness from blood, illness from inside heat. ชะเอมเทศ in *Tamra Phra Osoth Phra Narai* is noticed in

Pharmacopoeia named *Ya Hom Dun* (Chayan Picheansoonthon et al., 2015, p. 97). This Pharmacopoeia subdues *Sannibat* fever. The *Madhuka* is defined in *Caraka Saṃhitā* as an herbal plant calming cough and fever (Wongsathit, 2015, p.80).

From all sources, it can be assumed that the *Madhuka* have a property in curing fever and burning sensation of the body. It is confirmed by a modern research in pharmacology. The research “*Glycyrrhiza glabra*: Chemistry and Pharmacological Activity”, conducted by Varsha Sharma, Akshay Katiyar, and R. C. Agrawal (2018), shows that the *Glycyrrhiza glabra* (*Madhuka*) exerts an anti-inflammatory action similar to hydrocortisone and other corticosteroid hormones. It, moreover, exhibited marked antioxidant activity in a test tube system as it has a plenty of polyphenolic components as a potential source of antioxidants.

These 47 Sanskrit herbal plants are considered the effective medical plants. These should be studied in the cases of phytochemicals for future drug use. Natural products have been a prime source for the treatment of many forms of ailments, many of which are consumed daily with the diet. They deliver significant protection against various diseases and disorders.

Further Research Suggestion

The study of *Āyurveda* Sanskrit texts, which is the primary source for health care, is needed. *Āyurveda* Sanskrit texts are

1. Aṣṭāgaharīdaya
2. Aṣṭāgasamgraha
3. Bhela Saṃhitā
4. Mādhva Nidāna
5. Śarṅgadhara Saṃhitā
6. Bhava Prakāśa
7. Cikitsātatvajñā
8. Divyācikitsākaumudī
9. Cikitsāsāratāntra
10. Vaidkāśasva
11. Vyādhisindhuvimardana
12. Gāṇārnava

Other Thai traditional medicine manuscripts are also needed.

All medical plants from these primary texts are needed for future studies in vitro and in vivo studies. These should be studied in the developments for future drug, which will help to development of herbal industry.

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A Content Analysis of Discrimination in English Language Teaching Job Advertisements

Phongsakorn Methitham¹

Abstract

This research study investigates discriminatory discourses and attitudes of English Language Teaching (ELT henceforce) employment, particular in hiring for language teaching positions in Thailand. The result from this study has revealed that ELT sphere still promotes and maintains imbalances and inequalities in employment. Based on a content analysis of 90 job advertisements posted on an online job board and job search engine site, the result identifies ten factors that are included as key qualification requirements in these advertisements. A number of these factors, such as age, gender, nationality, nativeness and race, are “biographical” in nature and tend to be used to grant a privilege to a particular population of English-speaking candidates from the West but discriminate against another group of English speakers. The findings of this study suggest that the discriminatory practices are still visible especially in job advertisements, and the recruitment policies need to be reevaluated and reconstructed to make ELT in Thailand an equitable profession.

Keywords: Discrimination, English Language Teaching, Employment, Job Advertisements, Nativeness

Introduction

With its phenomenal spread throughout the globe, it is undeniable that English deserves the privileged status as the international language. There is a universal assumption going beyond the taken-for-granted term international language that since English is truly international, then all countries across the globe must have an equal advantage with the language. This view is similarly shared by Bamgbose (1998), “no English-using nation is put at a disadvantage by not being able to profit from its use internationally” (p. 11). That is, English should not provide an advantage for some countries but maintain a disadvantage for others. If this view is situated in the economic realm, English should not add job opportunities and wealth to the economy of any specific English-speaking countries.

However, the English Language Teaching (ELT henceforth) industry still promotes and maintains imbalances and inequalities in employment by solely serving a particular group of

¹Faculty of Humanities, Naresuan University, pongsakornm@nu.ac.th

native speakers from the core Western countries. Many scholars in English education observe that those native speakers with Caucasian appearance, mainstream British or American accents, and western representation are granted a privileged position and status in ELT as they are thought to represent both the model English speakers and the ideal English teachers. In sharp contrast, non-native teachers of English have been facing discriminatory attitudes especially when seeking and applying for teaching positions elsewhere across the globe (Clark & Paran, 2007; Jenkins, 2006; Mahboob, 2004; Mahboob & Golden, 2013; Mahboob, Uhrig, Newman, & Hartford, 2004; Pasternak & Bailey, 2004; Selvi, 2010).

To date, research works into the issue of discrimination in ELT employment are very limited. Waelateh, Boonsuk, Ambele, and Wasoh (2019) and Boonsok & Ambele (2021) have addressed the issue of hiring practices in Thailand where English serves as a mandatory subject in the school system and is the first preferred foreign language. However, this study aims at extending those studies by investigating the extent to which the dominance of native speaker or the hegemony of native-speakerism² appears in ELT employment and results in the unequal employability. Hence, the present study employed the content analysis to examine if and how descriptions in job advertisements can promote discriminatory condition against candidates with particular backgrounds.

Research Objectives

1. To explore the extent to which the dominance of native speaker or the hegemony of native-speakerism appears in ELT employment.
2. To investigate the results of dominance and hegemony in the unequal employability.

Theoretical Framework

Critical Approaches to Applied Linguistics

The theoretical framework providing an outline for this research study is critical approaches to applied linguistics. They are promoted by language educators who criticize that applied linguistics has focused merely on teaching and learning the language but lack sufficient critical views in ELT community (Phillipson, 1992; Pennycook, 1994; Canagarajah, 1999; Kumaravadivelu, 2003). The notions of critical applied linguistics are primarily influenced by Critical Pedagogy associated with the Brazilian educator and activist Paulo Freire. It is a literacy approach inspired and emerged from critical social theory which aims at questioning and problematizing social convention, agreement, and domination. The approach is fundamentally

²Adrian Holliday (2005) states that native-speakerism is a pervasive ideology within ELT, characterized by the belief that 'native-speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology.

concerned with challenging and transforming such posited “dominant” norms, values, and practices that have long been taken for granted.

The challenging and transforming pedagogy is the key principle in this critical approach to applied linguistics; however, the absolute change is not inevitably the ultimate goal. Freire (1970) proposes the process called as “conscientization” or the gathering of people around an issue which focuses upon perceiving and exposing social and political contradictions. The goal is to develop an awareness of the issues that are critical for social change to take place. Hence, being ‘transformative’ in this climate has various stages and achieving a certain level of critical consciousness can possibly be one of them (Phothongsunan & Suwannarak, 2008). Shared the view by an American educator, Giroux (1988) promotes changes in education which he called liberation in education. However, liberation does not ultimately lead to social, political, and economic freedom. Critical pedagogy or liberating education in his sense take it places when teachers and students has come together to understand by questioning and challenging the given social norms, assumptions, and forces.

Critical approaches to applied linguistics attempt to make a connection between language education and broader political concerns. Pennycook (2001) argues that language education must pay more attention to the dominant language and culture which create inequality, hegemony, and oppression to the broader society. Watson-Gegeo (2004) further explains “there is no context-free language learning, and all communicative contexts involve social, cultural, and political dimensions that affect which linguistic forms are available or taught and how they are represented” (p. 342). From her stance, ELT professionals should seek to understand and critique what political implications of their everyday teaching, learning, and researching are, and whether such implications empower or disempower a particular group of people. One way to adopt such critical approaches is to revisit native and nonnative dichotomy, and discriminatory practices in ELT employment.

Native and Nonnative Dichotomy

It is complex but clear that mainstream ELT-related disciplines perceive the native speaker (NS) and nonnative speaker (NNS) differently. That is, NSs deserves a higher and more respectful status.

In theoretical linguistics places NSs in an idealized position as they are assumed to produce dependable oral and written utterance or more reliable source of linguistic data. This perception formulates the construct of an “ideal speaker-listener, in a completely homogenous speech-community” (Chomsky, 1965, p. 3). This idealized NS model has long

created a monolingual bias in different aspects of second language sphere such as second language acquisition (SLA) theory (Cook, 1997; Kachru, 1994), language pedagogy (Howatt & Widdowson, 2004; Leung, 2005), teaching materials (Canagarajah, 1999; Pennycook, 1994; Phillipson, 1992), second language research (Block, 2003; Okazaki, 2005) and teacher recruitment (Clark & Paran, 2007; Mahboob, 2004). In this situation, Firth and Wagner (1997) claim that the monolingual bias “elevates an idealized native speaker above a stereotypical ‘nonnative’ while viewing the latter as a defective communicator, limited by an underdeveloped communicative competence” (p. 285). This dichotomy of English native and non-native speakers results in and perpetuates the concepts of “native-advantage-specialist” and “nonnative-disadvantage-deficit”.

Dominance of native speakers in ELT industry

With such impressions toward the speakers of English continued in ELT, the current status of English as an international language tends to create more employment opportunities and make great earnings for native English-speaking countries. Denham (1992) makes a critical observation that ELT is an export commodity for the UK and the US as English language teaching materials are their major income earners. In like manner, having observed the teacher recruitments worldwide, Bambose (2001) agrees that job opportunities are not equally open to all speakers, but rather to the native speakers representing the western culture. As he highlights it:

a so-called “Global English School” in Thailand boasts on its Internet home page that “All of our English teachers are native speakers, teaching natural English as it is spoken in real conversation” (p. 360).

The monolingual tenets prevail in the society has resulted in strong stereotypes as this phenomenon can be clearly observed in job vacancy advertisements. In this current climate, there is a tendency that job opportunities are open for the particular group of English speakers, and competitive advantage in teaching positions are granted to them.

In other words, local employers of language schools assume any native speaking job candidate as more qualified than local or international nonnative speakers in terms of linguistics orientation and professional performance. Jenkins (2006) enhances that a job applicant who is thought of as native speakers from the West has a high chance of getting better-paying teaching position in the country, even though he or she has no teaching

experiences or limited pedagogical training and may not even speak the dominant standard variety of English.

Discriminatory Practices in ELT Employment

To date, very little research into the issue of discrimination in ELT employment has been carried out in limited countries and region. The following studies has reported the unequal judgment and discriminatory practice when recruiting a new teaching position in ELT.

In their study, Mahboob et al. (2004) focused on the hiring criteria of English language program administrators in the United States. The result of the study revealed that most program administrators came to an agreement that native English speaker was either an “important” or “somewhat important” criterion. That is, “nativeness” criterion is important for them to decide who should be hired as an English teacher. Being a native English speaker gave privilege to certain candidates and resulted in significant weight for final decision. The study also confirmed that the influence of native speakerism undoubtedly prevailed in the professional frameworks of ELT employers in the US higher education.

In a study that investigated a criterion for hiring decisions at English language teaching institutions in UK, Clark and Paran (Clark & Paran, 2007) revealed that 72.3% of the 90 respondents judged the nativeness criterion to be either very important or moderately important. This result confirmed that native English candidates deserved privileged status when being recruited for English language teaching position as they were believed to be the model speaker and the ideal teacher.

Another study on discriminatory practices in ELT profession was conducted in 2006. Moussu (2006) investigated the perceptions of 25 U.S. Intensive English Program administrators towards the strengths and weaknesses of native- and non-native-speaking teachers. It is not surprised that “foreign accent” was called a salient deficiency of non-native teachers. The tendency of hiring native speakers to be teacher in their programs was quite high as it was a political and money-driven strategy. Apart from nativeness criteria, they included educational backgrounds and teaching experiences among the teacher recruitment decision-making process.

In an attempt to disclose the extent to which native speakerism perpetuated in English language teaching profession, Selvi (2010) studied 70 and 439 job advertisements listed in TESOL Career Center and International Job Board at Dave’s ESL Café respectively. The study revealed the discriminatory hiring practices in the advertisements which were ‘nativeness as

job requirement', 'variety of English spoken', 'location of academic degrees attained', and 'location of residence/citizenship' (p. 166). To illuminate the inequality in hiring practices found in the study, he employed the concept of 'native speaker fallacy' (Phillipson, 1992) which reflected the belief behind the practices that a native speaker is the ideal English teacher.

Recently, Mahboob and Golden (2013) analyzed 77 job advertisements posted on ESL websites in the East Asia and the Middle East in order to investigate what qualities ELT employers look for in potential job candidates. They revealed that the qualities commonly included as key requirements on these advertisements were age, gender, nationality, nativeness and race. These were "biological factors" (p. 75) and could be used to discriminate against certain applicants from particular countries or regions. In the findings, professional factors were also appeared on the advertisement content; however, they were likely to be overshadowed by the biological variables. They concluded that the discriminatory practices still prevailed in teaching profession, and action needed to be taken to create the equitability in ELT circle.

Research Methodology

The nature of this study is qualitative content analysis. It goes beyond merely counting words to examining language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings (Weber, 1990). These categories can represent either explicit communication or inferred communication. The goal of content analysis is to provide knowledge and understanding of the phenomenon under study. In the same line of thought, qualitative content analysis in this study is defined as a research method for "the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p. 1278).

An analytical process in this study were in different stages proposed by (Kaid, 1989). The researcher started with selecting the samples to be analyzed and defining the categories to be applied. The coding process were outlined into two phrases. Preconceived coding related to the research questions were drawn, and bottom-up coding emerged from the data were focused. Developing themes were elicited, revised, and finalized different sets of categories. Lastly, determination of theme trustworthiness was employed to discard some of irrelevant categories.

Selection of Data Sources

Job advertisements were used as primary examples of the discriminatory discourse and attitudes as a focus of the text analysis and in-depth interviews. Tollefson (2002) claims that one of the keys to understand how dominant social groups use language for establishing and maintaining social hierarchies, and investigating ways to alter those hierarchies, is to see the links between education and employment.

To investigate the qualifications and duties expected by prospective ELT employers or what qualities the employers look for in potential job candidates, I looked at descriptions of 90 job advertisements of English teaching positions in Thailand. These were posted on the most popular job-hunting website, Ajarn (www.ajarn.com), for finding English teaching positions in Thailand. The reason behind of taking a single on-line source is to reduce the possibility of duplicate advertisements. Those advertisements posted on the Ajarn websites aimed at recruiting English language teachers at various levels (e.g., pre-kindergarten, kindergarten, EP³, ESP⁴, and EAP⁵); in various locations (rural, suburban, and urban areas) for various positions (e.g., full-time or full-part teaching positions, private teachers, and homeroom teachers)

Ajarn was started in 1999 and has now become one of the most popular Teaching English as a Foreign Language (TEFL) sites in Thailand (Waelateh, B. et al, 2019) and Southeast Asia. It is regionally known for its job board; however, it offers other useful articles, blogs, and features. These reading entries would help those who are applying, becoming, or currently making a living as an English teacher, especially in Thailand.

Result

The total number of advertisements posted in ajarn.com websites were 90 entries posted from January to June 2019. Based on the content analysis approach, all advertisements were analyzed for type of employers, factors and qualification requirements, and discriminatory discourse included in the content of the advertisements. An overview of the findings will be presented in tables, and each of the aspects will be discussed more in details.

³English Programs offered at primary and second schools

⁴English for Specific Purposes mostly offered at language schools

⁵English for Academic Purposes generally offered at schools as part of degree requirements

Details of Employers

Below table was an overview of the top five employers who posted their vacant teaching positions on the website. A content analysis of the 90 advertisements showed that the top employers were language schools, English teacher recruitment agencies, private and government secondary school, private and government primary schools, and kindergarten schools. The Table 1 presented a count of times (tokens) and a percentage that each employer was appeared in the total of job advertisements.

Table 1 Details of Employers

Ranking	Top Employers	Frequency/ tokens	No. of Advertisements/ Percentage
1	Language Schools	33	36.33
2	English Teacher Recruitment Agencies	19	21.00
3	Private/Government Secondary Schools	18	20.00
4	Private/Government Primary Schools	12	13.33
5	Kindergarten Schools	8	8.88

As shown in Table 1, Private language schools comprised the greatest number of advertisements collected from the ajarn.com website, accounting for about 36.33 percentage (33 tokens) of all job advertisements in the data set. Private language schools were followed by English teacher recruitment agencies, or intermediate agencies which played the role of mediators between employers and employees. They mostly recruited foreign teachers of English for private and government schools. The advertisements of recruitment agencies accounted for 21 percentages (19 tokens) of the entire advertisements. In addition, privately-owned and state-owned secondary schools came in the third place, accounting for about 20 percentages (18 tokens) of all collected advertisements.

Biographical and Professional Factors

A content analysis of the 90 advertisements showed that they listed up to seven factors as key requirements for potential candidates. These factors included nativeness, race, nationality, age, gender, education, teaching experiences, pedagogical skills, and professional personality and attitudes. These factors can be classified as either biographical (nativeness, race, nationality, age, and gender) or professional (teaching experiences, pedagogical skills, and personality and attitudes) factors. Each job description varied in terms of the criteria

included. An overview of the findings will be presented below in Table 2 and Table 3, and each of the factors will be discussed in some detail. Table 2 and Table 3 presented a count of times (tokens) and a percentage of the total of the entire data that each factor was included in the advertisements.

Table 2 Biographical Factors

Ranking	Top Biographical Factors	Frequency/ tokens	No. of Advertisements/ Percentage
1	Nativeness	78	86.66
2	Race	38	42.22
3	Nationality	37	41.11
4	Age	5	5.56
5	Gender	4	4.44

Table 3 Professional Factors

Ranking	Top Professional Factors	Frequency/ tokens	No. of Advertisements/ Percentage	No. of Ads do not mention factors/ percentage
1	Education	59	66	33.33
2	TEFL Certificate or equivalent	43	48	50.00
3	Teaching Experiences	33	37	52.22
5	Personality and Attitudes	17	19	81.00
4	Other professional skills/experiences	5	6	94.44

Table 2 and Table 3 above gave the frequency and percentage of each of the ten criteria mentioned in the advertisements. The table showed that frequency count for the 90 advertisements together. These results revealed that “nativeness” was the single most frequent criterion mentioned in the total of advertisements (78 token and 86.66 percentage), followed by education (59 token and 65.55 percentage), TEFL certification (43 token and 47.77 percentage) race (38 token and 42.22 percentage), nationality (37 token and 41.11 percentage), and, surprisingly, teaching experience (33 token and 36.66 percentage).

As shown in Table 3, it was very interesting that many job advertisements did not mention or require professional details including educational background, TEFL certificate, and teaching experience from the candidates (33.33, 50, and 52.22 percentage, respectively).

Nativeness, Races, and Nationality

Nativeness was the most common biographical variable in the data set. 86.66 percentage of advertisements used the word “native” as the job requirement or qualification. Moreover, almost half of the entire data set specified races and nationalities of the prospective applicants as the qualities the employers expected to find. The advertisements referred to the race of the candidate, a specific world “Europeans” stating that they must be mainly from the USA, UK, Australia, Canada, New Zealand. However, there were a few numbers of advertisements that mentioned other Europeans related location such as Ireland and South Africa.

Teaching Experiences

As shown in Table 3, teaching experiences and necessary skills requirements in the advertisements varied considerably. While some advertisement did not specifically state teaching experience as a requirement, others required applicants to “have teaching experience”, some required at least 1 to 2 years of teaching experience, and some specified “teaching experience to non-native students” or “teaching experience to young learners” as a preferable condition or requirement. Additionally, a few numbers of advertisements (5 tokens or 5.55 percentage of the total) required additional skills related to classroom instruction, these skills included specific experiences in planning and organizing lessons or developing materials and courses.

Professional Personality and Attitudes

Table 3 also reported that personalities and attitudes of potential candidates were not mentioned in most job advertisements (accounting for about 81percentage of all the advertisement). However, a recognizable number of advertisements required some personalities and attitudes as their preferences. For example, the applicants should be active, dedicated, responsible, and innovative. Having genuine interests in students, working hard for students’ betterments, and enjoying working with children were also mentioned in the job requirements.

Discriminatory Discourse in Job Advertisements

An overview of the discriminatory discourses found in the description of advertisements will be presented below. The following table presented a count of times (tokens) and a percentage of the total of the entire data that each aspect was included in the advertisements.

Table 4 Discriminatory Advertisements

Criteria	Number of discriminatory ads	Percentage within the discriminatory ads
Nativeness as a job requirement	77	85.55
Nativeness in a required position title	23	25.56
Variety of English spoken	35	38.88
Location of residence/citizenship	35	38.88

As summarized in Table 4, the result indicated that 85.55 percentage of the advertisements specified “native” as a requirement for potential candidates. The native proficiency was mostly stated in the job description; however, 25.56 percentage of the advertisements clearly stated “native teachers wanted” in a required position title at the top of the advertisements. It was also interesting to know that many employers further narrowed the definition of a native speaker by specifying location of residence or citizenship of applicants as a condition. To illustrate, those who were applying must come from one of the following western or Anglo-Saxon countries: United States, United Kingdom, Australia, Canada, New Zealand, Ireland, and South Africa.

Discussion

The focus of this present study is on discriminatory employment practices which privilege native English-speaking teachers over non-native counterparts. The result reveals the multifaceted nature of unequal opportunities in recruiting and hiring practices.

As mentioned at the beginning of this paper, native-speakerism is a pervasive ideology within ELT, characterized by the belief that ‘native-speaker’ teachers represent a ‘Western culture’ from which spring the ideals both English language and of English language teaching methodology (Holliday, 2005). Philipson (1992) has concluded this phenomenon as the native speaker fallacy which served as a springboard to analyze job advertisements found in Ajarn.com. It is very complex but clear that the native speaker fallacy (Phillipson, 1992) is a practical reality as it is revealed through the findings. A clear-cut majority of the advertisements favored native English-speaking teachers (center professionals) and tended to reject non-native counterparts (periphery professionals) on basis of nativeness as well as variety of English spoken, nationality, and location of residence or citizenship.

Discriminating variety of English spoken (preferably British or American accent and without “tick accent” in the advertisements analyzed for the current study) promotes a particular English accent as the norm for the English-speaking world and English language learners. In the same vein, discriminating location of residence or citizenship views a passport

of a Center country as a gatekeeper to make sure that the job candidates represent the native-speaking western culture (Bambose, 2001). Such perception has granted English language teaching positions as the birthright of native speakers of English. It is undoubtedly that local employers assume that native speakers are more qualified than their counterparts coming from periphery countries without taking their teaching experiences or education background into account. In the climate of recruiting new English teachers, Firth and Wagner (1997) affirms that employers evaluated the candidates through “monolingual bias lens,” and took in the concept of “native-advantage-specialist” and “nonnative-disadvantage-deficit” as a focal justification.

Conclusion

The results of this study suggest that the concern about discriminatory practices in Thailand’s ELT employment is justified. More than eighty percent of all advertisements take biographical factors (nativeness, race, and nationality) into the recruitment decision-making process. The existing discourse in the job advertisements could promote unequal and imbalanced situations and opportunities among English language teachers coming from different sociolinguistic and sociocultural backgrounds. From the results of the study, it can be concluded that the hiring policies and practices of many Thai institutions as revealed through the job descriptions and requirements used in the advertisements may need to be reevaluated and reconstructed. It is critical that, when seeking a language teacher, the school employers should go beyond the biological and nativeness factors. The applicant’s teaching experiences, educational background, and linguistic orientation need to be taken into consideration as major recruiting criteria.

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A Study of CNN News Feed Appeared on Facebook: A Syntactic Analysis

Worawut Kingchan¹ and Pisutpong Endoo²

Abstract

This research aimed to study the syntax used in CNN news feed appeared on Facebook from 18 November 2020 to 18 December 2020, and to explore out the frequency of the syntax of simple, compound, complex, and compound-complex sentence used in CNN news feed from 18 November 2020 to 18 December 2020. The methodology was the samples used for this study from news feed on Facebook, CNN. There were 545 pieces of news feed partitioned into 626 sentences. The instrument was the patterns of English sentence structures consisting of simple sentence, compound sentence, complex sentence, and compound-complex sentence. The statistics was the percentage.

The results of the study were the frequency of each sentence used in news feed. The most used pattern was complex sentence with 210 news feed (49.305) and 341 sentences (56.10%). Next, simple sentence consisted of 171 news feed (40.14%) and 218 sentences (36.00%). Compound-complex sentence combined of 29 news feed (6.80%) 31 sentences (5.10%), and the last one was compound sentence had 16 news feed (3.76) and 17 sentences (2.80%), respectively.

Keywords: news feed, syntax, CNN, sentence

¹A 4th year student of English for International Communication, Linguistics Department, Faculty of Management Technology, Rajamagala University of Technology Isan Surin Campus,
kingchan260941@hmail.com

²A lecturer of Linguistics Department, Faculty of Management Technology, Rajamagala University of Technology Isan Surin Campus, kingchan260941@hmail.com

Introduction

Nowadays, communication without the borders by using internet network with modern technology devices was rapidly changing in the world society such as the computer or smart phone with supporting system of the network. Such communication made the people be able to contact and obtained the information by approaching various online media conveniently. Online newspaper was a source developed from paper newspaper in order to support to the change and advancement in the current situations to add the occasions in assess.

News Feed was a character of the social network Facebook, and it emphasized information plus profile changes, upcoming events and other. updates. Besides, it was the constantly updating stories in the middle of the home page including status updates, photos, videos, links, and likes from people, pages and groups followed by the people around the world on Facebook.

English usage in news feed were beneficial for the learners being interested in developing English skills. The structure used in writing was the best source for the learners because they could add vocabularies, idioms, sentence used in news including syntax.

Syntax was the grammatical arrangement of the words in a sentence, or the words and the phrases were gathered into a sentence in a language. But news feed in CNN news was not found in doing the research. So, this may be a new content that the researcher had done it in this study.

CNN (Cable News Network) was a television channel. The headquarter was located in New York City, and it was owned by CNN Worldwide being a unit of the WarnerMedia News & Sports division of AT&T's WarnerMedia. American media proprietor Ted Turner and Reese Schonfeld had founded CNN in 1980, and it was a 24-hour cable news channel. CNN was the first television channel to give 24-hour news coverage. Moreover, the first all-news television channel was in the United States of America when launched in 1980. CNN primarily broadcasts from Warner Media's headquarters at 30 Hudson Yards in Midtown Manhattan with supplementary studios in Washington, D.C., Philadelphia, and Los Angeles while the news channel had abundant affiliates. Likewise, the CNN Center in Atlanta was only used for weekend programming, and CNN was sometimes called CNN/U.S. (or CNN Domestic) in order to distinguish the U.S. channel from its international subsidiary network, CNN International. CNN had 90.1 million television households as subscribers (97.7% of households

with cable) on September 2018 in 2019, CNN was ranked the third in viewership among cable news networks, behind Fox News and MSNBC, averaging 972,000 viewers. And now, CNN ranked the fourteenth of all basic cable networks (<https://en.wikipedia.org/wiki/CNN>). As CNN news was a big multinational news-based pay television channel introduced news with English grammatical structure having the universal standardization and accepting by the readers, it was a channel or a way for the students being interested in developing and enhancing English skills by using this English news. Moreover, there were a large number of academicians and researchers interested in doing the research about the language written in various types of news such as the headlines, leads, body, or news feed appeared on the applications on internet network with modern technology devices being comprised of words, phrases, clause or English grammatical sentence structures.

There were several researches that did the research about English newspapers, especially a character of headline about the words, phrases, and grammatical structures. Wongsattaya (2008) had studied the comparison of tennis news headlines in The Nation and the Bangkok Post newspaper which aimed to study headlines related to tennis news. Seawnoi (2008) had done the research “a comparative study of business news story structures in Bangkok Post and The Nation which aimed analyze the news story structures. On the other hands, the research about English grammatical structure was hardly found. Endoo (2019) studied an analysis of English sentences used in lead news in Thai educational news in Online Bangkok Post.

The researcher had studied about English sentences used in CNN news feed to investigate the frequency of the syntax of simple, compound, complex, and compound-complex sentence. Besides, Iamsuppanimit (1987) conducted research on "Sentence Structure for English Newspaper" by studying the structure of English newspaper sentences in the weather column of the Bangkok Post to compare the practical writing style with the basic sentence structure. And the main problems in learning English grammar were the structures in each sentence affecting to develop the English potential. Consequently, to understand the grammatical sentence structures was very vital and necessary to comprehend. Moreover, it will be beneficial for studying and developing English skills, and it can help to solve the problems in teaching English language of the students, teachers, and people who were interested in learning English language in the future.

Research Objectives

1. To study the syntax used in CNN news feed appeared on Facebook from 18 November 2020 to 18 December 2020.
2. To explore the frequency of the syntax of simple, compound, complex, and compound-complex sentence used in CNN news feed from 18 November 2020 to 18 December 2020.

Theoretical Framework

Framework

1. The English sentences that were used in this study and analysis on sentence structure appeared on Facebook are from a page, CNN from 18 November 2020 to 18 December 2020, totally 546 news.
2. An analysis on the English sentence structures in this study classified as types of English sentences was comprised of simple sentence, compound sentence, complex sentence, and compound-complex sentence in news feed appeared on Facebook from 18 November 2020 to 18 December 2020, totally 546 news.
3. An analysis of “simple sentence” in newspaper involved English structural study was to distinguish sentence structure. The researcher had selected the pattern of “simple sentence” from Endoo (2019, p. 37-38) because it can be divided into 7 basic patterns as follows:
 - 1) S + Vi
 - 2) S + Vt + DO
 - 3) S + Vt + IO + DO
 - or
 - S + Vt + DO + to/for + IO
 - 4) S + Vt + DO + OC
 - 5) S + LV + SC
 - 6) S + LV + Adv.
 - 7) There + LV + S + (Mod.)
4. In term of compound sentence, the researcher had used the primary notion about the connectors which gathered to be the compound sentence. According to Kamyng (2007, p. 403-409), it consisted of:

1) Punctuation

It had 4 sorts following as: 1) semi-colon (;) 2) colon (:) 3) dash (-) and 4) comma (,).

2) Conjunctive adverb

It was contained of however, nevertheless, furthermore, moreover, therefore, consequently, accordingly, meanwhile, thus, hence, otherwise, still, yet

3) Co-ordinate conjunction

It had 20 factors; namely, and, and...too, and...also, and also, as well as, and...as well, both...and, not only...but also, or, or else, either...or, neither...nor, but, while, whereas, on the other hand, for all that, so, for.

5. According to Kamyng (2007, p. 409-411), complex sentence was a sentence consisting of two clauses in a sentence. It was comprised of principal clause and subordinate clause. Two clauses which were combining together became complex sentence. These words will be used to combine between main clause and subordinate clause as follows:

- 1) Subordinate conjunction: if, as if, since, because, that, whether, lest, as, before, after, while, till, until, though, although, unless, so that, then, provided, in order that, provided that, notwithstanding that.
- 2) Relative Pronoun: who, whom, that, which, whose, what, where, of which, but.
- 3) Relative adverb: when, whenever, where, why, wherever, how

According to Endoo (2019, p. 41), abbreviations and definition of terminology were as follows:

- S refers to subject.
- Vt refers to transitive verb
- V3 refers to past participle
- Vi refers to intransitive verb
- DO refers to direct object
- IO refers to indirect object
- OC refers to object complement
- SC refers to subject complement
- LV refers to linking verb
- Adj. refers to adjective
- Adv. refers to adverb

- Mod. refers to modifier
- NP refers to noun phrase
- PP refers to preposition phrase
- Prep. refers to preposition
- P refers to phrase
- NC refers to noun clause

The English sentences that were used in this study and analysis on sentence structure was from a page on Facebook, CNN (<https://www.facebook.com/cnn>) from 18 November 2020 to 18 December 2020, totally 546 news. In thus research, the researcher had used the patterns classified as sentence structures being contained of simple sentence, compound sentence, complex sentence, and compound-complex sentence. According to Kamyang (2007, p. 401-411), he stated that sentence in English language partitioned into 4 sorts: 1) simple sentence 2) compound sentence 3) complex sentence and 4) compound-complex sentence.

In the textbook named “Basic English Sentences and Essential Vocabulary”, there were four types of fundamental sentence in English language are simple, compound, complex, and compound-complex (Brandon, 2012). The patterns of simple sentence were comprised of 1) subject + intransitive verb 2) subject + verb to be or linking verb + complement 3) subject + transitive verb + object 4) subject + transitive verb + indirect object + object 5) subject + transitive verb + direct object + to/for + indirect object) and 6) subject + transitive verb + direct object + object complement (Palawongse, Supaneg, and Pengpanich, 2560, p. 370-374). The meaning of subordinate clause will not be complete in itself If two clauses were separated between principal clause and subordinate clause specifically complex sentences, it was said to be a complex sentence if it was comprised of one independent clause and one or more dependent clause (Azar, 1999; Department for Education and Employment, 2000). Independent clause cites as a clause that can stand alone as a complete sentence because of having a subject and a finite verb of a sentence (Bram, 1995). Moreover, it stated that a subordinate clause had to be connected to a main clause. The subordinate clauses of complex sentences can be in the forms of noun clauses, adjective clauses and adverb clauses (Azar 1999). And there were three broad categories, namely noun clause, adjective clause, and adverb clause (Quirk & Greenbaum, 1985).

Noun clause was a clause which functions as a noun and how to observe noun clause always begins at that, how, what, which, where, when, why, who, whom, whose. According to Eastwood (2002), noun clauses were subordinate clauses which replace a noun or noun

phrase. Azar (1999) noted that the same as a noun which was used as a subject or an object, and noun clause was used as a subject or an object.

Adjective clause was a clause functioning as an adjective or modifies nouns as well. Besides, an adjective clause lengthened that noun to be clearer than a common adjective. An adjective clause called a relative clause was a subordinate clause modifying or give more meaning of a noun. It presented further information about a noun, and it meant that an adjective clause was used as an adjective (Azar, 1999). The relative pronoun functioned as adjective clauses. Functioning of those pronouns was always in noun positions in the clauses that they introduced (Lynch and Anderson, 2013). As adjective clauses can help avoid repetitions by substituting a pronoun for a noun or noun phrase that had been mentioned previously, they played an important role to improve coherence. Thereby, it was able to help make ideas within a composition flow smoother (Bramer and Sedley, 1981).

Adverb clause was a clause which functioned as an adverb and modifies a verb, an adjective and an adverb. An adverb clause was a subordinate clause used as an adverb (Dumais, 1988). Basically, it modified and told more meaning of a verb in the way which they explained where, when, how, why, to what extent and under what condition an action occurs (Farbman, 1985).

Research Methodology

The examples

The examples that the researcher had been brought to analyze the English sentence structures and written in the form of news feed were gathered from a page on Facebook, CNN (<https://www.facebook.com/cnn>) from 18 November 2020 to 18 December 2020, totally 545 news feed.

Instrument

The researcher had used types of sentence or sentence structures consisting 4 types. According to Kamting (2007, p. 401-411), he wrote in “ADVANCED ENGLISH GRAMMAR FOR HIGH LEARNER” that the types of sentence had 4 sorts: simple sentence, compound sentence, complex sentence, and compound-complex sentence.

In this study, the research’s title “A Study of Sentences Used in CNN News Feed Appeared on Facebook: A Syntactic Analysis” had the process in analysis. It will be explained following as.

Table 1: the sample of analysis on simple sentence, compound sentence, complex sentence, and compound-complex in CNN news feed.

Sentences	News feed	Syntax
Simple	1. Amanda Johnson is one of thousands of laid-off Disney employees struggling to make ends meet during the coronavirus pandemic. 2. A giant experimental rocket built by Elon Musk's SpaceX had a fiery crash landing on December 9. 3. Six men involved in an alleged plot to kidnap Michigan Gov. Gretchen Whitmer were indicted on a federal kidnapping conspiracy charge.	S + LV + SC. 1. S + Vt + DO (NP). 2. S + Vi
Compound	4. South Korea has been praised for its Covid-19 response, but a rise in untraceable cases could send the country into its first lockdown. 5. Some of the last remaining stimulus programs for the unemployed, renters and student loan borrowers are set to expire by the end of December unless Congress or President Trump acts 6. Chicken feathers could be the next alternative protein -- a designer has found a way of turning them into "beef" tartare and carb-free "pasta".	3. S + Vi, but S + Vt + DO (NP). 4. S + LV + V3 + unless + S + Vt + DO (N). 5. S + LV + SC – S + Vt + DO (NP) and DO (NP).

Sentences	News feed	Syntax
Complex	6. Even though we may have lost a lot this year, here are some of the amazing things that actually did happen 7. “One thing (that) this vaccine will not solve, or cure is selfishness or indifference to what is happening to our neighbors around us,” he said 8. Paris Mayor Anne Hidalgo joked that with with “too many women” in management positions, “the management of the City would suddenly become far too feminist,” and derided the undiscerning “bureaucracy” that led to the fine.	7. Conj. adv. + S + Vi, here + LV + SC + that + Vi. 8. S + (that) + S + Vi + LV + SC + what + DO (infinitive phrase), S + Vt. 9. S + Vt + DO (NP) + LV + SC + that + Vt + DO (infinitive phrase).
Compound-complex	10. In Pennsylvania, where the storm dumped heavy snow for hours, two people were killed and multiple others injured in a multi-vehicle crash 11. “There are still 14 days until Christmas and we have to do everything (that) we can to prevent exponential growth again,” she said 12. Making the decision to not see family members is a difficult one, but it’s one that can help slow the spread of the virus, according to the latest CDC guidelines	9. NC +, S + Vi + and S + Vt + DO (PP). 10. There + LV + SC + and + S + Vt + DO + NC, S + Vt. 11. S + LV + SC, but S + LV + SC + NC.

data collection

1. In terms of data collection in this study, the researcher had gathered the data from news feed appeared on a page on Facebook, CNN (<https://www.facebook.com/cnn>), which was a source of the United States of America contributing the current situations from 18 November 2020 to 18 December 2020, totally 546 news feed.

2. Statistics

The statistics for evaluating the percentage of the number was the descriptive statistics.

$$P = \frac{X}{Y} 100$$

P = percentage of total number

X = the total number of news headlines found in the study

Y = the total number of news headlines

Following the formula, each of variables can be described and figured out as follows: P was mentioned as percentage of the total number. X was mentioned as the total number of news headlines which were found in the data collection, multiplied with 100 and divided by Y which was mentioned as the total number of all news headlines.

Table [2] the table of the percentage of each sentence sorts

Types of sentence	Number of news feed	Percentage of news feed (%)	Number of sentences (%)
Complex sentence	210	49.30 %	341 (56.10 %)
1. Noun clause			158 (46.33 %)
2. Adjective clause			93 (27.27 %)
3. Adverb clause			90 (26.40 %)
Simple sentence	171	40.14 %	218 (36.00 %)

Types of sentence	Number of news feed	Percentage of news feed (%)	Number of sentences (%)
Compound-complex sentence	29	6.80 %	31 (5.10 %)
Compound sentence	16	3.76	17 (2.80%)
Total	426	100	607 (100%)

From the above analysis on the English sentence structure from CNN news feed, the researcher had found others points in this study as well.

In terms of compound sentence which consisted of punctuation, conjunctive adverb, and co-ordinate conjunction totally 16 news feed and 17 sentences. It was comprised of the sentence used semi-colon (-) 1 sentence, sentence used comma (,) 3 sentences, sentence used “but” 6 sentences, sentence used “and” 5 sentences, and sentence used “so” 2 sentences. Compound-complex sentence which had dependent clause and adjective clause in one sentence. There were 29 news feed and 31 sentences using and being combined of as follows: 1) adverb clause equals 10, 2) adjective clause equals 13, 3) noun clause equals 25, colon (:) equals 1, 4) comma (,) equals 9, co-ordinate conjunction (and) equals 10, and co-ordinate conjunction (but) equals 9. And, Complex sentence which had main clause and subordinate clause in one sentence. It had 210 news feed and 232 sentences that consisted of 158 of noun clause, 93 of adjective clause, and 90 of adverb clause.

Furthermore, news feed was also written in the form of 2 or 3 sentences in 1 news feed as follows. 1) Simple + complex 2) Simple + compound 3) Compound + complex 4) Simple + compound + complex 5) Simple + complex + compound-complex 6) Noun phrase 7) Complex + compound-complex 8) Uncomplete sentence, and 9) Prepositional phrase.

Table [3] the table of the sentence found in this study

Types of sentence	Number	(%)
Simple + complex	78	14.28
Simple + compound	8	1.46

Types of sentence	Number	(%)
Compound + complex	7	1.28
Simple + compound + complex	7	1.28
Simple + complex + compound-complex	6	1.09
Noun phrase	4	0.73
Complex + compound-complex	3	0.54
Uncomplete sentence	3	0.54
Simple + compound-complex sentence	2	0.36
Prepositional phrase	1	0.18
Total	119	21.83

Research Discussion

From the results of the study, they were found that the most used sentence in CNN news feed appeared on Facebook from 18 November 2020 to 18 December 2020 was complex sentence consisting of 341 sentences (56.10%). Next, it was simple sentence consisting of 218 sentences (36.00%). Compound-complex sentence had 31 sentences (5.10%), and the last one was compound sentence consisting of 17 sentences (2.80%), respectively. Such findings were accordance with Endoo (2019) who found that complex sentence was the most used sentence in lead news of online Bangkok Post, total 151 sentences (70.56%). The second sentence used in writing was simple sentence, total 45 sentences (23.36%). But the third sentence was compound sentence, total 11 sentences

(5.14%), and compound-complex just had 7 sentences (3.27%). This research's findings and Endoo's research results were different from both samples because Endoo's research had used the samples of lead which was from an English newspaper in Thailand (Bangkok Post) totally 202 pieces of lead and 214 sentences, but this research had used news feed selected from CNN online newspaper appeared on Facebook totally 545 pieces of news feed and 626 sentences. Both newspapers were rather different, but the structure in newspaper found in the research had shown that the most used pattern was complex sentence. That was the reason why the learners must study the sentence structures. If they wanted to understand in reading newspaper both lead and news feed, they needed to study the complex sentence comprehensively by virtue of its complexity. It will assist them in achieving about learning English via English news. The overall made us know and understand why English sentence structures were significant to learn English language, and this was as a tool for developing the skills such as listening, speaking, reading, and writing. The learners do need to practice and apply in the daily life to be efficient.

Further Research Suggestion

English grammar was important elementary in learning English language to an effective communication such as listening, speaking, reading, and writing so that the learners discerned principals or rules in order to interpret and comprehend the English sentence both context and meaning. The improvement of an analysis on English sentence structure to develop and improve English skills via news can assist the learning in supplementing English skills and knowledge by analyzing the sophisticated syntax. Besides, the next research can be use other publishers such as BBC Sport, People, The Sun, Newsweek, The New York Times, ABC, and so on for doing the research in the next time. The English or other language teachers can study the sentence structure from news so as to bring it to lecture in the class, and the learners can improve language skills by using this source in learning.

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A Survey of Listening Strategy Instruction to EFL Undergraduate Students in Bangkok

Pirada Anuwech¹, Parichart Chimkhilai² and Thanomjit Sarot³

Abstract

Listening skills play an imperative role in language acquisition and learning. Research concerning strategic listening process development is constantly on demand. This study proposed to investigate the perceptions towards teaching listening strategies of EFL undergraduate students and instructors in Thai public universities based in Bangkok as well as investigating their current practices. Both quantitative and qualitative survey instruments were employed to obtain the data from 10 in-service EFL teachers and 30 Thai EFL undergraduate students in public universities in Bangkok. Quantitative survey data were analyzed and interpreted using basic descriptive statistics to illustrate the distribution of data form of mean value and percentage basis. Qualitative data were coded, analyzed, and interpret in triangulation to the quantitative findings.

The promising qualitative result demonstrates positive attitude and willingness to improve the listening strategies in both teacher- and student-participants. However, regarding to the result concerning current practice of listening strategy instruction, it seems that even experienced EFL teachers at university level still need further training on how to teach EFL listening strategies.

Keywords: Listening instruction, Listening strategy, Listening strategy instruction, EFL listening

¹Faculty of Humanities and Social Sciences, Chandrakasem Rajabhat University,
pirada.an@chandra.ac.th

²Faculty of Humanities and Social Sciences, Chandrakasem Rajabhat University,
parichart.c@chandra.ac.th

³Faculty of Humanities and Social Sciences, Chandrakasem Rajabhat University,
thanomjit.s@chandra.ac.th

Introduction

Listening is a very important language skill especially for education and learning and it can be regarded as a source for second language acquisition (Rost, 2002, p. 18). L2 acquisition may be almost impossible without listening as it provides learners with meaningful input (Rost, 2011, p. 127). Rost (2011) also considers listening an active and complex process with contributions from multiple cognitive operations. Through these operations learners can both improve their cognition and understanding of phonological, lexical, syntactic, and semantic features of L2, and thus their language acquisition can be developed. It is consequently obvious that substantial listening skills can promote the comprehension of spoken discourse which is essential for the acquisition, dissemination, and exchange of academic knowledge (Richards, 2016, p. 2). Despite being regarded as the most widely used language skill, many scholars complain that listening has long been neglected and not treated as a core skill until recent decades (Field, 2002, p.; Morley 2001, p. 69; Nunan, 2002, p. 238; Rubin, 1995, p. 153).

In spite of an increase in the amount of research in the area, the instruction of listening processes and strategies still remains the least understood and least researched of the four skills (O'Bryan & Hegelheimer, 2009, p. 9; Vandergrift & Goh, 2012, p. 6). Although a number of scholars support the contention that teaching learners listening comprehension strategies is helpful and incorporating strategy instruction into language courses requires some changes in the design of the particular course, the complete picture of what EFL instructors in Thai universities think about listening comprehension strategies and whether they address those strategies in the classroom or not is still rather obscure. The tertiary education instructors' attitudes toward teaching L2 listening comprehension and the difficulties they face while teaching can thus be considered worthy of research effort.

Strategy-based instruction of the four skills, especially the receptive skills of listening and reading, can be a good option to help learners develop their language skills. The strategy-based L2 listening instruction can certainly benefit EFL learners in their real-life communication. It can be observed that good listeners employ listening strategies to tackle difficult tasks in their real-life situations (Yükselci, 2003, p. 117). Thus, it would be helpful to teach EFL learners listening strategies. However, it is more likely that teachers may only test listening strategies rather than teach the learners how to listen. (Field, 2002, p. 238). It has been further suggested by Yükselci (2003) that strategy training should be integrated into listening classes; yet, learners should not be deprived of a great deal of listening practice at the expense of teaching strategies. However, the actual practice in Thai EFL context, at tertiary education level for instance seems to suggest that the quantity of listening sessions is still rather limited, and the quality of strategy-based L2 instruction is yet to be inspected.

Research Objectives

This survey study was conducted to investigate the perceptions towards teaching listening strategies of EFL undergraduate students and instructors in Thai public universities based in Bangkok as well as investigating their current practices to see how they view and teach listening strategies. In addition, the problems and difficulties that may concern the instruction of listening strategies have been examined in order to establish a series of concrete responses to the following research questions:

Research Questions

1. To what extent do EFL instructors working in Thai universities teach L2 listening strategies?
2. How do EFL instructors working in Thai universities perceive L2 listening strategies?
3. What difficulties do EFL instructors and learners face in their listening classes?

Theoretical Framework

The present study was conducted based on three main areas of related literature and previous studies as follows: 1) Listening Instruction; 2) Listening Strategy; and 3) Metacognitive Listening Instruction.

Table 1 Summary of Theoretical Framework applied in the Current Study

Sources	Rost (2016)	Vandergrift and Goh (2012)	Yükselci (2003)
Implementation	Listening types Learning and Activity Focus Intensive Selective Interactive Extensive Autonomous	Metacognitive Activities Stages Planning Monitoring Evaluating	Guideline for demographical data Survey questions
Instruments derived		Demographical Survey: 6 aspects Questionnaire Inquiries: 3 parts, 34 items Semi-structured interview questions	

1. Listening Instruction

Richards (2016) proposed two different perspectives of listening instruction including teaching listening as comprehension, and as acquisition. Listening as comprehension is considered a more traditional view of listening construct. It can be hence observed that listening may as well be synonymous to listening comprehension according to the present EFL listening teaching method employed the majority of Thai university lecturers which based on facilitating learners with understanding the spoken discourse of target language. On the other hand, listening as acquisition stresses its focus on how listening can provide meaningful input to stimulate further development of second language proficiency which may be more likely to take place in early childhood pedagogical context.

It could thus be observed that EFL teachers in this present study may structure their listening instruction aiming at listening comprehension, and then use scaffolding techniques with students in order to guide their listening towards obtaining more meaningful and comprehensible EFL input to develop the proficiency. In one of his academic articles, Richards (2016) furthered described that top-down and bottom-up listening instructional approaches are well known and widely practiced among trained EFL teachers. Listening class led by top-down process focuses on developing the learners' ability to use key words to construct the schema of the discourse; make inferences for setting, role and goals of the speakers, causes or effects, and unstated details of the situation in the text as well as anticipate questions related to the situation. In contrast, a bottom-up listening lesson will be taught using the incoming input as the basis for understanding the message. Comprehension is built up from the data that has been received which is analysed as successive levels of organization - at word level, clause level, sentence level to the entire text. In teaching bottom-up listening the exercises and instructional activities will be focused on developing the following skills; retaining input while processing, recognizing key words, clause divisions and transitions in a discourse as well as recognizing grammatical relations between key elements in sentences, and using stress and intonation to identify words and sentence functions. In real-life listening tasks we usually employ both bottom-up and top-down processes together (Richards, 2016, p. 4) in relation to the topic, content, text type, amount of information, and our purposes of listening. Hence, whether the instructors would teach these two types of listening process in a combination or separately could be according to the course and unit objectives which may vary from one context to another. Two learning contexts of listening can be divided according to Vandergrift and Goh (2012) as informal and formal learning contexts

Listening in formal learning contexts can be referred to as academic listening which normally aims to learn and comprehends subject matter contents. Research in academic listening has focused on the specific characteristics of lectures and how these can be made more comprehensible to L2 learners. Working within this context, Flowerdew and colleagues

conducted a series of studies to investigate the perceptions, problems, and strategies for lecture comprehension from the perspective of learners (Flowerdew & Miller, 2000), native-speaking lecturers (Flowerdew & Miller, 2005), and non-native speaking lecturers (Flowerdew, Miller, & Li, 2000). Common problems identified in these studies were speed of delivery of the lecture, difficulty with course-specific terminology, cultural differences, and note-taking skills. More recently, Miller (2009) explored the features of lectures that facilitated comprehension by L2 engineering students. Research participants identified linguistic features such as uncomplicated language and accent, as well as pedagogical features such as examples, visuals, humor, advance preparation, and organization of the lecture. The results of these studies have enormous

Rost (2016) Proposes instructional design to develop L2 listening ability through six types of listening practice, with task types and activities for each. The six types of listening discussed by Rost (2016) include:

1. Intensive listening.
2. Selective listening.
3. Interactive listening.
4. Extensive listening.
5. Responsive listening.
6. Autonomous listening.

He further offers generative frameworks and specific ideas of practitioners to stimulate the reader in selection and design of suitable learning tasks and materials. The following figure derived from Rost (2016: p. 183) summarizes the key features of six types of listening practice according to ibid.

Table 2 Six Types of Listening Practice

Listening	Learning	Activity Focus
Intensive	Focus on phonology, syntax, lexis	Learners pays close attention to what is actually said. Teacher feedback on accuracy
Selective	Focus on main ideas, pre-set tasks	Learner attempts to extract key information and construct or utilize information in a meaningful way. Teacher intervention during task and feedback on task completion
Interactive	Focus on becoming active as a listener; attempt to clarify meaning or form	Learners interacts verbally with others, in collaborative task, to discover information or negotiate solutions. Teacher feedback on form and outcome of interaction

Listening	Learning	Activity Focus
Extensive	Focus on listening continuously, managing large amounts of listening input	Learners listens to longer extracts and performs Meaning oriented task. Teacher direct instruction on comprehension strategies; global feedback teacher
Responsive	Focus on learner response to input	Learners seeks opportunities to respond and convey her own opinions and ideas. Teacher “pushes output” from learner
Autonomous	Focus on learner management of progress, navigation of “Help” options	Learner seeks own extracts and tasks, monitors own progress; decides on own pattern of interaction with others. Global feedback from teacher on learning path

Derived from Rost (2016: 183)

2. Listening Strategy

Richards (2016) defines the two kinds of listening strategies with reference to Buck (2001) as follows. The first group of strategies are regarded as cognitive strategies which involve mental activities to comprehend and store the input in working memory or long-term memory for later retrieval. The strategies deal with three major processes; comprehension, storing and memory, and using and retrieval processes. Another set of strategies manage the processes of conscious and unconscious mental activities to perform and execute the functions of cognitive strategies. Therefore, they are defined as metacognitive strategies. Concerning metacognitive strategies, the listeners will assess the situation using their background knowledge and external resources available; monitor their own effectiveness during the task; then evaluate themselves after having completed the task; and finally test themselves to determine effectiveness of their own language use and review what they still lack thereof.

Rost (2016) asserts that as listeners, we all have the capability of monitoring our own comprehension and making decisions about how to adjust our attention. However, there appear to be constraints on this process and limits to its effectiveness. Because learning to listen in face-to-face interactions is such a critical part of language learning, and by some counts is the most face-threatening aspect of L2 learning as L2 pedagogical approaches now incorporate direct instruction on interaction. L2 pedagogy dealing with interpretation in face-to-face encounters has generally integrated three approaches: (1) exploring options for listener roles and using interactive procedures for enhancing listening effectiveness (2) two-way (collaborative) tasks and (3) metapragmatic treatment of speech acts and listener behavior in interactions (Kasper, 2006).

Metapragmatic approaches are now being employed in listening pedagogy in order to assist learners to become aware of their active role in interactions. Some metapragmatic approaches draw support from the sociocultural theory of mind (Vygotsky, 1978) to claim that development of metacognition of L2 largely takes place in dialogic interaction. It is felt dialogic

interaction initiated by listeners allows them to employ collaborative strategies to construct understanding, gain insights into the nature of their dialogue and its impact on their own learning.

In addition to Rost's (2016) metapragmatic approach in listening pedagogy, there is also metacognitive strategies of Vandergrift and Goh (2012) as well. Vandergrift and Goh (2012) advocate for more attention and pedagogical implementation of metacognition, which lies at the heart of learner-oriented listening instruction. The goal of a metacognitive approach to listening is to develop learners who:

- 1) understand the challenges of listening in a second language;
- 2) think about their learning development individually and collaboratively with others;
- 3) habitually make plans to self-direct and manage their progress in listening;
- 4) use listening strategies appropriately;
- 5) have greater self-efficacy and motivation;
- 6) capable of improving their listening proficiency to process aural input and engage effectively in oral interaction.

Vandergrift and Goh (2012) believe that metacognition could be one of the most reliable predictors of learning. In addition, many education scholars consider it central to the learning process and key to its success (Alexander, 2008; Borkowski, 1996). The benefits of metacognitive instruction have been reported in different subject domains, such as mathematics and reading. More recently, the positive outcomes of different kinds of metacognitive interventions for L2 listening have also been reported (Cross, 2009; Goh & Taib, 2006; Graham & Macaro, 2008; Mareschal, 2007; Vandergrift & Tafaghodtari, 2010; Zeng, 2007).

The metacognitive framework that Vandergrift and Goh (2012) propose serves two important functions in language learning: (1) self-appraisal or knowledge about cognitive states and processes, and (2) self-management or control of cognition (Paris & Winograd, 1990).

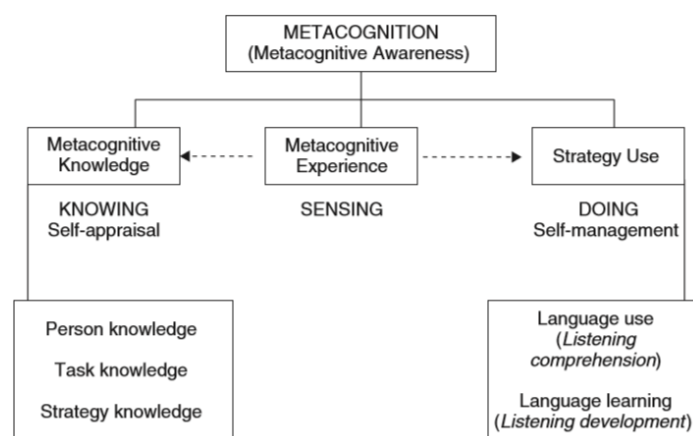


Figure 1 Metacognitive Framework for Listening Instruction

Derived from Vandergrift and Goh (2012: 85)

3. Metacognitive Listening Instruction

Discussion of the metacognitive approach to conduct listening instruction expanded by Vandergrift and Goh (2012) is majorly based on theoretical principles and research findings that inform the approach. They elaborate the application of these perspectives in listening instruction in details and define metacognitive instruction as a series of pedagogical procedures that enable learners to increase awareness of the listening process by developing richer metacognitive knowledge about themselves as listeners; the nature and demands of listening; and strategies for listening.

At the same time, learners also learn to plan, monitor, and evaluate their comprehension efforts and the progress of their overall listening development. Metacognitive instruction will enable learners to become better learners of listening as they take positive action to self-regulate their learning. When integrated with well-planned listening tasks, metacognitive activities can be an effective way to improve listening proficiency and learner motivation. As presented in Table 2, details of the framework for applying metacognitive activities of planning, monitoring, and evaluating to second language listening instruction can be observed.

Metacognitive instruction can be delivered during formal listening lessons (Vandergrift & Goh, 2012), and it can continue to provide structure and support to learners after they leave the classroom and work on their listening without a teacher present. Veenman et al. (2006) offer three principles for planning effective metacognitive instruction:

Table 3 Aims and Objectives for Developing Strategies for Listening Comprehension and Overall Listening

Planning	
Aim: Determine goals and means by which goals can be achieved.	
Listening Comprehension	1. Preview task demands and prepare for listening
	2. Rehearse language (pronunciation of key words and phrases) needed for the task.
	3. Consider strategies for coping with potential challenges.
Overall Listening Development	1. Set personal goals for listening development.
	2. Seek appropriate opportunities for listening practice.
	3. Make plans and preparations to address challenges in learning to listen.
Monitoring	
Aim: Check progress of efforts during listening and in learning to listen	
Listening Comprehension	1. Check understanding of message by drawing on appropriate sources of knowledge (e.g., context, factual, linguistic).
	2. Check appropriateness and accuracy of understanding against old and new information.

Planning

Aim: Determine goals and means by which goals can be achieved.

Overall Development	Listening	1. Consider progress of listening development in light of what has been planned. 2. Assess chances of achieving learning goals.

Evaluating

Aim: Judge progress and success of efforts at listening and learning to listen

Listening Comprehension		1. Determine overall acceptability of understanding and interpretation of message/information. 2. Check appropriateness and accuracy of understanding against old and new information. 3. Assess effectiveness of strategies for learning and practice.
Overall Development	Listening	1. Assess effectiveness of overall plan to improve listening. 2. Assess appropriateness of learning goals.

Derived from Vandergrift and Goh (2012: 100)

- 1) Embed metacognitive instruction in the subject matter to ensure connectivity.
- 2) Encourage learners to put in extra effort by showing them the usefulness of metacognitive activities.
- 3) Sustain training to ensure that metacognitive activity is maintained.

As mentioned earlier, Rost (2016) also proposes generative frameworks for designing listening instruction for different types of listening based on learning and activity focus. In teaching listening, instructional design can revolve around directing the selection, adaptation, and chunking of input; the planning of tasks in linked stages; and incorporating meaningful interaction and collaboration where possible. As a result, useful feedback can be provided for learners (Rost, 2016). This thoughtful design can be employed to deliver the teaching approaches effectively as well as to observe the practice of strategic listening instruction. In this current study Rost's (2016) framework listening types, learning focus and activity focus has been applied as a pattern or outline for questionnaire inquiries. Additionally, a series of five-scale survey questions retrieved from a Master of Arts thesis of Yükselci (2003) were categorized and selected according to the guiding framework.

Research Methodology

This survey study employed a mixed-method approach in conducting research to establish the findings in an attempt to observe the perceptions of EFL instructors working in Thai universities towards listening strategies as well as to investigate their current practices to see how they view and teach listening strategies. In addition, the problems and difficulties that may concern the instruction of listening strategies have been examined.

The quantitative surveys were conducted using questionnaire inquiries, and then semi-structured interview protocol was followed to gain more in-depth qualitative data.

Sampling and Participants

The participants of this study consisted of two main groups as follows. First group of the participants were 10 EFL teachers working in public universities based in Bangkok, Thailand derived through personal and professional connection. The second group of student participants consisted of 30 EFL students majoring in Business English. Convenience sampling and access to an intact group was considered the main sampling method of this small-scale survey study.

Despite the fact that the participants were contacted and approach casually through professional connection as they were familiar with the researcher, their identities, personal details, and human rights were treated with due respect. All the participants participated in this study on a voluntary basis and with full rights to withdraw from the study at any time as they wished. The research objectives and background of the study were well informed and clarified to the participants prior to collecting the data for both the quantitative survey and qualitative verbal protocol. In the research report, qualitative data derived from the verbal protocol involving the human participants were to be transcribed and recorded into written statements with the pseudonym to remain anonymity of all human subjects. Any particular personal details that may lead to disclosure of their identity shall remain confidential.

Instrumentation

This mixed-method survey study employed questionnaire inquiries and verbal protocol equipped with semi-structured interview questions as instruments to collect the data. A series of questionnaire inquiries were administered to obtain quantitative data from both teacher and student participants. The survey questionnaires used in teacher participants emphasized on eliciting demographical data. Furthermore, their practices of teaching listening strategies were examined in the later part throughout 18 five-scale survey items along with a usefulness measure to evaluate their perceived usefulness of each strategy. In the last part of the teacher survey questionnaire were 10 items of agreement measure to determine potential problems that may arise in the listening classes.

As the difficulties in listening class may arise as either a result of learner difficulties or of other aspects of listening comprehension. Therefore, a questionnaire to survey potential problems in the listening classes according to the perceptions of students was administered to 30 undergraduate students studying in a public university located in Bangkok.

Data Collection and Analysis

The data collection procedure began with an administration of questionnaire inquiries to teacher participants, then to the student participants. In the case of data collection from student participants, the quantitative data were obtained during a seminar session where all students in that class attended. The whole class consisted of more than 50 students, yet there were only 30 participants who returned the questionnaire with complete responses.

After the administration of questionnaire inquiries was completed, two teachers and two students were selected to participate in a session of verbal protocol investigation. The follow-up interview questions were derived from the framework of Vandergrift and Goh (2012) to investigate whether the listening strategies were taught in EFL class; and how EFL instructors in this present context plan, monitor, and evaluate their listening class. The semi-structured interviews were recorded, transcribed and coded to highlight the thematic findings which arose from the verbal protocol data. Then some interesting themes arose from the qualitative interview data were cross-examined with the quantitative survey results.

The obtained quantitative data were analysed and interpreted using simple descriptive statistics including mean and percentage comparison. The numerical data were computed by Microsoft Excel programmed for calculating survey data. The interview transcription was coded to define and highlight the significant themes.

Research Results

The results of this small-scale survey study are presented according to the order of research questions which aim to probe the current practices in L2 listening strategies teaching of EFL instructors working in Thai universities; their attitudes and perceptions toward L2 listening strategies; and potential problems and difficulties that EFL instructors and learners face in their listening classes.

Research Question 1: To what extent do EFL instructors working in Thai public universities teach L2 listening strategies?

It can be seen in Table 4 that the average mean of this aspect was 3.52, signifying the degree of frequency at some point between *sometimes* and *often* according to the scale of 1 (never) to 5 (always). Further in the figure it can be seen that the two most frequently taught strategies were interactive and extensive listening with means of 3.83 and 3.73, respectively. However, 3.83 and 3.73 can be interpreted to the degree of frequency at the merely end of spectrum marking *sometimes* – almost but not yet often.

Table 4 The Current Practices of Teaching L2 Listening Strategies among EFL Instructors Working in Thai Public Universities

Types of Listening Strategies	Mean
Intensive	3.50
Selective	3.35
Interactive	3.83
Extensive	3.73
Table 4.1 (continued)	
Autonomous	3.20
Average	3.52

Research Question 2: How do EFL instructors working in Thai public universities perceive L2 listening strategies?

As can be seen in Table 5 that the participants mostly agreed that listening strategies were very useful and worth teaching with average mean of 4.26. In this part of the survey, the five-scale measure (1: not useful to 5: definitely useful) was employed to compute the perceived usefulness of EFL listening strategies. It can be observed here that they also appeared to perceive extensive listening as the most useful strategy to teach with a mean value of 4.50 which is the highest among the group of listening strategies listed here. The second highest rank went to interactive and autonomous listening which earned a 4.33 mean value.

Table 5 the Perceptions of EFL Instructors Working in Thai Universities to L2 the Teaching of Listening Strategies

Types of Listening Strategies	Mean	Usefulness
Intensive	4.05	✓
Selective	4.10	✓
Interactive	4.33	✓
Extensive	4.50	✓✓
Autonomous	4.33	✓
Average	4.26	✓

Research Question 3: What difficulties do EFL instructors and learners face in their listening classes?

To answer the last research question, the rating scale in the final part of teacher survey, the student questionnaire inquiries, and interview data were gathered and interpreted. The result is presented in form of percentage to highlight the degree of agreement found in the questionnaire. Several quotations extracted from the interviews will be presented to triangulate the quantitative findings.

Table 6 Attitudes and Perceptions of Student Participants toward Potential Problems and Difficulties in Teaching Listening Strategies to Undergraduate Students in Thai EFL Context

Issues	Items and Statements	Agreement
Materials	(4) My listening class seems to be dependent on ready-made materials.	73.33 %
	(3) I find additional listening materials prepared by my teacher more interesting.	66.66%
	(2) I find the listening materials difficult.	46.66%

Table 6 to 7 shows attitudes and perceptions of student participants toward potential problems and difficulties in teaching listening strategies to undergraduate students in Thai EFL context. It can be seen that the majority of the students who participated in this study agreed that their listening classes seemed to depend on ready-made materials (73.33%), yet they appeared to prefer the materials developed by their teachers to the commercial texts (66.66%). In addition, almost a half of the student participants (46.66%) expressed the view that the materials used in their listening classes were rather difficult. These findings imply that the listening materials used in class can be one of the potential problems that may cause difficulties in teaching listening.

Table 7 Attitudes and Perceptions of Student Participants toward Potential Problems and Difficulties in Teaching Listening Strategies to Undergraduate Students in Thai EFL Context

Issues	Items and Statements	Agreement
Insufficient Instruction of Listening Strategies	(8) I find it difficult to identify a purpose for listening activities.	60%
	(7) My teachers hardly teach me listening strategies.	46.66%

Another area that may affect the difficulties teaching listening is concerning insufficient instruction of listening strategies. As can be seen in Table 7, more than half of the students who participated in this study (60%) found it difficult to establish a purpose for listening activities. Furthermore, they expressed the opinion that their teachers hardly ever taught them listening strategies (46.66%). These findings are relatively in accordance with the responses of student participants to interview questions concerning potential problems in their classes. Anny (pseudonym) a 20-year-old, female student participant mentioned that “some of my teachers taught the listening lessons by reading the scripts to us, and despite his/her good English, I still find this quite *dry* and not really interesting.” She also added “you know, when

it comes to just teaching *only the contents in the book* it is always boring and it was like all we could get was *the answers to exercises, not the listening skills.*”

In addition to Anny, another student Andy (pseudonym) a 21-year-old male student participant told the researcher that their teacher developed and prepared additional listening materials such as self-recorded conversations and VDO clips from www.youtube.com. However, Andy sometimes found himself overwhelmed by the massive amount of information provided via those inputs. He said “there were a lot of media and materials used in my listening class, I really do mean ‘a lot’, (umm ...) sometimes too much for a three-hour class, so that I was like *overwhelmed and could not catch up.*”

Table 8 Attitudes and Perceptions of Teacher Participants toward Potential Problems and Difficulties in Teaching Listening Strategies to Undergraduate Students in Thai EFL Context

Issues	Items and Statements	Agreement
Materials	(2) My students find the listening materials difficult.	80 %
Insufficient Instruction of Listening Strategies	(6) I need to have a richer repertoire of listening activities.	90%

Regarding the responses from teacher participants, similar thematic findings can be found as well. As it can be observed in Table 8, 80% of the teacher participants agreed that their students seemed to find the listening materials difficult. Furthermore, they also expressed their concerns in relations to the quantity of listening strategies taught in their class, as 90% of them agreed that they might need to have a richer repertoire of listening activities. This is in accordance with what has been found in the interviews with teacher participants, Ben (pseudonym) a 44-year-old male EFL instructor and Betty (pseudonym) a 37-year-old female EFL instructor. Ben mentioned during the interview that “the materials and *textbooks were too boring and full of contents*, but not the kind of supportive contents that were suitable for skill-based instruction.” He also added “I fully understand why some of my *students fell asleep during the listening activities*, you know *we* wasted too much time covering some lengthy grammar-focused exercises before we can get through to more interactive activities, then I have no more time to replay the listening text, let alone add any more interesting activities with online self-developed materials.” In addition to teacher Ben, teacher Betty also described her listening lessons as ‘*a rush-through-materials teaching*’. However, she added “I had to rely on my students’ self-responsibility to practice listening on their own, because the commercial text we used also provided online listening materials where the students could practice on their own at home.” Betty still found, however, that

many students complained about their difficulties understanding ‘*many hard parts of the listening homework*’ when they had to listen to those materials on their own.

Research Discussion

According to Ur (1996), the difficulties of teaching L2 listening can be categorized into three main groups: practical problems related to listening texts, practical problems related to listening tasks, and problems related to ongoing listener response. In this present study, the findings concerning potential problems and difficulties found in the listening classes in the context of this current study appeared to be in line with what Yükselci (2003) mentioned in her literature review as follows: “*Problems related to listening texts that are used for teaching L2 listening comprehension might arise from the person who reads or improvises them; moreover, the texts are ready-made, they may not meet particular student needs.*” In addition to this point, it could be observed that when the teacher is not a native speaker of English or not having fluency of spoken language at proficient level, he or she may not model real-life spoken language as accurate as expected. Yet, many teachers, even if they are competent enough to model target language speech; still feel uncertain about providing a good enough model for their students to listen to. Also, there is a disadvantage of exposing learners to only the voice of the teacher, this may deprive students of the chance to hear different voices and accents. As a result of these problems of non-native teachers of English, many teachers rely on tape-recordings, or they read aloud the texts written in the script section. Ur (1996) maintains that many non-native teachers of English are indeed capable of modeling English spoken language. However, they are distressed about speaking in the L2.

To solve these problems, we may need to look back to the survey results which demonstrate the needs for teacher training on teaching listening strategies. It was found that around 70% of the teachers who participated in this study expressed their need of in-service training for teaching listening strategies. This can be a good sign implying that the teachers are concerned about their jobs and have a good intention to improve their teaching skills. This can be defined as what we call ‘professionalism’ when teachers are willing to receive further training; expressing their readiness to take off their *dancing shoes* and put on their *training shoes* again.

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A Survey of Thai University Students' Perceptions of Using Online Classes for English Learning during the COVID-19 Outbreak

Harinfa Pattanapongpitak¹ and Thitichaya Sonkaew²

Abstract

The COVID-19 outbreak has affected global educational institutes. Suddenly, the outbreak has made significant changes to Thai education. Numerous Thai universities have to move from traditional instruction to an online platform. In Thailand, the outbreak has so far occurred twice when conducting this study, and the two major waves of COVID-19 have greatly affected all Thai sections including educational institutions. It is possible that the infectious disease will not last soon. Hence, online classes will still play an important role in educational realm, particularly in Thailand where the first dose of 19 vaccines have recently merely arrived (Damrongkiat, 2021). In addition, there have currently been no anti-viral drugs to treat COVID-19 patients, despite the fact that scientists who are involved continue working tirelessly to improve anti-COVID-19 drugs and vaccines. The issues of COVID-19 infection that affect education systems, particularly in terms of teaching and learning, are crucial. Therefore, it is worth studying these issues as the contributions of this study can dispense useful implication on the current situations when online classes are inevitable for those who are in the field of education in Thai contexts.

In this study, the researchers conducted a survey study aiming at investigating Thai students' perceptions of online classes for English learning in higher education and examining their preference for either English online or onsite classes. The students who were the research participants have been unavoidably affected by the global pandemic. The study focuses on the students' perceptions related to the ways they perceive their experience in learning English in online environment. A total of 67 participants took part in the study using an online survey (5-Likert scale). The participants are non-English major undergraduate students who enrolled in an English course and had experienced the first and the second waves of COVID-19. The data was analysed quantitatively using descriptive statistics in terms of frequencies, means, and SD.

The results show that online classes do not seem problematic for the Thai university students as they expressed neutral perceptions in most items in the survey. Broadly speaking, the participants exhibited neither agreement nor disagreement on the perception statements

¹Faculty of Humanities, Naresuan University, harinph@hotmail.com

²Faculty of Humanities, Naresuan University, thitichayas@nu.ac.th

for their favour of reading, speaking, writing, and listening in English online classes. Although it appears that they might lose their interests and interactions easily while participating in the online classes, the results reveal that they interacted more in the English online classes with their instructors than in the English onsite classes. Furthermore, it is evident that the participants viewed English should be taught in face-to-face classes rather than online venue.

Keywords: English learning, online learning, online class, virtual class, COVID-19, perception

Introduction

It has been challenging in the academic year 2019 and 2020 for Thai educational institutions. The second semester of the academic year 2019 is the starting point of the spread of COVID-19, and it is considered the first wave of the outbreak in Thailand. This resulted in a rapid shift from the traditional face-to-face teaching delivery to online classes. The traditional onsite classes were moved to virtual classes from the beginning to the mid of the semester. This abrupt change and the unprecedented disruption to education is a big challenge not only for Thai education but also for other global educational systems (Bailey and Lee, 2020; Cruickshank, 2020; Kaden, 2020).

According to Budianto and Arifani (2020) and Cruickshank (2020), the urgency of the transition from offline classes to online classes causes both instructors and learners new challenges. After the first wave of the outbreak, traditional instruction resumed merely for a few months before the new wave has re-spread during the first semester of the academic year 2020. As a result, instructors in educational settings required trainings to use various online platforms (Teymori and Fardin, 2020). The virtual platforms widely used in Thai educational contexts include MS Teams, Zoom and Google Classroom. Students therefore need to abide by the new practice of teaching instruction provided by their instructors. Thus, this study has responded to the ongoing situation since it aims to study Thai university students' perceptions in using online classes in English learning during the first and the second waves of COVID-19 outbreak.

Research Objectives

There are two main objectives of this study which are:

- 1) to investigate the perceptions of Thai students in utilising online classes for English learning in higher education during the spread of COVID-19.
- 2) to examine whether or not Thai students in higher education prefer online English classes to physical classes.

Theoretical Framework

The notion of online learning or e-learning has long been around (Pal and Vanijja, 2020). According to Pal and Vanijja and other researchers including Wang, Law, Lau and Leow (2019), the advances of cloud technologies and the access to the Internet, which have widely been available and affordable, have contributed to the flexibility of the learning procedure and have helped support the traditional learning methods. The fundamental purpose of online learning is to expand educational access for a large number of learners and to enhance learning quality with lower cost of educational process (Panigrahi, Srivastava, and Sharma, 2018). Recently, the Covid-19 outbreak has enforced global educational institutes to implement entirely online technological classes for the purpose of teaching and learning as to abide by social distancing regulations (Pal and Vanijja, 2020).

To generate more understanding about online learning, several experts such as Garrison and Kanuka (2004), Hrastinski (2019), and Nakayama et al. (2014) provide some explanation of 'online learning'. Online learning can be classified into different forms including blended learning and complete online learning. In this study, it focuses on the latter form 'complete online learning' only because it is the most relevant to the current Thai educational situation and pandemic issue. Complete online learning refers to the lack of face-to-face classes for learning management and instruction. Instead, web-based resources and digital technology are employed as the compensation for absence of the onsite instruction.

As the current study mainly targets the students' perceptions in terms of implementing online classes during the COVID-19 infectious disease, an overview of students' perceptions related to the implementation of online learning will be provided. Perceptions of English online learning might have positive effects on learners' performance. This is supported by the study of Alahmadi and Alraddadi (2020, p. 69), which yielded that learners viewed positively about online learning. They agreed that learning environment and online classes could generate better learning outcomes than onsite venue. In addition, the learners perceived that online classes could provide them with a plenty of opportunities to learn a language and interact with their teachers and peers. Furthermore, online instruction could help anxious learners to reduce their anxiety and shyness when interacting with instructors and classmates, so they had more class participation via digital learning. In contrast, the inverse outcome could also be exhibited. That is, there might be various problems encountered by online learners such as time lag, difficulty in using an online platform and technological issues (Alahmadi and Alraddadi, 2020).

Research Methodology

This study is quantitative research. The participants of the study were statistically selected using a purposive sampling which included 67 non-English major undergraduate students who enrolled in an ongoing compulsory English course. The first and the second waves of the COVID-19 outbreak have posed challenges to these participants. The research was conducted using a 5-Likert scale online survey questionnaire adapted from Alahmadi and Alraddadi (2020). The questionnaire was divided into 2 parts: personal background and 8 questionnaire questions. The survey had been piloted with 10 test participants before the actual collection to test the validity and reliability of the research instrument. The analysis of the questionnaire data was performed by using descriptive statistics: frequencies, means and standard deviations (SD). Then the data on their perceptions was also ranked and interpreted for further discussion.

Research Results and Discussion

In order to respond to the research objectives which are to investigate the perceptions of Thai students utilizing online classes in English learning during the spread of COVID-19 and their preferred English learning platform, the participants reported their perceptions related to English online classes and their preference for either online or onsite classes for learning English by rating the survey statements on the 5-Likert scale. Then their responses were analysed by using frequencies, means, and SD, and interpreted as follows:

Table 1: Interpretation of Responses of the Likert-type scale

Score Range	Interpretation
4.51-5.00	Strongly Agree
3.51-4.50	Agree
2.51-3.50	Neutral
1.51-2.50	Disagree
1.00-1.50	Strongly Disagree

The table below demonstrates the frequencies of the students' perceptions towards the use of online classes to learn English during the COVID-19 outbreak.

Table 2: The Descriptive Statistics of Thai University Students' Perceptions of Using Online Classes for English Learning during the COVID-19 Outbreak (Frequencies)

Statements	Frequency				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I don't like to listen to the English class in online environment.	7	15	24	10	11
2. I don't like to speak in the English online class.	6	11	26	15	9
3. I don't like to read in the English online class.	7	12	29	12	7
4. I don't like to write in the English online class.	8	12	30	8	9
5. I lose interest in learning via the English online class.	6	15	15	16	15
6. I lose interacting via the English online class.	9	12	18	15	13
7. In the English online classes, I interact more with my teacher than in the English regular classes.	5	9	21	17	15
8. An English course should be taught in the onsite classes rather than in the online classes.	3	2	21	12	29

The following table presents the mean scores and SD of the perceptions that the participants showed when attending online classes for learning English during the COVID-19 outbreak. The score ranking and the interpretation of perception scores are also provided.

Table 3: The Descriptive Statistics of Thai University Students' Perceptions of Using Online Classes for English Learning during the COVID-19 Outbreak (Means, SD, Ranking and Interpretation)

Statements	Means	S.D.	Ranking	Interpretation
1. I don't like to listen to the English class in online environment.	3.04	1.20	6	Neutral
2. I don't like to speak in the English online class.	3.15	1.12	5	Neutral
3. I don't like to read in the English online class.	3.00	1.09	7	Neutral
4. I don't like to write in the English online class.	2.97	1.15	8	Neutral
5. I lose interest in learning via the English online class.	3.28	1.28	3	Neutral
6. I lose interacting via the English online class.	3.16	1.30	4	Neutral
7. In the English online classes, I interact more with my teacher than in the English regular classes.	3.42	1.19	2	Neutral
8. An English course should be taught in the onsite classes rather than in the online classes.	3.93	1.12	1	Agree

The results shown in the tables above reveal that overall, the participants had neutral perceptions towards the statements in the perception survey (Mean score = 3.24). There is only one statement (item 8, interpreted as 'agree') that is different from others. Generally, the participants neither agreed nor disagreed on the statements related to using online classes in learning English during the spread of COVID-19.

In relation to the ranking of their perception scores, item 8 (An English course should be taught in the onsite classes rather than in the online classes) is ranked number 1. Then it is followed by item 7 (In the English online classes, I interact more with my teacher than in the English regular classes.). This means that the participants perceived that they had more opportunity to interact with their instructors in an online platform; nevertheless, the majority of them considered learning English onsite more preferable. Thus, the role of physical classrooms remains apparently important in English courses rather than virtual classrooms. In contrast, the lowest ranking is item 4 (I don't like to write in the English online class.) with the mean score of 2.97 and item 3 (I don't like to read in the English online class.) with the mean score of 3.00. Although both items were ranked the lowest, their mean scores are also categorized in the same interpretation level; that is, neutral.

To further analyse the data, it was found that the participants' perceptions in items 1-4 are slightly different among the items, as can be seen from their mean scores of 3.04, 3.15, 3.00 and 2.97, respectively. This finding shows their perceptions of neutrality regarding the dislikes of listening, speaking, reading and writing in English online classes. It is noticeable that the lowest SD value (SD = 1.09) falls into item 3 (I don't like to read in the English online class.). It suggests that there is a strong alignment among all participants for their dislikes or likes of reading when they attended English online classes. Considering the frequencies, although most participants (f=29) seem to be indecisive about this aspect, the number of the participants who dislike reading (f=19) and like reading (f=19) in the virtual class are exactly equal. For the former group, it is possible that reading via their devices' screens is not as comfortable as when they are in offline classes. This could be supported by the research of Ngampornchai and Adams (2016), which found that the most used devices by Thai students in their study related to online learning are smartphones. Compared with notebook computers and desktop computers, mobile devices are less suitable tools for accommodating students when studying online. On the other hand, the participants in the latter group expressed their likes of reading while learning English online. The possible reason for such preference could be that they have quality devices to facilitate their online learning.

Whereas the level of perceptions in items 1-4 is less distributed and consistently neutral (item 1: Mean = 3.04, SD = 1.20; item 2: Mean = 3.15, SD = 1.12; item 3: Mean = 3.00, SD = 1.09; item 4: Mean = 2.97, SD = 1.15, respectively), the scores in items 5-6 demonstrate the students' mixed perceptions as the scores represent more spread of their level of perceptions (item 5: Mean = 3.28, SD = 1.28; item 6: Mean = 3.16, SD = 1.30). That is, the

results in item 5 (I lose interest in learning via the English online class.) and item 6 (I lose interacting via the English online class.) demonstrate that their agreements with the statements in these items are considerably dispersed. The frequencies of agreement, neutrality and disagreement are relatively close. Specifically, when compared with the statements in other items, the SD value of item 6 (1.30) is the highest and thus reflects the most different agreements/ disagreements of students' perceptions on their loss of interactions through online venue. Nevertheless, for the top ranked item (item 7: In the English online classes, I interact more with my teacher than in the English regular classes.) and the second highest ranked item (item 8: An English course should be taught in the onsite classes rather than in the online classes.), the results show that the participants tend to agree with these item statements because their mean scores are the first two ranking (item 7: Mean = 3.42, SD = 1.19; item 8: Mean = 3.93, SD = 1.12). The finding from item 7 reveals that many students seem to agree that they have more interaction with their instructors in online classes than regular classes. It could be interpreted that the nature of Thai students is likely to be shy when they interact face to face, while they are not required to turn their cameras on in online classes, so they might feel more comfortable when interacting with their teachers in online than onsite platforms. To some extent, this finding ties with previous studies (e.g. Alahmadi and Alraddadi, 2020; Bianchi et al., 2019), which claim that online classrooms can facilitate students to learn English better since students can manage to overcome their shyness when interacting in physical classrooms and have more participation in online platforms.

Despite the fact that the participants do not seem to face considerable difficulties learning English online and tend to finely adjust themselves to suit the new learning platform since their level of perceptions towards online English learning is mostly moderate, it is noteworthy that more than half of the participants ($f = 41$ out of 67; Mean 3.93 = agree, which is the highest mean score) strongly agree that English should be taught onsite rather than online. The results shown in items 5 and 6 that many students agree that they lose interest in learning and interacting via the English online classes might help provide an explanation why they prefer studying face to face.

All in all, Thai university students in study generally have neutral perceptions towards implementing online classes during the spread of COVID-19. Apart from that, they seem to accept online learning and tend to manage to learn English in an online platform. However, if they could choose a preferable platform for English learning, physical classroom is their preference. This is directly in line with previous findings in Imsa-ard (2020), which found that most Thai university students prefer physical classrooms to virtual classes. The study by Alahmadi and Alraddadi (2020) also share the similar findings with the current study, as the participants who were EFL university students in both studies viewed that face to face instruction played a crucial role in English language classes. Therefore, physical classrooms in learning English cannot be replaced by online classes because according to Ng (2007), virtual

classrooms tend to be a beneficial supplement to face to face classes but cannot be a substitution.

Further Research Suggestions

There are suggestions for further research that could be conducted according to the gaps found in the current research. As this study was carried out quantitatively, it could be further investigated by using more in-depth research methods such as interviews or focus groups as to gain more insight into perceptions of Thai students towards utilising online classes during the spread of COVID-19. In addition, future research could focus on devices that students use when participating in online classes. Different types of devices they use might generate different perceptions and satisfaction of their online learning experience. Last but not least, the number of participants and their fields of study in this research are limited, so similar topics in more various fields of study could also be explored because the difference in nature of disciplines might generate different and interesting results which could contribute more understanding of Thai students' perceptions towards English online learning.

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An Analytical Study of Figurative Language Represented in Taylor Swift's Songs in "Reputation" Album.

Patipan Sueaprem

Abstract

This study aims to analyze the figurative language represented in literary work which is Taylor Swift's Reputation album in order to understand the implicit meaning. The researcher adapts A Glossary of Literary Terms (1999) as a conceptual framework which includes the explanation of simile, metaphor, personification, hyperbole, paradox, oxymoron, symbolism, allusion, allegory, and irony. The overall lyrics which are utilized as dominant data of the study are taken from the lyrics' book from the copyright Reputation album. The data are firstly analyzed and categorized into each type. Then the selected figurative language is explained the implicit meaning by considering the most discovered figurative in the songs. In consequence, the result represents the figure of speech includes simile, metaphor, personification, allusion, symbolism, allegory, irony, paradox, oxymoron, and hyperbole. Moreover, the implicit meaning of the outstanding figurative language is interpreted and explained while some information is adapted from reliable sources.

Keywords: Figurative Language, Taylor Swift, Song

Introduction

Language plays an essential role in communication since it is applied as an instrument to specify human purposes, to receive information, to express human feelings, and sometimes, to create plenty of literary works such as prose, poetry, or song. According to Meyer (1997), literature is a form that describes written texts in a literary genre identified by specific purpose of language, including features like creative metaphors, gorgeous phrases, rhymes, beautiful syntax. The authors' intents their works to be read aesthetically.

Several literary works rarely state their messages directly, there is always something beyond the real meaning of the words or sentences. Therefore, to understand more clearly about the works, there is one kind of instrument called figurative language that is used for interpreting an implicit meaning of literary works such as simile, metaphor, and irony. Webster (1995) states that figurative language is an expression's form which transmits meaning or enlarges effect, often by comparing or identifying something with other things that contain more meaning than the word itself to the reader or listener.

Nowadays, the implication seems to appear in our everyday life. For instance, in songs that people listen to everyday, sometimes, the artists employ some words into the songs in order to imply another particular meaning which could make their works become beautifully deeper in terms of art. As soon as the listeners are able to identify the hidden meaning, they will probably receive a real sense of the work. In addition, to understand the lyrics completely, the reader or listener must consider the authors' background or situation when they write their own masters.

Since the ancient age, many artists have conducted their literary works by using their own experiences as an inspiration to reflex their purposes, perspectives, stories, and historical background. For example, the well-known poet William Wordsworth created his famous poem by describing nature that he had seen to convey his purpose to the reader. Peseros (2015) expressed that William Wordsworth was the greatest poet of nature because his work reflexed a love of nature and it brought to a love of humankind. Recently, there are many famous artists who write their own songs related from his or her own experiences such as Adele, Ed Sheeran, Lana Del Ray. Comparing to others, the artist who is obviously seen as a writer who wrote songs about her experiences and gets vast attention from social media would be Taylor Swift.

Taylor Alison Swift or people know her as the stage name Taylor Swift is a well-known American singer and narrative songwriter which her songs relate to her personal life such as her personal problem with others, previous relationships, lover, and social movement. Due to this style of writing remains plenty of hidden messages, it gains Swift abundant attention from people around the world and social media. In terms of achievement, she became the youngest artist who wins Album of the Year at the Grammys Award and three more categories since 2009. In 2016, she repeatedly won Album of the Year at Grammys Award, she is grown into the only female artist in history who ever received Album of the Year at the Recording Academy twice. She is now 10 times Grammys winner. Significantly, Taylor Swift was named Artist of the Decade by American Music Award and Woman of the Decade by Billboard Woman in 2020. For the fact that Taylor Swift is one of the most successful artists in the past ten years, studying her masters might give people who listen to Taylor Swift's music knowing more about the relation between her lyrics and her personal life. Moreover, it could be an example for other researcher in the future who aims to study the relation between artists and their work.

Among her successful masters, the Reputation album which was released on November 10, 2017, might be the work that receives the most attention from people in pop culture. For a reason that before the Reputation album was released, Taylor Swift used to receive negative treats on social media and was headlined as a liar because she involved some conflict with other celebrities. This situation led a number of people to give Swift a snake nickname. At the time, people were so hilarious criticizing her that the hashtag

“TaylorIsOverParty” became the number one trending worldwide on Twitter. Then Taylor Swift deleted every piece of information on her social media platforms and disappear for a while. It was believed that her career was over. Finally, she came back by releasing the music video name “Look What You Made Me Do” on YouTube and it set a new record of most-viewed in 24 hours with 43.2 million views and remained No.1 at Billboard hot 100. Moreover, the album which including 15 songs sold more than 1.2 million copies within the first week in the US. In addition, the Reputation album was nominated Best Pop Vocal Album at the Grammys and won Favorite Pop/Rock Album at the American Music Award.

The researcher has reviewed the previous studies which studying a figurative language. The related literature consists of three pieces of research which the following paragraphs are lined up by the year the researchers conducted the studies.

The first reviewed literature starts with the study of “Imagery and Figurative Language in Wordsworth’s Poem’s “The World is too much with us” and “My Heart Leaps up”” by Patel (2014) which was conducted to perceive the functions of figurative language and the use of imagery used in Wordsworth’s poems ‘the world is too much with us’ and ‘my hearth leaps up’. The researcher took both poems written by William Wordsworth as the main data. In consequence, the finding revealed that there were 3 types of imageries and 5 types of figurative language’ functions were found which consisted of visual imagery, auditory imagery, kinesthetic imagery, paradox, simile, hyperbole, and metaphor.

The second study was investigated by Lusiana & Qomariana (2017) which studied “Figurative Language Used in Taylor Swift’s Songs in the Album 1989” to observe the figurative language found in five songs from the album 1989 by Taylor Swift and identify how different the figurative language and lexical meaning were. The data which were the lyrics of Blank Space, Style, Bad Blood, Clean, and New Romantics were collected directly from www.azlyrics.com. The conclusion mentioned that 8 kinds of figurative language; simile, metaphor, personification, synecdoche, hyperbole, irony, dead metaphor, and paradox. were contained in the study. The researchers also concluded that the meaning of figurative language was deeper than the lexical meaning.

The following year, there was a research title “Figurative Language in a specific socio-cultural context: An analysis of the Broadway Musical “Sweeney Todd: The Demon Barber of Fleet Street”” conducted by Noiboonsook & Webb (2018) in order to classify the figurative language, analyze the meaning, and also to find historically cultural examples of late 19th century British. The researchers used fourteen songs selected from the Broadway Musical “Sweeney Todd: The Demon Barber of Fleet Street,” written by Stephen Sondheim's original cast recording of 1979 as information. The results showed that fourteen types of figurative language appeared from fourteen songs which metaphor was most found and the writers stated that there was a connection between language and historically culture.

However, this study is not only focusing on the figurative found in the works but also aims to find the implicit meaning of the results as well as explains how they are related to the artist's background. To sum up, this study could be an example of how some works can be mirrored to the creators' life by using figurative language as an instrument.

Research Objectives

1. To analyze the figurative language represented in Taylor Swift's Reputation album.
2. To understand the implicit meaning in Taylor Swift's Reputation album.

Theoretical Framework

Figurative language is one of the literary devices which contains plenty of categories. It was generally used to identify the underline meaning of literary works. However, the researcher has only adopted some types of the particular instrument to specifically study the song lyrics on Reputation album by Taylor Swift.

Simile is a definite comparison between the two different things, generally using the words "like" or "as" to show some associations.

Metaphor is a word or phrase that denotes one kind of thing in literal use is extended to a completely different kind of thing, without implying a connection and implicit metaphor is the tenor that does not specify itself but only implies.

Personification is a figure of speech in which a lifeless object or ideal concept is vitalized as a living thing or given human feelings.

Allusion is an implicit reference of history, person, place, idea, event, or another literary work. It does not add an explanation to the thing that was mentioned.

Symbolism is the use of symbols to signify ideas and qualities by giving them symbolic meanings that are different from the literal sense.

Allegory is a whole article, action, or story that the author creates and be able to make

a coherent sense or have an idea or underline meaning that can be referred to the literal event such as history, religion, and politics.

Verbal irony is a phrase in which the meaning inferred by a speaker is significantly different from the meaning supposedly conveyed.

Situation irony happens when the expected outcome is different from the actual result of an action.

Paradox is a statement in which its surface seems to be self-contradict or absurd, but there is also some truth hiding in it.

Oxymoron is a paradoxical expression that blends two words that are opposite in ordinary usage.

Hyperbole is a strong overstatement or the distortion of fact or probability by extravagant. It can be used for extreme, ironic, or comic effects.

Consequently, the exactly definitions that have been mentioned earlier are decidedly employed as a conceptual framework to acknowledge the research questions.

Research Methodology

Data Collection

The song lyrics from the Reputation album were taken as dominant data of this study. First, the researcher bought the copyright Reputation album. Then the researcher listened to the song, read the lyrics from the lyrics' book quickly. Finally, the data were identified and analyzed.

Data Analysis

After the researcher received the information, there were several steps to analyze the data. First, the researcher listened to the songs carefully and looked closely into the lyrics to find the figurative language. Next, the figurative language was categorized into the types themselves. Then, the researcher created a table that included the name of the songs, the type of figurative language found, the lyrics, and the explanation of the discovered figurative language. Moreover, the explanation part illustrated how the particular lyrics were categorized into each type by basing on the data from Abrams (1999). In addition, the researcher had chosen some outstanding figures of speech to explain the implicit meaning by considering the frequency of the figurative languages that are illustrated in each song. The implicit meanings were explained with reliable sources which mostly stated about Swift' life, situation and inspiration when she wrote the songs such as Taylor Swift documentary, critics, and articles from famous magazines. Finally, the researcher consulted the finding with the supervisor and the expert has read the discussion.

Research Results

To answer the research objectives; Which types of figurative language that found in Taylor Swift's Reputation album? & What are the implicit meanings in Taylor Swift's Reputation album? This section illustrates the explanation of the finding and the discussion of implicit meaning hiding in the selected figurative language.

Table 1: the explanations of figurative languages that is found in the Reputation Album.

Songs	Figurative Language	Lyrics	Explanation
Ready for it...	Simile	-I keep him forever like a vendetta	For the particular lyrics, Simile is used to compare between two different things which is connected by the word "like". The way the writer wants to keep her lover is compared to the way Swift always keeps a vendetta which she is known to hold many.

1.	Metaphor	- Knew he was a killer first time that I saw him, wonder how many girls he had loved and left haunted.	Swift applies the use of metaphor to illustrate that the two distant objects are comparing. In the particular lyrics, a killer is compared to the man the writer has just met to suggest that they might have some similar characteristics.
		-but if he's a ghost, then I can be a phantom, holdin' him for ransom.	The writer again uses a metaphor to show a comparing between the two different things which Taylor and her current interest are compared to the ghost and phantom.
		- Me, I was a robber first time that he saw me, stealing hearts and running off and never saying sorry, but if I'm a thief, then he can join the heist and we'll move to an island.	Swift accepts the technique of metaphor to define herself as a robber and her interest as a thief which their surface is different, but they might refer to some similar characteristics.
	Allusion	-He can be my jailer, Burton to this Taylor	The figurative language called "Allusion" is applied to the lyrics which the writer causally adopts the name of the famous couple "Elizabeth Taylor and Richard Burton"
End game	Metaphor	-It's like your eyes are liquor, it's like your body is gold	The writer adopts the use of metaphor to compare two distant objects. For the particular lyrics, the writer compares her lover's eyes to liquor and body to gold.
	Personification	-I swear I don't love the drama, it loves me	The lyrics show a figurative called "personification" in which a lifeless idea is personalized to get some feeling like a human. For the lyrics, the drama is given an emotion which is love.
I did something bad	Simile	- So, I play 'em like a violin and I make it look oh so easy	The word "like" is appeared to show a simile that comparing between two distinct things. The writer implies that agitating the narcissist is very easy like the way she plays violin since she is a musician.

	Hyperbole	- I can feel the flames on my skin.	This line could be considered as an overstatement due to the fact that humans cannot accidentally think of fire and it suddenly burns on their skin.
	Symbolism	- I can feel the flames on my skin.	In terms of literature, a fire could be considered as a symbolism. According to VISME, fire could symbolize anger, punishment, and destruction.
Don't blame me	Metaphor	- Lord, save me, my drug is my baby	Swift employs the use of explicit metaphor to define that one thing is another thing which her love interest is connected to the drug. Both surfaces look very different, but there might be some sharing characteristics.
		- I once was poison ivy, but now I'm your daisy	The writer again uses an explicit metaphor to characterize herself with poison ivy and daisy. To be considered, the appearance of humans and plants are dissimilar. However, it might refer to some shared points.
	Oxymoron	-The darkest little paradise	It is considered as an oxymoron due to the two paradoxical words are combined which are the words "paradise" and "darkest".
	Apostrophe	- Lord, save me, my drug is my baby	In this particular line, the writer tends to talk to someone who does not exist instead of talking to a person which there is the word "Lord" showing in the lyrics.
Delicate	Metaphor	-Handsome, you're mansion with a view.	For this specific line, the figurative language called "Metaphor" is appeared since the writer compares the appearance of the guy she is interested to the beautiful view of the mansion where they are together.
Look what you made me do	Hyperbole	-Honey, I rose up from the dead, I do it all the time	In the statement, it could be examined as hyperbole because the writer mentions that she is able to resurrect from death. As a matter of fact, a human cannot bring back their life from death.

		- I'm sorry, the old Taylor can't come to the phone right now. Why? 'cause she's dead	According to the lyrics, it is impossible that we let the old part of us die and reconstruct our new one, so it could be identified as an overstatement.
	Verbal irony	- <u>Honey</u> , I rose up from the dead, I do it all the time.	There is some verbal irony illustrates in the lyrics. To be consider, Swift is most likely to sing this song to her enemies, but she adopts the word "Honey" to call them.
So it goes.	Simile	- Wear you like a necklace	The figure of speech called "simile" is appeared in the lyrics by noticing from the word "like". the singer illustrates that the way she wears necklace is as same as the way she keeps her lover.
	Metaphor	- See you in the dark, all eyes on you, my magician.	In the lyrics, metaphor is found again since the song writer compares her sweetheart to the magician which both of them are dissimilar.
	Paradox	- You know I'm not a bad girl, but I do bad things with you.	The meaning of the lyrics' surface is sort of self-contradict since the writer mentions that she is not a bad girl. However, she also states that she is ready to do bad things with her lover.
Gorgeous	Verbal Irony	- You're so cool, it makes me hate you so much	This line is considered as verbal irony because the writer adopts the word that in the underline meaning is definitely opposite from the actual definition.
Getaway car	Simile	- It hit you like a shotgun shot to the heart.	Simile is apparently performed in the lyrics regarding to the word "like" which is applied to connect the comparison between the two distantly ideas.
	Symbolism	- The ties were black; the lies were white.	In terms of literature, colors can be symbolizing to several ideas. In the lyrics there are two colors are represented which are black and white.
	Allusion	- We were jet-set, Bonnie and Clyde	The writer adopts the technique of allusion which mentions "Bonnie and Clyde" who are an American criminal couple to the lyrics by not asserting another information.

	Paradox	- We were flyin', but we'd never get far.	These specific lyrics seem to be a paradox by a reason of its self-contradict meaning. The protagonists of the story mention that they are in the fastest transportation which could refer to the plane. However, it cannot take them anywhere.
	Hyperbole	- There were sirens in the beat of your heart.	This particular line is viewed as hyperbole because the way the protagonist states that the beat of the human heart is like the sound of a siren. As the matter of fact, a human's heartbeat does not sound like that.
	Allegory	-The entire lyrics	The whole story of the song is written to refer to the implicit situation of Taylor Swift which several new characters are played the new role.
King of my heart.	Metaphor	- Salute to me I'm your American Queen.	This line is believed as a metaphor since Taylor compares two distantly things which she defines herself to an American Queen.
		- And all at once, you are the one I have been waiting for, King of my heart, body and soul.	Swift employs the use of metaphor by comparing two different objects which her lover is defined as the King of her heart.
	Personification	- Late in the night, the city's asleep	This sentence can be directly considered as a personification because the writer makes the city do a thing like a human or living thing.
Dancing with our hands tied	Metaphor	- My, my love had been frozen, deep blue, but you painted me golden.	The singer employs the use of metaphor to connect her love life to deep blue frozen and golden light which all of them are dissimilar.
	Hyperbole	-I could've spent forever with your hands in my pockets.	An overstatement is discovered in this particular lyric by considering from the fact of the convenience of life routine which it is impossible that we could live our life normally if there are someone's hands in our pockets.

		- And darling, you had turned my bed into a sacred oasis.	This sentence is considered as an overstatement because Swift mentions that her lover can turn her stuff into an unbelievable object which is a sacred oasis. As long as humans still be human, it impossible that they are able to turn something basic into a magical place like the oasis in the middle of the desert.
	Symbolism	- My, my love had been frozen, deep blue, but you painted me golden.	In terms of literature perspective, colors can be symbolizing to several ideas. For the particular lyrics, the writer mentions the frozen blue and the golden.
Dress	Simile	-I don't want you like a best friend.	The figurative language called "simile" is obviously shown in this line because the word "like" is used to compare one thing to another thing which are her loved person and best friend.
	Paradox	- Even in my worst times, you could see the best of me	The surface of the line seems to be contradictory because the writer narrates that even in her worst time, her love interest could see the best thing in her. Swift contains the completed contradictory words which are "worst" and "best" to convey the meaning
		- Even in my worst lies, you saw the truth of me	According to the sentence, its face seems to be logically contradictory because the writer mentions that even in her worst lies, her lover could see the truth in it. the word "lie" and "truth" are definitely contradicted.
This is why we can't have nice thing	Verbal irony	- This is why we can't have nice things, <u>darling</u> . - This is why we can't have nice things, <u>honey</u>	There is a verbal irony that appears in the hook of the song which including the words "darling" and "honey". It is categorized as verbal irony since the writer calls out her enemy by the words that supposed to use with someone she loves.

Call it what you want	Simile	-My baby's fit like a daydream Walking with his head down I'm the one he's walking to	The lyrics show the simile by noticing from the word "like" which is obviously used to compare her lover with the concept of daydream.
		-My baby's fly like a jet stream High above the whole scene	Simile is again appeared to compare the singer's lover with the jet stream flies over the sky.
		-Loves me like I'm brand new	Swift uses the technique of simile to compare the way her boyfriend takes care of her with the brand-new object.
	Implicit metaphor	- My castle crumbled overnight. I brought a knife to a gunfight. They took the crown, but it's alright.	For this statement, the writer employs the technique of implicit metaphor to compare the situation about her reputation with a war for thorn which she is taken the victory due to she has not enough protection.
	Symbolism	- All my flowers grew back as thorns.	The flowers and thorns could symbolize some idea according to the term of literature analysis
	Metonymy	- My baby's fit like a daydream	The word "baby" is considered as a metonymy since the vocabulary is applied to associate with another meaning.
New Year's Day	Implicit Metaphor	-Don't read the last page	The particular lyrics are considered as an implicit metaphor since the singer impliedly compares her love relationship with the man, she mentions to the way of reading book.

Research Discussion

According to the finding, there are plenty of figurative languages perform in the album which the most figure of speech found is a metaphor, and the least is an allegory and oxymoron. In consequence, some outstanding figures of speech are chosen to explain the implicit meaning for this section by considering the frequency of the figurative languages that are illustrated in each song or significant part in the songs.

1.Ready for it...

For the first track, the song apparently illustrates the figurative language called "Metaphor" which implicitly compares one thing is another different thing.

***“Knew he was a killer first time that I saw him,
wonder how many girls he had loved and left haunted”***

In the particular lyrics, Swift applies the use of metaphor to represent that the man she meets is a killer since the killer and the guy might indirectly share some characteristics in common. According to Longman (2020), a killer means a person, animal, or thing that kills. To provide the implicit meaning, Swift might intently imply that the man has hunted many girls' hearts in his previous relationship as same as the way killers hunt their victims.

“But if he's a ghost, then I can be a phantom, holdin' him for ransom”

In the sentence above, the singer mentions that the person she feels interested in is a ghost, and Swift herself is also a phantom. To be considered, the ghost is generally portrayed as a spirit that could lead some people who believe that it exists to the terror. However, Swift is not one of those people as she mentions that if the guy is a bad spirit that haunts, she would be the same kind of spirit, too. It could be concluded that no matter what the guy is, she is ready to risk it.

***“Me, I was a robber first time that he saw me, stealing hearts and running off and
never saying sorry, but if I'm a thief, then he can join the heist and we'll move to an
island.”***

In the particular sentence, Swift accepts the technique of metaphor to illustrate that she is a robber. According to Longman (2020), a robber means someone who steals money or property. Swift metaphorically mentions that she steals the guy's heart since the first time he meets her. It is like the way the robber always does. Moreover, she also states that that guy could join her heist. This could be interpreted that he is also a thief as same as Miss Swift because he might steal her heart since the first time they meet.

2.End Game

For the second song of the album, the lyrics represent two type of figurative languages which are metaphor and personification.

“It's like your eyes are liquor, it's like your body is gold”

For the particular lyrics, Swift compares her lover's eyes to liquor metaphorically. It could be interpreted that when the singer directly looks into the guy's eyes, it builds her the feeling like she is drinking some strong alcoholic which can cause her physically drunk. Moreover, the singer compares the man's body to gold. For the fact that gold is a strongly worthy element, it could be explained that the guy's body is as strongly beautiful as gold.

“I swear I don't love the drama, it loves me”

The lyrics show a figurative called “personification” in which a lifeless idea is intently personified to receive some feeling like a human. The drama is given an emotion which is love. As a matter of fact, Taylor is criticized as a celebrity who has always be the headline of several dramas for her entire life’s career, so she builds its character as a person who is crazy in love with her.

3. I did something bad

A dominant figurative language represents in this song is hyperbole and symbolism as states in the following line.

“I can feel the flames on my skin.”

The specific line could be explained as hyperbole by the reason that humans cannot accidentally think of fire and it suddenly burns on their skin. Nonetheless, using an overstatement could intensely deliver the listeners a deeper feeling. On the other hand, there is an outstanding symbolism surrounded by the mentioned hyperbole which is fire. To be concluded, the singer might impliedly suggest that the situation she faces could drive her to anger, punishment, or destruction which is the meaning of the symbolism of flame according to VISME (2017).

4. Don’t Blame Me

The majority figurative language performs in the song lyrics which Swift employs it in order to narrate her romantic love life is metaphor.

“Lord, save me, my drug is my baby, I'd be usin' for the rest of my life”

For the verses above, Swift employs the use of an explicit metaphor comparing her love interest with the drug that she would be using for the rest of her life. According to LONGMAN (2020), a drug means an illegal substance such as marijuana or cocaine, which some people take it in order to feel happy, relaxed, or excited. To be analyzed, Swift might intently imply that her beloved person draws her the enjoyment as same as the action of the drug does.

“I once was poison ivy, but now I'm your daisy”

The singer uses the technique of metaphor comparing herself in the past to poison ivy and the current herself to a daisy. It could be interpreted that she used to be the obstacle for her previous relationships by the reason that Merriam-Webster (2020) states poison ivy is a climbing plant that is able to produce irritating oil and causes a strong itching skin rash. However, she changed herself into a positive perspective for the present relationship by metaphorically mirroring herself as a daisy which represents innocence, purity, true love, a new beginning as states by Flower Meaning (2018).

5. Delicate

The only figurative language represented in this study is obviously metaphor according to the following lyrics.

“Handsome, you’re mansion with a view”

According to the particular lyrics, the singer’s love interest is metaphorically compared to a handsome mansion with a view. It could be interpreted that this guy could be beautiful inside and out. To be explained, the guy’s appearance might look as naturally beautiful as it is compared to the admirable view outside of the mansion. Moreover, the inside could be considered as good as the mansion the singer feels it is gorgeous as well.

6. Look what you made me do

In this song, the dominant figure of speech that obviously represents is hyperbole or overstatement.

*“I got smarter, I got harder in the nick of time. Honey, I rose up from the dead,
I do it all the time”*

The writer mentions the resurrection from the death and the death of the old her. As a matter of fact, people or living things cannot bring back their life from their loss. However, in the literary meaning, it could be explained that the writer always survives from every problem or a hard time that has happened in her life.

*“I’m sorry, the old Taylor can’t come to the phone right now Why?
Oh, cause she’s dead!”*

From the conversation’s lyrics between Taylor, which could be considered as a new Taylor with anonymous, there is the main substance that the new Taylor informs the one on the phone who might be asking for her that the old Taylor is dead. Genuinely, people or living things only have one life. Therefore, it is impossible that we let the old part of us die and reconstruct our new one. However, in terms of the literary meaning, Swift might want to imply that her old entire version which is portrayed as a good innocent girl is gone and there is only the new strong one speaking.

7. So it goes..

The figurative language which performs in the significant part of the song is paradox according to the following lyrics.

“You know I’m not a bad girl, but I do bad things with you.”

The meaning of the lyrics’ surface is sort of self-contradictory since the writer mentions that her personal character does not mainly obtain bad behavior. However, she also informs

that she is ready to risk some bad situation with the guy she mentions. It could be explained that she feels interested in this guy so much that she could change her personal identities in order to please him.

8. Gorgeous

According to the track, the figurative language indirectly illustrates in the song is a verbal irony as states in the following lyrics.

“You're so cool, it makes me hate you so much”

The particular line is considered as a verbal irony because the writer adopts the word which in the underline meaning is definitely opposite from its actual definition. The singer explains that the guy's physical appearances look extremely charming which it is in the positive way and it supposes to bring her a good emotional. Then she mentions that the way he looks is what she hates. To be considered, the word “hate” might mean oppositely from the denotation itself according to the main substance of the song which is conveyed a positive meaning.

9. Getaway Car

The main figurative language that completely performs in the entire lyrics is allegory since all of the characters and the story are created and they could be referred to Swift's love triangle situation.

The whole story is written as a crime scene and love triangle in which the female protagonist tries to escape from a relationship that unable to proceed between her and her ex-boyfriend by driving a getaway car with her new interest. Unfortunately, the escape does not go well because the protagonist again leaves the new one at the motel bar at the end of the story. The situation could be referred to the singer's actual story according to PEOPLE (2016) which reports about the breaking up timeline of Taylor Swift and Calvin Harris and the new relationship between Taylor and Tom Hedison. To be interpreted, the song's female protagonist might represent Taylor Swift who tries to escape from her ex-boyfriend's protagonist which might refer to Calvin Harris. Moreover, another male protagonist who Swift escapes with and leaves at the end might represent Tom Hedison.

10. King of My Heart

The outstanding figurative language in this song seems to be metaphor since the singer adopt its technique to compare herself with another thing and compare her loved person with another thing as well.

“Salute to me, I'm your American Queen”

For the data above, Swift presents herself as an American Queen metaphorically. According to Merriam-Webster (2020), a queen means a woman who obviously remains in the top rank of power or attractions. To be interpreted, Swift might implicitly illustrate that she wants to be the most influenced girl that could control the mentioned guys like the way a queen always sits on top of the country.

*“And all at once, you are the one I have been waiting for King of my heart,
body and soul”*

Swift again employs the use of metaphor to inform that her lover is the king of her heart, body, and soul. LONGMAN (2020) defines that the word “king” means a man who rules a country because he is from a royal family. To explain the implicit meaning, the guy that she mentions might be ruling her heart, body, and soul like the way the king rules their country.

11. Dancing with our hands tied

This song adopts the function of metaphor to associate a comparison between her love life and a weather and color. Moreover, the color and the weather could represent another figurative language which call “symbolism” as well. We can notice from the following line.

“My love had been frozen, deep blue, but you painted me golden”

The mentioned statement shows the use of explicit metaphor by comparing one thing is another thing and the use of symbolism as well. First, the writer metaphorically connects her love with the frozen which could refer to an ice. In literary meaning, ice is a symbolism of rigidity, frigidity, coldness, absence of love, and difficulty according to University of Michigan (n.d.). Then the writer delivers another metaphor by mentions that someone comes in her life and changes the ice into golden which could relevant to the color of light. To provide symbolic meaning, light is illumination, intelligence, goodness, and ultimate reality as stated by University of Michigan (n.d.). To analyze the underline message, Swift’s love life might not literally go well in the previous relationships as she compares it with an ice. Then somebody walks in and turns her frosty love into goodness as she applies the symbol of light to compare.

12. Dress

The noticeable figurative language that is found in this song is paradox since there is some line of the lyrics is likely to be considered as a self-contradictory according to the following parts.

“Even in my worst times, you could see the best of me”

For the above verse, the surface of the line seems to be contradictory because the writer narrates that even in her worst time, her love interest could see the best thing in her. Swift contains the completed contradictory words which are “worst” and “best” to convey the meaning. Nevertheless, it builds deeper emotions which could explain that when she is in her bad situation and no one sees her good point, this guy is always searching for the good side of her.

“Even in my worst lies, you saw the truth of me”

According to the sentence above, its face seems to be logically contradictory because the writer mentions that even in her worst lies, her lover could see the truth in it. the word “lie” and “truth” are definitely contradicted. However, it conducts some good senses in terms of underline meaning since it could be interpreted that when no one believes in her words anymore, this guy always does.

13. This is why we can't have nice things

The obvious figurative language that represents in the lyrics is verbal irony according to the following lyrics.

“This is why we can't have nice things, darling” & “This is why we can't have nice things, honey”

The verbal irony is appeared in the chorus of the song which including the words “darling” and “honey”. It is categorized as verbal irony since this song intently satire the singer’s life antagonists which TIME (2017) states that the entire song is inspired by the uncomfortable situation between Taylor Swift and Kanye West includes the situation that Kanye attacked the stage when Taylor won “Best Female Video” over Beyoncé in 2009 and the manipulated phone call situation that Swift was misunderstood and attacked by social media. However, Swift determinedly inserts both positive words into the song in favor of calling her enemy, but the implicit meanings of the word are definitely conveyed the opposite definition.

14. Call it what you want

This song seemingly applies the technique of simile in order to comparably connect one concept to another idea.

*“My baby's fit like a daydream, walking with his head down,
I'm the one he's walking to
“My baby's fly like a jet stream, high above the whole scene,
loves me like I'm brand new.”*

In the above statement, several similes are apparently represented in the particular lyrics as we can notice from the word “like” which is used generally to connect the

comparison between two things. First, the line “My baby's fit like a daydream” shows the simile by comparing the suitability between her lover and daydream which could be explained in term of deeper meaning that every move of her love interest is as good as an impressive thought she has while she stays awake. For the line “My baby's fly like a jet stream high above the whole scene, loves me like I'm brand new”, Miss Swift then implies that her boyfriend is flying like the way jet stream does in the atmospheres. National Weather Service (n.d.) states that the jet stream is a relatively narrow line of strong wind in the above atmosphere, this could be explained that her lover does not care about the drama that she is portrayed as a liar like the way jet stream strongly flies above the construction on the ground. Lastly, Swift again applies another simile by mentions that the love she got from him makes her feel like she is a brand-new thing which supports the previous explanations.

15.New Year's Day

The figurative language that indirectly illustrates in the particular song is implicit metaphor according to the following line.

“Don't read the last page”

For the lyrics above, it is considered as an implicit metaphor since the singer might implicitly metaphorically compares her relationship to a book. The book generally presents the stories or information that it is written about. To explain the implicit meaning, as the singer asks the guy not to read the last page could be interpreted that she does not want the relationship to be ended like the way people read a book.

Conclusion

An Analytical Study of Figurative Language represented in Taylor Swift's Albums is researched in order to discover the figurative language in the Reputation album and uncover the underline meaning of the represented figure of speech. According to findings and discussion, the lyrics represent several figurative languages including simile, metaphor, personification, allusion, symbolism, allegory, irony, paradox, oxymoron, and hyperbole. Moreover, the illustrated figurative languages can be considered and interpreted in plenty of ways in order to uncover the implicit meaning. The underline messages consistently implicitly refer to the actual situation of the author's life events which can be synthesized from some relatable and reliable sources. However, this study might directly reflex on the perspective and theme of the album, it does not probably mirror all of Taylor Swift's works and life's perspective.

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An Investigation of Common Mistakes in Chinese Characters Writing

Dutrawee Kammathan¹ and Han Xincheng²

Abstract

The aims of this study were to 1) investigate common mistakes in Chinese characters writing and 2) improve the ability of Chinese characters writing. Using the quantitative research methodology. The samples in this research were 44 undergraduate students majoring in Chinese, Faculty of Humanities and Social Science, Pibulsongkram Rajabhat University who did a written test as a part of their task in Chinese Writing I class in 1st semester, academic year 2020. The results showed that the number of the miscellaneous characters was the main problem. Meanwhile the shape mistake was the most frequent committed mistake. Besides, the most common mistakes were adding, reducing or incorrect length of stroke as there are 75% of participants made this mistake. Hence, the shape mistake was mainly divided into the following two types; 1) adding, reducing, and writing incorrect length of stroke 2) Incorrect orthographic character by written in other characters with the same sound, similar sound, or similar character. Moreover, incorrect radicals used was also one of the most common mistakes found among participants as there were 34.09% of them made this mistake. And after applying primary solution into the class, the students were writing more correctly. According to the results, the researcher is suggested to raise participants awareness and to intensive students' knowledge who cannot meet the requirements for literacy skills including basic Chinese orthography knowledge, Chinese strokes, racial structure and semantics etc., in order to enable participants not to make mistakes.

Keywords: Chinese Characters, Writing, Common Mistakes, Typos, Errors

¹Faculty of Humanities and Social Science, Pibulsongkram Rajabhat University,
Dutrawee.kk@gmail.com

²Faculty of Humanities and Social Science, Pibulsongkram Rajabhat University,
287357838@qq.com

Introduction

Chinese characters have a history of more than 6,000 years of development. The presumed methods of forming characters was first classified by the Chinese linguist Xu Shen (许慎), whose etymological dictionary “Shuowen Jiezi” (说文解字) divides the script into six categories, or liushu (六书): pictographic characters, (xiangxing zi, 象形字), self-explanatory characters (zhishi zi, 指示字), associative compounds (huiyi zi, 会意字), pictophonetic characters (xingsheng zi, 形声字), mutually explanatory characters (zhuanzhu zi 转注字), and phonetic loan characters (jiajie zi 假借字). The first four categories refer to ways of composing Chinese characters; the last two categorizes ways of using characters. (Yang Wang, 2011) The shape of Chinese characters has changed from graphics to strokes and complexity to simplicity. Therefore, it is necessary to effectively decompose the structure of Chinese characters in learning or teaching process, reveal the composition of Chinese characters and the relationship between "shape" and "meaning". Its complexation also difficult for foreign learner to correctly recognize and memorize Chinese characters, and its effect to the quality of written product or their communication. Likewise, an explicit and systematic learning ways can cause students more correctly and easily recognizing, memorizing or writing Chinese characters. Therefore, in order to enable participants to correctly writing Chinese characters, and to improve their basic quality of Chinese writing. The researcher decides to investigate common mistake of Chinese characters writing which written by 44 undergraduate students majoring in Chinese, Faculty of Humanities and Social Science, Pibulsongkram Rajabhat University who did a written test as a part of their task in Chinese Writing I class in 1st semester, academic year 2020.

Research Objectives

1. To investigate common mistakes in Chinese characters writing
2. To improve the ability of basic writing Chinese characters skills

Theoretical Framework

The shape of Chinese characters has changed from graphics to strokes and complexity to simplicity. However, the findings show that the common mistake of Chinese character writing use to found in Chinese radical part, Chinese strokes part and Chinese character replacement written.



languages like Japanese, Korean and Vietnamese. Unlike Japanese, both Korean and Vietnamese government officially stopped using Chinese characters in the 19th century. However, many historical documents in Korea and Vietnam still have many Chinese characters. When people search the term 'strokes' online, they might find CJKV strokes, which stands for Chinese, Japanese, Korean and Vietnamese. Some people may find that there are many "types" of Chinese characters, but they are simply the different styles of calligraphy. It is same as the different fonts in English like serif, san-serif and others. (Liangchuan Sun, 2015)

However, an explanation of common mistakes in "Ci Hai" mentioned that common mistakes or typos are "written non-exist characters". Moreover, common mistakes or typos also are a character that are incorrectly written and use other characters to replace those words that should be written. This kind of typos reasons are writing correct characters but used in the wrong place.

Common mistakes

Chinese characters are hard to remember, difficult to write and identify and as such these features have become major obstacles in learning Chinese by foreign students. Therefore, in view of this, it its necessary to research about common problems in writing Chinese characters among foreign students and to provide suggestions to solve common problems. (Norlida Razali, 2015) Since one syllable Chinese is consisted of its shape, sound and meaning, and each character is one syllable generally. Therefore, common mistake in writing Chinese characters is the typos or errors that often made by foreign student in learning Chinese writing process.

The mistake of Chinese characters writing (Cuo Bie Zi 错别字) divided into two types; 1) incorrect written character, such as the student has written one Chinese character but there is no such a character originally, and 2) miscellaneous characters or misused characters, that is, the structure and strokes of the Chinese character itself are correct, but put in the wrong place, or the orthographic character is written in other characters with the same sound, similar sound, or similar character. (Wang Siyu, 2019)

However, these two groups of common mistakes in writing Chinese characters can also analyze in detail as shape mistake by adding, reducing and writing incorrect length of stroke, and incorrect radicals used etc.

Research Methodology

This paper aimed to investigate common mistake of Chinese characters writing in participants' written products of Chinese. Using the quantitative research methodology. The data are collected from 44 students' paper test as a part of their task in Chinese writing II class. The researcher analyzes the types of common mistake in Chinese characters writing, then summarize the most frequent committed mistake and main problem. Finally, the results were then analyzed for primary solutions.

Sample Size and Characteristic of participants:

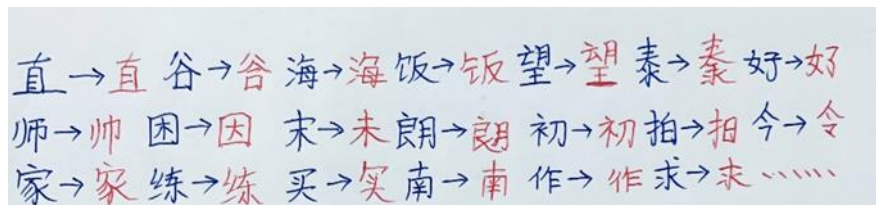
- 1) 44 students who joined Chinese Writing II class in 1st semester, academic year 2020.
- 2) The student who majoring in Chinese, faculty of Humanities and Social Science, Pibulsongkram Rajabhat University.

Research Results

The results showed that the number of the miscellaneous characters was the main problem. Meanwhile the shape mistake was the most frequent committed mistake. Besides, the most common mistakes were adding, reducing or incorrect length of stroke as there are 75% of participants made this mistake. Hence, the shape mistake was mainly divided into the following two types; 1) adding, reducing, and writing incorrect length of stroke 2) Incorrect orthographic character by written in other characters with the same sound, similar sound, or similar character. Moreover, incorrect radicals used was also one of the most common mistakes found among participants as there were 34.09% of them made this mistake.

1) Shape Mistakes

1.1 adding, reducing, and writing incorrect length of stroke.

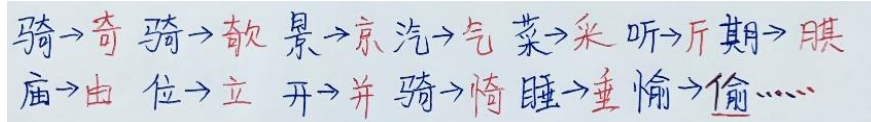


Picture no1 A sample of a common mistake in Chinese writing by adding, reducing, and writing incorrect length of stroke

There were 33 out of 44 participants (75%) made this mistake, and 67 mistakes found. As the Chinese characters has many strokes per one word, so a lot of participants usually made this type of mistake by missing a stroke which causes by carelessness. According to above picture (see picture no1), it is some of mistake that committed by student. It can be seen that the correct character written in blue color, but after the student written their work, they made

mistake by adding, reducing or incorrect length of stroke. For example, the strokes of "弟" compose by 7 strokes, but the participants made typos by just written 5 strokes, and the two strokes on the top part are not written. (see picture 2)

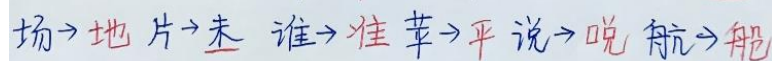
1.2 Incorrect orthographic character by written in other characters with the same sound, similar sound, or similar character.



Picture no2 A sample of a common mistake in Chinese writing by written in other characters with the same sound, similar sound, or similar character

There were 23 from 44 participants (52.27%) made this mistake, and 43 mistakes found. This kind of mistake is caused from their unable to classify the different of the characters with the same sound, similar sound and similar character. Moreover, it is also related to their lack of knowledge or basic writing skills. Such as, the character "景" has similar sound and character with "京". Therefore, they writing "京" instead of "景" and it becomes a writing mistake. (see picture no2)

2) Incorrect written characters



Picture no3 A sample of a common mistake in Chinese writing by incorrect written characters

There were 15 from 44 participants (34.09%) made this mistake, and 21 mistakes found. Incorrect written character is mostly caused from the student cannot write those word at all, and writing another similar word instead. The result of this kind of mistake will be cased the student writing non-exist characters or other similar character by guessing. For example, when they don't know the character "片", they turned to write "未" or other non-exist character instead of the correct one. (see picture no3)

According to an investigation results, the researcher was applying the primary solution into the class according to its cause. As the above mentioned about and investigation common mistake in Chinese characters writing results, the researcher has been creating a model of teaching design and apply into the class in order to improve the participants basic Chinese characters writing skills. Then, let students complete a paper test as a part of their task in Chinese writing II class again. The revealed show that, the participants writing skills has been improved as the first type of mistake were reduced by 25.38% (50 mistakes found), the second type of mistake were reduced by 18.61% (35 mistakes found), and the last type of mistake were reduced by 19.05% (17 mistakes found). (see figure no1.)

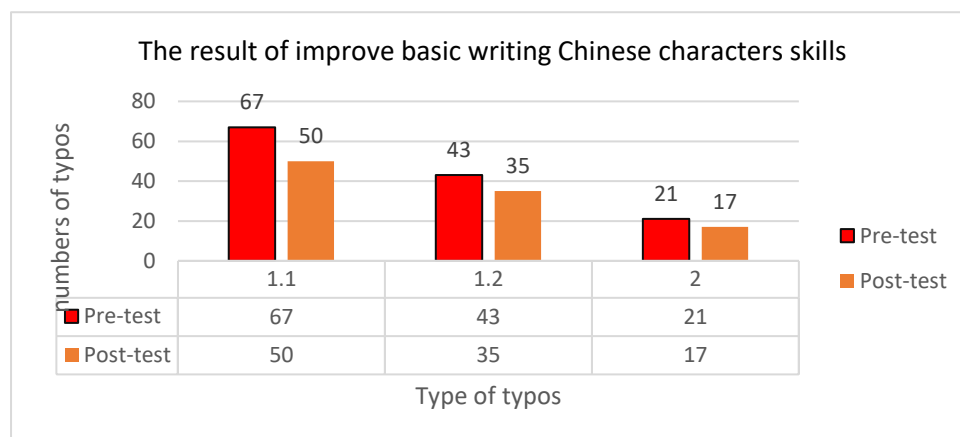


Figure no 1 The result of improve basic writing Chinese characters skills

Research Discussion

According to the results mentioned above, it can be analyzed into subjective factors and objective reasons as summarized below:

1. Objective Reason

The influence of teaching methods. The occur of typos is related to the importance of teachers' pedagogy. The teacher is inadequate or lacks of quality in Chinese characters knowledge, does not pay attention the decomposition and meaning of characters, and does not distinguish an easily confused characters. Therefore, the literacy and accuracy of word usage have not met the teaching requirements, then it becomes the source of typos.

2. Subjective Factors

2.1 The occur of typos is related to the structural characteristics of Chinese characters. Chinese characters belong to ideograms, which are commonly known as hieroglyphs. Many Chinese characters have lots of stroke, so it is difficult to remember and write. Compared with pinyin characters, the error rate of Chinese characters is quite high. Likewise, one character has multiple pronunciations, multiple meanings, homophones, and similar characters' composition. These are the characteristics of Chinese characters and are also difficult for students in learning. Understanding the meaning of a word is somewhat more

complicated than literacy. For example, some students wrote "你这个月的花销是多少啊?" as "你这个月的花消是多少啊?", both words mean "melting". However, "消" is mostly used for melting ice and snow or other water-soluble substances, such as digestion and elimination. Additionally, "销" focuses on removal, deduction and destruction etc. These characters are mainly similar in shape, but the strokes are slightly different, so it is easy to read or write incorrectly. It is obviously difficult not only to understand the shape and sound of the characters, but also to understand the meaning of the characters, including with the students' lack of knowledge and experience accumulation.

2.2 Psychology shows that in the process of memory, forgetting is always accompanied by. The occur of typos is related to the study habits of students. If the things we know and remember are not repeatedly strengthened and used, the traces left in the mind will automatically disappear. For foreign students, forgetting is even more obvious. Some students do not pay attention to the rules of stroke order when writing Chinese characters. They only write this character with the idea of "依葫芦画瓢", but ignore the accuracy of the stroke order of the word. As a result, students have a certain difficulty in strengthening the memory of this character, and it is even more difficult to form the relation between the characters and remember the shape of the characters. In this way, mistakes are often made without paying attention. In the process of learning, some students lack a rigorous style of study, a careful and serious attitude, and do not seek quality, quantity, accuracy, but writing speed. In order to complete the homework faster. If you fail to write carefully one by one, it is easy to write typos such as missing stroke, wrong radical usage, and wrong word usage.

Primary solution to improve writing skills:

The revealed show that, the participants writing skills has been improved as the first type of mistake were reduced by 25.38% (50 mistakes found), the second type of mistake were reduced by 18.61% (35 mistakes found), and the last type of mistake were reduced by 19.05% (17 mistakes found). (see figure no1.) It is obvious that after apply the solution, the student has a great improve in writing skill, and the percentage of common mistake found were reduced. Therefore, the teachers should pay attention to the writing of Chinese characters in class activity, especially the correction of typos in the writing of Chinese characters, and strive to make students have a good study habit in the standardization of Chinese characters, and improve the accuracy of students' writing.

First, from the three aspects of Chinese character ability; letter, shape and meaning. Some similar characters have the same phonetic but different radical, so the meaning has changed. Therefore, in order to design Chinese writing instruction should pay attention to distinguish the meaning of this point by using the rules of Chinese character composing for teaching. The structure of Chinese characters has certain rules, and each Chinese character is composed of some parts according to a certain combination law. Thus, teachers should be good at using the structural characteristics of Chinese characters, imparted students' multiple

cognition skills, enlighten students' cogitation from different point of view, and carry out skillful teaching and skillful memorization. In addition, teachers can use the Chinese characters that students have learned to strengthen the new words and the students' literacy ability. For example, using the familiar characters by added with different radicals to form new characters; the familiar characters are replaced with radicals to form new characters. Then let learners integrate guessing and chanting into leaning process, so that students can acquire knowledge in a relaxed and happy study atmosphere. Finally, let the learner identifying the shape and sound of characters, understanding the meaning of words, and being able to use Chinese characters accurately is an effective way to eliminate typos. Only in this way can student reduce the error rate to a minimum, and gradually and effectively correct and even eliminate typos.

Second, student-centered leaning strategy. Teachers should carry out the traditional teaching methods of Chinese character leaning process. Long-term teaching practice shows that traditional Chinese character teaching methods, such as dictation. A dictation in Chinese teaching leaning process is still very necessary as it still effects to the word memorization process. However, as the term of student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. (The great school partnership, 2014). Therefore, teachers should design the joyful courses. Teachers should create a joyful atmosphere, guide students to learn Chinese characters in a relaxed situation, in order to impress students to have a strong interest in Chinese characters. Such as, carry out game or in-class activities that are helpful to recognize the characters, let student's literate in games and unconsciously achieve the goal of literacy in activities, and they will receive unexpected results. Just focused to combining the psychological characteristics of the students, strengthen the memory based on understanding.

Finally, cultivate students' awareness of correcting mistakes and cultivate good habits. The main purpose is to cultivate students' earnest, meticulous and meticulous learning spirit. Educate students to establish a sense of responsibility and self-confidence, strive to write word for word, and develop good habits such as careful observation, standardized writing, conscious inspection, and timely correction. When encountering words that you cannot read, words that cannot be written, or ambiguous words, you should check dictionaries and dictionaries in time to remember and clarify the wording, meaning and usage of words, correct and reduce typos.

According to primary suggestion for typos solution, the researcher was creating a model of teaching design in order to improve participants writing skills as followings:

First teaching design:

Class objectives: 1. Learn new words in the textbook and understand words composed of new words. 2. Observe the pictures carefully, connect the things depicted on the pictures with the words learned, and cultivate students' cognitive ability. 3. Understand the pattern of textbook new characters and the interrelationship between words, and further understand the characteristics of pictophonetic characters.

Teaching instruction media preparation: slide courseware, new vocabulary cards.

Teaching process: Introduce new lessons. 1. The evolving process of “日”, “月” etc. with simple strokes, its graphic and text combination. 2. Explain the characters' radicals. Read the new words in the text that contain the similar characters 3. In-class activity. 4. Discuss and exchange an opinion 5. Quiz

Assignment: 1. Recognize and read new words. 2. Write Chinese characters according to the given stroke. 3. In-class group work

Second Instructional design:

Class objectives: 1. Learn new words in the textbook and understand words composed of new words. 2. Observe the pictures carefully, connect the things depicted on the pictures with the words learned, and cultivate students' cognitive ability. 3. Guide to write good new words.

Teaching process: 1, review and check. Name and talk about the radicals learned in the last class. Read vocabulary cards. 2. Question and solve puzzles. Read the text by oneself, bring up the points student don't understand, and discuss with each other at the same table. 3. Given a guide writing, then students writing according to given guiding writing. 4. Testing.

The test sample:

1. Choose right words to fill in the blanks, and make sentences.

晴 () 瞄 () 冻 () 冷 () 眼 ()

瞄 () 练 () 令 ()

眺望 仰望

我站在山顶上 () 着远方。

夏天, 我常常 () 着天空。

温暖 温和

李老师的态度总是 () 的。

妈妈的怀抱总是 () 的。

2. Choose right words to fill in the blanks, and make sentences.

冻 () _____

瞄 () _____

The experimental teaching design above shows that the teaching process of literacy mainly focuses on the three aspects of distinguishing the shape of each Chinese character, the sound of the character, and understanding the meaning of the word. Pay attention to the identification and analysis of Chinese character writing and error-prone characters. Allow students to fully grasp the sound, form and meaning of Chinese characters. The typos in the final test scores have been significantly improved.

At the same time, instructional media and the test were design in purposes; It specifically designs in order to recognize and understand the shape and meaning of each character. The test using some words that are easy to be mistaken, mispronounced, and misused, respectively. After the class was finish and let student did the test, teachers can point out the reasons for the errors and the methods to correct them. Thus, can student improve the writing ability

Further Research Suggestion

A sample group other than Chinese major students should be studied. And may compare the research results of different sample groups, such English major students with other major students who studying Chinese.

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Additionally, the evidences of beauty in the COVID-19 age provoke the dynamism of culture in the rapid changes of social context. All of these mentioned above, the researcher realized that the COVID-19 pandemic will shed light on humans' attempt to change behaviours and thoughts in order to sustain their well-beings. Also, the dynamism of culture, especially the existence of beauty, plays an integral part in developing psychological resilience in an unprecedented time. Consequently, the analysis of beauty phenomena including cultural practices and products in the covidian age from folkloristic perspectives will lead to the understanding of emerging roles and functions of beauty in New Normal lifestyles.

Research Objectives

1. To study beauty phenomena in the covidian age of Thailand
2. To analyze the emergence of roles and functions of beauty from folkloristic perspectives that affects the creation of sociocultural products in the covidian age of Thailand

Theoretical Framework

The study of beauty phenomena in the covidian age of Thailand has been conducted from the two folkloristic approaches; Functionalism by William Bascom (1954, pp.333 – 349) and Creative folklore (Siraporn, 2018). The application of these theories will address the emerging functions and roles of culture as well as the adaptability of Thais in associating culture with beauty in a disruptive moment of Thailand. Functionalism by William Bascom concentrates on the four functions of folklore in social contexts; to describe the origin of rituals, to educate people, to address behavioral standard, and to provide social outlet (Siraporn, 2005, p.319 – 368). Meanwhile, the term of creative folklore by Siraporn (2018, p. 111) refers to “a transformation, a selection, an elaboration, an adaptation, an invention and a repetition of traditions, all of which is in accordance with a current social phenomenon”. In the rapid change of social context, accordingly, the theoretical frameworks will highlight the significance of beauty as an integral feature of “cultural capital” in creative economy and its aesthetic value that leads to spiritual encouragement, peaceful minds, and psychological resilience in the time of crisis.

Literature Review

1) Research on functions and roles of folklore in Thai social context

Thai scholars studied the functions and roles of folklore in terms of its sociocultural and economic adaptability. For example, Sukanya (2013, p.75 – 102) studied cultural capital and today's sacred objects.

The study found that folklore is applied to sacred objects in order to create sacred quality by myths and narrative stories. The other one is Aphilak (2015, p. 19 – 68) studied folktales and the creation of economic value of OTOP in the creative economic context. The study found that folktales can create values and meanings of cultural practices in creative economy. As mentioned above, folklore in contemporary Thailand shows the rise of creative folklore that becomes a driving force in contemporary society. It is potentially intertwined with economic, social, and political systems today.

2) Research on cultural phenomena during COVID-19 pandemic

Some significant changes of the cultural practices have been investigated in times of the COVID- 19 crisis. For example, Aphilak and Sineegan (2020, p. 260 – 286) studied forms and functions of beliefs in the Coronavirus disease pandemic: multicultural studies in Thai society. The study showed that the application of beliefs in the Coronavirus disease is a way of disseminating beliefs and perception about beliefs and being a multicultural society. Watcharaporn (2021) entitled “Worry, Suffering, Relief, and Release: view on human and Thai society in the pandemic situation from Thai cartoon in social media”. The study showed that there are six roles of cartoons in social media in the age of COVID-19 including relieving depression and stress, encouraging hope, communicating knowledge about health prevention, motivating self-discipline and social awareness, reflecting social problems and commenting on government’s policies, and recording social and cultural phenomena in this pandemic situation.

According to reviewing literatures, the researcher recognizes that folklore and culture still plays significant roles in rapid changes of social context. The data of folklore like folktales, performances, folk crafts, and customary practices can be applied to increase meaning and values in times of social disruption as well as to be “a mechanism for maintaining the stability of culture” (Bascom, 1965, p.298). The study of beauty phenomena in the coronavirus disease outbreak will shed light on the significance of aesthetic pleasure as a part of culture in order to maintain the stability of contemporary Thailand.

Research Methodology

The study of beauty phenomena in the COVID-19 age of Thailand is a qualitative study. Folkloristic methodology is mainly approached. There are four processes of this study as the following:

1. Collecting data involving concepts of beauty and socio-cultural situations in Thailand during the first spread of Coronavirus outbreak in Thai society (March 2020 – February 2021) from social media sources such as websites and Facebook
2. Collecting data about activities and behaviours of Thais in accordance with beauty culture in the age of COVID-19 from social media, advertisement, and television programmes
3. Categorizing data about beauty phenomena in the age of COVID-19, Thailand
4. Analyzing data from folkloristic approaches in order to show the dynamism of social and cultural changes reflecting from the variety of beauty practices in the age of COVID-19, Thailand

Research Results

According to the study of beauty phenomena in contemporary Thailand, the researcher found that the application of beauty to the socio-cultural practices today becomes a mechanism to ensure cultural stability and psychological resilience during the crisis of coronavirus disease outbreak in Thailand. Due to the preventive measures for COVID-19 by World Health Organization (WHO) (2021), hygiene and social distancing is required to be the most serious concern to protect yourself and others from getting sick. The rise of “New Normal” lifestyles determines healthcare products such as face masks, face shield, gloves, and cleansing products to be compulsory for all.

The COVID-19 pandemic threatens well-beings of millions as well as all groups of business. However, beauty market in Thailand is still challenging. According to data by Euromonitor 2019, beauty market in Thailand increased 6.7% from the previous year that was in total 2.18 hundred thousand million baht. Interestingly, many COVID-19 products have been developed by engaging beauty with the design. Such the beauty is likely to base on myths, folk stories, and folkcrafts. The engagement of beauty into the socio-cultural practices in the COVID-19 age shows the revelation of Thai identity as well as the way to relieve stress and to increase financial value in creative economy. Significantly, beauty plays a role in leading people get through difficulties and sufferings from the coronavirus disease with peace and confidence. It can be said that the socio-cultural practices in accordance with beauty suggest a new way of folklife in Thailand today.

Although facilities in the covidian age are mainly designed for hygienic and preventive purposes, the applications of beauty and creativity are still necessary not only to increase marketing demands but also to heal people’s minds. The characters of beauty in the covidian products reveal the existence and significance of folklore in contemporary Thailand like cults, beliefs, and folkcrafts. Folklore beauty then plays a role of a “cultural capital” in creative economy as well as spiritual encouragement in rapid social changes of Thailand today.

1. Characters of Beauty Phenomena in the covidian age of Thailand

The researcher found that a number of healthcare and wearing products in the COVID disease outbreak in Thailand are designed for both functional and aesthetic pleasure. Many collections of fabric masks, face shields, gloves, and dress gowns, for example, are promoted with narrative folktales and myths or folk textiles decoration. Folklore in beauty phenomena in the age of COVID-19 outbreak portrays four main functions as the following:

1.1 *Illustrating Thai conceptual ideas and beliefs about sacredness and mythical power in an uncertain period*

The rise of New Normal lifestyle requires preventive wearing items such as face masks, face shield, and gloves. A group of Thai designers choose portraits of God and Goddess for which most Thais pay respect. To illustrate this, face masks called ‘*na kak theppachao*’ (a god mask) use the portraits of *Guan Yu*, a Chinese God, and *Guan Yin*, a Chinese Goddess, to screen on the face masks. In Facebook, these face masks’ advertisement recommends buyers to wear them when they go to shrines as they can prevent the wearers from both the disease and incense sticks’ smoke and scent. Moreover, it symbolically shows your respect to these god and goddess.



Picture no.1 ‘*Na kak theppachao*’ (a god mask)

Source: <https://www.facebook.com/fahpratarnporn1/>

The other example is a new model of *Kanesha*, a Hindu god, called ‘*Phra Pikanesh pang prab covid jom thorranee*’ (Kanesha in a gesture of fighting a COVID disease). Designed by Kittipong Suriyathongcheun, the Kanesha’s gesture is standing and stepping his foot on a symbolic head of coronavirus while his four hands are holding a red cross flag, a stethoscope, an axe, and a bottle of alcohol spray. His Kanesha design is established for bolstering up medical workers and authoritarians who devote themselves to help people during the pandemic.



Picture no.2 *Phra Pikanesh pang prab covid jom thorranee*

(Kanesha in a gesture of fighting a COVID disease)

Source: Kittipong Suriyathongchuen (2020: Facebook)

Similarly, the faculty of Fine Arts, Silpakorn University designed a special model of Kanesha called '*roon su covid-19*' (a model of fighting COVID-19). The organization aims to fundraise money to buy medical appliances for small hospitals so as to treating COVID-19 patients.



Picture no.3 Kanesha called '*roon su covid-19*' (a model of fighting COVID-19)

Source: <https://www.bangkokbiznews.com/news/detail/876738> (2020: Bangkokbiznews)

As mentioned above, although the COVID-19 disease forces Thais to change their way of life, they still attach to the beauty of sacred art as well as the magic of hope in sacred deities in multireligious beliefs by applying the aesthetic pleasure in the COVID-19 products.

1.2 Illustrating the attention for conserving individual identities

Thai designers use symbolic pictures of coronavirus into their designs and patterns of local crafts and textiles. For example, Sakchira Wiengkao, a *Batik*² designer, used the model pictures of Coronavirus and painted them on the Batik cloths instead of the pictures of scenery

²a Southern-designed textile of Thailand,

or graphic design. While his design provides aesthetic pleasure, it is a record of the COVID-19 situation that once occurred in Thai society.



Picture no.4 *Batik* cloth with coronavirus pattern

Source: Sakchira Wiengkao (2020: Facebook)

1.3 Illustrating the quality of beauty folklore as a form of ‘cultural capital’ in creative economy

The quality of beauty in folk materials plays a significant part in creative economy of contemporary Thailand. When folk crafts and textiles are well recognized in international fashion market, these materials are likely to be used in the design products. Similarly, in the age of COVID outbreak, Thai designers are likely to design Thai-styled face masks which are made of woven fabric of ethnic people in Thailand. These face masks do not serve only beauty satisfaction but also the adaptability of ethnic weavers to gain income during the suffering.



Picture no.4 Face mask with *Lao Krang* woven fabric

Source: Siriporn Sin Ngam Lao Krang (2020: Facebook page)

The other example is face masks with Thai folktale cartoon characters. The designers chose the characters which have unique oral forms like *Hunuman* and *Thossakan* to screen on the fabric. Consequently, the application of folklore in the COVID-19 products increases commercial value in creative economy today.

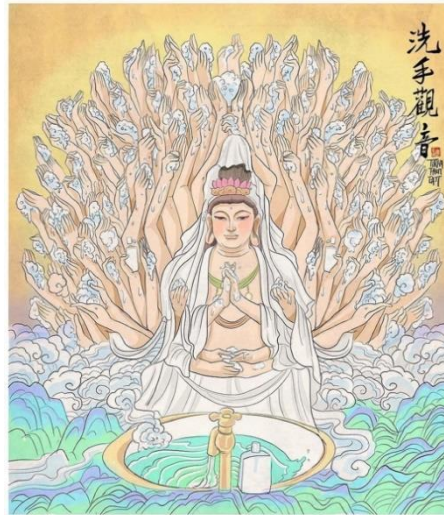


Picture no.5 Face masks with Thai folktale's characters

Source: PS.Shop (2020: Facebook page)

1.4 Illustrating the adaptability of Thais encountering the crisis of COVID-19 disease

Beauty phenomena in the age of COVID-19 survey the adaptability of Thais in order to lessen stress and depression in an unprecedented time. Thais today are also able to apply cults and beliefs to clarify the understanding about situation and medical suggestion of COVID-19. For instance, the covidian age comes up with a new form of art called 'Meme'. Meme refers to the media creation of humorous images that are based on paintings and other visual artworks as well as other prominent periods throughout art history (Panu, 2020). The example of Meme in the covidian age is a meme of *Guan Yin*, a famous Chinese Goddess, who is washing her thousand hands. When washing hand becomes a compulsory practice to keep away from COVID-19 disease, the meme of *Guan Yin* washing her thousand hand is reproduced to remind people about the thing to do as well as to expose sarcasm about the situation.



Picture no.6 The meme of *Guan Yin* washing her thousand hand

Source: *Khon rak khatichon* (2020: Facebook page)

Another example is the application of social media to perform folk arts and sociocultural activities. Digital platform becomes the main channel to perform art and cultural activities and to reveal the beauty of Thainess in the international stage. To illustrate this, the organizer of Fashion Week 2020 used the online platform to broadcast virtual fashion shows. In this event, Washirawit Akrasantisook, a Thai designer, participated in this show by using Thai silk and ethnic woven fabric to design and sell his collections in Rakuten Fashion Week, Japan.



Picture no.7 A costume designed by Washirawit Akrasantisook in Rakuten Fashion week, a virtual fashion show in Tokyo, Japan

Source: *Vogue.co.th* (2020: website)

Likewise, Songkran festival 2020 in Thailand has a Songkran's representative named "Corona Dhevi 2020". Based on the traditional practice on Songkran day in Thailand, *Songkran Dhevi* or *Nang Songkran* symbolically remarks the new coming year. In 2020, when COVID-19 spread in Thailand, Songkran organizer created a character of *Songkran Dhevi* called "Corona Dhevi". According to the costume design, she wore a traditional Thai dress with a matching style of face mask. The purpose of practice is to conserve traditional Thai culture as well as to record an experience of Thais in this difficult time.



Picture no.8 Corona Dhevi in Songkran Festival 2020, Thailand

Source: Chatreenaluk Thongcallem (2020: Facebook)

The four characters of beauty phenomena in the covidian age of Thailand portray the significance and adaptability of folklore in beauty phenomena in contemporary Thailand. Especially, in times of crisis, beauty folklore plays a role to maintain people's well-beings in the rapid changes of sociocultural context. It also becomes a solution to lessen stress and depression from the COVID-19 outbreak.

Research Discussion

The variation of beauty phenomena in the covidian age of Thailand shows that folklore plays two significant roles; to strengthen cultural establishment and to treat psychological resilience. In terms of the socio-cultural function, beauty folklore provides the dynamism of culture in rapid social changes. It can be attributed to the modern world of commercialization, digitization, and creative economy. Meanwhile, in terms of the psychological function, folklore beauty is able to encourage people with morale and spiritual strength. It can be utilized to justify the origin of the practices in an uncertain time. Consequently, the dynamism of beauty folklore addresses the attention of contemporary Thais to overcome the disruption of the COVID-19 disease with spiritual gracefulness and psychological resilience.

Further Research Suggestion

1. Researchers are able to compare this study with other groups of population to overview global phenomena in accordance with beauty.
2. Researchers are able to study other sociocultural phenomena in the age of COVID-19 to see trends of practices and identities of individual group throughout the world.

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there images of the Buddha named 'Pai-Sat-Sha-Ya-Kuru' and a spell to stop the COVID-19 pandemic (Fine Arts Department, 2020, online).

In addition, the website of the Princess Maha Chakri Sirindhorn Anthropology Center published a Karen ceremony called "Gro Yee" to expel the disease from the village by forbidding communication between villagers and outsiders. Originally, this ceremony was performed when serious events took place, and so it was used again in this pandemic. The movement of the Karen ethnic group reflects that the measures announced by the state is not comprehensive or consistent with the lifestyle of ethnic community believing in wisdom and ancient rituals. (Jesada Netawong, 2020, online).

In addition, in Phai Lom temple, Nakhon Pathom Province, which is famous for making talismans, sells a muslin mask printed with the mystic symbols "yan-na-pat-ta-lod" (Khaosod Online, 2020, online) for protecting Covid-19

The reaction among Thai people to COVID-19 inspired folklorists in Thailand to collect and share data via an online communicative channel by making the hashtag #covidlore to follow. This hashtag is a keyword for researching folk Covid-19 beliefs during the pandemic. Apilak Kasempolkul and Sininat Kaewkanha (2020) studied the pattern and role of beliefs about the Corona virus in Thailand. The data were collected from news websites and Facebook between March and April 2020. The result found that there were two patterns of beliefs connected to rituals and sacred objects. The roles of these beliefs were to describe the seemingly unexplainable disease, to help those within the group feel safe, and to control the pandemic. The results of the research demonstrated that since contemporary medicine still is without the knowledge to heal the disease, traditional beliefs, which have been around since ancient times and say that supernatural powers caused the disease, become another choice to deal with and heal the pandemic.

People in Lampang province are some of those who are applying these local beliefs to prevent Covid-19. Spiritual guardians in the form of puppets have been placed above the four inbound main roads to the city of Lampang. These puppets are made by Buddhists who dedicate themselves to Pong Sanuk Nuea temple, in the Muang district of Lampang province. They hope to relieve the tensions caused by Covid-19 for the Lampang people. These cultural practices are very interesting because they have applied folklore concepts to helping people with their mental health during Covid-19.

This article focuses on methods of preventing Covid-19 by using the City Gate Guard Puppet created by the Faith Group at Wat Pong Sanuk Nuea, Wiang Nuea Sub-district, Mueang District, Lampang Province as a case study. This study seeks to provide an understanding of how folklore is applied in the context of Covid-19 and to deepen our knowledge of the value of folklore to people grappling with this emerging disease.

Research Objectives

This study aimed at studying methods of applying folklore to create Hoon-Payon as a position of Thai spiritual guardian for protection Lampang city gate.

Theoretical Framework

Richard M. Dorson (1971) and Barree Toelken (1979) stated about applied folklore in 3 characters were

1. applying into modern medicine
2. applying into other fields such as literature, history, and psychology
3. applying into folklorist's work

Richard M. Dorson disagreed if the folklorist applying folklore knowledge into cultural activities. This research used concept of applied folklore to analyze the method of creation the Hoon-Payon made by Pong Sanuk Nuea temple faith groups of Lampang province that was a cultural performance occurred among Covid-19

Research Methodology

The research was a qualitative research presented by descriptive analysis under the folklore methodology. There were 4 steps of procedure as following.

1. Studying documents and research about applied folklore utilizing in solving problem in Thai society and studying the reaction of Thai people on Covid-19 pandemic.
2. Collecting data about utilizing Hoon-Payon for protecting Covid-19 in Lampang province by fieldwork and interview 3 people from Pong Sanuk Nuea faith group.
3. Analyzing and arrangement the result of study by applied folklore concept.
4. Summary and discussion

Creation of Hoon-Payon for protecting city gate

The creation of Hoon-Payon for protecting city gate of Lampang occurred 2 times during pandemic. The first outbreak was in April 2020, and the second was in January 2021. The first inspiration for Hoon-Payon creation was to stop or protect the outbreak because it spread around country. The following effect was the Songkran festival was canceled in 2020. As we known that Songkran festival is a long weekend that everyone in family waits for going back home because it is a precious moment for staying together in a special occasion. The moment lost by Covid-19 caused tension and anxiety for Thais in a large scale. In addition, news from TV and internet presented an amulet or local ritual for protecting Covid-19. This is the first reason for the faith group of Pong Sanuk Nuea temple to create Hoon-Payon to fight Covid-19. Later, there was a super spreader at wedding ceremony in Lampang province. Before this time, Lampang was only one province had no Covid-19 patient. This occurrence made the faith group of Pong Sanuk Nuea temple decided to reproduce Hoon-Payon.

The procedure of creating Hoon-Payon by faith group of Pong Sanuk Nuea temple was following.

1. **Hoon-Payon production** taking 2 packs of straw tied with bamboo strip, fold into a half, tied for making head and the rest used as body, hands, and legs. After body finished, decorated with knife or scissors.



figure 1: creating methods of puppet.

source: Panuwat Sakulsueb (2021)

2. **Hoon-Payon ornament** the puppets were decorated by imitated weapons for example arrow, spear, sword, knife, shield. Colored clothes such as white, red, or black was tied at waist and head. Hoon-Payon looked like an ancient knight then tied Ta-laew at chest of puppet.



figure 2: first generation of Hoon-Payon (left) and second generation (right)

source: Anukul Siriphan (2021), Panuwat Sakulsueb (2021)

1. **Incantation** Hoon-Payon incantation used a pray from Chao Pho Pratu Pha guardian spirit for giving a magic power to puppet by placing these Hoon-Payon at the shrine for 7 days.



figure 3: Hoon-Payon puppets were placed at the pedestal of Chao Pho Pratu Pha shrine
source: Panuwat Sakulsueb (2021)

2. **City gate protection** after finished the incantation, 4 Hoon-Payon puppets were placed at 4 directions of city gates consisting of North (Pratu Ma), West (Pratu Chiang Mai), East (Pratu Chai), and South (Pratu Chiang Rai) (Anukul Siriphan, 2021, interview). During the time of placing the puppets, there was a wording to tell the puppets for protecting and expelling Covid-19. as well.



figure 4: Hoon-Payon puppets at Lampang city gates in 4 directions
source: Anukul Siriphan (2021)

Research Results

From fieldwork and interviewing the involved people about creating Hoon-Payon at city gate of Lampang at Pong Sanuk Nuea temple, Muang district, Lampang. The result of applying local folklore to create Hoon-Payon found 4 beliefs underneath this creation.

1. Beliefs of spiritual guardians and Hoon- Payon puppets

Spiritual guardian in Northern belief and Hoon-Payon puppets has a similar duty as a protector but differs in area. The spiritual guardian or Pi-Sua meant the spirit who protects places and given names following those places for example Sua-Na [to protect a rice field] and the villagers will build a shrine for and giving a sacrifice at the entrance of rice field or located on the tree. If there is not a village pillar shrine, there will build a house shrine in Northern East of village instead. Besides the house for spirit guardian, there was a statue of it as well. The statue may be an inhuman or combatant such as Chiang San spiritual guardians at Chiang Rai province. (Encyclopedia North region Thai Culture, vol.14, 1999, p. 7225)



figure 5: Temple spiritual guardian or Sua-Wat at Pong Sanuk Nuea shrine, Muang, Lampang
source: Anukul Siriphan (2021)



figure 6: Chiang San spiritual guardian made of baked clay buried under the city gate.
source: Phookeit Saensa (2021)

Data about Hoon-Payon and other Yon in Lampang appeared in Yonok Annals (Praya Prachakitkorachak. 1972. p. 468) said that Yon had been installed at Pratat Lampang Luang temple because in the ancient time Prachao Chantatewaraj was commanded by his father, Prachao Suwannabhum to dig Buddha's relic at Lampagappanakorn (one of Lampang old names) and brought back to his city but the relic showed a miracle by returning to the same place. Prachao Chantatewaraj had a faithfulness to the relic so he decorated the place by digging underground 2 square two-meters and expanding each side 10 square two-meters then laying silver and gold bricks and contained treasure inside before covering with a pagoda. After finished, Prachao Chantatewaraj made 'Payon' to protect 4 sides from robbery. Later Praya Pala knew that Lampagappanakorn had a relic so he took his soldiers to take it and dig underground until found a tunnel, but he could not entry because of Payon. He threw down stone, clay, and log into the hole but all of them were pounded into powder. Praya Pala tried many times but it was not successful, so he decided to bury it again and killed 4 prisoners to be a spiritual guardian and keep the treasure. He wished he could return to take it again after Payon decayed. He grew Kha Chao trees 4 sides of pagoda as a symbol.

2. Beliefs of 7 layered Ta-laew

Ta-Laew or Cha-Laew made of thin bamboo strips weaving in hexagon. At the end of each strip was long about 20 inches like the sun ray. Ta-Laew used as a ritual symbol for a forbidden area such as the rice field (the first growing), house having an abnormal death after funeral or hanging with holy thread and Lalang at the central of city gate after the ritual for protecting the misfortune. (Northern Thai Cultural Encyclopedia, Vol. 5, p. 2376-2377). However, Ta-Laew created for protecting Lampang city gate was 7 layers because they believed that the more layer was the more protection. This style of Ta-Laew combined with 2 singles of it. The first layer used 7 thin bamboo strips weaving for 7 hexagons then the second layer used 9 thin bamboo strips weaving for 3 hexagons. (Northern Thai Cultural Encyclopedia, Vol. 5, p. 2377).



Figure 7: 7 layers of Ta-laew
source: Wirasak Khongderm (2020)

3. Beliefs about Som-Poi and Green Lalang

7 layered of Ta-Laew tied on the chest of Hoon-Payon had 2 special materials for topping the amulet that were Som-Poi and green Lalang tied at the top layer of Ta-Laew. Som-Poi and green Lalang were believed that they could expel the misfortunes. Som-Poi could stop windy and raining. In case of storm Northern people will burn Som-Poi for making odor for reducing the wind speed. In addition, Som-Poi had a magic power to clean unfortunate things therefore water soaked with Som-Poi was used for sprinkling the holy water (Sanan Thammathi, 2015, p.98). Northern beliefs on the green Lalang were to protect and expel ghost or used for popularity and reputation. Green Lalang used for making a territory when using with Ta-Laew called 'Ta-Laew-Kha-Khiew'. For holy water, Lalang was one of the things for sprinkling. For trekking, a person who grasped Lalang in a shape of cow horn, Tanu-Mue, could protect the danger from all types of snakes. For popularity and reputation, people would pick up a moving Lalang leaf while the others were calm to carry on because they believe the moving Lalang would help them to be admired. (Sanan Thammathi, 2015, p.12)



figure 8: 7 layered Ta-laew topped with green Lalang and Som-Poi

source: Anukul Siriphan (2020)

4. Beliefs of Chao Pho Pra Tu Pha

Chao Pho Pra Tu Pha or Nan Khomue Lek was a hero of Lampang. He knew the magic and his body was invulnerable, so the enemy were afraid of him. He had fight until his last breath and his body leaned against the mountain pass, so the enemy decided to withdraw. From this bravery Nan Khomue Lek was respected as a sacred spirit and later became the spiritual guardian of Lampang. Every year there is an offering ritual with spiritual dance at Chao Pho Pra Tu Pha shrine, Mae Moh district, Lampang province.

This ceremony is a big event having more than 200 spirits (Phi-Chao-Nai) to join and 2,000 people to participate (Premvit Vivattanasetth and Thidarat Phomngam, 2019. p. 276-292). To place the puppets in front of the statue of Chao Pho Pratu Pha and asked for his kindness to give an incantation for Hoon-Payon. This was like a training for new soldier before battle.

4 kinds of beliefs above concluded that the local beliefs were utilized in 2 types were

1. Spiritual guardian and Payon were used for designing the shape of Hoon-Payon puppet
2. Chao Pho Pratu Pha's sacredness, Beliefs about Ta-Laew, Som-Poi, and green Lalang were used to empower the puppets for protecting and expelling Covid-19 from Lampang.

Research Discussion

This research aimed at studying methods of applying folklore to create Hoon-Payon for protection Lampang city gate. The result found the local beliefs were used to create Hoon-Payon with 2 concepts were the beliefs about the spiritual guardians and Payon and the beliefs about sacredness of Chao Pho Pra Tu Pha, Ta-laew, Som-Poi, and green Lalang to empower the puppets for protection and expelling Covid-19. From this study it showed the roles of Hoon-Payon puppets that it used for faith groups mental treatment and local identity expression. The result reflects that when the social problems make people worry, the utilizing local wisdom as a solution helps people feel more confident. If the various body of knowledge about local folklore were used to explain the creative things in society. For example, tradition, ritual, or sacred things, even it had not had before but based on cultural root concept, it could be accepted widespread as seen from the previous study about applied folklore entitled Traditional Creativity by Applied Folklore: A Case Study of The Salung-Luang Angel in Songkran Festival of Lampang Province (Panuwat Sakulsueb, 2018) found that the belief of spiritual guardian was used in a handsome contest for avoiding the bias of committee and gaining the confidence of winner to perform in a parade of Salung-Luang. Hoon- Payon puppets of Lampang was the products of beliefs conforming to the result by Aphilak Kasempholkoon and Sineegan Keawgunha (2020) about formats of beliefs expressing in ritual and sacred things. Folklore is an exit way to treatment Thai people society among the crisis of pandemic of Covid-19.

Further Research Suggestion

After Covid-19 outbreak occurred, folklore was utilized to protect people and battle with the disease in Thailand and ASEAN countries. This was an opportunity to collect the folklore data to understand the cultural thinking on disease management among ASEAN including the cultural joint under the contemporary social context.

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Impact of the “Virtual Environmental Challenge” Project in Second Language Learning in Burkina Faso

Rabiyatou H. Zigani¹ and Christine Evain²

Abstract

The objective of this study is to evaluate the impact of the “Virtual Environmental Challenge” (a project aimed at investigating distance learning and internationalization policies at home) on language teaching/learning in Joseph KI-Zerbo University (Burkina Faso).

The experiment included 52 students from 5 different countries. We focused on the Burkina Faso group, namely the 12 students from Masters of Applied Linguistics, British Literature and African Literature program at the University Joseph KI-Zerbo. The course was based on a MOOC (“The Stories We Live By”), and offered regular online meetings as well as an online international competition (8 teams from the 5 participating countries). The present research is based on quantitative data (pre- and post-tests) and qualitative data (online-class observation, interviews and surveys). The study concludes that the integration of digital devices and the new teaching/learning methods as proposed in the VEC challenge can be regarded as a valuable addition to the efficiency of the University Joseph KI-Zerbo.

Keywords: Virtual classroom, Collaboration, Distance learning, Language teaching

Introduction

The 21st century is opening up to the possibility of integrating new information and communication technologies (ICT) in the field of education. The Covid-19 pandemic demonstrates the importance and need of these tools through the massive shift from classroom to distance education and the introduction of new teaching methods due to many restrictions. The introduction of the new information and communication technologies (ICT) in teaching brings added value to teaching / learning, improves the educational efficiency of teachers, offers the learner autonomy in personal learning environments and constitutes a real potential for educational innovations in the education system. Rich (2010) defines 21st-century skills as “certain core competencies, such as collaboration, digital literacy, critical thinking, and problem-solving [that he] believe[s] schools need to teach to help students thrive in today's world”. These competencies are ICT-driven and taught through a hands-on approach giving students the opportunity to use ICT tools.

¹University Rennes 2 and University Joseph KI-Zerbo, rabiyatouz@yahoo.fr

²University Rennes 2 and University Joseph KI-Zerbo

In the first semester of 2020-21, four (4) of the EMERGE partners³ had the opportunity of working together on a project headed by a University Professor, responsible for the Didactiques des Langues program at Rennes 2 University. The project, entitled the “Virtual Environmental Challenge” or VEC, (Evain, 2021) aims at cross-campus exploration of environmentally-friendly projects and the exchange of best practices through peer presentations in an international virtual class format.

In today’s context of universities striving to offer an increasing number of online learning experiences, the project stakeholders were inspired by principles contained in the Universal Design for Learning (UDL) framework⁴ and by the content of the free open online ecolinguistics course: *The Stories We Live By*. The VEC initiative and other similar projects encourage students to question the way in which we have traditionally studied, consumed and lived and how that is reflected in our projects, interactions and the language we use (in the media, for example). Similar initiatives to the VEC conducted on other campuses (“How to Run University Challenge Projects”)⁵ have, for example, managed to reduce plastic, food and other wastes, created more green spaces and helped to promote healthy and sustainable learning environments overall.

While the University Joseph KI-Zerbo, located in Burkina Faso (a West African country) has not yet benefited from recent technical advances and has not yet integrated the use of ICT in its education system, students are very motivated to be part of international collaborations. It is, therefore, to this end that the University Joseph KI-Zerbo, became a partner in the VEC project. And we now wish to evaluate the impact of this project on teaching/learning practices as well as on language teaching/learning. The following questions will be raised:

1. How does the VEC fit into the curriculum of the University Joseph KI-Zerbo?
2. How does student appropriation of the proposed tools impact language learning, and how does this experience offer non-native English speakers the opportunity to progress in English?
3. How is the VEC monitored and how is second language progress measured?
4. Finally how does Burkina Faso compare to other partner universities and what has this first edition of the challenge taught us for the next edition?

³The EMERGE partners are 6 European partners which form an alliance.

⁴<https://udlguidelines.cast.org>

⁵<https://mailchi.mp/a4c538feec70/how-to-run-university-challenge-projects-comment-conduire-des-dfis-universitaires-7509537?e=0d0f37415a>

Research Objectives

The overall objectives of this study are firstly, to develop peer education in an international context, mainly in three areas: language teaching, challenge-based projects, green environments. Secondly, to promote peer tutoring in an international virtual class format, using a virtual classroom platform. Thirdly, to contribute to the development of students' digital literacy and inter-disciplinary project management skills; the approach is a “learning by doing” approach and finally, the experiment aims at strengthening the VEC partnership itself – a network of teachers and researchers wanting to carry out projects together, and to research learning outcomes.

Theoretical Framework

Our study is in the field of action research, defined by (Frost, 2002, p. 25) as a “process of systematic reflection, enquiry and action carried out by individuals about their own professional practice”. As for Kemmis and McTaggart, they define it as a “collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out” (Kemmis & McTaggart, 2005:5). Therefore, there are many types of action research, but in this study, we focused mainly on educational action research that (Bassey, 1998, p.93) defines as “an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice”. From the view of Gay, Mills, and Airasian (2006), action research in education is defined as any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching-learning environment, to gather information about the ways in which their particular schools operate, the teachers teach, and the students learn. (Brown and Dowling 2001:152) also consider action research as a “term which is applied to projects in which practitioners seek to effect transformations in their own practices”.

Through these definitions, we understand that action research is based on a “project-based pedagogy” which is a teaching method in which students acquire knowledge and skills by working for an extended period of time to investigate and answer a question and a problem using authentic, interesting and complex documents. One of the advantages of action research for our study is the distance and virtual learning aspect. This is clearly explained by Narcy-Combes when he states that: “it is especially at the level of creativity that virtual communication is positive, because it can take place anytime and anywhere, with access to multiple resources” (Narcy-Combes, 1998. p7). The action research calls for an active and responsible participation of students as implemented in this study where students had to work collaboratively in order to find out ways of improving their campuses as well as their learning skills.

Online and distance learning

Distance Education originated in the mid-18th century and is defined by Marija (2012, p.2) as a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. It has also been defined by Roblyer and Edwards as "the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance" (Roblyer and Edwards, 2000, p.192). In today's context where the world is affected by the Covid-19 pandemic, distance learning has become the ultimate solution for educational institutions mainly in developed countries. Distance learning implies simply that the teacher and the students are separate in the spatial dimension and that this distance is filled by using technological resources (Casarotti et al., 2002, p.37). Thanks to Distance Learning Systems (DLS), both the learners and the institutions are able to continue their academic program.

The methods of learning used in distance learning are divided into synchronous and asynchronous learning. According to Ferone and Lavenka, "the virtual classroom is defined as "a technical-pedagogical distance learning modality that allows people to establish synchronous exchanges including the use of image, sound and text" (Ferone and Lavenka, 2015). Thus, Synchronous learning is online and distance education that takes place in real time, often with a set class schedule and required login times, it is characterized by the presence of all the learners at the same time and the same place. Whereas asynchronous learning does not require real-time interaction; instead, content is available online for students to access when it best suits their schedules, and assignments are completed to deadlines.

Distance learning offers enormous advantages which can be evaluated by technical, social and economic criteria. First of all, with distance learning, learners can get all the knowledge and training they need regardless of where they reside on the planet (Nagrle, 2013). Another advantage of distance learning is its convenience because many of the technologies are easily accessible from home (Marija, 2012, p.3). Distance learning also allows the learner to be more autonomous. According to (Zimmerman, 2002) the autonomy of learner or learner independence is a major contribution to the success of e-learning environments: learners are responsible for their own learning (Lynuch and Dembo, 2004).

However, despite these advantages, distance learning also has its downsides which should be considered. For example, it does not facilitate social interaction and as stated by Bijeesh (2017); the chances of getting distracted and losing track of deadlines are high because there is no faculty around for face-to-face interaction and no classmates who can help with constant reminders about pending assignments.

Project-based pedagogy, Collaborative learning and peer learning

Project-based pedagogy is a teaching model that engages students in the acquisition of knowledge, the construction of knowledge and the development of skills. It allows the learner to be involved in the development of knowledge by carrying out a concrete pedagogical project and by collaborating with other members of the group. According to Blasco-Arcas “Collaborative learning encompasses any learning activity that is performed by a group of learners with a common goal who create meaning or explore a topic, or even want to improve skills. Each learner is a source of information, motivation, interaction and mutual support. In collaborative learning, there is a sharing of knowledge, experience and authority. Through this process, learners learn from each other and develop a positive interdependence” (Blasco-Arcas et al., 2013, p.105). In both face-to-face and online courses, learners work collaboratively with their peers and the instructor(s) to explore questions, critically analyze issues, synthesize their understandings, actively construct meaning, and apply their learning to a practical context (Garrison & Anderson, 2003). This is clearly in line with the virtual environmental challenge project, where participants had to work collaboratively as well as virtually using online resources to find new innovative ways to promote, connect and find ways to improve their skills and their campus environments.

Research Methodology

Let us now describe how the VEC is organized, in keeping with the research theories previously presented. We will place special emphasis on the mechanics of the challenge, the course material and the tools used. We will then map out the VEC evaluation procedures which, together with our observation of the classes, led to an analysis of the experiment.

The VEC brought together 52 students from 8 international teams and from 5 different countries⁶. The University Joseph Kl-Zerbo team was composed of 12 students (11 males and 1 female). All students were doing a Masters in “Applied Linguistics, British Literature and African Literature” at the University Joseph Kl-Zerbo. The project ran from October to December 2020, in the first semester of the 2020-2021 academic year. Since the study aimed at developing peer education in an international context, each of the 8 teams had a coach who was a Master student in the “Didactique des langues” program at Rennes 2 University.

⁶The partners were: The University of Limerick, Ireland; INN, Norway; the University of Joseph Kl-ZERBO, Burkina Faso; the University Matej Bel, Slovakia; as well as from France: the Université Bretagne-Sud, the École Centrale Nantes and SCELVA (Service commun d'études des langues vivantes appliquées).

The course content was given to the students both in a synchronous and asynchronous mode. Each week, participants were invited to join weekly online sessions using Rennes 2's virtual teaching platform, the VIA system, and they were given various assignments to complete. Students could find the manual for the program on the online collaborative wall "padlet", while recordings of the sessions were published on the YouTube channel so that it was possible to follow the latest exchanges when they had missed the live meeting. All teams participated in the MOOC "The stories we live by" and each team had the opportunity to present one chapter of the course.

Concerning the competition at the end of the semester, each team had to develop ideas relevant to their campuses and then present those ideas to the opposing teams. The competition was organized in three stages. The first round, which took place at the beginning of November, consisted of a 20-minute presentation of the teams' eco campus ideas. The presentations were done in the virtual class platform "zoom" and the team's presentations were followed by a 5-10 min question and answer session. The second round took place at the end of November: each team was asked to create a trailer in which they presented their eco campus ideas; the videos were posted on the YouTube channel for the vote. The voting system was moderated by the "super coach" who sent the links of the trailers to all VEC members.

In mid-December, the two finalists each did an 18-minute live presentation in a Ted-Talk format on zoom. These two final presentations led to a last vote, in open session, and the winner was then designated.

Language learning

In order to monitor their progress in English, pre- and post-tests were administered to the participants upstream and downstream of the study. The tests were based on a quiz of 100 questions each with a score of 1 point. Extensive questionnaires were also administered to the participants for them to self-evaluate their level and knowledge in ecolinguistics and their progression during the project in areas beyond ecolinguistics.

Digital tools

In this experiment, the following digital tools were used:

- The first one is Rennes 2's e-learning virtual class VIA, that offers many functionalities such as: online sessions with up to 300 participants, the possibility to invite people from outside Rennes 2, management of participants' rights (microphone, webcam...), chat system, screen sharing, document sharing, whiteboard, poll, sharing and remote control, creation of sub-groups (workshops), session recording, articulation with a

Moodle course space. Key moments of the VEC (such as the Launch session) took place on VIA.

- The second virtual online tool we used in this study is Zoom, which is a cloud-based video conferencing service that is used to virtually meet with others, be it by video or audio-only or both, all the while conducting live chats; the MOOC discussion sessions were recorded for later viewing.
- **P-MOOC** – “The stories we live by” which is a free online course in ecolinguistics, produced by Arran Stibbe, Professor of Ecological Linguistics at the University of Gloucestershire. The course is based on the Routledge book *Ecolinguistics: language, ecology and the stories we live by* (Stibbe, 2020). It describes eight ways that language encodes the stories that society is based on: ideologies, framings, metaphors, evaluations, identities, convictions, erasure and salience. This course encourages students “to question the way in which we have traditionally studied, consumed and lived” (Stibbe, 2020).
- **YouTube Channel:** we created a YouTube channel for the Virtual Environmental Challenge (VEC) on which the participants had to post their productions (presentation and trailer), we posted all the videos of the team competitions as well as the videos of our different meetings.
- **Padlet:** this collaborative wall was used to display all VEC-related information: course material, documents concerning the teams, coaches and meeting rooms, as well as the VEC guidelines and authorization forms, the VEC logo competition, links and youtube channel, and a column dedicated to each team.

Research Results

Our evaluation of the project focuses on three elements: First, we are interested in monitoring the drop-out rate at each stage of the tournament. Our second success indicator is based on the vocabulary tests conducted at the start and at the end of the experiment. These tests allow us to map out the students’ progression in vocabulary learning. The video recordings of the weekly regulation sessions with the coaches also provide us with information on the students’ progress and their commitment to the project. Finally, questionnaires issued out to participants, coaches and coordinators provide both useful information concerning motivation and a range of suggestions for future editions of the challenge.

The Burkina Faso results for the above three elements – drop-out rates, tests and questionnaires – have been compared to the results obtained in other countries participating in the challenge. This comparison allows us to draw conclusions which will be considered in the next editions of the challenge.

Drop-out rate Analysis

Let us start with the analysis of the drop-out rate in order to identify the critical moments when participants are at risk of losing interest. For 7 of the partnering countries, we found that the critical moment was at the time of the first round of the tournament. Indeed, the course presented several difficulties for the participants: while the first stage (presentation of a chapter of the MOOC) was easily overcome (because the coach came to the rescue of the teams in difficulty), stage 1 of the tournament required a significant involvement on the part of the teams in order to prepare for the first round of the tournament. At that stage, in two partnering countries, the number of team members was reduced by half. The reason for the withdrawal was a disagreement on the public dissemination of the deliverables, with a refusal to sign the image rights authorization. The information given at the start of the project was considered to be insufficient. Moreover, the distance learning context reinforces the difficulty of verifying the assimilation of instructions. Finally, a few students in the general feedback questionnaire complained about technical difficulties or expressed a certain end-of-the-semester weariness with distance learning sessions. Concerning the Burkina Faso team, they recorded two drop-outs: students who started but were no longer available to continue for practical reasons. According to the coach's feedback, "the Burkinabe team members were curious, engaged, motivated, eager to make up for any technical hitches by being one step ahead, offering pre-recorded presentations in case the connection broke down". This feedback highlights the motivation of the Burkinabe team, in spite of the difficult technical context.

Vocabulary test results and questionnaire results

Moving on to the analysis of the vocabulary test results, our objective was to measure the students' progress. The study used quantitative data (pre- and post-tests) and qualitative data (observation and surveys).

The sample is small and therefore not sufficient to demonstrate learning, nevertheless, it gives an indication of the students' progress in vocabulary learning.

In this result section, our analysis will mainly be based on three main sets of data concerning the Burkinabe students: the pre and post-test that we carried out with the students and the surveys conducted with students.

As indicated in the methodology, we administered a pre- and post-test to the students participating in the study in order to follow their progression in the specific language we worked on (ecolinguistics). For reliable results, we transferred the questions from the pre-test to the post-test questionnaire. The results of the tests are as follows:

Concerning the pre-test, all the 12 students completed it. It was scored at 1point/question. As we can see in table 1, the scores range from 37 to 63. Since the questions were scored out of 100 points, we considered 50 points to be the average. However, on the pre-test, 7 students scored below 50 and the other 5 scored between 56 and 63. The average here is 48,17 with a standard deviation of 9,543.

Descriptive statistics

	N	Minimum	Maximum	Mean	Standard deviation
Score	12	37	63	48,17	9,543
N valid (list)	12				

Table 1: Result pre-test

Regarding the post-test, 10 students took part and we noticed that the marks obtained varied between 42 and 83. Only 3 students obtained 42, 46 and 47 points and the other 7 students obtained a mark between 66 and 83. The average is 63 with a standard deviation of 13,669.

Descriptives statistics

	N	Minimum	Maximum	Mean	Standard deviation	Variance
Score	10	42	83	63,20	13,669	186,844
N valide (liste)	10					

Table 2: result post-test

Descriptives statistics

	N	Minimum	Maximum	Mean	SD
Pre-test	12	37	63	48,17	9,543
Post-test	10	42	83	63,20	13,669
N valid (list)	10				

Table 3: Result pre- and post-test

When we compare the results of the pre- and post-test, the scores clearly show that learning is visible. While the progression is significant (from 48 to 63), the standard deviation is also greater in the post-test, which means that some students benefitted more from this teaching experience than others. However, the minimum score has also risen from 37 to 42, which shows that the weaker students improved their vocabulary skills by 5 points.

The stronger students' score rose by 20 points which shows that they were the ones who benefited the most from the experience, as far as vocabulary skills are concerned. The results of this first experiment are promising but the sample size is not large enough to draw any significant conclusion. For this experiment it was not possible to recruit more 12 students in Burkina. In the next editions of the VEC, we will seek to expand the sample size in order to present more convincing statistical evidence.

Questionnaire results

Finally, in order to examine how the students felt about their progression and the VEC experience as a whole, let us examine the results of the questionnaire of Joseph KI-Zerbo University. As previously mentioned, they were all Master students of the Applied Linguistics, British Literature and African Literature program. Out of 12 students, 9 answered the survey. All 9 students were new to "distance learning at the University Joseph KI-Zerbo. However, one student had already participated in a MOOC online. In general, all the students responded enthusiastically to the project. They described it as "fantastic", "inspiring", "interesting" and "exciting". They also enjoyed collaborative learning: "We learn a lot from collaborative learning because every single one of us has something to share." Great emphasis was placed on "sharing and learning at the same time", as well as on "gaining experience" and "being more active".

As for reacting to distance learning, although reticence was to be expected because of poor internet coverage, the response was infused with enthusiasm because the students projected themselves easily beyond the connection difficulties they had experienced. They saw the potential of distance learning both in terms of having access to a larger range of possibilities in terms of education, but also in terms of being connected with the world: "Distance learning permits to learn anything from anywhere in the world." When asked directly about "integrating distance, online and collaborative learning in the curriculum of the University?" the students immediately saw what advantages this could bring to students living "outside Ouagadougou" and who would be able "to continue their studies" even when "working in places far from the university".

The responses to questions concerning collaboration and motivation for the VEC project revealed both positive aspects ("high commitment", "great collaboration between team members", etc.) and technical difficulties, mainly because of the internet ("weak network coverage areas"), but sometimes also because of the ICT which were perceived to be both "modern", "useful-interesting-good" and "sometimes difficult to use". The VEC tools (pMOOC padlet, zoom, VIA, YouTube) were well identified; the students said these tools had clearly contributed to the acquisition of new skills in culture, linguistics, oral, project management, debate, use of digital technology.

As for language acquisition, all the students affirmed that the VEC experience had offered them the opportunity to progress in English, and this claim was indeed consistent with the test results. The VEC's coordinators observations concur in underlining the motivation of the Burkinabe team: the students showed up on time for the weekly session and their level of participation during the sessions was high.

Discussion

The VEC project allows us to compare how different communities of students from different countries respond to online and distance learning, project-based pedagogy, collaborative learning and peer learning. In this present article, we focus mainly on Burkinabe students. Their main goal, during this first edition of the VEC, was to enhance a set of skills including their English skills, especially in ecolinguistics and the common VEC strategy was for all partners to use digital technology. The data we collected, both in the tests and questionnaires, demonstrates a positive impact on students' motivation and results. The data also highlights their enthusiasm for the use of educational technologies in teaching/learning language.

When compared to the VEC partner universities, Joseph KI-Zerbo University is at a great technical disadvantage: since the university is not in the habit of using educational technologies and the country has very bad internet coverage, the 12 students who took part in the VEC were experiencing, for the first time, teaching methods such as peer tutoring, collaborative learning, teaching through virtual classes. The results of the questionnaire as well as the Burkinabe's team level of participation during the weekly sessions show that all the students of the University Joseph KI-Zerbo were highly motivated; despite the difficulties due to the unsteady internet connection, and to the fact that the tools used were new to them, they managed to complete the tasks and assignments given to them.

According to the country coordinator, his study was a great opportunity for the University Joseph KI-Zerbo to take part in the first edition of the Virtual Environmental Challenge. The objectives set by the Burkinabe team have been achieved: the experience allowed us to investigate peer education in an international context, it allowed us to promote peer tutoring in an international virtual class format, and also contributed to the improvement of student's English skills in terms of ecolinguistics and to the development of their digital literacy and project management skills.

The conclusions of this study pave the way for recommendations for future editions of the VEC. While back up solutions need to be put into place to ensure a smooth running of the VEC (mainly in the form of pre-recorded presentations), VEC partner universities welcomed the contribution of Joseph KI-Zerbo University and all partners are now considering a wider scope for institutional collaboration.

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Impacts of COVID-19 Pandemic on Foreign Migrant Workers in the Fisheries and Seafood Processing Sector, Songkhla Thailand

Sansanee Chanarnupap¹ and Nattaya Petcharat²

Abstract

This article is based on a survey research focusing on foreign migrant workers in the fisheries and seafood processing industries located in Songkhla, Thailand. It aims to study the impact of COVID-19 pandemic on migrant workers mainly in two areas; infectious risk and economic difficulties. Research samples are 395 respondents selected by purposive sampling. Descriptive statistics are used for data analysis. It is found that approximately 54.06% of foreign migrant workers have never been screened for the disease. In terms of healthy behavioral adjustment, these workers have most awareness in food hygiene (average 4.54 out of 5 point), wearing mask (average 4.25 out of 5 point), and washing hands (average 4.21 out of 5 point). The majority have an extra cost for facemasks (72.15%) and alcohol hand sanitizer (61.31%). Approximately 37.986% of foreign migrant workers have experienced a decline in household income approximately 5,124 baht per month. According to the international labour standards, foreign migrant workers have rights to enjoy equal treatment and opportunities when working outside their home countries. This article argues that Thai government should formulate policies and labour protective measures, in a thorough and timely manner, and should consider expanding opportunities as well as providing a remedy for those who are affected by the COVID-19 pandemic crisis.

Keywords: COVID-19, Migrant, Worker

¹Faculty of Humanities and Social Sciences, Thaksin University, csansanee@tsu.ac.th

²Stella Maris Seafarer's Center Songkhla, nattaya.pcr@gmail.com

Introduction

The first case of COVID-19 in Thailand was reported on 31 December 2020 and the source of the outbreak has been linked to a wet market in Wuhan (Hubei province, China). Human-to-human and patient-to-medical staff transmission of the virus have been confirmed. Many of the associated fatalities have been due to pneumonia caused by the virus. Cases of the virus have been confirmed in numerous countries and territories worldwide. Virus-screening and quarantining measures are being implemented at airports worldwide, as well as extensive travel restrictions. On 11 March 2020 the World Health Organization (WHO) declared the global outbreak a pandemic. Pneumonia symptoms include dry cough, chest pain, fever, and trouble breathing. Pneumonia can be contagious and can be transmitted from human to human. The influenza virus, or the flu, is a common cause of viral pneumonia. Measures adopted by local authorities evolve quickly, and are usually effective immediately. Depending on the evolution of the outbreak in other countries, authorities are likely to modify, at very short notice, the list of countries whose travelers are subject to border control measures or entry restrictions upon their arrival to the territory in question. It is advised to postpone nonessential travel due to the risk that travelers may be refused entry or be subject to quarantine upon their arrival or during their stay. Thailand's Centre for Covid-19 Situation Administration (CCSA) has advised the public to take **DMHTT** precautions to prevent the spread of COVID-19: **D** – Distancing, **M** – Mask wearing, **H** – Hand washing, **T** – Temperature check, and **T** – Thai Chana contact tracing application (TAT News, 5 January 2021).

Regarding the COVID-19 pandemic situation, the outbreak has had a profound and pervasive impacts globally. United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP) reveals that the COVID-19 pandemic and its socio-economic fallout pose great risks to all kinds of people, particularly foreign migrant workers. This is because they are more likely to be exposed to the virus, lack access to healthcare and other essential services, be stranded in countries without work or social protection and face rising xenophobia. Unlike nationals, foreign migrant workers have generally not been included in social security provisions like unemployment insurance or income support. Foreign migrant workers have also been disproportionately affected by border closures and lockdowns, leaving many vulnerable to exploitation and abuse. This exclusion of foreign migrant workers poses major threats to their human rights and well-being (UN ESCAP, 18 December 2020).

Recently, Thailand has 26,031 persons with suspected symptoms of COVID-19 disease. Of these, 14,553 are foreign migrant workers particularly in the fisheries and seafood processing sector (Ministry of Public Health, 1 March 2021). Since March 2020, Thai government has announced an emergency situation across the Kingdom of Thailand, in order to quickly remedy the emergency situation and prevent more serious incidents in all areas. Thai government has launched several regulations and guidelines for disease control; such as prohibition of entry

into risk areas, closure of places that are risk-prone to the transmission of the disease, closure of point-of-entry into the Kingdom. These have had a profound and immediate impacts on all business activities and people's normal lives. Thai government hereby issues a measure for assisting people affected by the situation. It was claimed that Thailand would treat people affected by the disease regardless of their nationality or legal status on humanitarian grounds. However, these assistance measures have been criticized in terms of accessibility and fairness especially to foreign migrant workers (International Labour Office, 3 July 2020).

This article aims to study the impact of COVID-19 pandemic on foreign migrant workers in the fisheries and seafood processing industries located in Songkhla, Thailand. Over the last few decades, Songkhla has been rapidly developed and serves as a southern hub of higher education, trading and transportation as well as a gateway to Malaysia and Singapore. In light of this, Songkhla has gained importance as the driving force of economic growth in the southern region, particularly in fisheries and seafood processing sector. Recently, Songkhla has 6,175 foreign migrant workers in the fisheries and seafood processing industries, which arguably a high-risk group for the spread of the COVID-19 infection (Songkhla Employment Office, 30 April 2020). The COVID-19 outbreak has highlighted the extent of sub-standard worker accommodations in a number of established. Poor, dense living conditions in worker dormitories escalated the grim wave of COVID-19 infections (Institute for Human Rights and Business, 23 July 2020). The research findings will benefit for policy makers to improve the assistance measures for all kinds of people including foreign migrant workers.

Research Objectives

This article aims to study the impact of COVID-19 pandemic on foreign migrant workers in the fisheries and seafood processing industries located in Songkhla, Thailand. The effects on migrants focus mainly in two areas; infectious risk and economic difficulties.

Theoretical Framework

Definition of 'Migrant Workers'

Migrant workers are people who leave home to find work outside of their hometown or home country. Persons who move for work in their own country are 'domestic' or 'internal' migrant workers. Persons who move for work to another country are commonly called 'foreign' or 'international' migrant workers. Migrant workers are considered 'regularly admitted' or 'regular migrant workers' when their entry and work activity comply with the immigration laws of the country in which they work. When migrant workers are employed without being regularly admitted - or without being able to produce evidence of their regular admission, they are considered 'irregular' or 'undocumented' migrant workers.

Although irregular migrant workers may not necessarily be ‘regularized’ only because they have been working, they are still entitled to their human rights at work. International migrant workers include workers migrating for short-term or seasonal work as well as for permanent settlement. These workers may migrate under government-sponsored programmes or under private recruitment schemes (e.g., involving private recruitment agencies) or on their own account in search for employment.

If the irregular entry into the foreign country is deliberate and assisted by a person who derives a benefit from this violation of immigration laws, the migrant worker has been ‘smuggled’. If the irregular entry does not result from such consensual transaction, but from fraud with the intention to exploit a person, the person has been ‘trafficked’. However, regular migrant workers can also be or become victims of trafficking (International Labour Office, 1999).

Push and pull factors of migration

Migration is an important global issue. Current migration patterns are part of larger change processes. Accelerated global integration of markets, combined with hugely improved travel and communications, enable increasingly more people to move across borders. Most migrants seek job opportunities abroad because they cannot find work and earn enough to support themselves and their families in their own countries. The widening gaps in incomes and standards of living within and between countries add to the pressure to migrate. At the macro level, the shortages of workers in economically better-off countries and the oversupply of workers or underemployment in less-well-off countries are important pull and push factors of migration. Social and economic insecurity and political crises in some countries also force people to leave home. Given the accelerating forces of global integration, movements of people across borders are an increasingly inevitable and permanent feature of today’s world. The reality is that more people will continue to migrate for jobs. The challenge for policymakers is how to influence migration in ways that maximize the potential benefits and mitigate negative effects for workers, companies and societies (International Labour Office, 2014).

Benefits and costs of migration

There are costs and benefits associated with labour migration. On the up side, higher wages and remittances afford migrants and their families’ better standards of living and security. People in sending countries enjoy several potential benefits, including remittances that contribute to poverty reduction, reduced unemployment, and the sharing of skills and technology. On the down side, the sending countries lose a share of their labour force, often young workers, tax income and national output.

Skilled workers and professionals have more bargaining power and consequently enjoy proper compensation and rights' protection. Migrant workers in low skilled jobs typically fare less well. They are often at a greater disadvantage because they tend to work in occupations or sectors of work at the fringes of legal governance. Low skilled migrant workers, the majority of migrant workers, usually encounter numerous problems in the migration process and in destination countries. Due to their low levels of education, race or ethnicity, sex, employment and migrant status, they face more risks and vulnerabilities to discrimination, exploitation and abuse than those in highly skilled jobs. In the host countries migrant workers often end up being excluded from the protection, rights and entitlements enjoyed by nationals.

People in receiving countries also need to weigh benefits with costs. Companies and countries gain economically from the labour of migrant workers, but orderly migration management requires resources which receiving countries are sometimes hesitant to allocate. For example, it is often difficult and sometimes impossible for migrant workers to access the host country's public education and healthcare services. In addition, despite little evidence to support allegations that foreign migrant workers take jobs away from nationals, strong negative sentiments against migrant workers exist, compromising the fair treatment of migrant workers in host societies.

Given the potential gains against the prospect of unemployment or insecurity at home, more migrant workers than ever are taking the risks to migrate for what they see as a better future. Governments of both sending and receiving countries need to cope with the increase in labour migration. Investment in proper management of migration flows is needed to curb the growth of irregular migration, including human trafficking. Prevention of abuse is more cost-effective than only taking remedial action in worst case scenarios.

Migrant Workers and International Labour Standards

The International Labour Organization (ILO) promotes opportunities for all men and women of working age, including migrant workers, to obtain decent and productive work in conditions of freedom, equity, security, and human dignity. Decent work for migrant workers means that they should be entitled to:

- fundamental human rights at work, including the right to be protected against discrimination on the basis of sex, racial, ethnic and social origin, religion and political opinion
- productive work as the basis of a livelihood
- protection against accidents, injuries and diseases at work, and social security
- social inclusion and participation in social dialogue.

ILO Conventions and Recommendations are meant to apply to all workers irrespective of their nationality. In other words, international labour standards apply to foreign migrant workers in the same way as they apply to workers who are citizens. This means that, in principle all the international labour instruments are relevant to foreign migrant workers as they set out the minimum labour standards that have been universally agreed upon at the international level (International Labour Office, 2006).

A Fair Deal for Migrant Workers

States have the sovereign right to develop their own labour and migration policies. This requires coherent and comprehensive national policies to effectively manage labour migration, including the protection of the rights of migrant workers. Special attention should be given to the multiple disadvantages and discrimination often faced by migrant workers on the basis of their sex, race or ethnicity, employment and migrant status. The ILO's member States have committed themselves to protecting the rights and interests of migrant workers in the ILO's Constitution of 1919—a commitment which was reiterated in 1945 and reaffirmed in 1998 when the ILO Declaration on Fundamental Principles and Rights at Work called for “special attention to the problems of persons with special social needs, particularly the unemployed and migrant workers.” The United Nations and the ILO have also adopted several standards specifically aimed at protecting international migrant workers' rights. In recent years, the management of globalization and increased migration flows have become issues of pressing concern for policymakers, employers, workers and their respective organizations, and civil society worldwide. International labour standards adopted by governments, workers and employers lay down the basic minimum social standards so that people can work in freedom, safety and dignity. The standards are there to ensure that economic development is not pursued as an end in itself but as a means to improve the lives of people. They help governments and employers to avoid the temptation of lowering labour costs to gain advantages in international trade by creating a level playing field in the global economy. International labour standards inspire the development of national legislation, policies and practices. Millions of workers have benefited from national laws enacted to comply with international labour standards, and the corresponding Convention. In this way the ILO standards have a real impact on the lives and working conditions of millions of workers, including migrant workers (International Labour Office, 2007).

Research Methodology

This article is based on a survey research focusing on foreign migrant workers in the fisheries and seafood processing industries located in Songkhla, Thailand. It is part of the Thailand Hotspot Project, under the provision of Stella Maris Seafarer's Center Songkhla Thailand, supported by the Freedom Fund Year 2020. According to Taro Yamane's formula with a 95% confidence level and acceptable tolerance of 5%, the research samples are 395 respondents selected by purposive sampling from 27 related establishments across Songkhla. The majority (Table 1) are male (56.20%), Burmese (56.96%), Buddhist (72.91%), married (71.14), and living in rented accommodation (70.63%). Average age is about 32 years old. The closed-ended questionnaire is the main instrument for collecting data in this survey and it is principally focusing on two significant effects on foreign migrants; infectious risk and economic difficulties. The assessment of validity and reliability is made methodically. Data collection is conducted during April – June 2020. Descriptive statistics are used for data analysis. Moreover, in the research conclusion process, Stella Maris Seafarer's Center Songkhla has organized a brainstorming workshop and 30 associate entrepreneurs' perspectives have brought to clarify the impact of COVID-19 pandemic situation on foreign migrant workers. This also potentially benefits for research discussion and suggestion to improve the quality of life of foreign migrant workers in Thailand.

Table 1: Background of Research Respondents

Samples	Sex		Nationality		Religion			Married status			Accommodation		
	Male	Female	Burmese	Cambodian	Buddhist	Christianity	Muslim	Single	Married	Separated	Camp	Rent	Boat
Number	222	173	225	170	288	8	99	85	281	29	81	279	35
Percentage	56.20	43.80	56.96	43.04	72.91	2.03	25.06	21.52	71.14	7.34	20.51	70.63	8.86

Research Results

The impact of COVID-19 pandemic on these foreign migrant respondents are as follows:

Infectious Risk

Regarding infectious risk (Table 2), it was found that more than half of the workers (54.06%) had never been screened for the disease. However, within 14 days before completion of a questionnaire, almost 96.70% had not traveled/transited from or lived in any of the COVID-19 outbreak areas; almost 97.72% were isolated from patients with confirmed COVID-19; almost 96.96% have not been in physical contact with suspected COVID-19 patients; more than 98% are asymptomatic people. It was stated that, if the workers or their family members were unwell during COVID-19 pandemic (Table 3), almost 80.25% would go to the hospital for treatment of their own accord.

Table 2: Infectious risk

Item	Yes	No	Not Sure
Screening for the disease	175 (44.42%)	213 (54.06%)	6 (1.52%)
Traveled/transited from or lived in any of the COVID-19 outbreak areas	4 (1.02%)	381 (96.70%)	9 (2.28%)
Closed to patients with confirmed COVID-19	5 (1.27%)	386 (97.72%)	4 (1.01%)
Physical contact with suspected COVID-19 patients	6 (1.52%)	383 (96.96%)	6 (1.52%)
Symptoms of Infectious risk	4 (1.01%)	388 (98.23%)	3 (0.76%)

Table 3: Choices for physical treatment if unwell during COVID-19 pandemic

Item	Number	Percentage
Public Hospital	317	80.25
Private Clinic	36	9.11
Pharmacy	34	8.61
Stay at home	8	2.03

With regard to the healthy behavior development as recommended by the Department of Disease Control (Table 4), it was found that workers had most awareness in food hygiene (average 4.45 out of 5 point), wearing facemask and keeping social distancing (average 4.25 out of 5 point), and regularly washing hands (average 4.21 out of 5 point). Three items, however, were found to be moderated and less importance for them; not sharing any personal belongings (average 3.83 out of 5 point), regularly cleaning common areas (average 3.71 out of 5 point), refraining from outside activities (average 2.64 out of 5 point).

During collecting data in the fieldwork, 250 respondents were randomly requested to demonstrate how to wear a facemask and wash their hands. It was found that almost all were reluctant to do so; Stella Maris Seafarer staff took this chance to promote the basic of how to wear facemask and wash hands properly.

Regarding the accessibility to useful information (Table 4), it was found that workers were far more alert to COVID-19 pandemic information (average 4.12 out of 5 point).

The main channels for workers to monitor information are digital platform especially social media where they could read their hometown language. Although 75.95% able to listen and speak Thai, only a few able to read (2.03%) or write (0.76%) Thai language.

Table 4: Healthy behavior development and accessibility to useful information

Item	$\bar{X}$	S.D.	Translation
Food hygiene	4.45	0.64	Most Awareness
Wearing facemask and keeping social distancing	4.25	0.89	Most Awareness
Regularly washing hands	4.21	0.89	Most Awareness
Alert to COVID-19 pandemic information	4.12	0.96	Most Awareness
Not sharing any personal belongings	3.83	1.29	Moderated Importance
Regularly cleaning common areas	3.71	0.98	Moderated Importance
Refraining from outside activities	2.64	1.48	less Importance

Regarding the availability of useful materials (Table 5), it was found that almost all workers have the access to surgical masks; service life of a mask is about 1.96 days. Workers about 72.15% buy for their own; average extra cost is about 24.26 baht per item. For alcohol hand sanitizer (Table 6), workers about 69.37% have regular access to alcohol hand sanitizer; about 61.31% buy for their own; average extra cost is about 86.87 baht per item which lasts for about 14.65 days.

Table 5: Accessibility to facial mask

Samples	Having an item		Type of facial mask			Average cost per item	Service life per item	Source		
	Yes	No	Cloth	N95	Surgical			Buy	Made	Providers
Number	395	0	290	8	97	24.26	1.96	285	7	103
Percentage	100	0	73.42	2.03	24.56	Baht	Days	72.15	1.77	26.08

Table 6: Accessibility to alcohol hand sanitizer

Samples	Having an item		Average cost per item	Service life per item	Source	
	Yes	No			Buy	Providers
Number	274	121	86.87	14.65	168	106
Percentage	69.37	30.63	Baht	Days	61.31	38.69

Economic Difficulties

Regarding the impact of COVID-19 on income and employment (Table 7-8), it was found that during the COVID-19 crisis, the personal income (59.49%) and household income (60.00%) for most workers were maintained steady. About 37.98% had experienced a decline in personal income approximately 3,956.58 baht per month and household income approximately 5,124 baht per month. With regard to receiving assistance from employers, it was found that 41.69% had received more additional help from their employers during the COVID-19 pandemic. Examples of this additional help included items such as disease prevention materials, consumer goods, reduction of rental costs and electricity bills in housing. During this economic hardship, workers placed less importance to returning to the homeland (average 2.37 out of 5 point) as they still found less opportunities to be unemployed (average 2.26 out of 5 point).

With regard to open-ended questions related workers' needs and problems, it was found that these two fears were frequently stated;

- fear of insufficient income for family back home and debts
- fear of being infected with the COVID-19 virus.

As for the worker's needs, it was found that workers are requiring lots of help to alleviate their suffering. A list of needs that highlighted were; for example,

- government cash relief
- survival supplies and disease prevention materials
- reductions in rental costs and utility bills in housing
- goods pricing support for their establishments to survive
- re-opening border checkpoints for the entry and exit of workers
- normal operations of the One-Stop Service Center
- active screening for the disease in the workplace

Table 7: Economic difficulties

Item		Steady	Increase	Decrease
Personal income	Number	235	10	150
	Percentage	59.49	2.53	37.98
	Baht per month		+ 2,643.57	- 3,956.58
Household income	Number	237	8	150
	Percentage	60	2.03	37.98
	Baht per month		+ 1,775	- 5,124

Additional help	Number	224	168	11
from employer	Percentage	55.58	41.69	2.73
Examples		- Provide disease prevention materials, consumer goods - Reduction of rental costs and electricity bills in housing		

Table 8: Retuning to the homeland and opportunity to be unemployed

Item	$\bar{X}$	S.D.	Translation
Returning to the homeland	2.37	1.43	less importance
Opportunity to be unemployed	2.26	1.38	less opportunities

Research Conclusion

This article is based on a survey research focusing on foreign migrant workers in the fisheries and seafood processing industries located in Songkhla, Thailand. It aims to study the impact of COVID-19 pandemic on migrant workers mainly in two areas; infectious risk and economic difficulties. Research samples are 395 respondents selected by purposive sampling. Descriptive statistics are used for data analysis. It is found that approximately 54.06% of foreign migrant workers have never been screened for the disease. In terms of healthy behavioral adjustment, these workers have most awareness in food hygiene (average 4.54 out of 5 point), wearing mask (average 4.25 out of 5 point), and washing hands (average 4.21 out of 5 point). The majority have an extra cost for facemasks (72.15%) and alcohol hand sanitizer (61.31%). Approximately 37.986% of foreign migrant workers have experienced a decline in household income approximately 5,124 baht per month. According to the international labour standards, foreign migrant workers have rights to enjoy equal treatment and opportunities when working outside their home countries. This article argues that Thai government should formulate policies and labour protective measures, in a thorough and timely manner, and should consider expanding opportunities as well as providing a remedy for those who are affected by the COVID-19 pandemic crisis.

Research Discussion and Suggestion

Stella Maris Seafarer's Center Songkhla Thailand has organized a brainstorming workshop and 30 entrepreneurs' perspectives have brought to clarify the impact of COVID-19 pandemic situation on foreign migrant workers. The significant issues arose as follows:

Infectious Risk

With regard to the survey, the infectious risk is tentatively one of the major concerns for workers and, therefore, the screening for the disease in the establishments remains a critically important problem requiring further development. Scrutinizing this issue, associate entrepreneurs in this research revealed that almost all establishments follow the Public

Health Ministry guidelines; for example, distribution of disease prevention materials to the labours and increasing the frequency of cleaning the property. Despite the unbudgeted costs caused by the implementation of these measures, the entrepreneurs incorporated these costs and ensured the risk prevention measures were carried out. However, in contrast, the estimated costs involved to introduce screening for the disease into the establishments will be excessively higher than the risk prevention costs and the entrepreneurs expressed grave concerns that they would be unable to incorporate effective disease screening measures. Entrepreneurs have acknowledged that they are willing to cooperate with the Provincial Public Health Office and will permit their entry in order to screen for diseases in their establishments. Further to this, it was requested that the government should allocate budget support setups and offer more concrete guidance to promote more aggressive screening to this high-risk group for the spread of the COVID-19 infection. In terms of aggressive screening, it is defined as immediate screening availability which should be accessible prior to the occurrence of any problems.

Economic Difficulties

During the COVID-19 pandemic, workers experienced the higher of living costs while their income steady or in the decrease. Discussing this issue, some entrepreneurs indicated that they were unable to sell their products to factories outside of their local area. This resulted in a number of the entrepreneurs being forced to suspend their workers without pay. Some of these workers received employer-sponsored grants equivalent to one day's wages, which had to sustain the workers and their families for a week's living expenses. The workers who had outstanding debts, as well as the burden to send money home, were therefore very seriously affected. In light of these unfortunate circumstances, it is deemed necessary for the government to formulate policies and labour protective measures, in a thorough and timely manner, and should consider expanding opportunities as well as providing a remedy for those who are affected by the loss of revenue.

Suggestions

Building a safety culture as sustainable prevention of possible emerging infectious diseases in the future. The COVID-19 crisis situation has had a profound impact on all establishments and people who have had to adapt to a 'new normal' lifestyle. Most workplaces were adapted in order to be in accordance with the health behaviour improvements as recommended by the Department of Disease Control. If the measures already launched by the Department of Disease Control continue to be encouraged, even after the situation of the epidemic of COVID-19 has been resolved, it will definitely raise the standard of being better prepared for the sustainable prevention of any future emerging infectious diseases.

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Money, Music, and Interpersonal Meanings: Researching Economic Exchange in Local Musicking in China and Thailand

Samuel Horlor¹ and Tat Amaro²

Abstract

Money and economic exchange have conventionally been approached as if distant from cultural activity and divorced from interpersonal meaning. There is, however, now compelling reason to see economic activity as a point where interpersonal concerns intersect with society's structural levels. In this paper, we explore how this plays out in two contexts of 'local musicking', in street pop performances in China and *piphat* ensemble music in Thailand, where the interpersonal dynamics of context-dependent systems of reward carry various layers of social significance. Our main focus is to briefly offer illustrations of two methods for tackling these significances – one employing video analysis to access embodied interactions around money exchange, and the other privileging how economic life is represented by those involved, with a particular focus on the individual biographies of 'peripheral' actors in musicking. These approaches are meant to contribute to music scholarship and beyond in bringing out the interpersonal meanings attached to money and exchange.

Keywords: economic ethnomusicology, street music, *piphat*, Wuhan, Phayao Province

Introduction

Money and economic exchange have conventionally been thought of as representing an "entirely separate world" from that of interpersonal meaning (Dodd, 2014: p. 310), being divorced from the expressive practices that form and represent the values people share, and from the interactions that motivate and comprise day-to-day experience. According to this conceptualisation, money is an artefact of institutional structures, rational goals, and dealings between people that are governed by ranks and prescribed roles (Tönnies [1887] 2001). But this view has increasingly been countered by research compellingly highlighting the human significances of money and its embeddedness in what might be called 'cultural' activity – by research that sees economic activity as a point where interpersonal concerns intersect with society's structural levels. Our aim in this paper is to contribute to this development, offering

¹Center for Ethnomusicology, Yunnan University, samhorlor@protonmail.com

²Department of Music, Naresuan University, tata@nu.ac.th

a look at two complementary methods for accessing and analysing how money and exchange are factors in the negotiation of the interpersonal meaning that in turn comprises social organisation.

The context we choose for exploring this issue is musical performance in situations of “local musicking” (Reily and Brucher, 2018). This phrase points to the multiplicity of ways in which people participate in musical life, from fulfilling typical performing and audiencing functions, to enabling music by playing organisational and supporting roles – all focused on the construction of locality, as “a value that is realized in interactions, creating relationships between people and [...] spaces” (Reily and Brucher, 2018: p. 2). We are interested especially in context-specific systems of remuneration operating around local musicking, on the basis that they provide insight into various levels on which the exchange of money stands between the interpersonal and the structural.

Rooted in the authors’ sustained ethnographic engagements with contemporary local musicking in China (Horlor) and Thailand (Amaro), we briefly present our two complementary methods for accessing and analysing these layers of meaning. The first method involves close reading of video footage of specific moments at which money changes hands. This is in the context of street performances of classic pop songs in the city of Wuhan in central China, where singers earn a living from gifts offered by passers-by who become entwined as regular patrons. This level of detail, we suggest, reveals moment-to-moment interpersonal concerns that are not readily captured through other methods but that are nonetheless inseparable from understanding economic aspects in the social meanings of musicking. We complement this microscopic focus with an expanded lens for looking at the remuneration of *piphat* ensembles who play at funerals, spirit dance ceremonies, and temple festivals in northern Thailand’s Phayao Province. This analysis draws on the personal testimonies of those involved about the commercial concerns that are fundamental drivers of their musicking – and we add in discussion of how the personal biographies of interested parties may help situate moment-to-moment concerns in broader narratives. Our conclusion from the brief presentation of these two analytical methods is that in combination they reveal embodied interaction, interpersonal motivations, contemporary issues (such as gendered social roles), and macroscopic developments on wider levels all to be weaved together in comprising the meaningfulness of money and exchange in cultural life.

Economic ethnomusicology

Ethnomusicology is the name given to a field of study that broadly emphasises people as central to the understanding of music – it is concerned with issues in how musical life is experienced in specific human contexts and as embedded in the wider lives of people involved. One growing topic within this orientation is revealed by the heading ‘economic ethnomusicology’, with scholars taking increasing interest in the exchange of resources in musical worlds.

The interest has been manifest, in particular, in analysis of the formal musical economies connected with popular music industries (Wagner, 2020), the commercialisation of ‘traditional’ folk practices on national scales (Lange, 2015), cultural policy in the areas of heritage and development (Harrison, 2020) and Marxist theoretical approaches (Qureshi, 2002).

But even when the focus of this kind of work falls on a relatively small scale – for instance the monetary organisation of village life (McGraw, 2020) – there is still a tendency to tackle economies as overarching systems, often at the expense of direct insight into the lived experiences that comprise these abstract formulations. Although the literature does contain some notable close analysis of money-giving in certain musical contexts (Waterman, 1990; Charry, 2000), there is still much to be explored on questions such as: What are the immediate factors that motivate economic engagements and decisions around local musicking? How are these integrated with features of material environments and context-specific interactive dynamics? How do embodied practices of resource exchange impinge on interpersonal relations? And how do economic concerns shape the personal biographies of those involved in local musicking? We do not, of course, have the space here to begin to do these questions justice (interested readers may look to Amaro (2018) and Horlor (2019) for further discussion of our case studies), but we present the two methods below as indication of tools that might help approach intersections of the intimate scale and the systemic, not only with reference to musicking but also in humanities research more generally.

Method 1: Money exchange and performance analysis

Our first method draws on the well-established tradition of performance analysis in music scholarship and beyond; the main concern of this field might be summarised as pursuing intersections of “text, event, and social structure” (Bauman, 1975: p. 290). Of particular interest to us is the ever-developing use of video footage to get at these junctures. In the 1980s, Regula Qureshi (1986) used “videographs” and “videograms” to integrate the notation of ‘musical’ and ‘contextual’ elements as a means of highlighting their mutual impingement, and this was followed up by Martin Clayton’s use of video to integrate still further a view of performers and audiences functioning as “one group of participants constructing the event together” (2007: p. 73). Most recently, researchers interested in street performance have used analysis of visual material to consider how these performances “intervene in the everyday life of the city” (Simpson, 2011: p. 426), and to consider the formation of audiences (Gardair, 2013) and the act of money-giving itself (Smith, 2016).

An important difference to note about the particular street performance shows observed by Horlor in Wuhan in 2014, in comparison with the street music contexts in the studies just mentioned (all from the UK), is that audiences deviate significantly in nature from the model of street performance addressed there, busking. Rather than temporarily engaging a primarily transitory audience, the shows in Wuhan attract a core of dozens of people who come regularly with the intention of staying for most or all of a two- or three-hour performance

in one of several spots in the public territory of the city centre. Rather, then, than analysis of fleeting engagements with street musicians, this context calls for a focus on how gift-giving is part of on-going associations between people. Most audience members are middle-aged or older men, and the singers are usually younger women, singing classics from the Chinese popular music canon, mainly of the 1980s to the present day. Singers make their living from a “gift economy” (Horlor 2019), which entwines them in a reciprocal dynamic with their benefactors through the recognition, attention, and small gifts with which cash-givers are rewarded.

So how precisely does an audience member get involved economically in a performance and its social world? Here, we briefly analyse video footage of a performance that took place on 15 May 2014 in a small green space in Wuhan called Hanyang Gate Garden. Towards the end of that afternoon’s session, an audience member wearing a salmon-pink shirt (hence he is unusually visible in the footage) gives what in these circumstances is a relatively modest gift of 20 yuan (worth around 3.20 US dollars at the time) to the singer Yuanyuan as she sings ‘Wang ning mei’ (Love in Vain), a classic originally by Chen Li (1987). What comes below is an edited version of a moment-by-moment written description, picking out the most pertinent actions in how gift-giver and singer interact throughout the entire song and into the performance by the singer who follows Yuanyuan – noting what happens before, during, and after the gift. The camera is positioned behind Yuanyuan (who is notated in the time-stamped descriptions below as YY); she faces her keyboard accompanist, and the gift-giver (notated as GG) is among a loose circle of spectators about 8 to 10 metres away from her under a canopy of trees.

Time	Action
0:00	YY’s song begins; GG stands with his body orientated towards her, hands behind his back
0:38	GG walks forwards about 2 metres, takes out some bank notes from his pocket, counting and organising them before placing them back
1:10	With feet still planted, GG rotates his body from the waist to his left, his attention apparently attracted by people nearby; the song moves from verse to chorus
1:14	GG bends at the waist to speak or listen to the person sitting down next to him (out of camera shot)
1:19	GG’s body orientation returns loosely to facing YY
1:39	Still with feet planted, GG swivels his body to look behind him for a moment, apparently casually taking in activity around him in the park (see Figure 1(a) with GG circled)
1:57	GG engages again with the person sitting to his left
1:59	GG focuses back on YY singing
2:01	As YY launches into the song’s final extended chorus, GG raises his right arm towards her, indicating with a beckoning gesture that he wishes to give a gift. YY immediately responds with a wave of her non-microphone left hand (Figure 1(b))



Figure 1 (a) GG looking around prior to giving his gift; (b) YY acknowledging GG's beckoning gesture.

- 2:02 YY begins to move towards GG to collect the gift, diverting around the keyboard when she realises her route is blocked. She continues to sing as she moves
- 2:08 GG extends his right arm, holding out his cash while YY is still rounding the keyboard
- 2:12 GG turns his head, breaking eye contact with YY, who is still several metres away
- 2:14 YY arrives and takes the gift from GG's hand; his gaze is fixed to the left throughout the encounter (Figure 2(a))
- 2:15 The stage emcee calls out respectfully "Thank you, thank you to the handsome gentleman [*xiexie shuaige*]" while YY bows deeply and smiles as she sings. GG does not look at her as she does this, turning his body leftwards and walking a few paces away
- 2:24 YY arrives back at her original singing position; GG wanders around the area within 1 or 2 metres of where he has been standing, with his back to YY
- 2:31 GG returns to his body orientated towards YY, sporadically looking left and right
- 2:56 The song ends and YY bows; GG leans down again to engage with the person seated to his left
- 2:58 YY speaks to the audience: "Thank you, I'm grateful to the friends who have supported me," referring to the handful of people who have given gifts during her performance
- 3:00 GG is one of two people YY picks out politely by surname: "Thank you to Chief Tang [Tang Zhuren]." She waves in his direction; GG makes no acknowledgment and continues his conversation (Figure 2(b))



Figure 2 (a) YY collecting GG's gift; (b) YY thanking GG on microphone while he engages with fellow spectators.

A few minutes later, the next singer has taken over the microphone and Yuanyuan has completed the administrative duties of recording with the emcee the financial takings from her performance.

- 7:43 YY approaches GG who is now seated with the people he was previously talking to; YY remains standing as they talk
- 9:25 The conversation (of 1 minute 42 seconds) ends with YY touching GG on the shoulder as she moves away
- 9:58 YY collects her handbag and departs the arena, having finished her part in the performance

Talking in this detail about one single incidence of a gift on one particular day is not meant as a platform for generalising about the interpersonal dynamics of this local system of remuneration. Instead, with this description of the gift-giving and surrounding activity, our intention is to highlight the kinds of issues that might be revealed through this kind of close engagement with money-driven interactions between people. Of course, ideally the observation above would be complemented by ethnographic work to understand more about the relationship between these two particular individuals and their perspectives on the encounter. It is our intention, though, to save this kind of analysis for the section below in which we more thoroughly introduce our second method with reference to the specifics of our other local musicking context.

But from description of the video footage alone, it is clear that the actual interactions through which money changes hands can play a part in forging and sustaining social connections. Unlike the emcee, who thanks the gift-giver generically, Yuanyuan recognises him by name, confirming that this is not their first encounter. The nearly two-minute conversation after Yuanyuan's performance has finished suggests that, rather than it being a transaction

detached from interpersonal meaning, the gift is a springboard to a relationship that might be called “intimate,” in the sense that it involves individuals relating not as strangers but communicating with each other on the basis of their individual identities (Warner, 2002). The episode is also an indication that it is more than just singers and instrumentalists who are “active and skilled participants” in the musical occasion (Finnegan, 1989: p. 15). The gift is clearly not an interaction occurring in a vacuum, but it is part of a network of connections among the people present. As argued elsewhere (Horlor, 2019), a major facet of social meaning here comes in an individual’s (a singer’s or an audience member’s) economic involvements being visible and accessible to others present. The public gaze is necessarily a factor in how people engage through money – whether it be proactively chasing the social capital of showing generosity, or more passively responding to social pressures to participate.

Perhaps most significantly, this level of observation highlights the embodied elements of communication that may not be fully accounted for when focusing on the testimony and conscious representations about participation that those involved may offer the researcher. In this case, one of the observations we find of most interest concerns the gift-giver’s body language, his bodily orientation, and the direction of his gaze. These elements mainly show ostensibly weak engagement with Yuanyuan and with the ebbs and flows of her music as the song’s sections unfold; he favours casual engagement with the audience members next to him and displays of inattention at the moments of closest contact with the singer as she bows to him during the money exchange and thanks him verbally at the end of the song.

Similar behaviour has been observed in other contexts of gift-giving in musical events. In the context of performances of the *dangdut* genre in West Java, Indonesia, Sandra Bader and Max Richter find that when men avoid eye contact with women performers while delivering gifts, they are experiencing a state of *malu*, a mixture of shame, embarrassment, and modesty for engaging in public activity that could be interpreted as subordinate or inadequate (2014: p. 176). Jeremy Wallach, on the other hand sees their averted gaze as an exhibition of male self-control in the face of temptations onstage (2008: p. 198-201). Either way, the main point is that our close observation of the gift-giving in the Chinese context brings concrete evidence that pertains to a gendered status dynamic in operation here, a facet of the structuring of social life all too often spoken about in general and abstract terms. Thus, we advocate the method of close description illustrated in this section as particularly well suited to connecting the microscopic and macroscopic levels of money-based activity in the interpersonal realm.

Method 2: Money, motivation, and personal biography

In the northern Thai province of Phayao, the *piphat* ensemble commonly performs at funerals, spirit dance ceremonies, and temple festivals. It combines use of traditional Thai musical instruments and Western ones, plus advanced technological equipment and computer karaoke; the groups mainly play popular songs from the *lukthung* genre. Until around the 1960s, when *piphat* music-making was conducted under temple patronage, ensembles performed with no expectation of being paid; they cultivated skills and performed for the community both out of a sense of civic duty and to accrue blessings. Following the ensembles' departure from temple patronage from around the 1970s, the subsequent professionalisation of *piphat* musicianship, and the spread of capitalist economics into all areas of life, the *piphat* business has become intensely and competitively commercialised. For event hosts and the musicians, themselves, the economic dimensions of their activity are a constant preoccupation. Thus, this context of local musicking provides us a fitting window onto the second method we briefly introduce for approaching a personal level of meaning afforded by the economics of musical life. This method stems from the testimonies of those involved, combined with insight into the personal biographies of relevant individuals, all geared towards insight into the values, preoccupations, and dynamics of wider lives that shape money's roles in these local musicking experiences.

How, then, do *piphat* musicians conceptualise the economics of their musicking? Ethnographic fieldwork carried out in 2015-16 reveals a complex mix of ideas. On one hand, musicians clearly think of themselves as providing a service to the community, enjoying the less tangible rewards that come with their important position in this social world and its informal economy. But beneath this, there is also a level on which what they do is thought of as more straightforward 'businesses. Phon Muangma is a member of the *piphat* ensemble Pinthong, and also the driver of the truck transporting the band's equipment to its funeral performances. On the truck's bonnet is a sticker that reads: "We come with the monks to carry out black [funeral] business" (*Thurakit Khaodam Makaptu*). The driver explains:

We get paid for the *piphat* music we make. They [the monks] are offered money in exchange for their holy chant. So, we are doing the same thing: business. Isn't it true to claim that we always "come with the monks" because wherever they are, we are?

But this is a kind of business based on more than detached acquaintance between ensemble and client – it requires there to be a sense of *alliance*. This is particularly true for *piphat* ensembles' involvement in spirit dance ceremonies, or *fon phi*, which are rituals carried out for the worship of ancestral spirits and to fend off demons and nomadic presences (Payomyong, [1994] 2005 / [2537] 2548: p. 115). The bands' roles here involve nurturing an enduring bond between all participants, including not only the *piphat* ensemble's musicians and hosts but also the mediums and the venue itself. Since the ceremony in a particular house takes place on a year-to-year basis, it is likely that the house and ensemble owners

develop long-term relationships and a commitment that binds them in a more unofficial kind of employment contract. *Piphat* band owner Aruni Samueachuea explains the enduring nature of the relationship:

Today, we offer our service in this *fon phi* ceremony in the spirit of friendship and respect. The house owner and I have known each other for years. We played at this house last year and the year before. I would say that we are happy to come whenever it need be and without any conditions. As you can see, today the weather is not welcoming; it's raining and cold. But we have the spirit – we've come as we promised. In a *fon phi* ceremony, the relationship between client and *piphat* ensemble is more than employer and employee: we are allies.



Figur 3 :Relationships among band and ceremony participants are renewed. In the foreground, the spirit medium and the band owner Aruni Samueachuea converse, while the ceremony's main host and the band's lead musician talk in the background.

A similar layer of informal and interpersonally orientated economic activity is also evident in the non-monetary rewards musicians derive from playing at funerals. This, in turn, follows from an ethos that sees money *donations* (as opposed to *transactions*) heavily involved in the occasions more generally. A funeral at Phra That Pho-ngam temple on the evening of 12 March 2016 is an example. While *piphat* musicians were setting up, a ceremony took place in which attendees offered money to the host. Indeed, at most funerals, when people first arrive, they head towards a row of tables to donate meant to help cover the funeral costs and support the family of the deceased. The compulsory standard donation ranges approximately from 100 baht to 150 baht (3 to 5 US dollars) per individual for each household, but there is also a donation box positioned on the tables into which people place further and more substantial donations, typically enclosed within envelopes for purposes of confidentiality.

The funeral committee members, commissioned by the village's administration, sit in a row behind these tables, keeping a record of the standard donation, while paying no attention to the donation box. In the past, it was also customary for relatives and villagers to provide further assistance in the form of cooking, doing dishes, or cleaning (Payomyong, [1994] 2005 / [2537] 2548: p. 426). At funerals, few guests leave before having lunch, the idea being that receiving the meal goes some way towards repaying their donation.

In 2016, the average payment for most bands was 600 baht (around 19 US dollars) per person, equally distributed by band owners with no consideration of seniority, skill level, or instrumental specialism; the key consideration was that all musicians were obliged to commit their efforts for the same duration throughout the performance. But in keeping with the wider ethos of the events just noted, musicians generally enjoy various non-monetary benefits when they attend a funeral. They might stop for an early lunch at around 11am, while the monks are chanting. These informal rewards are clear measure of how important the musicians' services are to their communities (Merriam, 1979: p. 2-3). Those working in *piphat* ensembles enjoy several advantages that others in their socio-economic group cannot: free food, travel, companionship, and self- and group satisfaction from creativity. At work, musicians need not spend money because meals, beverages, and refreshments are given as a matter of course. Leftovers from any Chinese buffet are usually taken back to their families at home. Working as *piphat* musicians also gives the opportunity to travel, which is considered a form of recreational rejuvenation. And during intervals in ritual procedure, the younger musicians can often be seen wandering around the village talking to people.

Money and personal biographies

Despite ethnomusicology's reliance on ethnographic research and methods involving participation in musical worlds, still a high level of abstraction tends to emerge in the research outputs – this is evident in a prominent focus on issues to do with politics, identity, globalisation, and cross-cultural musical comparison. But it also often comes at the expense of reporting the specifics of personal experience, of close music and performance analysis, of analysis of embodied interaction, and so on; indeed, this trend is only becoming more pronounced in a world of increasing online and trans-local musical activity. A particular risk is an overemphasis on globalised culture and the powerlessness of human agents in impersonal and alienating capitalist systems (Gorlinski, 2006). At the other extreme are approaches from the discipline of economics that attempt to explain monetised aspects of musical life through techniques such as modelling individual consumer choices based on paradigms of rational actor theory (Cameron, 2015). These, of course, are just as problematic for the weakness by which the behaviour of individuals is situated within the richness of its immediate real-world context.

Striking a balance between these two extremes, we look to a certain (perhaps a relatively minor) trend in ethnomusicology in which a biographical approach has been explored as a way of illuminating broader issues (Stock, 2001). To our knowledge, this is an approach that has rarely, if ever, been applied with a specific focus on individuals' economic lives. To conclude our exploration of methods for recentring the intimate scale in pursuit of insight into money and musicking, then, we briefly introduce the owner of the *piphat* band Nongiang, Chamnong Khueakham. The youngest son of Boontham Kruekum, the founder of Nongiang, Chamnong was born in 1968. Of particular interest to us, with our continuing focus on diversity of musical engagements captured by the term 'musicking', he is well known for his devotion to reviving *piphat* music in Phayao Province, not through any prominent role as an instrumentalist (although he does play the keyboard), but through his work with music technology. As a young man, Chamnong quit school and became a helper for Nongiang before he went to Bangkok to undertake vocational education, later becoming a computer expert. After his return to Phayao, he worked for an IT shop in the Charoenphan department store as a technician, a salesperson, and occasional administrator. His trustworthiness and good relations with his employer allowed him to combine working at the IT shop and running Nongiang. On busy days, he opened the IT shop at noon after having finished morning music activities, and he returned to funerals when needed at 8pm.

These connections between his *piphat* band and his IT involvements hint at the broader entwinement of the two sides of Chamnong's economic life. He noted in interview that knowledge exchange with his colleagues at the IT shop was especially beneficial to the music side. These colleagues possessed non-musical understanding and were eager to know about music software. Chamnong taught them about computer music and software, and they reciprocated with general knowledge about computer hardware. This learning period later benefitted Chamnong when he left the shop. Alongside running Nongiang, he had a part-time job installing music software and setting up computer karaoke for a number of *piphat* ensembles and independent musicians. Having realised, however, that upgrading karaoke software for other *piphat* band owners could make his rivals more competitive, he politely rejected further requests: "We are not made of money. We are obliged sometimes to do things against our scruples. Later, as I discovered musical breakthroughs, I withheld them to save my own neck." Even so, Chamnong's contributions as a computer karaoke pioneer still resonate in Phayao's *piphat* community. Now, he is co-owner of Nongiang, working collaboratively with his elder brother, Somsit, while still doing business relating to the hire of stage, lighting and sound equipment.

Conclusion

The examples we have raised in this paper are meant as illustrations of the kinds of insights that might be garnered from different ways of looking at the entwinement of money and remuneration practices in local musicking. It is important to emphasise that we see the two approaches elaborated here as complementary, and a combination of moment-by-moment observation of behaviour on the individual and small-group scale alongside concerns for the representations of people involved, plus detail added in the realm of individual biography, get at the significances from different angles. They should be taken as examples of the potential of these methods in music scholarship and beyond, even if in this paper, we were only able to hint at the full implications of our observations in their respective musical and social worlds.

Nonetheless, we think these illustrations give rise to an important point worth taking on board more generally in humanities research. If we are to transcend long-standing inclinations to see money practices as occupying a realm distinct from human meaning, it requires that we focus on the often evoked but rarely fulfilled promise to put observed behaviour and interaction at the centre. In complement to this is a level on which not only the conscious representations, but also the individual biographies of relevant individuals are explored in depth. Crucially, both aspects of this task mean not only highlighting the people most intuitively important in musical life – celebrated solo performers and creators – but also the apparently more ‘peripheral’ players: local musicians, audience members, organisers, and others. Taking full and careful account of the embodied activity, interactions, representations, and wider experiences of these people can help reveal fuller accounts of what roles money, exchanges, and economic involvements play in local musicking.

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Music Teaching Guideline for the Elderly in Thailand

Vich Boonrod¹

Abstract

The objective of this study is to introduce the model of teaching music for Thai elderlies through literature review from research studies. The study frameworks consist of (1) the characters of Thai elderlies, (2) music usability with elderlies, (3) music skills and performances of elderlies, and (4) model of teaching music for Thai elderlies. The results of the study reveal that the appropriate model of teaching the music to elderlies is to integrate music with entertaining activities and to encourage elderlies to be the leader of the learning activities. The teaching contents should respond the elderlies' demands based on their performances which will lead to the application in to daily life routine, encourage them to be positive well-being, encourage them to be proud of themselves, make use of their time, create better relationship within the family, adjust themselves to the community and society, and attend other activities effectively.

Anyhow, the key performance indicators identification should consider 3 aspects consisting of (1) positive physical, mind, and emotional promotion, which the elderlies should have such positivity in order to take care of themselves; (2) skills and knowledge, which the elderlies can perform their music abilities and applies into daily lives in order to encourage self-confidence; and (3) small or large elderly- society community, which encourages their interactions among themselves and reduces their loneliness of their age.

The key is those teachers should have measuring methods and regularly evaluate learning outcomes so that they can adjust the teaching plans to be more appropriate for the most benefits of effective teaching elderlies.

Keywords: Teaching Methodology, Music, Elderly Group

¹Lecturer, Faculty of Humanities, Naresuan University, vichb@nu.ac.th

Introduction

The result of economic, social development, advancement in science, technology, and medicine leads people to live longer. Also, family planning and fertility control policies have been reducing fertility conditions rapidly while the population mortality rate has been decreasing continuously. The mentioned issue resulting in the Aged Society in many countries across the world. In Thailand, the elderly who aged higher than 60 years old were 10,569,021 people out of 65,203,979 people in 2015. In 2020, the number of elders had increased to 12,620,340 people, accounting for 113.89% of the total Thai population (National Statistical Office, 2020). Besides, Aged Society affects both in terms of individual and social. For individual

Aspects, body deterioration could lead to health problems because the elderly is always at risk of infecting the disease. There is also a high possibility of having accidents. Additionally, the elderly often has brain competency problems, resulting in a worse ability to recognize, remember, and regress towards problem-solving skills. The WHO stated that 50 million people worldwide are diagnosed with Dementia, and Alzheimer's is the most common disease that accounts for 60-70% of total treatment (Bulletin of the World Health Organization, 2017). In terms of social, Aged Society affects the government to have higher expenditure because welfare, public health policies, and elderly pensions have been increasing due to the number of retirement groups (Nunan & Di Domenico, 2019). According to the above information, most elderly have health problems and demanding on medical services. Besides, Thailand's expenditure related to health will be accounted for 2.2 trillion baht in 2032. The subsistence allowances for the elderly were increased to 66,359 million baht in 2018 (Thailand Development Research Institute, 2012).

With the problems at both the individual and social levels above, having a good memory is the brain's strength that is more efficient in storing data and increasing energy in performing activities. One effective way to avoid Dementia in the elderly (Cognitive Decline) is learning new skills (Lifelong Learning). Lifelong Learning could help the elderly and Thailand to develop and grow continuously. Learning music in the elderly and using stress therapy to reduce anxiety can also develop the brain to encourage learning and reduce the risk of Alzheimer's. For the elderly, having played songs until the end also helps create a good feeling for yourself from small successes. It can be seen by raising music that has come up as part of the treatment called "Music Therapy", a medical theory that combines the science of psychology and the art of music. Then, adapted to the treatment, development, health care, mind, and society for people with specific health problems (Binson, 2010).

For this reason, the researcher aims to present a guideline for teaching and learning music for the Thai elderly. The researcher has studied data collection and various documents, including Characteristics of the elderly in Thailand Using music with the elderly Music Skills and Abilities of the Elderly with Appropriate Guidelines for Teaching Music to the Elderly Group in Thailand. The mentioned study is guidelines for the Model of Teaching Music for Thai Elderlies.

The Elderly in Thailand

The elderly or people aged 60 years and over can have 2 types: the age considers the first one which can be divided into 3 groups: (1) Early-aged elderly 60-79 years old, the age period that still has power and can live by themselves. (2) Middle-aged elderly 70-79 years old, the age period that usually gets sick and the body begins to weaken, and (3) Late-elderly 80 years old or higher, aging, often getting sick, and organs degeneration. The second type will be considered from the nature of health and the ability to participate in the elderly society which can be divided into 3 groups, including: (1) Social addiction group: the elderly who can help themselves well, having good health without chronic disease or have only 1-2 chronic diseases, but can live independently in society and often participate in social activities. (2) Home addictive group: the elderly who can help themselves or need some help. The Elderly in this group usually has multiple chronic diseases. However, there are limitations in society resulting from health problems such as difficulty mobility, depression, forgetfulness, dementia, and social dislike. (3) Bedridden group: the elderly who are unable to perform daily activities and always need help from others. The elderly in this group usually has a chronic illness and having complications (Sweetser, 1984).

The Ministry of Public Health information revealed that 96% of early-aged and middle-aged elderly with 60-79 years or older are having the ability to do activities. Also, they can live by themselves, healthy, and did not get infected with chronic disease. However, some of them have 1-2 chronic diseases but can live freely, like to participate in social activities, and can help others. This hypothesis corresponds to the consideration of extending the retirement age of the elderly in many countries. For example, Singapore has expanded the retirement age from 65 to 67 years old, while South Korea has expanded from 55 to 60 years old, and Japan has been expanded from 62 to 65 years old. According to the Thailand Development Research Institute (TDRI) research, retaining employees aged 50- 60 years old and improving their skills can reduce the economic slowdown by 9%. In addition, the returning of employees aged 60-69 years old to the labor market can increase Thailand's economic and social situation by 2%. Therefore, The Office of the Civil Service Commission plans to extend civil servants' retirement time from 60 to 63 years old in 2024.

At the same time, most private organizations have established a policy of hiring the elderly aged 60 years and over to support the Aging Society, especially the elderly who are addicted to the society.

However, with mentioned individual and social problems, having a good memory is a powerful competence. The brain's strength is effective in storing information, and it can increase energy for activities performing. Therefore, music therapy has been introduced as a method to enhance elderly health. Besides, the psychology and the art of music are integrated and effectively adapted to the healing, development, and therapy of the physical, mental and social well-being of the elderly (Boonrod, 2020). The body deteriorating in elderly is resulting in comorbidities, which the mentioned issue is consistent with the research of Petri Laukka (2007). The research has surveyed 500 people aged 65-75 living in Sweden about music in daily life. The survey questioned music listening, encountered to music, emotional response to music, and listening motivation. Besides, the use of music with older groups can also overcome psychology development. The research of Laukka revealed that activities related to music, such as listening to music, playing music, composing music, resulting in the elderly having positive emotions and give the elderly a better life (Laukka, 2007).

Music and Elderly

Music effectively enhances and promotes human development in the physical, mental, and emotional positive aspects, helping to relax and reduce negative conditions. It can be practiced in various ways, such as singing to practice meditation to create mental distortion. From the Senate distracted in various matters, focus on the lyrics, which will cause good concentration or a musical instrument in a group format, which requires unity fostering interactions with others during collaborations. Having a conscious mind concentrating on doing one's duty to keep one notes in tune with the song's rhythm continuously strengthens discipline and duties (Boonrod, Kaenampornpan & Vatanasap, 2017). The elderly involved in music activity enhance the opportunity to meet people in society and encourage the elderly to spend their free time wisely. Besides, provide physical and good mental health to the elderly as well (Reijnders, van Heugten, and van Boxtel, 2013).

Aging is when the body starts to change, and organs in the body get dire worsened over time. Not only is the physical change that occurs in the elderly, but also the psychological change is another factor. Also, it is important to affect this issue because the elderly is exposed to the inevitable changes in their bodies and adapt to accept these changes (Boonrod, 2017).

There are also changes in sensation, perception, mood, and memory. Therefore, these changes can affect behavioral changes in the elderly, and it is not uncommon for the illness to occur (Brotons & Koger, 2000). Besides, the treatment of sickness can be done in various ways, including using drugs, physical therapy, and music therapy which has many research outcomes supporting the positive effects of using music in the elderly.

For practicing music in the elderly, especially the early to middle-aged elderly, learning something new for 6 weeks can help the brain improved by 30 years younger. According to Pascal WM's research (2006), people aged 58-86 were enrolled in three to five classes simultaneously. Each week was 15 hours for 3 months. The experimental group participated has similar level with Bachelor's Degree students after 6 weeks of learning. The researchers revealed that the experimental group had improved cognitive ability to a level similar to that of middle-aged adults. This means that the brain's age was reduced by more than 30 years, while the experimental group's ability that did not attend various classes is not different from the original. Besides, if the elderly group has performed many activities, at the same time, it can increase mental vitality and will affect the development of relationships with people and Alzheimer's prevention. According to Janice Schuetz (2009), studying lifelong learning of the elderly found that older people perceived better when they learned new skills. Nevertheless, they must learn one by one, and skills go through this order by new skills. Importantly, it should be a creative and nerve-stimulating skill, including all aspects of the elderly such as language learning and music learning, etc.

Music can help reduce pain, stress, depression, anxiety, insomnia, and lack of appetite. Music can also help control breathing and heart rhythm to patients requiring ventilator patients undergoing surgery. Listening to music reduces pain and the need for painkillers. In addition, music has been shown to reduce anxiety and depression in elderly patients (Binson, 2010).

Apart from using music to increase relaxation, music can also be used for healing in conjunction with medical treatments (Seo, Lisa & Tiffany, 2016). Music can reduce anxiety and stress in humans as well. Besides, music acts to alter moods and thoughts in the cortical part of the brain that positively affects a person's attitude and human motivation (Wall & Duffy, 2010) in elderly with dementia (Baird & Thompson, 2018). The study found that extensive research supporting music's effectiveness can stimulate positive feelings in humans and can be used to regulate emotions, especially by participating in music activities such as singing, dancing, or group music activities since these are the activity that enhances social interactions. Music is also used to strengthen internal conversations between elders and their families. Meanwhile, build good relationships between the elderly and strengthen lasting strength for the family (Wang & Agius, 2018).



figure 1: Elderlies are performing music (Khun Auob) & Khun Ning
(Boonrod, Inpress)

The researcher has researched and developed innovative musical instruments, Bamboo Bell, Khun Auob, and Khun Ning, who have received support from the experimental results of using innovative musical instruments. The result revealed that music can enhance elderly happiness while reducing loneliness. Music can also enhance interaction between person and overcome life fulfillment as well (Boonrod, 2018; Boonrod; Inpress). The researcher also found that music events conducted can improve the quality of life in the elderly. In addition, the researcher has conducted a study and summarized the benefits of music on improving the quality of life of elderly.

Management of Music Teaching for the Elderly

Teaching is another important foundation for improving the quality of life since teaching aims to develop people to become complete and quality people. Also, it can apply the knowledge gained to develop learners to live in the society with others appropriately and develop the country. Nevertheless, while Thai society has begun to enter the society of the elderly, it is causing a larger number of elderlies this issue becomes an important landfill that contributes country's economic and social development. Also, educational planning or directions to manage music teaching for the elderly in Thailand is important to support the Aging Society.

The Andragogy Theory of adult learning has been researched in the early 20th century. The Scientific and Liberal arts research supports the idea that adults can learn differently from children (Wongthongdee, 2013). Professor Malcolm Knowles uses the term andragogy to differentiate the science of adult education from children, which later became commonly used. Andragogy is a fundamental idea or belief for the learning management of adults before

learning management for adults. Those who will be teaching adults or the elderly need to study the basic concept of Andragogy first (Wattanawong 2012; Thananan, 2012).

Apart from the adult learning theory, there is a concept of self-directed learning (Self-Directed Learning: SDL) that are essential for learning management for adults. Andragogy and Self-Directed Learning were developed by Malcolm Knowles who is the researcher in United States. Thus, both theories have been discussed in managing learning structure for elderlies. Moreover, the mentioned theory plays an essential role in promoting lifelong learning later. From the history mentioned above, the author would like to present the theory of adult learning briefly and apply the theory of teaching music for the elderly in Thailand.

Adult learning theory is a learning process to promote lifelong learning. The characteristics of adult learners can be summarized as follows: 1) adult learners are freed from dependency; 2) Adult learners can shape their life experiences to support their learning 3) Adult learners are ready to learn according to the change of new social roles. 4) Adult learners are problem-centered and want to learn new things that can be applied to daily life. 5) Adult learners have the intrinsic motivation that is an essential factor in learning rather than external factors (Sakcharoen, 2015). Learning theory for adults is the concept of adult educators who have been in the general public about continuing learning adults even after the expiration of the educational criteria and still can learn throughout life. The mentioned concept is the beginning of student-centered education with teachers supporting and guiding students to learn continuously and effectively.

According to the study of learning management for the elderly in Thailand that the researcher has applied with adult theory, the researcher aims to represent that student need to adapt themselves to the course. Meanwhile, adult learning must conduct from interest and needs of learner as a key contribution. Learners will find themselves in specific situations relating to work, hobbies, family, and community. This will allow learners to adapt to their life following by normal learning methods from books. The adult teaching must start with situation rather than put study rather than taking the curriculum as the center of teaching and learning.

The original educational process of teaching the elderly in Thailand had to adapt learners to the course. In contrast, for the study in adults, the curriculum should be raised from learners' interests and needs. The learner will find themselves in a specific situation relating to work, hobbies, life in the community, and situations that could help learners adapt to daily life. Importantly, the education for adult should start from this point, following by instructor's roles. Learning should start from "Situation" than teaching by focusing on curriculums.



The basic teaching for Older Adults can be applied in theory with knowledge. For a modern adult (Adults Learning Theory), the theme is as follows: First of all, needs and interests are influenced to learn well. If the needs and interests of the experience are met, the teaching and learning management must provide activities that facilitate adult life situations. To make learners concentrated in teaching, the instructor should organize the appropriate unit for adults' learning should take the precedence of situations related to adult life. Another aspect is individual differences which will increase more as the age. Therefore, teaching adults needs to focus on the preparation of the form of teaching and time spent for teaching, including suitable teaching locations.

Third, teaching adults (Andragogy) is a new concept of teaching that seeks to differentiate itself from the way of teaching children. According to the theory of teaching adults, there is 4 important issues: (1) change the vision. This assumption is that a person grows and attains maturity to the image of oneself from relying on or relying on other people in infancy and leading to greater self-leadership. It is expected that the point at which a person attains his own defined achievement, i.e., adulthood's psychology. If he feels that he is not accepted in different situations, it can be stressful and possibly even counterproductive and learn a new skill. Even though learning music is fun and able to heal tension, it is important to try to make adults self-directing learning as much as possible. (2) Experience assumptions, people who begin to reach maturity have accumulated more extensive experience. The experience is a precious source for learning and helps to expand the world of the teaching of other adults even more. (3) Adults' and Older adults' readiness is that individuals will have maturity and readiness to learn due to education, biology, and the pressure on academic demands. Besides, the developmental outcome of the obligations that are involved in the different social roles of teaching. Learners are prepared to learn things. Yes, when learners need to create readiness, those who provide instruction must create an environment that promotes their studies' readiness. Learners should consider stimulating methods in the form of action (White, and Weatherall, 2010). For example, studying on Motivation and Personality: Handbook of Thematic Content Analysis. Developing highly successful strategies for adults to develop themselves called the "pursuing motivation" encourages learners to learn (Smith, Atkinson, McClelland, and Veroff, 1992).

With the instructional manager able to consider arranging tables, chairs, and study equipment should be considered in order for the learners to be happy as well. For the discussion, learners must sit face to face altogether. Lastly, (4) to promote appropriate learning, adults have problem-centered learning, and this is the outcome of the difference in appreciation of that time.

The elderly who begins to study music is partly out of their drive to develop music skills and partly because they expect music to restore physical and mental fitness. The basic principle of music training for the elderly in both types is starting with the instrument. The type of music that the elderly like or interest in is because older people tend to like popular music. In various life stages from childhood, school, work, and post-adult life, which are often different. According to different ages, do seniors want or not want stimulation with calm music? This depends on the experiences and tastes of the elderly. The elders' use or perform the musical instruments will cause the elderly to be born. Self-esteem Feel that they have value and potential, also overcome self-confidence and improve concentration to strengthen memories. It also creates fun for the elderly while playing music as well (Boonrod, 2018). The information is consistent with Chang's support; Wray and Lin (2014) found that playing music and doing activities with other people makes the elderly happy. Importantly, the enjoyment and passion of exchanging social experiences with others also encourage the elderly to pass their own potential and give the elderly a sense of self-esteem and value of living in society.

Finally, the development of indicators for teaching and learning assessment of both teachers and learners in the form of Assessment of 21st Century Skills shows that all indicators are consistent with the learning design process for each activity. It will help the teaching and learning to be effective for both teaching method for elderly and society are assessed into 3 areas: (1) Affective domain can be divided into 5 levels: Attending, Responding, Valuing, Organization, and Characterization (2) Psychomotor Domain focuses on 5 learning outcomes, including knowledge skills that can adapt in daily life such as bringing music to the management of emotions and feelings, as well as using music to design or planning learning performance and building of the interpersonal relationship.

Music Teaching Guideline for the Elderly in Thailand

For the Music Teaching Guideline for The Elderly in Thailand, there was a need to create lifelong learning among the elderly. Both government and private agencies, including the middle-aged elderly (aged 60-79 years), the socially-addicted elderly group, or the elderly who are socially addicted who can live by themselves and healthy without chronic disease OR infected to the chronic disease, but can live in society independently, like to participate in social activities, and help others by extending the time of retirement to support the Aging Society. The purpose is to overcome good health, good relationship with family, as well as able to adapt themselves with society and participate social activities.

The guideline for teaching and learning music for the elderly in Thailand is to create a curriculum that should be based on the interests and needs of the elderly. The reason is that each elderly has specific situations and experiences. This issue is consistent with Adults Learning Theory. The teaching management that emphasizes needs and interests should adhere to the circumstances in which adult life. Thus, the instructor must consider individual differences. Therefore, teaching adults is a must. Thus, the importance of teaching, learning styles, time spent for teaching, and suitable teaching location are also important to make adults have self-directing learning as much as possible. However, the people who manage the teaching have to create an environment that promotes learners to be ready for learning and should consider the stimulus in the form of action (White, and Weatherall, 2010).

Besides, the instructor can build the study readiness of adults and elderly, which is individuals to have maturity and readiness for appropriate learning, resulting from the development of biology and the pressures of academic demands—the more readily available part in the developmental outcome of the obligation that involved in different social roles. Therefore, the instructor can consider physical conditions such as table arrangement and study equipment. For the discussion, learners must sit face to face altogether. Importantly, music learning should be conducted as entertainment integrated. Also, promote the elderly to be a center of learning activities. Also, the teaching method should meet the response of the elderly according to the learning ability of individuals. Moreover, study outcomes should be able to adapt in daily life. For example, the elderly can adjust themselves to participate in social activities.

According to the researcher's support to develop innovative musical instruments and create music activities for the elderly, recommendations towards the instrument's characteristics should be considered an essential key point. Also, the music notation should be well-arranged without complications and proper for the adult learner. The weight of the instrument should be light with the colors of the instruments that look natural. In addition, creating a musical instrument requires attention to being attractive, accessible, and practical. It also needs to be considered that a musical instrument must provide a positive benefit to its users and can be used to improve their quality of life. Enhance various potential both physical and mental for users. Organizing and teaching activities should be an activity or teaching that is beneficial to the elderly. Also, deliver happiness and improve music skills to learner as well. The skill of singing and melody of the songs together is considered a simple, uncomplicated activity that considers the context of the elderly in that area. For example, using songs that the elderly is familiar with, such as folk songs, local songs, original Thai songs, or Luk Krung songs. These songs will affect the adjustment of the human being's physical, mental and emotional state in a positive direction while enhancing the emotional and physical response, resulting in elder health as well (Boonrod, Kaenampornpan & Vatanasap, 2017; Boonrod, Inpress).

For the conclusion of music education and learning for the elderly in Thailand, the researcher suggested that the instructor should motivate the elderly to focus on public relations activities by reinforcing benefits that the elderly will receive after study. In comparison, the music instructor for the elderly in Thailand should be integrated with various formats. Besides, indicators for teaching and learning have 3 aspects, including (1) Body, the elderly need better physical performance because they have to continue their life by applying the skills learned in daily life after graduation. (2) Explicit knowledge from learning, the instructor has to conduct regular tests on whether to assess learning and (3) teaching development for improving teaching plans to suit the elderly.

The author would recommend this Music Teaching Guideline for the elderly in Thailand for people interested in studying for further research. The guideline can also be adapted for elder-related organizations, institutions, and educational agencies to apply in teaching and further development. For example, recreational activity to enhance health and build relationships of people in the community, or to integrate into teaching and learning activities such as integration of teaching with other subjects, Joint research in different disciplines or can be developed as a general education course in higher education institutions in order to enhance the horizons and develop explicit knowledge related to music for the Thai society advancement.

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No More Nice Girl: How “The Girl Who Played with Fire” Spices the Female and Sacrifices the Male

Usa Padgate¹ and Watana Padgate²

Abstract

This research article investigates how the frequently overlooked first section of Stieg Larsson’s second novel *The Girl Who Played with Fire* in his *Millennium* trilogy continues the social criticism in the first novel and foreshadows the plot development in the sequels. The investigation borrows Chris Routledge’s concept of a tough, post-heroic hardboiled detective to frame the actions of the anti-patriarchal female protagonist, Lisbeth Salander, and Mother Nature, Salander’s extended alter ego, and René Girard’s scapegoat mechanism to explain the necessity of violence presented in this subplot in terms of literary device and moral dubitation. The analysis reveals that the initial narrative ruled by misogynistic males, the thematic continuation from the first book, is ultimately overruled by smart and strong vigilante females of all shapes and sizes. The violent death of a wife-beater towards the end of the subplot concludes the section with a literary denouement in the manner of a ritualistic sacrifice and precludes the fates of several other abusive males in the second and third novels. The results of the study project that the subplot at the beginning of Larsson’s second novel, often dismissed as an unnecessary detour from the main narrative, is indeed integral to the novel and the trilogy both stylistically and thematically.

Keywords: The Girl Who Played with Fire, Stieg Larsson, scapegoat mechanism, René Girard, hardboiled detective

Introduction

Stieg Larsson’s *Millennium* trilogy is a literary influencer. When the novels were first published in the first decade of the twentieth century, they were hailed to be “the most commercially successful” (Forshaw, 2013, p. 12) and “the biggest publishing sensation” (Thomas, 2012, p. 299). The “phenomenal global blockbuster” has since then remained on the Amazon’s best-selling fictional series chart (Editorial Reviews, n.d.) and reverberated “like a bass-line” across the unprecedented successes of Scandinavian crime fiction both on the page and on the screen (Peacock, 2013, pp. 5-6).

¹Faculty of Humanities, Naresuan University, usapadgate@gmail.com

²Faculty of Humanities, Naresuan University, watanap@nu.ac.th

In academia, Larsson's novels have helped broaden scholastic interests in debates and discussions on Scandinavian crime fiction, often referred to by popular media as "Nordic Noir."³ The results of this "explosion of interest in Scandinavian crime fiction" (Peacock, 2013, p. 5), can be seen in a continual stream of academic studies on various aspects of this sub-genre of crime fiction since the 2000s.

Studies on the *Millennium* trilogy, as can be expected, are numerous.

They focus on various messages gleaned from the novels such as anti-misogynistic campaigns (King and Smith, 2012; Stenport, 2012), violence and moral implications (Grodal, 2011; Beckmann, 2016; Vagge, 2019), social and political critiques (Thomas, 2012; Benyahia, 2013), gender representations (Lorber, 2012; Schippers, 2012; Mešić, 2019), genre studies (Nestingen, 2012; Forshaw, 2013; O'Donoghue, 2013; Padgate and Padgate, 2020), and specialized investigations, for instance, in mathematics (Gray, 2010) and in judicial process and language (Moore, 2013).

Although these studies generally acknowledge the narrative continuation in the trilogy as a whole, most have opted to focus on the first book, *The Girl With the Dragon Tattoo* (2005) – the best known and the only one that has so far been adapted cinematically by both Swedish television and Hollywood – with a nod to the denouement revealed in the third book, *The Girl Who Kicked the Hornets' Nest* (2007). The beginning and the ending of the trilogy seem to have a firm hold on academic attention; and reasonably so, as the introduction of the "contradictory, non-categorical" (Benyahia, 2013, p. 64) female protagonist in the first installment, is so engaging that readers evidently find themselves rush through the 1,500 pages of the trilogy to find out, and focus on, the resolution of her dilemmas in the third novel (Chancer, 2014).

This, however, leaves the second book, *The Girl Who Played with Fire* (2006), relatively less 'studied.' A handful of studies specifically conducted on the second novel, moreover, aim at scholarly fields so specialized such as law (Mešić, 2019) and mathematics (Gray, 2010) that the novel's role as an integral, illuminating part of the trilogy may not be perceptible. Even when the book is mentioned, the discussions concentrate on the 'Sweden' actions which pick up the plot where the first book left off. The first part of the second book – the subplot narrating Lisbeth Salander's seven-week stay in Grenada during the last leg of her year-long wandering the globe, henceforth referred to as "the Grenada subplot" in this study – is largely omitted by serious scholarship, presumably outplayed by the dense actions that are to follow in the main plot almost as soon as Salander returns to Sweden.

³Whereas "Scandinavian crime fiction" refers to the crime fiction from the three Scandinavian countries, namely Denmark, Norway and Sweden, "Nordic Noir" refers to works of crime fiction from the Nordic countries which include Finland and Iceland as well as the three Scandinavian nations.

To exemplify this claim, the Grenada subplot has been simplified by the 2009 Swedish film and television adaptations – the only screen adaptations of the novel to date, hence the only points of reference in this respect – to the extent that it risks being perceived as a mere “fantasy *mise en scène*” which provides an escape “into an impossibly perfect, fantasy world of blue skies, dramatic scenery and an elegant beach apartment” (Benyahia, 2013, p. 68), all of which constitutes a physical backdrop for this curious subplot but which is hardly all there is to it.

The present study, therefore, proposes to make evident the integral role of the frequently overlooked Grenada subplot in the first section of Larsson’s second novel by exhibiting its stylistic and thematic relevance to the trilogy. Chris Routledge’s concept of a tough, post-heroic hardboiled detective is used to frame the actions of the female protagonist and, by extension, her alter ego – the devastating hurricane that strikes Grenada during Salander’s stay there. Furthermore, René Girard’s scapegoat mechanism is implemented to explain the necessity of violence presented in this subplot as a literary device in the context of moral dubitation.

Research Objectives

This research study aims to investigate the roles of the Grenada subplot in Stieg Larsson’s *The Girl Who Played with Fire* in terms of its stylistic and thematic relevance to the *Millennium* trilogy with the focus on the following aspects:

1. The characterization of the anti-patriarchal female protagonist based on Chris Routledge’s concept of a tough, post-heroic hardboiled detective; and
2. The plot development encompassing violence and moral implications based on René Girard’s scapegoat mechanism.

Theoretical Frameworks

In order to analyze the anti-patriarchal elements manifested in the actions of the female protagonist as well as her alter ego – Mother Nature – and various other female characters and in the ultimate violence of the Grenada subplot featuring in the first part of Stieg Larsson’s second novel, *The Girl Who Played with Fire*, this study proposes to put into practice two literary frameworks: Chris Routledge’s concept of a tough, post-heroic hardboiled detective and René Girard’s scapegoat mechanism, the gist of which is presented as follows.

According to Routledge (2021), the features of hardboiled detective fiction can be synthesized into four elements: the plain language, the dark, dangerous setting, the tough, post-heroic detective, and the quest-style detection. The hardboiled detective, specifically, can be succinctly described to be: 1) most often a private detective who is not above a struggle with personal issues and moral dubitation; 2) an individual who brings order to the lives of the people he/she chooses to help; and 3) a lone figure who patches up a corrupt civilization and defends against society’s many ills.

The analysis of the actions of the female protagonist, Lisbeth Salander, in this study will be conducted based on Routledge's specifications above.

According to Girard (1977), when an act of violence is committed in a community, it is likely that members in the community will react by imitating the aggression, thus causing it to snowball into a crisis of collective violence. "The scapegoat mechanism" is the term coined by Girard to refer to the community's attempt to solve such a crisis caused by mimetic acts of violence.

In this mechanism, a victim – the scapegoat – is designated to be sacrificed to pacify the mob and, in the old days, to make amends with divine wrath. The scapegoat, therefore, serves as both the cause and the cure of the crisis. His death is consequently seen as a ritual sacrifice. The scapegoat mechanism is explained by Girard to be a central element of religious and anthropological practices. The concept of mimesis and the scapegoat mechanism, moreover, have been applied in the investigations of phenomena in many different academic and professional areas such as theology (Schmidt, 2015), medicine (Riordan, 2017), management (Harter, 2013), literature (Mäkelä, 2015; Chukwumah, 2017), and media studies (Humbert, 2017; Padgate, 2019).

In this study, Girard's concept of the scapegoat mechanism is used to analyze the necessity of the extreme violence presented in the Grenada subplot in Larsson's second novel.

Research Methodology

This study employs the qualitative research methodology to investigate the Grenada subplot in Stieg Larsson's *The Girl Who Played with Fire*, first published in Swedish in 2006 and in English in 2009. The study is conducted based on the 2009 English translation of the novel. The conceptual frameworks borrowed for the analysis include Chris Routledge's concept of a tough, post-heroic hardboiled detective and René Girard's scapegoat mechanism. The results are presented in the format of a descriptive analysis.

Research Results

The results of the study are displayed in three sections:

Section One, **Irregular Equations: "Consider This a Fair Warning,"** introduces the Grenada subplot in Stieg Larsson's *The Girl Who Played with Fire* and provides a synopsis of this subplot for further investigation.

Section Two, **A Radar Installation on High Alert: "Then Why All This Theatre?,"** analyzes the actions of the female protagonist based on Chris Routledge's concept of a tough, post-heroic hardboiled detective as well as the anti-patriarchal characterization of other female characters in the subplot.



Section Three, **The Finger of God: “Matilda Is a Bitch,”** analyzes of the necessity of violence as a literary device in the Grenada subplot based on René Girard’s scapegoat mechanism.

Irregular Equations: “Consider This a Fair Warning”

The Girl Who Played with Fire contains 32 chapters clustered into 4 parts. Part 1, comprising the first three chapters, carries the titled “Irregular Equations” (Larsson, 2009, p. 5) as well as the so-called Grenada subplot narrating the time Lisbeth Salander, the trilogy’s female protagonist, spends holidaying in a hotel on Grand Anse Beach, south of St. George’s in Grenada, all the while obsessing over the mathematical mystery of Fermat’s Last Theorem (an obvious inspiration for the section title “Irregular Equations) and the dramatic unfolding of “the subdued terror” (Larsson, 2009, p. 12) played out by an American couple in the room next door (an underlying irregular equation where the appearance of respectability equals a cold-blooded murderous intention).

In Grenada, where the journey of life seems to be represented by the “imaginatively decorated” yet irregular minibuses that operate “with no particular timetable or other formalities” (Larsson, 2009, p. 20), Salander spies on Richard and Geraldine Forbes, an American couple staying in the same hotel in Grand Anse whose nightly arguments betray the calm and respectable surface they maintain during the day. Through her underground online network, Salander finds out that Richard Forbes is a minister of the Church of Austin South with a history of “financial irregularities” (Larsson, 2009, p. 55) and a wife of a very large personal fortune.

Keeping track of his activities in St. George’s, Salander discovers that Forbes plans to take over his wife’s wealth through a murder disguised by a hurricane forecast to soon hit Granada. On the night of the storm, Salander attacks Richard Forbes, rescues his injured wife and witnesses “a coal-black pillar” (Larsson, 2009, p. 62) of a hurricane-turned-tornado, a meteorological irregularity, tugging Reverend Forbes into the sea and to his death. Two days later, Salander returns to Stockholm, and the main plot of the trilogy resumes.

In short, the Grenada holiday reaffirms the trilogy’s vigilante female, indicates the direction to which the remaining narrative is headed and addresses the readers with the same message proclaimed on Salander’s own t-shirt: “Consider this a fair warning” (Larsson, 2009, p. 18).

A Radar Installation on High Alert: “Then Why All This Theatre?”

The ‘irregularities’ that are manifested in various forms and at various levels mentioned in the previous section can be read metaphorically as anti-patriarchal in their potential to confuse and challenge social and scientific conventions, generally held to have been set by men and in their interest. These irregularities are indicative of the moral deception that threatens individual and social security, yet in and by themselves they offer no solution for

the social ills instigated by those threats. The solution, fortunately, is offered through a simpler literary device called ‘characterization.’

The text’s determination to subvert patriarchy can be appreciated in its discriminatory portrayals of virtually all male characters as weak, drunk or evil, and of virtually all female characters as smart, strong and efficient.

The individual males encountered by Lisbeth Salander invariably receive a lesson or two from her. They also trigger Salander’s arrival at and departure from Grenada. After whacking “a slow-witted young hoodlum” (Larsson, 2009, p. 10) on the head with a brick in St. Lucia, she fled to Grenada where a local wastrel named Chris MacAllen finds himself in a pool “after bothering Miss Salander for an entire evening” (Larsson, 2009, p. 27). On the beach of St. Georges’, Salander befriends sixteen-year-old George Bland and utterly overwhelms him mathematically:

After a minute she had shown him an error in his calculation. After half an hour they had finished his homework. After an hour they had gone through the whole of the next chapter in his textbook and she had explained the trick behind the arithmetical operations as though she were his tutor. He had looked at her awestruck. (Larsson, 2009, p. 29)

as well as erotically:

Salander could not help noticing that he was affected by her presence and did not know how he should treat her. Finally, she lost patience and pushed him roughly on to the bed and took off her shirt and jeans. (Larsson, 2009, pp. 30-31)

Reverend Richard Forbes, however, is the male character most affecting Salander’s preoccupation. He is also, without a doubt, most affected by her actions. His abusive and suspicious behaviors make her feel “like a radar installation on high alert” (Larsson, 2009, p. 33). Consequently, she hires a contact to research his background, trails him around St. Georges’ and, ultimately, contributes to his violent demise: “Forbes never saw Salander coming. She cracked the chair leg over the back of his head and he fell forward on to his face” (Larsson, 2009, p. 61). After his death, she leaves Grenada and flies back to Sweden.

The female characters, in stark contrast, are presented most positively and in more various forms. The twenty-centimeter-long green lizard that keeps Salander’s company in her hotel room is a “smart girl” (Larsson, 2009, p. 57) to creep down into some hole before the storm strikes. The hurricane Matilda, obviously violent and destructive, is exacting and righteous. She (Matilda) refuses to play a ploy in Forbes’ evil plan and pays back with vengeance. Matilda displays the authority of Mother Nature whose ‘supernatural’ power confounds man’s scientific capacity, another conventionally male, hence patriarchal, territory. It is no surprise, then, that confused weather ‘experts’ should dismiss what extends beyond their comprehension rather pathetically as ‘fake’:



For a long time to come, Matilda would be the object of scientific studies and discussions at meteorological institutes in the Caribbean and across the United States. Tornadoes of Matilda's scale were almost unknown in the region. Gradually the experts agreed that a particularly rare constellation of weather fronts had combined to create a "pseudo-tornado" – something that was not actually a tornado, only looked like one. (Larsson, 2009, p. 66)

It is worth noting that this notion is, in turn and in character, dismissed by Salander: "Salander did not care about the theoretical discussion. She knew what she had seen and decided to try to avoid getting in the way of any of Matilda's siblings in the future" (Larsson, 2009, p. 66).

Strength, physical and mental, is also characteristic to female human characters. Ella Carmichael, the bar manager at The Keys Hotel where Salander and the Forbes stay, is efficient and considerate. Working tirelessly all through the night of the hurricane to safeguard those waiting out the storm in the hotel cellar, Ella is still up the next morning catering to the needs of others: "Ella was still on her feet. She looked dog-tired, but she had got the bar in the lobby up and running" (Larsson, 2009: p. 65).

She is also the only person not directly involved in the dramatic struggle on the beach the night before (i.e. Forbes' violence against his wife and Salander's retaliation on her behalf) who seems to catch on with what Salander has really been up to:

Ella came and sat at Salander's table. She set down two shot glasses of rum. Salander gave her a quizzical look.

"After a night like that you need something to rebuild your strength. I'm buying. I'm buying the whole breakfast."

The two women looked at each other. Then they clinked glasses and said "Cheers". (Larsson, 2009, pp. 66-67)

Salander's strength, particular to this subplot, lies in her hardboiled doggedness to find out the truth and right a wrong. Although she admits that it is not her problem (Larsson, 2009, p. 8), Salander takes it upon herself to look out for the abused and punish the abuser. Her quest-style detection takes her around the capital of Grenada and seems at first to lead to more questions than answers:

The day's exertions – her feet were still aching – had giving her a clear message. Every morning Forbes left the hotel dressed for battle with his briefcase, yet he spent the day doing absolutely nothing except killing time. Whatever he was doing on Grenada, he was not planning the building of a new school, and yet he wanted to give the impression that he was on the island for business.

Then why all this theatre? (Larsson, 2009, p. 52)

In other words, Salander assumes the traditionally masculine role of the American private eye exemplified by such literary predecessors as Sam Spade and Philip Marlowe and displays all the hallmarks that characterize a hardboiled detective (Routledge, 2021). Firstly, Salander assumes the role of a detective in her private capacity, in spite of her many unresolved personal issues (persistent and ongoing from the first novel), and often resorts to morally dubious means to solve problems, as seen in the ways she engages with various male characters mentioned earlier. Secondly, by intervening in the Forbes' domestic (un)settlement, Salander ultimately saves Mrs. Forbes' life, if not her marriage. Finally, by taking on the evil Richard Forbes on her own, Salander rids the society of some of its ills, and by extension patches up a corrupt civilization and restores order to the lives of those involved, not least to Geraldine Forbes who is the only female portrayed as a victim, whose presence, however, serves as a springboard for her vigilante (Salander) to jump to action against the alpha male that is her husband.

The Finger of God: "Matilda Is a Bitch"

Richard Forbes is an incarnation of the alpha male in the *Millennium* trilogy but by no means the only one. He is preceded by the serial killers and misogynists in the first novel (Gottfried Vanger, Martin Vanger, Hans-Erik Wennerström, Nils Erik Bjurman, etc.) and followed by many others in the second and third novels (Peter Telaborian, Ronald Niedermann, Alexander Zalachenko, Carl-Magnus Lundin, Sonny Nieminen, etc.). On the other hand, throughout the trilogy Lisbeth Salander executes the role of an avenger nearly always on her own. The only exception is in Grenada where Mother Nature in the guise of the hurricane Matilda can be read as Salander's alter ego, hence extending Salander's violent handling of Richard Forbes into the metaphorical exposing and remedying of a civilization corrupt by patriarchal control.

Although Salander's super slim statue often gives her an appearance of a teenage boy rather than a grown woman that she is: "She still weighed only forty kilos and stood one metre fifty-two centimetres tall. Well, there was not much she could do about that. She had doll-like, almost delicate limbs, small hands, and hardly any hips" (Larsson, 2009, p. 17), and her gender fluidity often sparks controversies, the second novel sees her femininity reinforced both literally and metaphorically. Having stolen a huge sum of money from a crooked financier (in the first novel), Salander spends some of her new-found wealth on breast implants: "Now, all of a sudden, she had breasts. ... The enlargement had been well done, and the proportions were reasonable. But the difference was dramatic, both for her looks and for her self-confidence" (Larsson, 2009, p. 17). This feminized physicality accords with the divine image assigned to her in association with George Bland: "He [Bland] appeared to accept without puzzlement that a goddess of mathematics had descended on to Grand Anse Beach, and with pleasure that she would keep him company" (Larsson, 2009, p. 30).



Salander, in other words, has become an incarnation of the alpha female. Her final encounter with Richard Forbes in the night of the storm, therefore, is a metaphorical showdown of gender struggles.

Luring his wife out to the beach amidst the raging waves and winds, Forbes strikes her in the head hoping to hide his crime in the blinding rains and deafening thunders. Salander catches up with him and hits him likewise in the head. By this, an act of violence is imitated by a similar act of violence. When Forbes struggles, she kicks him a couple of times. All the while Matilda rages on more and more ferociously and transforms into “the finger of God” (Larsson, 2009, p. 62) that sweeps Forbes out and forever into the sea. Despite extensive damage, Grenada survives the hurricane with only one death – Forbes’. The low death toll is described as “miraculous” (Larsson, 2009, p. 64). It could also be said, from the angle of Girard’s scapegoat mechanism, that Forbes’ life is sacrificed to pacify the divine wrath (that of the goddess of mathematics and Mother Nature) and to prevent violence from escalating and claiming more lives. Forbes the scapegoat, accordingly, is perceived as both the cause and the cure of the violence in this subplot. His death, consequently, is an element – a development – necessary to return the community to its former state of order. Viewed from this projection, it may not be a coincidence that Salander also chooses to return to Sweden, her former state of (dis)order, right after the Matilda incident.

If such a reading of the Grenada subplot appears cold-heartedly anti-patriarchal, it is because it does not pretend to be otherwise. Salander and Matilda, the subplot’s alpha females, are both relentless, hardboiled and avenging. Neither pretends to be nice. Metaphorically, they can be seen as one and the same. The text does not even attempt to tone down their pushiness: “Matilda is a bitch. We’ll just have to see what happens” (Larsson, 2009, p. 64). Also, metaphorically, the obliteration of Forbes the alpha male signals the defeat of patriarchal dominance that is to be repeated again and again in the second and third novels. If there is a warning to be considered from the Grenada subplot at the beginning of *The Girl Who Played with Fire*, the second book in the famed trilogy, it will most definitely be “CAUTION: NO MORE NICE GIRL.”

Discussion and Conclusion

While the analysis of the present study affirms the text’s anti-misogynistic campaigns and moral dubitation in the studies of Grodal (2011), King and Smith (2012), Stenport (2012), Beckmann (2016) and Vagge (2019) and agrees with the hardboiled detective elements explicated in the studies of O’Donoghue (2013) and Padgate and Padgate (2020), it points out aspects in the overlooked and understudied Grenada subplot of the second novel that are key to the trilogy’s narrative direction.

As shown at length in the previous section, the Grenada subplot in Larsson's *The Girl Who Played with Fire* carries an unmistakable anti-patriarchal message through portrayals of smart and strong female characters of all shapes and sizes, not least the female protagonist herself – a skinny, tiny woman who is nevertheless as tough as any hardboiled hero. The subplot, moreover, is a cautionary tale. The violent death of a wife-beater towards the end of the subplot concludes the section with a literary denouement in the manner of a ritualistic sacrifice, a necessary development when viewed from Girard's concept of the scapegoat mechanism, and precludes the fates of many more upcoming misogynists. For these reasons and more, the Grenada subplot acts as more than a mere sun-and-sea interlude that its screen adaptation leads many viewers to believe (Benyahia, 2013).

To conclude, the analysis sheds light on the roles of the subplot in three aspects: it continues the social critique of misogynistic abuses highlighted in the first novel; it affirms the characterization of the female protagonist as a hardboiled, somewhat larger-than-life, vigilante; and it foreshadows the havoc to be raised by this female vigilante indiscriminately against crooked, abusive men in the second and third novels. The Grenada subplot, therefore, intimates stylistic and thematic relevance to both the novel itself and the trilogy as a whole.

Recommendations for Further Studies

The *Millennium* trilogy is sometimes criticized for its “vast amounts of unnecessary details” which result in “the enormous novels” in “turgid and careless” writing as well as its extreme violence “as to be farcical” (Forshaw, 2013, p. 28). This study has attempted to argue that certain superfluous details and violence, such as those narrated in the Grenada subplot, could be justified and even deemed necessary when viewed through specific literary lenses. It would contribute greatly to the legacy of Stieg Larsson if more investigations could focus on the necessity of other “unnecessary details” in the trilogy.



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Opportunities and Challenges in Water-saving: Water-splashing Practice at the Songkran Festival

Montira Intason¹, Willem Coetzee² and Craig Lee³

Abstract

This study examines opportunities and challenges of water-saving practices at the Songkran Festival in Thailand. The festival is held annually in April, during the hottest month of the year when many regions in Thailand experience drought conditions. To reach the study objectives, document analysis of the April editions of the Bangkok Post published between 1960 and 2019 was conducted to obtain rich longitudinal data related to the Songkran Festival, and how attendees adapted their water splashing practices in a city under water shortage. Participant observation was also conducted in the Khao San Road area to observe the actual water splashing practices that have been put in place to reduce water consumption. The key findings show three significant themes representing the opportunities for implementing water-saving practices: a call for a water-saving campaign, education on water saving, and water splashing restrictions. In terms of challenges to implementing water saving practices, two key themes emerged; a lack of water stress and drought awareness and the hedonistic characteristic of water splashing. The study findings provide important implications to theory and practice for sustainable event management, and provide considerations for event stakeholders to minimise water overuse in festivals.

Keywords: Songkran Festival, Water splashing, Water scarcity, Water management

¹Department of Tourism, University of Otago, montira.intason@postgrad.otago.ac.nz

²Department of Tourism, University of Otago, willem.coetzee@otago.ac.nz

³Department of Tourism, University of Otago, craig.lee@otago.ac.nz

Introduction

A cultural festival is a human activity that has significance to the history of humankind. Klein and Edgar (2002) advocate that the development of festivals is closely connected with the development of human cultures. Furthermore, from sociological and anthropological perspectives, festivals are the generation and maintenance of the unity of a group of people.

They are a representation of the invisible relationship between human and the rules of nature, and the institution of the bonds between members in society (Durkheim and Swain, 1916; Frazer, 1935). In this case, the event's activities are not for the attendees of the gathering, but are also a part of human culture which contains the relationship between human and nature. According to Pereira, Cordery and Iacovides (2009), water scarcity can be caused by both human activities and natural causes. Factors such as unlimited water consumption, population growth, and climate change are some of the contributing factors that not only affects resident's access to water, but also on events hosted within communities. It is crucial that event managers critically re-think the way festivals are designed in water-stressed destinations. Festivals should be resilient in terms of population growth and an increase in attendee numbers, as well as the effects of climate change.

Previous studies discuss the social (Arcodia and Whitford, 2007; Fredline *et al.*, 2002) and economic impacts (Lee and Taylor, 2005; Lee, 2006) of event activities, the effect of a mega sports events on the environment (Timsheva, 2001), and how congestion in an event location creates environmental degradation in a host community (Kim Cheng, and O'Leary, 2007). However, the high rate of water consumption at a cultural festival, especially when water is an integral element of the festival's cultural practice, is not widely investigated.

To address this, this study focuses on the cultural practice of 'water splashing', a tradition at the Songkran Festival in Thailand. The festival occurs annually between 13 and 15 April, during the hottest month of the year when many regions in Thailand experience drought conditions. Unfortunately, while this destination experiences high rates of water consumption for hedonistic purposes during the festival, local communities in and around the city of Bangkok face severe water shortages. Despite this, the festival attracts many international visitors to Thailand, especially for the hedonistic water splashing activities, or 'water fights', that are an integral part of the festival.

The traditional purpose of water splashing was as an act of purification and to pray for abundant monsoon rains, while also functioning as a way to cool down during the hot summer season (Segeller, 2006). However, this cultural practice has transformed into a public event

involving water buckets, hoses, and pressured water guns to soak revellers. The transformation of water splashing from an act of purification to an annual ‘water fight’ raises issues directly related to global warming, Thailand suffers significant drought conditions during the summer seasons. However, the current water splashing practices result in high rates of water consumption, generating significant amounts of water waste during the festival each year.

The contradiction between the purpose of this event, the use of water in a water-stressed destination, and overconsumption during a time of water shortage, led the researchers to question the spirit of the Songkran Festival. It is important to keep the spirit of the festival alive without interrupting the livelihoods of the community, and to critically engage with opportunities and challenges related to water-saving practices during the festival. Thus, this study aims to investigate the opportunities and challenges to responsible practices of water-saving at a cultural festival, using a case study of the water splashing practice at the Songkran Festival in Thailand. The subsequent sections detail our review of the relevant literature that informs this study, the method use to collect and analyse data, the presentation of the qualitative results, and a comprehensive discussion and conclusion to fulfil the research aim.

Research Objectives

1. To understand the evolution of water-splashing tradition at the Songkran Festival
2. To examine opportunities and challenges in water saving in water-splashing practice at the Songkran Festival

Theoretical Framework

This study focused on a cultural practice that uses water as its core focus, namely, the water splashing tradition at the Songkran Festival in Thailand. The contradiction between unrestricted and excessive water consumption during the festival celebration and the water shortage in Thailand became an issue of water necessity and availability in farmlands and arid areas. In this case, the Songkran Festival and the water splashing tradition water scarcity and event and water management are the key discussions in the literature review.

The Songkran Festival and the water splashing tradition

Songkran is a Thai form of Sanskrit, which means ‘passage’ or ‘change’ (Porananond & Robinson, 2008). The three days of celebrations involve family gatherings and honouring the elderly, Buddhist rituals, acts of purification, and popular water splashing revelry. Additionally,



it is the time to get rid of all sin and bad luck from the old year and start a new year with clean houses and good fortune. The water splashing can be seen during the summer in Southeast Asia. Most of Thailand's neighbours (Laos, Cambodia, Myanmar, and the Yunnan district in China) also have similar festivals. On the eve of Songkran, Thai people clean their houses and wash clothes as they believe these drives away bad luck from the old year and welcomes a fresh and good New Year. In some parts of Thailand, firecrackers are used to frighten away bad spirits who are 'in hiding' from the old year (Segaller, 2005; Gerson, 2016). Early in the morning of the first day of Songkran (Wan Maha Songkran), people practise Buddhist rituals by paying respect and offering food to the monks. The temple is a centre for the public members to acquire merit. In recent years, hundreds of monks have gathered at Pramane ground (Sanam Luang) to receive alms from the public in Bangkok. In the early afternoon, the Buddha's image, named Phra Phuttha Sihing, is taken from the National Museum's Buddhaisawan chapel and paraded around the city. After that, the Buddha's image is enshrined at the Phramane ground for the public to pay their respects by sprinkling scented water on it. People free birds from their cages and release fish into rivers to gain additional merit and good fortune (Porananond & Robinson, 2008; Newbold et al., 2015).

This act of purification is also performed on the Buddha's images on shrines in private homes and revered monks who are important to their communities. Additionally, it is the occasion for family gatherings; young family members pay their respects to senior members by pouring scented water on their palms and receive a blessing in return.

Water splashing is a significant cultural practice during the Songkran Festival. Previous generations of Thais gently sprinkled water from a small bowl onto each other's shoulders as a sign of washing away sin and bad luck and wishing for good tidings in the New Year. Typically, the Songkran festival occurs in summer, which means the water-splashing practice helps attendees to cool down. Also, the belief is that the larger the number of people sprinkled, the more rainfall will occur in the New Year, ensuring an abundant harvest. However, today's hedonistic nature of water splashing attracts a high number of tourists to participate in the festival. The traditional water splashing ritual has morphed into predominantly fun-filled activities using pressured water guns to soak each other, instead of a gentle sprinkle from a silver bowl (Intason et al., 2019). In this case, the transformation of water splashing from an act of purification to an annual 'water fight' raises issues directly related to global warming, Thailand suffers significant drought conditions during the summer seasons. However, the

current water splashing practices result in high rates of water consumption, generating significant amounts of water waste during the festival each year.

Tourism and water scarcity

According to Cole (2014), “water is human right and it is essential to sustain life and livelihoods, as well as the health and happiness of tourists.” (p.89). Hadjikakou, Chenoweth, and Miller (2012) advocate that “the spatial and temporal concentration of water use by tourism implies that unsustainable use can still lead to severe depletion of local resources and conflict between tourist facilities, other industrial sectors, and residents” (p.43). Previous studies have shown that tourism development can cause negative consequences to the supply and access to water, for example, water depletion, water pollution, and competition for water (Becken, 2014; Cole, 2012; LaVanchy, 2017). This suggests that water is an essential resource and that water scarcity brings challenges to the tourism industry.

According to Pereira *et al.* (2009), water scarcity is commonly defined as a situation where water availability in a country or a region is below 1000 m³ per person per year. However, populations in many countries worldwide are living with less than 500 m³ per person per year. Water scarcity brings numerous problems to societies in these regions.

For example, insufficient water quantity for food production to ease hunger and poverty. Furthermore, water shortages create challenges for industrial, urban, and tourism development to operate without restrictions in water use.

Water scarcity may result from a range of phenomena, such as by natural causes, may be induced by human activities, or may result from the interaction of both. Hadjikakou, Chenoweth and Miller (2013) explain that water scarcity can be caused by lack of access to water, inadequate infrastructure, and an inability to provide water of appropriate quality. In this case, water scarcity can be a combination of physical scarcity (water shortage) and incompetent water management. Furthermore, Molle and Mollinga (2003) argue that societal values and human behaviour can result in demand for water which varies in space and time around the world. This suggests that demand for water and supply should be considered as a key consideration in water resource management, water availability, and water consumption for both households and tourism.



Events and water management

In the event industry, water consumption and wastewater are normally produced through the event's activities. According to Jones (2014), events create water consumption and produce wastewater, whether they are organised in indoor or outdoor spaces. In this case, the quality and quantity of water resources have significant impacts on event activities. Jones (2014) further suggests that "water scarcity is an important issue for many regions of the world, and certainly, protection of watershed and waterways from contamination by event activities should be a priority for all producers. Responsible water uses and wastewater management is an integral part of any event's sustainability agenda" (p.31). Sustainable water resource management applies to personal disciplines in the planning, development, and management processes.

The major water management issues that should be considered when organising an event are, according to Jones (2014), water conservation, wastewater management, and the protection of bodies of water, including habitats. This suggests that to have a successful and sustainable event, organisers need awareness of outputs from the event activities to the water resource in the host destination. The following presents the relationships between the current water consumption manner at the water splashing activity at the Songkran Festival.

Research Methodology

Document Analysis

It is essential to gather historical information to investigate the development of the water splashing practice at the Songkran Festival in responding to water shortages. Document analysis is the process of gaining historical insight that allows the researcher to understand the historical roots of specific issues and be able to indicate the influences upon the phenomena currently under investigation (Bowen, 2009). According to Yin (1994), through document analysis researchers can identify changes and examine periodic developments to have a clear picture of the phenomena, for example, an organisation or events over time. Additionally, document analysis data can be useful for developing participant observation protocols; for example, what should be observed at the study site (Bowen, 2009).

Local newspapers were an important data source to examine the ongoing shortages and the development of water splashing practices chronologically, and any associated water-saving initiatives. News and photographs from local newspapers represent the actual phenomena that existed at the festival over time (Porananond and Robinson, 2008). The

researchers conducted a document analysis of the April editions of the *Bangkok Post* published between 1960 and 2019. This is in line with the period of the Songkran Festival that occurs annually between 13 and 15 April. Thus, the April edition of the local newspaper articles mainly focused on the actual phenomena of the Songkran celebration. Additionally, the *Bangkok Post* is the most circulated local English newspaper in Thailand, and the archives of the newspaper were available for the relevant period in Thailand's National Library.

Document analysis enables the researchers to track changes and developments in the celebration phenomenon and offers a retrospective timeline to obtain a clear picture of how a phenomenon changed over time (Bowen, 2009; Yin, 1994). The researchers spent two months reading the textual contents and analysing photographs of the newspaper articles. The data was analysed and generated into codes and developed into significant themes, which were relevant to the phenomenon taking place at the Songkran Festival. This meant that the document analysis allowed the researchers to elicit meaning and develop empirical knowledge of the case study (Bowen, 2009).

Participant Observation

Participant observation during the festival offered the opportunity to obtain a nonverbal expression of feeling, and to determine the interactions between people in the study field (Schmuck, 2006). Musante and DeWalt (2010) explain that participant observations provide a better understanding and increase the validity of a study context through currently undertaking phenomena. According to Spradley (1980), participant observation allows the researcher to approach data from a social setting or an event by asking questions, collecting data, making a record, analysing data, and writing a manuscript. Additionally, Mair, Whitford, and Mackellar (2013) suggest that researchers can create descriptive observations of him/herself, of others, and the setting through the process of observation as a participant in a social setting. The degree of involvement with people and activities depends on the researchers' decision.

One of the research team members took the role as a complete observer, meaning, the researcher completely immersed themselves as a participant while observing. The observation was conducted at Khao San Road and the surrounding area called Phra Nakhon District during the Songkran Festival between 13 and 15 April 2019. The information about the Water Splashing tradition during the festival were recorded by field notes. The observation was conducted at the study site from 06:00 to 20:00. During the observations, photos of water



splashing performances were taken to record visual evidence of the water consumption manner of the festival revellers. The photos offer the actual phenomena that present current water consumption issues and water resource management during the festival, enabling a comparison with the historical data from the document analysis. Also, the photos provided some important contextual information that is less likely to be captured in a written document. The researcher also recorded videos from the festival, as this data offer a sense of realities that occurred during the festival celebration. Likewise, images and videos are useful information on events where things are happening in large crowds and at a fast pace. The observational data was analysed through thematic analysis and reported into key themes. We followed Creswell and Poth (2016), who explained that observational data can be analysed into patterns and themes. The following section discusses how the data collected was analysed.

Thematic analysis

The qualitative data collected was analysed using thematic analysis. According to Braun and Clarke (2012), thematic analysis allows researchers to investigate data in different ways. For example, the researcher can focus on analysing meaning across the entire data set, or in-depth examining a particular aspect of a phenomenon. Additionally, thematic analysis provides accessibility and flexibility through the mechanics of coding and analysing qualitative data systematically, which can be linked to broader theoretical or conceptual issues (Braun and Clarke, 2012). Furthermore, thematic analysis is suitable for multi-methods to be conducted in the research field among individual qualitative researchers.

Thematic analysis is frequently used in tourism research to interpret written documents such as interview transcripts (Walters, 2016). Additionally, thematic analysis can be applied as a method to analyse newspaper text (c.f. Pitkänen, 2011), and can also be adapted to analyse visual and written text (Ahuvia, 2001). Following Braun and Clarke (2012) and Walters (2016), the researchers read the newspapers, field notes, and viewed the photos and videos of the study site several times to be familiar with the data and to identify initial codes and develop basic themes. The first author consolidated the basic themes into organising themes and derived the final themes related to the research aim and questions. The second and third authors of this study reviewed the finalised themes. After this, we developed, defined, and described themes within the final thematic structure. The results

were categorised into five key themes, which represented opportunities and challenges of water-saving practices at the water splashing activity at the Songkran Festival.

Research Results

A call for to save water

The document analysis revealed that the Thai government authorities are highly concerned with water consumption at the Songkran Festival in relation to the droughts in farmlands and local communities in arid areas. The local newspapers reported:

“The quest for a sustainable Songkran: Water splashing never came with guilt, until recently. This is Songkran, and water is the currency that we once spent as if there were no tomorrow. But there will be a tomorrow. The severe drought, known as the worst in 20 years, does not only dry up all major reservoirs in the country but castrates the joyful spirit of Songkran.

Many areas in several provinces in Thailand have declared themselves in emergency drought situations, such as Chiang Mai, Uttaradit, Sukhothai, Nakhon Sawan, Nakhon Ratchasima, Buriram, Kanchanaburi and Nakhon Si Thammarat... For the first time, the government has to implore revellers to help save water by being moderate, such as sprinkling instead of drenching, or using mist sprays instead of water machine guns” (Pongpipat, 2016, p.10).

The festival stakeholders, local people, and tourists took responsibility in saving water by limiting the time participating in water splashing. However, this action affected the celebratory atmosphere and tourism activity during the festival. As reported in the local newspapers:

“New Zealander Jamie Small says he will do what locals want. ‘I had no idea about the drought, to be honest. I do not have any plans to save water. I’ve been to Songkran before and everyone is just throwing water everywhere, he said’. Furthermore, ‘This year we’ve planned to celebrate Songkran in Chiang Mai as we heard it’s the best place to celebrate. The water shortage is an issue for Thailand and its worrying there will be a lot of water wastage during this holiday period’” (Pongpipat, 2016, p.10).

In this case, the water splashing activity is the focal activity of the Songkran Festival. Subsequently, a high rate of water consumption has a significant impact to the water splashing activity and the festival atmosphere.

Education on water saving

The document analysis showed that the Thai authorities attempt to educate Songkran revellers to understand the necessity of water for households, farmlands, and the drought pandemic in arid areas. Also, they encouraged revellers to change the water splashing is conducted. The local newspapers reported:

“The quest for a sustainable Songkran: The government needs to educate people about water consumption to help them understand the whole picture of how water is consumed and what they can do to help save it” (Kongrut, 2016, p.10).

“Mist’ Songkran: Bangkok governor’s chief adviser Wallop Suwandee made headlines when he said last month that instead of splashes, people should celebrate the water festival using a gentle spray” (Pongpipat, 2016, p.10).

Additionally, the observation findings saw that the Bangkok Metropolitan Administration (BMA) organised the 2019 Songkran Festival with the theme: “Bangkok’s Songkran Splashes Happiness for Everyone the Thai way at Lumpini Park in Silom District.” This theme aimed to preserve the traditional way of celebrating the Songkran Festival and Thai traditions. All participant was directed to follow the regulations of the Bangkok Metropolitan Administration. Members of the public were encouraged to practice water splashing traditionally with water-saving awareness, without talcum powder, skinny dresses, alcoholic beverages, or high-pressure water pistols. This showed that the government authorities acted in response to ongoing water shortages by creating an understanding of the necessity of water saving and encouraging the public to celebrate the festival in a responsible way.

Water splashing restrictions

The local newspapers reported the negative effects of vigorous water splashing behaviour, which lead the Thai authorities (including police and local governments) in charge of the situation to control the way revellers threw water on each other during the Songkran Festival. The police announced that vigorous water splashing during the Songkran Festival, for example, throwing bags of ice, coloured water, and/or using high-pressured water pistols, was forbidden. Furthermore, the authorities created designated areas where water-splashing activities were not allowed, for example, on public roads and streets. The local newspapers reported:

“Traditional Songkran Celebration is joyful and colourful: In Bangkok, organised celebrations were held in various districts but there was no water-throwing on the streets.” (“Traditional Songkran Celebration is joyful and colourful,” 1963, April 13)

“Songkran Festival: Parade of Floats: Although Songkran is also known as the Water Festival, there will be no throwing of water in public in the capital. The police have prohibited water throwing in the streets to prevent accidents.” (“Songkran Festival: Parade of Floats,” 1965, April 11)

“The Bangkok Metropolitan Administration (BMA) has announced the official Songkran celebrations on Silom Road from four to three days, starting today until Friday, and cut-off the splashing at 9 pm, instead of midnights as was typical.” (The quest for a sustainable Songkran, 2016, April 13).

Lack of drought awareness

The document analysis findings show that a sustainable Songkran was called for during the drought period in Thailand. However, lack of awareness of the drought existed at the water splashing activity in Khao San Road area as highlighted by the local newspaper:

“Ice and water still flowing in Khao San: This year’s tourist hot spot, Khao San Road, which normally attracts tens of thousands of water-throwing tourists, will face decreased water pressure at 9 pm curfew alongside the rest of the city’s 50 districts. The water-saving measures were announced by the deputy of Bangkok governor Amorn Kitchawengkul last month. However, many tourists on Khao San Road were largely unaware of the drought and water restrictions.” (McAllen, 2016, p.10).

Additionally, the document analysis shows that the water splashing activity was continuing as an ad-hoc event, called Wan Lai. The Wan Lai Festival is the day that several groups of local people continue water-splashing activities after the official Songkran Festival days. The main purpose of this ad-hoc activity is having fun, thus, the only activity that occurs is water splashing. The Wan Lai Festival was created to extend the tourism period, keeping tourists and/or visitors staying longer in a destination. According to the local newspaper:

“Going to the flow: As many Thais make their way back to Bangkok after the Songkran break, a boy enjoys the waves at Bangsan beach in Chonburi, where the Wan Lai Festival, the province’s extended Thai New Year celebration, got underway yesterday.” (Post, 2016, p. 3).

The above phenomena suggest that the local people and tourists particularly enjoy the water splashing with vigorous water consumption without awareness of the ongoing shortage in Thailand. The high rate of water consumption during the festival brought a significant impact to the celebration. Against this backdrop, using water for celebration during water shortages can be considered as water wasting.

Hedonistic character of water splashing

The water splashing embodied the essence of the Songkran Festival. Local people perceive that the Songkran Festival is the occasion to soak people without punishment and they enjoyed this fun time. The expectation of a hedonistic atmosphere for water splashing led to the introduction of different types of water containers, for example, water guns, water bags with ice and colour, and high-pressure water pump tanks with hoses, to use during the water splashing activities. The local newspapers reported:

“Wet, wet, wet: It is the only time of the year when you are allowed to soak people with weapons of any kind.” Likewise, “I need a big tank” demands the five-year-old boy, eyeing various styles of water guns. Names such as Water Shooter, Turbo Pump, and Super Soaker promise hours of thrills and excitement for the whole family.” (Parivudhiphongs, 1997, p.4). Furthermore, the water-splashing atmosphere had transformed to be “watery war”, in which people enthusiastically throw water with high-pressure water guns. From the local newspaper archives reported that *“Load, aim...and saturate: Young revellers hit the streets yesterday, establishing no go-zones for anyone wanting to avoid a bucket in the face or hosting down with a high-powered pistol”* (“Load, take aim...and saturate,” 1999, April 14).

Research Discussion

The research aims to investigate opportunities and challenges of responsible practices of water-saving at a cultural festival, using the water splashing practice at the Songkran Festival in Thailand as a case study. Water splashing is the key attraction of the Songkran Festival, attended by a large number of tourists every year. Undoubtedly, the festival is not only held for its cultural significance, but also for tourism purposes. However, the festival normally takes place in the summer season, which causes water shortages in farmlands and local communities in arid areas. Therefore, the high use of water at the festival is a significant challenge to local governments when trying to balance the need for tourism and water

conservation. The following sections discuss the key themes that represent the opportunities and challenges of responsible practices of water-saving at the Songkran Festival.

Opportunities for sustainable practices for water-saving

The first key theme is *a call to save water*, referring to the act of responding to unrestricted and excessive water consumption at the Songkran Festival while villagers in arid areas and farmlands are facing water scarcity. The Thai government launched a water-saving campaign to encourage local people and tourists to enjoy water splashing responsibly during the water shortage period. However, the hedonistic nature of the water splashing at activities attracts a large number of tourists each year. This suggests that the high rate of water consumption plays a significantly role in the festival atmosphere. As a result, each time the Songkran festival attracts a large number of attendees, this creates a large amount of used resources and waste. This illustrates Jones' (2014) point that event activities can impact the environment, society and economy in various aspects.

The findings showed that the Thai authorities implored public members to be understanding of water restrictions by encouraging the festival revellers to practice in traditional style (sprinkle water on each other) instead of drenching. In this case, to bring sustainable practices of water-saving into the water splashing activity require the cooperation and understanding of the necessity of water in during summer seasons and the importance of water-saving practices between event stakeholders. Furthermore, returning to the traditional water splashing practice would be an appropriate solution that can keep the cultural meaning of the water splashing practice while also implementing water saving practices. This is in line with the studies advocating that, to bring the sustainability concept into events, it needs the collaboration between key stakeholders, for instance, event organisers, service providers, communities, government sectors, and visitors (Jones, 2014). Consequently, to achieve sustainable water resource management, training, and education are the key inputs for sustainable development. Also, local people should take responsibility for their water consumption (Loucks, 2000). This suggests that water-saving campaigns would promote the initial step of responsible action by making people aware of the necessity of water for living, and encouraging populations to follow the traditional way of water splashing (sprinkle water) which appropriately represent the spirit of the Songkran Festival.



The second key theme is *education on water saving*. This theme represents the acts of Thai government authorities on educating Thai people and tourists to pay attention to the rate of water consumption at the water splashing activity and the necessity of water for living in farmlands and arid areas. Also, they attempted to encourage the festival revellers to follow the traditional way of water splashing in which celebrants use a tiny amount of water for sprinkling on each other's shoulder instead of vigorous water throwing. In this case, the traditional method of water splashing could be the protocol to allow the spirit of the festival to exist while only consuming small amounts of water. Furthermore, the findings present that the government authorities took the role of educator in giving local people and tourists an understanding of ways to save water while enjoying the festival. In this case, festival revellers and tourists were given guidelines on sustainable ways to enjoy the water splashing activity without wasting water. The findings are similar to Dickson and Arcodia (2010), in that to move the sustainable concept into formal practice, event organisations should encourage the sustainable practice into an area where persuasive techniques are more important. Also, to operate sustainable practices requires a direction that leads to achieving certain goals. Importantly, the sustainability of the event does not require absolute measurement, but the opportunity to fully understand its context (Ensor, Robertson, & Ali-Knight, 2011).

The third key theme is *water splashing restrictions*. This theme refers to the acts of government authorities in regulating water splashing in an appropriate way by limiting timing and zoning of water splashing activities. The findings show that the water splashing activity was restricted in public areas, for example, streets for traffic safety. Also, government authorities limited the timing of water splashing in the focal celebration areas due to the water-saving campaign. It is important to highlight that the government authority is the key stakeholder that has the authorisation to regulate the celebration manner to meet water-saving goals. In mega-events, the collaboration and support from tourism business sectors and local government sectors are important actions that push sustainability into practice.

Challenges of sustainable practice for water-saving

The fourth key theme is *lack of drought awareness*. This theme represents one of the challenges of implementing water-saving at the Songkran celebration. The findings show that the importance of the Songkran Festival is not only for its cultural significance, but also for tourism. The Tourism Authority of Thailand (TAT) attempted to navigate a balance on the need for hedonistic water splashing activities to encourage tourism on one hand, and minimising water consumption during ongoing water shortages on the other hand. Also, the

Thai government pushed its water-saving campaign during the Songkran Festival. However, the local population and tourists expect the festival to be an occasion to soak others without punishment. As a result, in many instances the hedonistic water splashing activity carried on as usual. This suggests that festival revellers were not mindful of the ongoing drought in the host destination.

In this case, the high rate of water consumption does matter to tourism activity. Therefore, it is a challenge for event stakeholders to balance the needs for tourism without interrupting local populations in arid areas and farmlands. Tourists who participate in events have a high expectation on quality and quantity of environment to succeed in pursuing leisure, social, or cultural purposes (Getz, 1998). This suggests that keeping tourism economic growth while encouraging the revellers to be aware of their water consumption would be a challenge for the event stakeholders, especially in regulating the water splashing activity to reach water-saving goals.

The last key theme is the *hedonistic character of water splashing*. This theme highlights that water splashing embodies the spirit of the Songkran Festival. It represents joy and the belief of a good monsoon rainfall for the next harvest. The water splashing practice developed to serve tourist expectations through its hedonistic characteristic. The water splashing practice transformed from water sprinkling to vigorous water throwing using different water containers that can soak others easily. Undoubtedly, this phenomenon led to a high rate of water consumption during the festival. Moreover, it is worth highlighting that the used water from the water splashing activity becomes water waste. This became a main concern during the Songkran Festival. However, it is difficult to reduce the high rate of water consumption from water splashing as it represents the spirit of the festival and is a core attraction for tourists. Unrestricted and excessive water consumption from water splashing brought benefits to the tourism economy and created a joyful festival atmosphere. However, it cannot be denied that water is a vitally important resource during the shortage period that should not be wasted. Thus, the water resource management and water-saving campaign should be considered critical actions to balance the demand and supply of water from both households and tourism activities.

Further Research Suggestion

We also acknowledge several limitations within the study. Document analysis using local newspapers provides could provide one sided perspective as they could be produced for purposes other than research (e.g. marketing or propaganda). Hence, while useful for obtaining historical data, some caution should be taken with regards to the true accuracy of events reported as articles can represent biased perspectives reflecting corporate policies of the newspaper's publishing house. Additionally, the documents are sometimes not retrievable because of restrictions, defective documents, and being deliberately blocked. However, to address this, we conducted participant observation at the Songkran Festival in Khao San Road area to witness the current phenomena of water splashing of the festival revellers, tourists, and event stakeholders that cooperated with water-saving practices to triangulate our data and encourage future researchers to do so.

Finally, this study focuses on water consumption issues at the water splashing activity at the Songkran Festival. The festival is not arranged for only its cultural significance, but also to boost the tourism season and economy. Examining sustainable festivals and events include cultural preservation, long-term benefits of local economic, and sustainable communities. Therefore, future research can investigate the role of events/festivals in fostering responsible actions to environment, social, and economic issues and create sustainable local communities in a host destination.

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Paritta Chanting and Paritta Sacred Water in the Age of Covid-19, Thailand

Nutthanin Souppornsingh¹ and Nattaporn Kaimook²

Abstract

This research aims to study the characteristics and the roles of *Paritta* chanting and *Paritta* sacred water during the coronavirus outbreak in contemporary Thai society. The researchers collected data from the related studies and participating observation for 10 months (March 2020 – January 2021). The research revealed that the rituals of *Paritta* chanting and *Paritta* sacred water have been reorganized and adapted in accordance with the public health guideline; ‘New Normal’ lifestyle such as social distancing between the devotees and wearing face masks throughout the ceremony. Nevertheless, the *Paritta* chanting and the *Paritta* sacred water play effective roles to encourage human spirits and to relieve stress and anxiety; especially in times of COVID-19 crisis. According to the Buddhist beliefs about *Paritta* chanting and *Paritta* sacred water, their mythical power and sacredness are able to protect people from unprecedented threats.

Keywords: *Paritta Chanting*, *Paritta Sacred Water*, Covid-19 Crisis

Introduction

Since the beginning of 2020, the emergence of COVID-19 has wildly spread out of Thailand. This pandemic affects not only people and public health but also economic and mental stability. As the COVID-19 disease is an emerging infectious disease, treatment solutions are still obscured and inexplicable. Thai authorities make a serious attempt to deal with Thais’ spiritual encouragement and morale. As a result, the Buddhist beliefs in *Paritta* chanting and *Paritta* sacred water is then recognized as a psychological solution for Thais during the COVID-19 crisis.

‘*Suad mon*’ (praying chants) becomes an interesting solution that Thai authorities chose to figure out Thais’ mental weakness in the age of COVID-19. According to the *Rattana Sutta* chant, it was one of the *Paritta* chants or ‘*katha*’ (a magic word) involving the description of the power of *Rattana* (the three sacred things of Buddhism; the Buddha, Dhamma, the Sangha). Due to the Buddhist belief, when the combination of these three greatness in *Paritta* chants invokes together, they can bring blessings for prayers (K. Sri Dhammananda, online). The chants are also believed to have a potential for warding off bad spirits and preventive

¹Faculty of Humanities, Naresuan University, nutthanin2014@outlook.co.th

²Faculty of Humanities, Naresuan University, nattapornka@nu.ac.th

quality for all bad things. *Paritta* chants in the Buddhist canons are twelve. In Thai history, the monarchy invited monks to pray *Paritta* chants in the Grand Palace. Later, public authorities and people have done the practice at homes until recently. A sacred object given from the ritual of praying *Paritta* chants is sacred water called '*nam phra paritta*' (Phramahaboonthuan Tejadhammo (Raksatham), 2009, p.22). *Paritta* prayers believe in the sacredness of the water as it can save lives from danger and illness.

Similarly, during the COVID-19 outbreak in Thailand, the Sangha Supreme Council of Thailand proposed the idea of chanting *Rattana Sutta* in Thai Buddhist temples around the world. The ritual of *Paritta* chants was held on March 25th, 2020 at four o'clock in the evening. The Sangha Supreme Council of Thailand chose the chant of *Paritta Rattana sutta* to pray together as the Buddha suggested the mythical power of *Paritta* chants in Tripitika worshippers to pray *Rattana Sutta* chant in order to relieve serious illness and danger as well as to protect their worshippers from the pandemic. In the Buddhist period, it appeared to have a pandemic. Consequently, this situation can compare with the current situation that Thais are facing up with the COVID-19 pandemic. That also creates serious anxiety for Thai people (Sangha Supreme Council, 2020)

Buddhists believe that when they pray chants, they will gain merit and meditation.

In the current situation, it is interesting whether praying *Paritta* chants since the Buddhist period can associate with the social context of contemporary Thailand especially in the age of COVID-19 pandemic today. Moreover, how the ritual and the roles of chanting *Paritta* today are.

Research Objective

1. To study the ritual of chanting *Paritta* and the *Paritta* sacred water that occur in the COVID-19 outbreak of Thailand
2. To study roles and functions of chanting *Paritta* and the *Paritta* sacred water affecting Thai society in the period of COVID-19 outbreak

Theoretical Framework

The approach of functionalism is mainly applied in this research. The study of folklore in functionalism aims to focus on the association between text and social context. The study of chanting *Paritta* and the sacred water during the COVID-19 outbreak in Thailand will address beliefs and ritual processes of praying *Paritta* chants and the sacred water whether they affect psychological needs or strengthen minds. Moreover, the practices will show the cultural stability and their future direction.

There are three main roles of folklore as the following:

1. To describe origins and identities of ethnic groups and rituals
2. To educate people in terms of social regulations and the standard of social behaviors
3. To provide social outlet of people occurring from social restriction

(Siraporn Nathalang, 2014, p. 363)

The functions and roles of chanting *Paritta* and the *Paritta* sacred water will illustrate the role of social and spiritual outlet. The practices are considered as a mental solution to relieve stress and uncomfortable feelings that occur from a COVID-19 situation in Thai society.

Research Methodology

1. Reviewing documents and related literature involving the research topic
2. Collecting data about praying *Paritta* chants from both documents and online sources
3. Fieldwork study is mainly conducted as the following restrictions

3.1 Timing restriction

Collecting data from the research areas for ten months (March 2020 - January 2021) as the period of COVID-19 outbreak in Thailand

3.2 Area restriction

In this study will show only the research results from a case study of praying *Paritta* chants at *Chana Songkram* temple

4. Analyzing data from the theoretical framework
5. Presenting research results by using descriptive analysis

Research Result

1. The ritual of praying *Paritta* chants and the *Paritta* sacred water

The research found that praying *Paritta* chants and the *Paritta* sacred water in the age of COVID- 19 exist in the areas of royal temples around the *Rattanakosin* island in Bangkok. These practices aim to prevent the COVID- 19 pandemic and to be a part of Buddhist ceremonies. According to the case study at *Chana Songkram* temple where is on *Chakraphong* road, *Chana Songkram* sub district, *Phra Nakorn* district of Bangkok, the temple open daily for Buddhists and religious persons to offer food and things for monks on special occasions like birthday, increasing auspiciousness, working promotion, and making merit for the deaths. In the process of making merit, after the participants offer food and things to the monks, the monks prayed *Paritta* chants and made the sacred water for the participants. The sacred water has a potential for healing the spiritual stress. Although the participants considered the seriousness of COVID-19 disease, they still prefer participating in the ritual of chanting *Paritta* and applying the sacred water

The forms of practices by participants include:

1. The participants in the ritual of chanting *Paritta* have to wear face masks.
2. When the monks finished praying *Paritta* chants, the participants offer food and things to the monks.
3. The participants have to sit on their seats based on the social distancing restriction.
4. The participants pray for the deaths.
5. The participants receive the sacred water from the ritual of chanting *Paritta*

The forms of practices by monks include:

1. Setting seat for monks from the level of seniority
2. Monks pray *Paritta* chants when it goes to *Rattana Sutta* verse, the most senior monk will drop a candle into the alms full with water. It is then called *Paritta* sacred water
3. Monks receive the offering food and things
4. Monks pray for the deaths
5. The most senior monk sprinkles the sacred water over the participants by using a thread of grass as a sprinkle tool. His disciple carries the monk's alms during sprinkling the sacred water over the participants.



Picture no.1 Praying *Paritta* Chants at *Chana Songkram* temple, Thailand

Source: Nutthanin Souppornsingh (2020)



Picture no.2 Praying *Paritta* Chants at *Chana Songkram* temple, Thailand
Source: Nutthanin Souppornsingh (2020)



Picture no.3 Praying *Paritta* Chants and making *Paritta* sacred water
Source: Nutthanin Souppornsingh (2020)



Picture no.4 Making the sacred water from Praying *Paritta* Chants
Source: Nutthanin Souppornsingh (2020)



Picture no.5 The sacred water from Praying *Paritta* Chants
Source: Nutthanin Souppornsingh (2020)



Picture no.6 Sprinkling *Paritta* sacred water

Source: Nutthanin Souppornsingh (2020)

According to the COVID-19 situation, the sangha and worshippers change the traditional way of practices in the ritual of chanting *Paritta*. In a case of *Chana Songkram* temple, the researchers notice that

1. There is an obvious social distancing in the areas of monks and participants
2. It is well-organized for managing areas of hosts to keep the distance.
3. Monk sprinkles just a few drops of sacred water. He also keeps the distance with the participants together with his disciple.
4. *Paritta* sacred water is recommended to bring back home instead of drinking for auspiciousness. The disciples play a role in inviting participants to do so.

2. Functions and roles of praying *Paritta* chants and *Paritta* sacred water in the covidian age of Thailand

The study found that chanting *Paritta* and the *Paritta* sacred water become a mechanism for maintaining spiritual strength in the COVID-19 situation. This anticipates the miracle of praying *Paritta* chants as it can relieve stress and anxiety.

It is believed that *Paritta* worshippers will be peaceful and able to find a solution in this crisis. The researchers also found that the character of praying *Paritta* chants is more distinctive than the application of *Paritta* sacred water since Thais are still concerned and reluctant to use the sacred water for drinking or sprinkling bodies. Accordingly, they would rather bring the *Paritta* sacred water back home for worshipping by putting it on a set of altar tables. It is because worshippers still believe in the sacredness of *Paritta* sacred water in terms of eliminating danger and preventing from getting sick of COVID-19.

Furthermore, praying *Paritta* chants is a significant phenomenon which shows how Thais find a way to relieve their stress in the crisis of COVID-19. Praying *Paritta* chants plays more distinctively role than the *Paritta* sacred water in term of solving spiritual problems. Praying Buddhist chants together symbolizes the spiritual collaboration of the Buddhists that can lead to the confidence. Although the dynamism of this practice continues, some people are still cautious about safety condition of the practices in the COVID-19 age.

Typically, the *Paritta* sacred water is commonly used like sprinkling over bodies, drinking, and bathing. However, when the COVID-19 outbreak becomes increasingly serious, people are more concerned about New Normal lifestyle such as social distancing and stuffs sharing. When the situation forces to change social behaviours, the application of the *Paritta* sacred water turns to more symbolic. That is *Paritta* sacred water is kept on the set of altar tables or in a living place for worshipping purpose.

Research Discussion

The phenomenon of chanting *Paritta* and the *Paritta* sacred water is connected to the methods of health care suggested in the Buddhist canon. According to this, the methods for caring health are classified into 4 methods:

1. Treatment with herbs
2. Treatment with techniques
3. Treatment with praying Buddhist chants
4. Treatment with spiritual meditation

According to the oral form of traditional study, praying Buddhist chants is a way of treatment that help to maintain the stability of the Buddhist religion in Thailand. As a result, praying *Paritta* chants is another form to show respect for the Buddha. Monks are allowed to pray *Paritta* chants as it is believed to be able to prevent the danger (Phramhapratheep Sannamo(Phoamsit) and Sowit Bamrungbhakdi, 2017, p.410).

According to the Buddhist myth, the belief of the miracle from praying *Paritta* chants calls attention from monks and Buddhist worshippers for seven reasons;

1. The *Paritta* miracle is able to recover illness and spiritual anxiety.
2. The *Paritta* miracle is able to eliminate danger, bad omen, and bad dream.



3. The *Paritta* miracle is able to ward off misfortune and bad luck.
4. The *Paritta* miracle is able to prevent theft, fire, venom, spirits and giants.
5. The *Paritta* miracle is able to prevent from sickness.
6. The *Paritta* miracle is able to make an auspicious life.
7. The *Paritta* miracle is able to achieve life-long expectancy and prosperity.

(Phramahaboonchuan Tejadhammo(Raksatham), 2009, p.74)

According to the COVID-19 pandemic, however, the researchers found that the adaptive behaviours of the Buddhists in attempt to maintain Buddhist stability like praying chants still exist. Buddhist knowledge becomes a mechanism for assisting people understand sufferings. Praying *Paritta* chants or even *Pariita* sacred water symbolically create confidence and mental encouragement. According to this viewpoint, it inspires people to better organize their new lifestyle in the covidian age. Consequently, praying *Paritta* chants and *Paritta* sacred water are tools for proving human's adaptability in order to deal with an unprecedented situation like the COVID-19 disease.

Further Research Suggestion

1. Researchers should study further about each chant of *Paritta* in associated with its social meaning and description.
2. Researchers should study other phenomena in times of the COVID-19 outbreak that relates to Buddhist practices and principles.

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(Re-)Constructing Resilience: Women's Roles to Re-Create the Sense of Home in Edith Nesbit's *The Railway Children* (1905)

Pisuda Promsuttirak¹

Abstract

This research paper explores the active roles which women, young and adult, assume in order to re-construct physical and emotional resilience through the re-making of 'home' after a critical disruption that befalls an English middle-class family in Edith Nesbit's *The Railway Children* (1905). One of the most well-known children's stories of the early twentieth century, the novel's plot represents a metaphorical progress leading from crisis to recovery. The story begins with a critical disruption to a normal family life when the father character is accused and arrested for national treachery, which leaves his wife and three children to fend for themselves, having to leave the town and move to a poorer rural village where the children face several eventful adventures; the novel's ending offers a return of conventional family life as the father comes home, having been vindicated of false charges. However, this study argues that the disruption which removes the paternal figure from most of the story provides opportunities for women characters to demonstrate their unrecognized abilities to generate resilience within a family. Although the hopeful ending might represent the return of a male-leading, patriarchal, community, the restoration of this 'normality' may no longer proceed uncontested. Through the lens of feminist approach, *The Railway Children* can therefore be seen as a story that empowers women: it highlights the ways in which they actively use their optimism and perseverance to re-create and maintain the sense of home both in terms of physical household and emotional anchor.

Keywords: Resilience, Children's fiction, Edith Nesbit, Feminist reading, Women in fiction

¹School of Humanities and Tourism Management, Bangkok University, pisuda.p@bu.ac.th

Introduction

Although this is not a biographical reading of a fictional work, understanding Edith Nesbit's personal life allows one to see more clearly why feminist approach is never an inappropriate tool to analyze her fictional stories. The early absence of the paternal figure in her childhood life and, particularly, her unconventional menage-a-trois married life all attract feminist insights. Famous for her children's stories, this Edwardian English author lived an uncommon and unsettling life.

Nesbit lost her father when she was very young and, with her mother and sisters, had to move across England, France, and Germany; she was sometimes placed in boarding schools where she, according to her autobiographical writing, often suffered from ill treatments from her schoolmates (Nesbit, 1987, pp. 29-35). Growing in the Victorian period, Nesbit was a progressive woman considering her unconventional married life; she married Hubert Bland when she was already seven-month pregnant and later allowed him to take another woman as his mistress and lived together as a menage-a-trois. The three lived under one roof, along with the children born from both women, until the man's death in 1914. (Moore, 1967, pp. 88-93, and Briggs, 1987, pp. 358-361).

It is then not surprising that, with the novelist's unconventional lifestyle for a woman, a lot of criticism of Nesbit's works question the representation of female characters in her stories. The young character of Anthea, one of the collective children protagonists in the Psammead trilogy, which include *Five Children and It* (1902), *The Phoenix and the Carpet* (1904), and *The Story of the Amulet* (1906), is central to the commentary about traditional gender roles of women and girls. The fantasy and supernatural events in the stories provide her a temporary duration to demonstrate certain characteristics of transgressive femininity: however, when the magic fades or the crisis is over, the character falls back into the traditional gender norms (Smith, 2009, pp. 302-303).

The focus of this research paper is an off-shoot of the relevance between the transgressive femininity and the transient period of fantastic or magical moments previously studied. On one hand, Smith's study may not be content with the limitation of gender stereotypes to which the girl protagonists return after certain crises. On the other hand, this study seeks to re-examine the significance of the women's powers arising from hardships Nesbit's characters have to face. Shifting from the focus on fantasy stories, this study explores Nesbit's standalone realistic novel, *The Railway Children* and argues that the women's roles to restore resilience, to re-build the home and family life, in the fiction corresponds with the necessity to reassess the meaning of homes.

Research Objectives

1. To examine the domestic roles of women in Edith Nesbit's children's fiction, *The Railway Children*, celebrating such roles as pivotal factors that promote resilience within the household during crises.
2. To study the dynamics of modern feminism by re-interpreting the traditional concepts of homes and the active roles of women related to households.

Theoretical Framework

The research applies Lesley Johnson's reassessment of the relationships between women and households or domestic space to the reading of Nesbit's *The Railway Children*. The sense, status, and functions of houses and homes are central to the feminist debates about the lives of women both in theoretical and historical accounts.

Surveying several concepts of home in feminist writings between 1940 and 1980 and historical accounts of women's lives in the same period, Lesley Johnson points to the limitations of certain feminist understandings about the relationships between home and women's lives. Johnson's work indicates that even studies of feminist sociology of modernity adhere to the identification of a feminist figure based on the dichotomic separation between 'home/voyage,static/movement,private/public,tradition/modernity,connectedness/autonomy' (Johnson, 1999, p. 475).

Homes become a place and a symbolic term that define a feminist disposition of a woman considering whether she remains, along with her duties, within or step outside such settings to participate in the public or political arenas: 'critiques have not necessarily rid feminism of a reliance on notions of "leaving home" in accounts of the conditions of emergence of the feminist subject' (Johnson, 1999, p. 479).

Johnson suggests that using homes as the demarcation between domestic and public disposition of a woman, hence identifying her as a modern feminist figure, is inadequate to understand the actual fluidity of modern women's roles which extend within and beyond the boundaries of homes. The status of homes and its relationship with women thus need re-interpretation. For Johnson, home can be the site of agency for women, not because they conventionally belong within it, but because they are '*actively involved in making*' it (my italic). Home could no longer be 'a place separated from the contingencies of the modern world to withdraw into, but a place to be created – and if necessary, to go on strike for – if the future [is] to be possible' (Johnson, 1999, pp. 488-489).

In this sense, re-defining home allows one to re-define the feminist disposition of a woman, offering a new light to see home not as a sanctuary for anyone, men or women, to retreat to nor a prison from which women must escape to obtain freedom. In fact, through Johnson's feminist stance, home becomes one among other places that grants women their agency as they actively participate in the making of it. Achieving and realizing modern feminism



therefore must not be restrained by the sheer consideration of whether any woman remains within the sphere of home or transgresses its threshold. Instead, the active practical roles of women in the making of homes should be recognized as part of dynamic modern feminism.

Research Methodology

This study relies on the textual analysis or close-reading of the primary text, *The Railway Children* in the light of Johnson's re-conceptualized relationships between women and homes. The paper pays particular attention to the active roles of Roberta (or Bobbie, as often referred to in the narrative), the young female protagonist, and her mother in re-building and maintaining the sense of family. Samples of passages will be displayed along with critical analysis that will bring into light the several ways in which these characters succeed in creating resilience during their unexpected, troubling moments. The study then asserts its main hypothesis for the potential of women's power and knowledge. In the meantime, the study will not overlook previous critical antithesis that may contest its proposition and will demonstrate how such antithesis needs re-interpretation.

Moreover, Johnson's feminist theoretical framework, challenging modern sociological understandings of the relationships between women and homes/ households, will be the central lens utilized to explore the progressive roles of women characters in this fiction. As a result, the study of the re-building of resilience in *The Railway Children* will be established on how the essence of home and family is actively and dynamically formed by women when paternal figures are rarely present.

Research Results

On one hand, it might be easy to dismiss the significance of the labour and effort put in to accomplish these instances; the economic, physical and emotional difficulties these characters have to face are described in terms of household management, how family members care for and encourage one another's positivity. The resilience that has been rebuilt may thus seem confined to within the family activities; then it appears easy to juxtapose the female figures with these tasks as if the tasks are naturally designed and assigned for them. However, the study arrives at an alternate perception of these female characters when we approach their actions with Johnson's feminist proposal, which argue that modern feminism should recognize the active roles of women in creating and maintaining the homes. The study envisions the characters', particularly the mother's and Roberta's, love, strength and stoicism they hold to overcome their underlying distress as they assert those abstract qualities in order to return resilience essential in the time of crisis.

Research Discussion

Nesbit's *The Railway Children* presents a story of crisis in which the female protagonists bear responsibilities to maintain the household during the father's absence. Although the story informs readers of the several means these characters overcome physical, economical, and emotional struggles, the significance of these women's roles may be overshadowed when the father returns home. The return of the male figure at the end has been considered as a less hopeful outcome according to Chamutal Noimann, who investigates the possibility of socialist political reforms in *The Railway Children*. Her article suggests that the temporal gap during which the father has been away allows the children of the middle-class society to reach out, experience and understand the lives of the working-class people.

While the work argues that the long-held conventional authorities represented by the father figure has to be removed so that reforms could take place, it acknowledges, with his return at the novel's ending, that such progress is easily subjected to interruption and obstacles. 'Nesbit embraces hard realism and confronts the reality of the ease with which society neglects its own needs and falls back into destructive practices out of sheer habit' (Noimann, 2005, p.383).

On one hand, this study partly agrees with the possibility of Noimann's structural approach of this fiction, which suggests that the return of the father character may signify the return of old-fashioned political powers. On the other hand, the study intends to emphasize on the significance of the events in-between the father's absence; they should not undermine by any theoretical reading. The struggles and the recovery from fallen situations that the other characters experience can provide opportunities for them to re-build resilience by their own means, without the shadow of the patriarchal figure. One can, in fact, read the story in a much more positive light, concentrating on the *potential* of other individuals that could extend beyond and after any crisis.

While *the Railway Children* is mainly a children's fiction, the mother character plays a crucial part in holding the rest of the family together when the father is absent. According to Susan Anderson, whose article mentions briefly about the mother figure in this fiction, the character represents Nesbit's idea of an ideal parenting as; not only the mother is kind and non-judgmental but she also 'leaves the children largely to their own devices' so that they can learn by their experiences (Anderson, 2007, pp.317-318). This commentary may not sound surprising as the story revolves around the young characters' adventures in their new neighbourhood of a rural village near the railway track. It nevertheless underrates the attempts of the mother to spare her children from the pang of suddenly losing the father.

The mother re-makes a home using her performative narrative of 'playing at being poor' when the family are packing only the essential items as they have to move out from the town villa. Her optimistic disposition is much needed in the situation.



"We're taking the useful ones," said Mother; "we've got to play at being Poor for a bit, my chickabiddy."

When all the ugly useful things had been packed up and taken away in a van by men in green-baize aprons, the two girls and Mother and Aunt Emma slept in the two spare rooms where the furniture was all pretty. All their beds had gone. A bed was made up for Peter on the drawing-room sofa.

"I say, this is larks," he said, wriggling joyously, as Mother tucked him up. "I do like moving! I wish we moved once a month."

Mother laughed.

"I don't!" she said. "Good night, Peterkin."

As she turned away Roberta saw her face. She never forgot it.

"Oh, Mother," she whispered all to herself as she got into bed, "how brave you are! How I love you! Fancy being brave enough to laugh when you're feeling like THAT!"

(The Railway Children, p. 21)

The trick allows her to console and cheer up the children, who have been disheartened as they do not understand why their father has been taken away. Peter, the middle child, is able to still wriggle 'joyously', feeling adventurous about their misfortune; this would not have been possible if the mother explicitly showed her distress and weakness. Although it must have been her worries and exhaustion that cannot escape Roberta's eyes, the mother is admired by her daughter as the epitome of bravery. The above narrative suggests that the mother assumes an important role to help the children carry on into a new poorer lifestyle despite her own distress.

The mother continues to maintain her positivity and enforce her disposition to alleviate the others' anxieties. When the children and their mother arrive at an old cottage in the countryside, they find the place unarranged, dark and dim, with rustling noise of what could be some mice or rats. She says to the children as she lights the matches to illuminate the room:

"What fun!" said Mother, in the dark, feeling for the matches on the table. "How frightened the poor mice were—I don't believe they were rats at all."

She struck a match and relighted the candle and everyone looked at each other by its wink, blinky light.

"Well," she said, "you've often wanted something to happen and now it has. This is quite an adventure, isn't it? I told Mrs. Viney to get us some bread and butter, and meat and things, and to have supper ready. I suppose she's laid it in the dining-room. So let's go and see."

(The Railway Children, p. 24)

One may argue that her expressions about the mice and her twisting of the situation into 'quite an adventure' might be filled with sarcasm. This, however, is unlikely; it is seen in the following incident that her optimism is continuously imposed so that a scene of lovely home dinner can be set. A working woman whom the mother has engaged to clean the house and

prepare dinner gets away with the hired money and leaves the tasks undone. The family have to unpack some of the food they bring with them and, using whatever they have in their hands, to set up a supper for themselves.

“Bravo!” cried Mother, coming in with a tray full of things. “This is something like! I’ll just get a tablecloth and then—”

The tablecloth was in a box with a proper lock that was opened with a key and not with a shovel, and when the cloth was spread on the table, a real feast was laid out on it.

Everyone was very, very tired, but everyone cheered up at the sight of the funny and delightful supper. There were biscuits, the Marie and the plain kind, sardines, preserved ginger, cooking raisins, and candied peel and marmalade.

(The Railway Children, p. 26)

While it is clear that everyone has to put in their effort in order to adjust to the new place, it is the mother who initiates and makes sure the children would do just fine, appreciating what they have as ‘the funny and delightful supper.’

From these examples, to relate the mother’s roles with Johnson’s feminist outlook is to see the significance of ‘home’ both in this fiction in terms of its physical and spiritual meanings. Johnson identifies modern feminism with women’s active roles even when they are within the space of a home, suggesting that a female feminist figure should not be determined by whether, for her, a home is a place from which to escape or into which to retreat. The above examples and explanations allow us to see that the family have to physically relocate into a new place, less comfortable and more unsettling, and thus the children need to be spiritually cheered up. In these cases, the mother undertakes an active role to physically set up a home, the dining scene, and emotionally support her children to the new adjustment with her bravery and optimism.

Roberta, the eldest girl in the family, also significantly participates in the re-making of homes in the same way that her mother does. With perseverance, Roberta helps her mother to maintain the happiness of the family. Throughout most of the story, the children, as well as the reader, are spared of the exact knowledge of what has happened to the father and why he has been taken away. In the episode in which Roberta accidentally discovers the truth that her father has been sentenced to prison, we learn how shocked she gets. Collecting a parcel which is wrapped by pieces of newspaper, she moves her eyes unintentionally through those papers, not knowing what she would see:



Suddenly she clutched the parcel tighter and bent her head over it. It seemed like some horrible dream. She read on—the bottom of the column was torn off—she could read no farther.

She never remembered how she got home. But she went on tiptoe to her room and locked the door. Then she undid the parcel and read that printed column again, sitting on the edge of her bed, her hands and feet icy cold and her face burning. When she had read all there was, she drew a long, uneven breath.

“So now I know,” she said.

What she had read was headed, 'End of the Trial. Verdict. Sentence.'

The name of the man who had been tried was the name of her Father. The verdict was 'Guilty.' And the sentence was 'Five years' Penal Servitude.'

“Oh, Daddy,” she whispered, crushing the paper hard, “it's not true—I don't believe it. You never did it! Never, never, never!”

(The Railway Children, p. 150)

Quoting the lengthy description of this brief incident is necessary here as it allows one to follow and understand Roberta's shock and distress. One may assume that her emotional pain is intensified by the slow and detailed narrative of every act before her verbal outburst of disbelief.

It is only when one understands the extent of this emotional burden that one will be able to fully acknowledge the girl's effort to later compose herself in the presence of others and maintain everyday routine within their home. To fully explain, this is the first time that the fate of her father is clearly revealed, both to her and Nesbit's readers. Roberta learns this truth when she is almost entirely unprepared; the incidental discovery makes the shock more abrupt and painful. Although it might have previously been assumed that something terrible must have happened to the man, the young characters are omitted from the truth. The above passage from the novel thus allows us to indulge with Roberta in her discovery of the secret her mother has been keeping away from the children's knowledge.

From that moment of revelation in the fiction, Johnson's argument that, for modern women, home should no longer be seen as a place either from where to escape or to which to return proves true in Roberta's stoicism. Ironically, however, the girl is caught in the situation from which she could not escape yet it is far from being a pleasant situation to which to emotionally retreat. For example, Roberta's emotional strength when she cannot be left to grieve her father's fate in private. While she is overwhelmed with this great pang, learning the truth about her father's absence, her younger sister, Phyllis, comes knocking on the door to call her away, obliging the elder to compose herself and, in the same way their mother has done, proceed with routine household activities.

There was a hammering on the door.

“What is it?” said Bobbie.

“It’s me,” said the voice of Phyllis; “tea’s ready, and a boy’s brought Peter a guinea-pig. Come along down.”

And Bobbie had to.

(The Railway Children, p. 150)

The chapter finishes immediately at this point as readers are told that Roberta ‘had to’ come down for tea during which she has to pretend that nothing wrong has happened. Later when she talks with her mother in private, she insists that she would not want the other kids to know about this news. Her mother then says ‘We two must help each other to be brave’, seeing that Roberta must have now understood why she has never mentioned this to the children.

These simple acts of Roberta, on one hand, may be seen as insignificant to the plot as it may not entirely change the life of the other young family members. Nonetheless, it is the simplicity of everyday stoicism that allows the normal life to continue. Her small act is part of her roles that subtly, yet actively, assert the resilience within the household.

In fact, Roberta’s decision to keep this secret from the two indicates her participation to manage the household, demonstrating her agency as someone who is capable of controlling her own emotions and bring the situation under control. Had she done otherwise and let her younger brother and sister know the truth, they might have been agitated and worsened the situation.

Not only Roberta’s act identifies her as a person who encourages the resilience of the fallen household, but it also in turns promotes her maturity, equating her with the motherly figure. Leaving out the other children from the pain of this truth, Roberta and her mother undertake an active role to sustain emotional resilience among the family members. The two females are willing to bear this emotional burden so that they could spare the others from the same grief and worries. One could say that Roberta is maturing, taking after her mother’s duty to protect the younger family members. These efforts made by the main female characters are thus part of the effort within the homely sphere of one family to survive and adjust to the temporary, yet sudden, hardships imposed on their lives.

Conclusion

This study has examined the significance of women’s roles during the time of crisis resulting from the sudden absence of the paternal figure. It aligns the reading of *The Railway Children* with Johnson’s reinterpretation of the meanings of homes in modern women’s lives. The study sheds light on what seems to be insignificant and ordinary acts of women within the household; it demonstrates that the re-building, as well as the maintenance, of the domestic resilience in the form of physical and emotional family relationships in *The Railway*

Children requires active and creative efforts tremendously put forth by Roberta and her mother. Looking at their actions through Johnson's concept of modern feminism, which proposes that women's active roles within the household can equally be as important as those without, allows us to see these characters as a modern feminist epitome. The home they build during the absence of the father figure is the place and community created by the female effort; it is no longer a place from which to escape or to which to retreat. Rather it is a place that embodies and is built upon women's powers.

Further Research Suggestion

Under the feminist reading of *The Railway Children*, this paper primarily concentrates on the roles of women characters who have been reduced to poverty and struggle to maintain their living in an unfamiliar environment. Such reading, however, may not be an entirely flawless practice. There are overlapping focuses on the relationships between characters of different ages, genders, and social classes. For examples, this feminist reading treats the female adult and child characters almost altogether as a unified group while, in fact, there can be distinctions between them that need more clarification.

Therefore, it is encouraged that further studies, either they are a gender-study approach or guided by other theoretical frameworks, may distinguish between the practices of young and adult characters. In addition, whereas Nesbit writes mostly about middle-class characters in her fiction, their relationships with the working-class people are ubiquitous. Such issues can, in the future, be studied under another socio-historical approach.

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Short Words in Two English-Language Legacy and New Media

Ernesto Cordero Collo, Jr.¹, Petra Phongsaksri²,
Wisittha Rangketkar³ and Natthira Tuptim⁴

Abstract

With the advent of technology, researchers are prompted to examine news language in online news as a form of new media and its place in language studies as opposed to the newspaper as a form of legacy media. This exploration has enabled researchers to contribute to the dearth of knowledge within this area, allowing media organizations to re-examine the use of language in headline writing. This research generally aimed at studying how short words, as a form of headlines, are presented in newspapers and online news from June 8 to 12, 2017. The corpus, which included 523 verbs from news headlines categorized as finite verbal headlines, was compared to short words as shown in Swan's (1996) Practical English Usage. Consequently, this attempt revealed that there were 37 short words and 29 short words in newspapers and online news, respectively. Different from short words, the study also found 261 general verbs in newspapers and 196 general verbs in online news. As regards the use of short words, there was no difference in legacy and new media. The findings on short words in both media may be applicable across English language classrooms in terms of teaching contexts.

Keywords: short words, legacy media, newspapers, new media, online news

¹Faculty, Languages Department, College of Arts and Sciences, Don Mariano Marcos Memorial State University - South La Union Campus (DMMMSU-SLUC), ecollojr@dmmsu.edu.ph

²Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University, petra.s@psru.ac.th

³Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University, wisittha@hotmail.com

⁴Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University, natthira.t@psru.ac.th

Introduction

Gone are the days when news content was largely monopolized by the legacy media. Nowadays, communication is made possible through the internet. People all over the world can easily access information on politics, culture, and society from the other side of the globe. The platform of news presentation is no longer limited to newspapers as a form of legacy media. Many of them have long extended their sphere to the online platform. This significant turn of events has also allowed English language learners to learn further about news language given their significant exposure to media of all types. Currently, almost 90% of US newspapers use online technology to search news content and create their own news content on the website (Salman et al., 2011, p. 2). Oftentimes, newspapers are limited by space and time while there is no such restriction for online news. The limitations posed by space and time between these two types of media, legacy media and new media, potentially affect the language usage and style. Newspaper language, especially the language in news headlines, is significant to attract the readers' interest, and it needs to be concise due to numerous constraints. Therefore, the study of the language usage and style can clarify the difference or the similarity of both types of media.

According to Mardh (1980 as cited in Isani, 2011), the term "headlinese" first originated in a journalistic handbook "Headlines and Deadlines" written in 1933 by two New York Times journalists, R. E. Garst and T. M. Bernstein. To put simply, Mardh de-semanticized the term "to denote simply the language used in headlines."

Headlinese includes the use of short words, abbreviations, clichés, noun-stacking, wordplay, verbs, and ellipsis. There are few studies of news headlines in new media, especially in terms of short words as a feature of headlinese. Short words are one of the most common strategies of language usage in news headlines. It is key in understanding the headline-making process and headline meanings in both legacy and new media.

Also known as thinnernyms, short words are a feature of headlines which language users avoid in a regular conversation but found frequently in news headlines because they are able to be placed within a restricted space (Russial, 2004 as cited in Nordquist, 2017).

According to Swan (1996), short words are the words employed to reduce space utilization. Most short words are not commonly used in general English, e.g., *curb* to mean *restrict* or *restriction*, and *bid* to mean *attempt*. In Swan (1996), short words are shown in Table 1 used as criteria for the analysis in this study.

Table 1: Examples of short words in news headlines in Swan (1996, pp. 361-389) (meanings and synonyms are shown in the brackets)

Short Words		
act (take action; do something)	face (be threatened by)	mar (spoil)
aid (military or financial help; to help)	feud (long-lasting quarrel or dispute)	mercy (intended to save lives)
alert (alarm, warning)	firm (determined not to change)	mob (angry crowd; organized crime/mafia)
bar (refuse/ refusal to allow entry)	flak (heavy criticism)	move (step towards a particular result)
bid (attempt)	flare (begin violently)	MP (Member of Parliament)
blast (explosion; criticize violently)	foil (prevent somebody from succeeding)	nall (force something to admit)
blaze (fire)	gag (censor (ship), prevent (ion) from speaking)	premier (head of government)
bolster (give support/encouragement to)	gaol (older British spelling for jail)	press (the newspapers)
bond (political/business association)	gems (jewels)	PM (Prime Minister)
boom (big increase; prosperous period)	grab (take violently)	poll (election; public opinion survey)
cash (money)	grip (control; hold tightly)	PC (police constable)
charge (accusation by police)	gun down (shoot)	raid (enter and search; attack, rob, robbery)
chop (abolition, closure)	hall (welcome, praise)	rampage (riot)
crackdown (firm application of law)	halt (stop)	slam (criticize violently)
crash (financial failure)	hitch (problem that causes delay)	slash (cut, reduce drastically)
cut (reduce; reduction)	hold (arrest; keep under arrest)	threat (danger)
cutback (reduction [usually financial])	IRA (Irish Republican Army)	toll (number killed)
dash (make [quick journey])	jail (prison)	UN (The United Nations)
deadlock (disagreement that cannot be solved)	jobless (unemployed (people))	urge (encourage)
deal (agreement, bargain)	landslide (victory by large majority in election)	VAT (value added tax)
edge (move gradually)	lash (criticize violently)	vow (promise)
envoy (ambassador)	launch (send into space; begin; put on market)	wed (marry)

From Table 1, it can be observed that the length of short words is less than the general words in parentheses. Some words such as *gag* are not frequently found in an everyday conversation based on the frequency ratio from Corpus of Contemporary American English (COCA). Furthermore, according to Swan (1996), abbreviations such as *IRA*, *PM*, *MP*, and *PC* are also categorized as short words. Abbreviations are used for a variety of reasons and functions like space-saving (Mirabela & Ariana, 2009, p. 557).

On the other hand, some words may seem abstract when they are used as short words. For example, the word *landslide* is defined as *victory by large majority in election*, while, in other contexts, it refers to the sliding down of a mass of earth or rock from a mountain or cliff.

Short words are used due to limited space but may be understood differently when they are used in non-headline news contexts. An examination of short words can be useful for headline reading in both traditional and online media and helpful in improving vocabulary for news headlines construction. Short words with meanings in brackets in Table 1 are nouns and verbs which can be both common and proper nouns such as *city*, *commons*, and *UN*.

Thamrongsat (1985 as cited in Klongsoongnoen, 1999) studied the characteristics of English headlines in two newspapers – The Nation and Bangkok Post. It was found that the structures of the headlines were different from general English, i.e., omitting the articles, using abbreviations or acronyms, using specific words in newspaper language, using slang, and omitting military ranks and job titles. The language patterns were mostly phrases, using present tense to indicate the event that has happened and continuing (present perfect), using infinitive with the event in the future, omitting subject, quoting speech as a headline, omitting verb to be in passive voice sentences and before adjectives, and using short words instead of long words as follows:

- 1) *ex* as a substitute for *former*
- 2) *held* as a substitute for *arrested, detained*
- 3) *probe* as a substitute for *investigation*
- 4) *envoy* as a substitute for *ambassador*
- 5) *rap* as a substitute for *criticize*
- 6) *ties* as a substitute for *relations*

The results of the study were divided into two parts: the structure or grammar and words used in newspaper headlines (Thamrongsat, 1985). For the words used, the characteristics of news headlines were using short words instead of long words, using specific words in newspaper language, and using slang.

Characteristics of words used in newspapers are also different from general writing. Using corresponding words with an athlete's name is one of the characteristics of the newspaper language, as in the following headline: "Hot Tiger roars to runaway victory." The word "hot" (skillful) was used as a corresponding word to describe "Tiger" which is the name of the athlete. Consequently, "roar" which means a deep, long sound of the animal was used correspondingly (Sumpantamitr, 2015, p. 28).

Research Objectives

This paper generally aims to analyze the use of short words as a feature of headlines in legacy and new media.

Definition of Terms

Short words refer to verbs appearing in newspaper headlines with appropriate size for headline space.

Newspaper is a form of legacy media and refers to the news presented in the paper format or broadsheet through The Nation and Bangkok Post published from June 8 to 12, 2017.

Online news is a form of new media and refers to the news presented online in The Nation and Bangkok Post published from June 8 to 12, 2017.

Research Methodology

This study is a qualitative research that investigated short words from headlines categorized as finite verbal headlines in newspaper and online news headlines. A total of 839 headlines – 472 headlines from newspapers (238 headlines from The Nation and 234 from Bangkok Post) and 367 headlines from online news (154 headlines from The Nation and 213 from Bangkok Post) – were analyzed for the study.

After the data was collected and compared with the list of words found in Swan (1996), it was also analyzed and compared as to their differences as presented in newspapers and online news.

Data Collection

1. Content of the study

Short words (verbs) collected from newspaper headlines with the structure of finite verbal were specified by Mardh (1980). i.e. 'blast' from finite verbal headline as follows:

- (1) Somchai blasts EC rejig (Bangkok Post – newspaper, June 10, 2017)

2. Source of information

- (1) Newspapers of The Nation and Bangkok Post published on June 8 to 12, 2017.
- (2) Online news websites of The Nation and Bangkok Post published on June 8 to 12, 2017.

The Nation and Bangkok Post are the only two English-language dailies in Bangkok. Founded in 1971 as a progressive alternative to the English-language market-leading Bangkok Post, The Nation announced in 2019 the end of its print edition to shift to online version has its “new step” (Vegpongsa & Kaewjinda, 2019). Bangkok Post was founded in 1946 and is pegged as internationalist in its content while The Nation is more inclined to local news and analysis (Thailand Guru, 2018).

Hypothesis of the Study

There is no significant difference in short words used in newspapers and online news for both The Nation and Bangkok Post.

Results and Discussion

The results of the study revealed that there were 523 verbs (word token) that appeared in both news sources’ news headlines with the structure of finite verbs. Work token refers to the number of words in a corpus, regardless of how often they are repeated.

1. A total of 298 verbs (148 words from The Nation and 150 words from Bangkok Post) were found in both newspapers.
2. A total of 225 verbs (106 words from The Nation and 119 words from Bangkok Post) were found in both online news.

After comparing the use of short words, it was found that 37 short words or more than 100 percent are commonly used in newspapers from both media and 29 short words or 85.29 percent were commonly used in online news from both media. Based on this result, it can be said that the newspaper uses short words for headline news more than the online news.

The use of short words (verbs) corresponds to Swan’s (1996, pp. 361-389) examples in Table 1. Types of short words found in this study are not different. It is found that 34 short words or 100 percent are also found in Swan’s study as shown in Table 2.

Table 2: Comparison of Short Words (verbs) Used in Both Media (Newspapers and Online News) and Short Words Found in Swan’s (1996) Work

No.	Short words	Meanings	Online News		Newspaper	
			The Nation	Bangkok Post	The Nation	Bangkok Post
1.	back	support	✓		✓	✓
2.	blast	criticize				✓
3.	boost	increase (encourage(ment); to increase; an increase)	✓		✓	
4.	call (for)	demand/appeal [for]			✓	✓

No.	Short words	Meanings	Online News		Newspaper	
			The Nation	Bangkok Post	The Nation	Bangkok Post
5.	claim	make a statement that something is true (especially when there may be disagreement); pay claim demand for higher wages		✓		✓
6.	clear	find innocent			✓	
7.	deal	contract	✓		✓	
8.	dip	decrease				✓
9.	drive	united effort		✓		✓
10.	drop	give up, get rid of; fall (noun)		✓		
11.	eye	consider		✓	✓	✓
12.	face	be threatened by	✓	✓	✓	✓
13.	find	something that is found		✓		
14.	hit	attack, affect badly		✓	✓	✓
15.	halt	stop	✓			✓
16.	head	lead; leader				✓
17.	head for	move towards		✓		✓
18.	ink	sign (an agreement)	✓			
19.	launch	begin (send satellite etc.) into space; begin (campaign etc.); put (new product) on market	✓		✓	
20.	net	win, capture			✓	✓
21.	OK	okay, agree to			✓	
22.	quit	resign, leave	✓			
23.	rock	shock, shake		✓		
24.	rule out	reject the possibility of			✓	✓
25.	see	forecast		✓		✓
26.	set (to)	decide , ready to; about to	✓	✓	✓	✓
27.	sack	dismiss(al) from job			✓	
28.	scrap	throw out (as useless)	✓			
29.	seek	look for	✓	✓	✓	✓
30.	slam	criticize violently	✓	✓		✓
31.	slump	fall (economic)			✓	
32.	spark	cause to start	✓		✓	
33.	urge	press, exhort, encourage		✓		✓
34.	win	victory	✓	✓		✓
Total (word)			14	15	17	20
Percentage			41.18%	44.12%	50%	58.82%
Total (word)			29		37	
Percentage			85.29%		108.82%	

As stated in Table 2, short words found in both media are not different after having been measured in quantitative terms. Thirty-seven (37) or more than 100 percent of them are found in newspapers and 29 short words or 85.29 percent are found in online news. Meanwhile, 261 verbs, which are not short words or regular verbs, are found in newspapers and 196 verbs are found in online news. Short words used in both media include *back*, *eye*, *face*, *hit*, *seek*, *set (to)*, *slam*, and *win*. These words are used only in news headlines in

preference to regular verbs with the same meaning, i.e., *face* means *be threatened by*, *set* (*to*) means *decide*, *ready to*, *about to*, and *seek* means *look for*. Besides, only 34-word types (referring to the number of distinct words in a corpus) from 523 finite verbs appearing in news headlines are found in both news sources (see Table 2) and many short words found in Swan's (1996) work (see Table 1) are not found in this study.

Word use in both The Nation and Bangkok Post are not different. Thirty-seven words are found in newspapers (17 short words in The Nation and 20 short words in Bangkok Post) while 29 short words are found in online news (14 short words in The Nation and 15 short words in Bangkok Post) while. The following discussion shows these commonalities:

A. Fourteen (14) short words in Table 2 were used in the news headlines of The Nation's online news published on June 8 to 12, 2017. These short words include **back, boost, deal, face, halt, ink, launch, quit, set, scrap, seek, slam, spark** and **win** as reflected in the following news headlines:

- (1) CDC backs 'reset' of Election Commission (June 8, 2017)

Back is used as a short word with a meaning corresponding with Swan (1996), i.e., support.

- (2) CIMB boosts capital ready for business expansion (June 9, 2017)

Boost is used as a short word with a meaning corresponding with previous studies, i.e., increase (encourage).

- (3) Singapore in fintech deal with banks in the Americas (June 10, 2017)

Deal is used as a short word with a meaning corresponding with Swan (1996), i.e., contract. Its use is varied according to the collocated preposition i.e. deal with (talk to someone or meet someone, especially as part of your job), and deal for (to do business; to give or share out something, especially playing cards).

- (4) Dismemberment case suspects face death penalty (June 8, 2017)

Face is used as a short word with a meaning corresponding with Swan (1996), i.e., be threatened by.

- (5) DMF halts all SorPorKor oil and gas production (June 8, 2017)

Halt is used as a short word with a meaning corresponding with Swan (1996), i.e., stop.

- (6) SME Bank inks franchisee loan deal with Wawee Coffee (June 12, 2017)

Ink is used as a short word with a meaning corresponding with Swan (1996), i.e., sign (an agreement).

- (7) Alibaba launches sales channels in Malaysia, Singapore (June 12, 2017)
Launch is used as a short word with a meaning corresponding with Swan (1996), i.e., begin (campaign, etc.), to put (new product) on market).
 - (8) British PM's top aide quits after election disaster (June 11, 2017)
Quit is used as a short word with a meaning corresponding with Swan (1996), i.e., resign, to leave.
 - (9) UK set for election today amid worries over terror (June 8, 2017)
Set is used as a short word with a meaning corresponding with Swan (1996), i.e., decide, to be ready to, to be about to.
 - (10) Cp Indonesia unit scraps 7-Eleven deal (June 8, 2017)
Scrap is used as a short word with a meaning corresponding with Swan (1996), i.e., throw out as useless.
 - (11) Family of dismemberment case suspect seeks assistance (June 8, 2017)
Seek is used as a short word with a meaning corresponding with Swan (1996), i.e., look for.
 - (12) EC's Somchai slams NLA 'reset' bill (June 11, 2017)
Qatar slams 'baseless terrorism blacklist' (The Nation Online, June 10, 2017)
Slam is used as a short word with a meaning corresponding with Swan (1996), i.e., criticize violently.
 - (13) Fake Facebook profile of Phuket vice governor sparks concerns (June 9, 2017)
Spark is used as a short word with a meaning corresponding with Swan (1996), i.e., cause to start.
 - (14) Academic couple win Fukuoka grand prize (June 9, 2017)
Win is used as a short word with a meaning corresponding with Swan (1996), i.e., achieve victory.
- B. Fifteen (15) short words in Table 2 were used in the news headlines of Bangkok Post's online news published on June 8 to 12, 2017. These short words include **claim, drive, drop, eye, face, find, hit, head for, rock, see, set, seek, slam, urge, and win** as reflected in the following news headlines:**
- (1) IS claims twin first assaults in country (June 8, 2017)
Claim is used as a short word with a meaning corresponding with Swan (1996), i.e., make a statement that something is true.
 - (2) SCG cements drive into new startups (June 9, 2017)



Drive is used as a short word with a meaning corresponding with Swan (1996), i.e., united effort.

- (3) Consumer confidence drops for 1st time in 6 months (June 8, 2017)

Drop is used as a short word with a meaning corresponding with Swan (1996), i.e., give up, get rid of, to fall (noun); to move to a lower position.

- (4) Beacon eyes B1bn in startups (June 8, 2017)

- (5) Thailand eyes OBOR for Eurasian market (June 12, 2017)

Eye is used as a short word with a meaning corresponding with Swan (1996), i.e., consider.

- (6) Myanmar navy ship, fisherman finds bodies in search for plane (June 8, 2017)

Find is used as a short word with a meaning corresponding with previous studies, i.e., something that is found.

- (7) KohPhangan airport project hits snag (June 9, 2017)

Hit is used as a short word with a meaning corresponding with Swan (1996), i.e., attack (affect badly).

- (8) Au Bon Pain heads for CLMV (June 9, 2017)

Head for is used as a short word with a meaning corresponding with Swan (1996), i.e., move towards.

- (9) Blasts rock city as Philippines marks independent day (June 12, 2017)

Rock is used as a short word with a meaning corresponding with Swan (1996), i.e., shock, shake.

- (10) Auction sees sharp drop in rice stocks (June 8, 2017)

See is used as a short word with a meaning corresponding with Swan (1996), i.e., forecast.

- (11) Trump backs S Arabia over Qatar dispute, then urges 'unity' (June 8, 2017)

Urge is used as a short word with a meaning corresponding with Swan (1996), i.e., press, to exhort (encourage).

C. Seventeen (17) short words in Table 2 were used in the news headlines of The Nation's newspaper published on June 8 to 12, 2017. These short words include **back, blast, call (for), clear, deal, eye, face, hit, launch, net, OK, rule out, set, sack, seek, and spark** as reflected in the following news headlines:

- (1) Trump calls Qatar emir as efforts build to end crisis (June 9, 2017)

Call is used as a short word with a meaning corresponding with Swan (1996), i.e., demand/appeal (for).

- (2) Prosecutors and police clear former Mae Hong Son governor (June 10, 2017)
Clear is used as a short word with a meaning corresponding with Swan (1996), i.e., find innocent.
- (3) World Bank okays \$99.3m loan for Philippines (June 12, 2017)
Okay is used as a short word with a meaning corresponding with Swan (1996), i.e., agree to.
- (4) BPI rules out hacking in bank account discrepancies (June 8, 2017)
Rule out is used as a short word with a meaning corresponding with Swan (1996), i.e., reject the possibility of.
- (5) Mugabe sacks top prosecutor (June 11, 2017)
Sack is used as a short word with a meaning corresponding with Swan (1996), i.e., dismiss(al) from job.

D. Twenty (20) short words in Table 2 were used in the news headlines of Bangkok Post's newspaper published on June 8 to 12, 2017. These short words include **back, blast, call (for), claim, dip, drive, eye, face, hit, halt, head, head (for), net, rule out, see, set, seek, slam, urge, and win** as reflected in the following news headlines:

- (1) Confidence dips May on bombing, weak crop prices (June 9, 2017)
Dip is used as a short word with a meaning corresponding with Swan (1996), i.e., decrease to go down to a lower level.
- (2) Greyhound heads to London (June 12, 2017)
Head is used as a short word with a meaning corresponding with Swan (1996), i.e., lead.
- (3) Cop seizures net a million meth pills (June 10, 2017)
Net is used as a short word with a meaning corresponding with Swan (1996), i.e., win or capture.

Considering the meaning, it can be concluded that there is no difference as regards the use of short words in newspapers and online news. Thirty-seven (37) short words found in newspapers and 29 short words found in online news were used in corresponding meaning defined in Table 2. Regular verbs are used in newspaper headlines although there are short words with corresponding meanings in Table 2. They are both found in newspapers and online news.

E. Regular verbs found in newspaper language

Online news

Regular verbs are frequently found in news headlines. According to the principle in headline writing (Mirabela & Ariana, 2009; Swan, 1996), these verbs should be avoided since

there are short words with corresponding meanings as shown in Table 2 and other sources. Some of these regular verbs include **collaborate (with)**, **criticize**, **cooperate (with)**, **question**, **promise**, **experience**, and **apologize** as reflected in the following news headlines:

- (1) Germany's Qiagen collaborates with Two Thai Universities (The Nation, June 8, 2017)
Collaborate is a regular verb which can be substituted with band (together), concert, concur, conjoin, conspire, join, league, team (up), and unite.
- (2) Abhisit criticizes 'reset' of Election Commission (The Nation, June 8, 2017)
Criticize is a regular verb which can be substituted with assail, blast, rap, and slam (see Table 2).
- (3) Grab cooperates with Singapore government on smart traffic management (The Nation, June 8, 2017)
Cooperate is a regular verb which can be substituted with band (band (together), concert, concur, conjoin, conspire, join, league, team up, and unite.
- (4) Cosby lawyer questions accuser's credibility (Bangkok Post, June 8, 2017)
Question is a regular verb which can be substituted with quiz (see Table 2).
- (5) Prayut promises farmers financial help (Bangkok Post, June 8, 2017)
Promise is a regular verb which can be substituted with vow (see Table 2).
- (6) US troops experience Thai agricultural lifestyle (The Nation, June 8, 2017)
Experience is a regular verb which can be substituted with endure, feel, have, know, pass, see, suffer, sustain, taste, undergo, and witness.
- (7) Saudis apologize over 'disgraceful' snub of minute's silence (The Nation, June 9, 2017)
Apologize is a regular verb which can be substituted with say sorry, say regret, and bet.

Newspapers

Regular verbs found in news headlines in traditional newspapers are **encounter**, **cooperate (with)**, and **accelerate** as reflected in the following news headlines:

- (1) Southeast Asia encounters America's new sheriff (The Nation, June 8, 2017)
Encounter is a regular verb which can be substituted with meet, face, confront, and come across.
- (2) Grab cooperates with Singapore government on smart traffic management (The Nation, June 8, 2017)
Cooperate is a regular verb which can be substituted with band (band (together), concert, concur, conjoin, conspire, join, league, team (up), and unite.
- (3) China's trade growth accelerates (Bangkok Post, June 9, 2017)
Accelerate is a regular verb which can be substituted with increase, grow, and advance.

F. Nouns used as verbs in news headlines

Using a noun as a verb is not an unusual practice in news headline writing among media agencies. Examples of these words are **father, ink, mirror, eye, rock, back, and head** as reflected in newspaper and online news as seen in the following news headlines:

- (1) 3 Pakistani men father 96 children (The Nation/newspaper, June 11, 2017)

Father is used as a verb which means to beget, to be the creator, founder, or author of; originate, to act as a father toward, and to acknowledge oneself the father of.

- (2) SME Bank inks franchisee loan deal with Wawee Coffee (The Nation/online news, June 12, 2017)

Ink is used as a verb which means to sign agreement.

- (3) 'Foundation 500' mirrors Fortune 500 (Bangkok Post/newspaper, June 9, 2017)

Mirror is used as a verb which means to represent something honestly, and to be very similar to something.

- (4) Beacon eyes B1bn in startups (Bangkok Post/online news, June 8, 2017)

- (5) Thailand eyes OBOR for Eurasian market (The Nation/newspaper, June 12, 2017)

- (6) Macron eyes parliament vote majority (Bangkok Post/newspaper, June 12, 2017)

Eye is used as a verb which means to consider, and to look at someone or something with interest. It is used in both online and traditional newspaper and both The Nation and Bangkok Post.

- (7) Blasts rock city as Philippines marks independent day (Bangkok Post/online news, June 12, 2017)

Rock is used as a verb which means to shock, to shake, to move backwards and forwards of from side to side in regular way, if a person or place is rocked by something such as an explosion, the force of it makes person or place shake.

- (8) US forces back Philippines troops in Islamist held city (The Nation/online news, June 12, 2017)

- (9) Thai celebrities back Sustainable Development Goals (The Nation/newspaper, June 10, 2017)

Back is used as a verb which means to give support to someone or something with money or words.

- (10) Greyhound heads to London (The Nation/online news, June 12, 2017)

Head is used as a verb which means to lead.

When a word is used in a new grammatical form, it is called functional shift or Anthimeria. It is commonly found when a noun is used as a verb (Nordquist, 2019). Monsefi & Tengku Mahadi (2016, p. 70) studied the wordplay, which is a functional shift or anthimeria

found in media and advertising language, in 100 English news headlines and did not find anthimeria in the study. Contrastingly, 7 words were found as functional shift or anthimeria in this study: *father, ink, mirror, eye, rock, back, and head* from the total of 523 short words. It could be noted that functional shift or anthimeria is one process of word shortening in writing English news headlines in online and traditional newspapers.

Further, findings show that the characteristics of news headlines in newspapers and online news of both media were not restricted as can be seen in the number of the regular verbs comparing to the short words found in this study. It could be also said that there was no difference on the use of short words and regular words in online news and newspapers.

Conclusions

Short words that were found in newspapers and online news are quite similar. The percentage of appearance in both kind of sources is not different. It could then be concluded that there is no significant difference in short words used in newspapers and online news for both The Nation and Bangkok Post. The meanings of the words analyzed in this study are not different from the meanings of short words found in previous studies. Even though there are a number of short words which can be used in the news headlines, a large number of regular verbs are found in this study.

Further Research Suggestions

This study was limited to short words as verbs used in news headlines. There are other types of short words which should be studied such as nouns. Moreover, the meaning of short words is one aspect that should be investigated based on the change from the actual meaning.

The findings of this study can be applied in teaching English especially in the topic of words used in news headlines and short English verbs which denote different meanings across settings.

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Social Capital to Treat Households Illness A Case Study of Baan Siang Yai Community, Ban Lao Subdistrict, Mueang District, Chaiphum Province

Chitsanucha Chokwarakul¹

Abstract

This research article has the objectives to present the management of social capital with the selection of the household sickness treatment scheme. A Case Study of Baan Siang Yai Community, Ban Lao Subdistrict, Mueang District, Chaiphum Province. Qualitative research methods a total of 20 people was interviewed and a total of 5 group focus group were conducted. The data collection tool was a structured interview. Conduct descriptive data analysis.

A case study of that social capital management for the household sickness treatment scheme consisted of. 1) Social capital management in the community there is a social capital, both in kindness. Generosity supportive assistance community and folk wisdom culture, tradition, beliefs, religion, social capital are the public property. It is something that the more used will increase, resulting in a happier local area. Because members have mutual trust Helping to carry out various activities contribute to the creation of intellectual capital, social capital. 2) Household sickness treatment scheme. The community gives importance to both folk wisdom It is a treatment based on faith. Faith and relying on local resources There are both physical and mental treatments, followed by modern medicine. Due to modern medicine, it has modern drugs and medical supplies. And has a specialist in treating diseases.

Support for the development of social capital with the selection of household sickness treatment schemes Encourage solidarity Personal with knowledge of healthcare Knowledge transfer is recommended. The choice of treatment for illnesses in both modern medicine and local wisdom for the stability of family health in a sustainable manner. Thai Traditional Medicine Development Policy is also created. It is the country's main health service system in parallel with modern medicine, allocating annual budgets by participating in community initiatives and initiatives.

Keywords: Social Capital Management, Treatment patterns, households Illness,

Background and importance of the problem

Global burden of disease estimates places mental illness in the top three causes of years lost due to disability. Wide variations in the rates of mental illness between geographical areas underline the need to investigate social and environmental causes. Building or sustaining healthy communities is now considered an important weapon in a state's strategy to prevent mental illness. Despite methodological problems, the claim that social capital contributes to health inequalities within and between populations has been adopted by social scientists, policy makers, and international institutions, including the World Health Organization and the World Bank (Henderson S, Whiteford H, 2003). For instance, the UK government has written the building of social capital into its mental health policy. The Department of Health has explicitly cited developing social capital as an important feature of mental health promotion, (Department of Health, 2001) and more recently the government's Social Exclusion Unit's action plan to improve mental health in England and Wales had advocated that authorities target access to volunteering, roles in the community, improving social networks, and general participation to improve mental health (Department of the Deputy Prime Minister, 2004). It is unclear whether there is an evidence base to support these policy changes. There is a need for a systematic review of the literature to inform the debate concerning the veracity of claims that building social capital is an important facet of national mental health policy.

Enhancing and developing people's well-being and being healthy is the primary duty of the government and related agencies. To reduce the country's costs and budget. Major health problems of Thai people According to interesting Thai health trends in 2020, there are 3 groups: children and youth. working age group and elderly group by children and youth groups. There is an eye-catching point: stress or depression, online threats. Traffic and transport accidents are more afraid of pregnancy than sexual intercourse (Bangkok Business, 2020). But both issues can also cause health and social problems. Meanwhile, health behavior problems of working age are obesity and overweight, cardiovascular disease, cancer, caused by a modern lifestyle that is over-consumed but lacks adequate exercise and too little rest (Chatchai Nokdee, 2020). Meanwhile, the elderly has health problems in terms of physical mobility problems. Hearing, diabetes, pressure, which is caused by the accumulation of diseases in the body according to the age range of age (Siriwan Righteouskul, 2017) Effective guidelines for reducing health problems are to promote and understand their health care from children to the elderly.

Nowadays, the format of information awareness and accessibility has changed, which is that there are many convenient and accessible channels. Accurately covers the needs of the recipient or target audience. Communication is a new health promotion tool (One Hathai, 2009), especially social media communications (Jirapat Startsri and Nanthara Turarat, 2017), which are important tools to link identifiers within social networks through means of forwarding or sharing healthcare information. The authors were therefore interested in analyzing the link between social networking concepts and health promotion. To apply the change in health behavior to the health of the population.

In the Thai context, social capital is an important capital that promotes good livelihoods of people in society and supports economic development. Society and governance of the country for a long time. This is especially true for enhancing the efficiency of services and production processes in the economic sector. Helping to alleviate violence and solve problems in times of economic and social crises This is a situation where natural resource capital and economic capital are limited. To mitigate and restore Thai people and Thai society to their original status, social capital is needed to support them. However, the current world situation is rapidly changing. Society can be connected all over the world. Economic structure Social structure has changed to become more industrial science. Thailand has to face and be affected by the context of various changes. Inevitably An important change from external factors is globalization. Integration of international cooperation Will affect the culture and way of life of Thai people as the world trend shifts from the knowledge base society to the post knowledge base society, Thailand will need to hasten to develop human resources potential. Due to this trend, there is a need for human resources who are knowledgeable and multi-skilled and able to perform various tasks. Have a moral and public consciousness In addition, technological advances Speed of communication Urban expansion And stepping into the aging society of Thailand will have a direct impact on culture, values, way of life and occupation. Including the interaction of people in society from the family, community and country level, so if Thailand can bring the existing social capital to conserve This will help improve the quality of life of the people in the country to be happy. The nation continues to be balanced and sustainable (Suwannee Khamman et al, 2008).

In addition, it has been studied. To determine indicators of social capital that contribute to the improvement of quality of life By the Ministry of Social Development Give the word meaning "Social capital" refers to the nature of society. Where individuals and social organizations have a network (Trust) and norms in practice (Norms) to foster support and cooperation in each other's operations. This gives rise to the ability to improve the state of

society, organization and oneself in achieving mutually defined objectives. Luang-Ubol, 2010 found that residual social capital, such as cultural dimensions, has been found to have a greater impact on society, organization, and self. Generosity Family and community, ties It is a unique society to be proud of. Able to apply social capital to suit their own way of life appropriately and harmoniously Is a peaceful society Free from serious conflicts Have an adherence to the doctrine of religion based on principles and reasons. With a monarchy It is the center of holding the minds of the people for a long time.

The concept and importance of social capital is recognized by development organizations of various countries as being of great importance for economic growth and sustainable social development leading to the well-being of the nation. The society is formed by joining together ideas, making ties and good culture of Thai society through a system of relationships that are accumulated in a networked manner, including people, institutions, culture and knowledge, which will become a force in the community and capital. Social way

The human body of knowledge has been around for a long time, along with social and cultural systems. Man knows different methods. In the treatment and prevention of disease before scientific knowledge was used. As can be seen, there is a society that still believes in their knowledge of traditional medicine systems such as Indian Ayurvedic medicine, Greek medicine, Chinese medicine in Thailand. Characteristics, thoughts, beliefs, rituals and patterns of traditional treatment, herbal medicine and herbal medicine recipes. Preparation and method of making herbal medicine Can form a body of knowledge in philosophy and theories of folk medicine such as Lanna folk medicine Ethnic medicine, etc. (Pimchanokwan Jam, 2017), although at present there are alternative schemes for the treatment of multiple health ailments, including modern medicine. Thai traditional medicine Folk and alternative medicine Causing people to increase the choice of ways to take care of their own health in a variety of ways but there is still a problem in choosing a good, correct and effective treatment plan. Especially people in rural Isan There are some factors that influence the mix of health beliefs and beliefs in spiritism. Respect Brahmins, Buddhists, and local philosophers. This pattern continues to determine the health behaviors of Isan people in rural areas according to the beliefs of their households. Such patterns are as follows: 1) Thai traditional medicine plan, that is, it is health care in both normal conditions. And abnormal (diseased) conditions by applying the theory of balance of various elements in the body and anatomy. The main academic science of medical science was explained. According to academic principles, principles of practice, 2) traditional medicine patterns as cultural products, ideas, beliefs, ways of life, and 3) alternative medicine schemes. It is the application of other medical schemes in conjunction with modern medicine (Gotem Chungsaithiensap, 1998; Suparattanakul Society, 2018) from

the health service system development plan 2018 - 2022 specifies the development of the public health service system in the country.

From collecting data from the research area, it was found that Baan Siao Yai Community, Ban Lao Subdistrict, Mueang District, Chaiyaphum Province Also encountered an increasing trend of environmental health problems as technology evolution Industry and Society Until causing environmental pollution problems including air pollution, solid waste water and hazardous waste Problems in planning the treatment of ailments in the household, such as understanding attitudes. Beliefs about supernatural powers or ancestral spirits are linked to the health of the community.

It was influenced by household beliefs in Thai traditional medicine and combined medicine, which people chose to use a variety of household ailments treatment patterns. Still unable to clearly state that Is there a level of social support involved in choosing a household sickness treatment plan?

The question arises that the researcher wants to find and answer how social capital affects the choice of household sickness treatment schemes. Are there any elements from social capital? And to present the management of social capital with the selection of the household sickness treatment scheme. A case study of Baan Siang Yai community, Ban Lao subdistrict, Mueang district, Chaiyaphum province.

Research objectives

To present the management of social capital with the selection of household sickness treatment schemes. Case Study of Baan Siao Yai Community, Ban Lao Subdistrict, Mueang District, Chaiyaphum Province.

Literature Review

But the political aspect of social capital may be under acceptance. This article also reviews how complex social processes at the community level are being performed. By social theorists and intervention agents in other fields, we recommend that social capital research to date has not captured enough infrastructure, especially the qualitative differences between the macro / context and micro / level. Individual level while being careful about science, we can conclude that the power of social capital in a rhetorical sense and as a metaphor may be valuable. We conclude by proposing that the combination of benefits at the contextual level currently influencing health has invited the revitalization of theories and interventions inspired by fields such as geography and community psychology in Ecosystem. Mary J De Silva, Kwame McKenzie, Trudy Harpham, Sharon R A Huttly (2005) social capital is a way of describing social relationships within society or groups of people. There are many definitions, but most of them overlap. The most accessible definition of social capital used in health sciences originates from

Putnam. He said social capital consists of five key characteristics: (1) voluntary community networks, state, personal networks and density; (2) Participation, participation, and use of civic networks (3) local civic identity - a sense of ownership, solidarity and equality with other members, (4) mutual reparations and norms of cooperation, a sense of obligation to help others and the confidence to give back to help. In this article we use social capital to refer to the attributes of social organizing and integration, as well as the quantity and quality of formal and informal social interactions (often referred to as civic engagement).

The norms of mutual exchange and trust in others. Social capital theory emphasizes multidimensional within concepts. For example, social capital can be divided into behavioral/activity elements (such as participation) and cognitive/cognitive elements (such as trust). These are called structural and cognitive social capital, respectively. Structural and cognitive social capital can refer to connections and perceptions associated with similar people like others. In their own communities or people of the same socioeconomic status (called connected social capital), or with different people, for example, as people outside the community or with different social identity (known as social capital linking). Social capital can also be formed by formal institutions, such as between community structures and local governments, which are called social capital links.

Conduct research

Subject research Social capital and household illicit treatment scheme selection Case Study of Baan Siao Yai Community, Ban Lao Subdistrict, Mueang District, Chaiyaphum Province It is qualitative research with research methods.

1.Information

An important in-depth interview informant who is involved in social capital and plays a role in choosing a household sickness treatment scheme. 20 including 1) government agencies, 5 of which are health workers. Sub-District Administrative Organization Public Health Volunteer 2) 10 community leaders, including folk doctors, kamnan, elders. Community Committee, Community Organization Leader, Chairman of Career Group 3) Head of Family, 5 persons.

2. Data Collection Tool

2.1 The interview form on the social capital management model and the selection of the household sickness treatment scheme. Role of community leaders the leaders in the use of social capital and activities include formal and informal interviews.

2.2 Participant and non-participant observation of the use of social capital in the selection of household sickness treatment schemes.



3. Data collection

3.1 The interview was conducted through a formal interview; it was a structured interview. By interviewing the target audience to find answers to the research objectives. And the informal interview is a structured interview. By interviewing openness, not limited to answers to catch issues and interpret.

3.2 Participatory observation the researcher has revealed himself to be a researcher. Get involved in activities related to the community. By participating in observing activities, asking questions about suspicious information, recording and recording activities to study the events and behaviors that occurred during the event. And non-participatory observation the researchers observed the behavior of the leaders and the participants. By not participating in or participating in that activity.

4. Data analysis

The analysis of the social capital model versus the selection of the household sickness treatment scheme and the presentation of the social capital management and the selection of the household sickness treatment plan. Case Study of Social Capital and Household Illness Treatment Scheme Selection Case Study of Baan Siao Yai Community, Ban Lao Subdistrict, Mueang District, Chaiyaphum Province To see the elements according to the nature of the empirical data.

Step 1: Organizing data the collection has been obtained in a convenient and easy-to-analyze condition.

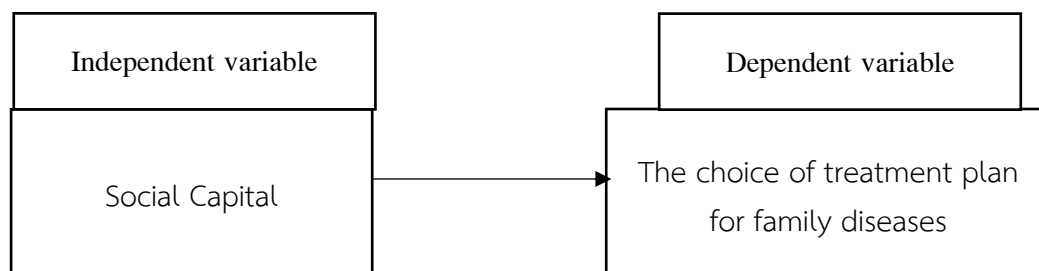
Step 2: Define the id of the information Categorize based on the information collected is the arrangement of data by using keywords that may be a phrase or text instead of the information recorded in the field record. To illustrate what it's all about to record the description, what is it about? The predetermined keywords are conceptual, meaning instead of detailed notes.

Step 3: Summarize keyword indexes together after the indexing process linking keywords together is written as text sentences that show the relationship between keywords.

Step 4: Create a summary Writing links verified temporary conclusions together.

Step 5: Proving the reliability of the analysis results.

Research framework



Research results

Social capital and household illicit treatment scheme selection Case Study of Baan Siao Yai Community, Ban Lao Subdistrict, Mueang District, Chaiyaphum Province The main components of social capital that affect the selection of a household sickness treatment scheme are as follows:

1. Human capital.

Competent person Health, sanitation, education, wisdom, skills and used for the benefit of the community This includes people with knowledge and abilities, public mind, generosity, generosity, and ready to make sacrifices to benefit the community, have morality, discipline, and responsibility. Have a good work attitude Government agencies social support in health care from public health workers and public health volunteers (Volunteers), village headman, village headman. Community organization leaders Chair of occupational groups such as proactive health check Supporting exercise for health Educating healthy food and drink Taking care of yourself when you get sick Organize a project in the area of health promotion, etc. in the local medicine section Family head Most of them had a good level of knowledge about health care.

2. Institutional

Institutions, organizations that contribute to promoting community coexistence with happiness and mutual benefit. Tambon Health Promoting Hospital Subdistrict Administrative Organization Supporting places that promote health care Establishing a health care promotion club in the community Chaiyaphum Provincial Public Health Office gives importance to the treatment of illness, consisting of (1) modern medicine, (2) folk wisdom, (3) Thai traditional medicine and (4) alternative medicine. Including raising awareness of human capital development at all ages It covers 3 key areas: education, public health and labor skill development. To raise the bar for competitiveness and prepare for the future world driven by science. Technology and innovation About health food, herbs, alternative medicine Exercise Spa, as well as the birth of various health groups and clubs Widespread

3. Capital of Wisdom and Culture

Local wisdom Local customs and good beliefs of the community Natural resources are natural resources that exist in the community. It is the original existing resource. Because the Ban Siew Yai community is unique and has a wide variety of cultures and wisdom. There are local experts scattered throughout the community, such as the community philosopher learning center.

Community cultural tourism sites A moral community, a village maintains 5 precepts, in which each culture has a different definition that contributes to health care There are different values, ideas, beliefs and practices in each household. Selection of the treatment plan for sickness in the Ban Siew Yai community.

Choosing a household sickness treatment plan

1. Modern medicine

“Treatment at modern medicine only if it is an emergency accident. Urgent treatment is required.”

“Modern medicine, availability, and quality medicines and equipment Safe procedures The illness is assessed and informed of the potential dangers of treatment.”

In conclusion, most of them will access the service in the event of an emergency accident. Which will be admitted to the hospital, clinic or PHSC if there is a serious illness chronic went to hospital. If people in the household have minor illnesses such as headache, diarrhea, muscle aches from work, they will buy medication for themselves. Modern medicine which is the mainstream medicine up to date and reliable It may be the first choice in cognition. And the reason for deciding to use the service

2. Thai Traditional Medicine

“It is a massage therapy that is used in conjunction with the use of herbs. Herbs may be smeared where you want to massage the noodles to loosen. Or use the drinking method into the appearance of herbal boiled water.”

“Herbs are easy to find locally, so there may not be any need to buy them because they are common in the area.”

In conclusion, most of them will access the service in the event of an emergency accident. Which will be admitted to the hospital, clinic or PHSC if there is a serious illness Chronic went to hospital. If people in the household have minor illnesses such as headache, diarrhea, muscle aches from work, they will buy medication for themselves. Modern medicine which is the mainstream medicine Up to date and reliable It may be the first choice in cognition. And the reason for deciding to use the service

3. Folk wisdom

“Folklore will learn subjects from faith and have a heart to help patients. It's also found that many people don't. Therefore, he finds a way to heal himself by relying on folk healers.”

“The treatment of folk medicine begins with the diagnosis of the disease. All folk doctors will check the history of the person who has been treated for the cause and symptoms of the illness together with asking the current doctor for the diagnosis results. To determine the cause of the disease and find a cure.

It is also found to predict horoscopes first to determine the cause of illness and find a cure.”

In conclusion, People who have always played a role in health care of rural villagers. Because of the relationship between folk healers and villagers, it is bound by a mission that is bound by the belief in consciousness and faith inherited from the ancestors. Causing traditional healers to continue to play a role in the health of villagers up to the present. Diseases and illnesses of patients who come to fight treatment with traditional healers. There are diseases that usually occur in children, including sang or fever. Folk healers will treat it by sweeping the throat and giving the herbs to boil or eat. And symptoms in adults who came to be treated for treatment, including shingles, herpes, hemorrhagic fever, hemorrhagic fever, Pain And caring for women after childbirth, etc. Symptoms of canker sores, mumps, pox, often go to treatment with folk healers. Local healers will take care of the sick closely. It is a treatment both physically and mentally together. Not using compensation claims. Because folk healers will not specify how much treatment costs. Up to the patient. Folk healers are also virtuous. It should be trusted and play a role in solving and solving problems within the village. Therefore, it can be seen that local healers play a role in connecting people in the community.

4. Alternative medicine

“Keeping ancient stereotypes including acupuncture, Yoga, Tai Chi, Dance. The problem exists in which alternative medicine treatments are effective, suitable for the price.”

“It is believed that being healthy physically and mentally must be contagious and communicated. This type of treatment is a link between the body and mind to stay healthy.”

In conclusion, Acupuncture, colon cleansing, detoxification, Diet therapy, The vegetarian diet, Vegetarian or disease-appropriate diets, Exercises such as yoga, tai chi, acupressure, massage, or applying pressure on the foot cap. To reduce stress and relax healthy dieting. Lifestyle modifications. Natural food is less possible. Due to travel inconveniences, beliefs such as acupuncture, colon cleansing, can be life threatening. The use of alternative medicine is also consistent with the cause, disease or problem. Illness related to the way of

life Because when there is an illness, each person will have different illnesses. It depends on the experiences, beliefs, values, education and socio-economic status of the individual.

Discussion

Social capital and household illicit treatment scheme selection Case Study of Baan Siao Yai Community, Ban Lao Subdistrict, Mueang District, Chaiyaphum Province

1. Human capital

Social support for health care from health workers and health volunteers Kamnan, the elder. Community committees, community organization leaders, presidents of occupational groups, such as proactive health check-ups, support for healthy exercise, educating on healthy eating and drink, self-care in the wake of illness. Organize projects in the field of health promotion, etc. An important principle is to improve the health of the people to live well. It covers environmental management to be hygienic, aiming to build immunity to diseases. Raising awareness and proper health behaviors Maternal and infant safety nutrition balance Improving the quality of service systems and health facilities at all levels the emphasis is on providing quality, efficient, adequate services for people to access services and services conveniently in accordance with the process of creating health security in households in rural Isaan areas. That uses knowledge to enhance health. In the past, the Ministry of Public Health has implemented policies focused on promoting and preventing diseases that cover all groups of individuals and areas appropriately, and the way of life of the people. In addition, Local government organizations are considered as local regulations or measures as appropriate. In order to strengthen the community and to support more health policies and activities, it is considered to be a linking social capital that supports the process of building health security in households in rural Isaan areas (Sangkoml Suparattanakul, 2011).

2. Institutional / Organization Scholarships

Chaiyaphum Provincial Public Health Office gives importance to the treatment of illness, consisting of (1) modern medicine, (2) folk wisdom, (3) Thai traditional medicine and (4) alternative medicine. Including raising awareness of human capital development at all ages It covers 3 key areas: education, public health and labor skill development. Which perception about each person's health care will vary. It depends on two cognitive factors, namely internal factors: values, interests and experiences, etc., and external factors: culture, beliefs, telling and advice from healthcare and healthcare professionals, etc. Putnam (2000) calls Bonding Social Capital Families still need a community system. Which can be considered as social capital Through community groups such as village health volunteers, housewives' group Occupational groups and exercise groups, etc.

Because the organization group has operational roles both in defense Control disease, health promotion Medical treatment Preliminary and rehabilitation along with the development of the group of housewives who lead the health as well Including adequate and appropriate community resources the community health system reflects the diverse concepts of knowledge, competence in health care based on social capital.

3. Capital of Wisdom and Culture

Chaiyaphum Provincial Public Health Office gives importance to the treatment of illness, consisting of (1) modern medicine, (2) folk wisdom, (3) Thai traditional medicine and (4) alternative medicine. Including raising awareness of human capital development at all ages It covers 3 key areas: education, public health and labor skill development. Which perception about each person's health care will vary. It depends on two cognitive factors, namely internal factors: values, interests and experiences, etc., and external factors: culture, beliefs, telling and advice from healthcare and healthcare professionals, etc. Putnam (2000) calls Bonding Social Capital Families still need a community system. Which can be considered as social capital Through community groups such as village health volunteers, housewives' group Occupational groups and exercise groups, etc. Because the organization group has operational roles both in defense Control disease, health promotion Medical treatment Preliminary and rehabilitation along with the development of the group of housewives who lead the health as well Including adequate and appropriate community resources the community health system reflects the diverse concepts of knowledge, competence in health care based on social capital.

Choosing a household sickness treatment plan

1. Modern medicine

Most of them will be admitted to an emergency accident, which will be admitted to a clinical hospital or hospital. If you have a serious illness or chronic illness, go to the hospital. If the household has minor illnesses such as headaches, diarrhea, muscle aches from work, they will buy medicines for themselves. Modern medicine, which is mainstream medicine. This may be an option in cognition and the reasons for making decisions to access the service are consistent with the treatment of a person's illness, according to the concept of Feldman and Arnold (1985), which explains that decision-making is the process that results. Those who make decisions must try to recruit or select the best alternatives. Therefore, if your Modern medicine, which is mainstream medicine. It may be the first choice in the cognition and reasons for the people to decide to access the service.

2. Thai Traditional Medicine

It can be seen that most of the household members will use drugs, in case of insect bites, they will apply balm, massage, herbal compress. The use of traditional Thai medicine and herbal medicine to treat minor ailments. Eating local food that can be found locally No need to buy, according to the National Statistical Office (2014), found that 80.40 percent of people agree on the use of Thai traditional medicine and herbal medicine to treat minor ailments or early symptoms.

3. Folk wisdom

Folklore has always played a role in the health care of rural villagers. Because the relationship between folklore and villagers is bound by a mission bound by faith in consciousness and faith inherited from ancestors. As a result, folklore continues to play a role in the health of the villagers to the present day. Diseases and illnesses of patients treated with folklore There are many diseases that usually occur in children, including sang or fever. Folk heals by sweeping the throat and giving herbs to boil or take diseases, and the symptoms in adults who come to fight the treatment include shingles, herpes, blood disease, fever, fever. Aches and care for women after birth, etc. Symptoms of sparrow's mouth disease, mumps, abscesses are often treated with blown folklore. Folklore will pay close attention to the sick. It is a physical and psychological treatment in parallel. No compensation claim is used, as the folklore will not specify how much the treatment cost will be, whichever the patient gives. Folklore has beliefs about the four elements: fire elements, earth elements, wind elements, and water elements, which are important components in the body. In addition, Folklore is also virtuous, should be trusted and play a role in unraveling and solving problems within the village. It is obvious that folklore plays a role in connecting people in the community in line with the concept of Daranee Onchachan (2007), saying that most folklore has the same beliefs and cultural system as the community in which the folklore lives. This includes beliefs about health and illness. Choose the right treatment for each patient's cause. And often, many therapeutic methods are combined, often with a combination of concepts and methods of treating illness, and in line with indigenous self-care principles that focus on balancing health and complying with social, cultural and natural rules, viewing life in a physical dimension. And if life violates natural rules, life loses its balance, weakness, and illness. The treatment works well in unclear syndrome. Psychosomatic disorders in village society have illnesses. One syndrome that doctors and patients believe is caused by supernatural powers. Most of them are illnesses that are clearly isolated between physical and psychotic symptoms. It is consistent with the way of the community. Villagers and folklore have a social-cultural background. Similar lifestyles have the same beliefs about the causes of illness, and forms and procedures are simple. It is easy to understand, and more importantly, families and relatives can come to recognize and participate in every stage of treatment at a low cost.

Although some folklore do not have art licenses, they are recognized as community doctors because Teachers who convey knowledge will focus on ethics and morality. Violations of practice patterns are therefore likely to abuse teachers, which makes treatment ineffective. Folk healers who are moral, ethical, people in the community will be accepted to care for and commended as elders of the village. This amount will be used to make merit and gravel water, dedicate the charity to the teacher (Typhoon Wannachaem, 2017).

4. Alternative medicine

Acupuncture Intestinal gardening detoxification Dietary therapy Vegetarian Dining Vegetarian or disease-appropriate foods Exercises such as yoga, tai chi, point pressing Massage or apply pressure on the lid to reduce stress and relax, healthy fasting, lifestyle adjustments. Natural food is less likely due to travel inconvenience. Neighbours No one in the family treats it this way, including beliefs, attitudes such as acupuncture. Gardening, washing the intestines can be fatal. The use of alternative medicine is also consistent with the cause of the disease or problem. The illness is connected to lifestyle, because when there is an illness, each person has a different illness. Based on the individual's experience, beliefs, values, education, and societal position in line with Andersen (1995), health services are associated with belief factors, values, health knowledge and health services, with contributing factors including family and community, such as health workers and facilities that are easily available in communities where people live and work, and people need to know how to take advantage of these services in line with Rittirong Antana, Vibhavadi Lemmingsawat (2016) said that Thai people are of the opinion that the use of alternative medicine is a personal right, which individuals have the right to think about whether the use of alternative medicine is good or bad, beneficial or to blame, which will affect future attitudes because attitudes are the perception and diagnosis of information that has been given as a trend of mental thoughts caused by learning from society, family, friends, and then acting in the way of attitudes. When there are examples of people in society who have used alternative medicine and are socially accepted, it is a role model that results in Thai people having a neutral attitude towards alternative medicine.

Conclusions and recommendations

Social capital management for household sickness treatment schemes includes:

1) Social capital management in the community has social capital in terms of generousness. The generosity, generosity, community and wisdom of the villagers, culture, traditions, beliefs, religions, social capital as public treasures are increasingly being used, resulting in the locals staying cool and happy. Because members have mutual trust. To facilitate the creation of intellectual capital, social capital.

2) Household sickness treatment schemes The community values local wisdom as a treatment that relies mainly on faith, faith and local resources. There is healing both physically and mentally in parallel. Secondly, modern medicine, as modern medicine has modern medicine and medical supplies, and there are specialists to treat the disease.

3) Establish a policy for the development of Traditional Thai Medicine. It is the country's main health service system in parallel with modern medicine, allocating annual budgets by participating in community initiatives and initiatives.

Suggestion

Support the development of social capital and the choice of family disease treatment plan, and promote solidarity. Personal health care knowledge, knowledge transfer, disease treatment plan selection. Modern medicine and folk wisdom of family health and safety.

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Sound and Sign: Thai Ancient Vocal Notation for Mahachat Khamluang Chant

Decha Srikongmuang¹

Abstract

The article aims to identify and characterize musical symbolization of chanting notation by examining correspondence between the symbolic systems representing on the manuscript and intonational chanting of Maha Chat Khamluang (Jataka epic) which is part of the research on "A Study of Mahachat (Mahajataka) Khamluang Chanting: Its Melodic Concepts, Musical Articulation, and Notation on Ancient Manuscript." The study was based on an antique manuscript of Mahachat Khamluang, which has been inherited and used by The Department of Religious Affairs, Ministry of Culture in Bangkok today.

The results of the study revealed that the vocal notation regarding its form and system represents a unique invention which is due to the integration of several elements: symbols, graphics, alphabets, and numbers. This notation has been notated with the lyric on the Thai ancient manuscript and used to complement the tradition of "reading chant." The notation found are historically considered an important work invented in music culture of Thailand and also reflecting the attempts of thinkers in the Ayutthaya period to preserve and inherit the chant in a valuable written form.

Keywords: ancient vocal notation, graphic notation, *Mahachat Khamluang*, *Mahajataka*, Buddhist chanting, chant, Thai epic.

Introduction

The chant of Mahachat Khamluang delivers an antique epic describing the life of Prince Wetsandon, who became the Lord Buddha later in life. The chant was created in 1428 of Ayutthaya Kingdom, according to records. (Krom Silapakorn, 1973: 3) For several centuries (from Ayutthaya through Rattanakosin periods), the chant has confronted several deteriorations throughout the succession, and only half of Chapter 7 (Mahaphon) out for 13 chapters has been used in the current performance as a royal ceremony held three times a year at Pra Si Rattana Satsadaram temple in Bangkok. (Krom Kan Satsana, 2007: 43) The texts are in Pali and have been translated into Thai in a variety of poetic forms. In the performance, four chanters chant in unison. One of them, a chief seated second from the right of the party, leads the performance by chanting the introduction section in solo style, which serves as a starting pitch for the chant. The initial pitch can be adjusted based on the chant leader's satisfaction. There is no special pitch or fixed scale for this type of chanting; instead, the leader and his members must agree on a suitable level. (Somchai Kuakul, 11 October 2003). The melismatic style of ornamentation in some cases, on the other hand, is generally exceptional in the procedure of melodic extension. But mostly the melodic genre appears in syllabic style. Overall system reveals that one note of scale functions as a central tone in melodic organization.

The chant is a free-rhythmic melody (changwa itsara). The variation of rhythmic patterns is made up of fluctuation of textual inflections that articulate a distinct vocal style. Original reading style of poetry following checked and non-checked syllables (kham pen and kham tai) or stressed and non-stressed syllables with specific timing unit of extension of each text formed the melodic notion in terms of timing. In addition, the stressed and non-stressed syllables (kharu-lahu) in Indian poetic rules can be likened to this notion. (Phaithun Phromwichit, 1998: 13) To summarize, the durational rule of poetry influenced the rhythmic form, the extension, and structural form of chanting.

Embellishments – Various chanting techniques such as nasal sound, shivering sound, and various styles of singing ornamentation, such as acciaccatura, staccato, trill, turn, and mordent, are referred to as embellishments (metphrai). Furthermore, the texts with indefinite intonation (Thai: siang noe) are commonly encountered.

Chanting Techniques and Musical Articulation Styles - The majority of the chanting is done in a syllabic style of singing with ornamentation that lasts for an extended amount of time. The enlarged melodies were divided into fractions, which are considered meaningless syllables, unlike melismatic style singing. In terms of linguistic phenomena, this fraction arose from text syllabification. This unique method is unlikely to be found in any other Thai vocal music. Furthermore, the neumatic and melismatic styles are commonly used as embellishments in the introduction and final sections of chapters.

With the length (13 episodes taking more than entire day to complete) of the chants of the chanting, the chant is presented by recitation. Furthermore, the characteristic of the chant is intoned, whose lyric varies according to many prosody patterns. This makes Mahachat Kham Luang chant cannot rely so much on remembrance like any other chant in Buddhism, which “is normally done from memory” (Terry E. Miller, 1992: 163) Furthermore, the melodic expression of the chant becomes the significance that makes this chant even more special, which leads to aesthetical perception of dharma of Siamese who is musical in the past.

The notation that appears on the ancient manuscripts along with the chant is a significant wisdom that reflects the struggle against the length of the chant as well as subtle melodies. To its sustainability, The transmission into the future becomes a concern that had to be addressed at some point. Furthermore, we may conclude there is no evidence of a notation scheme in the history of Thai music culture until the arrival of tonic sol-fa notation during King Rama V's reign. (Phra Aphaiphonrop, 1912) If that's the case, this research may be credited with revealing early 15th-century Thai notation.

Unlike a poem, writing down the melody in written form is tough. Because, the musical sound element is not supported successfully by orthographical system. Thus, the written format that will be able to preserve the chant is considered as advanced intelligence; and it should be promoted as cultural heritage. With the author's expertise in musical analysis especially in ethnomusicological research, the purpose of this study is to examine a sign system of the notation that is applied to communicate vocal articulations in the chant.

Result

The vocal notation set with a fine organization is represented by the basic elements, namely symbol, color, and position of symbols which introduce the notation's characteristics. The notation's notating system demonstrates how different colors are used to distinguish between characters and chanting symbols. The chanting texts are represented by yellow, while the chanting symbol is represented by white. As a consequence, this coloring distinction strategy will aid in the reduction of uncertainty between the two parts that are depicted as a pair. (see Figure 6)

In addition, there are also symbols communicating tonal articulation, placed above and below the texts (hymn). The area beneath the texts indicates the order: first, followed by the symbols above the chanting texts. Low-pitched chanting signs are placed below the chanting texts, while high-pitched chanting signs are placed above them.

This is because the gimmicky details are what give the chants their complex melody. According to the researcher, if the texts lack a notation system, it is difficult to recall a particular detail of the melodies. While the melodies are sometimes identical, they are often found to be flexible due to word articulation uncertainty. The symbolic system is considered

to be an effective reminder for sight-singing performance because the chant's melody contains a lot of repetition in terms of melodic elements and embellishments. This condition represents that the notation for chanting was mainly created for the purpose of sight-reading during a performance. Furthermore, the chanters can be able to recall the chant by interpreting notated symbols. As a consequence, it's fair to conclude that notation meets the need for memory aid. In addition, the benefit of the written form might involve to preservation purpose of the chant in the long run.

When the upper and lower symbols appear together, the melodic movement begins at the bottom and proceeds to the top mark. It reveals that the underneath space of the words plays an important role in figuring long continuous melodies in a space limitation in some cases where the melody is represented with long continuous details. In addition, it appears that upper space of the text signifying the pitches, F# and A while underneath space of the text signifying pitches, C#, D, and E.

Types of notation system

A musical notation is made up of two elements: a collection of 'signs' and a set of rules for how those signs interact. (Stanley Sadie, 1995: 336) In the Grove Dictionary of music, there are six different systems found in the world: namely alphabetical, syllabic, words, numbers, graphic, and hybrid systems. (Stanley Sadie, 1995: 336) Due to the use of symbols and their systematic arrangement, the notation is characterized by a blend of different types of signs. The notation is made up of a combination of five different types of sign systems, according to the results of the research, including graphic notation, symbolic notation, alphabetical notation, syllabic notation and numerical notation. Those types of notation then can be synthesized into two groups, graphic notation and symbolic notation. The vocal symbols are characterized by a zigzagged line that corresponds to melodic contour in graphical notation, which expresses a virtual melody. The visual signals' orientation, on the other hand, is inaccurate in every manner; it is merely a representation of remembering. If the chanters can recall it, there is no need to make it complicated, which makes it difficult to understand in performance time, which requires the use of a sight-reading technique.

Symbolic notation

A special symbol is represented by the notation. This type of symbol signifies an articulating feature that does not appear to be a melodic motion. As a result, rather than melodic movements, the symbols included in the type are commonly used to present timbre of voice technique. For instance, glottal sound (/ʔ-/): ang (a Pali vowel); 𑖦 denoting a nasal sound (/h-/); and number and 𑖦 for / 𑖦-/. There is only one number found in the notation, known as mai yamok, 𑖦 (in Thai lit. "twice"), which denoted repetition. As a result, the symbol



system is used to represent a particular vocal technique that was developed and passed down to the present day.

Types of Representation

Each symbol in the notation has a specific meaning, reflecting the sound of the chant. The symbols are arranged in a systematic representation. It can be distinguished into two types: single symbols and compound symbols, as follows.

Single symbol

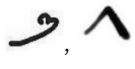
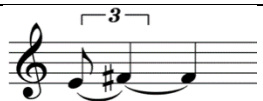
A single symbol is a symbol that always appears in its own form when sound dictation of chanting lyrics is specified, such as the $+$ signifying a separate low-pitch syllable, the ㄩ signifying a note with additional embellishment, and the $++$ signifying a high-pitch symbol. Furthermore, those symbols are placed above the text to indicate high-pitch articulation and below the text to indicate low-pitch articulation. As a result, the notation system employs particular symbols, as well as their placement in relation to pitch articulation.

Multiple symbol

Because a chanting word can articulate into a variety of sound characteristics, more than one type may be required in some cases. This introduces the concept of combining different types of notations as a hybrid representation, referred to as a blended symbol, into the system. Furthermore, the sounds produced by multiple symbols must be coordinated with one another. Unlike single symbols, multiple symbols are used to express the pattern of subtle variations. The use of two areas (above and below the texts) may also contain multiple symbols. As a result of the complex melody of the chant, the notation is often complex accordingly, and the visual effect of the notation appears to be perplexing. Figure 1 below shows a list of some of the collecting notations used in this study.

Figure 1: Examples of Notation

symbol	Pitch/ Pitched contour	Example
l	F#	
+	C#, D	
#	A	
9	A-C#	
3	E-E-D E-E-C# C#-E-C	
℥	any	/ha:/
∪	any	/ η /
∪	E-E-F	
o	any	/hu:/ or / ? /
to	any, mostly low pitch	
5	A-E	
>	F#-A, F#-E	
8	E-A-D F#-A-E E-A-C#	
	D-E-F#	
ml	E-A-D	

symbol	Pitch/ Pitched contour	Example
	F#-A-C#	
	C#-A-F#-E	
	any	
	A-E	
	D-F#-E E-F#	
	any	
	F#-E-E	
	E-D-E-D	
	E-F#	
	undefined pitch	
	D-A	
	E-F#	

symbol	Pitch/ Pitched contour	Example
	E-F#	
	F#-A-F#	
	E	
	F#-E	
	F#-E-A-C#	
	F#-E	

However, it still appears that the chant and symbolic notes have a number of unrelated features. This may involve a number of factors. For example, it may concern with duplicating procedure of manuscript. Making a duplication of chanting book with the notation is a very detailed work, so mistakes can be easily made. However, according to this research, a variety of minor incoordination between vocal aspects and symbolic notes can still be detected. This may be the result of a genetic alteration that is passed down from generation to generation. The Department of Religious Affairs of the Ministry of Culture currently employs chanters who are involved with preservation and service.

In a sight-reading style, because the chant takes a long period of time to complete (approximately 2 hours), each word of the lyric contains both similar and dissimilar articulation rules. As a result, they are unlikely to be able to perform the chant only from their memory.

According to what I have just described, the situation shows that the chanters, while the chant, always involve with a three-part role at the same time, namely reading symbols, remembering melody, and finally articulating the vocal melodies in a refined voice.

While this notation is primarily used to read chant, it is also a valuable tool for preserving chant as a national treasure. Since then, it has evolved from an abstract to a form of writing for a long-term preserving purpose. It is often considered as a priceless piece of wisdom that represents the wise creator. This notation, on the other hand, appears to be a visual shape that communicates articulating characteristics. However, based on the graphical features, it does not represent a very accurate system compared to other modern notations available in present day. However, it can be deduced that the ancient manuscript notation in the *Mahachat Khamluang* was developed solely to serve as a reminder of the memories of melodic expressivity that the reader must go through. As a result, the chanter can efficiently use the notation in conjunction with performance.

Figure 2: The lengthy melody in syllabic style of the text, *phram*.



Figure 3: The antique manuscript from Mahachat Khamluang's Mahaphon chapter held by the Department of Religious Affairs. (Author's photo from 2006)



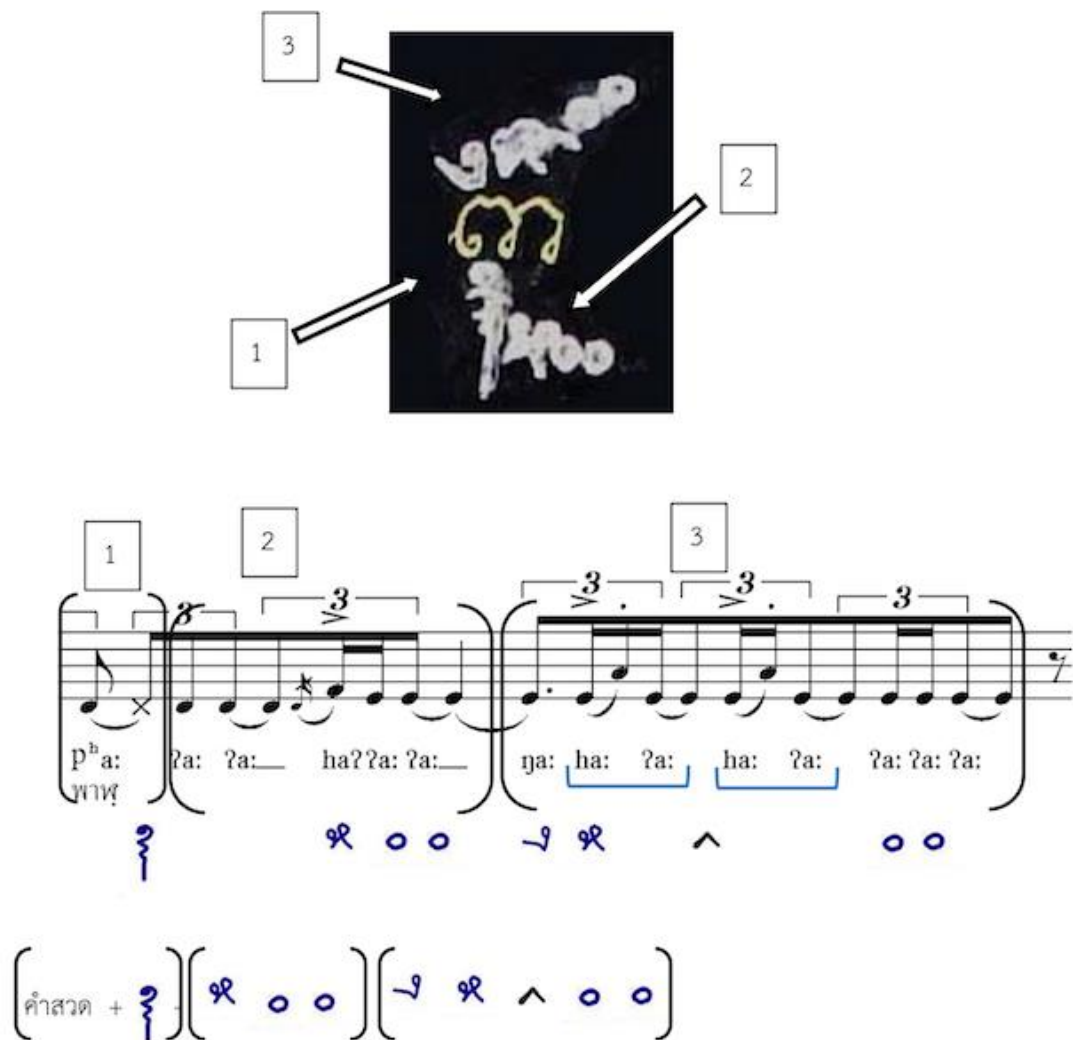
Figure 4: The four chanters, led by Somchai Kuakul (second from right), chanted Mahachat khamluan in the main church of Wat Phrasri Rattanasatsadaram in Bangkok, Thailand, on 11 October 2003. (photo by the author)



Figure 5: The photograph shows the contents about text and musical notation in the ancient manuscript of Mahachatkhamluang: Mahaphon chapter which belongs to the Department of Religious Affairs. (photo by the author, 2006)



Figure 6: An example of melodic extension of the text pha (in Khmer) shown in the manuscript.



The process of melodic extension shown in Figure 6 comprises three parts: 1) Position of the main text (*pha*) articulating in specific pitch, D, then it is added undefined-pitch embellishment (*siang noe*) with the ㄣ underneath; 2) adding the group of syllables /*ha:*/ and /*ʔa:*/ with the ㄨ and ㄩ; 3) a prolongation constructed by adding /*ŋ-*/ syllable with ㄣ and /*ha:*/ with ㄨ, next the repetition of the syllable /*ha:*/ with ㄨ, then the closing part represented by the syllables /*ʔa:*/ with ㄩ to complete the enlarged phrase of the text *pha*.

Discussion and Conclusion

The articulation symbols serve as musical notation, with a consistent system represented by a variety of graphic forms. They were designed to be read along with actual chanting in order to help chanters draw melodic figures. The antique manuscript is written in two colors: white for musical notations and yellow for the lyric. The pitch, high or low, was indicated by vocal indicators placed above or below the text. Upper symbols indefinitely refer to high pitch and below symbols refer to low pitch. The notation can be categorized into 5 kinds of notation genres: 1) alphabetical notation, 2) syllabic notation, 3) sign system, 4) numerical notation, and 5) graphic and symbolic notation, which all of them refer to the use of visual symbols as reminders of sounds and techniques.

From the researcher's point of view, it seems too complicated to notate every single syllable by means of memorizing without any notation tool. Flexibility and repetition of melodies might be inevitably the main reasons that established the idea of notation in order to guide chanter's memory when they are reading. However, it is recommended to learn to read the musical notation as well as to memorize the chanting. Both are useful for the study of *Mahachat Khamluang* chanting.

The notation of the chant is divided into symbolic notation and graphic notation. It is in the format of single and multiple symbols. It reveals an organized notation system, which is an effective means of handling various rhythms and pitch expressions. We can summarize the advantages of this notation in three points. First of all, it is a useful tool for communicating melody, especially when remembering a melody, because its interpretation is as simple as a sight-reading tool. The system then conveyed a consistent meaning. Last but not least, it's a yet another written music notation system developed in the past. In this system, it has yet to appear in any other notation.

Suggestion for Further Studies

Other chapters of *Mahachat Khamluang* contain tunes that have been lost for decades, yet their notation still exists in ancient manuscripts, despite the fact that they have remained unstudied. (Suchat La-ong, 2006: Personal interview). By understanding their vocal notation, the findings of this study might lead to the revival of vanished melodies. Furthermore, the chant has been oversimplified in its overall transmission. Currently, the leader has translated the vocal notation of the chant into an orthographical form of reading text in order to assist new chanters and reduce their practicing effort. As a result, it appears that the manuscript has been unread for decades. Nobody will be able to comprehend the vocal notation in the near future.



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Surviving in the 21st Century: Folklife in Buscalan Village, Kalinga, the Philippines

Onusa Suwanpratest¹ and Surachet Khuhalerd²

Abstract

This research study aimed to investigate the traditional ways of living still in existence in the Butbut tribe in Buscalan Village, Kalinga, in Northern Philippines, and to analyze factors affecting immanent changes in these traditional ways of life. The study employed folklore research methodology including the collection of related data from both documents and online media and a fieldwork study in Buscalan Village from May 31st to June 10th, 2018.

The results revealed that although the ways of living of the Butbut tribe in Buscalan Village had been disrupted and affected by the country's historical and political situations, the tribe members survived those turbulent times and maintained several of their cultural traditions, most importantly displayed in the following aspects: 1) mountain climbing to enter-exit the village, 2) terraced rice cultivation, 3) tattooing, 4) music and recreation, 5) traditions, and 6) food for special occasions. However, factors, both internal and external, threatened to affect changes in these traditional ways of life in the foreseeable future. The internal factors included the following: 1) the dwindling number of members in the older generation with expert knowledge of their culture, and 2) the popular trend that saw members of the younger generation, the driving force of the village, leaving the village for job opportunities elsewhere. The external factors included the following: 1) the invasion of modern development and technology, 2) the construction of new roads that allowed for more accessibility to the village, and 3) the national strategy that targeted the village as one of the country's prime tourist destinations. These factors indicated that without a well-directed development plan for Buscalan Village, the intangible cultural heritage still breathing life in this village could eventually be lost, and that the tourist destination symbolizing the Philippines' traditional culture that was real and alive could be reduced to a mere tale and a model of a culture village showcasing legendary, yet dead, culture.

Keywords: Philippine Folklore, Folklife, Buscalan, Kalinga

¹Lecturer, Faculty of Humanities, Naresuan University, onusas@nu.ac.th

²Ph.D. candidate in Folklore, Faculty of Humanities, Naresuan University, domesurachet@gmail.com

Introduction

Buscalan is a rural village distantly located on a mountain range in Kalinga, a northern town in the Philippines. The village falls under the radar of travelers wishing to experience the cultural life of traditional Philippines as it is home to the Butbut tribe, a well-known indigenous tribe of brave warriors who were never defeated by the Spanish colonialists that ruled the Philippines for over 300 years (Suguiyao, 2021). In the past, the tribesmen were famous for their practice of human head hunting. Butbut warriors would behead their enemies and displayed the impaled heads on pikes in a courtyard in the center of the village. They would then conduct a ritualistic prayer to send the spirits of the victims to a blissful and peaceful life after death. This ritual was believed to put a stop to the danger posed by their enemies and to prevent them from returning to harm the tribe's members. When Butbut warriors returned to the village with victory, they would be honored with beautiful tattoos proclaiming their bravery (Lasoy, 2016).

In the present day, due to changes in the political, social and cultural contexts, the Butbut tribal members no longer hunt human heads. They have, nevertheless, maintained several aspects of their old customs and traditions. This study, therefore, proposed to explore the traditional ways of living still in existence in Buscalan Village, the ways of their existence and the factors in today's context affecting changes in these traditional ways. The findings would generate a body of knowledge and an understanding of the folklife in Buscalan Village and could lead to a plan for cultural management to tackle possible changes that would affect this cultural heritage.

Research Objectives

1. To investigate the traditional ways of living still in existence in the Butbut tribe in Buscalan Village, Kalinga, in Northern Philippines.
2. To analyze the factors affecting immanent changes in the traditional ways of life of the Butbut tribe in Buscalan Village, Kalinga, in Northern Philippines.

Literature Review

Research studies on the folklore of the Philippines by Thai scholars are still lacking. Previous studies on the Butbut Tribe in Buscalan Village or on Kalinga culture by Thai researchers have not yet been found. On the other hand, there are a good number of studies in the English language which focused on Kalinga culture, most of which (Salvador-Amores, 2011; Griffin, 2013; Krutak, 2014 and Layugan, 2018)

studied aspects concerning the art of tattooing and seemed to be unanimous in stating that tattooing is a distinctive and unique tradition of Kalinga's art and culture that is at risk of

extinction as the tattoo artists grow in age. Consequently, these studies project a common concern that this unique and traditional art of tattooing together with its meaning will one day be forgotten. This type of concern can also be perceived in research studies on other cultural aspects of the Philippines; for example, in the works conducted by Baumgartner (1980), Feltault (2006) and Castro (2014).

From the related studies, the researchers were guided to see Kalinga as a key area inhabited by villagers who still maintained traditional ways of life in the Philippines and to make plans to conduct a field study in Buscalan Village in Kalinga. It is hoped that the research study as a result of this field study would contribute to the efforts to record and conserve the traditional ways of life of the Buscalan villagers.

Research Methodology

1. Preparation

- 1.1 Review related literature and collect fundamental data concerning the study area and its accessibility.
- 1.2 Contact work units in the Philippines to ask for support for a fieldwork study, specify the time period for the data collection, and ask for assistance to find an interpreter and guide.

2. Data Collection

- 2.1 Collect the data from related materials and online documents.
- 2.2 Conduct a fieldwork study based on the folklore research methodology at Buscalan Village in Kalinga, the Philippines, according to a planned itinerary from May 31st to June 10th, 2018 and with the support and cooperation from College of Nursing, San Beda University which provided Dr. Rudolf Cymorr Kirby P. Martinez, the study's invaluable interpreter and guide.

3. Data Analysis and Presentation

- 3.1 Analyze the data collected by descriptive field notes taken from a participant observation and interviews.
- 3.2 Present the data by means of descriptive analysis.

Research Results

1. The traditional ways of living still in existence in the Butbut tribe in Buscalan Village, Kalinga, the Philippines

Although the ways of living of the Butbut tribe in Buscalan Village were disrupted and affected by the country's historical and political situations, the tribe members survived

those turbulent times and maintained several of their cultural traditions, most importantly displayed in the following aspects:

1.1 Mountain climbing to enter-exit the village

As Buscalan Village is situated in a steep valley far away from the town of Kalinga, the only way to enter and exit the village is by climbing the mountains. The usual route is a narrow one-person-wide path on the mountain ridges. This pathway is natural and offers no barriers against a fall. Commuters make way for one another by stepping aside into nooks and crannies along the way. The Buscalan villagers – both adults and children – are skilled hikers and know the route inside out as it is the only pathway to and from their village. Necessary products are transported from town to the village on this route. Male and female villagers are very well capable of carrying heavy objects such as sacks of rice, food cabinets and refrigerators up and down the mountains. Furthermore, secondary school students use the route to go to school in town and then back to the village. On average, they walk for 1 – 1.5 hours each way. Tourists cannot travel to Buscalan Village by themselves and need a villager to guide them and point out dangerous spots. It takes them twice as long to reach the village.

If a villager falls ill and cannot be healed by traditional medicine, male members of the village will help carry the patient to a hospital in town in a bamboo stretcher, locally known as “Bambulance” (Bamboo + Ambulance).



picture no 1, 2 The Mountain Route to Buscalan Village

source: Surachet Khuhalerd, June 4th, 2018

1.2 Terraced rice cultivation

Terraced rice cultivation is an intangible cultural heritage that has long been practiced by Buscalan villagers and can still be seen today. The Buscalan rice terraces are on the Cordillera mountain range, adjacent to the Ifugao rice terraces. These rice terraces have been a UNESCO World Heritage site since 1995. They are historical memorials to a thousand

generations of farmers who have contributed their labor and worked together as a community and constitute one of a few monumental sites in the Philippines that are free from the influence of the colonial culture (UNESCO, 2021). It is likely that the geographical challenges of the village were a factor that enabled it to resist foreign influences and to maintain its tribal culture – a fact that can be boasted by only a few other tribes in the country.



picture no 3 The Terraced Rice Cultivation in Buscalan Village
source: Surachet Khuhalerd, June 4th, 2018

1.3 Tattooing

Tattooing is a distinctive aspect of Buscalan folklore. The village is home to Wang-Od, a female tattoo artist who is 104 years old in 2021. Tourists from all over the globe travel to Buscalan Village for a chance to see Wang-Od, the only remaining traditional tattoo artist in the village, and for a once-in-a-lifetime opportunity to be tattooed by this legendary artist.



picture no 4 Wang-Od, the Last Traditional Tattoo Artist in Buscalan Village
source: Onusa Suwanpratest, June 4th, 2018

Wang-Od's traditional tattooing method employs a thorn from a pomelo tree fixed at one end of a bamboo stick in place of a needle. The ink for the tattoos comes from soot collected from the side of a pot and mixed with water in a bowl made of a coconut shell. A design is first painted on the skin. Then the pomelo thorn is used to tap on the design to allow the ink to seep under the skin and become a tattoo. Wang-Od's tattoo designs represent natural symbols that are important to the Butbut tribe such as fern, scorpion, snake, centipede, arrowhead and prayer. Most of them are simple patterns of straight lines and dots.



picture no 4 Examples of the Tattoo Patterns in Buscalan Village
source: Surachet Khuhalerd, June 5th, 2018

In the old days, Butbut warriors who triumphed over their enemies would be rewarded with beautiful tattoos as an aesthetic display of their feats of bravery. The women also had tattoos. Theirs were symbols of beauty and a transition from girlhood to womanhood. A tattoo signified that the woman was entitled to a marriage and a family life with children. The more tattoos a woman had, the more attractive she was for the men in the village. Some elderly villagers believed that tattoos had healing properties and could cure infertility and other illnesses (Wang-Od, 2018).

According to the belief of the Buscalan villagers, this traditional method of tattooing can only be passed on to blood relatives, and any deviation from this tradition would result in harm and infection. However, in order to preserve this intangible cultural heritage for the Buscalan tribe, Wang-Od, who is herself childless, has taught the traditional tattooing methods to one of her nieces.

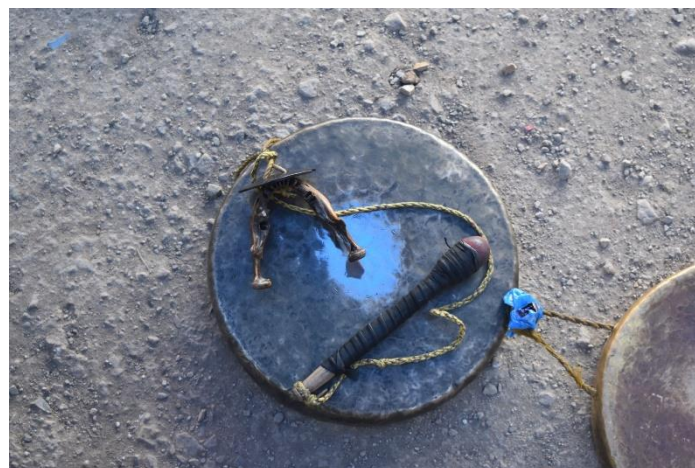


picture no 5 Grace, Wang-Od's niece, Tattooing a Tourist

source: Onusa Suwanpratest, June 5th, 2018

1.4 Music and recreation

A kind of recreation performed with folk music that can still be seen in Buscalan Village is called "Eagle Dance." The dance is accompanied by folk music from gongs. The gongs have different sounds – some are deep and low-pitched and some are high-pitched – and their handles are made of animal bones. Some ancient gongs have handles made of human jaws, said to be of enemies, probably Spanish or Japanese soldiers, who attacked the village (Pan-oy, 2018).



picture no 6 A Gong with a Handle Made of a Human Jaw

source: Onusa Suwanpratest, June 5th, 2018

In the Eagle Dance, the instruments are mainly played by men who walk in a circle while keeping the rhythm going. The women dance in imitation of an eagle and line themselves also in a circle. Sometimes men and women dance the Eagle Dance together.

The Eagle Dance is performed on special celebrations in the courtyard in the center of the village. In the past, the dancers would be dressed in the tribal costumes and the performers dancing as eagles would be decorated with wings made of straw. Nowadays, however, the dancers are no longer attired in the traditional way. They dance in their modern clothes and are called to the dance floor by the music of the gongs (Pan-oy, 2018).



picture no 7 The Eagle Dance by Buscalan Villagers

source: Surachet Khuhalerd, June 4th, 2018

1.5 Traditions

During the fieldwork study in Buscalan Village, the researchers had the good fortune to witness a wedding of a couple in the village. Although the bride and groom and the wedding guests did not wear any special clothing or traditional costumes, they conducted the wedding ceremony in the traditional way. The couple was required to sit together for 3 days and 3 nights in the village's central courtyard to receive their guests and to test their forbearance for a family life. The guests participated in the Eagle Dance. The hosts prepared snacks and put them on the gongs for the guests. When each round of the Eagle Dance is over, the dancers took the snacks as souvenirs. The hosts then put a new set of snacks on the gongs for the next round of dancers.

It could be observed that modern technology featured significantly in the wedding ceremony. The venue had a backdrop made of a vinyl banner on which a picture of the bride and groom was printed, the stage was decorated with plastic ribbons instead of natural materials, and plastic tables and chairs were used.



picture no 8, 9 The Wedding Atmosphere

source: Surachet Khuhalerd, June 4th, 2018

1.6 Food for special occasions

In a special festival, Buscalan villagers cook a special dish, as do those in several other villages in Kalinga, called the “Carabao”, or buffalo, menu. To celebrate a good occasion, the villagers will kill a buffalo, cut the meat into pieces, clean the meat, boil it in a large pan, add a little salt, wait until the meat becomes tender and then eat it with rice. This special menu is cooked only during a celebration.



picture no 10 “Carabao”, a Special Menu for a Special Occasion

source: Surachet Khuhalerd, June 5th, 2018

In addition, to welcome visitors, the Buscalan villagers prepare hot coffee – black coffee with sugar – in a tall coffee thermos that comes with several coffee cups. This custom can be seen in every household in the village as well as in several other villages in Kalinga.



picture no 11 Coffee for Visitors in Buscalan Village

source: Surachet Khuhalerd, June 4th, 2018

2. The factors affecting immanent changes in the traditional ways of life of the Butbut tribe in Buscalan Village, Kalinga, the Philippines

The study reveals that both internal and external factors threaten to affect changes in the folklife of the Butbut tribe in Buscalan Village in the foreseeable future.

2.1 The internal factors include the following:

1) The dwindling number of members in the older generation with expert knowledge of their culture.

Observations and interviews with the villagers during the fieldwork study indicate that individuals who are knowledgeable about their tribal culture are mostly elderly. If their knowledge is not passed on to the next generation, the existing culture could soon fade away. An example of this can be appreciated in the 104-year-old Wang-Od, the only traditional tattoo artist remaining. Even though Wang-Od has taught her craft to her niece Grace, the niece is yet to master all the traditional tattoo patterns as tattooing is an art form that needs both time and experience to perfect.

2) The popular trend that sees members of the younger generation, the driving force of the village, leaving the village for job opportunities elsewhere.

It could be observed that the younger generation in the village who have been given the opportunity to study in a secondary school in town are thinking about going to college and having a career that will require them to work in the city and that will earn them a higher income than farming in the village ever could. Some young people express a desire to work abroad to earn and save a lot of money. During the fieldwork study, the researchers met a Buscalan woman who worked as a kindergarten teacher in the village and who surprised the research team when she spoke Thai. During a brief conversation, she told the researchers that she had worked as an English teacher in a province in the Northeast of Thailand for 10 years and had come back to live and work in Buscalan Village when she was pregnant with a

child. These cases of migration could be indicative of a trend for young people to leave the village, which could consequently disrupt the generational continuation of the Buscalan culture.

2.2 The external factors include the following:

1) The invasion of modern development and technology

New technologies bring material development to a rural village such as Buscalan Village. On the other hand, they affect the villagers' traditional ways of life and influence changes in language, clothing, food, attitude and worldview.

2) The construction of new roads that allow for more accessibility to the village

The development of a necessary infrastructure such as roads may be seen as an important development policy of the national government of the Philippines, but in the eyes of the Buscalan villagers the disadvantages far outweigh the advantages. For them, the only advantage of having a paved road that leads straight to the village is the convenience in times of medical emergencies. The drawbacks, however, are numerous.

For example, the livelihood and income of the trekking guides and porters will be affected, and, most importantly, the increased convenience will likely decrease the villagers' hiking-related physical activities that have enabled countless generations to enjoy health and longevity. The villagers, therefore, are not completely enthusiastic about such a road.

3) The national strategy that targets the village as one of the country's prime tourist destinations.

Buscalan Village is an important landmark of cultural tourism promoted by the government of the Philippines. The campaign highlights a journey to receive tattoos from a living legend – the last traditional tattoo artist of the Butbut tribe, Wang-Od – and a trekking adventure to see the natural beauty of the rice terraces that constitute one of the UNESCO World Heritage sites in the Philippines. As a result of the campaign, tourists poured into the village. Most of the houses have been transformed into homestay accommodation. The ways of life of the villagers have started to change. Friendliness now has a price tag. Some groups of villagers whom the researchers spoke to and took photographs of demanded to be paid afterwards. Some villagers offered to tell stories in exchange for a fee. The researchers had to review the study information several times with different groups of people to ascertain its accuracy.

Discussion

Buscalan Village was one of a few tribal villages that succeeded in resisting foreign influences and has preserved its tribal culture for over 300 years. At present, however, many aspects of the tribe's culture and the villagers' ways of life have changed. Modern culture has been introduced, and old traditions have been adjusted. Their traces can still be seen today.

The passage of time invariably brings changes to human ways of living, livelihood and culture. The preservation of traditional culture, therefore, is often placed at the opposite end of an argument concerning modern development. A real question, however, is what true development really is and what kind of development is needed by the Buscalan villagers. To answer this, more communication is needed between the villagers and the public sector. Dropping a pin on Buscalan Village to make it a landmark for cultural tourism in the Philippines without sufficient and well-directed plans for the development of Buscalan Village risks sacrificing what remains of this intangible cultural heritage. The tourist destination symbolizing the Philippines' traditional culture that is real and alive could be reduced to a mere tale and a model of a culture village showcasing legendary, yet dead, culture.

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“Suvarnawadi”: Creativity in Thai Music Composition Inspired by Suvarnabhumi Civilization

Waraporn Cherdchoo¹ and Decha Srikongmuang²

Abstract

This article presents the procedure involved in creating Thai music compositions, titled “Suvarnawadi” The approach for dealing with a wide range of concepts and historical elements, as well as the design of the works, are all included in the achievement. As a result, this Thai music composition is a research-based creation. Elaboration of the music composition presents in a form of systematic analysis.

The representation of instrumental expression was influenced by basic knowledge about the Suvarnabhumi Civilization. Evidence reveals that a vina (lute) and drum —reflecting Indian culture— always incorporate ancient belief as well as religious ceremonies in Buddhist culture. This constituted a key component of music composition. The music composition has achieved with various techniques including transforming tonal reflection of chanting into melody, variation, Thai music form of *rabam* (dance music), melodic extension and reduction in Thai theory of composition, antiphonal style of drum part and melody, idiomatic expression. Relating to the research method, the relationship between context and music can be effectively merged, leading to the creation of Thai music.

Keywords: Suvarnabhumi, music creation, Thai music composition, ancient civilization, Dvaravati.

¹A lecturer, PhD. Faculty of Humanities, Naresuan University, ann.faa.cu@gmail.com.

²Assistant Professor, Faculty of Humanities, Naresuan University, sdecha@gmail.com.

Introduction

The articles titled ‘*Suvarnavadi*’: Musical Concept and Process of Creative Composition Inspired by Suvarnabhumi Civilization is the result of the study of creating musical works for use in the performance of contemporary Thai dance, title ‘*Atsachan Suvarnabhumi*’. This topic is one of the research policy and framework of "Suvarnabhumi Studies" of Thailand Science Research and Innovation (TSRI).

The term ‘Suvarnabhumi’, as key word of this research, is here used in a sense of cultural diversity in mainland Southeast Asia today.³ Next, ‘civilization’ defined by Oxford Dictionary refers to “a state of human society that is very developed and organized.”⁴ As a result, the scope of the research represents the historical perspective as well as the cultural diversity of many groups of people in mainland Southeast Asia.

The history of Suvarnabhumi referring to the land of gold is an ancient name in the Southeast or Southeast Asia region 2500 years ago. (Phasuk Intharawut, 2005: 1) It also appeared various names for in several periods of time, including Suphanbhum State (around 1600 BC), Suphanburi State (around 1700 BC) which then became the city and the province of Suphanburi that appeared today. (Sujit Wongthet, 2006, 5) Suvarnabhumi is also considered a land that foreign merchants in the past. Furthermore, the Buddhist civilization, which has been enshrined since the era of King Ashoka the Great (Around the 3rd century AD) is one of the most important aspects of this region's narrative. (Phasuk Intharawut, 2005, 9) This civilization shaped the character of nations today.

The terrain of Suvarnabhumi or where it now refers to the territory of Southeast Asia is divided into 3 parts according to the geographic physical area: mainland, peninsula, and islands. Therefore, with the characteristics of geographic diversity, physical, natural and environmental diversities, Suvarnabhumi's identity in location appears the three main features. First, it is the boundary between the west and the east, that is, the boundary between the eastern Pacific and the western Indian Ocean. It is a strategic point for both transport and military use. Secondly, a clear landmark for sailors. Thirdly, in a monsoon zone.

The direction of the southwest and northeast winds converges near the tip of Malaya, or the Strait of Malacca —where the monsoon winds impact the direction of navigation— created a meeting point for commerce ships from both the Western and Eastern. (Phasuk Intharawut, 2005: 5-6) Therefore, the concept and process of music composition from Suvarnabhumi territory aimed at the scope in Dvaravati civilization which is main civilization.

³Thongchai Winichakul, (1997), *Siam Mapped: A History of the Geo-body of a Nation* (University of Hawaii Press), 27.

⁴‘civilization’,
<https://www.oxfordlearnersdictionaries.com/definition/english/civilization?q=civilization>.

The traces of archaeological evidence have been found, such as the Dhamma Chakra Buddhist temple, stone beads, gold ornaments, Roman coins, clay seal, sculpture, inscriptions on stone plates. Those types of evidence can be found in 3 major cities of Thailand is 1) U-Thong city, now Suphanburi province which is an important ancient port and a prosperous trading center for goods since the Iron Age, 2) Nakhon Pathom province where a lot of evidence in terms of the Buddhist arts could be found. It is assumed that it is the capital of Dvaravati state, and 3) Lopburi province where many antiques from prehistoric era to Rattanakosin period (Phasuk Intharawut, 2005, n. 105-135) could be found. These archaeological sites represent the region's history as a crossroads for various peoples.

Furthermore, as a symbol of society's spirit (Winai Phunamphol, 2552, 18), it may demonstrate and corroborate that the Suvarnabhumi region in Thailand is likely one of the most significant sites in the core of civilization and is prosperous. Thus, leading to the creation of musical works that reflect stories from religion and things that appear in the land of Suvarnabhumi which is a conceptual framework that is challenging to create a new music composition which is based on existing historical sources.

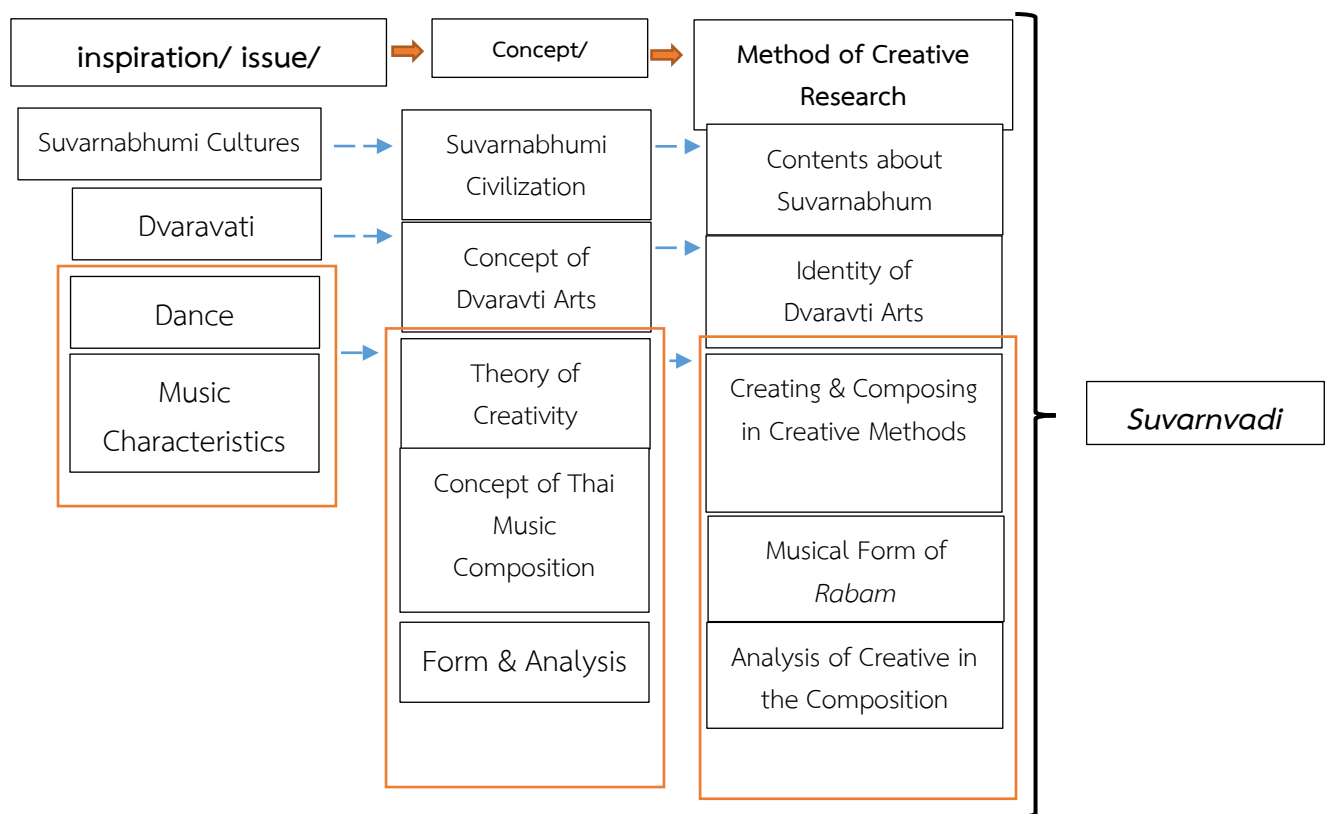
Music compositions in Thai traditional music basically depend on existing tunes. (Montri Tramote, 1995: 37) It is because meaning in music is an essential part of Thai music composition. Any technical method of music composition, however, is essentially reliant on the author's subjective imagination and intelligence. Instead of using the conventional method, music composition based on research is a new method which gives rise to the advantages of giving meaning from factual information. This is the selection and interpretation of information relevant to Thai music theory, causing the work to be detailed on the database rather than the author's imagination or personal preferences.

Montri Tramote's musical form of *rabam* (dancing music) is employed as the composition's basic framework. This piece serves as a vital part of a dance performance in which a character of Suvarnabhumi civilization could be depicted.

Research Objective

To describe the musical concept and process of composition of the *Suvarnavadi* piece, which was inspired by Suvarnabhumi civilization.

Theoretical Framework



Research Methodology

This research was conducted in qualitative research methodology with the following steps.

1. Gathering data from a variety of sources, including papers, textbooks, journals, theses, books, and interviews with experts and academics. Historical evidence of Dvaravati Kingdom and creative composition and analytical methodologies in Thai music are also included.

2. All types of information, including history and civilization, are divided into four categories. In terms of music and dance, there is archeological evidence.

3. Composing the piece "Suvarnavadi" from a tune selected from a Buddhist chant. The Thai pentatonic mode is primarily used in melodic composition, with embellishments in musical idioms in accordance with the dance that portrays the characteristics of ancient civilization in Suvarnabhumi.

4. The music composition was described using musicological methodology, particularly systematic analysis. The selective approach and descriptive analysis are used to build an argument and understanding about the musical characteristic that reasonably reflects the identity of the 'Suvarnavadi' piece based on existing evidence.

5. The composition 'Suvarnavadi' was described including music notation. Systematic analysis of the composition—which includes pitched motion, intervallic expression, melodic movement—is adopted to make the piece understandable.



6. The presentations are split into two parts: a 6-minute live performance on stage, a recording of the performance, and a research paper.

Research Results

The results of the study on the concept and process of creating *Suvarnavadi* dance reveal the creation of a music-dance show representing an antique character as well as an integrity of Suvarnabhumi civilization. There are concepts and processes as follows.

1. Concept

1.1 Buddhism perspective

Buddhism, which can demonstrate wealth, governs the concept of the main characteristic of Dvaravati civilization in Suvarnabhumi. It also takes up the story of a way of life, as well as cultural participation among people, which has left historical traces that can still be seen today. The various important sources of evidence found in Southeast Asia share a resemblance in ancient lives in Suvarnabhumi, including bas-relief carvings found in archaeological sites depicting people in gestures, stories, and rituals. As a result, ethnic diversity identified some key the area's identity.

1.2 Existing instruments

The origin and spread of Buddhism to Suvarnabhumi are linked to the notion of music in the Dvaravati era. The stringed instruments, such as the harp, bow, and lute, that appeared in Suvarnabhumi can be compared to the same musical instruments in ancient Indian culture, according to archeological evidence. It appears that the orthography's origins were used to refer to plucked stringed instruments such as *chappei*, *Kachappi*, *Kachapi*. Although the current names of instruments appear to be similar across cultures, physical differences can be seen. As a result, these differences can effectively represent traces of cultural roots derived from the same source.

Furthermore, the drums, e.g., *thon*, *bando*, as musical instruments serving cultural functions that frequently appear in entertainment, rituals, and religious ceremonies found in Suvarnabhumi.

2. Process of Creating

2.1 Design Structure

The scopes and methods for forming melodies are based on a form of music creativity for group dance known as "*rabam*," so the presentation is divided into two parts:

Part 1: Introductory part is the part that tells the story of Suvarnabhumi area that describes development, prosperity, life style, ethnic diversity, participation, trading. The *phin pia* is chosen to play in this part before reading of poetic rhetoric in *kap chabang* 16 whose characteristic of grandiosity and magnificence (Thanya Sangkhaphannanon, 2020, interview, 21

December 2020) are presented along with background music played by the *khong wong yai* in *Soraphanya* piece.

Part 2: The piece "Suvarnavadi" conveys meaning that reflects Suvarnabhumi's story. It has a four-part structure: 1) *rua* melody for an introductory part; 2) a *song chan*-form melody composed in two movements in moderate tempo; 3) fast melody composed in *chan diao* form in quick tempo according to *rabam* form which compose of *phleng cha* and *phleng reo*; 4) closing part in *rua* form at the end.

2.2 Process of Creativity in Melodic Composition

Step 1 Design of the melody's origin. The tonal articulation of the prosody of the "Namo" chant is the source of the melodic root, later developed to be a full composition in terms of beginning chant for every chapter in Buddhist ceremonies. The civilization of Dvaravati Kingdom in Suvarnabhumi can be represented from this source with meaningful material connecting to Buddhism of the period of time.

Step 2 This is a process where the researcher varies a melodic line based on the pitch structure of tonal articulation of 'Namo' prosody, including an original pitch outline and a melodic contour.

Step 3 Design of melodic style. *Bangkhop thang* (a lyrical melodic genre) was chosen because of identity and movement through various rhythmic expressions is presented effectively. The rhythmic expression of dance-style music can create a sense of movement.

Step 4 The composition was structured in the *rabam* form of dance music, which consists of two parts: *phleng cha* and *phleng reo* according to the theory of Thai classical music.

2.3 Composition Details

2.3.1 Musical Form

The melodic form is structured in two movements. The first movement (*thon nueng*) was written in a four-line rhythmic pattern (called *si changwa* in *propkai song chan*), with each melodic period lasting eight beats per one line, according to Thai music notation system. The tune for the second movement (*thon song*) is twice as long as the first, which includes two variations (known as *thang plian*) based on the original structure. As a result, the overall structural form of the composition appears. A/ A'A"/.

2.3.2 Pitch Set

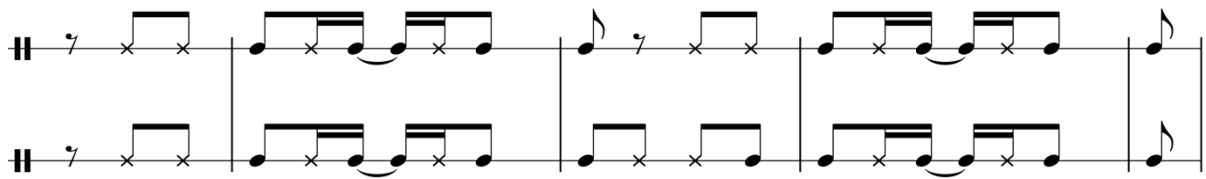
Based on Thai music theory, the researcher used *thang chawa* (F-G-A-C-D pentatonic system) for the composition. Because this set could generate a soft expression which is usually found in compositions with Khmer idiom. The quality of softness of the pitch set is used to reflect 'namo' vocal inflection of the Buddhist chant. The *thang chawa* set is also a relative mode of the *phiang o bon* pitch set (C-D-E-G-A) in the upper fourth interval, which is mainly

used in stringed instruments. It is also appropriate to apply in the ensemble which stringed instruments are primarily performed.

2.3.3 Changwa (Timing)

In the traditional method of performance, the *changwa* (timing) is mainly composed of *ching* (a pair of hand cymbals) and *nathap* (a drumming pattern). In *song chan* (moderate tempo) and *chan diao* (fast tempo), the *ching* pattern set in the piece is a common stroke consisting of *ching* and *chap* consistently, known as *changwa saman*. It should be noted that instead of using the standard pattern of *nathap*, the researcher created a new *nathap* pattern for this composition. In the introductory and main parts of the composition, the new *nathap* pattern played by the *thon* (a single-face drum) using the sound effects 'pa' (closed slap sound) and 'thon' (open sound), as shown in the Ex 1.

Ex. 1 An example of *nathap* in Introductory part



Ex. 2 An example of *nathap* in *song chan* form



Ex. 3 An example of *nathap* in *chan diao* form

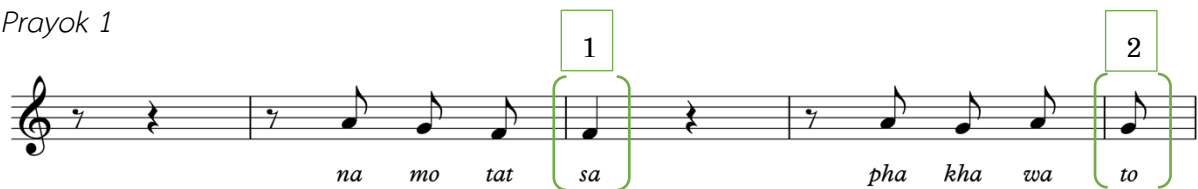


2.4 Compositional Technique and Embellishment

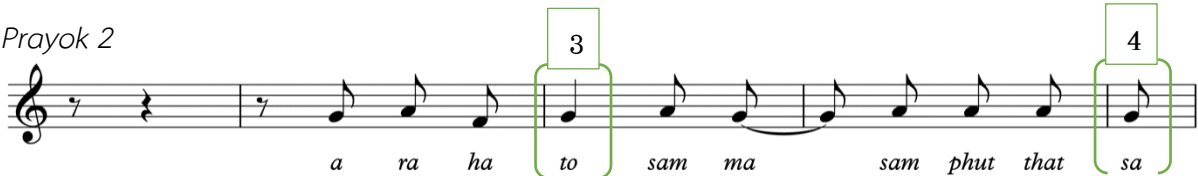
The F-G-A-C-D set of pentatonic mode represents the creation of new melodies and embellishment based on a tonal source of the chant "Namo." As shown in the chart below, the ending pitch of each *wak* (วรรค, melodic phrase). It can be seen that two *wak* making up of one *prayok* (ประโยค, melodic unit) of the chant refers to G and F which are a member of the F-G-A-C-D set.

Ex. 4 'Namo' prosody articulation

Prayok 1



Prayok 2



2.4.1 Part 1 Opening part

Before joining the main part of the *song chan* section, *rua* free-rhythm is the first instrumental part played. The pitch set of the opening part is the same as that of the chant 'Namo,' F-G-A-C-D, and consists of three-time repetition to imitate actual chanting of the 'Namo' chant. The contour of *rua* melody constitutes ascending movement, with note A as the final note. The second *rua* reflects descending movement, with the note G at the end. The third *rua* starts with the range's central pitch and ends with the note F.

2.4.2 Main Section: Consisting of *Song Chan* and *Chan Diao*

Using the main ending notes, F and G, derived from the 'Nama' chant, the *song chan* part of the composition was divided into four *prayok* (melodic parts). *Prayok* 1 begins on the note F, followed by *Prayok* 2 on the note G, *Prayok* 3 on the note F, and *Prayok* 4 on the note F. This structure is destined to become a Movement 1-2 structure form.

1) *Song Chan* part: Movement 1

To create colorful expressions and motion for the composition, four compositional techniques are used.

Method 1 The direction of melodic movement is portrayed as a significant expression that represents the posture of worship among Buddhist, namely *anchali*, *wantha*, and *aphiwat*.

Ex. 5 An example of *wai* expressiveness

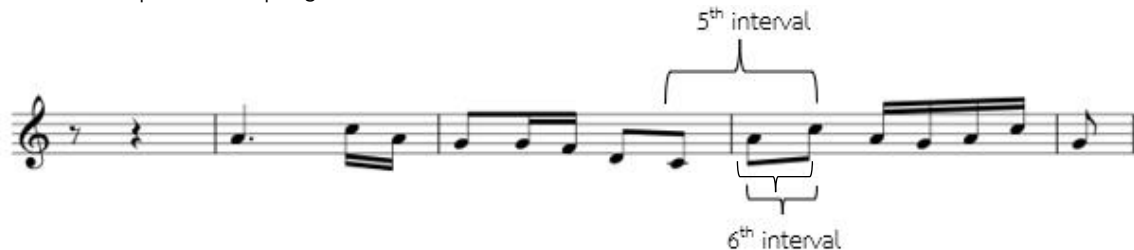


Method 2 Central tone of the composition as an ending note



Method 3 Intervallic expression in composition

Ex. 6 An example of leaping intervals



Method 4 Decorate the melody divided into 3 by playing a constant-tempo chime in the lifting and falling positions of the melody in each room. And the use of a fluctuating pitch or the use of highs and lows quickly switch highs as well as the use of idioms in Khmer song style.

There are three ways to present embellishments in compositional techniques. The first is built around a syncopation and downbeat accent with notes appearing in each beat. Next, *fat* (lit. meaning 'flip') is used to evoke a sudden change in direction, as well as the Khmer idiom of melodic expression as the third method.

Ex. 7 An example of expression of rhythmic pattern



Ex. 8 An example of fluctuation of melodic contour



Ex. 9 An example of Khmer idiom



2) Song Chan part: Movement 2

Method 1: Movement 2 adopts the pitch structure of Movement 1 to create a structurally similar form.

Method 2: Creating two different variations based on Movement 1 as a compositional method of Movement 2. This musical expressiveness reflects the worship three main parts, Buddha, Dhamma, and Sangkha.

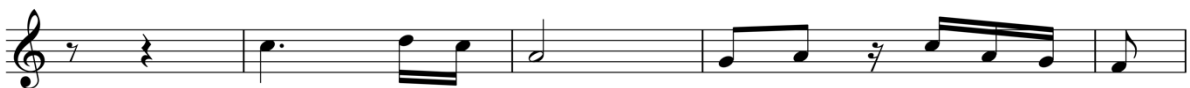
Ex. 10 Movement 1, *Prayok 1*



Ex. 11 Movement 2, *Prayok 1* (1st variation)



Ex. 12 Movement 2, *Prayok* (2nd variation)



Method 3: The expression of syncopation is to refer to the sign of respect known as *wai*.

Ex. 13



Method 4: The idiomatic expression in Movement 2 represents a low density of notes. The notes at the strong beats of Bars 2, 3, and 4 are used to create the rhythmic pattern.

Ex. 14



3) Chan Diao part: Movement 1-2

Method 1: Based on the double-length *song chan* part, the *chan diao* section of the composition is created using a reduction technique (*yo*).

Ex. 15 An example of reduction technique (yo)

Song chan part, Movement 2, Prayok 1



Chan diao, Movement 1, Prayok 1



Method 2: The melodic expression of liveliness in the composition is used to represent communication and travel, as well as trade among various groups of people, all of which are important to be depicted by the complex movement in dance.

Ex. 16 Chan diao, Movement 2



Method 3: The compositional techniques include the use of idiomatic expressions in Khmer, Burmese-Mon, and Laotian.

Ex. 17 An example of Khmer idiom



Ex. 18 An example of Mon idiom

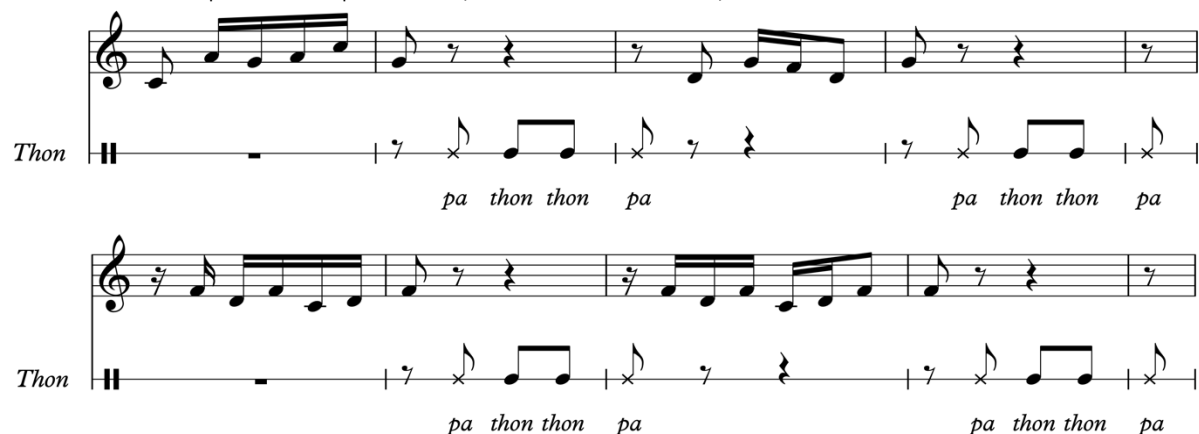


Ex. 19 An example of Laotian idiom



Method 4: The antiphonal technique made up between melodic instruments and the drum is to bring out the various textures of the composition.

Ex. 20 An example of antiphonal style between melody and drum



2.4.3 Section 3: Closing *Rua*

After the *chan diao* part, the closing *rua* set at the end of the composition generates a closing part. In fact, part 2-3 of *rua ton* (initial *rua*) in the first part of the composition is used to create this closing part for the entire composition. In addition, at the end of part 2 of the *rua ton*, some additional details, *sabat* (three-note group) in D, are added, as shown in the example below.

Ex. 21 An example of closing *rua*



2.5 Presentation Form of the Composition

2.5.1 Type of Ensemble

Overall, melodic instruments in ensemble serve two purposes: representing the core melody and providing decoration.

Part 1: Background music for poetry reading is provided by the *phin pia* improvising based on the main mode and the *khong wong ya*'s melody playing *Soraphanya* piece (the ancient piece).

Part 2 The solo of the *thon* is used as a connection part for the composition, *Suvarnavadi*.

2.5.2 A Sequence of Presentation

The composition's presentation is a three-part sequential presentation of the story that can represent the entire Suvarnabhumi civilization. Musical expressions are often used to communicate a message through dance gestures: Initial Part: The Land of Suvarnabhumi, Middle Part: Reflections of beliefs in Suvarnabhumi, Final Part: Abundance, diversity, life-style, prosperity.



Photo 1 Introductory part of dance
photo taken by Waraporn Cherdchoo



Photo 2 Middle part of dance
photo taken by Waraporn Cherdchoo



Photo 3 Final part of dance
photo taken by Waraporn Cherdchoo

Research Discussion

Suvarnavadi, in terms of its music concept and composition process based on Suvarnabhumi's civilization, has been achieved through related concepts such as history, archeology, music theory, and musical cultures in the historical approach, according to the analysis of the composition. All of these ideas are combined to reflect the Buddhist roots of Suvarnabhumi culture as well as the imagery of people's social and cultural involvement during the Dvaravati period.

The piece is primarily represented by four issues: 1) cultural characteristics as a Buddhist region, 2) a land of ethnic diversity, 3) Dvaravati people's music, with an emphasis on the diversity of people from Siam, Lavo, Khmer, and Mon, and 4) the sound of Indian

antique instruments presenting an origin of ancient music passed through the area derived from the Buddhist period in order to reflect the important belief.

In process of composition, the musical composition was set according to 1) setting the main theme and ideal message in the art to deliver, 2) design construction based on Thai traditional music, 3) tools of expressiveness for the music composition.

The musical composition was set according to 1) the main theme and ideal message in the art to deliver, 2) design construction based on Thai traditional music, and 3) expressiveness tools for the music composition during the composition process.

The success of the constructive method in music composition contributes to an effective understanding or interpretation of musical expressivity based on audible perception as a foundation. The composer's main theme's message can be effectively communicated through the listeners. The process, in which 'bhava' emerges as a result, stimulates feelings and thoughts related to *sañña* (cognition) in people, allowing them to intuitively contribute to a Suvarnabhumi imaginary. The characters of Suvarnabhumi are then successfully delivered.

Further Research Suggestion

Other aspects of Suvarnabhumi civilization are worth investigating. A curious challenge would be to go deeper into the understanding and interpretation of musical expressivity, particularly Thai traditional music. In addition, although it has been nurtured, internationalism is a hidden facet of Thai music culture. Last but not least, cultural expression in Thai music could be widely understandable.

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Teaching Compliment Responses in English for Thai Undergraduate Students

Lars Cedar¹ and Payung Cedar²

Abstract

This study is a comparison between implicit and explicit teaching methods that seek to maximize pragmatic knowledge and minimize transfer from the first language to the target language in Thai students of English as a Foreign Language. It compares the results of Discourse Completion Tests designed to elicit compliment responses in English between 35 English majors, 39 non-English majors, and 39 native English speakers. In addition, the non-English majors received explicit instruction in how to respond to compliments in an American way. The results confirmed that while English majors can learn satisfactory compliment responses implicitly over time, explicit training can have positive effects. Concomitantly, some evidence of pragmatic transfer was found despite the training, indicating that explicit instruction about avoiding common mistakes in gaining the target language competence would be effective as well.

Keywords: English, compliment response, Thai, training, teaching

Introduction

In the field of pragmatics, politeness is assessed via cultural norms and social situations in which speech acts occur. Compliments and compliment responses are speech acts that diverge culturally. Hence, both compliments and compliment responses can be conflict-ridden between cultures. In effect, pragmatic failure is intolerable by native speakers (Nelson, Carson, Al Batal, & El Bakary, 2002).

In American culture, a compliment serves several functions, e.g., expressing thanks, preserving social solidarity (Manes, 1983; Wolfson 1983), beginning and finishing a conversation (Wolfson, 1983), making a disapproval pliable (Brown and Levinson, 1978), and expressing admiration (Herbert, 1990), whereas in Thai culture the social norms of humbleness and deference are attentively prioritized. Without a doubt, Americans and Thais do not share the norms of compliments and compliment responses (Gajaseni, 1994), and consequently compliment responses in English by Thais differ from those of Americans in preferred types and frequencies (P. Cedar, 2006).

¹Faculty of Humanities, Naresuan University

²Faculty of Humanities, Naresuan University, payungp@nu.ac.th

University students who major in English as a foreign language may more readily gain pragmatic knowledge implicitly than those who do not. As learners study a foreign language in the classroom, they can gain knowledge about pragmatics either implicitly or explicitly, with the help of their instructor (Duan, 2011; DeKeyser, 1994). During implicit instruction, a student may learn material unconsciously as part of the presentation. But during explicit instruction, the learner's attention is specifically guided to the point in question (Maeda, 2011).

Learners tend to require significant help to be aware of the pragmatic differences they face (Kasper & Schmidt, 1996). Even when they gain strong linguistic skills, many students (Rattanaprasert & Aksornjarung, 2011) and even teachers (Chen & Boonkongsan, 2012) show a great deal of transfer from their first language (L1) in their second language (L2) usage.

A number of studies have looked at implicit and explicit teaching, (Maeda, 2011; Grossi, 2009) and at least one study has compared high and low proficiency Thai EFL learners (Phoocharoensil, 2012). However, there is a lack of research that compares students who have received explicit training in responding to compliments with those who have not, relative to native speakers. This study aims to address this gap.

Theoretical Framework

Compliment Response (CR) Categorization Systems

This paper makes use of a categorization system designed by Chiang and Pochtrager for a pilot study of compliment responses (CR's) by American-born and Chinese-born English speakers (1993). They chose five CR categories, ranging from Acceptance to Denial, with neutral and more complex response types in-between. This classification has been used in other studies (e.g., L. Cedar, 2012; Bergqvist, 2009; and P. Cedar, 2006).

The use of a continuum in CR types is reflected in later classification techniques. Chen & Yang (2009) identified a trend that made use of a 3-part top level division of Acceptance, Deflection/Evasion, and Rejection, based on the work of Herbert (1989) and Holmes (1988). Studies have set up a variety of sub-groupings under these headings. For instance, under Acceptance, CR's might be classified as Agreeing, or Expressing Gladness. Under Deflection, CR's might be classified as Doubting, Denigrating or Explaining. And under Rejection, CR's might be classified as Disagreeing or Expressing Embarrassment (An, 2013; Chen & Yang, 2009). Each study that has used this system has set up a slightly different set of sub-categories, which shows how flexible it is.

Tran (2008) presented a continuum hypothesis, which, rather than starting with top level categories, ranges through compliment upgrade to opting out. She also set up a sub-grouping called the avoidance continuum, which involves such behaviors as follow-up or doubting questions that might elicit further comments from the complimenter.

She put the non-verbal action of laughter into a miscellaneous category, although it could be combined with other responses. In her work, she also discussed combination strategies (Tran 2007), which describe CR's that can fit into more than one category. For instance, one can accept a compliment and deflect it at the same time.

P. Cedar (2006) added a category called smiling to the Chiang & Pochtrager (1993) classifications that she used in her study, and L. Cedar (2012) added several varieties to meet the needs of that study and the current one. This study continues with Chiang & Pochtrager's classifications because it is based on L. Cedar's work in 2012. The explicit teaching lessons were based on the same categories as well.

Previous Studies on Teaching Compliment Responses

Recently, many research studies have been done on the uses of compliment responses, but a few have looked into the effectiveness of implicit and explicit instruction of compliment responses.

Schmidt (1983) compared the process of second language acquisition to making a meal, preparing all the ingredients and the courses. He said that social factors provide the heat, while interest and attention comprise the sauce. In later publications he introduced consciousness-raising of specific linguistic forms and contextual factors via the hypothesis of "noticing" (Schmidt, 2001, p. 4), which best supports explicit teaching of pragmatics (Schmidt, 2010, 2001, 1995, 1993). If we call attention to something, we are explicitly pointing it out, instead of allowing it to be assimilated (or not) through implicit exposure. Additionally, not only pragmatic restraints in L2 but also cross-cultural pragmatic differences between L1 and L2 should be included in raising L2 learners' pragmatic awareness via explicit instruction (Thomas, 1983).

Gabriel Kasper (1997) questioned the notion that pragmatics can be taught. She suggested instead that the environment and proper encouragement can help students gain pragmatic ability. Yet, she also stated that explicit instruction, on the whole, was more effective than implicit instruction (Kasper & Schmidt, 1996).

Ishihara (2003, 2002) found that by using lectures and role plays it was possible to generate enthusiastic involvement. His follow-up survey verified that the students retained much of their pragmatic gains. Abshire (2006) used explicit instruction to increase learners' phonemic awareness, and confirmed that explicit teaching was more effective than implicit teaching.

Grossi (2009) used film data showing naturally occurring compliments and responses to instruct her students explicitly, with positive results. P. Cedar (2006) has suggested this technique as well. In a while, Duan (2011) and Maeda (2011) each published a research article confirming the advantage of explicit teaching. Duan (2011) went so far as to say that pragmatics should be taught as a required course.

On the other hand, Koike and Pearson (2005, p. 469) found that students did better with open-ended dialogs after implicit instruction, and Salehi (2011) found both types of instruction-implicit and explicit- to be “on a par”. Nevertheless, Schmidt (2010, p. 149) states that *"implicit learning is possible, but is best characterized as the gradual accumulation of associations between frequently co-occurring features rather than unconscious induction of abstract rule systems."*

Phoocharoensil (2012) studied low and high proficiency Thai EFL students along with native speakers of Thai and English. He found that his Asian participants tended to transfer patterns at the Denial end of the Acceptance-to-Denial continuum, confirming the findings of Tran (2007).

Since literature offers support for both implicit and explicit teaching, it is useful to compare a set of English majors who are not known to have received explicit instruction in American compliment response strategies (but who have had the chance to pick them up over time) with less proficient social science EFL learners who have received explicit instruction in this speech act.

Research Objective

The current study aimed to examine compliment responses used by second year social science majors with explicit instruction and those of third-year English majors with implicit instruction in comparison with those of native speakers of English.

Research Methodology

Three sets of respondents with a mixture of gender and age were used in this study:

1. A self-selected set of 39 native speakers living in the United States.
2. A set of 35 third-year English majors studying at Naresuan University.
3. A set of 39 second-year social science majors taking a basic English course.

Native speakers of American English residing in the USA were enquired to fill the DCT via email, despite the fact the set of English majors were requested to complete the DCT in class. The third group of respondents filled out the discourse completion test (DCT) two times; first before and then after a set of four explicit training sessions. Each session lasted for an hour and it was done once a week for four weeks consecutively. The materials used were power point presentations regarding compliments and compliment response categories based on Chiang & Pochtrager's (1993) classifications. Sociolinguistic factors (i.e., situations, social status, and social distance), together with psychological effects, were also included. Students were assigned to interact in pairs using compliments and CR categories learned in class. The instructor, who is a native speaker of American English and the first author of this study, observed, guided and gave comments and feedbacks.

Short movie clips, cartoons, and talk shows were used to raise students' awareness of situations and how to respond to compliments. Reviews and discussions were applied after each session.

In this study, a set of English majors, who did not receive the training given to the social science majors, and a set of native speakers of English took the identical DCT. It comprised 10 incomplete questions which could be grouped into three types of compliments: appearance, ability, and possession, as demonstrated respectively below.

Your American friend sees you after you got your hair cut.

He says: Your hair looks very good today.

You say: _____

Your American friend says: Your pronunciation is perfect! You learn fast.

You say: _____

Your American friend sees your new phone.

He says: Wow, that's a terrific phone!

You say: _____

Data Analysis

The DCT responses by the English majors and the native speakers were categorized and compared with the social science majors' responses from the identical DCT given before and after the training. To confirm the choices and create the graphs, the data was calculated in Excel after two phases of categorizing the responses using percentages for each type. A few abbreviations should be explained here to aid the readability of the rest of the study.

SS – The non-English majors, whose field of study is Social Science

Pre – Pre-training DCT results for the SS group (sometimes referred to as SS Pre)

Post – Post-training DCT results for the SS group (sometimes referred to as SS Post)

EM – English majors

NS – Native speaker group

Categories for CR's analysis are as follows:

The first set comes from the CR categorizations originated by Chiang & Pochtrager (1993) and used by P. Cedar (2006) and L. Cedar (2012).

A – Acceptance (e.g., Thank you. I think so, too.)

PE – Positive Elaboration (e.g., My brother gave it to me. I like yours, too.)

N – Neutral Response (e.g., Really? Do you think so?)

NE – Negative Elaboration (e.g., It's old. It's my responsibility.)

D – Denial (e.g., Not at all. No, it's very bad.)

The next two categories were elaborated by L. Cedar (2012):

NU – No Understanding (when a CR could not be classified, and it shows lack of understanding)

NR – No Response (the response line was left blank for a compliment)

As will be discussed later and explained in L. Cedar (2012), the following categories reflect the use of the utterance “Really” at the beginning of a CR.

RA – Really, followed by Acceptance

RPE – Really, followed by Positive Elaboration

RN – Really, followed by Neutral Elaboration

RNE – Really, followed by Negative Elaboration

RD – Really, followed by Denial

RNU – Really, followed by a response that could not be understood.

The DCT and analysis of the data were based on the CR categorizations originated by Chiang & Pochtrager (1993) and used by P. Cedar (2006) and L. Cedar (2012).

Research Results and Discussion

Results from this study can be divided into three parts: results regarding total complement response results, results of compliment responses beginning with “Really”, and results of compliment responses not beginning with “Really”.

Results regarding total complement response results

The major patterns that emerge from the data indicate that the English major (EM) group is closer overall to the native speaker (NS) than the social science majors’ group (SS pre and post. EM are very close in the neutral response (N) category), and the SS Post group is closer to EM than the Pre-group (except for neutral (N) and denial (D)).

The NR results are due to a small number of students who failed to complete all the CR’s on the DCT, both in the EM group and the SS Pre group.

Since the EM group did not receive the specific explicit training given to the SS group, the data shows that, over time, they have implicitly (Ellis, 2009) gained pragmatic knowledge about American CR’s. If they received any explicit training, there was no evidence of it based on interviews with their teachers.

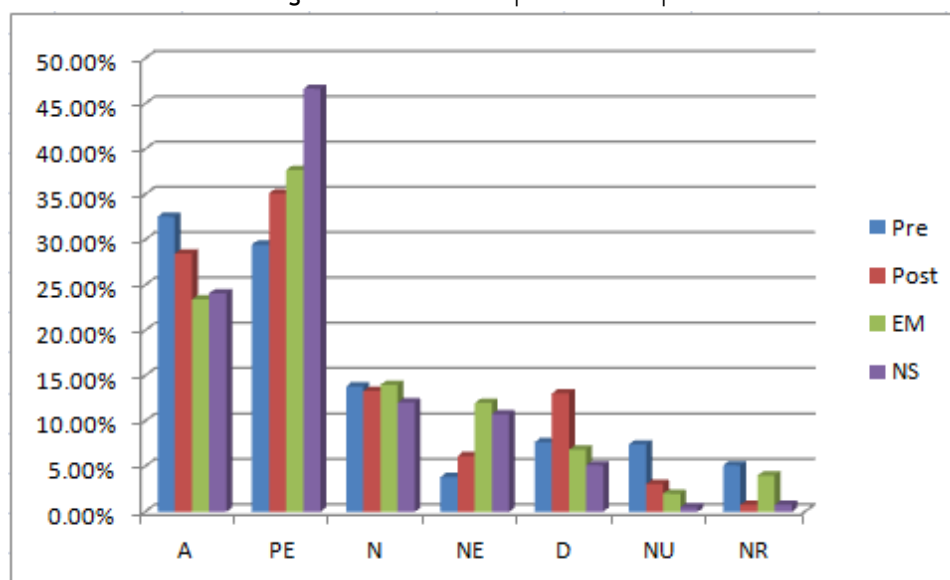
The EM group has had many more years of English study behind them, so their proficiency and comfort with the language should be higher than that of the SS group. Their assumed superior pragmatic knowledge regarding CR’s should reflect what Phoocharoensil (2012) found, which is that those with higher EFL proficiency are more likely to produce CR’s that are closer to native speakers.

Interestingly, the difference between the EM and the SS groups, (as seen in Tables 1 and 3, represented in Figures 1 and 3, below) is not dramatic, though it is measurable. Statistical displays of the results and detailed discussions are given below. Table 1, together with Figure 1, illustrates the overall compliment response results of the three respondent sets.

Table 1 Total compliment response results

	Pre	Post	EM	NS
A	32.56%	28.46%	23.43%	24.10%
PE	29.49%	35.13%	37.71%	46.67%
N	13.85%	13.33%	14.00%	12.05%
NE	3.85%	6.15%	12.00%	10.77%
D	7.69%	13.08%	6.86%	5.13%
NU	7.44%	3.08%	2.00%	0.51%
NR	5.13%	0.77%	4.00%	0.77%

Figure 1 Total compliment response results



The overall results in Table 1, which are displayed in bar graphs for a better understanding of comparison in Figure 1 above, would seem to support the theory that implicit instruction works well for advanced learners (Schmidt, 2010). Unlike SS, EM's use less D and more NE, which is a sign of greater pragmatic knowledge. This accounts for the NR percentage, as well.

The results of the less experienced and less proficient SS group (Pre and Post) show that their ability to produce American style CR's that approximated the percentage of EM and NS increased considerably, with the exception of denial (D). The increase in D was a form of negative pragmatic transfer caused by the Asian tendency to downplay compliments (L. Cedar, 2012; P. Cedar, 2006).

This can also be viewed from an explicit teaching viewpoint that while the training sessions included explicit examples of how to use D, no attempt was made to emphasize that Americans are less likely to deny a compliment than Thai people. Had this been done, the results might have been different. This finding confirms that raising awareness of specific linguistic forms and functions via explicit instruction is pivotal (Schmidt, 2010), and L1-L2 pragmatic differences should be captivated (Thomas, 1983).

Results of compliment responses beginning with “Really”

Table 2 Results of compliment responses beginning with “Really”

	Pre	Post	EM	NS
RA	2.56%	3.08%	0.86%	0.00%
RPE	5.38%	4.36%	3.43%	0.00%
RN	7.18%	7.18%	4.86%	0.00%
RNE	1.28%	0.77%	2.29%	0.00%
RD	3.33%	2.05%	1.14%	0.00%
RNU	1.28%	0.00%	0.00%	0.00%

Figure 2 Results of compliment responses beginning with “Really”

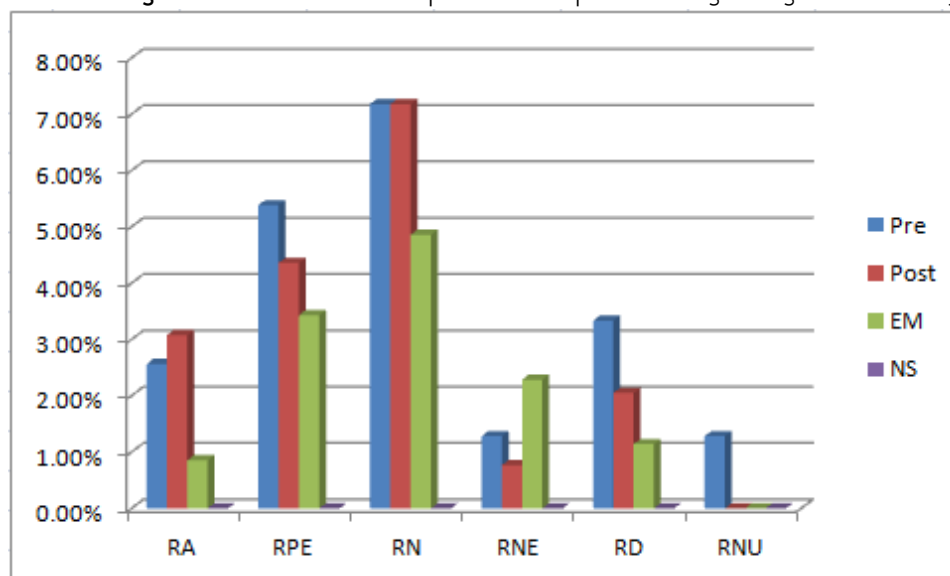


Table 2, as further demonstrated in Figure 2 above, shows the propensity of students in the SS group, Pre and Post, to use a common Thai expression, *jing rue plao* / *jing rue*, which translates to “really?”. It can show surprise or doubt as a reaction to something unexpected or questionable. This is used quite often in Thai discourse as a significant form of transfer (L. Cedar, 2012). For that reason, it is not surprising to see that the EM group used “Really” as a prelude to many CR’s as well. Nonetheless, they used it much less than the

SS, Pre and Post, and more for neutral responses. In Figure 2, N is marked as RN to indicate “Really” before an otherwise N response. The EM group used it much more for RN than SS, and this also shows that English majors have implicitly learned that using “Really” before a NE response is natural as well. On the other hand, using “Really” before an A or NE response, and to a lesser degree, D, perhaps, is less natural. This shows that they have not been taught to avoid this type of transfer.

Note that the NS group did not use “Really” at all, before any CR. This could be because they filtered it out while writing their responses on the DCT. For instance, in the following American-style N response written by one of the NS group members, “Really” would not have been out of place:

“I wish I was fit, but thanks.”

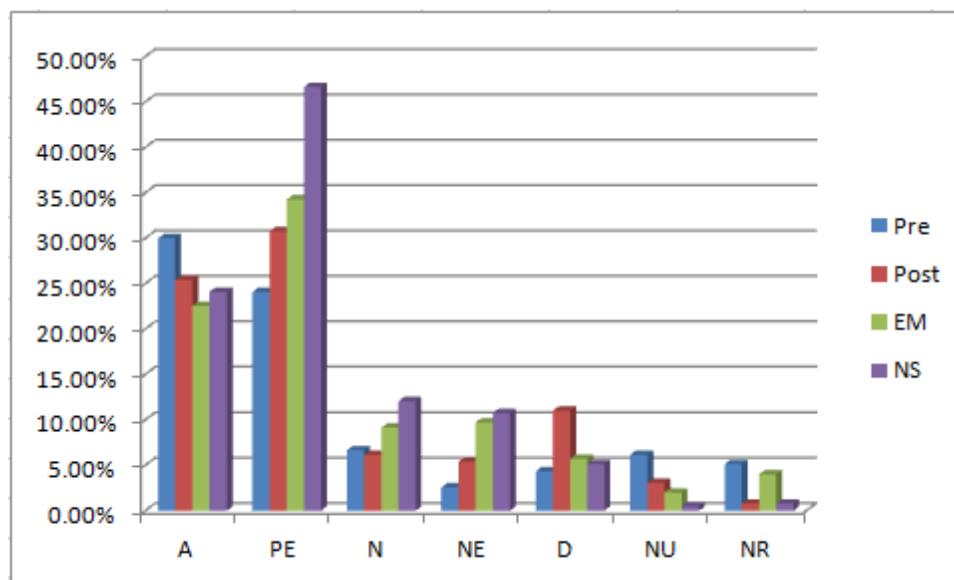
The Figure 2 SS Pre and Post results show that they did not change the percentage of RN at all. Their use of “Really” in fact dropped for all categories except A. The overall reduction can be explained partly by the probability that the explicit training gave them more tools to use in their CR’s (Phoocharoensil, 2012). The increase in RA is a sign that SS Post used CR’s like “Really? Thanks.” without realizing that this combination (Tran, 2007) response is not common in American English, except when accompanied, perhaps with an ironic tone of voice. The DCT does not allow one to understand any intended tone. Irony is also rarely used in Thai culture, so this cannot be inferred by such a CR. As in the case of the Denial transfer pattern, the usage of RA would have been greatly reduced if the instructor had explicitly demonstrated to them that such a response is not the preferred way to respond to a compliment in American culture.

Results of compliment responses not beginning with “Really”

Table 3 Results of compliment responses not beginning with “Really”

	Pre	Post	EM	NS
A	30.00%	25.38%	22.57%	24.10%
PE	24.10%	30.77%	34.29%	46.67%
N	6.67%	6.15%	9.14%	12.05%
NE	2.56%	5.38%	9.71%	10.77%
D	4.36%	11.03%	5.71%	5.13%
NU	6.15%	3.08%	2.00%	0.51%
NR	5.13%	0.77%	4.00%	0.77%

Figure 3 Results of compliment responses not beginning with “Really”



According to **Table 3**, as illustrated in Figure 3, which shows all CR's that do not begin with “Really”, it is notable that the overall pattern is similar between Figure 1 and Figure 3. SS Post is closer to NS in terms of the order of frequencies of categories used (A, PE, N, NE, NR), showing drastical improvement compared to the SS Pre. In addition, the number of NUs in SS Post is smaller than SS Pre in all the tables. These noticeably indicate the efficiency of explicit instruction. The best effect of explicit instruction reflects via their NR use, which is in the same percentage as the native speakers' NR use, and which is substantially lower than the EM's. Surprisingly, the number of SS Post for D category use increases to more than twice the number of SS Pre for D, instead of decreasing. Additionally, the SS Post moved away from EM and NS by a fraction for N.

In order to address the question of whether explicit teaching contributed to the changes in Post, it is useful to look at some of the CR's.

The following CR's come from the Post results, and are not seen in the Pre results. They were used as examples in the explicit teaching session for accepting compliments, and the students used them exactly as taught in some of their Post CR's.

“Thanks. I think so too.”

“Thanks. You made my day.”

“I'm glad you like it.”

“Oh! No! not at all.”

For the Denial category this was used, as well as the “not at all”:

“Are you kidding?”

The EM and the NS groups used this colloquialism as well in their D responses (L. Cedar, 2012). In line with expected higher proficiency (Phoocharoensil, 2012; Tran, 2007), the EM group used more NE responses, closer to NS, though N dropped by a small amount.

Just as the explicit training did not address the overuse and misuse of “Really”, it also did not demonstrate to the learners that, depending on the social situation and the closeness of the complimenter to the complimentee (P. Cedar, 2006), it may sometimes be better to simply accept a compliment graciously, and move on, than to deny it in order to avoid looking too proud of oneself. As compliments serve a different purpose in English (P. Cedar, 2006), learners can be made aware or consciousness-raised (Schmidt, 1993, 1995, 2001, 2010), for instance, that the compliment may just be a conversation opener and not an end in itself (Ishihara, 2003).

Limitations in This study

As discussed in L. Cedar (2012), the DCT method of gathering data does not allow the collection of nonverbal aspects of a compliment and response interaction. It cannot capture the spontaneous reaction that one would have to a compliment. A study that uses filmed interactions might show different results. For instance, native speakers, etc., might say things, and use body language and tone of voice, in an interaction that they would not write on a DCT.

Conclusion

This research compared a group of English majors at a Thai university with their social science major counterparts to see how they responded to compliments, in English, relative to a set of American native English speakers. The results showed that the English majors in the study appear to have gained pragmatic knowledge over time that helped them respond in a more native-like manner.

The results also showed that explicit training had a noticeable effect, but the training left out some important aspects of western CR pragmatics. While denial strategies were shown in the SS group, they were not warned against overusing it. As a result, the students were left to interpret how and when to use the denial strategy on their own. The same can be said about the utterance “Really”. Since the students already have a habit of using something like this when they speak in their L1, they were prone to use it in the same way in the L2 because they were not cautioned to be aware of it.

In closing, if Schmidt (1993) can apply heat and sauce to the social factors and interest and attention, and if Thomas (1983, p.109) can point out that pragmatic competence is not simply “icing on the gingerbread”, then perhaps it is appropriate to add that attention to the needed awareness of possible pragmatic failure is a spice that adds interest and delight to the recipe of the successful teaching and learning of a second language.

Teaching Implications and Further Research Suggestion

The most potent conclusion to draw from this study is that explicit instruction should take into consideration the common pragmatic transfer acts of the students. The instructor can observe the behavior of the students during training and call the errors to their attention in a way that will make an impression on them. For instance, a role play can be set up to show how the L2 native speaker might react to the L1 transfer. This should help the students remember it. Further studies on teaching CRs can be executed on the use of spoken compliment responses using a video camera for recording both verbal and non-verbal behaviors such as gestures and facial expressions. Cognizance of the avoidance of transferring the students' first language and culture should be raised and emphasized. Additionally, research on whether speakers of English, native or not, residing outside their homeland realize the use of CRs by their interlocutors who are non-native speakers of English.

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Thai Nursing Students' English Language Proficiency and Challenges at a Private University; A Needs Analysis Study

Seyed Saber Alavi¹

Abstract

The purposes of this research were to explore the English and learning needs analysis as well as expectations of Payap University nursing students from an English course at a private university, the subjects were 32 Thai Nursing students selected based on purposive sampling. A survey-based design used to collect and analyze the data. These would-be nurses tend to use English while working at hospital or studying. The most problematic skill, to them, is speaking when they need to explain some cases or procedures to the foreign patient. The findings revealed that the second-year nursing students at a private university believe that compared to other English skills, speaking is by far on demand and accordingly, the first skill they want to improve is speaking then followed by listening and vocabulary repertoire. Further analysis showed that the nursing students prefer to have additional courses, of 2-3 hours, taught, preferably, by Thai teachers, on a weekly basis at the university. Addressing the nursing students' ESP needs, this research has also found that more authentic activities and materials through which learners find develop their English language skills are highly useful.

Keywords: English for Specific Purposes, Nursing, EFL, Needs Analysis

Introduction

Thai language is the official language in Thailand, English is considered to be the first foreign language taught in Thailand for many decades (Noom-Ura, 2013). Therefore, when Thai people need to communicate with people from other countries, either in business, economics or policies, an international language is needed. One of the common places that every foreign visit while travelling or living is hospital where to be able to communicate seamlessly is not possible as a foreign. Therefore, nurses have a significant duty to be able to communicate effectively with foreign patients. In order to fulfill this need, Thai nursing students who are learning English expected to be able to communicate fluently and accurately based on the professional context. In spoken English, students are hoped to be able to convey meanings and various spoken texts that have certain communicative purpose, text structure and linguistics. It means that speaking is the primary language skill to develop.

¹Senior Lecturer Dr, TESOL Department, International College, Payap University, saber_a@payap.ac.th

Commonly, nursing students have English speaking problems. It is difficult to verbally express what they want to explain to other people. They have trouble putting their thoughts into words. Although, they can understand what others speak, they cannot speak well. There are problems in the development of nurses' language performance because they are weak at speaking English. According to Chetsadanuwat (2018) "many qualified nurses have some practical and academic experiences necessary to perform well in medical settings, but they lack-speaking skill" (p. 4). Among the four language skills, speaking is mostly important for nurses because they need to contact with foreign patients and discuss with doctors and other nurses. In fact, Thai nursing students always face difficulties in speaking English even though they have good knowledge in medical.

In order to effectively take care of patients, the nursing students needs to acquire a basic knowledge of speaking. It is very important for the nurse to communicate in English, which is advantageous for their professional performance.

The design of English for Specific Purposes (ESP) can prepare students for professional communication. Richards (2001) claims that the ESP approach to language teaching is a response to a number of practical concerns: for instance, the need to prepare materials to teach students who have already mastered general English but now need English for use in employment, in this situation, non-English background nursing students. Difficulty with English is often cited as a factor that leads to nurses' lack of confidence (Paltridge, 2012). Communication with patients from different cultures is often complicated by language differences. This study focuses on nursing students' English skill needs which they require to use in their career to be more component while communicate with foreign patients.

English for Specific Purposes

English for Specific Purposes (ESP) is defined as "a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners" (Richards & Schmidt, 2010). ESP set the ground for the students to utilize English in different academic fields, in different careers, or work environment. The significance of English as a global language keeps on expanding as an ever-increasing number of individuals are required to learn English. The demands and requirements have brought about the development of one specific part of English Language Teaching (ELT) and to be specific the instructing of English for Specific Purposes (ESP). The interest for this has frequently originated from groups of learners with no need for the general English provided by school English course. Some learners, indeed, have already completed a 'general' course and will learn English for reasons connected with their studies or their jobs.

On the other hand, need analysis serves as the basis of training programs and development programs. It is the cornerstone of ESP and leads to a focused course.

Gardner and Winslow (1983) stated “to produce information which when acted upon makes courses better adapted to students’ needs and part of the object of formal need identification is to back up one’s proposal with quantitative evidence of particular needs”. Analyzing the specific needs of particular group of learners serves as an important starting point in ESP course design for it determines the essence and the underlying reasons of an ESP course. Therefore, the findings will be used as factors in planning effective English-speaking courses for the nursing students (Fleck, & Kraemer, 2014).

Approaches to Needs Analysis

Needs analysis is a complicated process, involving interpretations of a large amount of data which was done by researcher and applied in this research. Needs analysis of ESL students in the clinical setting have revealed those language skills that are the most challenging for ESL students and that ought to be incorporated into course and materials development (Staples, 2019, Boshier and Smalkoski, 2002). The results of a need analysis of an undergraduate nursing student distinguished certain communicative tasks in the clinical setting as most arduous for ESL understudies: asserting oneself with patients, co-workers, and nursing instructors; having clear and effective interaction with older patients; understanding those patients with lower English skills proficiency or even with those who speak a nonstandard version of English language. Other challenges that ESL understudies face in the clinical setting were additionally highlighted: feeling confident enough to request help from different students and nursing supervisors; seeing how culture impacts communications with the patients of different cultural background; understanding directions given by instructors and following them in performing tests and clinicals; and archiving appropriately and effectively in patients ' records (Boshier and Smalkoski, 2002).

According to Sarangih (2014), designing teaching syllabus and material is the process of selecting, adjusting, and assessing of the course content based on students’ needs and preferences. His study targets investigating the learning needs of 50 nursing students, and planning ESP materials for medical nurses building on a Need Analysis survey. Need Analysis in his investigation includes the Target situation Analysis, Present Situation Analysis, Deficiency Analysis, etc., (Lowe, 2009). The findings revealed the real needs of students of ESP for nurses, the instructors' perspectives on the act of ESP guidelines, and descriptions of ESP for nurses utilized in English speaking countries. Since the results reflect the real needs of nursing students, they can of great importance for ESP syllabus designers or different professions (Lu, 2018). Besides, it is also proposed that Nursing English course books/materials ought to be founded on the Need Analysis by ESP designers. This project was conducted to particularly discover the English skills of nursing students and problems they face when need to use English, so that the findings can be used as guidelines in planning an English language training program to improve the language proficiency of nursing students at Payap Nursing Faculty.

Objectives

The current study aims to fulfill certain objectives. Using a descriptive approach, this study tried to describe the students' perception toward their course, course content, and student satisfaction of attending in General English courses. As another main issue under investigation in this study, is targeting the students' needs of English and their lack of proficiency explained and categorized in detail according to each set of skill.

The results will be of great help to some future studies, mainly for those researchers who would embark on designing or developing an ESP course for the nursing students. According to English needs of second year student new curriculum will ultimately be designed. In this paper it has been tried to explore elements such as context, instruments, data collection and analysis.

Research Question

The current study tried to answer the following research question as a need analysis approach.

What are the Thai nursing students' English Language Proficiency and Challenges?

Research Design

This research project applied a survey-based quantitative design on one target group. It features one single target group by developing materials based on their need.

Participants and Sampling

The target population of this study 32 second year nursing students (31 females and 1 male) aging 19-21 at Payap Nursing faculty. They have main four English courses which are obligatory to study when they get this Nursing faculty in their first and second year. Thirty-two nursing students were selected from second year students to represent the total number of nursing students. Purposive sampling was claimed to be the best method in selecting samples because all population of the target group had an equal chance to be selected (Pleansaisurb. 1984, p. 30). This project employed the non-probability purposive sampling method to recruit the research participant. This is because the researchers have predetermined to work with the nursing students of Nursing Faculty.

Research procedures

The research project begins by reviewing related literature regarding the registrar service in higher education. Then research tools were developed and used for collecting data. Pilot data collection was done by provide the draft question to the supervisor of the Registrar staff to go over and check for the readability in order to the validity of the tool.

The collected data was then collected and analyzed in order to be used as the prime resource for developing the curriculum.

Research Instrument (Tool)

There only instrument used to elicit English needs of nursing students in this study which is questionnaire of Need Analysis. The need analysis questionnaire consists of four parts which are general background, nursing students' problems/lacks, frequency of English-speaking skill used and lastly types of English courses preferred by nursing students. The data was collected in this study through a need's analysis questionnaire. The questionnaire was adapted from Hutchinson and Waters' (1987) needs analysis model. This also included information about the usage of English in their study such as whether they use English at university/hospital, whether they think English is important for their career, what English skills they use the most in the hospital, in what work-related situations do they use English, and what English skills would they like to improve.

The second part was a self-evaluation of English proficiency in all four skills of speaking, listening, reading, and writing. This was to find out the strong points and weak points of their necessities and from that determine what they lack. Hutchinson and Waters (1987) define necessities as "the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation" (p. 55). In the case of this study the target situation was at their workplace. Lacks are determined by what the learner knows or how well they can do something already, so they are the gap between target proficiency and existing proficiency (Carnando, 2020). The target proficiency was determined by the highest rating in the Likert scale used for the part two in the questionnaire which was 1 - an area in which absolutely not true. Each statement in this section was a negative statement mentioning difficulties and hardly being able to perform in situations.

The third part of the questionnaire was another self-assessment, but it was more detailed and specific in terms of participants' frequency of English speaking skill used. The Likert scale was modified to 4 - often as the highest for the situation they speak frequently. The final part was the participants' expectations and preference for English course. As Carnando (2020) put it the learners too, have a view as to what their needs are. These are the learners' wants which this part aimed to find out. These included what teaching method of learning, hours per session, location, type of training, and time the participants preferred. Also, the questionnaire was analyzed and checked by two experts to ensure that the questions were measuring what researcher intend to measure and the mean score of IOC by 86.4% and reliability of 92.75% prove that the questionnaire is both valid and reliable. Later on, the actual questionnaire was given to nursing students who were attend the after regular class period to contribute to researcher.

Data Collection and Data Analysis

The questionnaire was constructed and distributed by the researcher at Payap Nursing faculty to avoid missing or mistaken for data collection due to proficiency level of students. In some cases, if the nursing students were unclear, the researcher step-by-step explained the items from the questionnaire to help them get the right answers for the items. After collecting the completed questionnaire, the researcher categorized the data, tabulated and analyzed them through descriptive statistics to identify the current English uses problems and the needs of nursing students for English proficiency according to their answers. Data gathered from thirty-two participants by using the questionnaire which consist of 32 questions. While analyzing data, SPSS program used to get more reliable data by applying quantitative analysis only. In our questionnaire, there were two parts which have 5-likert scale for participants to evaluate their English skills and their lack of English skills. In addition, by using 5 Likert scale, we easily interpret the data gathered because of the numbering assigned to each option. Also, using the scales helped for comparability of the results for participants' English skills.

Research Results

The following section below explains detailed findings. The first part covers Parts 1-3: General Information, Self-evaluation of Needs for English and frequency of English-speaking skill used. The second part reports information from Part 4 which features Expectation/Preference for English course of the participants.

Results

PART I General Information of Respondents

Data from the general background information shows the majority of participants' gender is female (96.9%) and there is only one male participants (3.1%). Their age range between 19-22 is (93.8%) and only two participants are 23-25 years old (6.3%). Also, most of the participants (71.9%) studied nursing 2-3 years and (25.0%) of them studied nursing 3-4 years.

Participants mostly use English sometimes while studying (62.5%), some of the participants (21.9%) use often; however, (9.4%) of them use always and only 2 participants never (6.3%) use English while studying. Regarding the question, the skills most used in the hospital, most of the participants think that they use all the main four skills which are speaking, listening, writing, and reading (25.0%). For the situation that nursing students mostly (28.1%) use English all the situation mentioned in the question when they are asking foreign patients' background (21.9%), informing patients of your intended nursing care if taking care of foreign patients (15.6%), giving information to foreign patients (18.8%), and giving instructions and health education about the disease patients have if taking care of foreign patients (15.6%). Therefore, it means when they have to explain any case to the foreign patients, they have to use English.

The 68.8% of the participants have been studied English for 5-8 years, 18.8% of 2-5 years and only 12.5% of them studied English less than two years. Moreover, 81.3% of the participants think that English is important/necessary for their career, whereas 18.8% of them think that it's not important. As shown in the table 8, 59.4% of participants agree on speaking is the first skill they want to improve, following by listening skill 15.6% and vocabulary skill 12.5%. However, only 6.3% of them would like to improve reading and grammar skill regarding to effective communication with foreign patients.

PART II. Self-Evaluation of Respondents

Table 1: Problems and Lacks Listening Skill

Descriptive Statistics	N	Min	Max.	M	SD
Listen accent 1	32	1	5	3.36	1.041
Listen main points 2	32	1	5	3.13	.707
Listen Meaning Emotion Concern 3	32	1	5	3.15	.921
Listen needs help concern 4	32	1	5	3.05	.758
Listen Request 5	32	1	5	2.98	.861
Total	32				

As shown in table 1, participants think they mostly have problem to understand different sounds accent /pronunciation of the foreign patients with the mean score of 3.37. Difficulties in understanding the meaning/emotion/concern from conversations with the patients with the mean score of 3.16 following by difficulty to understand the main points being said by the patients mean is 3.12. In addition, they have difficulty understanding what the patients' needs help with and problems/concerns with the mean score of 3.06 and the last item is difficulty understanding any request that patients have related to their sickness by 2.97.

Table 2: Problems and Lacks Speaking Skill

Descriptive Statistics	N	Min.	Max.	M	SD
Speak Vocabulary 1	30	2	5	3.38	.752
Speak right words advise 2	30	2	5	3.28	.782
Speak elaborate meaning 3	30	2	5	3.43	.825
Speak Relative Case or Complicated 4	30	2	5	3.46	.971
Speak fluently and accurately 5	30	2	5	3.54	.951
Total	30				

As shown in **table 2**, participants think they mostly have problem difficulties to explain some relative rare cases or complicated requests thoroughly with the mean of 3.47. Difficulties to explain and elaborate meanings relating to patients' request by mean score of 3.44 and difficulty to express some vocabulary when patients do not understand with the mean score of 3.37. In addition, they have difficulties to explain and elaborate meanings relating to patients' request which by 3.34 mean score and for difficulties to speak fluently and accurately when answering the patients' questions with the mean score of 3.31. They have problem to use the right words to explain or advise patients when dealing with their request came last by 3.31 mean score.

Table 3: Problems and Lacks Reading Skill

Descriptive Statistics	N	Min.	Max.	M	SD
Read personal data	30	1	5	2.96	1.118
Reading Some Book Related	30	1	5	3.18	1.079
Reading Subject Request	30	1	5	2.98	.871
Reading Written Request For M	30	1	5	3.10	.879
Reading Supplement Documents by Patients	30	1	5	3.08	.802
Reading Request Through Email	30	1	5	3.10	1.047
Total	30				

As shown in **table 3**, participants think they mostly have problem in reading and understanding some books related with their study by mean score of 3.16. Difficulties understanding the purpose written in the request form and difficulties understanding the request submitted by the patients/doctors through email by mean score of 3.09. In addition, they have difficulties understanding reasons/explanation and supplement English documents submitted by the patient with the mean score of 3.06. Regarding problem of understanding personal data of patience and understanding the subject of the request came last by the mean score of 2.97.

Table 4: Problems and Lacks Writing Skill

Descriptive Statistics	N	Min.	Max.	M	SD
Write short notes using phrases	30	1	5	3.05	.979
Write email/letter making appointment	30	1	5	3.04	.998
Write email/letter for additional information	30	1	5	3.10	.937
Write notes report informing patients	30	1	5	3.08	1.084
Total	30				

For the writing skill of this part, participants think that they have difficulties writing emails/ letter requesting patients to submit additional information/documents to hospital which means 3.09. Following by mean 3.06 which is difficulties writing notes/report informing patients about result of the test with detailed explanations. Having problem for writing emails/letters making appointment with the patients by mean score of 3.03 and difficulties writing short notes using phrases/ short sentence to patients by mean score of 3.00 show that they generally have less problem in writing from the overall findings.

PART III Frequency of English-Speaking Skill Used

This table shows that participants misunderstood this question regarding following question in part 4 which is about additional English-speaking course should be provided for nursing students or not due to majority 78.1% answered as yes. It shows that participants misunderstood this question due to asking style that if the question asked as a multiple choice without rating scale, it would be better them to understand. In this part, some of them preferred never to have practicing English, but in the next part of questionnaire majority of participant would like to have additional course.

Table 5: Preference of Practicing English

	Frequency	Percent	Valid %	Cumulative %
Valid	Never	11	36.66	36
	rare	8	26.66	27
	Sometimes	7	23.33	23
	Often	4	13.33	14
	Total	30	100.0	100.0

Table 6 shows that participants mostly speak while giving information to foreign patients followed by asking foreign patients' signs and symptoms and asking foreign patients' background by mean score of 2.25, 2.06, and 2.03, respectively. They use English while giving instructions and health education about the disease by mean score of 2.00; however, the mean score of asking patients to get the results of treatment or nursing care is 1.91 and asking doctors about the patient's' progress if working with foreign doctors is 1.81.

Table 6. Frequency of Speaking in Contact Situation

Descriptive Statistics	N	Min.	Max.	M	SD
Asking foreign patients' background	30	1	3	2.04	.761
Asking foreign patients' signs and symptoms	30	1	4	2.05	.845
Giving information to foreign patients	30	1	5	2.29	.840
Giving instructions and health education	30	1	3	2.03	.876

Asking foreign doctors about the patient's progress	30	1	4	1.89	.801
Asking patients to get the results of treatment or nursing care	30	1	4	1.94	.787
Total	30				

PART IV Preferred English Course by Nursing Students

Data analysis revealed that 78.1 of the participants would like to have additional English course by answering yes, this question. Also, 59.4% of them preferred to study only once a week, in contrast, only 25% of them preferred twice a week to study. 37% of participants want to have activity as pair work and 31.3 of them as a group work while learning English. Six of them want to have activity as a whole class, yet three of them think activities should be out of class work. In contrast, only one participant wants to study as an individual. Additionally, 40.6 of them think that they can join the additional English course, but 28.1% of them think they do not have time to join the course. As an excuse, 15.6% of them think that English is hard to learn, 9.4% of them get tired after studying and 6.3% of them answered they have a family obligation. Majority of the participant (59.4%) preferred to have course after their studying time, however, 25.0% of them said before studying time. Only 15.6 % of the participant preferred during their studying time.

Table 7: Preference hours for English course

	Frequency	Percent	Valid %	Cumulative %
Valid	1-2 hours	8	26.66	26
	2-3 hours	17	56.66	56
	3-4 hours	5	16.66	18
	Total	30	100.0	100.0

The table 7 shows that half of the participants preferred to study 2-3 hours, 37.5% of them preferred 1-2 hours and only 12.5 % of them preferred 3-4 hours a week. Regarding the location, 53.1% of the nursing students would like to study in the university while 31.3 of them preferred outside the university.

Yet only 15.6 % of the participants preferred to study at the hospital which is their workplace. Further data analysis shows that 43.8% of them preferred to learn by themselves using online course program, whereas 56.3% of the same participants have not been preferred to use online method. In contrast, 31.3% of these students preferred to learn English as a group, but 68.85 of them have not been preferred group method. It has been proven that 43.8% of the participants in this study would like to study with a Thai teacher and 40.6% of them prefer a foreign teacher when the results are compared.

Research Discussion

This section presents the discussion and conclusion of the study, including an interpretation of the findings based on the research questions. Finally, suggestions for designing English training programs for the nursing students at Nursing Faculty are presented. This research investigated the English needs of the second-year nursing at Payap Nursing Faculty. The general idea behind the research is supported through the literature that a need analysis is beneficial (Carnando, 2020). In conducting this research, the researcher asked the following questions: 1) What are the English needs and problems of nursing students? and 2) What are the expectations and preference of second year Nursing students of English course? Based on the findings, speaking is the first skill students want to improve. Regarding the skills most used in the hospital, most of the participants think that they use all the main four skills which are speaking, listening, writing and reading. Also, the most problematic skill which is speaking for students such as difficulties to explain some relative rare cases or complicated requests thoroughly, to explain and elaborate meanings relating to patients' request and to express some vocabulary when patients do not understand which is in line with a study done by Boshier and Smalkoski, (2002). In addition, listening is second hardest skill for them to understand different sound accent/pronunciation of the foreign patients. This finding is also in line with findings of the study done by Saragih (2014) and Staples (2019). These problems, however, can be solved by providing a training in order to enhance their speaking and listening skills by practicing in the classroom by effective and useful materials and activities.

Regarding the second research question, the findings revealed that the 2-3 hours a week additional course should be provided at the university after their studying hours by Thai lecturers. For teaching method, found out that they prefer to study individually. Thus, as they mentioned, they do not interact with their teacher and friends, so they have lack of confidence to speak with others. Based on the application of Hutchinson and Water's (1987) theory of need analysis, the researchers have identified the real needs and lacks of the nursing students. This will help to develop English lessons relevant to the needs and lacks of the target group. Also, it will help instructors to design their teaching appropriately according to the learner's learning ability.

Having only second year students can be considered as a limitation to the research. This is because the researchers have got one questions answer due to misunderstanding of students which is about practicing English in part 3, question 15 that 12 students answered 'never' for practicing English. It was totally misunderstood by students, due to in the next part they answered by saying yes which is about additional English-speaking course should be provided for nursing students or not.

Further Research Suggestion

Majority of the students 78.1% answered that they would prefer to have the course to practice. Owing to asking question style by rating that question might lead students to misunderstand it. Therefore, further studies could do a pilot data collection and analyze due to avoid this kind of misapprehension.

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The Application of Social Media for Buddhism Propagation in Nakhon Ratchasima

Neeranuch kamalyaputra¹, Phatthira Phaekhonburi²,
Nuttawadee Timtae³ and Supawut Pumirat⁴

Abstract

The purposes of this study were to 1. study the model of social media for Buddhism propagation 2. develop the social media for Buddhism propagation and 3. survey the satisfaction towards social media for Buddhism propagation. 400 samples were selected by using multi-stage sampling from residents in Nakhon Ratchasima city municipality. This study was a research and development which are divided into 3 phases according to research objectives. The data was collected and wording of content validity was tested. The collected qualitative and quantitative data are analyzed which the statistical method for data analysis are mean, standard deviation, validity and reliability.

The results of the study showed that: 1. the model of social media for Buddhism propagation consists of 1.1 aim 1.2 content 1.3 presentation 1.4 communication 1.5 interaction and 1.6 feedback and the overall suitability assessment was at the highest level ($\bar{X} = 4.57$, S.D. = 0.50). 2. the social media for Buddhism propagation is web application of facebook fanpage "Triruk: Thamma Peua Kwam Klai Tuk" which the quality of social media for Buddhism propagation was at high level ($\bar{X} = 4.16$, S.D. = 0.69). 3. the satisfaction towards social media for Buddhism propagation was at high level ($\bar{X} = 4.19$, S.D. = 0.73).

Keywords: Social Media, Communication for the Propagation of Buddhism, Nakhon Ratchasima

¹ Mass Communication Technology Department, Rajamangala University of Technology Isan, neeratra@gmail.com

² Mass Communication Technology Department, Rajamangala University of Technology Isan, patteerapat28@gmail.com

³ Mass Communication Technology Department, Rajamangala University of Technology Isan, nuttawadee.2019@gmail.com

⁴ Mass Communication Technology Department, Rajamangala University of Technology Isan, godlanmun@gmail.com

Introduction

Buddhism is widely worshipped and respected among Thai people for ages. It has an important role as it convinces human to behave in good way, stay in morality and have a good way of life. With those things, human can live together happily. Phatthira Phaekhonburi, et al. (2019) mentioned that Buddhism is worshipped and respected widely among Thai people until now and it is still propagated domestically and internationally by Thailand as a center of Buddhism propagation. Buddhism is significant for Buddhists in preaching their mind. The key to success of Buddhism propagation needs some factors which are relevant to proper time. Somchai Srinok (2014) stated that the movement of success in Buddhism propagation was to choose where to propagate Buddhism successfully. Not only the Buddha's teaching or his ability, but also condition on social, economy, education, culture and tradition effect success of Buddhism propagation.

The new technology becomes more important and relate to our daily life. This effects communication and living daily life of human that need adaptation according to the new technology. Using internet is a prompt communication which human can access each other immediately through sharing or exchanging of information. Social media is a connection tool of internet network. Boonkham Deesuksam and Duangkamon Phonak (2014) stated that social media is where idea is combined and experience is exchanged. It is the channel in which human in all ages and genders come to share their idea and experience about Buddhism. This build up new idea and knowledge. The more technology is used, the more Buddhism way of propagation is changed. As well as Thaniporn Julsak (2012), who studies Buddhism propagation of Pramaha Vuttichai Wachiramatee, mentioned that the propagation of dhamma at present must be based on the current world. The dhamma at present requires proactive propagation, different from in the past which was propagated only on important Buddhist days. Preaching only on important Buddhist days does not make Thai people absorb much dhamma and seemes that people are interested in dhamma less and less. New generation people are not interested in studying dhamma by reading from books. If we still propagate dhamma in old ways, one day people will not be interested in dhamma anymore.

Nakhon Ratchasima is well known as the center of Northeastern provinces in Thailand which has most people following Buddhism. Presently, Buddhism propagation onto online media is a proper way because people become more interested in using new technology which suits their need. Thaniporn Julsak (2012) said that people in the time of using social media become more interested in receiving dhamma via social media. It can reach more people and it is called "Applied Dhamma". Therefore, using technology to propagate Buddhism is proper and useful because it can reach people in all genders and ages at anytime. Social media builds up an interaction between sender and receiver. The researchers see the important of applying social media to propagate Buddhism in Nakhon Ratchasima as the way to prolong Buddhism.

Research Objectives

1. To study format of social media for Buddhism propagation
2. To develop social media for Buddhism propagation
3. To survey satisfaction on social media for Buddhism propagation

Scope of Study

1. Scope of population and sample

1.1 Population and sample in the field of studying format of social media for Buddhism propagation were 7 key informants by purposive sampling consisting of; 1) 2 key informants on information and communication technology, 2) 2 key informants on mass media and 3) 3 key informants on Buddhism propagation.

1.2 Population and sample in the field of surveying satisfaction on social media for Buddhism propagation were people who answer a questionnaire on page “Trilak : Dharma for the Relief of Suffering” during July 2020.

2. Scope of content

Scope of content for this study is related to Dhamma in the following fields 1) Buddhist sermon 2) Buddhist lecture 3) Moral promotion project 4) Guiding meditation or prayer 5) Bringing vow to be Buddhist 6) Community development and 7) Doing social welfare activities for the four Buddhist Communities.

3. Scope of area

The development of social media for Buddhism propagation on Web Application of Facebook Fanpage “Trilak : Dharma for the Relief of Suffering”

4. Scope of data collection

The authors conduct research in the research data collection for 2 months during July – August 2020.

5. Scope of variable

Variables for this research are as follow.

5.1 Independent Variable; types of population e.g. gender, age, marital status, education, income and career.

5.2 Dependent Variable; presentation, content and utilization.

Benefits

1. The model of social media for Buddhism propagation
2. The guideline for social media application for Buddhism propagation to related persons or organizations
3. The social media for Buddhism propagation
4. The guideline for web application of Facebook fan page for Buddhism propagation

Definitions

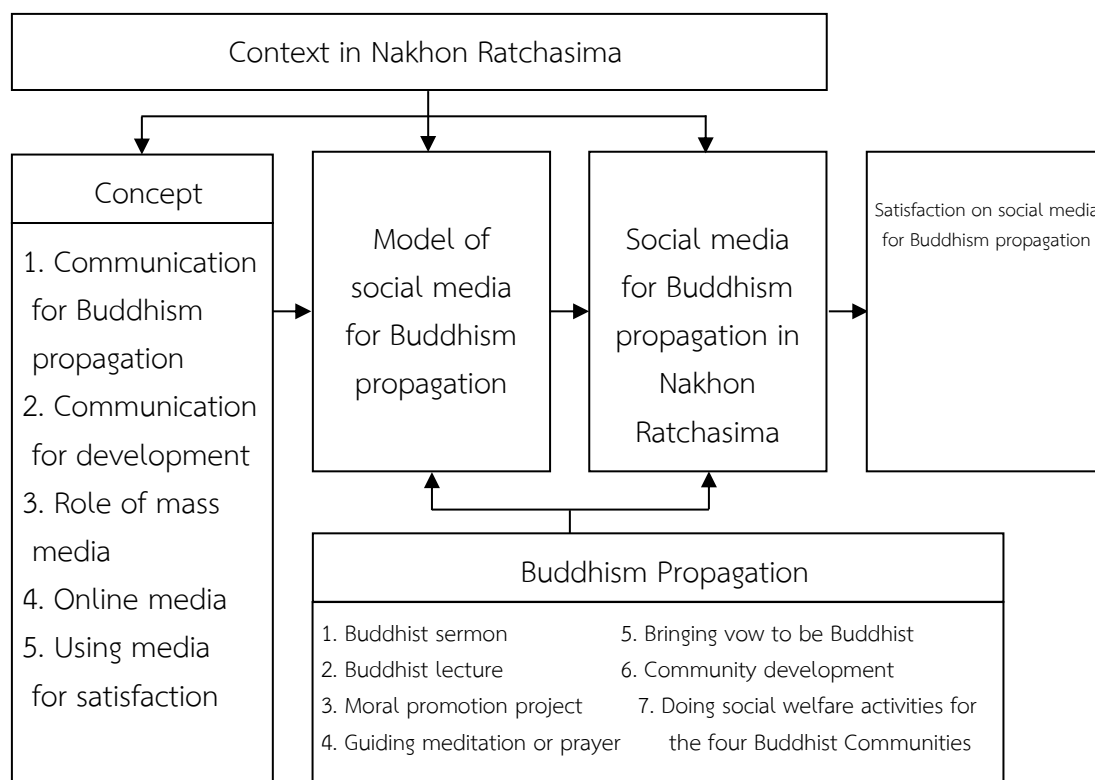
1. The model of social media for Buddhism propagation: concepts that represent patterns in structure and composition that related to the development of social media for Buddhism propagation consisting of; 1) purpose 2) content 3) presentation 4) communication 5) interaction and 6) feedback.

2. Social media: digital media that is Web application of Facebook fanpage on internet network channel, communication and interaction for information exchange, also promoting information publishing about Buddhism consisting of; 1) share 1.1) news 1.2) information 1.3) activity 1.4) picture 1.5) motion picture and 1.6) message or article; 2) Communication 2.1) chat 2.2) topic and answer and 2.3) comment and 3) Interaction 3.1) like 3.2) sticker and 3.3) clip.

3. The application of social media: using Web application of Facebook fan page as a channel for publishing content or message related to Dhamma.

4. Buddhism propagation: communication via social media related to Buddhism propagation consisting of 1) Buddhist sermon 2) Buddhist lecture 3) Moral promotion project 4) Guiding meditation or prayer 5) Bringing vow to be Buddhist 6) Community development and 7) Doing social welfare activities for the four Buddhist Communities.

Theoretical Framework



picture no [1] [Conceptual Framework]

Related Theory and Research

The authors have collected, reviewed and compiled the relevant knowledge with the principles, concepts, theories and related research as follows:

1. Concept of communication for development
2. Concept of role of mass media
3. Concept of communication for Buddhism propagation
4. Theory of Media use for benefit and satisfaction
5. Concept of social media

The study on the application of social media for Buddhism propagation in Nakhon Ratchasima is a concept of communication for development to analyze media for enhancing knowledge, idea and behavior of people relating Buddhism propagation.

It is a key to improve people's mind and living their life happily. It effects to development of community, social and nation. Besides, social media is the easy way to access all people at anytime and anywhere. As a reason, the application of social media for Buddhism propagation promotes development of mind and life quality. This is the proper media and also impress people effectively and efficiently.

Research Methodology

1. Methods

The authors have scheduled the research into 3 phases according to the objectives as follow.

Phase 1 The Study of format of social media for Buddhism propagation

Phase 2 The development of social media for Buddhism propagation

Phase 3 The survey of satisfaction on social media for Buddhism propagation

2. Population and Sample

2.1 Population

Residents in Nakhon Ratchasima City Municipality (Region 1), consists of 13,262 populations. (Department of Social Welfare Nakhon Ratchasima City Municipality, 2020)

2.2 Sample

A sample was selected from residents in Nakhon Ratchasima City Municipality (Region 1), consists of 18 communities with 13,262 populations collecting data during July – August 2020, following concept of Taro Yamane (1970, p.727) at 95% on the confidence level and standard error 0.05 specified the size of sample of 400 persons. The sample were 5 key informants selected by considering on experience in application on using social media for Buddhism propagation in Nakhon Ratchasima.

2.3 Sampling

The authors selected Multi-stage sampling for the study.

- 1) Simple Random Sampling: The authors chose to study from residents in Nakhon Ratchasima City Municipality (Region 1) by drawing 1 of 3 from whole communities.
- 2) Quota Sampling: The authors specified sample from each community for 6 communities.
- 3) Accidental Sampling: The sample were randomly selected from people in each community who have visited Facebook Fanpage “Trilak : Dharma for the Relief of Suffering” at the quota specified.

3. Research Instrument

- 3.1 Semi-Structural Interview
- 3.2 Evaluation form for suitability in form of social media for Buddhism propagation
- 3.3 Web application of Facebook fanpage “Trilak : Dharma for the Relief of Suffering”
- 3.4 Evaluation form for quality of social media for Buddhism propagation
- 3.5 Evaluation form for satisfaction on social media for Buddhism propagation

4. Testing Research Instrument

4.1 Semi-Structural Interview: The authors conducted testing Validity, Content Validity, Wording and evaluate Index Item Objective Congruence: IOC by 3 experts, indicated the confidence level at 0.50 or above.

4.2 Evaluation form for suitability in form of social media for Buddhism propagation: The type of evaluation used was Rating scale at 5 level. The authors conducted testing Validity, Content Validity, Wording and evaluate Index Item Objective Congruence: IOC by 3 experts, indicated the confidence level at 0.50 or above.

4.3 Web application of Facebook fanpage “Trilak : Dharma for the Relief of Suffering” : Quality was evaluated by 5 experts at good level or above.

4.4 Evaluation form for quality of social media for Buddhism propagation: The type of evaluation used was Rating scale at 5 level. The authors conducted testing Validity, Content Validity, Wording and evaluate Index Item Objective Congruence: IOC by 3 experts, indicated the confidence level at 0.50 or above.

4.5 Evaluation form for satisfaction on social media for Buddhism propagation: The type of evaluation used was Rating scale at 5 level. The authors conducted testing Validity, Content Validity, Wording and evaluate Index Item Objective Congruence: IOC by 3 experts, indicated the confidence level at 0.50 or above. Then tested Try-out with other 30 persons of sample familiar to the actual sample to test Reliability by finding Cronbach’s Alpha Coefficient: α , pass criteria was at 0.70 or above.

5. Data Collection

5.1 The authors coordinated with the research sources and areas for the actual data collection.

5.2 Phase 1 : The authors did In-depth Interview with Key Informants by Semi-Structural Interview and evaluation form for satisfaction on social media for Buddhism propagation.

5.3 Phase 2 : The authors conducted development of social media for Buddhism propagation. The media quality was evaluated by experts and improved to be completed. Then, the social media for Buddhism propagation was brought to survey satisfaction among population and sample.

5.4 Phase 3 : The authors surveyed satisfaction by Survey Research to know the satisfaction on social media for Buddhism propagation by having Questionnaires as an instrument.

5.5 The authors analyzed the data following the objectives respectively.

6. Data Analysis and Research Presentation

6.1 Qualitative Research : A data analyzing from In-depth Interview with Key Informants by Semi-Structural Interview to synthesize structure and composition of social media for Buddhism propagation.

6.2 Quantitative Research : A data analyzing related to quantitative data and testing research instrument as follow.

6.2.1 Statistics used in data analyzing

- 1) Rating scale
- 2) Mean
- 3) Standard Deviation : S.D.

6.2.2 Statistics used in data analyzing and testing research instrument

- 1) Testing Validity by Index Item Objective Congruence: IOC
- 2) Finding Reliability

Research Results

1. Part 1 Results of studying form of social media for Buddhism propagation: following the objective 1

1.1 Results of data synthesis from In-depth interview and key informants

The data synthesis from In-depth interview consists of 4 components relating to making model of social media for Buddhism propagation; 1) Aiming 2) Systemic Work 3) Inspection and 4) Having expert helping in guiding. Its details are as follow.

1) Aiming: an operation of setting aims for application of social media for Buddhism propagation in Nakhon Ratchasima to be guideline and planning for cooperation of co-workers. Good aiming is a key to success

“Working together, co-workers should aim for the same goal for success”

(Key informant, interview, 3 August 2020)

2) Systemic work: an operation with clear steps, actual work and easy for mutual understanding of all parties and consider of system idea including input factor, process and output

“If theory is brought to use in application of social media for Buddhism propagation, we will see the overall details which lead to effective and efficient outcome”

(Key informant, interview, 7 August 2020)

3) Inspection: an evaluation of all steps which reflect aim or objectives of an operation, also the problem of an operation to be improved

“Working needs inspection to have guideline for improvement and development”

(Key informant, interview, 5 August 2020)

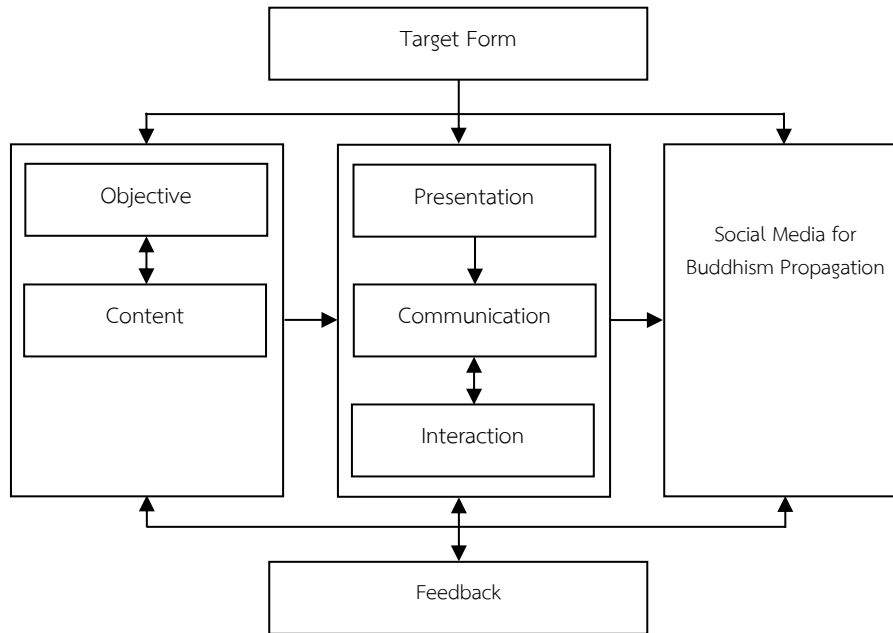
4) Having expert helping in guiding: an operation on application of social media for Buddhism propagation needs expert helping in giving advice or suggestion because it is combination of many field of study which should be proper and relevant in the same direction

“Having expert giving advice and suggestion can help seeing strength and weakness and also common point which are useful for working and application of using social media for Buddhism propagation”

(Key informant, interview, 7 August 2020)

1.2 Results of development form of social media for Buddhism propagation

The development form of social media for Buddhism propagation had the detail as follow.



picture no [2] [Form of Social Media for Buddhism Propagation]

The form of social media for Buddhism propagation had the detail as follow.

Target Form: The form used as pattern of design and development of social media for Buddhism propagation efficiently and make satisfaction to sender and receiver on Web application of Facebook Fanpage on the internet network.

Composition of form: Composition of social media for Buddhism propagation consisting of; 1) Objective 2) Content 3) Presentation 4) Communication 5) Interaction and 6) Feedback. The details for these compositions were as follow.

1) Objective: Buddhism propagation consisting of 1.1) promotion on general way of life; Tarn (Giving) Sila (Precept) and Phawana (Pray) 1.2) Dhamma propagation 1.3) public relations about important Bhuddist activity 1.4) participation in activities related to Buddhism in both the public, private and public sectors.

2) Content: Information related to 2.1) Buddhist sermon 2.2) Buddhist lecture 2.3) Moral promotion project 2.4) Guiding meditation or prayer 2.5) Bringing vow to be Buddhist 2.6) Community development and 2.7) Doing social welfare activities.

3) Presentation: Presentation onto social media in types of 3.1) news 3.2) information 3.3) activity 3.4) picture 3.5) motion picture and 3.6) message or article related to Buddhist sermon, Buddhist lecture, moral promotion project, guiding meditation or prayer, bringing vow to be Buddhist, community development and doing social welfare activities.

4) Communication: Communication to convey the content in various presentation styles 4.1) Internal communication; chat, topic and answer, comment and 4.2) External communication; show and share with 4.2.1) Mass media website or news page 4.2.2) Websites, news pages or newsgroups of online media, both central and regional. 4.2.3) Websites, news pages or newsgroups related to Buddhism, either in the public sector, private sectors, individual groups or the general public and 4.2.4) Educational website or news page.

5) Interaction: Reaction promoting encourage or reinforce such as like, sticker, and comment by clip.

6) Feedback: Checking results of publishing content about 6.1) Buddhist sermon 6.2) Buddhist lecture 6.3) Moral promotion project 6.4) Guiding meditation or prayer 6.5) Bringing vow to be Buddhist 6.6) Community development and 6.7) Doing social welfare activities following the objectives of Buddhism propagation.

1.3 Results of Evaluation for suitability in form of social media for Buddhism propagation

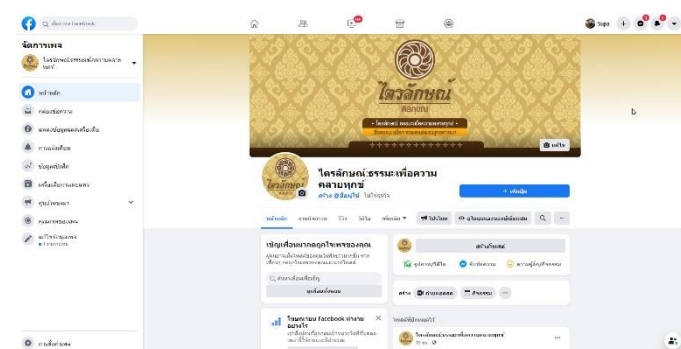
Results of Evaluation for suitability in form of social media for Buddhism propagation revealed that the suitability was at high level ($\bar{x} = 4.48$, S.D. = 0.52). Considering separately by form revealed that the most suitable form of social media for Buddhism propagation was overview form that the suitability was at highest level ($\bar{x} = 4.57$, S.D. = 0.50). Following by target form that the suitability was at highest level ($\bar{x} = 4.55$, S.D. = 0.50). Lastly, composition form which the suitability was at high level ($\bar{x} = 4.41$, S.D. = 0.54).

2. Part 2 Results of The development of fanpage “Triruk : Thamma Puea Kwam Klai Tuk” following the objective 2

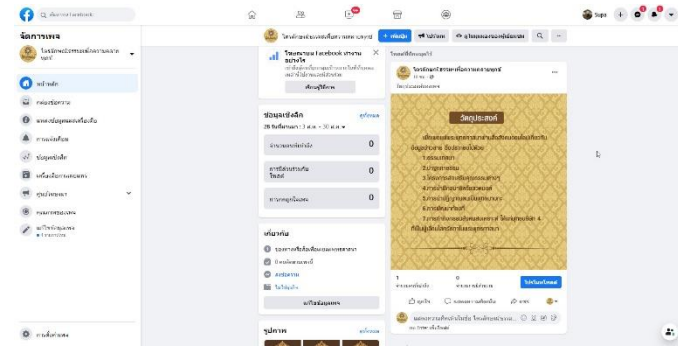
2.1 Results of The development of fanpage “Triruk : Thamma Puea Kwam Klai Tuk”

The development of social media for Buddhism propagation on Web application of Facebook Fanpage “Trilak: Dharma for the Relief of Suffering”, the characteristic and appearance of the page were as follow.

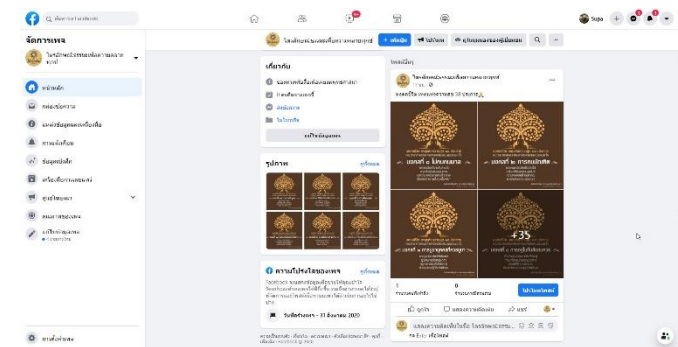
1) Identity section



picture no [3] [Page “Trilak: Dharma for the Relief of Suffering”]



Picture no [4] [Information on Page “Trilak: Dharma for the Relief of Suffering”]



Picture no [5] [Information on Page “Trilak : Dharma for the Relief of Suffering”]

2.2 Results of Evaluation quality of fanpage “Triruk : Thamma Puea Kwam Klai Tuk”

Results of Evaluation quality of social media for Buddhism propagation revealed that quality of fanpage “Triruk : Thamma Puea Kwam Klai Tuk” was at high level ($\bar{X} = 4.16$, S.D. = 0.69).

Considering by point showed that the most effective point was format congruence at the highest level ($\bar{X} = 4.55$, S.D. = 0.50), following by accordance to the objective was at high level ($\bar{X} = 4.50$, S.D. = 0.51), and information display was at high level ($\bar{X} = 3.87$, S.D. = 0.81) respectively.

3. Part 3 Results of the survey of satisfaction on fanpage “Triruk: Thamma Puea Kwam Klai Tuk” following the objective 3.

3.1 Results of the survey of satisfaction on fanpage “Triruk: Thamma Puea Kwam Klai Tuk”

Results of the survey of satisfaction on social media for Buddhism propagation revealed that the satisfaction was at high level ($\bar{X} = 4.19$, S.D. = 0.73). Considering by point showed that presentation was the most satisfied ($\bar{X} = 4.21$, S.D. = 0.74), following by utilization ($\bar{X} = 4.21$, S.D. = 0.70) and content ($\bar{X} = 4.16$, S.D. = 0.74) respectively.

Research Discussion

The study on application of using social media for Buddhism propagation in Nakhon Ratchasima can be discussed as follow.

1) The study on model of social media of Buddhism propagation revealed that the suitability of model of social media of Buddhism propagation in overall was at high level. The researchers studied components of social media, concept of social media, concept of communication for Buddhism propagation, and concept of development of social media; along with In-depth interview and Key informants. From this study, the researchers obtained data for analysis and synthesis, model of social media of Buddhism propagation as a guideline of design and development of social media to obtain quality and satisfaction of both sender and receiver. The model of social media for Buddhism propagation has 6 important elements; 1) The aim of Buddhism propagation to promote living following dhamma such as keeping moral, giving donation and doing meditation. Buddhism propagation and public relation on important Buddhism activities including conducting campaign to convince government sector, private sector and citizen to take part in activities related in Buddhism. According to the research of Phra Anuchit Owatkatmo (2018) studying about analyzing pledge of being monk in using social media following Buddhist ethics. The findings revealed monks use social media to communicate dhamma and propagate Buddhism. 2) Content about news of dhamma preaching, dhamma lecture or dhamma talk, projects of moral promotion, doing meditation or praying, taking the vow to be Buddhist, community development and doing social welfare. 3) Presentation of news and information about Buddhism through social media in form of news, information, activity, picture, motion picture and article. According to the research of Puttirat Kamolchaisakun (2017) studying about model of dhamma communication through website, the findings revealed that website Tamdee.net has multi-media such as text, picture, motion picture, video and sound. T

he website has various forms of presentation such as online dhamma, article, tale, cartoon, game, song, news, interrogate channel and chat box as well as fully presentation of content such as dhamma content, Buddhism history, practicing dhamma, important Buddhism says and Buddhism ceremony, praying, news. 4) There are two types of communication to propagate Buddhism; internal communication and external communication. Internal communication is making Q&A and commenting. External communication is show and share, news website or webpage of Mass Communication, news website or webpage or group of news both for government sector, private sector and citizen and on education website. 5) Interaction is way of replying to motivate putting feeling such as like, sticker or clip. 6) Feedback is the way to evaluate results of publicizing onto social media such as content about news of dhamma preaching, dhamma lecture or dhamma talk, projects of moral promotion, doing meditation or praying, taking the vow to be Buddhist, community development and doing social welfare to follow Buddhism propagation. Phra Khru Sophon Thammawijan

(Songphon Angsukaro) (2015) studied on model of Buddhism propagation of dhamma preacher in Ang Thong province. The findings revealed that model and method of Buddhism propagation consists of 8 model; 1) Buddhist sermon 2) Buddhist lecture 3) Buddhist sermon through Television or radio broadcasting 4) Moral promotion project 5) Guiding meditation or prayer 6) Bringing vow to be Buddhist 7) Community development and 8) Doing social welfare activities for the four Buddhist Communities. The eight-model shows the effective and efficient way of Buddhism propagation which suits need of receiver very well. The researchers set the clear research objectives of sending information about Buddhism to receiver widely.

2) The development of social media for Buddhism propagation has steps which pass evaluation by experts. By the researchers' design and development, social media for Buddhism propagation designed from ADDIE MODEL consists of 5 steps; 1) Analysis 2) Design 3) Development 4) Implement 5) Evaluation. The development following this model made up 3 sections of Buddhism propagation; 1) Identity section : giving information of the media on Web application of Facebook Fanpage "Tiruk : Thamma Puea Kwam Klai Tuk" 2) Information section : giving information of Buddhism news on Web application of Facebook Fanpage "Tiruk : Thamma Puea Kwam Klai Tuk" 3) Communication and interaction section : the section that allows sender and receiver interact each other by various kind of real time interaction at anywhere anytime including comment, chat, topic and answer, show and share, like, sticker and clip. The evaluation by experts revealed that the quality of social media for Buddhism propagation was at the highest level because of its model which was applied to media. To mention about information section and communication and interaction section, they can be concluded as follow. The model of Buddhism propagation consists of 3 sections; 1) Identity section 2) Information section 3) Communication and interaction section. These are applicable to use for Buddhism propagation.

3) The survey of satisfaction of Buddhists who receive information from the media prepared revealed that their satisfaction was at high level because of its appropriation and quality that were improved by the researchers until they were complete and applicable. Besides, Buddhism propagation very well responded to the objectives that were aimed to propagate Buddha's teaching to those who respect and willing to receive the information prepared. The satisfaction of the presentation was at high level too. It is because of variety of presentation such as information, article, activities, picture, motion picture which attract the receivers. The research of Koltarat Disbanjong (2015) who studied on the development of Buddhism propagation found that Thai monks preach dhamma in forms of sermon, lecture, communication, question and answer and holding activities related to dhamma. By the way, each model depends on different ages of the receiver. Social media for Buddhism propagation interacts between sender and receiver by comment, chat, topic and answer, show and share, like, sticker and clip. The publicized content attracts receiver's attention very well. It is

applicable to their daily life. The various content was Buddhist sermon, Buddhist lecture, Buddhist sermon through Television or radio broadcasting, moral promotion project, guiding meditation or prayer, bringing vow to be Buddhist, community development and doing social welfare activities for the four Buddhist communities. These are related to the research of Thaniporn Julsak (2012) who studied on Buddhism propagation of Pramaha Vuttichai Wachiramatee, the motto given by Pramaha Vuttichai Wachiramatee are useful and adaptable to our daily life. It can be concluded that the model of Buddhism propagation is a guideline of improvement of social media which is system approach. We may say that it is a complete and effective model to build up satisfaction of most receivers.

Further Research Suggestion

Suggestion for application of the results

1. The model of social media for Buddhism propagation consisting of 6 components can be the model for the next development of social media for Buddhism propagation
2. The presentation of content related to Buddhism should be clear, intensify and up-to-date for the accuracy of the content
3. Planning of operation is needed for the most effective of propagation

Suggestion for the next research

1. The variety new models is needed to be created for the application of Buddhism propagation
2. The qualitative research is needed for the next research
3. The quantitative research is also needed for the next research

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The Development of Television Program to Promote Using Korat Dialect on Social Media

Phatthira Phaekhonburi¹, Neeranuch Kamalyaputra²,
Supawut Pumirat³ and Nuttawadee Timtae⁴

Abstract

The objectives of this study were 1. to study form of television program to promote using Korat Dialect on social media 2. to assess suitability on format of television program to promote using Korat Dialect on social media 3. to develop television program to promote using Korat Dialect on social media and 4. to evaluate quality of television program to promote using Korat Dialect on social media. The sample was selected by Purposive Sampling comprised of Key Informants, Casual Informants and General Informants. They were 15 residents of Nakhon Ratchasima involved in the study form of television program to promote using Korat Dialect on social media. The study was divided into 4 phases according to the objectives as follows: 1. form of television program to promote using Korat Dialect on social media 2. evaluation form for suitability of television program to promote using Korat Dialect on social media 3. television program to promote using Korat Dialect on social media 4. evaluation form for quality of television program to promote using Korat Dialect on social media. Research tool verification was verified by validity and reliability. The data was analyzed by mean and standard deviation.

The findings revealed that 1. form of television program to promote using Korat Dialect on social media comprising 6 compositions; 1.1 aim 1.2 presentation structure 1.3 content 1.4 moderator 1.5 role playing and 1.6 social media, 2. results of suitability evaluation of television program to promote using Korat Dialect on social media was at high level ($\bar{x} = 4.00$, S.D. = 0.65) 3 television program to promote using Korat Dialect on social media comprising 3 parts; introduction, content and conclusion on YouTube Channel "Korat dialect" and 4. results of quality evaluation of television program to promote using Korat Dialect on social media was at the highest level ($\bar{x} = 4.33$, S.D. = 0.62).

Keywords: television program, social media, Korat dialect

¹Mass Communication Technology Department, Rajamangala University of Technology Isan, patteerapat28@gmail.com

²Mass Communication Technology Department, Rajamangala University of Technology Isan, neeratra@gmail.com

³Mass Communication Technology Department, Rajamangala University of Technology Isan, godlanmun@gmail.com

⁴Mass Communication Technology Department, Rajamangala University of Technology Isan, nuttawadee.2019@gmail.com

Introduction

Using language has been important for communication to all races over the world since ancient times. It reflects culture of communication in each race, way of life, belief, value and prosperity of society so that their younger generations will realize the value of their nations. Thailand is one of the countries that has its own language. Thai languages is unique culture of Thai nation.

Korat dialect is one of Thai language that is used among people living in Nakhon Ratchasima province. Mett Mettkarunjit (2017) stated that Korat dialect was one of Thai language using it specific city that is Nakhon Ratchasima and the near provinces such as the area of Lamplaimat and Nang Rong district of Buriram province and Jaturas district of Chaiyaphum province. Although Korat dialect is not much famous and popular like other dialects but it shows cultural prosperity of the past. It has beautiful verse with hidden mottos. The verse expresses the performer's posture and its valuable charming. Korat dialect deserves to be kept on, propagated, promoted and conserved for the younger generations to learn and be proud of it. Thavorn Subongkotch (1984) said about the importance of studying Korat dialect as followings; 1. keeping on as cultural language which promote understanding of evolution, connection and history of the language, 2. orientation for studying, criticism and cooperation for the future linguistic research, 3. conservation of local dialect for younger generations to understand because of influence of the environment that becomes more and more powerful over the communities, the original language can be lost if there is no conservation, 4. the expected results are useful for not only linguists but also those who will do historical research, 5. knowledge of dialects may help in political science and social sciences, knowledge of the language may be of benefit to local governors in reaching their villagers and understanding the background of the villagers by relying on knowledge of language to help, 6. knowledge of the dialect promotes better understanding in cultural language, 7. helping the student understand the language and its transformation, changing in meaning in accordance with the rules etymology, and 8. benefit in understanding students who speak the dialect and correcting for those who do not speak Thai official language clearly.

Promotion and conservation of Korat dialect widely is important to keeping on the cultural language which is not too hard to cooperate. In the age that information technology is reachable to anybody, anywhere and anytime, blending or integrating concepts for promoting and conserving the Korat dialect with modern tools or media is an interesting matter and can help promote and preserve the linguistic cultural heritage in order to be inherited and widespread. As a reason, the Researchers are interested to study the development of television program to promote using Korat dialect on social media. It is a guideline for using technology to conserve using Korat dialect to remain and continue to spread.

Research Problem

1. What does “television program to promote using Korat dialect on social media” look like?
2. What does proper format of “television program to promote using Korat dialect on social media” look like?
3. How is “television program to promote using Korat dialect on social media” like?
4. How is the effective “television program to promote using Korat dialect on social media” like?

Research Objectives

The objectives of the study on the development of television program to promote using Korat dialect on social media were as follow;

1. To study form of television program to promote using Korat dialect on social media.
2. To asses suitability on format of television program to promote using Korat dialect on social media.
3. To develop television program to promote using Korat dialect on social media.
4. To evaluate quality of television program to promote using Korat dialect on social media.

Scope of Study

The scope of study was determined as follow;

1. Scope of Sampling

1.1 Sampling for the study were as follow.

1) The sample for the study was selected by Purposive Sampling comprised of 9 Key Informants; 1) 3 Key Informants giving information about television program production 2) 3 Key Informants giving information about social media and 3) 3 Key Informants giving information about Korat dialect.

2) The sample for evaluation the suitability of television program to promote using Korat dialect on social media were 5 experts involved in the development of television program to promote using Korat dialect on social media.

2. Scope of Content

2.1 The content defined for the study were as follow.

1) Accent of Korat dialect comprised of low consonants, middle consonants and high consonants.

2) Consonant blends “ร ล” [r l]

3) Sound-changing words. Dr.Mett Mettkarunjit (2017)

3. Scope of Area

Area for broadcasting television program to promote using Korat dialect was on YouTube channel named “Korat dialect”.

4. Scope of Timing

Timing for the study was set for 3 months from October 2020 to December 2020.

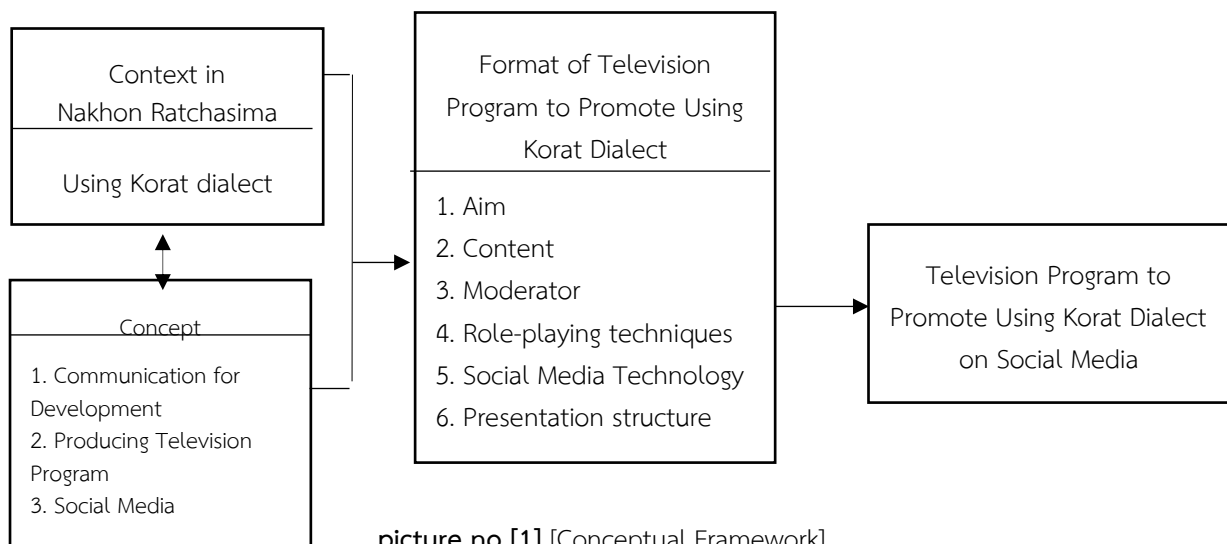
Benefits

1. Proper format of television program to promote using Korat dialect on social media as a guideline for creation or production of television program aimed at further promoting use of the dialect.
2. Prototype of quality television program to promote using Korat dialect on social media as a guideline aimed at further production of television program for the audience.
3. Guideline of integrating mass media for television program production on social media and preservation of local arts and culture.

Definitions

1. Format of television program: pattern showing composition of creating television program to promote using Korat dialect on social media as a guideline for creation or production of television program aimed at further promoting use of the dialect.
2. Promoting using Korat dialect: style of broadcasting television program with technique or motivation to convince the audience acknowledge and understand Korat dialect.
3. Korat dialect: Thai local dialect using in Nakhon Ratchasima province (Korat) in which some words are similar to Thai official language but there are some words different from Thai official language in accent that quite similar to Thai Isan language. With mixing accent between Thai official and Thai Isan language, Korat dialect is considered as unique language of Nakhon Ratchasima province.

Theoretical Framework



picture no [1] [Conceptual Framework]

Review of Related Literature

The related literatures for the study of the development of television program to promote using Korat dialect were as follow. 1) Communication concept for development 2) Producing television program concept 3) Social media concept and 4) Korat dialect and its

dictionary. Conducting the research needs concept of communication for development to analyze and synthesize components of communication between sender and receiver which emphasize the new style of development or enhancing knowledge, understanding or way of life of residents in Nakhon Ratchasima. Conservation of Korat dialect which is the precious heritage reflecting the prosperity of local wisdom as well as culture inherited from the past to the present. Promotion of using Korat dialect is considered as one of our dialect conservation which requires accordance of trending and suitability with time. Social media helps in acknowledgement of people such as YouTube has picture, motion picture and sound which promote prompt acknowledgement of viewer. The combination of Korat dialect and social media has important role in conservation of Korat dialect. At present, good techniques of producing videos helps a lot in making them become more interesting.

Research Methodology

The study of the development of television program to promote using Korat dialect on social media was in form of research and development to 1) study format of television program to promote using Korat dialect on social media 2) assess suitability on format of television program to promote using Korat dialect on social media 3) develop television program to promote using Korat dialect on social media and 4) assess quality of television program to promote using Korat dialect on social media. The research methodology was conducted and divided into 4 phases for the achievement of the study as follow.

Table [1] [Research Methodology]

Phase	Objective	Method	Research Instrument	Key Performance Indicator
1.	To study form of television model to promote using Korat dialect on social media	1. Analyzing and synthesizing format of television model to promote using Korat dialect by using In-depth Interview	1. Semi-Structural Interview	1. Form of television model to promote using Korat dialect on social media
2.	To assess suitability on format of television model to promote using Korat dialect on social media	1. Assessment suitability on format of television model to promote using Korat dialect	1. Assessment form of suitability on format 2. Format of television model to promote using Korat dialect	1. Assessment results of suitability on format of television model to promote using Korat dialect
3.	To develop television model to promote using Korat dialect on social media	1. Development of television model to promote using Korat dialect on YouTube channel named "Korat dialect"	1. Script of television model to promote using Korat dialect in the specific format 2. Television model "Korat dialect"	3. Television model to promote using Korat dialect on social media
4.	To evaluate quality of television model to promote using Korat dialect on social media	1. Assessment on quality of television model to promote using Korat dialect by experts	1. Assessment form on quality of television model to promote using Korat dialect on social media	1. Assessment results on quality of television model to promote using Korat dialect on social media

Research Methodology

The study was divided into 4 phases as follow.

Phase 1 The study form of television program to promote using Korat dialect on social media

1.1 Method

Phase 1 The study was Qualitative Research collecting data by In-depth Interview with Key Informants who were skillful and experienced in the development of television program to promote using Korat dialect on social media

1.2 Research Instrument

Phase 1 The research instruments used in this study were Semi-Structural Interview by In-depth Interview with Key Informants

Phase 2 The assessment of suitability on format of television program to promote using Korat dialect on social media

1.1 Method

Phase 2 The study was Quantitative Research by assessment of suitability on format of television program to promote using Korat dialect on social media by 5 knowledgeable experts and experience in television program of promoting using Korat dialect via social media as the following names.

Table [2] [List of Expert]

No.	Name-Surname	Expertise
1	Dr.Thanasarn Sermsuk	Mass Communication, Radio and Television Broadcasting
2	Dr.Aunchalee Boobpamala	Cultural Communication
3	Asst. Prof. Dr.Ittiphat Krumsantieh	Culture and Korat Dialect
4	Mr.Chalaem Bankhuntod	Korat Dialect
5	Dr.Anirut Pipatprapa	Social Media

1.2 Research Instrument

Phase 2 The research instrument used for data collection was;

1) Assessment form of suitability on format of television program to promote using Korat dialect on social media in type of 5 Rating Scale

Phase 3 The development of television program to promote using Korat dialect on social media

1.1 Method

Phase 3 The researchers had set way to develop television program to promote using Korat dialect on social media following the suitable format evaluated by experts as follow.

1) Determination of TV Program Composition following the television program format to promote using Korat dialect on social media

2) Preparing before production (Pre-Production)

3) Production

4) Conduction after production (Post-Production)

1.2 Research Instrument

Phase 3 The instruments used for phase 3 were as follow.

1) Script of television program to promote using Korat dialect

2) Television program “Korat dialect”

Phase 4 Assessment on quality on television program to promote using Korat dialect

1.1 Method

Phase 4 The researchers collected and analyzed data with Quantitative Research by assessment quality television program to promote using Korat dialect on social media by 5 knowledgeable experts and experience in television program to promote using Korat dialect

Table [3] [List of Expert]

No.	Name-Surname	Expertise
1	Dr.Thanasarn Sermsuk	Mass Communication, Radio and Television Broadcasting
2	Dr.Aunchalee Boobpamala	Cultural Communication
3	Asst. Prof. Dr.Ittiphat Krumsantieh	Culture and Korat Dialect
4	Mr.Chalaem Bankhuntod	Korat Dialect
5	Dr.Anirut Pipatprapa	Social Media

1.2 Research Instrument

Phase 4 The instruments used for data collection and assessment television program to promote using Korat dialect on social media as follow.

1) Assessment form on quality of television program to promote using Korat dialect on social media (5 Rating Scale)

2) Television program to promote using Korat dialect on social media

Testing Research Instrument

1) Using Semi-Structural Interview, testing Validity, Content Validity, Wording and Index Item Objective Congruence: IOC by 3 experts. By setting the criteria for assessing accuracy and practicality at a score of 0.50 or above.

2) Assessment form of suitability on format of television program to promote using Korat dialect on social media in type of 5 Rating Scale, testing Validity, Content Validity,

Wording and Index Item Objective Congruence: IOC by 3 experts. By setting the criteria for assessing accuracy and practicality at a score of 0.50 or above.

3) Television program to promote using Korat dialect on social media by 9 experts

4) Assessment form of quality on format of television program to promote using Korat dialect on social media in type of 5 Rating Scale, testing Validity, Content Validity, Wording and Index Item Objective Congruence: IOC by 5 experts. By setting the criteria for assessing accuracy and practicality at a score of 0.50 or above.

Data Collection

The study was separated into 3 sections following the objectives, timing for the study was set for 3 months from October 2020 to December 2020.

1) The researchers coordinated with data resources and conducted data collection.

2) Phase 1 The researchers conducted In-depth Interview with Key Informants by using Semi-Structural Interview to study format of television program to promote using Korat dialect on social media

3) Phase 2 The researchers conducted assessment suitability of proper format of television program to promote using Korat dialect on social media

4) Phase 3 The researchers conducted development television program to promote using Korat dialect on social media

5) Phase 4 The researchers had experts evaluated quality of television program to promote using Korat dialect on social media

6) The researchers conducted data analyzing following the objectives step by step

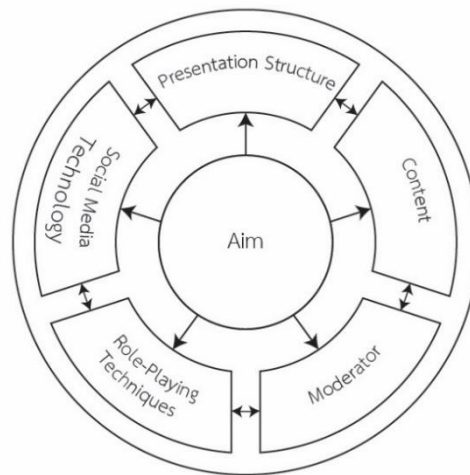
3.4 Data Analysis and Research Presentation

3.4.1 Qualitative Research was an analyzing collected data from In-depth Interview with Key Informants by Semi-Structural Interview to Synthesis structure and component of format of television program to promote using Korat dialect on social media

3.4.2 Quantitative Research was an analyzing related to quantity, percentage, mean and standard deviation

Research Results

1. The findings revealed that characteristics of television program format was an important pattern showing method and technique which were components of producing television program to promote using Korat dialect on social media consisting of 1. Aim 2. Content 3. Moderator 4. Role-playing techniques 5. Social Media Technology and 6. Presentation structure. The researchers defined a diagram and details of the pattern as follows.



Picture no [2] [Format of television model to promote using Korat dialect on social media]

Format of television program to promote using Korat dialect on social media

1. Aim: Defining or aiming purpose of expressing Korat dialect to the audience for acknowledgement and understanding in words and know how to speak this unique dialect in the situation that they are surrounded with Korat dialect speakers.

2. Content: Presenting content about Korat dialect in those words which pronunciation are different from Thai official language or Isan dialect. Korat dialect is consumed that it come from the Mon-Khmer language family, Thai-Lao.

3. Moderator: Person who conducts television program to promote using Korat dialect and has the following properties.

3.1 Rich of knowledge, understanding and skills in television programs

3.2 Reliable, enthusiastic, knowledgeable personality and a friendly nature of conduct

3.3 Rich of knowledge, understanding and communicate Thai official language and Korat dialect very well, pronouncing Korat dialect, consonant blends “ร ฤ” [r l], consonant blends “ว” [v w] and some words that have changed the sound from Thai official language

4. Role-playing techniques: Method of presentation television program to promote using Korat dialect setting as Situation of talking between 2 persons and the moderator will do Role Play in Drama for an interesting presentation

5. Social media technology : Channel for expressing content of television program to promote using Korat dialect on public channel on YouTube which is reachable by various audience and devices including computer, smartphone, and any other devices that can connect to internet

6. Presentation structure: The defining pattern of content presentation of television program to promote using Korat dialect on social media consisted of 1. Introduction to the program 2. Content presentation about Korat dialect 3. Giving example conversation using Korat dialect 4. Conclusion 5. Giving sources and references and 6. Public relations of reachable channel

2. Assessment results suitability format of television program to promote using Korat dialect on social media assessed by 5 experts revealed that;

Table [4] Assessment results suitability format of television program to promote using Korat dialect on social media assessed by 5 experts

Assessment List	$\bar{x}$	S.D.	(N=5) Suitability Level
Target of Format	4.20	0.52	high
1. The format meets the research objective	4.47	0.57	highest
2. The components of the style are related and coherent	4.11	0.58	high
3. The format demonstrates related concepts and theories	4.05	0.48	high
4. The format is adaptable	4.16	0.46	high

Table [4] Assessment results suitability format of television program to promote using Korat dialect on social media assessed by 5 experts

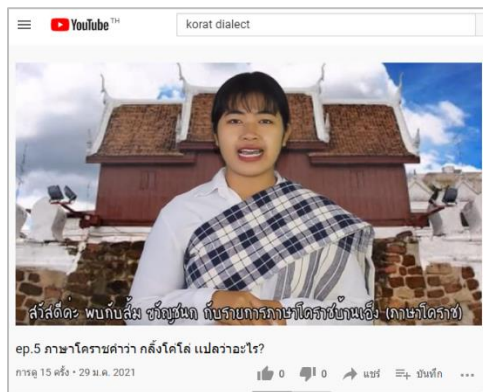
Assessment List	$\bar{x}$	S.D.	(N=5) Suitability Level
Input	4.09	0.61	high
1. Component on aim	3.92	0.71	high
2. Component on content	4.03	0.52	high
3. Component on moderator	4.20	0.59	high
4. Component of the inputs are related and consistent	4.19	0.62	high
Process	4.19	0.52	high
1. Component on role-playing techniques	4.05	0.48	high
2. Component on social media technology	4.11	0.58	high
3. Component on presentation structure	4.42	0.57	highest
4. Component of the process are related and coherent	4.16	0.46	high
Output	4.02	0.48	high
1. The model demonstrates the promotion of the use of Korat language	4.02	0.48	high
Total	4.15	0.55	high

From table 4 Assessment results on suitability format of television program to promote using Korat dialect on social media was at high level ($\bar{x}$ =4.15, S.D.=0.55). To consider each component revealed that aim of format was at high level ($\bar{x}$ =4.20). The highest level was on “The format meets the research objective” ($\bar{x}$ =4.47, S.D.=0.57) following by “The format is

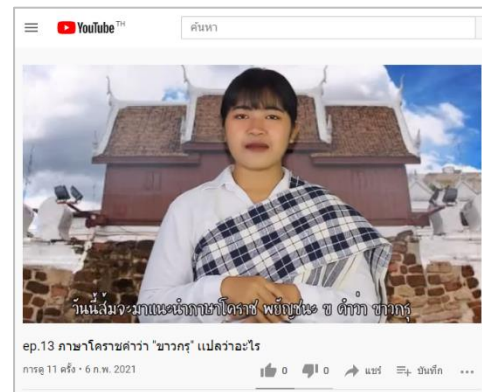
adaptable" ($\bar{X}$ =4.16, S.D.=0.46), Input was at high level ($\bar{X}$ =4.09, S.D.=0.52), Component on moderator was at high level ($\bar{X}$ =4.20, S.D.=0.59) Component of the inputs are related and consistent was at high level ($\bar{X}$ =4.19, S.D.=0.62), Process was at high level ($\bar{X}$ =4.19, S.D.=0.52), Component on presentation structure was at the highest level ($\bar{X}$ =4.42, S.D.=0.57) , Component of the process are related and coherent was at high level ($\bar{X}$ =4.16, S.D.=0.46), Output was at high level, Format showing promotion of using Korat dialect was at high level ($\bar{X}$ =4.02, S.D.=0.48)

3. Results of the development of television program to promote using Korat dialect on social media

3.1 Introduction

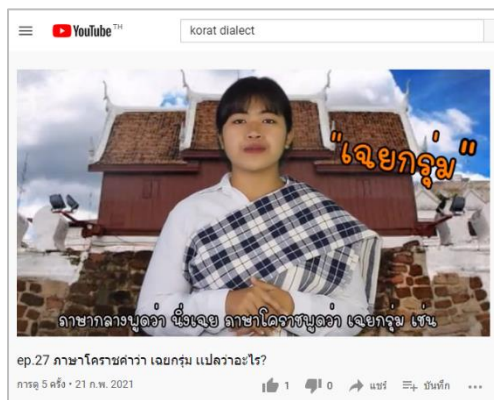


picture no [3] [The moderator leads to the model]

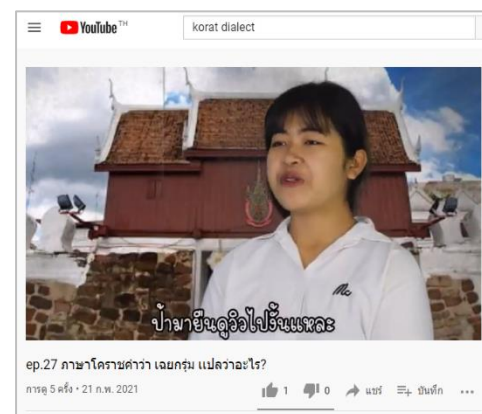


picture no [4] [Introduction of Korat dialect]

3.2 Content

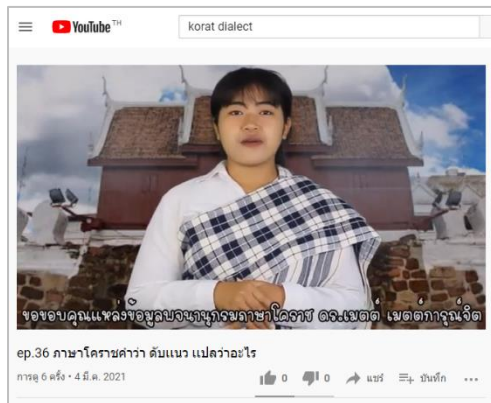


picture no [5] [Giving an example]

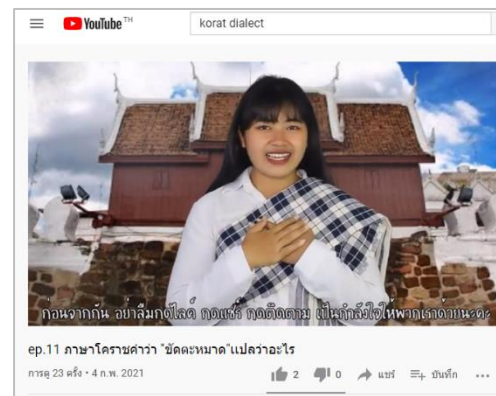


picture no [6] [Conducting role play]

3.3 Conclusion



picture



no [7] [Giving sources and references]

picture no [8] [PR of reachable channel]

4. Assessment results on quality of television program to promote using Korat dialect on social media

Table [5] Assessment results on quality of television program to promote using Korat dialect on social media assessed by 5 experts (N=5)

Assessment List	$\bar{x}$	S.D.	Quality Level
Aim	4.04	0.62	high
1. Aim of television model to promote using Korat dialect on social media meets with objective	4.17	0.61	high
2. Component of television model meets with specific format	3.91	0.72	high
3. Component of television model format are coherent	4.03	0.52	high
Content	4.07	0.54	high
1. Content is accurate and complete	4.11	0.58	high
2. Content is suitable for target group	4.02	0.48	high
3. Timing of presentation is appropriate	3.21	0.69	moderate
4. Content sorting is appropriate	4.03	0.54	high
5. Content can be used in communication actually	4.47	0.58	highest
Presentation	4.07	0.54	high
1. Presentation is modern	4.16	0.46	high
2. Presentation ordering is appropriate and coherent	4.05	0.48	high
3. Components of picture, sound, text and special effects are appropriate and interesting	4.42	0.57	highest
4. Introduction, content presentation and conclusion are coherent	4.16	0.42	high
5. Moderator is appropriate and interesting	4.17	0.61	high

Assessment List	$\bar{x}$	S.D.	Quality Level
6. Presentation technique is interesting and modern	3.21	0.69	high
7. Presentation on social media is appropriate	4.34	0.57	highest
Language use	4.14	0.61	high
1. Language use is accurate, appropriate and easy to understand	4.03	0.53	high
2. Language use is appropriate to target group	4.11	0.62	high
3. Describing words is accurate and appropriate	4.48	0.57	highest
4. Language can be used actually	3.92	0.71	high
Total	4.06	0.59	high

From table 5 Assessment results revealed that the overall quality was at high level ($\bar{x}$ =4.06, S.D.=0.59), considering each side showed that “Aim” was at high level ($\bar{x}$ =4.04, S.D.=0.62), “ Aim of television program to promote using Korat dialect on social media meets with objective” was at high level ($\bar{x}$ =4.17, S.D.=0.61), following by “Component of television program meets with specific format” was at high level ($\bar{x}$ =4.03, S.D.=0.52), “content” was at high level ($\bar{x}$ =3.97, S.D.=0.57), “Content can be used in communication actually” was at the highest level ($\bar{x}$ =4.47, S.D.=0.58), “Content is accurate and complete” was at high level ($\bar{x}$ =4.11, S.D.=0.58), “presentation” was at high level ($\bar{x}$ =4.07, S.D.=0.54), “Components of picture, sound, text and special effects are appropriate and interesting” was at the highest level ($\bar{x}$ =4.42, S.D.=0.57), following by “Presentation on social media is appropriate “ at high level ($\bar{x}$ =4.34, S.D.=0.57), “Introduction, content presentation and conclusion are coheren” was at high level ($\bar{x}$ =4.16, S.D.=0.42), “Language use” was at high level ($\bar{x}$ =4.14, S.D.=0.61), “Describing words is accurate and appropriate” was at the highest level ($\bar{x}$ =4.48, S.D.=0.57), following by “Language use is appropriate to target group” was at high level ($\bar{x}$ =4.11, S.D.=0.62).

Conclusion

The development of television program to promote using Korat dialect on social media showed that 1. Format of television program to promote using Korat dialect on social media consisting of 6 components; 1.1 Aim 1.2 Presentation structure 1.3 Content 1.4 Moderator 1.5 Role-playing techniques and 1.6 Social Media Technology 2. Assessment results on suitability of television program format to promote using Korat dialect on social media was at high level ($\bar{x}$ = 4.15, S.D. = 0.55) 3. Television program to promote using Korat dialect on social media consisting of 3 parts; introduction, content and conclusion on YouTube channel named “Korat dialect” and 4. Assessment results on quality of television program to promote using Korat dialect on social media was at the highest level ($\bar{x}$ = 4.06, S.D. = 0.59)

After broadcasting onto YouTube channel, there were some suggestions from the audience as follow.

1. Moderator of the video should be 2 persons
2. There should have some words of explanation (caption) in English or other languages
3. For being more interesting, there should have variety backdrop

Research Discussion

The research findings can be discussed as follow.

1. Format of television program to promote using Korat dialect was a pattern showing method and technique with the following components; 1. Aim 2. Content 3. Moderator 4. Role-playing techniques 5. Social Media Technology and 6 Presentation structure. Creation and development of television program to promote using Korat dialect on social media should bring those components to apply at appropriate content related to strategy of the development of television program for rural children in Sakon Nakhon province. Anutin Wareekan (2007) stated that presentation of television program is various and new technology has an important role which benefit for production.

2. Overall assessment suitability of television program format was at high level. According to aim of format, it meets the objectives and applicable actually. Component of Input and moderator were coherent and suitable for television program format. Having a look on Process, component of presentation structure was the most suitable format because the structure showed a complete presentation in all ways. Regarding to Output, television program format showed promotion of using Korat dialect and the creative content which was completely analyzed, synthesized, and well planned. It meets with principle of television production of Sutiti Khattiya (2012) who said that production of television program was important especially thinking and planning process which indicate the success of that program. Therefore, process should be well planned before shooting so the outcome will be effective.

3. The development of television program to promote using Korat dialect on YouTube channel named "Korat Dialect" consisted of 3 main parts; introduction, content, and conclusion. Introduction will be at the beginning of the program, following by introducing Korat dialect, giving examples, conducting role play for the interesting content, conclude the content in that program and tell sources and references and end with channel to have more information. Having role play helps the audience in better understanding and makes the program become interesting.

4. Assessment results on quality of television program to promote using Korat dialect on social media were mostly at high level. This is because of the program met with the objectives and the components of the program were as planned format. The content can be used actually and it was accurate and complete. Regarding to presentation, components of picture, sound, text and special effects were appropriate and interesting. Presentation was suitable and conducting of the program was smooth and continuously. Language use was accurate and appropriate. Wichan Sarabut (2000: 64) mentioned that main idea for movie and video presentation are images, sound is supporting idea so that the audience can imagine and recognized. Image can better describe

the content at 90% than sound which can describe at only 10%. Moreover, the findings were relevant to the research of Sutiti Khattiya (2009) who studied on assessment of quality on radio broadcasting “Our Paliament” showed that its objectives of the program met with the objectives of the research. The broadcasted content was relevant to the research’s objectives and the content was coherent to the audience and research’s objectives.

Recommendations

1. The development of television program to promote using Korat dialect on social media should bring all components to apply for the appropriate objective.
2. The development of television program to promote using Korat dialect or any other dialect on social media should have clear evaluation before real use.

Recommendations for Further Studies

1. There should be further study to know other formats to promote using Korat dialect with different target group
2. There should be further study to compare formats of other media to promote using Korat dialect for the effective outcome
3. There should be further study and development of television program using in different area to conserve other dialects

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The Effect of Learning Vocabulary Using Online Applications for EFL Technical College Students

Nattha Boonto¹ and Jantima Simpson²

Abstract

The purpose of this study was to review the effect of learning vocabulary using online applications for EFL technical college students. The sample group was composed of 36 second-year vocational students studying in a Diploma Program from the Civil Department enrolled in the second semester of the academic year 2020 at Nakhonsawan Technical College, Nakhonsawan Province, Thailand. The study period was 2 hours per week for 9 weeks, with a total of 18 hours excluding the initial pre-test at the beginning of the study and the post-test after the study period. The participants reviewed and studied vocabulary that was related to their field of studies through online applications such as Prezi for vocabulary reviews and Kahoot and Quizizz for vocabulary games. The data were derived from their pretest and posttest results concerning any improvement of vocabulary together with a questionnaire to establish their feedback from using online applications in learning vocabulary. The data were analyzed by the computational program. The statistics used in the current study was T-Test (Dependent Samples). The findings showed that students' posttest scores were statistically higher than those in pretest scores. In addition to that, the students exhibited a positive attitude towards online applications in language learning. The study concluded that online applications could be effective tools for the improvement of English vocabulary learning.

Keywords: Vocabulary Learning, Online Applications, EFL Technical College Students.

Introduction

Nowadays, the world has changed so fast. We learned within the four corners of the classroom from our teachers in the past. But nowadays, learning from the classroom is not enough. The information is changing all the time. We have to catch up with much important information around the world to adjust ourselves in many situations. Furthermore, we cannot refuse the truth that technology impacts every part of our daily lives. In language learning, learners have to be proficient in variety of content and demonstrate four language skills for a complete communication. Some have to perform the target language and complete meaningful tasks related to future career. One of the basic skills to improve these abilities is through vocabulary.

¹Faculty of Humanities, Naresuan University, nattha_2006@hotmail.com

²Faculty of Humanities, Naresuan University, jantimaj@nu.ac.th

Nguyen and Khuat (2005) stated that learning vocabulary was a basic of learning a foreign language. If language learners ignored the basics, they would struggle in language learning.

Learning and understanding new words gave students more opportunities for their lives and the amount of vocabulary could predict the language learning ability (Meara and Jones, 1987). However, the vocabulary for specific purposes is the hardest one. It applies in a narrow range and this kind of vocabulary always occurs in learners' future careers that they cannot avoid. Nation (2001) claimed that technical words, covered about 5%, often took place in a specialized text or subject area and were used by the people who work in a specialized field. The low-frequency words covered around 5% of the running words in general content. Therefore, if students could use vocabulary for a specific purpose, it would help them work easier in authentic situations (Marra, 2013). However, Taweessuk (2013) reported that one of three main obstacles that obstructed to improve English skill was that Thai students lacked of vocabulary knowledge for actual use. The first step to improve vocabulary skill was making learners understand about word meaning.

In relation to Thai educational context, it was found that Thai students faced the problem with English vocabulary learning. They did not understand the meanings and how to use them in real-life contexts (Imamee, 2016; Saengpakdeejit, 2014; Sasum and Weeks, 2018). Besides the insufficiency knowledge of English vocabulary, Chantoem and Rattanavich (2016) stated that one of the main factors that caused ineffective learning of English at Thai vocational schools was the lack of the interest and motivation in learning English, a serious obstacle in their English learning development. Elkhafaifi (2005) supported that learning with anxiety would decrease learner's learning ability; it caused them to get a lower score and overall performance. However, Hao et al (2019) studied an evaluative study of a mobile application for middle school students struggling in learning English vocabulary. It was found that using a puzzle solving game story, Detective ABC, application on the mobile phone as well as an integration of the textbook helped learners obtaining higher scores on vocabulary tests and improved in other strands such as spelling, reading skills, listening comprehension, and speaking skills. The language learners also had a positive attitude on using online applications for English language learning. It is likely that the use of technologies might increase learners' motivation and decrease learners' anxiety in their language learning.

In addition, Ma (2019) stated that integrating online application into English classes improved students' vocabulary learning and retention and students were motivated as they enjoyed learning new words and could remember EFL vocabulary. Saran et al. (2012) supported that learning English vocabulary using online application gave the learners better

understanding and more efficiency. They could gain more words than learning from computer webpages, and paper formats.

Wechsumangkalo (2018) added that smartphones with learning applications could develop students in building vocabulary in English, listening, and reading skills since the devices were widely used in language learning classes.

Therefore, it is clear that integrating technology in language classroom can enhance language learning. In this current study, the students always learn in a traditional way using paper-based text only. The offered programs consist of 3 types: a vocational certificate for students who graduate from lower secondary education, high vocational certificate for students who complete their high school degree, and a bachelor degree for students who further their degree after the completion of high school. The average hours that technical students spend on English class are 2 – 4 hours per week depending on the subject they enrolled.

In this study, to improve more on language learners' basic technical vocabulary and gain their motivation and interest, the researcher integrated online applications during teaching. Using technology helped the learners to develop their vocabulary ability, promote motivation, and change their attitude towards basic technical vocabulary (Chantoem and Rattanaich, 2016). Moreover, online applications catered to different individual needs, learning styles, learning strategies, personalities of learners and helped learners be aware of the value of independent learning outside the classroom (Farivar and Rahimi, 2015).

Research Question

1. To what extent did technical students improve in vocabulary learning with the use of online applications?
2. What was the attitude of the students towards online applications during their vocabulary learning?

Theoretical Framework

Technology is created to make our life more comfortable and, in some aspects, it can create active learning environment for students and improve student engagement. Belcher (2004) claimed that technology was brought to our world as a tool that had many purposes because it could simulate language experiences from outside. To develop learners' vocabulary knowledge, Nassaji (2003) found that language learners could be successful if they used and adapt different strategies in language learning and relied on their needs. Wechsumangkalo (2018) suggested that language learners could gain their vocabulary knowledge individually by using smartphones as their learning tools. Yunus et al. (2016) showed that using multimedia in language learning facilitated the various type of content such

as text, audio, video, graphics, animation, and interactivity make better skills. It is clearly shown that learners can use technology to enhance their language learning by themselves.

Alhamami (2016) indicated that technology was integrated in our daily lives based on five human senses. It could be presented in our lives in three ways: vision, audio, and touch. But in the future, technology could be available in the sense of smell and taste. Based on the human's five senses, learners could learn vocabulary through 1) sight from the image, animations, videos, printed texts, and colors, 2) hearing from sound or music, 3) touch from motion, 4) smell from breath and 5) taste from the tongue. Therefore, in this current study, technical materials for vocabulary teaching could probably develop vocabulary knowledge of students through the three out of five human senses: sight, hearing and touch.

There are many kinds of technology that can be utilized in language classrooms such as computers, DVDs, VCDs, iPads, tablet devices or smartphones. Eaton (2010) claimed that Mobile Assisted Language Learning (MALL) could replace the textbooks. That was, MALL helps learners stay motivated in learning the target language rather than learning through conventional approaches.

In relation to the limitation of time and place for accessing the information, Chanprasert and Han (2014) mentioned that MALL was more flexible and allowed learners to have freedom in their learning. Since the device was portable, learners could interact across different contexts and MALL could solve the problem of the lack of vocabulary knowledge of language learners. Martin and Ertzberger (2013) described that 'here and now mobile learning' was a tool that learners could access information anytime and anywhere via mobile technologies. They could perform authentic activities in the context of their learning. It also allowed students to learn and access information related to what they are seeing and experiencing at the moment.

For the role of technology used in language learning, Bloch (2013) indicated there were two prime roles of technology: technology as a tool for helping language learning and technology as a new form of communication. Using technology in language teaching saved much time because when learners used multimedia, they could communicate simultaneously. Moreover, Bloch (2013) claimed that multimedia made learners reach much valid information such as newspapers, magazines, and journals. In this current study, the general hosting site that the researcher utilised was Prezi (www.prezi.com). Learners could listen, read, and watch the videos at the same time in English. Prezi (www.prezi.com) allowed information to be created and presented in many different formats. Kim et al. (2001) suggested that a website for education (WSE) should have explanations related to educational courses. Therefore, the current study used three hosting sites such as www.kahoot.com,

www. quizzizz. com, and www. prez. i. com for enhancing learners' technical vocabulary knowledge.

Moreover, Angalakuduru (2014) suggested that language instructors should conduct meaningful and communicative activities, for example, vocabulary games and quizzes. Prensky (2001) defined that Game-Based Learning (GBL) is a teaching and learning process through computer games.

Deterding et al. (2011) explained that the suitability of the games and their elements must be compatible with the composition, goods and services with the intention to promote one's motivation and learning engagement. Therefore, this current study, the researcher employed www. quizzizz. com. and <https://kahoot.it/> and integrated them as a part of language learning. Digital gamification not only adds elements of fun and challenges to the students but also it is highly convenient for learners to access learning anywhere anytime.

Bekerian and Levey (2012) claimed that memory was composed of connections of words, images, sounds, and concepts that link together. In the same way, Alhamami (2016) supported that linking the items made learners remember easier. Connections in the human brain would translate the abstract information to concrete. This allowed the information remain longer in the memory. In language learning, learners always use this link from the connection of sounds. They compare the similarity of foreign or target language words with their native language words. That makes learners gain more new information effortlessly and shortly. Moreover, Dufva (2013) described that learning occurred with cooperation between people and different environmental tools. That is the reason why this current study utilised many media in this language learning.

Using a mixed- media method theory in language learning is advantages to language learners but there is no 'one -size fits all'. In this current study, an appropriate way for learning English vocabulary is learning through a mobile phone because every student owns it. They can access the internet to complete their works, keep up the information, or communicate with the peers. They are young learners who are familiar with using mobile phones and digital applications. They can play games and receive excellent education at the same time. Sandberg et al. (2011) divided learning through a mobile phone into two groups: technology performance and informal learning. Surry and Stanfield (2008) defined technology performance as a field of practice that used various tools, processes, and ideas in a scientific, systematic manner to improve the desired outcomes of individuals and organizations. The improvement of technology performance included location detection, networking speed, and presentation of multiple media (audios, videos, graphics, and animation). Informal learning is defined as learning outside of school or learning within the context of daily life. It has been suggested that learners should obtain their learning experience with enjoyment, fun, and

satisfaction without any negative emotion while their entire body and mind participate in the activity.

According to the mixed media method, Wood (2001) suggested that the features of a vocabulary website should compose of the following: 1) animations, 2) sound components, 3) hints or clues related to word meaning, 4) multimodal presentation of information, and 5) online definitions, glossaries, or thesauruses. Yuen and So (1999) reported that the web education resource should composed of the followings: 1) The navigation should be clear, short, and easy to read. Its content should correct and direct to the main content, 2) The layout of frames on web site should be the same, and 3) The use of multimedia is an enhancement, not a distraction. Therefore, this current study selected and integrated the 3 websites (www.prezi.com for presentation and www.kahoot.com and www.quizzizz.com for activity) as a part of the participants' vocabulary learning.

Research Methodology

1. Research Design

The research design used in this research was One group, Pretest – Posttest Design

O ₁	x	O ₂

If O₁ means Testing before applying online applications into the lessons.

X means Using online applications in the lessons.

O₂ means Testing after applying online applications into the lessons.

2. Population and Sample

The population was 105 second-year students in a Diploma Program from the Civil Department. They enrolled in the second semester of the academic year 2020 of Nakhonsawan Technical College, Muang District, Nakhonsawan Province.

The sample was composed of 36 second-year students in a Diploma Program from the Civil Department enrolling in the second semester of the academic year 2020 of Nakhonsawan Technical College, Muang District, Nakhonsawan Province. It was a Purposive Sampling. The students have been studied English as a foreign language for at least 10 years. Most of them were from Nakhon Sawan and nearby provinces. They were taught by the same English teachers in the first semester of the academic year 2020 as well as the year before.

3. Research Instruments and Data Analysis

There are four research instruments as follows:

1. Four lesson plans with a total of 18 hours

The researcher created the 4 lesson plans based on the curriculum and the course objectives. In the teaching plans, learners learnt vocabulary definition and how to use new words correctly through pictures to illustrate sentences in relation to *jobs, job qualities, office, and factory* from Pretzi.com and Kahoot.com and did vocabulary exercises from Quizizz.com. The level of suitability was assessed by 3 experts who have been teaching English for at least 3 years at a technical college level. Mean ($\bar{x}$) and standard deviation (S.D.) were utilized to identify the suitability of the lesson plans. The meaning of the scores was interpreted as follows:

Score between	4.50 – 5.00	means Suitable in the highest level
Score between	3.50 – 4.49	means Suitable in high level
Score between	2.50 – 3.49	means Suitable in average level
Score between	1.50 – 2.49	means Suitable in low level
Score between	1.00 – 1.49	means Suitable in the lowest level

The lesson plans considered appropriate to the level with a mean ($\bar{x}$) 4.33 and with a standard deviation (S.D.) 0.62.

2. Three online platforms for learning vocabulary: Kahoot and Quizizz for vocabulary games and assignment, and Prezi for vocabulary presentation about *jobs, job qualities, office, and factory*.

3. A 40-item vocabulary pretest and posttest about *jobs, job qualities, office, and factory* which were from four chapters, Page 1 – 66, of *English on - the - Job* Textbook published by Aimphan Press Co., LTD.

The validity was tested by three external experts using the Item Objective Congruence Index (IOC)= 0.80 and piloted with 40 High Certificate students who used to study this subject content during the first semester, Academic Year 2020 in Nakhonsawan Technical College, Mueang Nakhonsawan District, Nakhonsawan Province, $r = 0.93$. To measure an increase of pretest and posttest in this current study, they were analyzed by T – Test (Dependent Samples).

4. A 10- closed item questionnaire on the attitude of learning vocabulary through the use of online applications was constructed by the researcher and Index of Item Objective Congruence (IOC=0.87) was used to find content validity and the questionnaire was checked by 3 experts in a field of Teaching English as a Foreign Language (TEFL).

The data were collected and analyzed using the statistical package for the social science (SPSS) which included means ($\bar{x}$) and standard deviation (S.D.).

The criteria were established to indicate the ranges of satisfaction was shown below:

- 5 means Satisfy in the highest level
- 4 means Satisfy in high level
- 3 means Satisfy in average level
- 2 means Satisfy in low level
- 1 means Satisfy in the lowest level

4. Data Collection

The researcher conducted the research and collected the data as follows:

- 1) At the beginning of the course, the researcher informed the purposes of conducting this study and gave the consent forms to students to attend or refuse to take part in this study. The students were notified that the results of the pretest and posttest were not either a part of student learning evaluation or a grade assigned by the researcher. Moreover, the students could drop out during the research at any time without any impact on their grade assignment. A pretest was provided to students to complete in 60 minutes.
- 2) The researcher integrated a variety of digital vocabulary learning activities in the classroom based on the four lesson plans. The websites that were used in vocabulary learning were *Kahoot* and *Quizizz* for vocabulary games, and *Prezi* for vocabulary presentation.
- 3) By the end of the study, the posttest was given to students to complete in one hour.
- 4) After the posttest, the questionnaire was employed to ask about their attitude towards using online vocabulary applications during their language learning.

5. Results

1. To what extent did technical students improve in vocabulary learning with the use of online applications?

Table 1: The results of comparing of the academic achievement before and after learning vocabulary using online applications for EFL technical college students

The academic achievement	n	$\bar{x}$	S.D.	t	Sig.
Pre – study	36	12.00	11.20	65.09	.000*
Post – study	36	31.83	18.54		

*The mean difference is significant at the 0.05 level.

The results showed that there were statistically significant differences of the mean scores of the participants after learning vocabulary with the integration of online applications. It was clear that the scores of the participants' posttest was statistically higher than the pretest one.

2. What was the attitude of the students towards online applications during their vocabulary learning?

Table 2: Overview of attitude of the students towards online applications during their vocabulary learning

List	$\bar{x}$	S.D.	Level of satisfaction
1. Input	4.47	0.54	High
2. Procedure	4.49	0.53	High
3. Output	4.39	0.59	High
Total	4.45	0.55	High

The results showed that overall of the participants' satisfaction towards using online applications during their vocabulary learning was at high level. The participants were satisfied with the procedure aspect at the highest level followed by the input aspect and the output aspect, respectively.

The following table illustrated about input aspect in using online applications during their language learning

Table 3: Input aspect in using online applications during their language learning

List	$\bar{x}$	S.D.	Level of satisfaction
1. Directions are clear and easy to understand.	4.64	0.49	Highest
2. Contents on online application are suitable for students.	4.50	0.51	Highest
3. Timing is suitable for learning.	4.44	0.50	High
4. The difficulty of quizzes is reasonable.	4.28	0.66	High
Total	4.47	0.54	High

The results showed that the participants were satisfied with the input aspect in using online applications during their language learning at a high level. They were satisfied with the factor that the directions are clear and easy to understand at the highest level followed by the suitability of the contents on online application, time for learning, and the difficulty of quizzes, respectively.

The following table illustrated about process aspect in using online applications during their language learning

Table 4: Procedure aspect in using online applications during their language learning

List	$\bar{x}$	S.D.	Level of satisfaction
1. Online application encourages students to learn from the easy to hard level.	4.36	0.59	High
2. Online application is interesting and fun.	4.64	0.49	Highest
3. Online application can improve students' English vocabulary skill.	4.47	0.51	High
Total	4.49	0.53	High

The results showed that the participants satisfied with the procedure aspect in using online applications during their language learning at a high level. They were satisfied with the factor that online application is interesting and fun at the highest level followed by the fact that online application can improve students' English vocabulary skill and online application encourages students learn from the easy to hard level, respectively.

The following table illustrated about output aspect in using online applications during their language learning

Table 5: Output in using online applications during their language learning

List	$\bar{x}$	S.D.	Level of satisfaction
1. Students are able to understand the meaning of vocabulary.	4.39	0.69	High
2. Students are able to recall the vocabulary easily from using online application rather than from reading textbook.	4.28	0.51	High
3. Students are able to apply their technical vocabulary in their study and their future life.	4.50	0.56	Highest
Total	4.39	0.59	High

The results showed that the participants satisfied with the output aspect in using online applications during their language learning at a high level. They were satisfied with the factor that students are able to apply their technical vocabulary in their study and their future life at the highest level followed by the fact that students are able to understand the meaning of vocabulary and students are able to recall the vocabulary easily from using online application rather than from reading textbook, respectively.

7. Research Discussion

This study was to review the effect of learning vocabulary using online applications for EFL technical college students. It was clear that the scores of the participants' posttest were statistically higher than the pretest one. The finding was in line with Chantoem and Rattanavich (2016) and Ashraf et al (2014). The result was clearly shown that the online applications could develop EFL technical college students' vocabulary. The students could understand the meanings of vocabulary through the presentation from Prezi. It provided pictures, sound, or videos that made students understand and remember the vocabulary easier. Chen and Lee (2018) supported that the online applications facilitated the student to get flow experience. The application scenarios encouraged the students' motivation to learn English vocabulary. Moreover, Kahoot and Quizizz provided the vocabulary games that allowed the students to apply and use vocabulary productively.

In the same way, using online application made language learning class interesting and fun. Hao et al (2019) confirmed that the online applications created a relaxed and enjoyable environment rather than learning in traditional style that students focus only on printed media. Klimova and Polakova (2020) supported that using online application in language learning was a better way to learn from textbook. It was more fun, less stressful, easy to use, and the students enjoyed using it. They could access the mobile applications anywhere and anytime and they had remembered the new words better using online applications. The study concluded that the students held a positive attitude on learning vocabulary by using online application. Integrating online application based on instructional textbook could encourage students to gain more vocabulary knowledge. It could be effective tools for the improvement of English vocabulary learning.

Future research suggestion

Due to the small and specific group of participants, the results of this study cannot be generalized to all EFL vocational students in Thailand but it is suggested that the application of technology should be integrated in EFL education. If teachers use technology during teaching, these digital education tools can engage students in the classroom and change the way the teacher shares their knowledge to students. It seems that the content will be learnt in the interesting and fun way. That means to learn new vocabulary and understand vocabulary use in real contexts, EFL students need to see visual clues to enhance their language learning and practice the language beyond the classroom.

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The Effect of Using Word Wall Media in Improving Grade 8 Students' Lexical Knowledge

Muanfan Somsri¹, Wariyaporn Tieocharn²,
Wachiraporn Kijpoonphol³ and Suwipa Chomphoobud

Abstract

The purpose of this study was to investigate whether there was an effect of using word wall media in terms of improving Grade 8 students' lexical knowledge. A convenience sampling was used in this study that included two classes from a small school. Research materials were word wall media and lesson plans; research instruments were word screening test and post-test. Class 1 was treated by putting the word wall media up on the wall for seven days after the teaching; Class 2 was treated by not putting the word wall media up on the wall after the teaching. The post-test scores of the students in both classes were compared. The results showed that there was no significant difference between the two treatments.

The P-value of post-test scores in both weeks were higher than 0.05. This indicated that in general putting word wall media up on the wall did not help to increase students' lexical knowledge. When comparing only mean scores of the post-test of both groups of weak students in both weeks, it was found that the p-value of weak students in both groups were lower than 0.05. It indicated that teaching by using word wall media helped develop weak students' vocabulary learning.

Keywords: Word wall media, Wall chart, Lexical knowledge, Vocabulary learning

Introduction

In Thai educational system, English is a compulsory subject at all school levels. Students at young ages are required to learn English as a foreign language because English is a universal language which is considered to be very essential to them in the future. The major task of foreign language acquisition is vocabulary; moreover, the other language skills like listening, speaking, reading and writing cannot go without vocabulary (Lewis, 1992).

Hence, one of the most important parts to be successful in a foreign language is learning its vocabulary. Without learning vocabulary, students will absolutely not achieve in English as a foreign language because communication cannot be done.

¹Freelance Researcher

²Faculty of Liberal Arts, Ubon Ratchathani University, wariyaporn.t@ubu.ac.th

³Faculty of Liberal Arts, Ubon Ratchathani University, wachiraporn.k@ubu.ac.th

The open-endedness of a vocabulary system is perceived to be a cause of difficulty by students (Alqahtani, 2015). Although, teaching and learning English vocabulary have been conducted in Thai education system for a long time, but the students still lack vocabulary knowledge because they have faced with some problems during vocabulary learning. Some of the students cannot remember lists of vocabulary of their level. This results in remembering vocabulary words of upper levels. Some of them may not understand the idea of what English teachers say in classroom. When learning new words, the students are required to comprehend or to visualize those words (Kijjapoonphol & Phumchanin, 2018). Oxford (1990) mentioned that vocabulary is by far the most sizable and uncontrollable components in the learning of any language because of it has many different meanings. Moreover, the written form of some words is different from the spoken sound. This means the students may misunderstand what they read in English. Last but not least, other students may not have positive attitude facilitating vocabulary learning. Although attitude necessarily does not determine behaviors, those students may pay attention to other subjects instead (Siddiqua, 2016).

Nowadays, there are various techniques in learning vocabulary, such as learning through music, learning through cartoons, learning through poems and learning through games. However, using word wall media is still one of the interesting techniques in learning vocabulary. This technique has been widely used in various classrooms. The main purpose of using word wall media is to help students build sight word recognition so they can recognize them at a glance (Huebner & Bush, 1970). The word wall intervention can generate success in teaching and learning vocabulary to high school students (Southerland, 2011). Many of English teachers use word wall media for classroom decorations without emphasizing them to their students or using it as a teaching tool. The way the teachers often use to teach English vocabulary is translating words from English to Thai and asking them to remember their spelling and meaning; they seldom mention any words from the word wall media they put on the classroom wall. It is questionable that the word wall media actually plays an important role to the students in the classroom or not.

Word Wall Technique

Word wall is considered to be an affective technique in teaching vocabulary. Cronsberry (2004) defined word wall as a group of words that are displayed on walls, bulletin boards, chalkboards, or whiteboards in a classroom. It is created in a large size which all students in the classroom can easily read. The words on the word wall are from a lesson and they are added weekly or monthly by teachers or students.

Word wall is used by many teachers because it has several strengths (Cronsberry, 2004). By using word wall media, students can remember the words easily. They may be more impressed and interested in learning English. It is a teaching media which can be integrated in various activities. Moreover, the word wall is very appropriate and helpful for the teachers who have limited facilities,

costs, and times to create instructional media (Nadhiroh, 2010). This is because it is simple, inexpensive and easy to create.

Teaching Vocabulary

Teaching vocabulary is one of the most important parts in instructing a foreign language. English teachers should be very active to let their students enjoy the lesson. They may have their own ways in teaching vocabulary to develop students' lexical knowledge. Brown (2000) mentioned that teaching may be showing, helping or guiding students to study vocabulary and providing them with the knowledge to know or understand those vocabulary. However, those techniques must be creative for the students because some techniques may get them out of interest in the lesson if they do not work well.

The limitation of vocabulary teaching is that the students can remember only a few words at a time (Nation, 2008). If the students do not see or use new words, they will soon forget them. The students have quite short attention, so teachers should use various techniques for short periods of time in order to maintain their interest level in engaging the lessons (Musthafa, 2010).

Learning Vocabulary

Vocabulary is one of language components which is the first step to help students be an expert in a foreign language. It is at the heart of language learning and language use (Laufer, 1997). Most students have struggled in vocabulary learning. They have been studying English since they were young, but still lack vocabulary knowledge. Therefore, teachers should find the best teaching technique to make the class more interesting. Konomi (2014) mentioned that young students prefer visual materials such as pictures, posters, postcards, word calendars, charts, graphic organizers, picture books, television, videos from iTunes, and computers. These materials can help the young students to learn English. The mental imagery and visual help students in better recognizing and learning fast because they assist the new words into existing cognitive units (Schmitt, 1997). Hence, learning vocabulary through word wall media can lead students' attention and make the students feel more interested in the lesson.

Ability to memorize vocabulary

The students' ability in memorizing new vocabulary are different. The major forgetting occurs immediately after the end of a learning session, then the rate of forgetting will go slowly (Schmitt, 1997). This means that after learning new vocabulary, the students will be able to remember just a few words from the lesson. They can forget the new words soon after the end of the class. The teachers should select what words are important for the students to remember and suggest them to review the vocabulary after finishing class. The appropriate number of learning new words in each class are 5 to 16 or more (Nation, 1990). So, the teachers should not introduce the new words to their students more than this because they are not able to receive all new words in an hour.

Related studies

Southerland (2011) studied the effect of using interactive word walls to teach vocabulary to middle school. The purpose of this study was to examine the effectiveness of using an interactive word wall as the tool to combine five effective, research-based teaching strategies with social interaction to teach vocabulary to middle school students. The students were divided into two groups: the control group and the intervention group. The interactive word wall was used as the tool that combined the teaching strategies and social interaction throughout this study. The results indicated that word walls increased retention of vocabulary words of students. As the students adjusted to the intervention, their learning increased.

The findings also illustrated that the word wall intervention had little effect on the weekly assessments. However, the effects of the intervention seemed to be positive as demonstrated in the classification results for the delayed assessment.

In 2012, Maharani, Susilohadi and Pudjobroto conducted the research under the title “Improving students’ vocabulary mastery through the use of wall charts in elementary students.” The objectives of the study were to find out whether wall charts could improve the English vocabulary mastery of Grade 5 students and to find out students’ motivation when wall chart was used. The findings revealed that wall charts were able to improve students’ vocabulary mastery and students’ motivation. The students were interested in the teacher’s explanation and did not talk with each other. They seemed enthusiastic with the lesson and they asked and answered questions actively in the teaching learning process.

The next study was similar to Maharani, Susilohadi and Pudjobroto (2012), Azizah (2016) studied the use of wall charts to improve the students’ vocabulary mastery. This research aimed to improve Grade 5 students’ vocabulary mastery through the use of wall charts. It was conducted in two cycles in which each cycle consisted of two meetings. The procedures of each cycle were planning, action, observation, and reflection. The results showed that the use of wall charts helped improve the students’ vocabulary mastery. The students were able to memorize the vocabulary and the meaning faster than before the action with the help of visual media in the wall charts. They were also able to pronounce the vocabulary properly and confidently. Besides, the students’ attitude towards teaching and learning process were also improved.

Patria, Sudarsono and Rosnija (2020) studied the use of wall charts as media to teach vocabulary. It was similar to previous studies in that it had two cycles. The procedures in each cycle were planning, acting, observing and reflecting. The results indicated that the students could improve their memorization about the vocabulary and its meaning with the help of wall chart. The teacher could also help them correct spelling and pronunciation. Moreover, the students’ attitude towards the teaching-learning process improved since the wall charts increased the students’ interest in learning English vocabulary. The result also illustrated that the wall chart was a good medium for learning English vocabulary with a mean value of 4.52.

Based on the results of previous studies, this research aimed at identifying whether putting the word wall media up on the wall help to increase Grade 8 students' lexical knowledge and whether putting the word wall media up on the wall help weak students improve their vocabulary knowledge.

Research Methodology

Research Site and Participants

Convenience sampling was used in this study. Because the research site was a small school situated near researchers' workplace, there were two classes of Grade 8. In total, there were 47 Grade 8 students.

They were able to read and write some English words. Class 1 was treated by putting the word wall media up on the wall for 7 days; Class 2 was treated by not putting the word wall media up on the wall. Both classes were taught by the same researcher using PPP (Presentation-Practice-Production) method.

Duration of the study

The study was conducted during the second semester of academic year 2016. The students took the pre-test and participated in the study during week 2 to week 4. In each week, the word wall media was put up on the wall of the experimental group, but was not put on in the other group. After one week of the experiment, the students took post-test to check how many vocabulary items they could remember.

Research Instruments

Word Screening Test

Forty items from Children's List of Feeling Words of UCSB (University of California, Santa Barbara) Children's Center were chosen as a finding meaning test. To find the unknown words to be taught, the students had to translate the meaning of each item from English into Thai. The score for each item was 1 and the total score was 40. The pre-test was given to measure the students' prior knowledge before the training and to be beneficial in selecting words to create the word wall. After giving the pre-test, there were 17 words in which the students from both classes did not know the meanings. Thus, 17 unknown words were used in the study as the students' pretest.

Post-test

The post-test was the same as the pretest. It was used twice to evaluate the effectiveness of the word wall media. The first post-test was given to all students after they were trained and after the word media was put up on the wall. The post-test consisted 17 words from the word wall media which had been taught to both groups. The students were required to translate all the words from English into Thai. It was used to know the students' difference lexical knowledge before and after using word wall media. The last post-test was done after putting the word wall media up on the walls for seven days after the training.

Word Wall Media

The words in type of flashcards were put on the board. The flashcards were made in green and orange colors in order to make them standing out from the blue board. On each flashcard, there were a vocabulary, pronunciation, meaning, and cartoon picture. The word wall media was put on the wall in front of the class where the students in the experimental group easily saw even they were on their seats. Eight words were put on the word wall in the first week and the other nine words were added in the second week.

Research Procedure

The two classes were trained with the same techniques and word lists when they were studying English vocabulary. The students of the two classes learned new vocabulary through PPP (Presentation-Practice-Production) method. The word wall media was not put on the wall of the control group. On the contrary, it was put on the wall of the experimental group for seven days before the post-test.

The procedure of the treatment was done by following these stages; first, the students were tested by the pre-test to survey unknown words. Second, the 17 items out of forty from the pre-test were selected to put on the word wall and teach all students from both classes. The 17 unknown words were divided into two lessons. The two groups learned the first half in the first week and the second half in the second week. Third, in the first week, both classes participated in the training and learned eight words. At the end of the class, they did the vocabulary post-test. Before the teacher left the classroom, the word wall media was put up on the wall of the experimental group for seven days. Fourth, the second post-test was given to the students after seven days. Then, the other nine words were taught and the same process as the first week was conducted. Last, the students' interests towards the media, posters or billboard around their classroom walls were observed. These included asking them a few questions about the content of things which were put on the walls.

Data Collection and Data Analysis

The data was collected from the students' post-tests and analyzed by comparing the scores of the two classes: a class without word wall media and a class with seven days of putting word wall media up on the wall. Moreover, the weak students' vocabulary pre-test and post-test were also compared.

Results

To answer Research Question 1, the mean scores of both classes from the two weeks were compared. In week one, the mean scores of both classes did not show much different. However, in week two, the mean scores of both classes illustrated some differences.

Table 1 Students' post-test mean scores

	Mean	SD	P
Week One			
Class 1	5.8	2.067	0.884
Class 2	5.9	2.222	
Week Two			
Class 1	8.25	1.650	0.367
Class 2	7.70	2.130	

n = 20, p>0.05

In week one, the post-test mean scores of both groups were 5.8 and 5.9. The P-value was 0.884. For week two, their post-test mean scores of both groups were 8.25 and 7.70. The P-value was 0.367. It can be mentioned that there was no significant difference between the two treatments. The P-value of post-test scores in both weeks were higher than 0.05. This indicated that putting word wall media up on the wall did not help to increase students' lexical knowledge because the two classes' post-test scores did not show any significant different.

The mean scores of only weak students in both groups as illustrated in Table 2 indicated that their mean scores increased.

Table 2 Weak students' mean scores

		N	Mean	SD	P
Group 1	Pre-test	14	0.00	3.319	.000
	Post-test	14	13.36		
Group 2	Pre-test	13	0.00	2.329	.000
	Post-test	13	14.62		

*p<0.05

The p-value of weak students in both groups were lower than 0.05 (p=0.00). It indicated statistically that there was a significant difference between the pre-test and post-test. The weak students of both groups gained better scores after being trained. This could be concluded that teaching by using word wall media helped develop weak students' vocabulary knowledge.

To answer the two research questions, "Did putting word wall media up on wall increase students' lexical knowledge?" and "Did word wall media help weak students improve their vocabulary knowledge?", the post-test mean scores were compared. The results

demonstrated that putting word wall media up on the wall did not increase students' lexical knowledge; however, there was an improvement of weak students' vocabulary knowledge after learning by using word wall media.

Research Discussion

Putting word wall media up on the wall did not increase the students' lexical knowledge. This is because the students in the classroom without putting word wall media up on the wall had similar scores to the students in the classroom with putting word wall media up on the wall. It could be claimed that putting word wall media up on the wall under the purpose of increasing students' lexical knowledge is ineffective. Most students from both groups did not pay attention to the word wall media or any posters around their classrooms. Only a few students looked at the word wall media during the week. This confirmed the results of Southerland (2011) which demonstrated that no indication existed that the students who received the interactive word wall intervention performed differently from the students who did not receive any intervention.

However, word wall media is still useful to some students because it could improve weak students' lexical knowledge. Word wall supported weak student's vocabulary development. It engaged the students while they learn key vocabulary, whether it was used to explain a word, to compare words or to spell it (Cronsberry, 2004). It also caught the eyes of the students when they saw it in the first time. Weak students in both groups had better scores after learning vocabulary through word wall. They were confidence to answer and pronounce words in English. Moreover, they eagerly tried several guesses when the answer was wrong. Overall, the learning atmosphere was good. In both classes, word wall media were combined with games and drilling. This made the students more active throughout the lesson.

What should be noted from the results was the number of words on the word wall. The number of words totally added on the word wall in this study were 17 words. This was an appropriate number of words because learning new vocabulary should not be less than 5 or more than 16 words (Nation, 1990). As students were second language learners, they might not be able to remember anything if the words were more than this. The ability to memorize new words was also associated. Students could remember just a few words at a time and they would forget them soon if they did not review them again (Nation, 2008). Putting word wall media up on the wall provided the students an opportunity to see the words. According to the study of Cetin and Lee (2013), the students could actually enhance their L2 vocabulary knowledge through posters as a result of self-directed learning. This study proved that students could learn vocabulary through posters by themselves. Similarly, students could also learn through the word wall media by themselves. They can just glance at the word wall when sitting in the class. However, the length of time in this study might be a problem. One week might not enough for the students to take time with it. Thus, putting word wall media up on the wall could not result in the students' memory in a week.

Based on the findings, word wall media could successfully help the students remember the vocabulary. The word wall contained a list of vocabulary including pictures matched to the words. This encouraged students to remember the words better. This finding supported the results of Laufer and Shmueli's (1997) study which mentioned that words presented in lists were remembered better than words presented in text. The pictures on the word wall also helped because they could make students follow the lesson. The finding was also similar to the result of Patria, Sudarsono and Rosnija's (2020) study. Konomi (2014) stated that young learners prefer visual materials such as pictures, posters, postcards, word calendars and charts which can help them learn English. The word wall media not only helped the students remember words, but also helped the teachers make the classroom more interesting.

Conclusion

The purpose of the study was to investigate whether putting word wall media up on the wall increased students' lexical knowledge and whether word wall media improved weak students' vocabulary knowledge. The results confirmed that putting word wall media up on the wall did not increase the students' lexical knowledge, but it improved weak students' vocabulary knowledge. This was because the scores of students who were in the classroom without putting word wall media up on the wall were as same as the students in the classroom with putting word wall media up on the wall. However, weak students from both classes had better vocabulary scores after learning through word wall media.

Pedagogical Implications

In addition to using word wall media to teach vocabulary, it can be used for all grade levels, not only middle school students. For the low grades, teachers should make a word wall with pictures matched with the words. This can stimulate young learners to enjoy learning with the word wall. For upper grades, teacher should emphasize on the use of word walls. The students should not only remember the words, but also know how to use or put them into a sentence. However, the vocabulary on the word wall should be proper for their level.

Besides, the word wall should be used regularly. Teachers should mention about it often, so the students can get used to the habit of using the word wall or should give them assignments to do with the word wall. New vocabulary should be added on the word wall daily and students should be allowed to manage vocabulary list on the word wall. Word wall activities are also important. Teachers can create new activities for the students in order to make them not feel bored with learning through the word wall. For instance, teachers can divide students into two groups and let a student in each group shares one thing learned about a particular word on the word wall, then let next student in each group shares something different, and so on. These methods can increase the use of word wall and also the effectiveness of putting it up on the wall in order to improve students' lexical knowledge.

Therefore, teachers are recommended to use these techniques to teach vocabulary and to help enhancing the students' memorization of words. Nevertheless, further techniques are still needed for stimulating students' memory. According to Schmitt (1997), the students will forget new lesson directly after the end of the class. So, teachers should find out ways to help students recalling the learned words too.

Further Research Suggestions

Further studies should be conducted with a larger number of students and longer time to examine students' memory and effects of putting word wall media up on the wall in long-term. In addition, it will be worth to investigate whether the improvement of students' lexical knowledge after learning through word wall media are from the pictures or not. Also, word wall media can be adapted to various activities.

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The Instructional Media of Thai Health Promotion Foundation: A Discourse to Battle Noncommunicable Diseases (NCDs)

Bandit Thipdet¹, Premvit Vivattanaseth² and Uamporn Thipdet³

Abstract

The objective of this research was to study the development of the discourse in the instructional media of the Thai Health Promotion Foundation and the discourse battle between the knowledgebase of the Thai Health Promotion Foundation and Noncommunicable diseases (NCDs)

The result of the study found that the strategies used to compose discourse on the disease. Noncommunicable diseases (NCDs) by means of analytical methods 9 types, which are the use of words or phrases, the use of sentences to express the reason, the use of metaphors, the use of scriptures, the use of words, visions, repetition, most references and the use of rhetorical questions.

In addition, 4 strategies of discourse against NCDs consisting of anti-strategy, avoiding tactics, aggressive tactics and defensive tactics were used in the instructional media studied.

Keywords: instructional media, Thai Health Promotion Foundation, discourse, Noncommunicable diseases

Introduction

The Health Promotion Foundation of Thailand is a government agency established under the Health Promotion Foundation in 2001, with the duty of initiating, encouraging, supporting and collaborating with various social organizations to drive health promotion process to provide good health Thai people in all 4 areas: physical, mental, intellectual, and social, as well as to create more livable Thailand.

One of the roles of the Thai Health Promotion Foundation, which is the key in the campaign for the well-being of Thai people, is the creation of a set of instructive media about health focusing on the matters of nutrition, life and exercise. These matters are important contributors to the supervision of people categorized to have chronic Noncommunicable diseases (NCDs), a group of habitual or behavioral diseases which are the main cause of death among Thai people, including kidney disease, diabetes, fat embolism, lung cancer, emphysema, high blood pressure, cirrhosis, ischemic stroke, dementia and cardiovascular disease.

¹School of Liberal Arts, University of Phayao, earth4401457@hotmail.com

²School of Liberal Arts, University of Phayao, Premvit.vi@up.ac.th

³School of Liberal Arts, University of Phayao, uampon@hotmail.com

Instructive media set on health of the Office of the Health Promotion Foundation were created in the form of knowledge sheets (Infographics), which are colorful, easy to understand, attractive to follow, and published on the website of the Thai Health Promotion Foundation in order that the general public can access easily and quickly. It is suitable for promoting good health for Thai people of all genders and ages. Therefore, this type of media kit is suitable for promoting good health for those in general, too. In addition, the accuracy and reliability of the information are at a high level. Although a source of information coming from a government agency is the reliable source, it is necessary to filter the information well in order to disseminate such knowledge to the general public.

If considering a set of knowledge materials as a discourse, it could be said that these educational materials have power to create and present truth packs about NCDs. The culprit that lurks with the new generation who have a hasty lifestyle and lack of health care. Therefore, the production of such media discourses as a discourse operation is to combat chronic Noncommunicable diseases (NCDs) and spread this knowledge in a media format that is relevant to Thai society context. Moreover, the media dissemination through the website of the organization (which is) classified as a knowledge-owned institution is strong enough to make common people believe and accept the power of knowledge as well as agree to comply without any doubts or disputes. It may be said that those who accept the power of that knowledge have become tacit consumers and interpret this discourse accordingly.

Therefore, the research on the media collection of the Thai Health Promotion Foundation as a kind of discourse focused on the method for creating such discourses, the issue of fighting between the media discourses and the Noncommunicable diseases group (NCDs) are used as a guideline for preventing the entry into the cycle of this disease group and the implementation of guidelines for promoting good health in the era of Thailand 4.0

Research Objectives

The objectives of this research were to study the construction of discourses in the instructive media set of the Office of the Health Promotion Foundation and study the discourse used in the instructive media sets of the Thai Health Promotion Foundation to battle Noncommunicable diseases (NCDs).

Theoretical Framework

The Discourse Analysis Framework (CDA) (Fairclough, 2001) is used and the analysis into 3 parts. Firstly, text analysis was used to analyze language strategies appearing in the instructive media in order to see how the discourses were created. Secondly, discourse practice analysis was conducted in order to comprehend the tone of the producer who used those discourses and how important that producer creating that discourse. Thirdly, the analysis of socio-cultural practices was to consider the social context in creating the

nature of the said discourse which emphasizes the importance of producing each discourse.

Research Methodology

The sample used in this study was the instructive media set, especially, of the Thai Health Promotion Fund by selecting only 38 pieces of issues related to chronic Noncommunicable diseases (NCDs) published on the website of the Office of the Promotion Fund Health (Thai Health) <https://www.thaihealth.or.th> which is a discourse of high accuracy and reliability. It is a source of information generated from key institutions that are literate in health, such as doctors and healthcare professionals. In addition, such knowledge and validity have been disseminated to the general public.

Research Results

1. Creating discourses in the instructive media set

Since the research studied the materials of the Office of Health Promotion Foundation as a kind of discourse, it is very important to consider the method of construction. The discourse is devoted to the battle between the media disc discourse and Noncommunicable disease groups (NCDs), based on an analytical method through nine structurally linguistic dimensions (texts). It consists of using words or phrases, sentences for reasoning, use of basics, metaphors, interstitials, viewable words sentence, repetition, references and rhetorical questions as described below.

1.1 Strategies for using words or phrases

Strategy for using words or phrases are important strategies for communicating with messengers' thought and experiences to reflect their views on Noncommunicable diseases (NCDs) to the recipients. To demonstrate the constituency of discourse and the instillation of beliefs about Noncommunicable diseases (NCDs) as follows:

Example (1)



Example (1) shows the use of the phrase "NCDs, self-developed diseases" to represent the thought of the messenger to reflect the viewpoint of Noncommunicable diseases (NCDs) to the NCDs. Recipients to demonstrate the discourse and instillation of beliefs about Noncommunicable diseases (NCDs) as a group of diseases caused by the wrong lifestyle of the patients themselves.

In addition, chronic Noncommunicable diseases (NCDs) are formed through discourse and Cultivating ideas and beliefs as a disease of ignorance and self-harm, for example (2)

"NCDs are diseases of ignorance. And disease from self-harm", especially for the new generation who have a fast-paced lifestyle in the present day together with convenient tools to help with everything.

Example (2)

NCDs เป็นโรคของความไม่รู้ และโรคจากการทำร้ายตัวเอง

Therefore, the discourse and the cultivation of ideas and beliefs about chronic Noncommunicable diseases (NCDs) through the use of vocabulary or phrases has reflected that although such a disease is a disease caused by the wrong lifestyle behavior. Because the new generation has a hasty lifestyle, it becomes one of the factors that come back to hurt yourself unconsciously. However, we can stop this group of diseases by modifying our own lifestyle habits.

1.2 Strategies for using sentences for reasoning

Strategies for using sentences for reasoning consists of two parts: the cause and the result. The use of reasoning sentences will show the creation of discourse about chronic Noncommunicable diseases (NCDs) that have the following origins and causes:

Example (3)

ถ้าวัดเส้นรอบพุงแล้วเกินส่วนสูงหาร 2 แสดงว่า...
คุณกำลังเสี่ยงที่จะเป็น **"โรคอ้วนลงพุง"**
1 ในกลุ่มโรค NCDs

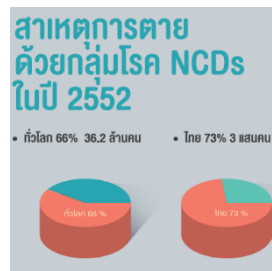
Using sentences for reasoning "If ... show that", for example (3), has shown the cause of metabolic obesity. This is one of the chronic Noncommunicable diseases (NCDs) that are caused by having a waist circumference that exceeds the height divided by two.

The horrors of Noncommunicable diseases (NCDs) are built through discourse and the instillation of beliefs for example (4) that "global crisis NCDs" together with sample reference (5) the statistics of the population of premature deaths from such diseases both in Thailand and around the world. This is an indicator that the group of diseases not only creates a burden on oneself and those around them but also causes a broader impact on the economy and society as a whole, for example (6).

Example (4)

NCDs
วิกฤตโรค วิกฤตโลก

Example (5)



Example (6)

นอกจากเป็นวิกฤตโรคแล้ว ยังทำให้ประชากรเสียชีวิตก่อนวัยอันควร
เพิ่มภาระให้ตัวเองและคนรอบข้าง ทั้งยังส่งผลกระทบต่อสังคม
และเศรษฐกิจโดยรวมของโลกอีกด้วย

Another common cause of chronic Noncommunicable diseases (NCDs) is screen addiction (7), the behavior of modern people. The addiction makes people rarely move the body and eventually causes problems to the metabolic system. The body does not work well (8), along with eating patterns that are high in salt and fat, drinking and smoking as well as anxiety and stress (9).

Example (7)

เสพติดหน้าจอ
พฤติกรรมนำไปสู่โรคไม่ติดต่อเรื้อรัง

Example (8)

ในขณะที่เรามีพฤติกรรมเนือยนิ่ง
ระบบเมตาบอลิซึมในร่างกายของเรา
จะทำงานแย่ลง
รวมถึงอัตราการเผาผลาญพลังงาน
ก็จะน้อยลงไปด้วย
ซึ่งอาการเหล่านี้เป็นปัจจัยเสี่ยงที่นำไปสู่การ
เกิดโรค NCDs ในที่สุด

Example (9)

กลุ่มโรคไม่ติดต่อเรื้อรัง (Non-Communicable diseases)
เป็นผลจากรูปแบบการใช้ชีวิตที่มีพฤติกรรมเสี่ยงอย่าง
การดื่มเหล้า สูบบุหรี่ เคลื่อนไหวน้อย
ทานอาหารหวานมันเค็มจัด และมีความเครียด

Therefore, the use of reasoning sentences will reinforce the construction. The discourse on chronic Noncommunicable diseases (NCDs) clearly describes the origins and causes of these groups. As well as indirectly giving advice and warnings.

1.3 Methods of applying the presupposition

Chantima Angkaphanichakit (2014, p. 152) maintains that the method of using textual texts is the use of language to convey messages that imply that other messages or events have appeared before. And often comes with a word or sentence that expresses thoughts or beliefs; To reinforce some beliefs about chronic Noncommunicable diseases (NCDs)

Example (10) demonstrates the use of language to convey a message that expresses an idea or belief that Chronic Noncommunicable diseases (NCDs) are diseases of the elderly and the poor. This is a group of people who believe they are unlikely to have the ability and have no time to take care of their health. As a result, it is impossible to prevent the development of chronic Noncommunicable diseases (NCDs).

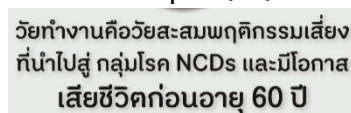
Example (10)



1.4 Techniques for using metaphors

Chantima Angkaphanichit (2557, p. 160) explains that the method of using metaphors is a strategy for communicating pictures of Noncommunicable diseases (NCDs) to recipients by using advantage to achieve Imagery and the power of conveying meaning in a manner of depiction to the audience to see the picture. And understand what the messenger wants to say by comparison. It also makes the communication of the thoughts of the messengers more colorful and interesting.

Example (11)



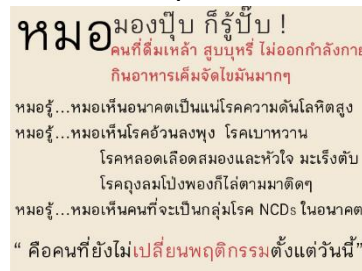
In the example (11), the visual and interpretive power of the disease group was created for Non-chronic infections (NCDs), using the comparison that "Working age is the cumulative age, a risk-taking behavior that leads to Noncommunicable diseases (NCDs) and the likelihood of death before the age of 60.

1.5 Strategies for using Intertextuality

The Intertextuality is the text that conveys the presence of pre-existing thoughts, voices, or information from others. It relates to the text being discussed in a way that responds,

reacts to, or interacts in any way, including this thought, tone, or information. It is like communicating ideas that are real.

Example (12)



In the example (12), the appearance, thought, tone and information from the doctor that cause chronic Noncommunicable diseases (NCDs), especially drinking Smoking, not exercising and eating salty foods, which citing information from the doctor is like communicating the idea that this is a real thing

Example (13)

กระทรวงสาธารณสุขพบว่า ปัจจุบันมีคนไทยที่รูปร่างอ้วน หรือ ทั่วมมากถึง 17 ล้านคน
และเสียชีวิตจากโรคอ้วนมากถึง 20,000 คนต่อปี

Citing data from the Ministry of Public Health, in example (13), is a testament to the seriousness of chronic Noncommunicable diseases (NCDs) as the Ministry of Public Health is a direct organization of health care for Thai people. The direct discourse is therefore heavy enough to point out the damage to the majority of the country. Moreover, citing information from the discourse source is like communicating the idea that this is actually happening.

1.6 Method of using modality

Strategies for using modality to express perspective It is a method of using words to express the opinions and confidence of the messengers about what they are talking about which inevitably happened.

Example (14)

ตัวอย่าง สูง 160 ซม. ต้องมีเส้นรอบพุงไม่เกิน $160/2 = 80$ ซม.

Emphasizing the waist circumference in the example (14) by using the word "must" have a waist circumference not greater than the height divided by two. It is a method for expressing opinions and confidence of the messengers about the criteria used as a standard for measuring health.

1.7 Sentence repetition strategies กลวิธีการซ้ำประโยค

A sentence repetition strategy involves combining two or more similar sentence structures in a way that emphasizes and compares them at the same time.

Example (15)

สแกนกรรม
สแกนฟูง

In example (15), it can be seen that two similar sentences are structured. Continue It is an attempt to emphasize and compare to see a clear picture that being obese is equal to having inherent karma.

1.8 The tactics refer to the majority

The tactics refer to the majority. It refers to individuals in society, all of which reflect the same popular behavior. This creates more credibility and compliant with the recipient.

Example (16)



Example (17)

คนไทยกว่า
300,000 คน
เสียชีวิตจากกลุ่มโรค
NCDs และมีโอกาส
เพิ่มขึ้นต่อเนื่อง
ทุกๆปี

Example (18)

กรรมหนักสุดที่คนไทยเกือบแสนกว่า
คนต้องได้รับการแก้กรรมเป็นอันดับหนึ่ง
คือ “ มะเร็งตับ ”

Overall statistical reference causes some beliefs or values about Noncommunicable diseases (NCDs), especially citing statistics of death among people worldwide with the disease 63% of chronic Noncommunicable diseases (NCDs), with both Thais having higher mortality statistics than the global average, for example (16), is an indication of the horror of the disease group.

In addition, the fear of Noncommunicable diseases (NCDs), which kills more than 300,000 Thais, continues to increase every year, for example (17). Hundreds of thousands of deaths high is liver cancer, for example (18), it is considered the use of verbal instruction in advising and admonishing to quickly correct life-threatening habits of the disease.

1.9 Strategies for using rhetorical questions

A rhetorical question is a question that doesn't need to be answered but leaves a blank space for the recipients to consider their own answers and the messenger expected the answer to be his own intended answer. In addition, the answers to these types of questions are clear. Therefore, the recipient leaves a blank to create an interesting weight of the message.

Example (19)

คุณกำลังเป็น มนุษย์ NCDs หรือเปล่า ?

Example (20)

วันนี้คุณกำลังเสี่ยงเป็นผู้ป่วยกลุ่มโรค NCDs อยู่หรือไม่?

From the questions in the examples (19) and (20), these are questions that do not require an answer. But left space in order to create weight for the recipient to turn their attention to themselves and answer such questions in mind whether they have behaviors that are at risk for chronic Noncommunicable diseases (NCDs) or not.

2. Discourse battle with chronic Noncommunicable diseases (NCDs)

A discourse creating in the instructive media series about Noncommunicable diseases (NCDs). This discourse also plays a role in the fight against chronic Noncommunicable diseases (NCDs), described below.

2.1 Countermeasures against

Countermeasures against strategy is a suggested and informed strategy against Noncommunicable diseases (NCDs), such as the introduction of fruit against Noncommunicable diseases (NCDs), for example (21) or against this group of diseases by onion, for example (22), through describing the chemical properties of such plants.

Example (21)

ต้าน NCDs ด้วยผลไม้



Example (22)



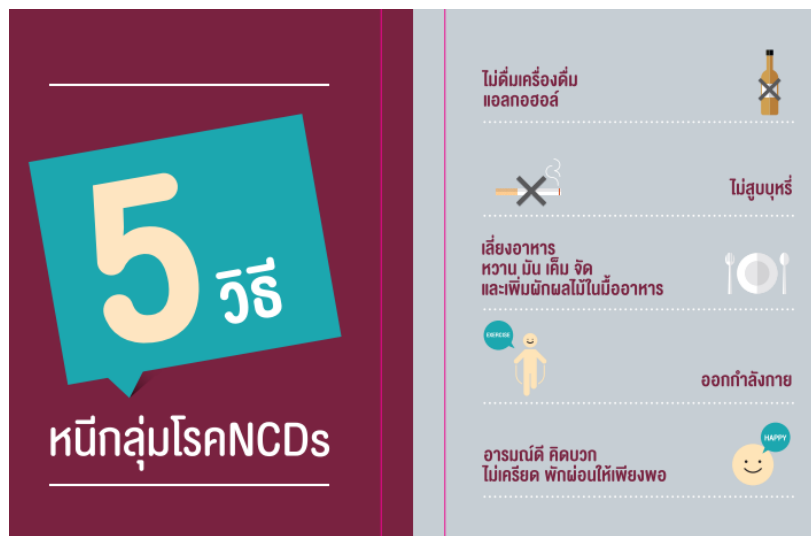
2.2 Tactic to avoid

Tactic to avoid is a guided practice in order to avoid chronic Noncommunicable diseases (NCDs) by providing brief and easy-to-understand recommendations which the patient can follow with ease, for example (23) and (24).

Example (23)



Example (24)



2.3 Proactive tactics

Proactive tactics is a strategy that uses persuasion to perform in order to audit, evaluate and screen for fundamental health whether they were classified as chronic Noncommunicable diseases (NCDs), for example (25).

Example (25)



2.4 Defensive tactics

Defensive tactics It is a strategy that uses guided speech in order to prepare, plan and deal with what happened by using positive thinking in dealing with life Along with solving the problem gradually, for example (26)

Example (26)

4

ขั้นตอน เตรียมกาย เตรียมใจ เตรียมพร้อม

เริ่มง่าย ๆ ด้วยการวางแผนจัดการชีวิตวันนี้

บันได - สร้างแรงบันดาลใจ เพราะเป็นพลังที่จำกัณสุด ต้องค้นหา
ปัจจัยเสี่ยงของตัวก่อน แล้วกำหนดเป้าหมายในการลด ละ เลิกให้ได้
เช่น ฝึกบุรุษเพื่อลูก ไม่ดื่มเหล้าเพื่อแม่ ลดถุงเพื่อลดโรค

บันทึ - ใช้ตารางบันทึกช่วยจัดการชีวิตในระยะยาวที่กำหนด
เช่น ตารางอาหาร ตารางการออกกำลังกาย บันทึกไดอารี่

BSR - ลงมือบรรลุ ทำเลย ปฏิบัติอย่างมุ่งมั่น และคอยให้กำลังใจ
ตนเองในระยะ เช่น ออกกำลังกายได้อาทิตย์ละ 3 - 5 วัน ทำได้จะบริหารเวลา
ตัวเอง หรือ ทำธุระให้เพื่อน ๆ ธุระเขาทำได้

BSR - ฝึกฝนการบรรลุเป้าหมาย เช่น ไม่ติดผลตรวจสุขภาพประจำปี
แล้วไปนั่งและคอยสวดมนต์ลด ละ เลิก น้ำตาลในเลือด ความดันเป็นปกติ
สุขภาพร่างกายแข็งแรงขึ้น ครอบครัวยั่งยืน เป็นคนอารมณ์ดีให้
สดใสทั้งวัน

Research Discussion

Fairclough's Critical Discourse Analysis (CDA) Framework (1995) is used to study a method for constructing discourse on chronic Noncommunicable diseases (NCDs) using analytical methods. Through nine structured language dimensions (texts) and the use of these discourses to combat Noncommunicable diseases (NCDs) with 4 strategies the link between the text and discourse practices can be seen under the context of Thai cultural society, which can be called a society that has entered the modern technology era and people have a more comfortable way of life than in the past. The following discussion will be discussed.

Considering the knowledge material set by the Thai Health Promotion Foundation (Thai Health Promotion Foundation) as a type of text, it would be found that the script could instill certain beliefs, attitudes or values according to the needs of messenger. By relying on the properties of the language in disguise and making the recipient feel as though what is being presented is a natural one that we would never question. It eventually becomes overwhelming and gives us a sense of satisfaction with the state we perceive and exist without thinking of changing. Because we see that what has happened is common.

In the end of the analysis of the instructive media set of the Thai Health Promotion Foundation (Thai Health Promotion Foundation) with the Critical Discourse Analysis (CDA) framework, we, therefore, have to raise questions about what happened and how it became. From the production process, the presentation is carried out according to the mechanism under state control. Whether using data sets from medical and nutritional institutions are what shape the direction of both physical and mental health care. All these factors lead to consumption and interpretation by the recipient to consider and interpret such texts in accordance with the basic rules of the society in which they belong. Thai society, in particular, has begun to enter the modern technology society and people have a comfortable lifestyle but lack good health care. The use of this discourse is therefore a key factor in the struggle



for the new generation to turn back to their own health and lead to changing attitudes towards health care and food choices.

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The Message of BTS for the Youth: A Case Study on the Popularity of BTS in North East India among 14-29 Age Group

Eshani Bora¹, Kamon Butsaban² and Buddhagarn Rutchatorn³

Abstract

BTS, the first Korean nominee group to perform at the Grammys and to receive a Grammy Award nomination, has become a global sensation right now.

Hallyu or Korean Wave started to gain popularity in India with K-POP especially in the North East region, and K-POP idols like BTS became the mainstream in the country. Although India is one of the major countries and biggest consumer market, Hallyu research has been mainly focused on East Asian countries and major Southeast Asian countries such as Vietnam and Thailand, and Hallyu fever in India has not received much attention in the study of Hallyu. As India is an important region in the study of Hallyu, it is meaningful to investigate how Hallyu, particularly K-POP, is gaining sensational popularity in India.

Against this background, this paper first analyzes the reasons why BTS gain sensational popularity in North East India based on the K-POP Diamond Success Model and storytelling framework by questionnaire surveys and interviews. Second, this paper explores how the message and the storytelling of BTS songs became a contributing factor to the popularity of K-POP in North East India centered on the review of previous studies.

Through this study, it aims to examine the popularity factors of BTS and the impact of their songs and message on Hallyu audiences in North East India, and the following conclusions can be drawn.

Firstly, more than 90% of respondents strongly agree that BTS's music and its lyrics are the biggest reason they like BTS. The ability, appearance, and fan service of idol groups developed through an excellent idol training system can also be a major factor, but rather, the message they convey through the song is the main factor in liking BTS and their popularity.

Second, the songs and lyrics of BTS contain stories that anyone can relate to and give courage and strength to be able to contemplate and overcome common problems around the world. The healing of the world through BTS' songs has a good influence on fans as well. BTS fans in India are paying attention to global issues and they donate and volunteer to make a better world. BTS is not just a popular boy band that is consumed commercially by fans,

¹Graduate School, Chulalongkorn University, Eshanibora@gmail.com

²Graduate School, Chulalongkorn University, kamon1932@hotmail.com

³Graduate School, Chulalongkorn University, Buddhagarn.R@chula.ac.th

but an idol that exerts a good influence. In conclusion, the popularity of BTS has played an important role in further developing and consolidating Hallyu fever in India.

Keywords: BTS, Hallyu Wave, Army, North East India, Fan

Introduction

BTS, a seven-member South Korean boy band, is possibly the biggest and most popular boy band in the world right now with several prestigious awards and honoraria (CNN, 2019). BTS is always being compared to the legendary band 'Beatles' as both enchanted waves of fans around the world and their series of albums are successful. Besides, BTS became the first group in Billboard history to spend five weeks at number one on the Billboard Artist 100 chart. Collectively the group brings an estimated 1.7 Trillion won (\$1.43 billion) worth of economic impact on the Korean economy after they topped on the Billboard Hot 100 chart with their hit song "Dynamite" in 2020 (Yonhap, 2020). Winner of several prestigious awards including the "Order of Cultural Merit" from the President of South Korea and being named as Time 100: Most Influential People of 2019 and Entertainer of the year 2020, the achievements of this K-POP act is applauded by fans, artist, and music critics around the world. BTS, an acronym for Bangtan Boys or Bangtan Sonyeondan has a huge fan following on social media platforms. They are named top social artists in the world with a huge social media presence on Twitter with 33.3M followers, Instagram 38.1M followers, and YouTube 45.8M subscribers (as of 6th March 2021). The name of BTS' fandom is "ARMY" (Adorable Representative MC for Youth) and is known to be one of the biggest fandoms in the world today. The concept of fan was described by Joli Jensen (1992, p. 9- 26) as a "response to the star system". The term 'Fandom' or 'Fan culture' is a community of fans that are built itself up around one specific pop culture and shares a mutual bond and enthusiasm. ARMY's contributions and donations for good causes are known by all. During the Black Lives Matter Movement, they (ARMY) matched BTS' \$1M donation within 24 hours. The K-POP act has worked with UNICEF for the LOVE YOURSELF CAMPAIGN since 2017 that stands against violence towards children and young teenagers and have had the honor of speaking at the UNITED NATIONS General Assembly twice.

BTS and BIGHIT Music renewed their commitment to UNICEF "Love Yourself" Campaign on 5th March 2021 (UNICEF, 2021). The Executive director of UNICEF Korea, Lee Key-Cheol mentioned the words he heard from a senior diplomat about BTS, "South Korea has made two major achievements in the past 60 years. the first one being democracy and economic development and the second one was producing BTS." (HYBE Labels, 2021, Time: 1'30-2'35 mins). The K-POP group had also promised a \$1M donation as the world enters the second year of the COVID-19 pandemic (UNICEF, 2021).

In renewing their commitment towards the campaign, the Grammy-nominated artists spoke about how LOVE YOURSELF Campaign has helped them on a personal level. It started with the thought that this campaign will not only help those around them but will also help them to love themselves.

The Hallyu or Korean Wave in India began in the late 1990s in the Northeastern region, which comprises of eight states (namely Arunachal Pradesh, Assam, Meghalaya, Mizoram, Tripura, Manipur, Sikkim, and Nagaland), is surrounded by neighboring countries like Nepal, Bhutan, Bangladesh, Myanmar, and China. Along with close physiological proximity with these countries, there are many cultural similarities between Korea and North-East Indian people (Reimeingam, 2014, p. 15; Athikho, 2017, p. 18-22; Kuotsu, 2013, p. 580-582). Manipur is the starting point of Hallyu when the Revolutionary People's Front ordered a ban on Hindi Films and TV channels (Bhaumik, 2000). Due to the ban, this led to a gap in the day-to-day entertainment in the lives of the people but that was slowly bridged by new types of entertainment and popular cultures from Korea, Thailand, Japan, China, and local Manipuri films and dramas (Reimeingam, 2014, p. 25-27; Kuotsu, 2013, p. 585-589). This new surge of popular culture from different countries came from Myanmar through trade links in the form of pirated DVDs, CDs, and some dramas and films airing in local television sets in Manipuri households (Reimeingam, 2014, p. 25-27; Kuotsu, 2013, p. 580-582). The Hallyu wave or the Korean wave, which was popular in China and other Asian countries, started becoming popular in Manipur followed by other North-Eastern states such as Nagaland and Mizoram. Today, the growth and popularity of Hallyu can be seen in all eight states as well as across the rest of India.

K-POP is the most popular element of Hallyu or Korean Wave in India, along with K-Dramas followed by K-Beauty and K-Food. The BTS fandom in India is one of the biggest K-POP fandoms in the country. There are two well-known fan pages of BTS namely Bangtan_india with 144K followers on Instagram and 100K followers on Twitter (on hiatus) and BTSindiaofficial with 114K followers on Instagram (as of 6th March 2021). Other Korean celebrities' fan pages are Lee Minho Indian fan page with 88.2K followers on Instagram and Team EXO India with 34.5K followers on Twitter (on hiatus) and 7509 followers on Instagram (as of 6th March 2021). According to data from Twitter, BTS is also the most mentioned K-POP group in India followed by EXO, Twice, TXT, and Got7 as seen in Figure 1 (from July 1, 2019, to June 30, 2020).



picture 1 : Most mentioned Kpop artists by market

Source: Twitter Blog 2020

Picture no 1 Most mentioned K-POP artists by market

Source: Twitter Blog (2020)

The North East India regional ARMY fanbase has a total of 5407 followers on Instagram and there are other regional and sub-regional fanbases for each state such as Bangtan Assam (1,562 followers), Mizoram BTS Army (6,013), Nagaland Army (1,334), Arunachal Army (1031), Meghalaya Army (1,680), Manipur Army (1,861), Tripura Bangtan (1,181), Sikkim Army (1002) (as of 6th March 2021), etc. When Spotify, a digital music streaming platform with millions of songs and podcasts was launched in India, in 2019; the company released six months of data (February-September 2019), where K-POP has streamed the highest in four North Eastern States namely Mizoram, Manipur, Meghalaya, and Nagaland (Spotify, 2019). This data clearly shows the ever-increasing popularity of K-POP in the North-Eastern states of India.

The rise of Hallyu or Korean Wave caused by K-POP in India deserves attention. As mentioned above, India has one of the biggest Hallyu markets and solid K-POP fandom. However, India has been a peripheral country of Hallyu research while East Asian countries like Japan, China, and Taiwan and Southeast Asian countries like Thailand and Vietnam gain a lot of attention. Though India has limited study on Hallyu until now, it is an important country for the sustainability and further development of Hallyu research as the fever of Hallyu and K-POP is rapidly growing in India.

Among the popular K-POP idol groups in India, BTS is the most sensational group and their popularity in India is obvious. However, compared to other idol groups, BTS's popularity is not just a temporary fever but they are the mainstream of K-POP Hallyu in India.

Research Objectives

Then what makes them so popular in India? The objectives of this research are as follows.

1. To understand the reasons behind BTS's popularity in North East India.
2. To explore BTS's message and storytelling become the main contributing factor in making K-POP highly well-received in NE India.

Theoretical Framework

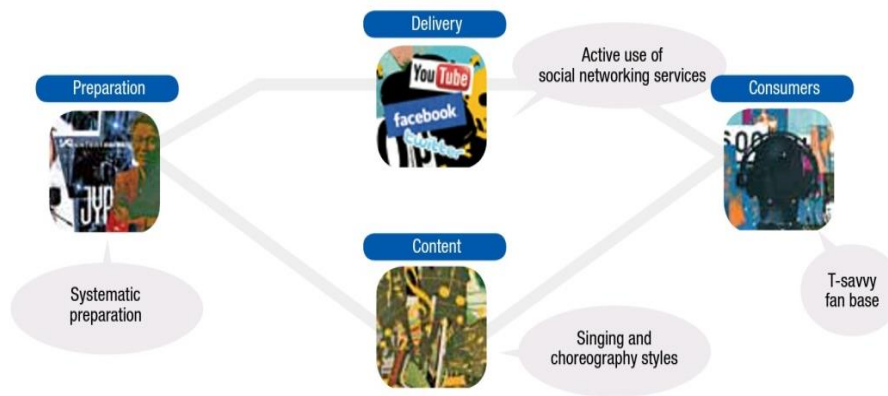
There are many previous studies on the success factors of K-pop idols. One of the recurring concepts analyzing the success of K-POP is the 'Diamond Success Model', introduced by Seo Min-Soo. It is a theoretical framework to organize and analyze the success factors of K-POP into four categories.

As seen in Figure 2, the first factor is the "systematic preparation" where the idols are trained for a period and are taught singing, dancing, acting, and modeling before their debut in the mainstream media and entertainment industry. The K-POP companies who cast them through auditions take responsibility for their training and nurture them to become K-POP idols whether as solo, duet or group acts. The trainees who perform well throughout their training period are selected to debut. Although there is no guarantee that all the casted individuals will get the opportunity to debut, as people can only see the best selected from the lot after the rigorous and intense training period (Seo, 2012, p.61-63). The "content" that is delivered to the fans is the most important part after the debut. Most K-POP groups have a concept of their own that is unique to them. The concept that is present in K-POP is what makes them different from Western artists. The content that is showcased is used to draw out fans and making it seem either "relatable" at times or it could be a concept based on "fantasy" or fiction. This part usually focuses on visuals, high-quality performances, music videos (MV), choreographies, and synchronization.

The content that is delivered is mostly targeted towards the young generation and tech-savvy individuals. Social media platforms such as Instagram, Twitter, Facebook, and YouTube, etc., are updated and content for the K-POP idols is always available for access. The content of the K-POP idols is not limited to only their musical outputs, but they keep their fans engaged and interacted with many comeback posters, teasers, debut posters, concept trailers and photos, performance video, moving posters, photoshoots, and endorsements. Lee Soo-man, who is founder of the SM Entertainment, spoke about CT or Cultural Technology and NCT or New Cultural Technology in 2016, where he showed a framework of four stages namely Casting, Training, Production, and Management (SMTOWN, 2016, Time: 2'40-6'45 mins). He highlighted 'Localization of Hallyu' and argued that delivering K-POP to just Asia is not the only goal but to showcase the genre around the globe (SMTOWN, 2016, Time: 32'16-34'58 mins).

In the case of BIGHIT Music, the company that manages BTS, the training of idols is done in a more school-like environment that allows them to have their freedom (Kwak, 2019). This shows the different training structures and K-POP delivery techniques in Korean entertainment companies.

Idols produced by the systematic training are evaluated as K-pop success factors and preparation, delivery, contents, and consumers are the most basic elements of idols' popularity. In this sense, it can be an important theoretical tool to understand the popularity factors of BTS.



picture no 2 Kpop Diamond success Model

Source: SEO MIN-SOO Lessons from K-POP's Global Success, (2012: p. 62)

With the Diamond Success Model framework, storytelling strategy is at the heart of K-POP. K-pop idol groups are diversifying into various media. At this time, the diversification strategy is based on the unique worldview given to the idol, that is, the story world, and it is proceeding in a way that induces participation of the fandom. The story world of K-pop idols follows a standardized narrative style. For instance, Idol group EXO chose a romance style by recreating the superhuman as a deviant being, and BTS recreating 'Another Me'. Although EXO's and BTS's narrative styles are different from each other, it is similar in those people who are isolated and marginalized in the real world can feel satisfaction and comfort by proxy through their stories and relieve anxiety.

According to Nothrop Frye (1957), narratives can be classified into four styles, which are romance, high mimetic, low mimetic, and irony. Since most K-pop idols maintain the concept of "idol," they adopt a narrative style that mimics the upper part, in which the protagonist with superior abilities than others appear. However, some idols reproduce the subject who lives in reality, i.e., the main character in the sub-imitation style. These characters

can be found mainly in realism narratives and have similar weaknesses as ordinary people living in reality.

BTS is an idol that reproduces “the protagonist”, that is in reality. In the story world of BTS, the members appear as characters with weaknesses similar to those of ordinary humans. Since the characters appearing in the narrative are reproduced as a set of externalized behavior patterns in various situations, the characters are constructed through the behavioral motifs assigned to them. In the narrative, the protagonist of BTS Story world, that is, BTS members was given problematic behavioral motifs such as traffic accidents, expulsion, family problems, poverty, trauma, and suicide attempts. Since the readers of reality also have the weaknesses of the protagonist, sympathy for the protagonist is naturally aroused in the process of learning the narrative.

Because the problematic reality and weaknesses that anyone can experience are projected onto the character, people perceive the idol as the same being as themselves. Accordingly, idols are reborn as beings that go beyond simple idols to reveal reality and provide empathy and comfort to users who consume them. In this sense, storytelling plays an important role in building consensus with fans.

Research Methodology

The methods applied in this study are structured questionnaires circulated through Google forms, semi-structured online interviews through telephonic or through SNS. A total of 266 responses were collected from 1st October -5th November 2020, from the age group of 14-29 years among BTS’s fans (ARMY) in North East India. The age group focused for this study is 14-29 years because this age group consists of the young people who are more tech-savvy, keep up with the trends, and are the ones who get interested in popular cultures. Eight interviewees from the 266 respondents were selected through purposive sampling augmented to the Snowball technique to support the data. Secondary resources such as journal articles, news articles, blogs, interviews, summits, interviews from HYBE Labels were used to further facilitate the understanding of the data analysis.

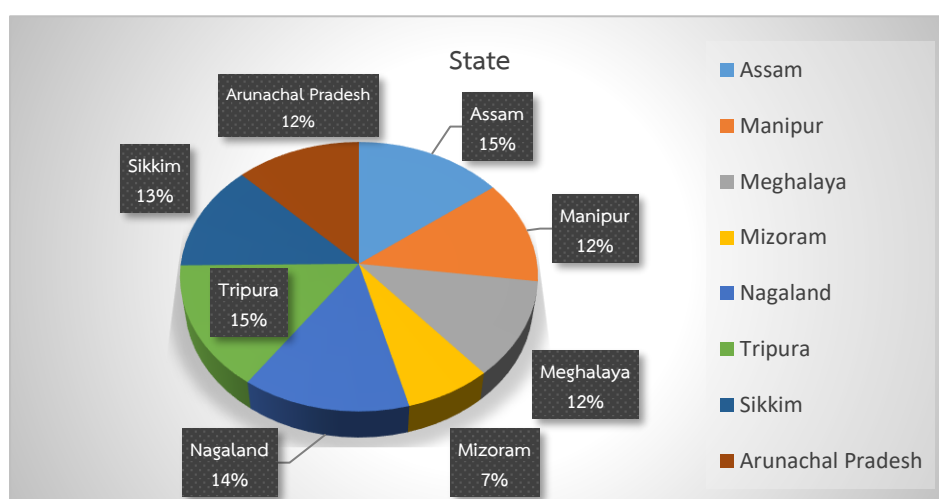
Literature Review considered for this study reveals that existing studies on BTS focus on their success factors on the global level, the message of BTS as celebrity diplomats, storytelling strategies of BTS’s as a brand to increase audience and fans interaction, the structure of BTS’s fandom which has a socio-cultural force in the digital era and participatory cultures within BTS’s fandom (Lazore, 2021 p. 47-62; Byung-Kee, Lee et. al., 2019, p. 6-35). Some studies also have highlighted how BTS has utilized the Love Yourself Campaign to spread their message to a bigger audience. Not only through this campaign but through social platforms and their fans- ARMY who have further promoted the message through hashtags on social media (Evangelista, 2019, p. 1-27).

Other studies investigated for this paper on a regional level focused on the Hallyu or Korean Wave in North East India as a whole and the reasons behind its long-standing in the region. They focus on the history of Hallyu Wave and the “Hybrid culture” that has developed after interacting with the local cultures of North East India and the proximity of the region with the East Asian and South Asian countries, youth’s interest in popular culture (Reimeingam, 2014, p. 15; Athikho, 2017, p. 19-22; Kuotsu, 2013, p. 579-599) and has also examined the piracy culture and the partial factor piracy which facilitated the growth of the popularity of South Korean films in the regions.

Research Results

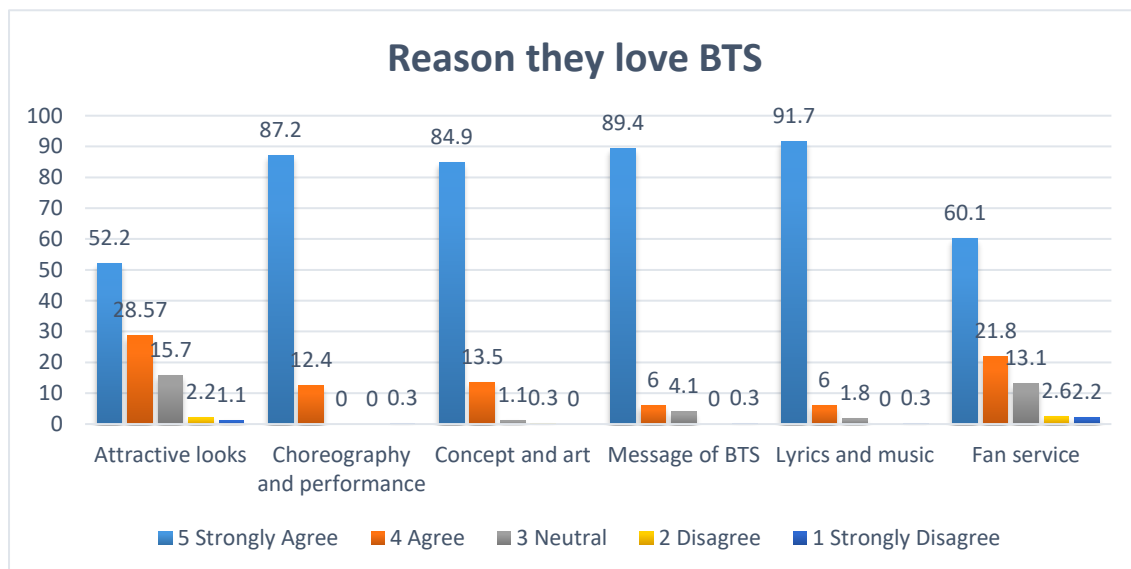
This study uses online Google forms and a total of 266 BTS fans ARMY are respondents and eight interviews have been conducted among K-POP fans to understand in an elaborate form the popularity of BTS among North East K-POP Fans.

The BTS fans in the age group of 18-21 have the highest number of responses for the online Google form accounting to 34.9% of 266 respondents followed by 14-17 ages with 31.9% responses, 22-25 ages accounting to 28.1%, and the least from 26-29 ages with 4.8%. Regarding the gender of the respondents, 92.8% are females while 7.1% are males. The population distribution of the respondents from eight states can be seen in **Figure 3** below. The highest number of respondents are from Assam and Tripura accounting for 15% followed by Nagaland with 14%.



picture no 3 Population distribution of Respondents.

When the respondents were asked the reason why they love BTS, 6 categories were given to them namely Attractive looks, Choreography and performance, Concept and art, Message of BTS, Lyrics, and music and Fan service; they had to rate each category on the scale of 5-1 ranging from Strongly agree to strongly disagree. The following **Figure 4** shows the result.

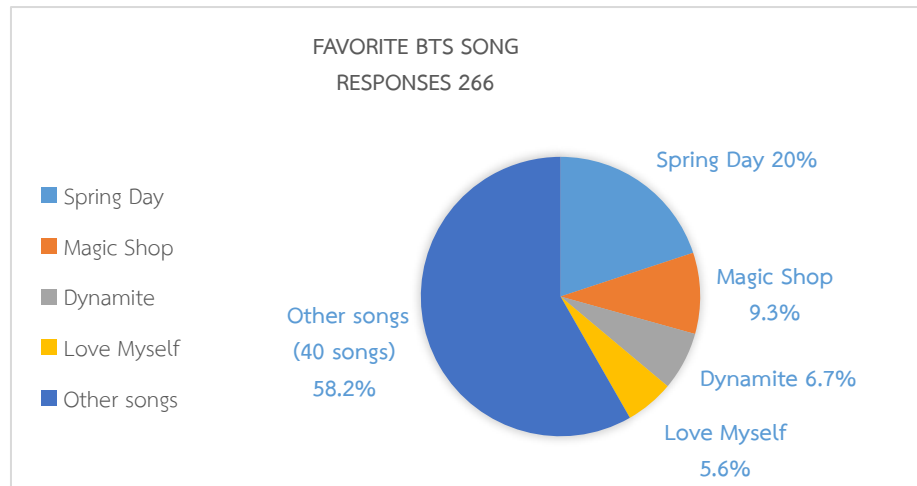


picture no 4 Reason Respondents love BTS.

From the above graph, it is observed that Lyrics and music have the highest percentage of 91.7% respondents strongly agreeing to it, followed by Message of the group with 89.4% and Choreography and performance 87.2%.

During the interviews, most of the Interviewees mentioned BTS songs to be “*healing*”, “*comforting*”, “*meaningful*”, “*sincere*”, “*inspiring*” and “*relatable*”. Other comments on BTS’s message were, “*They saved me from something bad*”, “*Their songs teach me to love myself*” and “*They help me to embrace myself and my mistakes.*” The members of BTS are in their mid and late twenties, so the way they express themselves through their music is easy for young people to understand and relate to. The song lyrics are “**Their Narrative**” implying that they narrate their own story (Byung-Kee, Lee, et al., 2019, p. 13-17; Herman, 2018).

The respondents were also asked which BTS song is their favorite and as seen in **Figure 5**, it is observed that *Spring Day* is the most favorite song by a majority of 20% of respondents followed by Magic Shop (9.3%), Dynamite (6.7%) and Answer: Love Myself (5.6%). In the other songs’ category, the respondents mentioned 40 songs including Save me, Make it right, Bulletproof: The Eternal, Euphoria, Crystal Snow, Zero’O Clock, etc.

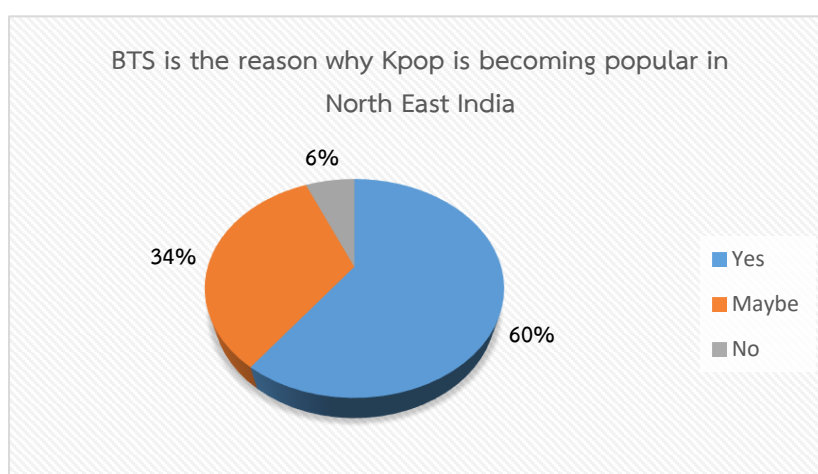


picture no 5 Favorite Song

The lyrics of “Spring Day” released in 2017 highlights the hardships faced by the youth. The song gives reference to three things: Snowpiercer (2013), Omelas (1973), and Sewol Ferry Incident (2014). Snowpiercer is a sci-fi film released in 2013, which describes life on earth after a global catastrophe and life exists only on a train called Snowpiercer which goes around the earth for many years. The train is divided into first-class and coach. The elites sit on the first class and the common people on the coach. Spring day MV also shows a train where the boys sit on the coach's side, who want to break free from the rigidly structured society and find their way out of it. The second reference is the Omelas which has been taken from the short fiction named 'The ones who walk away from Omelas' by Ursula K. Le Guin in 1973.

In the book, Omelas is a utopian place. The happiness of the people depends on the despair of a child who is locked in a dark isolated place. When the people enter the Omelas, they are given a choice to stay or to walk away from the bitter truth. Many turn a blind eye to it, while some walk away from Omelas. The same is depicted in Spring Day. They search for a way out of the Omelas to escape the dark reality and find their happiness. The last reference is the Sewol Ferry Incident which took place on 16th April 2014 in South Korea. This is one of the biggest heartbreaking tragedies where many young boys and girls lost their lives. The song “Dynamite” which was released in 2020 during the Covid-19 pandemic, rejuvenates the community during the difficult times of the world. The song is inspired by the 70s Disco pop music and gives the message of positivity and a break from the stagnant lives of the people. In an interview with MTV (MTV News, 2020, Time: 1’40-1’49 mins), BTS RM said “It’s a song about what to do when things don’t work out the way we plan.” Dynamite became the first song by a Korean act to debut at No. 1 on the Billboard chart in 2020.

Lastly, the respondents were asked if BTS is the reason why K-pop is becoming popular in North East India and findings show that 60% of the respondents agree with the statement, 34% responded with maybe and only 17% disagreed with it, as seen in **Figure 6**. The interviewees, when asked to comment on the reason why K-POP is becoming popular in North East India, mentioned BTS as the answer. According to them, BTS is the reason why young people today are interested in Korean Wave and its components such as K-Beauty, K-Food, K-Dramas. The strong connection between them and their fans has made this possible. BTS and ARMY have made a socio-cultural impact in society and cyberspace (Chang and Park, 2018, p. 279, Byung-Kee, Lee et. al., 2019, p. 20-23), which makes the fandom different from the traditional structure of fandoms. Just like how BTS and Army donated \$1M each during the Black Lives Matter Movement in 2020, regionally in North East India the fans made a remarkable donation of over ₹5 lakhs for the Assam Floods which devastated many lives during the COVID-19 pandemic in July 2020 and the donation was raised by BTS ARMY NE INDIA and the BTS army helps India (Iyer, 2020).



picture no 6 BTS is the reason why K-POP is becoming popular in North East India

Research Discussion

From the above analysis, it can be observed that the first research objective of finding the reasons behind BTS's popularity in North East India has been achieved. First, more than 90% of respondents strongly agree that BTS's music and its lyrics are the biggest reason they like BTS. The ability, appearance, and fan service of idol groups developed through an excellent idol training system can also be a major factor, but rather, the message they convey through the song is the main factor in liking BTS and their popularity. The lyrics and songs are closely knitted with the message of the group, so it contributes to K-POP being highly well-received in the NE region. The strong correlation between their message and lyrics shows the personal narrative of the members (BTS) which brings them closer to their fans.

The delivery of speeches and songs with a personal appeal to them has brought about unprecedented new changes within the fandom such as emotional, philosophical, cultural, and progressive thinking. Second, the songs and lyrics of BTS contain stories that anyone can relate to and give courage and strength to be able to contemplate and overcome common problems around the world. The healing of the world through BTS' songs has a good influence on fans as well. BTS fans in India pay attention to global issues and they donate and volunteer to make a better world. BTS is not just a popular boy band that is consumed commercially by fans, but an idol that exerts a good influence. The reasons behind their popularity in the region also validate previous studies on BTS's success globally.

Hallyu Wave has been prevalent in North East India for the last 20 years, and now K-pop has become mainstream music due to the popularity of BTS. The interviewees have also shown their interest in listening to many other K-POP groups and idols and have taken a deep interest in Korean culture. During an interview with Rolling Stone India, BTS mentioned they were aware that ARMY raised money to donate for the floods that affected the people and drew inspiration from their fans in India (Chakraborty, 2020). Therefore, the BTS fever in India is not a "temporary interest on the group" but has a deeper impact on the lives and actions of the fans. In conclusion, the popularity of BTS has played an important role in further developing and consolidating Hallyu fever in India.

Further Research Suggestion

For further research, it is recommended that data during the COVID-19 pandemic on how BTS became the most streamed K-POP artist in India can be taken into consideration. Due to the lack of studies on the popularity of K-POP in the North East India region the prevalence of the Korean Wave cannot be proved with accurate data and information. Therefore, more studies on K-pop in North East India can help in understanding how K-POP has such a long-standing in the region. The efforts of the BTS's fans in promoting the group's message should also be researched which will further facilitate understanding how K-POP fandoms work in the region.

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Communication of Phatthalung Sangyod Rice to Promote The New Scenario of Management and Marketing, The Initiative Project of Her Majesty Queen Sirikit

Archarin Pansuk¹, Pattareya Sungnoi² and Pattama Ketum³

Abstract

This research paper aimed to study the possibilities of communication of Sangyod Rice, Phatthalung Province of the new dimension of the future: management and marketing, in response to Her Majesty Queen Sirikit the Queen Mother in His Majesty King Bhumibol Adulyadej the Great. The research used the Delphi technique. The sample consisted of 30 experts in the southern region of various disciplines. The statistics used for analyzing were median and interquartile range. The research results showed that experts agreed that there were the possibilities of communication of Sangyod Rice, Phatthalung Province of the new dimension of the future as follows: 1. in term of management, experts agreed that the possibilities were at the highest level in planning, organizing, staffing, directing, coordinating, reporting and finance or budgeting 2. In term of marketing, experts agreed that the possibilities were at the highest level in product, price or cost, place to sell products, marketing promotion and people as a manufacturer and experts also agreed that the possibilities were at the high level in political strategy, public opinion, period, and psychology factors. The results of this study can be used as a guideline for promoting Sangyod rice in a new dimension, in particular, increasing the use of information technology and online media.

Keywords: Communication, Sangyod Rice, Marketing, Management

¹College of Innovation and Management, Songkhla Rajabhat University, koong13@hotmail.com

²Faculty of management sciences, Songkhla Rajabhat University, pattareya_sung@hotmail.com

³Independent researcher, koong13@hotmail.com

Introduction

Sangyod rice of Phatthalung is a rice species that has been bestowed by Her Majesty Queen Sirikit The Queen Mother in His Majesty King Bhumibol Adulyadej The Great and H.M. Queen Sirikit initiated a project to organized a sample farm and Sangyod rice plantation project in the rice field area of rice research center in 2000. In the occasion of the 72nd Birthday Anniversary, H.M. Queen Sirikit distributed Sangyod rice seed to the public at the Queen Sirikit National Convention Center. Currently, in order to respond and continue the initiative of H.M. Queen Sirikit combined with the popularity of consuming healthy rice with more value, the Phatthalung Rice Research Center has therefore improved local rice varieties with unique characteristics and in 2004, Phatthalung province designated the Sangyod rice variety as 1 in 3 varieties with the goal of promoting production in a comprehensive rice development project. In fiscal year 2008, Office of Agricultural Economics Region 9 gave importance to Sangyod rice by integrating with local agencies in preparation for zoning of Sangyod rice planting area as a mechanism to drive farmers in order to continue the initiative of H.M. Queen Sirikit successfully carried out with great success. (Office of Agricultural Economics Region 9(n.d.).

Sangyod rice is a local rice variety of Phatthalung province which has been cultivated and popular in the area for many generations. Sangyod rice is rice that has different characteristics from other varieties of rice that the seed coat has a faint white and red color until dark red in the same seeds, and after cooking, it will soft, fragrant aroma, sweet taste, red, quite sticky and easy to digest so it is suitable for the elderly and general health-loving people. In addition, Sangyod rice is also a rice of pride of Phatthalung people because it is a geographical indication product (GI) according to the Protection of Geographical Indication Act 2003 under the name "Sangyod rice Muang Phatthalung ", which is considered the first GI rice of Thailand. Sangyod rice has the following benefits; first, there is a lot of soluble fiber that has the property to reduce bad cholesterol (LDL) which is the cause of coronary heart disease. Second, Sangyod rice has more vitamin E than other rice types which is well known that help to slow down the aging of the skin and also help to prevent amnesia because the vitamin E in Sangyod rice is gamma oryzanol and other antioxidants. Third, Sangyod rice has high inositol (B3) which is important for the skin and nervous system because lacking this vitamin will cause "Pellagra" disease; neurological disorders and fourth, the red color of Sangyod rice is an anthocyanin type flavanoid pigment which has antioxidant properties that help to slow down aging and reduce the risk of diseases such as heart disease and cancer.

Sangyod rice is regarded as the most valuable heritage of Thailand that needs to be preserved and an alternative to sustainable farmer's development. The study of Sangyod rice and the new marketing communication in the oneness theory (Somkuan Kaweeya, 2004) coincides with the implementation of integrated research with new communication concepts and new public management that aims to achieve the most effective management of the

organization by changing government management methods to be similar to many successful private sectors in the age of globalization (Thosaporn Sirisamphan, 2013). Sangyod rice communication and rice management in the southern region are considered government organizations as well as other Thai rice developmental organizations which must be managed to be efficient and effectiveness of management with the formulation of strategies, objectives and goals of organization.

It must have obviously indicators of the achievement of the operation and can clearly verify the performance which combined with the new marketing communication to promote southern rice for a new rice strategy under a variety of academic professional's perspective and it will lead to the development, promotion of the strength of the community and Thai rice conservation.

Research Objectives

This research paper aimed to study the possibilities of communication of Sangyod Rice, Phatthalung Province of the new dimension of the future: management and marketing, in response to Her Majesty Queen Sirikit the Queen Mother in His Majesty King Bhumibol Adulyadej the Great.

Theoretical Framework

Basic theoretical concepts used in this research consisted of:

1. Management Theory: The evolution of public administration and the type of administration

The POSDCORB theory plays an important role in both public and private management. POSDCORB administrative processes or theories include 1) Planning 2) Organizing 3) Staffing 4) Directing 5) Coordinating 6) Reporting and 7) Budgeting (Chumphon Nimpanich, 2010)

2. Nine P's of marketing mix theory

Nine P's of marketing mix theory in Eleven Elephants Paradigm consists of 1) Product 2) Price 3) Place 4) Promotion 5) Political strategy 6) Public opinion 7) People 8) Period and 9) Psychology (Somkuan Kaweeeya, 2012)

Research Methodology

Delphi research method was used for data collecting and the sample group consisted of 30 experts in the southern region of the program, with various academic contexts, education levels and southerners and the statistics used for analyzing were median and quartile range.

Research Results

After the experts give comments on management and marketing by answering 2 rounds of questionnaires to find the conclusion, the results can be analyzed as Table 1:

Table 1 The new dimensions of future of communication, Sangyod rice in Phatthalung province: Management and Marketing

No	Items	Expert's Opinion				consistency
		Round 2		Round 3		
		M.D.	IR	M.D.	IR	
Management: Planning						
1	Determination of analysis SWOT on the market mechanism at both the provincial and southern levels and the national level of Sangyod rice systematically	4.00	1.25	4.00	1.00	✓
2	Defining plans such as budget structure, human resource development structure and having a linked database	4.00	1.25	5.00	1.00	✓
3	The determination of management and decentralization plans for the local government and related agencies clearly and sustainably	4.00	1.00	5.00	1.00	✓
4	Continuous management plan to promote the image of Sangyod rice in Phatthalung province	4.00	1.00	4.00	1.00	✓
5	Defining risk management plans both inside and outside the country	4.00	1.00	4.00	1.00	✓
Management: Organizing						
6	Defining a plan for managing activities and relationships between related organizations throughout the system	4.00	1.25	4.00	1.25	✓
7	Establishing product research and development departments and marketing departments using quality control concepts throughout the organization.	5.00	1.00	5.00	1.00	✓
8	The organization is assigned to a high level of self-determination.	4.00	1.25	4.00	1.00	✓
9	Determining the size of the organization suitable for the Bureaucratic Reform Act	4.00	1.00	4.00	1.00	✓
10	Establishment of 5 technology groups and target industries	4.00	1.25	4.00	1.25	✓
11	The establishment of farmers to be the production department and the government and private agencies to be the marketing department Public relations department Research and development department, etc.	4.00	1.25	4.00	1.00	✓

No	Items	Expert's Opinion				consistency
		Round 2		Round 3		
		M.D.	IR	M.D.	IR	
Management: Staffing						
12	Every level of management of the organization have to create quality products according to the quality control concepts throughout the organization	4.00	1.25	5.00	1.00	√
13	Team development of the entire system in 5 technology groups and target industries.	4.00	1.25	4.00	1.00	√
14	Assignment of directors on the basis of fairness and transparency of products	4.00	1.00	4.00	1.00	√
Management: Directing						
15	Determination of support is legitimate, especially for farmers to maintain quality rice cultivation in accordance with good governance principles.	5.00	1.00	5.00	1.00	√
16	Determining support is correct by developing quality products that are environmentally friendly.	4.00	2.00	4.00	1.00	√
Management: Coordinating						
17	To specify coordination between central and regional offices	4.00	1.00	4.00	1.00	√
18	To specify coordination or cooperation from academics	4.00	1.00	5.00	1.00	√
19	Clearly defining the coordination of internal and external organizations in carrying out various activities in whole system	4.00	1.00	4.00	1.00	√
Management: Reporting						
20	Continuously establishing reports of plans for financial situations or crises when they are audited.	4.00	1.00	5.00	1.00	consistency
21	Determination of the annual performance report or the operating results, which contains data from all departments and organizations	4.00	1.00	4.00	1.00	√
Management: Budgeting						
22	Transparent budgeting management for both balance sheet, deficit and cash flow statements with standard, and an auditor is appointed for accurate and accurate disbursement of budget standards	4.50	1.25	5.00	1.00	√
23	Determination of budget management by considering good governance principles of all classes	5.00	1.00	5.00	1.00	√

No	Items	Expert's Opinion				consistency
		Round 2		Round 3		
		M.D.	IR	M.D.	IR	
24	Determination of budget management to return to the community in the form of social responsibility	4.00	1.00	4.00	1.00	✓
Marketing: Product						
1	The determination of Sangyod rice products in Phatthalung province with regard to the the knowledge of Sangyod rice varieties and receiving rice varieties from H.M. Queen Sirikit	4.50	1.25	4.50	1.00	✓
2	The determination of Sangyod rice products in Phatthalung province with regard to the dissemination and preservation of Sangyod rice varieties in Phatthalung province	4.50	1.00	4.50	1.00	✓
3	The determination of the Sangyod rice products in Phatthalung province, considering that the Sangyod rice is the driving force for farmers in order to fulfill the royal initiative of H.M. Queen Sirikit who is gracious to the Thai people. Inexhaustible	5.00	1.25	5.00	1.25	✓
4	The determination of Sangyod rice products in Phatthalung province with regard to pride of Phatthalung people because they are geographical indication products or GI Rice according to the Geographical Indication Protection Act 2003	5.00	1.00	5.00	1.00	✓
5	The determination of Sangyod rice products in Phatthalung province with regard to a large amount of water-soluble dietary fiber and good cholesterol-lowering properties (LDL), including heart acids	4.00	1.00	4.00	1.00	✓
6	The determination of Sangyod rice products in Phatthalung province, considering that Sangyod rice has higher vitamin E than other types of rice, which helps to slow down the aging of the skin. And help prevent memory loss, because vitamin E in Sangyod Muang Phatthalung rice is gamma-oryzanol and other antioxidants.	5.00	1.00	5.00	1.00	✓
7	The determination of Sangyod rice products in Phatthalung province with regard to the Sangyod rice has high iacin (B3), which is important for the skin and nervous system, and this vitamin deficiency can cause "Pellagra"; neurological disorders and amnesia	4.00	1.00	4.00	1.00	✓

No	Items	Expert's Opinion				consistency
		Round 2		Round 3		
		M.D.	IR	M.D.	IR	
8	The determination of Sangyod rice products in Phatthalung province with regard to the red color of the rice as an anthocyanin flavonoid pigment that has antioxidant properties which helps to slow down aging and reduce the risk of diseases such as heart disease	4.00	1.00	4.00	1.00	√
9	The determination of Sangyod rice products in Phatthalung province is a valuable heritage of Thailand that needs to be conserved and is an alternative to sustainable farmers's development.	4.00	1.00	4.00	1.00	√
10	The definition of Sangyod rice in Phatthalung is from Phatthalung province in southern Thailand.	5.00	1.00	5.00	1.00	√
Marketing: Place						
11	When determining the place of sale, the convenience of traveling should be taken into consideration when buying Sangyod rice in Phatthalung province	4.00	1.25	4.00	1.25	√
Marketing: Promotion						
12	Defining communication to promote new marketing by using digital media and having modern media such as Cable Television or Satellite Television. Smart Phone, Internet, Social Network, Internet Television, Newspaper Online, Magazine Online	4.00	1.00	4.00	1.00	√
13	Establishing communication to promote the market should consider the satisfaction of Sangyod rice consumption in Phatthalung province.	4.00	1.00	4.00	1.00	√
14	Establishing communication to promote the market should consider the satisfaction between buying Sangyod rice	4.00	1.00	4.00	1.00	√
15	Defining communication for promoting marketing should consider advertising.	4.00	2.00	4.00	2.00	√
16	Defining communication for promotion of the market should take into consideration mass communication such as radio, television, movies, publications through digital system	4.00	1.25	4.00	1.25	√

No	Items	Expert's Opinion				consistency
		Round 2		Round 3		
		M.D.	IR	M.D.	IR	
17	Defining communication for marketing promotion should take into consideration the communication of the public relations media of the organization such as brochures, posters, journals, television programs, videos, radio spots, digital telephones.	4.00	1.00	4.00	1.00	√
18	Defining communication for marketing promotion should consider internet communication information such as websites, youtube through digital system	4.50	1.00	4.50	1.00	√
19	Defining communication to promote marketing should consider social media communication such as line, Facebook, Twitter through digital system	4.50	1.00	4.50	1.00	√
20	Defining communication for marketing promotion should consider communication activities such as exhibitions, music shows, special exhibitions, festivals through digital system	4.00	1.00	4.00	1.00	√
Marketing: Politics						
21	The formulation of political strategies with regard to service satisfaction in order to protect the rights of consumers such as FDA and TISI	4.00	1.25	4.00	1.25	√
22	The formulation of political strategies with regard to the satisfaction of the damage insurance in Sangyod rice, Phatthalung province.	4.00	1.25	4.00	1.25	√
Marketing: Public opinion						
23	The determination of a referendum at the level of healthy food lovers and satisfaction in Sangyod rice in Phatthalung province in the context of international religion	4.00	1.25	4.00	1.25	√
Marketing: People						
24	Setting the standard for farmers to contribute to Sangyod rice, Phatthalung province	4.50	1.00	4.50	1.00	√
25	Standardization of media public relations staff in promoting Sangyod rice in Phatthalung province	4.00	1.25	4.00	1.25	√
26	The determination of standards of transportation personnel in the work system of Sangyod rice promotion division in Phatthalung province	4.00	1.00	4.00	1.00	√
27	Setting the standard for entrepreneurs in the promotion of Sangyod rice in Phatthalung province	4.00	1.25	4.00	1.25	√

No	Items	Expert's Opinion				consistency
		Round 2		Round 3		
		M.D.	IR	M.D.	IR	
Marketing: Period						
28	Determining travel satisfaction to the Sangyod rice production source for trust in every step of the Sangyod rice consumption, Phatthalung province	4.00	1.00	4.00	1.00	consistency

According to Table 1 shows that experts agree that there is a possibility of communication in all management and marketing in almost every area except for the price and psychological factors that experts do not agree in same direction

Research Discussion

According to management theory or may be called Factors that play an important role in management are POSDCORB theory, which is the management process at Luther Gulick & Lyndall Urwick(1937), quoted in Kajcienski, Chester Donald (1980) proposed for use as a modern management approach which can be applied to management regarding the promotion of Sangyod rice, especially as a guide for executives in various fields as follows:

Management

Planning: The organization must have specify and clearly various plans such as the budget structure regarding Sangyod rice management Human resource development structure or a linked database in which the organization must establish management decentralization plans for local administrative organizations and various departments in order to create a network and strength in line with Tippawadee Meksawan (2000) that the characteristics of an organization that focuses on achievement must have general characteristics. One important thing is that there must be decentralization of decisions and money management to manage people to lower level agencies in order to be able to work appropriately. It is an opportunity for mid-level and mid-level executives who understand the problem well to become a problem solver and accumulate experience to advance to higher level executives. The management regarding the promotion of Sangyod rice, in terms of having a plan, must consider the policy.

Staffing: the organization should define the management of the organization at every level should have to create quality products based on the concept of quality control throughout the organization and is based on fairness and transparency of the products in accordance with Wacharatarat Chad (2010) who studied factors affecting being a learning organization: a comparative study between government organizations and Private organization and found that team-level learning organization is one factor that can explain 87% of organization-level learning organization together with other factors.

Directing: The organization should support correctly, correctly by allowing farmers to maintain quality rice cultivation in accordance with good governance principles. And easy access to fair development that is equal in accordance with the traditional management theory or traditions of Max Weber (Max Weber, referring to Chumphon Nimpanich (2010), which divides the power of Governing or administration into 3 forms, one of which is an administration based on laws and reasoning by administrative tools of executives is law because if executives do not have laws or do not adhere to the laws or administrative regulations, it can damage organization.

Coordinating: The organization should coordinate with good and honest farmers in every production process, including cooperation or assistance from academics in various fields, such as in the target technology and industry groups to create new knowledge as well as research and product development and to study the guidelines or trends of the market that supports Sangyod rice in the future, etc., in line with Theory of Cooperation of Barnard (1938) that the commanding power of the commander does not destroy subordinate interests.

Budgeting: The organization should have a transparent budget management regarding balance sheets, deficit statements and cash flow statements. An auditor is appointed for accurate disbursement of disbursements and to consider the principles of good governance of all classes in accordance with the Canadian International Development Agency: CIDA (1999), quoted in Kajcienski(1980), which states that it is a way to improve management to effectiveness and accountability transparency for people.

Marketing: Product: The way to present products to meet consumer satisfaction is to present value in products and services for consumers to decide to buy or accept the product, especially the presentation that Sangyod rice in Phatthalung province is a rice variety that has been graciously granted by H.M. Queen Sirikit and nutritional benefits of Sangyod rice and it will help people see value, importance and quality of Sangyod rice. All of these represent the value of Sangchang rice products in various dimensions can create interest among consumers in many groups, such as the Thai conservation group, healthy group, public health groups, etc.

Price: Price is the price that a consumer pays to receive the product and it must be suitable for the competitive position of the product and generate an appropriate profit to the business or the amount that is collected as goods or services or total of the value that buyers exchanged in order to derive benefits from the availability or use of products, products, or services or pricing policies. Price determination must determine the cost of production, competitive conditions, expected profit and price of competitors. There is still disagreement between academics about the price beside Sangyod because the development of Sangyod rice products may still be in the initial stage of product development aimed at grade A health products under the same standards throughout in harmony with Makasiri Chaowakul et al. (2011), Saran Watthanachariya et al. (2011) and Itthiphong Mahathanaset (2013) who study

about competition Thai rice exporters in the world market have found that Thailand has to face intense competition and it has market share of rice from many countries, so if wanting to push Sangyod rice to be able to export, Sangyod rice must be developed to meet international standards as much as possible. In addition, product development is diversified, more interesting and organized structure or organization with responsibility that has a more clear structure than the present, which makes the pricing satisfactory to both the producer and the consumer cannot afford to occur clearly, in accordance with Phatthaphon PhakdiChanuan(2002) who studied the effect of storage methods on the quality of Sangyod rice seeds and showed that farmers prefer to grow Sangyod rice because the selling price of Sangyod rice seeds at present is higher than other native varieties and the government has promoted the value of Sangyod rice by increasing processing and Thanaporn Atipanyakul (2013) studied sustainable production and marketing of rice in the upper northeast and found that the products of Khao Rai, Khon Kaen province and Loei province consisting of paddy, milk, seed and processed into brown rice, which have different selling prices depending on the product selling in the form of seeds, income is better than sales in the form of peped rice.

People: It can be seen that the producers are involved in Sangyod, not just farmers who grow rice with standards only people in other sectors such as public relations officers, people in the transportation system and operators who are all involved in Sangyod rice communication in response to H.M. the Queen Sirikit's royal initiative, such as public relations through transportation or public relations on transportation vehicles. As the Sangyod rice producer, it may be able to be grouped together as a community enterprise due to the important characteristics of the community enterprise as Thanawut Pimkit and Chantana Ritsomboon. (2014) proposed that the community is self-owned and operated, the product comes from the process in the community using raw materials, resources, capital, and labor in the community, with a local wisdom base blending global wisdom and integrated operations such as Saowanit Chobboon (2012) study on the development of brown rice water and Sangyod brown rice flour of community enterprises in Bang Kaew District, Phatthalung province found that Development of Sangyod brown rice water and Sangyod brown rice flour of community enterprises in Bang Kaew District, Phatthalung Province Found that Kanom Jeen recipe which has Sangyod brown rice flour, rice flour and tapioca flour, Khanomkrok recipe with Sangyod brown rice flour is accepted by most panelists

From all studies, it can be said that the new dimensions of future possibilities of communication, Sangyod rice in Phatthalung province; management and marketing, in response to Her Majesty Queen Sirikit The Queen Mother In His Majesty King Bhumibol Adulyadej The Great has the characteristics of high desire to add value and preserve the Sangyod rice to be sustainable according to the new theory of immortality (Somkuan Kaweeya, 2012). Immortality refers to the condition of a person who is not dead and is still a

life of self-consciousness in self-identity and appear external personality to others by physical appearance and by behavior. Sangyod rice is an ancient native plant but is important in wisdom with outstanding characteristics in terms of rice varieties that are rare and can be further developed into various products and it is a value that will never die as H.M. the Queen Sirikit has graciously witnessed and initiated the conservation of Sangyod rice. In addition, the organization that acts as the main unit in driving the conservation of Sangyod rice will operate more efficiently which has characteristics as Wuttipong Phakdee Lao (2011) discovered in a study of the characteristics of an innovation organization: a case study of an organization that receives innovation awards and the results of the research showed that the characteristics of the innovation organization found that the characteristics of the organization Innovation consists of a vision, strategy and goal, organizational structure management, human resources, awarding and acceptance, communication, knowledge and information management, resources, assessment and transfer of ideas, leaders, personnel, networks, culture and common values.

Further Research Suggestion

The results of the study lead to the following suggestions:

1. Academic groups agree that the organization should determine the analysis Systematic SWOT of Sangyod rice at both the provincial and southern levels and at the national level. Therefore, the organization and related parties should act urgently. In order to get a clear picture in the most accurate way to set the Sangyod rice communication operation.
2. Academic groups do not agree with the organization. Determine management plans with technology groups and target industries to drive sustainable products. Therefore, the organization should specify such plans to be clear and consistent through research and development methods.
3. Academic groups do not agree that the organization stipulates that all support is legitimate, especially farmers, to maintain quality rice cultivation in accordance with good governance principles. Therefore, the organization should push for legislation. That is used to care about Sangyod rice especially may start with local laws first.
4. Academic groups have an opinion that the location of Sangyod rice distribution in Phatthalung province is necessary for marketing. Therefore, the organization should specify the main points or the center for selling Sangyod rice in Phatthalung province especially and public relations to be widely known through various media especially on the internet.
5. Academic groups have the same opinion that the organization Political strategies should be considered with regard to service satisfaction in order to protect the rights of consumers such as the TISI. Therefore, the organization should push for Sangyod rice products to pass the necessary consumer rights standards. Every customer before distribution

6. Academic groups do not agree that the organization determines the psychological factors on the idea that "Sangyod rice", Phatthalung province is one of the royal projects that receive rice varieties that have been given from Her Majesty Queen Sirikit The Queen Mother In His Majesty King Bhumibol Adulyadej The Great, so the organization should take the above issues as the theme in presenting the Sangyod rice related products and people can see the importance of Sangyod rice, as a unique rice species and is worthy of further conservation.

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The Representation of Lanna Women in Lanna Literature: A Case Study in Mala Khamchan Literary Works

Uamporn Thipdet¹, Premvit Vivattanaseth² and Bandit Thipdet³

Abstract

The objective of this research was to study the representation of Lanna women in Mala Khamchan literatures. It was found that the conceptual creation of women is presented through the use of images and meanings of signs. The writer creates a representation which is an important part of the production process and exchange meaning among members of any cultural group to represent 5 women in the real world portrayed in his literature as a home maker, a religionist, a woman under the power of man, a sacred worshipper, and a traditional woman.

Keywords: Representation, Lanna women, Mala Khamchan

Introduction

Literature is a tool to instill the ideas and beliefs that the composers create from the experiences they see in society, for example, politics, government, concepts, values of society, beliefs, traditions, etc. Therefore, literature is considered as a mirror that reflects the society in various periods of time.

The key to the work of literature is the use of language by the writers to convey their ideas in the form of concepts. In doing so, the writers themselves create such concepts through the use of signifier and signified, the process of which Stuart Hall has defined as a "Representation". It is an important part of the process in which the meaning is produced and exchanged in the members of one culture group for producing meaning through language. People use various signs to make many different languages to convey meaning to others. Language uses signs to refer to objects, people or events in the real world. Meanwhile, language also represents objects in the abstract ideas that are not part of the real world.

Under the patriarchy society, a long-standing belief has been built in the social order that men have power over women resulting in the image of women in many literary works becoming a representation of sexual objects and under the control of men. In addition,

¹Assistant Professor of Thai Language, School of Liberal Arts, University of Phayao

²Associate Professor of Thai Language, School of Liberal Arts, University of Phayao

³Lecturer of Thai Language, School of Liberal Arts, University of Phayao



the image of the father who is the head of the family and the image of a weak mother who is dependent are normalized. These are the results of stressing representation until the belief has become a set of knowledge and truth through the meaning of the literary characters.

Based on preliminary data studies, it was found that people are interested in studying the subject matter of the role and status of women, such as Pisamai Tonjang (2005), studying "Analysis of concepts about women's roles in folk tales of urban people". Autchariya Boonruang (2006), A study of values and social expectations of northern Thai localities towards women. Piyaporn Khongsilp (2009) studied "The Role of Women in Lanna Folk Tales" and Sunthorn Khamyod (2009) studied the image of northern women in the novel of A.Chaiworasilp, which represents the creation of a new image for the northern women.

Mala Khamchan is a Lanna writer who has continuous writing work. His works reflect interesting perspectives on Lanna women. Therefore, the worldview of the writer related to society and the Lanna people appears in profound writings. For this reason, the researchers are interested in studying the writings of Mala Khamchan to illustrate the representation of Lanna women that were created through literature.

Research Objectives

This research was conducted to study the images representing Lanna women appearing in Mala Khamchan's writings.

Literature Review

Chatree Leesiriwitaya (2008) revised the framework of representation of Stuart Hall in his thesis "Representation of Man in Erotic-Art Magazine Between. B.C. 1973-B.C. 1984.: A Case Study of MAN and. NUMSAO," he said that representation is an essential part of the process by which meaning is produced and exchanged together among the members of the group of a culture. A production of meaning through language by various signals assembled into many different languages to convey meaning to others. Furthermore, language is used to symbolize objects, people or events in the real world. At the same time, it also represents the object in an imaginary world or an abstract idea which is not a part of the real world

He discussed the approach to the analysis of Stuart Hall's representations, which were divided into three groups: the first group being "reflective approach" in which language or media can reflect the world of reality to the recipient substances as straightforward as a mirror and see that each object has an embedded universal meaning. The second group is "intentional approach", which aims to find out whether a meaning conveyed through the picture presented is the exact intended purpose of the author. The third group is the "constructionist approach" which views the meaning of not contained within each object. Each object has meaning because it is in the logic or system of presenting that image and it is directed by the cultural framework of society.

Combining the concept of representation with feminism, the research conducted by Sunthorn Khamyod (2009) has shown Northern Thai women images in A. Chaiworasin's novels as a representation of the re-imagining of northern women. He found that the image of northern women in the past was correlated with the arrangement of central and local power relations and the image of a northern woman created through the communication process both literature and movie. A. Chaiworasin has created five characteristics of northern women, namely, building a northern woman through family relationships. The creation of femininity in the North and social positioning Creating a northern woman who takes pride in her identity Building a strong northern woman and the creation of a northern woman who loves solitude. In addition, A. Chaiworasin has responded to the negative image of women in the North in two ways, namely, the creation of other people in the middle and revealing a negative side of women and men from the central region to counteract the insult that had been offered to northern women.

Therefore, this study has chosen to use the main visual representation of the construction line because it is viewed that the model is created by selecting, manipulating, and emphasizing certain attributes from reality based on certain beliefs and values. The details appearing through the proposed pictures work together to convey meaning and any value one in terms of culture. The representation is not an indication of the truth, but it is given to let audience know how the Lanna people give the meaning and value, and have expectation of what is presented.

Theoretical Framework

Stuart Hall (1997: 15), defines that representation is the production of meaning by using a system of signs which is a link between the concept and the signal system together or a presentation of ideas through a signal system. He considered that representational representation systems exist on two levels: (1) mental representation is an attempt to interpret the truth around human beings, which is the process of distilling what is happening around us into knowledge or an idea that occur within the mind and (2) external representation is the communication of thoughts or knowledge in the brain to others by a signal system such as language. Therefore, the representation must have a process that refines reality at least on two levels: filtering and organizing the knowledge of thoughts in the human brain and filtering and organizing external arrangements through the signal system such as language, etc.

For the study of representations in literature, a representation of images is organized through language, which is considered very interesting. Because it is now known that language plays an important role in creating and manipulating reality. As linguists like Edward Sapir and Benjamin Whorf said interestingly, "language" is a human worldview. If a language is lost from

the world A set of worldviews will also disappear. Such traits may indicate that language plays an important role in framing the worldview of human life.

In summary, representation is a constructionist approach based on the principle that the process of creating representations is hidden in the production of meaning; that is, the author or the person representing the image has put meaning to things surrounding into the presentation process. In other words, the author is the one who has the authority to frame the presentation of that. For example, Lanna women are female human who originated and lived in the north of Thailand but with the era and the arrangement of the relationship between the central and local authorities. This creates the definition of women's roles and duties by giving "values" and "meanings" that differ in each time and place. In addition, reproduction through various media may take place whether consciously or unknowingly. All these may make it a factor that creates the writer's environment as the producer of the meaning of Lanna women to characterize them according to his previous experiences until it becomes a reproduction of such meanings.

Research Methodology

The researchers used qualitative research method and collected data from document.

Research Results

Based on the research in the representation of Lanna women in Mala Kamchan's literary works, the concept of women was created through the use of signifier and signified, which is an important part of the production process and exchange meaning among members of any cultural group to represent the women in the real world as follows.

1. Lanna women as a home maker/ house wife

In Southeast Asian society, women play a role in the fields of farming, weeding, and harvesting food as well as being a mother and wife. Women will have to provide care and necessary supplies for the families in every way. All of this is a concept that helps to create a representation of Lanna women in the context of both mother and wife and home workers.

In terms of job characteristics, which had been previously believed that men did labour work outside the home while women had a light duty work in the home may only be a myth. An example found in the story “” Wan Ni Mae Mai Ma” shows the concept that is opposed to such beliefs. The writer requires the character “Mother” to work as hard as men outside the house.

บางวันแม่ก็เป็นไข้ แต่ข้าวสารหมด ของกินกับข้าวหมด
แม่ก็แบกเสียมหาบกระบุงออกไป ฝนจะตกแดดจะออกแม่ก็ไม่หยุด
แม่ทำงานทุกอย่าง ขอแต่มีคนจ้างแม่ก็ทำทั้งนั้น ขูดสัวแม่ก็ขูดได้
ขึ้นต้นหมากต้นพร้าวแม่ก็ขึ้นได้

(Lom Nua Lae Pa Nao, 1986, P. 68)

The character “Sangdi” in the story ‘Nakrabat’ emphasizes the concept of Lanna women that must be labor of the house working outside the home and doing a labour work, as well as men, for example

แสงดีออกจากบ้านไปรับจ้างดำนาตามปรกติ อยู่กลางนาจนฟ้า
ใกล้ค่ำแทบทุกวัน หน้าลงนา คนนาตุ้มๆ เป็นเงาดำอยู่กลางนาว่าง
มือซ้ายหอบมัดกล้าแนบอก มือขวาตีบจับต้นกล้าปักจิมถอยหลัง...

(Nak kra bat, 2001, P. 80)

In addition, Lanna women in the literature work outside the home as well as shown in “wan lang jai” The female actress “Mrs. Kam” has to go fishing for prawns and crabs as follows.

ล้างมือในน้ำ ฝ่ามือมีรอยปูข่วน มีรอยกึ่งที่มปรุพรุน มีคราบโคลนฝังยัด
ล้างมือแล้วแต่คราบเมือกติดมือ ก็เหมือนไม่ยอมหลุดออก ตั้งแต่แรมเก้าค่ำ
นางก็มาประจำอยู่หัวแต่มากกว่าจะอยู่เรือน รอยกึ่งแทงมือเหมือนจะเพิ่มขึ้น
ทุกวัน

(Fai Phrang Thian, 1992, P. 2)

Concepts about Lanna women when they are already married has been created to portrait a set of images. That is a wife is the one who must take care of the children and serve the husband e.g being the first to wake up and the last to go to bed in addition to preparing all meals. As an old proverb that embeds Lanna women's identity “To serve husband and children; the last to sleep, the first to wake up, prepare early and late meals” (ลูกพี่เป็นเจ้า นอนลุกลูกเช้า แต่งคาบข้าววายตอน) The concept is still used to create images of Lanna women in the literature in this study, as in the following example.

...นางคำเอากระบุงซ้อนท้ายรถถีบปั่นออกๆ แอดๆ ออกไปตลาด...
หมู่บ้านกับตลาดห่างกันราวสี่ห้ากิโล ไปถึงที่หมาย ผูกพ่อขายแม่ค้าเข้าๆ ออกๆ
อยู่พล่านๆ พล่านเหมือนกุ้งหิวแต่เสียแท้ เอาถุงสดๆ เกือบสิบกิโลไปขายยกให้แม่ค้า
กึ่งทอด ได้เงินเกือบห้าสิบบาท ซื่อกลางสาตครึ่งกิโล ซื่อรูปเทียน ข้าวตอก ข้าวแต่น
ซื่อกะปิ น้ำปลา ซื่อผงชูรส สบู่ซันไล ซื่อน้ำมันหมูติดมันได้อีกสิบบาท ได้ของครบถ้วน
ก็ปั่นรถกลับ ตะวันยังไม่โผล่ ขึ้นเรือน ก่อไฟนั่งข้าว หนานทายังหลับอยู่ มันอยู่ยอ
ตักกึ่งจนเกือบรุ่ง

(Fai Phrang Thian, 1992, P. 6)

The character “Si Wai” in the story ‘Nakrabat’ is another example that reflects the concept of Lanna women as the labor of the house tending to all family members as one example below.

หนานอ้ายวางถ้วยข้าวสารลง อ้าปากหายใจยาวเหยียด กล่าวว่า
“อ๊แม่จะหลับก็หลับเถอะ ไม่มีไต่แล้ว ข้าวสารข้าเสกแวดล้อม
ไว้หมดแล้ว”
“มึงอยู่เป็นเพื่ออ๊แม่ก่อนเถอะอ๊อ้าย อ๊แม่นอนไม่หลับ”
“ห่วงแต่อ๊แดงกับอ๊หล้า” นางสีไวอ้างถึงลูกๆ ซึ่งยังนอนหลับ
อยู่ที่บ้าน “ละมันไวนานก็ไม่ตี พ่อแม่มันมาหมกอยู่เรือนนี้นานแล้ว
หนานอ้าย” สีไวหันไปทางผัว แสร้งยกมือปิดปากหาว “สูไม่จำเป็น
ต้องตื่นเข้าไปตลาดอย่างข้า สูอยู่เป็นเพื่อนอ๊แม่กับอ๊ตีไปก่อน”

(Nak kra bat, 2001, P. 32)

The story ‘Thang thi tong den’ reflects the concept of women through the character “Mongkol” who is a child and often thinks of the mother as the main pillar of the house as shown in this example

รถลุยน้ำดังซ่า ฝอยน้ำฟุ้งกระจาย มงคลนึกถึงแม่ น้องๆ และพ่อ
แปลกนะ ในความคิดคำนึงทุกครั้ง พ่อมักจะมาเป็นอันดับสุดท้าย
เสมอ อาจเป็นเพราะพ่อไม่มีอะไรน่าประทับใจเขาเท่าแม่ แม่คือ
เสาหลักที่แท้จริงของบ้าน...

(Thang Thee Tong den, 1980, P. 31 – 32)

Also, in “Lomnualaepanao” story, the women are the ones who take care of everyone and make sure that everyone’s need is satisfied. When the mother of the house wins lottery prizes, she happily transforms the money into whiskey for her husband, rice and food for the whole family, and sweets for the children

ครั้นมอกครั้นใจ อารมณ์ดีด้วยนางแดงถูกหวยงวตนี้ได้เงินร้อยกว่าบาท
มันมีแกใจซื้อเหล้าเถื่อนครึ่งขวดมาป้อนคอแก นายไวฮิมฮัมซับกัณโลง
เสียงใหญ่ในลำคอ ส่วนนางแดงกำลังเป็นสุขกับข้าวสารเต็มปีบ...ได้ขนม
มาล่อปากลูก ได้พะไลคอเปิดมากินกันเปรมอีกมือ

(Lom Nua Lae Pa Nao, 1986, P. 14)

From the story of “Meuang Khasem Sri” showing the concept of women through the perspective of the character “Mr. Wai”, the father who forced his daughter who was then 12 years old to leave the compulsory education to take care of her younger siblings as in the example below.

...นายไวรักลูกคนโตมันนั้ก มันเองเพียงสิบสองปี จบ ป.4
แกก็ขอร้องครูให้แทงจำหน่ายว่ามันเรียนต่อตามหมายบังคับไม่ได้
พอมันไปแบกข้าว แม่มันไปหิ้วปูน มันต้องดูแลน้องกับอีเล็ก

(Lom Nua Lae Pa Nao, 1986, P. 13)

In addition to women and children, in the story “old people”, there is a concept of an elderly woman who still needs to support her grandchildren by going out to collect soybeans for life, as in the example below:

ย่านางกั่มหน้างดๆ แดดแก่กล้าเงยหน้าก็ปวดตา ออมเงินไว้ได้
เกือบร้อยแล้ว จะเอาไว้อื้อเหล้าซื้อลาบสู่ปากสู่คอหลาน...

(Lom Nua Lae Pa Nao, 1986, P. 45)

In addition, Lanna women in the literatures are also characterized as controllers of money in marriage. According to the Lanna tradition that men move into the house of women after marriage. the important role of women in the power of household activities is demonstrated. This also emphasizes women as the center of importance of the house. Daughters also inherit the house and land of their family thus giving women economic freedom. It can be said that giving economic freedom to women after marriage is giving women power to manage everything in the household.

From “Pra Gun Chee Wit” the concept of women who manage money in the family is reflected through the character of “Mrs. Kam” as in the example.

นางคำพลิกตัวอีกครั้ง หนานทองคนนี้ใครๆ ก็ว่าบุญนางที่ได้ผัว
ขยันขันแข็ง ไม่มีปากมีเสียง เงินทุกบาททุกสตางค์ที่มันหามาได้
จากการเป็นลูกจ้างต้อนควาย ล้วนแต่อยู่ในกำมือนางหมด

(Thang Thee Tong den, 1980, P. 12)

The story 'Nakrabat' reflects the concept of the character as the dealer with the money that is earned. The husband earns the money and the wife saves the money.

นึกไปถึงปีนั้น ปีที่ผัวยังหนุ่มเมียยังสาว บ่าแรงยังแข็งแกร่ง
ด้วยกันทั้งคู่ ปีนั้นลูกคนแรกตายไปเสียแล้ว แต่ไอ้ยายอยู่รอด
เป็นคน ส่วนแสงดียังไม่มาเอากำเนิด ปีนั้นยามนั้น สามคนพ่อแม่
ลูกม่วนจันทน์หัวใจ ผัวได้เงินได้ทองมา เมียก็คิดอ่านเอาใส่ไหฝังดินมิดชิด...

(Nak kra bat, 2001, P. 36)

From the examples above, it can be seen that the image of women reflected in Malakhamchan's literature shows that women are important in the family as portrayed in various roles Including being a good mother, wife and daughter, whose duty is to take care of their families.

2. Lanna women as a religionist

One of the embedding ideas is the belief that being born women is the result of evil karma and not making enough merit in the past life. Thereby, this leads to the exclusion of women from accessing religion. In addition, the social sector has allowed men to be ordained as monks providing men the opportunity to get closer to religion and believed to have higher merit than women. Therefore, the only solution that women will have great merit is to accelerate merit making. This is apparent in the literature studied as many women characters are making merit and the writer describes how their lives are better as a result both in this life and the life after.

From the story "Pra kan chi wit" the concept of merit making and the result is reflected through the character "Mae tao" who discovered that making merit is good deeds. And good results will return to them as an example

ความเป็นอยู่ของแม่เผ่าสุขสบายขึ้นมาก แกมีเวลาเข้าวัดเข้าวา
หาความสงบในบั้นปลายเยี่ยงคนรุ่นเดียวกันแล้ว ทุกวันแทนที่จะลูก
มานิ่งข้าว แม่เผ่ากลับลูกมาเพื่อใส่บาตรพระ ไม่มีความต้องการใดๆ
ในใจแม่เผ่าอีกแล้ว เหมือนแกจะค้นพบว่าแท้ที่จริงความดีนั้นไม่หนี
ไปไหน ในที่สุดกรรมดีก็จะกลับมาตอบแทนผู้ทำดีจนได้...

(Thang Thee Tong den, 1980, P. 17)

The story "Ai dieng" has reflected the concept of merit making of the character "ยาย" who believes that making merit in this country will make one happy in the next life as an example.

...ที่ร้านน้ำหัวกระไดมีขันอะลูมิเนียมใส่ข้าวตอกดอกไม้
วางไว้ตามปกติทุกคืนเจ็ดค่ำสิบสี่ค่ำ เป็นของที่ยายจะเอาไป
ทำบุญพຸ່ງนี้เข้า บางครั้งมีถุงข้าวเกรียบ บางทีมีข้าวแต่น
แต่คราวนี้มีถุงทองหยอดรดปากถุงเรียบร้อยแล้ว ไฉ่เต๋ยงเลยตากล

“ข้าวหนมทองหยอด”

“ปติหิบบ! ไฉ่เต๋ยง”

ยายไฉ่เต๋ยงรีบออกปากห้าม ไฉ่เต๋ยงชะงักมือที่กำลังจะ

แกยารัดปากถุง ทำตาปริบๆ

“บ่แม่นของเต๋ยงหรือยาย?”

“บ่แม่นของมึง เป็นของยายจะเอาไปทานให้พระ”

“ยายทานให้พระเียะหยัง? พระมีข้าวหนมทองหยอด

เป้อละเยอะแยะ ยายเอาทานให้เต๋ยงเทอะ”

“เราถวายพระก็จะเป็นบุญไปชาติหน้า ทำบุญนักๆ

ชาติหน้าจะสบาย”

(Lom Nua Lae Pa Nao, 1986, P. 23)

In the story, “Tu Poo” the evidence that women are the gender that goes to the temple to practice more than men is shown. Therefore, the creation of images to represent women who have a role in preserving the religion to prosper is vivid as in the example below.

เสียงซ้องชักนำศรัทธาชาวบ้านออกมาจากเรือนคุ่มหัว

เก่าในสิบเป็นแม่ออกสีกา ฝ่ายว่าพ่อออกเจ้าเรือนมักคร้าน

ฝูงแม่ออกสีกาคุกเข่ากับดินแฉะเอากล่องข้าวจบเหนือหัวก่อนคด

ข้าวปั้นใส่บาตร กับข้าวกับปลาอันเป็นแคบหมู หนึ่งพอง ปลาทุ ปลาเค็ม

สรรพะของแห้งเหี่ยวเหล่านั้น ฝูงเขาเอาใส่ปิ่นโตในมือเณรน้อย

(Fai Phrang Thian, 1992, P. 49)

In the story “Mae Chamg” the concept of a woman who acts as a preceptor is shown with the belief that being a preceptor is a merit making.

การเป็นแม่ช่างคือการบำเพ็ญบุญ เป็นการสะสมบุญบารมี
ไปสู่ที่สูงกว่างามกว่าใครในชาติหน้า ยามเมื่อตายก็จักได้ขึ้นฟ้า
ตายจากชั้นฟ้าก็จักได้เกิดร่วมพระศรีอาริยมตไทยเที่ยงมัน

(Nak kra bat, 2001, P. 137)

From the example above, it can be seen that women are represented as religious existence. Women often go to temples to make merit as they believe that the merit will help them to find good things in their life.

3. Lanna women as under power of men

Class and inequality resulting from the descending power brings about a fostering relationship system in Thai society. It is also the upper Lanna society which allows men to have a wife or a concubine indiscriminately. Women were reduced to status as a possession for men leading to the formulation of the ideal model of the elite women that must be housewives or may be regarded as an under power of men.

Examples in the story “Meuang Khamsem Sri” shows the concept of women that must honor men as in the following example.

...นางแดงหนีบชายผ้าถุงมิดชิด เดินตัวลีบผ่านกระไดไม่ให้ตีนขึ้นพัดหัวผ้า...

(Lom Nua Lae Pa Nao, 1986, P. 12)

In the story “Wan Lang Jai” the concept of women honoring and organizing the hierarchy of men into the first order of each action is reflected. For example, the mention of the clothes washing of Mrs. Kam. That she will rank the washing of her own husband and son first. This action is the creation of images for women as a person under the power of men.

...นางเอาเสื้อผ้าของผัวและลูกซักก่อนด้วยมันเป็นผุชชาย
ซักเสร็จแล้วค่อยเอาเสื้อคอใบก๊วยกับซิ่นเขียวเซ่งตำลงซัก...

(Fai Phrang Thian, 1992, P. 8)

The story of “Mae Phua Look Sa Phai” shows the character's concept of the mother-in-law who tried to speak to persuade her daughter-in-law to be patient with her children by comparing men as unmilled rice (having potential to have a new wife), while women are milled rice, for example:

“อ๊แม่ก็เห็นใจมึง หัวอกลูกผู้หญิงด้วยกัน จำคำโบราณไว้เถอะ
ชายข้าวเปลือกหญิงข้าวสาร ข้าวเปลือกตกดินกึ่งอก ข้าวสารตกดินก็เน่า
เกิดเป็นผู้หญิงจะชั่วจะดีอยู่ที่ผัว หญิงสองผัวสามผัวโบราณว่ากาลี
ไอ้ศักดิ์นะ เลือดร้อนลมแรง มันยังหนุ่ม ชายหล่อชายรวย
ผู้หญิงอยากได้เป็นผัวทั้งนั้นแหละ อดใจอยู่ไปเถอะ...”

(Fai Phrang Thian, 1992, P. 42)

In the story 'Nakrabat', the writer emphasizes the concept that when the time is right, women should have a husband to take care of and protect them. One of the characters mentioned is Saengdi that almost took her life not surviving from being demonic. But there is "Nan Sing", a male character, to help save her.

หนานสิงผู้เฒ่ามันได้ห้าสิบเศษ เป็นพ่อม่ายเมียตาย
ลูก ๆ แดกเรือนละมันปางเปลี่ยว มันเล่าภายหลังว่า
มันรู้จากบ้านหลายหนองว่าเรือนนี้มีคนผีกุมไถ่ตาย
ก็ใครโปรดเอาบุญ หนานสิงเอานาคบาตออกจากคอก
กำเข้ายึดในมือแสงดีคนดีไถ่ตาย แสงดีห่อมือกำไว้แล้ว
กระตุกเต็น นาคบาตวิเศษข้างดี ผีหลายพรายกล้าแพ้ว
หายสิ้น

(Nak kra bat, 2001, P. 98)

From the above example, it, apparently, is common for women to be subject to the power of men and characteristics are also transmitted down to literary works. On the other hand, the status of women may even have equal or greater power than men. But with restrictions on culture, traditions and beliefs, the image of a woman is reproduced as one who is obligated to have a husband and start a family in order to be considered a woman who has fulfilled her duty.

4. Lanna women as a sacred worship

Lanna women also have spiritual roles as being sacred and worshipped by villagers. As rituals in society are linked to the structure of society such as worshiping grandparents, there is a connection between rituals and society since the mother's family demonstrates the important role of women in both household and ritual. Therefore, women have faith in the sacred things that help to make miracles such as healing illnesses. When a family member is sick, they often take patients to see the Holy Spirit for heal their disease.

The story "Bai Mai See Leuang" shows the concept of ghost worship through the character "Phor Tao", who recommended the old mother to raise spirits in order to treat her mysterious illness as an example.

ลมหนาวผ่านแดดมาวูบหนาว แม่เฒ่าหนาวเย็นเยือกสะท้าน
น้ำลายเหนียวหนึบเอื้อในปาก เมาที่เคยชอบกลับขมๆ จืดๆ
ไม่คุ้นลิ้น ควันก็เหม็น เหม็นเหมือนขนหมูไหมไฟ แม่เฒ่าทำคอ
ขย้อน
“สูเป็นอะไร แม่เฒ่า”
“ไม่รู้ มันหนาว แล้ว...แล้ว ปวดไปหมด”

“ส่ายไม่เลี้ยงผิ้อีกหรือ? เอาไปให้พ่อหมอเสียซิ”
“ดูไปก่อน สามสัปดาห์ถ้าไม่หายค่อยคิด ขำรู้สึกเหมือนๆ
จะแพ้มันแล้วพ่อเฒ่า บางทีผีฟ้าอาจจะทิ้งเราไปจริงๆ”

(Thang Thee Tong den, 1980, P. 66)

From the story “Jao Phor”, the concept of women worshiping sacred things is elaborated when the character “Oui Nuan” who firmly believed in the story of “Jao Phor Phaya Man” who she believes has cured her illness completely became the medium of “Jao Phor Phaya Man” until then.

อุย่นวลจะขึ้นหอบบูชาคารวะเจ้าพ่อพญาแมนพรุ่งนี้ เจ้าพ่อท่าน
สถิตอยู่ที่ถ้ำผาหลวงดอยเชียงดาว ท่านเป็นที่เคารพนับถือของ
บรรดาลูกเก็บลูกหาเยอะเยอะ...
เมื่อสักสิบปีก่อนแกเป็นไข้ ตอนนั้นใครๆ ก็ว่าไม่มีทางรอดแล้ว
ได้แต่นอน ลูกเหินเดินไม่ได้เกือบเดือน มีอยู่วันหนึ่งแกหลับแล้ว
ก็ฝันว่ามีคนเฒ่านุ่งผ้าแดงสะพายดาบมาหา คนเฒ่าบอกว่าชื่อ
พญาแมน จะมาโปรด ท่านเป็นเจ้า พาแกไปที่ต้นสะเลียม ชี้ให้ดู
ดินแล้วก็หายไปตื่นมาแกก็เล่าความให้ปู่หลานฟัง ปู่หลานไปขุดที่
ต้นสะเลียมก็ได้เจ้าพ่อท่านมา เจ้าพ่อท่านก็เอาแกเป็นม้าขี่คนทรง
สืบมาจนถึงวันนี้

(Lom Nua Lae Pa Nao, 1986, P. 74)

In the story “Jao Thee”, the wife of “Noyyuang” seeks ways to treat the sickness of the son by finding a medium as described in this example.

“ข้าว่าเจ้าที่เอาโทษไอ้แดงเสียแล้วพ่อมัน”
“ฮือ” น้อยยวงปั่นข้าวเหนียวจิ้มน้ำพริกมะกอก ตามด้วยหมูปิ้ง
ชิ้นเล็กๆ ซึ่งไอ้แดงไม่ยอมแตะต้องตอนกลางวัน “ข้าก็บนเป็น
แล้วนี่สุ”
“พี่น้องอาจทำบ่ถูกใจเป็น ข้าว่าวันพรุ่งนี้เราลองไปหาแม่เฒ่าผา
คนทรงเจ้าพ่อแสนใจ จะดีไหม?”
... “ก็ดีสุ เผื่อมันจะได้แจ้งได้สว่างบ้าง”

(Thang Thee Tong den, 1980, P. 4)

The examples that show ghosts or sacred worship reaffirms that ghosts or sacred things often show superior supernatural power by causing a person live or die. Therefore, people in society

5. Lanna women as a traditional woman

The basic structure of Thai society in the past focuses on women's descent. There are also settlements with families of women after marriage. As a result, women become receivers and inherit various traditions inevitably.

In the story "Bai Mai See Leuang", the character "Mae tao" reflects the concept of conservative women. When the husband died, she refused to remarry with the reasons that she was still loyal to him as described below.

เตอะปือ๋ ข้ายังคิดถึงสู้อยู่ ข้ายังซื้อต่อสู้อยู่ไม่มีผัวใหม่ให้สู้อยู่
หมองหม่นในโลกมืด แต่ถ้าสู้อยู่กับข้าจนบัดนี้ ข้าอาจสบายขึ้นบ้าง
ข้ารู้ละ ในความมืดสายตาสวยยังติดตามข้าอยู่...

(Thang Thee Tong den, 1980, P. 65)

The story "Ruang Laew Tee Raw Pa" reflects the concept of women like "Nor Poi Pho" that stays beside the husband who is seriously ill. Her husband ordered the "Poi Po" to let go the tradition and find herself a new husband for a better living, but she refused.

“ปอยโพ เอ...ผัวใหม่...เสีย”
สิ้นสั้งก็สิ้นเสียง มือกำตักแผละ หน่อปอยโพหวีดโหยสุดข่มก้าน
ผู้เฒ่าคนรู้ร้างนางจากซากศพ มันไปดีแล้ว อย่างถ่วงมันไว้ น้ำตาสู
จะกลายเป็นแม่น้ำขวางหน้านั้น...พ่อเฒ่าพูด...เพื่อนบ้านตลบเสีย
พันศพนัดสามเปลาะแล้วหามลงเรือ ใต้ไฟวูบนำหน้าไปก่อน
เสียงบัน หนาวเยือกลมเย็น สองพี่น้องตามหลังแม่ แม่ตามหลัง
ร่างในมัดเสื่อหามหัวท้าย เป๋อโจเอ๋ย เอ็นดูสูแท้ จะทุกข์จะยาก
ข้าไม่เอาผัวใหม่ เป็นก็ซื้อ ตายก็ซื้อ

(Lom Nua Lae Pa Nao, 1986, P. 119 -120)

In the story "Mae Chang", the utterance of the character "Mae Chang" reflect the concept of childbirth of women as a matter that men are outsiders and should stay out of the business as an example.

“หมดการหมดงานพวกเอ็งแล้ว ไป ออกไป การเกิดการคลอด
เป็นเรื่องผู้หญิง ผู้ชายอยู่ดูอยู่รู้ไม่ได้ โบราณห้ามไว้”

(Nak kra bat, 2001, P. 140)

From the examples above, it can be seen that Lanna women live by social customs such as being loving and honest with their husbands. In addition, women are required to

perform their mother's duties, such as giving birth to children, all of which are the traditions of women in Lanna society.

Research Discussion

Based on the concept of Stuart Hall regarding the concept of creation through the use of signifier and signified for the representation of Lanna women in Lanna literature as Anchorman of the house. That is to provide care and supply to the family in everything until it seems like women work hard both outdoors and, in the home, but the meaning of work in Southeast Asia eat up to work that helps drive economic and trade values beyond the need for household consumption. Therefore, housework is part of the family business, which is linked to the necessity of women who want independent income.

This is also linked to the image of the money controller reflecting economic independence for women with the power to manage everything in the household. In addition to this, women often use household resources, including labor from children to raise money to buy, with the husband being unaware of it. The husband has a duty to work outside the house, raise money for the wife to be a caretaker. Therefore, skills in budget and accounting care are skills that Lanna women, as well as women in Southeast Asia, have an advantage. Which are all from the experience of caring for homes and financial independence.

The freedom of women in various fields, also includes the aspect of rituals in society. Especially the rituals that are related to each other since the mother's family. Which shows the important role of women in both household and ritual. Seems to reflect that women have the power to control everything. On the other hand, although women have the ability to perform various rituals. That most people respect but the life of women in the daily life. Therefore, causing women to be disadvantaged in accessing power.

The disadvantage of power resulted in the image of the religious editors. Buddhism has prevented women from accessing religion. In addition, the social sector has allowed men to be ordained as monks. Therefore, men have closer opportunities for religion and merit than women. Women, as a result, must try harder to make merit for themselves and their parents. The dominant role in women's merit making creates a point of view that while men as monks are officially supporting Buddhism, women's social value is their dedication and devotion to Buddhism.

Such issues have led to images of women under the authority of men. Which is caused by the hierarchy of power causing a fostering relationship system in Thai society. This system has caused high class praise. Women were reduced to status as a possession for men. Leading to the formulation of the ideal model of the elite women that must be housewives, who is the follower and only responsible for caring for husbands and families.

Finally, the fact that a woman has to be attached to a post-marriage to receive and inherit the tradition results in the image of the devout conser discussion

Further Research Suggestion

Representations of women should also be studied in the literature of the other parts of Thailand to reveal the method that creates ideas about women in other regions through the use of images and meanings of the signs to create a picture which represents women in the real world.

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The Use of an Online Platform: In Search of Teachers' and Students' Perceptions

Chantarath Hongboontri¹, Sawita Tuntaprasertkul²
and Muhammad Reza Hendrajaya³

Abstract

This current research aims to explore and document teachers' and students' perceptions toward an online teaching and learning platform used for EFL teaching and learning at a tertiary level. Of total, five university EFL teachers and 14 students involved in online teaching and learning consented to participate in the study. They completed a questionnaire and participated in a one-on-one interview. The findings revealed the participants' rather negative perceptions toward an online teaching and learning platform. Most participants were strongly dissatisfied with the online platform and vociferously criticized it. Descriptive data indicated the reasons for such dissatisfaction. They were, for example, lack of interaction between teachers and learners, lack of administrative support (lack of equipment and insufficient financial resources), limitation to teachers' own creativity, unchallenging, and learning inefficiency.

Keywords: COVID-19, Teachers' perceptions, Students' perceptions, Online platform, Mixed-methods research paradigm

Introduction

Globally, education has been severely hit by the recent outbreak of COVID-19. As COVID-19 is deadly contagious, people have been strongly recommended to practice social-distancing and to have as minimal face-to-face interaction as possible. Onsite teaching and learning have been ceased and moved to online platforms instead. Though the sudden shift is necessary; its effects, particularly teachers and students, are detrimental.

Online platforms have become the sole alternative solution during the shifting. It provides numbers of features to perform and substitute onsite teaching and learning activities. This solution has been developed since the 70s in the US.

¹Faculty of Liberal Arts, Mahidol University, chantarath.hon@mahidol.ac.th

²Faculty of Liberal Arts, Mahidol University, sawita.tun@student.mahidol.edu

³Faculty of Liberal Arts, Mahidol University

Computer Assisted Language Learning (CALL) is recorded as the pioneer in online learning. Chun (2011) describes it as “an emerging field that studies how technology is used as one (of many) tool(s) for language learning” (p. 663). The key in integrating online platforms is to recognize “how certain CALL tools are effective for certain learners ... (and) certain aspects of language and cultural competence” (p. 663, bracket added). Therefore, it is important to understand the online platform key terms and their descriptions and characterizations in the integration as summarized in Table 1.

In recent research from Kim and Asbury (2020) reported that during the teaching and learning shift to an online platform, teachers are psychologically stressed and feel uncertain. Also, they express their concerns of students’ vulnerability. Findings from Todd (2020) list 17 problems his teacher participants encountered while using an online platform during the pandemic. Among them are, for example, an increase in preparation time, an increase in time spent for checking assignments, more time spent on teacher-student communication, and an increase in time to select activities suitable for online teaching and learning. Further, he showed that teachers could solve some of the problems thanks to their school culture. A number of problems such as designing more stimulating class activities, marking students’ assignments, and students’ interaction are still unresolved and thus, need further research. Zhou’s (2020) study groups difficulties arising from the use of an online teaching and learning platform into three categories.

They are: (1) lack of experience, (2) students’ low motivation and self-management, and (3) deterioration of both physical and mental health. She then suggested six English class designs on an online platform. They are: (1) ideological and political incorporation aiming at enhancing students’ motivation, (2) integrating local source material, (3) use user-friendly platforms and record the class, (4) implementing OBE Teaching concept, (5) monitor students’ enthusiasm and being a good and friendly teacher, and (6) encourage students to have interactive and positive classroom discussions.

In similar fashion, myriad researchers went on many different education sites to document students’ perceptions that participated in online learning.

Most of the studies found that students prefer face-to-face learning rather than online learning (Asiry, 2017; Domingo & Bradley, 2018; Patricia, Adelaide, Parag, Meg, Irina & Filomena, 2019; Potts, 2019; Wright, 2017). One of the major concerns for online learning is the lack of interaction between teachers and students. Findings reported by Patricia et al. (2019) revealed that students agreed that it is easier to ask questions in face-to-face learning. In a similar vein, in a study of Wright (2017), students indicated that it has opportunities for interaction to clarify explanations related to subject matters with the teachers and other students in face-to-face learning. A qualitative study of Potts (2019) suggested that improvement for more opportunities to socialize must be provided to students in online learning environments.

Besides, accessibility and flexibility were perceived as advantages of online learning by most students (Leader-Janssen, Nordness, Swain & Hagaman, 2016; Wright, 2017).

This means students can access online learning at their own pace anytime and anywhere. On the other hand, in a study of Domingo and Bradley (2018), students reported having inadequate devices and having inaccessibility to the internet/Wi-Fi at their own house as disadvantages of online learning. Interestingly, many students perceived that quality and design of course content as well as teachers' role are significant in determining the effectiveness of an online course among other factors. Survey data from a study of Asiry (2017) revealed the fact that the majority of students prefer face-to-face learning because of the poor quality of course content in online courses. More importantly, teachers should be capable in creating effective online learning environments as suggested by a study of Leader-Janssen et al., (2016).

This means that teachers should act as a facilitator of the course by providing students with clear instructions; guide the class toward related course topics; and engage students in learning. Lastly, teachers should promote a sense of community among students.

Like its counterparts, the government of Thailand has also ordered all its schools and universities to shut down during the pandemic and moved teaching and learning online instead. Little is, however, known about how teachers and students in Thailand perceive online teaching and learning during the pandemic of COVID-19. Knowledge of teachers' and students' perceptions toward online education learning is vital as it could predict either the success or the failure of online education (Barberà, GÓmez-Rey, & Fernández-Navarro, 2016; Volery & Lord, 2000).

In response to this, the current research investigates and documents the perceptions that both university EFL teachers and students in a Thai context hold of the use of an online platform for teaching and learning of English as a foreign language (EFL). To do so, the researchers measure the extent of EFL teachers' agreement with an online classroom platform in their practice, the factors influencing their perceptions, and students' perceptions of their EFL online courses.

Conceptual Framework

Teachers' Beliefs and Teachers' Perceptions, and Student Voice

Three theoretical notions frame this current study: Rokeach's (1968), Nespor's (1987), and Pajares' (1992) notions of Teacher beliefs and Teacher Perceptions, and Cook-Sather's (2006) conceptual theories of student voice.

Teacher belief is an accumulation of experiences or perceptions that teachers have, for example, of their roles, their students, the subject matter they are teaching, and their work environment (Rokeach, 1968).

This belief primarily explains the reciprocal relationship between teachers' beliefs and their judgements and their classroom behaviors (Nespor, 1987; Pajares, 1992). Moreover, teacher belief, Pajares explains further, not only paves way for professional development, but it also determines teachers' improvement. In short, Pajares (1992) echoed Nespor's (1987) notions of beliefs and suggested that teachers' beliefs influence their perceptions and judgments.

Table 1. Online Platform Key Terms as described by Evergreen Education Group (2015) in Potts (2019).

No.	Terms	Definitions
1	Digital/online learning	Digital (or online) learning is an umbrella term that refers to any instructional practice that uses digital technology to connect teachers and students. Digital learning “encompasses a wide range of digital tools and practices, including instructional content, interactions, data and assessment systems, learning platforms, online courses, adaptive software, personal learning enabling technologies, and student data management systems” (p. 6).
2	Synchronous vs. asynchronous learning	Synchronous learning refers to instruction or activities that require the instruction and multiple students to be present in a virtual classroom at the same time. These “live virtual sessions” often make use of video, audio, and text communication in an attempt to replicate a brick-and-mortar classroom experience. Asynchronous learning, meanwhile, refers to interactions between users—both instructors and students—that take place at disparate times. Discussion boards and wikis are examples of online tools that make use of asynchronous learning.

3	Online course	An online course takes place primarily over the Internet, with both teachers and students accessing the course via an online delivery system such as a Learning Management System (LMS). While students may access the course either in or out of school buildings, there is almost always geographical distance between the teacher and the student.

Teachers' perceptions are highly related to and shaped by teachers' beliefs systems. It is the best predictor of teachers' behavior in their classroom (Nespor, 1992). In line with Nespor's (1992) idea, Clark and Peterson (1986) stated that the acknowledgment of teachers' ways of thinking and understanding about their practice, also its influencing factors, is crucial since both of them are the vital components to determine teachers' way of making decisions and processing information they observe. Barberà, Gómez-Rey, & Fernández-Navarro (2016) suggested that identifying teachers' perceptions has been a powerful strategy to identify the "success factors" in the integration of an online platform (p. 26). To obtain teachers' perceptions, reliable and valid tools such as a survey and semi-structured interview could possibly be the best tools (Kagan, 1992)— a survey gives insights to the researcher as patterns which then can only be fully explored with interviews (Gillham, 2005). Given this, Hargreaves (1996) urges educational researchers to investigate and to document teachers' voices. This is because such a voice greatly contributes to school restructure and school reform.

In adopting student voice conceptual theories, Cook-Sather (2006) proposed that educators must follow the three identified premises: 1) rights, 2) respect, and 3) listening. Rights means educators must give rights to students to express their thoughts/experiences freely. Moreover, in that of their own rights, students must be included in active roles of school decision-making. Respect means educators must respect what students have shared. Equally to adults, every thought of students must count. Lastly, listening means educators must truly open and listen to students. His/her voices must be heard. Taken together, following the three identified premises: 1) rights, 2) respect, and 3) listening they could increase the power of students. Empowering students to be more engaged by providing them the opportunity to be a part of the decision-making processes.

Furthermore, for teachers to better understand their students by inviting students to share their learning experiences in their school and classroom. In summary, it is aimed at making a democratic education.

The successes of school restructure and school reform are, however, attributed by student voice. Student voice is as equally important as that of the teacher (Freire, 1968). When woven together, these two notions could not only support and empower students, but they also democratize the power within a classroom and allow students' voices to be heard.

The Study

Participants

The researchers followed the notions of convenient sampling technique and recruited research participants. Of total, five English as a Foreign Language (EFL) teachers from five different Thailand universities located in three different regions (central, northeastern, and southern) and fourteen students majoring in English from different academic years at *Democratic University* (a pseudonym) agreed to participate in the study. At the time of the data collection process, these participants were involved in online education using synchronous learning. Of these, fourteen students must be enrolling in English foundation courses. All of the participants consented to complete a questionnaire while three of the teachers and four of the students agreed to interviews.

Data Collection

The researchers adhered to the concepts of a mixed-methods paradigm and developed two data collection tools to gather data: a questionnaire and a semi-structured interview.

A Questionnaire

Two questionnaires were used in this recent study. The one for the teacher participants was adapted from those of Ismail, Almekhlafi, and Al-Mekhlafy (2010), Mollaei and Riasati (2002), and Mohsen and Shafeeq (2014). These 62 five-Likert-scale-item questionnaires measured teacher participants' perceptions of online education in terms of three areas including (1) psychology (motivation, anxiety, distraction, and agency), (2) pedagogy (curriculum, goal, evaluation, interaction and collaboration, feedback, assessment, and learning environment), and (3) technical (feasibility, file management, internet connection, computer literacy, pricing, computer availability, and plagiarism-detection software).

The questionnaire has three parts: (1) the first part consists of 7 items about the participants' demography and previous experiences regarding an online platform. (2) the second part has 38 items aiming to measure the participants' opinion regarding the usage of

an online classroom platform in their practice. Lastly, (3) the third part comprises 17 items investigating any difficulties resulting from the participants' application of an online platform. This part is worded negatively. It means that the lower the score, the less difficulties or hindrances faced by the participants.

The questionnaire used with the student participants was adapted from Ana, Minghat, Purnawarman, Saripudin, Muktiarni, Dwiyantri, and Mustakim (2020), Baćzek, Zagańczyk-Baćzek, Szpringer, Jaroszyński, Woźakowska, and Kaplon (2020), Biswas, Roy, and Roy (2020), and O'Malley and McCraw (1999). This questionnaire has 44 five-Likert scale items and primarily measured students' perceptions of online education. Its reliability is equal to .85. The two questionnaires are reviewed, extracted, paraphrased, and modified to suit the context of the current study setting in the realm of EFL.

A One-on-One Interview

The researchers followed Spradley (1979) and developed a list of open-ended interview questions. To do so, both questionnaires were read and re-read; items were then combined to create interview questions. The interview questions addressed to the teachers were adapted from the same studies used to develop the questionnaire items. Some items were drawn and modified to be the interview questions. Altogether 24 interview questions were created; they all attempted to search for the participants' opinions regarding the role of the computer, difficulties in implementing an online education, and facilitating and hindering factors for online teaching and learning, among many others. The example of the interview questions is such as:

1. What makes computers important to you (in terms of English teaching)?
2. Did the pandemic trigger or force you to use an online classroom platform in your practice?
3. In what way the online platform can complement your on-site or offline teaching?
4. In what way do you think the online platform can be improved in your on-site or offline teaching?
5. Do you think that the online classroom platform benefits students?

Each interview lasted approximately 45 minutes. With permission from the participants, interviews were recorded and kept for future transcription and analysis.

As for the interview questions to the student participants, 15 items were extracted from the questionnaire which was used to capture students' perceptions on the use of online learning platforms.

It is then rewritten into open-ended questions to suit the objectives of the study. All 15 questions covered the perspective and critical issues regarding online English language courses during the pandemic of COVID-19, such as:

1. Have you ever taken online English courses before the COVID-19 outbreak and? how did you feel about it?
2. When the COVID-19 outbreak happened, how did you feel when taking online English courses?
3. What device do you use in studying online English language courses? And how does the selection of devices affect learning efficiency or not?
4. What problems do you face in online English language courses during COVID-19? And how do you solve those problems?
5. Do you have a chance to ask questions or discuss with your teachers and other classmates during your online English language courses?

Data Analysis

All the completed and returned questionnaires were tallied, tabulated, and computed with the statistical software package (PASW) version 18.0. Transcribed interview data were then coded and analyzed with Strauss and Corbin's (1998) open and axial coding techniques. Open coding allows the researcher to identify the pattern of the concepts found in the data, whereas axial coding enables the researcher to correlate (as in non-statistical terms) categories to their sub-categories. Then, these analyzed data were compared and contrasted in terms of consistency, inconsistency, and contradictory (Mathison, 1988). In doing so, the validity and the reliability of the research findings were enriched as well as augmented (Webb, Campbell, Schwartz, and Sechrest, 1966).

Findings and Discussions

The teacher participants in this study used variations of online platforms in their practice. One participant has the freedom to explore and choose the online platform that suits his needs and preferences, while the rest have to follow the university's regulations to use a prescribed platform. The platforms being mentioned were such as Blackboard, Microsoft Team, Mentimeter, Padlet, Google Form and one platform developed by the university (the name cannot be mentioned due to ethical reasons). The online classes were carried out in two modes: online and hybrid.

Online means that all of the students and teachers met on the platform or through a video conference call to conduct the classroom. The mentioned platforms also featured a chatting room and the ability to share documents and to check students' attendance. Thus, students can still communicate with the teacher although they are not in the virtual classroom synchronously. Hybrid means the class conducted both onsite and online simultaneously. One participant testified that he is overwhelmed by this method because he has to divide his focus to his students in two different means of communication.

The statistical calculation recorded .87 for the reliability test of the teachers' agreement part and .86 for the hindrance part (see Table 2). The quantitative data shows the teacher participants' dissatisfaction with the integration of an online classroom ($\bar{x} = 2.91$, $\sigma = .96$) because sometimes the hindrances discourage them to use an online platform in their practice ($\bar{x} = 3.14$, $\sigma = 1.20$). Confidently, they agreed that their role in the online classroom was quite different from their role in the traditional classroom ($\bar{x} = 4.20$, $\sigma = .75$). Those differences made particularly their evaluation of students' performances more complicated and more difficult ($\bar{x} = 2.40$, $\sigma = 1.20$). They further agreed that online classrooms not only distracted students ($\bar{x} = 5.00$, $\sigma = 0.00$), but it also increased students' stresses and anxiety in learning English ($\bar{x} = 1.80$, $\sigma = .75$). Students then became, as the teacher participants agreed, less motivated ($\bar{x} = 4.00$, $\sigma = 1.10$) and less engaged ($\bar{x} = 2.60$, $\sigma = 0.49$) in learning. Also, they disagreed that online classrooms made the class more interesting and fun ($\bar{x} = 2.60$, $\sigma = 1.62$).

Students' perceptions toward online platforms were similar to those of the teachers to some extent. The online platforms being used in this study are 1) synchronous learning (using Zoom and Webex applications) and 2) asynchronous learning (using video-recorded lecture). Calculation of the survey data showed its reliability is equal to .86. Overall, their responses indicated students' strong dissatisfactions with the online classroom.

Their preferences of an online classroom to an onsite classroom was low ($\bar{x} = 2.00$) as an online classroom neither enhanced their motivation to learn ($\bar{x} = 2.25$) nor lessened their difficulties in learning English ($\bar{x} = 2.25$). Moreover, the majority of students strongly agreed that online learning requires significant changes by a student ($\bar{x} = 4.25$). This is consistent with Potts' (2019) study that students need to develop self-regulation skills and self-directed learning in learning with online platforms. Besides, responses revealed contradictory aspects in online learning. Although students agreed that learning online allows them to stay at home ($\bar{x} = 4.16$), however, this makes them feel lonely during the pandemic of COVID-19 ($\bar{x} = 4.00$).

While numerical data demonstrated both groups of participants' dissatisfactions with an online learning, descriptive data further indicated reasons for such the dissatisfactions.

Table2.The Cronbach's Alpha Coefficient calculation of the teacher participants questionnaire.

The items calculated	Cronba ch's Alpha	Means	S. D	Min of item means	Max of item means	N of Items
teachers' agreement of the integration of an online	.87	2.91	.96	1.80	4.20	38

platform (Part 2)						
teachers' hindrance of the integration of an online platform (part 3)	.86	3.14	1.20	1.60	5.00	17

Table 3. The Cronbach's Alpha Coefficient calculation of the student participants questionnaire.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.86	.87	39

Teachers' Reasons for their Dissatisfactions of an Online Classroom

Listed below are teacher participants' three main reasons for their not liking of an online classroom. They were: (1) lack of interaction between teachers and learners, (2) lack of administrative support, and (3) limitation to teachers' own creativity.

Lack of Interaction between Teachers and Learners

All the teacher participants agreed that an online classroom greatly lessened the interaction between teachers and learners.

This inevitably reduced, as the teachers explained further, learners' motivation to learn. *Aaron* clarified; "In the class, when I want to encourage my students to use English to express themselves, I can walk up to them and get them to say something. But I can't do that effectively online. I can just only see their faces. It limits the actual classroom interaction between teachers and students." *Brian* further complained that the absence of interaction between him and his students really "bored me. The class is plain as there's no interaction at all. I hate boring classes. I love interaction in a classroom." He felt that his class was less lively—a similar perspective witnessed in Nambiar's (2020) study. He then concluded; "An online classroom doesn't work. It is just like a zoom for video calling. It doesn't work for teaching; it is not a tool that you can rely on." Lack of interaction between teachers and learners, as *Brian* raised, widened the marginalization between teachers and learners. "With an online classroom, students don't feel they belong in a classroom. I want them to feel like

they are part of the class even if they are doing this online.” Sepulveda-Escobar and Morrison (2020) found this factor as a major disadvantage. Further, they explained that it “caused a lot of anxiety and their motivation levels plummeted” (p. 597) which was also found in this study.

Charlie emphasized the importance of interaction as it will ease him to give and receive feedback from his students. He explained that the nature of giving and receiving feedback is time-consuming and it requires more time when it has to be done through an online platform; also, it is not prompt. Orhan and Beyhan (2020) reported the same occurrence and suggested that it could lower the “effectiveness of distance education” (p. 39) if not solved.

Lack of Administrative Support

Inadequate administrative support disabled the efficiency of an online classroom. The teacher participants vocally criticized lack of support from the university. *Aaron* complained that his students were unable to access an online classroom as they were not able to upgrade their internet connection. They received no support from the university.

“A lot of my students are not able to pay to upgrade their internet connection. Their internet connection was very limited and its connection is very slow and unstable.” Similar to *Aaron* who taught in rural areas, Hebebcı, Bertiz and Selahattin (2020) also reported the same problem. Wilson and Whitelock (1998) asserted that this problem could negatively affect education activities. *Charlie* emphasized this problem and noted. “Students could log on but they can’t do much as their connection is slow and unstable. Students are not responding to anything.” *Brian*, hence, called for more financial support from the university.

“The university needs to offer financial support for some students as many of our students are not financially stable. They can’t afford to pay for better internet connection.” Not only discourages students, lack of administrative support regarding internet connectivity also discourages teachers from using computers (Nim Park & Son, 2014). The role of administrators along with researchers and teachers are important as they are able in ensuring the effectiveness of online learning (Levy & Murphy, 2002 in Berbera, Gomez-Rey, and Fernandez-Navarro, 2016).

Furthermore, *Aaron* suggested that the government should take major parts in an online platform integration. He said “I think the government is the main point who can support us, who can raise awareness, who can find the advice, who can find a ready-to and the internet connection to support online teaching.” The South Korean government could be an example as they “provided every school with multimedia computers, software programs and high-speed broadband Internet connections to cope with an information technology society and to integrate ICT into everyday educational practices.” (Nim Park & Son, 2014, p. 80)

Limitation to Teachers’ Own Creativity

An online classroom, as the teacher participants criticized, limits what teachers could possibly do in their teaching. This is because they are not technology integration illiterate ($\bar{X} = 2.60$, $\sigma = 1.62$), but due to the nature of an online platform that forced them to make necessary changes to their teaching practice. *Charlie* asserted “I used to do lots of things in my classes; group work, pair work, class discussion, and presentation. Now I do a lot of lectures. I give them a list of questions and urge them to search for answers on the internet.” *Brian* was required to base his preparation for his teaching on the characteristics of an online classroom. He complained that this actually limits his creativity. “I was told that my online teaching could not exceed one hour. When I wanted to include, for example, a video clip, the clip should not be longer than five minutes.

This should not regulate your teaching style.” In a similar vein, *Aaron* altered his typical classroom practice to fit the notions of an online classroom. “I like to interact face-to-face with my students. This has become a major challenge for me since I have gone online. I now have to do a sort of lecture and ask lots of questions. This for me is quite hard because most of the time I receive no interaction from the students.

Nor can I really encourage them to speak up. I can’t walk to them; I can’t go up to them and touch their shoulder to give them support.” Further, he concluded that;

There are many problems and obstacles for Thai people to use online teaching. These problems and obstacles are even more severe especially for my students whose university is not in central Bangkok. The internet connection is poor and unstable. Students can buy neither a computer nor the internet. The government of Thailand needs to support this if it wants an online classroom to be successful in Thailand.

Wintachai, Khong, and Saito (2020) reported that although the university provided an LMS for teachers, they chose to use *Zoom* instead because of the flexibility and familiarity (Wichadee, 2015) compared to the time-consuming LMS provided by the university.

Furthermore, *Charlie* was relieved because in his hybrid class, he could find a way with his creativity although it increases his workload. He stated;

What the least that we can do online is to group them. Usually our activities are more than groupings, because they communicate with each other. So, I put them in breakout sessions. In breakout groups, and let them talk. And then in my face-to-face class, I also break them, sit them away from other groups and talk. In that way, since I can see them in face-to-face class, I focus on the online class. So, I go to their groups one by one and guide them.

Bao (2020) agreed with this technique saying that teachers should make necessary adjustments in their class.

Beatty (2010) explained that there are at least eight different applications in CALL which teachers and researchers can utilize in their online classroom. Thus, it is important for teachers to remove themselves from the bandwagon of using creativity-limiting, bandwidth greedy video conference teaching methods rather, exploring features and using their creativity in designing an online classroom platform to reduce or even remove the problems they faced during the sudden shift. Echoing Todd (2020), those qualities can “benefit education in the long run” (p. 15).

Students’ Reasons for their Dissatisfactions of an Online Classroom

Interviews with the participants indicated three reasons for their disliking of an online classroom. They were: (1) lack of interaction, (2) unchallenging, and (3) learning inefficiency.

Lack of Interaction

Three of four students who participated in the interviews admitted to the researchers of their dissatisfactions with an online classroom. The interview responses exposed that students were unable to communicate with teachers and other classmates; they cannot ask questions during classes; they were distracted easily in online learning environments; and they received responses from their teacher not on the time they needed. This concurs with findings from Patricia et al., (2019), Potts, (2019), and Wright, (2017). *Chrissy* was dissatisfied with the online classroom as it reduced actual interaction between her and her classmates and her teacher. She then became lonely. “I think the atmosphere of my online English classroom is quite lonely, dull, and boring. I think it is because we have to stay home and we have to study alone. In the classroom, I can talk to my teacher and classmates.” *Gemma* complained of an absence of classroom interaction between teachers and learners in an online classroom. “There is more interaction in the onsite classroom. If I have questions, I could always ask the teacher during the break. Now, I can’t really do that. In the onsite classroom, I am still able to talk to people. Now I feel like I am watching a talk show. It is rather boring.” She then summed up; “I like being in the onsite classroom. I can see my teacher and my classmates. That stimulates me to learn.” *Heidi* further explained that lack of interaction especially between her and the teacher demotivate her to some extent. The absence of a teacher allowed her to become more distracted and paid less attention to the lesson. “I know that the teacher is not actually with me. She could not really see me. I then become easily distracted. I eat snacks during the class.

I drift from a lesson here and there. I don’t really pay attention to the lesson.” This is confirmed with the findings of Potts (2019) as she suggested that “the presence of the instructor is invaluable for fostering engagement in the virtual classroom” (p. 74). Further, *Heidi* went on and explained why she prefers an onsite classroom to an online classroom.

I prefer studying in the onsite classroom. There's more interaction with the teacher and other students. I like this atmosphere. I can meet with people; I can talk to the teacher; and I can talk to other classmates. We can exchange opinions. And if I have a problem with the lesson or an assignment, I can ask my teacher at the end of the class. But, in an online classroom, I can't really do that. I have to wait until the class is over. Sometimes I am told to send my teacher an email or a text to a group chat. But it takes too long for the teacher to respond to my messages. Most of the time, her responses come too late and it is not really helpful.

Unchallenging

The characteristics of an online classroom made EFL lessons, as the students criticized further, unchallenging and uninteresting. As a result, these students became less motivated in their EFL classrooms. *Heidi* complained that her English conversation course teacher necessarily modified her teaching practice and the teaching materials to fit the requirements of an online classroom. Her doing so made the subject uninteresting.

I am enrolling in an advanced conversation course. Normally, we will practice a lot of speaking in the classroom. However, it is very difficult to do that online. The teacher then makes some necessary changes to the course. We are told to look for the materials, make a conversation and record it, and then submit it to the teacher. I don't think I gain anything in doing this. It is very impossible for the teacher to listen to all the recorded conversations and then talk to every student in an online classroom.

Chrissy was undertaking an advanced English conversation course. The teacher's alteration of the course made the class unchallenging. She too lost motivation to learn. "The teacher decides to include a lot of videos in the course. Many times, the videos do not work. Sometimes, we can't hear the videos; the quality of the sound is quite poor. As I can't understand what is going on; I lose interest in the class." *Ava's* opinions reiterated those of *Heidi* and *Chrissy*. "I understand why the teacher needs to make some changes to her teaching. However, many of her changes affect teaching and learning. I sometimes cannot see the videos she is projecting. Many times, I have no idea what is going on in the classroom and I can't follow the class." *Gemma* complained about the constant changes that her teacher made to the online class.

Not only did these constant changes frustrate her but they also demotivated her from wanting to learn. "The pattern of an online classroom requires my teacher to make a lot of significant changes to her course. Sometimes these changes are sudden; I am lost and couldn't keep up with all these changes." These results support the research of Asiry (2014), which suggests that further improvements of quality of the course content and delivery method are

needed to be addressed in gaining students' satisfaction in online learning and the effectiveness of the course.

Learning Inefficiency

These four students further complained how an online classroom lessened their learning efficiency. Effective online learning required effective tools. Without such tools, students might not be able to fully access online teaching and learning. Hence, their learning became inefficient. *Heidi* commented; "If I don't have the right tool, I don't think I can have full access to these online classes. I don't think I can watch the lecture on my mobile screen. Neither could I hear the teacher clearly on the mobile." *Ava* only had an iPad; she was unable to focus on the lecture due to the small screen of the iPad. *Ava* had to borrow a notebook so she could keep up with the teaching and learning. "Looking at an iPad screen makes me unable to focus because the screen is small. I needed to have a notebook so I could watch the lecture. I then use an iPad to take notes." Screen size can affect learning efficiency as reported in the findings of Cristian, Robert, and Adina (2016) that 90% of students agreed that using a laptop is the best device for online learning as it has a big screen. *Chrissy* agreed with *Ava* and raised the needs of having the right tool for online teaching and learning. "For me, it's important to have more than one device. I think using both a notebook and mobile phone is better. Because when the teacher sends the lecture slides, we could watch the slides from the notebook. A mobile phone can be used for listening to a lecture.

This will add more efficiency to the teaching and learning." In short, *Gemma* raised some concerns caused by lack of equipment. "We are required to turn on the camera. We are required to take a screenshot of what we are doing and send it to the teacher.

This could be complicated especially for the students who only have one device. It makes teaching and learning inefficient."

Another key issue that lessened their learning efficiency is distractions from the environment of the student home which is not a suitable place for studying. *Heidi* complained:

But if you ask me, is it okay for me to study online? My answer is NO. Not at all. It was not quiet. It was crowded at home. Or sometimes a bell was ringing or whatever. There are so many distractions and it makes me lose my focus. And I am a person who easily loses focus.

The findings of Rahman (2021) revealed a high level of dissatisfaction in online learning which was caused by a lack of proper environment at home (47.73%). This agrees with *Chrissy* complaint:

The atmosphere in the onsite classroom motivates me to study. But when studying

at home, sometimes I play with a mobile phone during class. I did not pay much attention to the lesson. But when in the onsite classroom, I am more concentrated because a goal sets me up to study.

Conclusions

This study illustrates the perceptions that both teachers and students have toward online learning platforms during the pandemic of COVID-19. It highlights the negative perceptions that all the participants hold of an online class, but also indicates several reasons for their dissatisfaction with such platforms. The reasons were: (1) lack of interaction between teachers and learners, (2) lack of administrative support, (3) limitation to teachers' own creativity, (4) unchallenging, and (5) learning inefficiency. The study reported in this paper stresses that these reasons are intertwined and overlain on each other; influenced and affected on one another. More importantly, the findings of this study are in line with earlier research which has tackled the issues related to the effectiveness of an online classroom, such as design (Al-Mansour & Al-Shorman, 2009; Heggart & Yoo, 2018; Kongsuebchart & Suppasetseree, 2018; Mulyono, 2016; Neumeier, 2005; Ng & Olivier, 1987; Scott, Jolly, and O'Brien, 1989; Swann, 1992; Yaghoobi & Razmjoo, 2016), evaluation (Chapelle, 2009; Ventayen et al., 2018), students' attitude and performance (Al-Marroof & Al-Emran, 2018; Arrosagaray et al., 2019; Fandiño, Muñoz, & Velandia, 2019; Kamnoetsin, 2014; Mahmoudi & Razak, 2012; Tai, 2016), and teachers' belief (Lam, 2000). Todd (2020) suggested that teachers' high computer literacy is needed in an online classroom. In his own words, "repackaging the same content and activities from the classroom to online is not enough and higher levels of technology use need to be applied" (p. 15).

Hence, more empirical research on an online classroom is needed not only to situate a better understanding on such the topic but also to unravel the problems of an online classroom beyond their surface (see Celce-Murcia, Brinton, & Snow; 2014; Harmer, 2015).

Researchers have suggested some steps to resolve teachers' dissatisfaction with an online platform in their practice. In sum, the steps are such as doing evaluation, modifying teaching methods, redesigning classroom activities, and redesigning education policy. (1) Hodges, Moore, Lockee, Trust, and Bond (2020) who called this sudden shift as Emergency Remote Teaching (ERT), citing from Stufflebeam and Zhang (2016), suggested that teachers should do an evaluation of their online teaching based on CIPP: Context, Input, Process, and Evaluation context. They suggested that teachers should focus "on the context, input, and process elements rather than product (learning)" (p. 11). (2) Yi and Jang (2020) suggested to perform translingual practices and pedagogy for multilingual learners. Translingual practices refers to the use of the target language side to side with the learners' L1 as well as in code switching. It is aimed at making students unconsciously compare the languages and giving a

real-world sense of usage. Further, they also suggested teachers to explore their collaborative teaching practices. (3) Rapanta et al., (2020) augmented the importance of redesigning classroom activities with particular characteristics focusing on the context, tools and resources, tasks, and the relation among the three. They also stressed the assessment process to be in line with the cognitive expectation of the online learning and self-regulation. In the same stream, Kirkwood and Price (2014) asserted the importance of variations in class activities through their critical literature review.

They found three major differing types from the literature: interventions, conceived enhancement, and evidence collected to demonstrate enhancement. Finally, (4) Clegg, Hudson, and Steel (2003) and Zagami et al., (2018) agree on redesigning educational policy to keep up with the times and demand of globalization: ICT integration into education systems and to ensure its acceptance.

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Which Structure Causes More Serious Problems?: A Case Study of Chinese and English Predicates

Apichai Rungruang¹, Phongsakorn Methitham²,
Amornrat Netthanyakonwong³ and Yanhong Mu⁴

Abstract

Learning foreign languages takes time and requires a great deal of practice. Currently, many Thai university students learn more than one foreign language. Thus, they tend to get confused when one language has different syntactic structures from another. As a result, this survey study examines Thai university students' ability to identify sentences and phrases in Chinese and English. Nineteen students took a grammatical test with 50 items covering the two major languages. Wilcoxon Signed Ranks Test was run to answer the main research question: To what extent are Thai university students able to identify sentences and phrases in the Chinese and English languages? The findings show that no statistically significant difference was found at the level of 0.05. In other words, the participants did not show that their performance in one language was better than the other. However, certain structures in English and Chinese seems to be problematic and some structures did not pose a problem for Thai CSL learners.

Keywords: English, Chinese, Predicate, Thai students

Introduction

When L2 learners learn a new language in a very beginning step, they are always taught to understand the syntactic forms or categories, namely noun phrases, verb phrases, adjective phrases, etc. The syntactic forms always come with the grammatical function such as subject, object, modifier, predicate, etc. Whenever syntactic forms are combined together, a sentence is constructed. That the sentence is either grammatically correct or incorrect depends on whether it follows syntactic rules that govern word order in a particular language or not. Finegan (2008) claims that each language has its own grammar to govern the form of strings to make statements, ask questions, give directives, and so on. To construct a complete sentence, a subject and a predicate are two major elements. English seems to have a clear

¹Department of English, Naresuan University, rapichai2002@yahoo.com

²Department of English, Naresuan University, pongsakornm@nu.ac.th

³Department of Eastern Languages, Naresuan University, yiqingyuan@msn.com

⁴Naresuan University International College, Naresuan University, emmamu80@gmail.com

notion of a complete sentence in the sense that as long as a particular string of word has a predicate with a verb, a complete sentence is constructed. In some cases, a subject might not exist such as “Help me, please”. Things turn up-side down when Chinese sentence structure does not share the same rules as English all cases. For instance, 那个故事很可笑 That story is very funny (Li & Cheng, 1994: 242). The term 很可笑 (verb funny) functions as a predicate. In terms of part of speech, 很 is an adverb modifying an adjective 可笑. Another example is 他三十 He is 30 years old. In this case, the number can function as a predicate as well. For this reason, the structures from both languages could confuse Thai students who used English as a main language to learn major courses. It is very interesting to investigate which language the Thai participants would perform the better. In this paper, the researchers focused on students’ ability to identify whether a particular string of words was a complete sentence or a phrase in the two languages or not. This basic research mirrored what types of predicate structure were major obstacles for them to misidentify. The findings can be helpful to both instructors and students. To be more precise, the teachers will pay special attentions to a certain structure when teaching their students. More language drills can be launched in the class. The benefit of this study to the students is to raise awareness in certain structures, particularly the ones that they always make mistakes.

Research Objective

This study aims to explore how well Thai students can identify sentences and phrases in Chinese and English.

Research Question

To what extent are Thai university students able to identify sentences and phrases in the Chinese and English languages?

Research Hypothesis

It should be noted that the ranking of language learning here is based on the time span the students learn a particular language. Thus, English was their second language (since it was taught after their native tongue--Thai) and they, as international college students, used the English in classroom as a major medium of instruction and learning. The Chinese language courses were taught as a part of their third language to make them know another foreign language for their future job seeking. They took the Chinese course at least one course a semester. For this reason, we assumed that Thai university students should have performed English better than Chinese.

Literature Review

Most previous studies on English errors by Thai learners employed students' writing as a major research instrument (Bootchuy, 2008; Khumphee, 2015; Promsupa, Varasarin, & Brudhiprabha, 2017; Sutthrit, 2016; Waelateh, Boonsuk, Ambele, & Jeharsae, 2019; Watcharapunyawong, & Usaha, 2013). Their common focuses were errors in grammatical, lexical, morphological discourse aspects. Apparently, grammatical errors were one or two top ranking of language errors for Thai students. In other words, many studies claimed that students wrote fragments and run-on sentences. Thus, both become one of the main grammatical errors. To draw a clearer picture, Khumphee (2015) conducted a study with English major students. The findings reveal that 4,909 errors were categorized into 26 types of errors. The problems with verbs and incomplete sentences were in the second and fourth rank of error types. This reflects that the students were not aware of how complete sentences were constructed. Another example is a study from Waelateh; Boonsuk; Ambele; & Jeharsae (2019). They found issues with independent clauses either being used as subjects or objects and issues with incorrect relative clauses. Again, these impeded the Thai learners to write complete sentences and convey the meaning correctly.

The other study was from Bootchuy (2008), who claimed that the three most frequent type of ill-form sentences by Thai students were: 1) omission of subjects, verbs, objects and complement, 2) incorrect form of compound and complex sentence structures and 3) word-order errors. As a result, the hidden message from these studies is Thai learners had some difficulties identifying phrases and sentences.

In terms of Chinese sentences by Thai students, it was very surprising that previous studies related to Chinese grammar errors, particularly sentence level, were very rare. It turns out that only a few studies dealing with errors in Chinese writing skills made by Thai learners were available. Here are some related studies which did the data collection with Thai university students. That is, Songsukrujiroad; Xin; & Kaewyod (2018) conducted a study on errors in Chinese writing skills made by third year Chinese major students. The findings showed that most students had six errors on Chinese writing: 1) word choice, 2) word order, 3) punctuation, 4) wrong Chinese character, 5) conjunction, and 6) classifier. The other study was carried out by Apaipong (2020), who investigated the errors on the use of Chinese noun classifiers with nouns of first year and second year Chinese major students. The evidence from this study suggested that besides classifier accuracy, second year students produced better sentence than the counterpart.

The research to date has tended to focus on only English majors and Chinese majors rather than non-English and non-Chinese major students. In addition, most studies dealt with grammar accuracy in terms of singular/plural errors, article errors, preposition errors, etc. Studies on Chinese covered word choice, word order, wrong Chinese characters, classifiers, etc. To focus attention on phrase and sentence level has not been available yet. For these

reasons, this survey study examined how Thai university students in an international college were able to identify sentences and phrases in Chinese and English.

Theoretical Framework

A theoretical framework in this study paved the way for a research instrument to elicit students' performance. In the Chinese predicates, the researchers used studies from a number of Chinese scholars (Li & Cheng, 1994; Ren, 2015; Ross, 2009; Shei, 2014; Yang, 2006 a, b). It has been found that the Chinese predicates have approximately 21 types (See more details in Rungruang & Mu, 2020). Thus, in this study most of predicate forms were on the grammatical test (the Chinese Section). In terms of English predicates, the present study employed Azar's (2002) and Celce-Murcia & Larsen-Freeman's (1999) works. Again, most predicate types were on the test in the English Section. Below is the English predicates' structure.

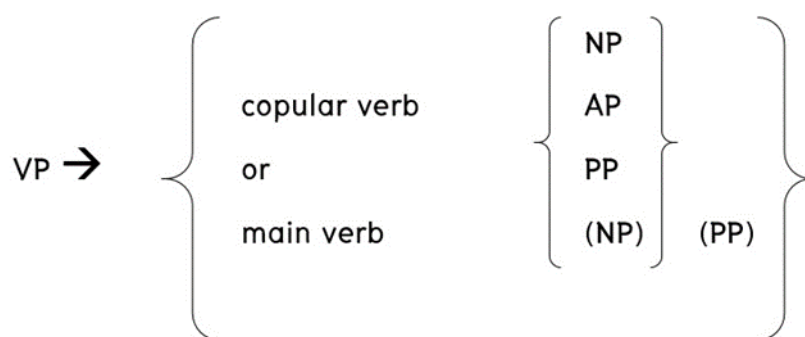


Figure 1. Structural possibilities of English predicates (Rungruang & Mu, 2020: 87)

Research Methodology

This part deals with research method, participants, research instrument, and data collection procedure.

Research method

This quantitative study was conducted in February 2019. It employed numerical data from a grammatical test to uncover the participants' performance in both languages.

Population

The researchers employed a purposive sampling technique in this study. To be more precise, nineteen university students participated in this study. As third year students whose majors were Human Resource Management, International Business Management, International Tourism and Hospitality Management, and English for Business Communication at an international college in Thailand, their age was 20-22. They took a few Chinese courses as

their foreign language course and used the English language as a main language to learn their major courses. So, their second language was English and their third language was Chinese. All participants had no overseas experience either in English or Chinese speaking countries.

Research instrument

The major research instrument was a grammatical test with two parts. Part one covered the Chinese language; part two coped with the English language. As mentioned earlier, the Chinese part was based on Chinese scholars (Li & Cheng, 1994; Ren, 2015; Ross, 2009; Shei, 2014; Yang, 2006 a, b) and the English part was from Azar (2002) and Celce-Murcia & Larsen-Freeman (1999). Each part had 25 items. Thus, there were 50 items altogether (see appendix). In each part, the participants had to identify whether an individual item was a complete sentence or not. If they believed that it was not a complete sentence, they had to either write down their reasons why a particular item was not a complete sentence or provide a better sentence. It took them 25 minutes to complete the test. All participant did the test in the same room at the same time.

Research validity

Before the participants did the test, all 60 test items (30 Chinese items: 30 English items) were checked by three English and three Chinese experts who taught in English and Chinese Departments. To establish research validity, the IOC forms (Index of Item-Objective Congruence) were employed to ensure that all items were congruent with the research objective. After having the forms back from the experts, researchers went through all questions and removed the items whose scores were lower than 0.5. Eventually, the test consisted of 50 test times (25 items each language).

Data collection procedure

The test was distributed to the participants in a classroom. To ensure that the participants understood how to do the test, the researchers explained all test instructions in Thai and informed them that if they had any questions while doing the test, they could ask the researchers at the test time. Then, the participants spent 25 minutes completing the test. The researchers collected the answer sheets and did the marking. All scores were run through a computer software package to answer the research question.

Research Results and Research Discussion

This part covers the statistic findings which were tabulated to show the students' performance in the major two languages.

Since data were non-normally distributed, Wilcoxon Signed Ranks Test was employed to find a statistically significant difference between Chinese and English languages.

Table 1 shows that there was no statistically significant difference in the two languages. The P-value was higher than 0.05. That means the students' performance in Chinese was not better than that in English, and vice versa.

Table 1: a comparison between the two languages

Test statistics

	Chinese - English
Z	-.057
P-value	.955

N= 19; $p > .05$

However, when the focus was placed on a particular language to see how well students could handle it, Table 2 reflects students' performance in individual languages in terms of median, minimum, and maximum scores. As a measure of central tendency or the middle number which most values in a distribution fall in a data set, the median scores were not very different (ranging from 17-18 from the total score of 25). However, in the minimum score, Chinese and English seem difficult for some participants. That is, the minimum scores were 6 and 9, respectively.

Table 2: Median score, maximum and minimum scores from the two languages

Language	Scores		
	Median	Min	Max
English	17 (25)	9	24
Chinese	18 (25)	6	23

B The numbers in parenthesis refer to the total score in each part.

Table 3: High and low performance in English

High Performance		Low Performance	
Item number	Frequency	Item number	Frequency
2, 5, 13, 23	19	14, 19	7
7, 9	18	24	6
		15	4

The findings in high performance items were very impressive in items 2, 5, 13, and 23 since all participants could identify them correctly. Some of them are “I did not get very much sleep last night (item 2)”, “I marked the reference with a purple flag that I investigated ostrich farms (item 23)”. It is possible that they were in an international program whose all courses were taught in English. As a result, they did the English part quite well. Another possible reason is that whenever the item had pronouns as subject, they treated them as complete sentences. Nonetheless, they had poor performance in certain items. Item 14 “A happy and somewhat silly place full of very silly people”, was claimed as a complete sentence. The researchers assume that the participants misunderstood that the term “full of” was a verb phrase instead of an adjective phrase. In item 15 “My friend Somchai, who is interested in all types of food”, most participants misidentified it as a complete sentence. Only four participants did it correctly. It looks like when a dependent clause, specifically a relative clause, appears, they were confused. This finding is compatible with previous studies. When Thai students came across with complex sentences, they could not identify dependent and independent clause and use the relative pronouns appropriately (Waelateh; Boonsuk; Ambele; & Jeharsae, 2019; Intaraprapong, 2013; Promsupa; Varasarin; & Brudhiprabha, 2017). Another one is item 24 “Free access to the Internet at the public library near my apartment”. Only six students identified it correctly as a phrase. Items 14 and 19 share the same common mistake as the previous two items. That is, they misidentified them as complete sentences even though they were phrases. It is possible that most students treated the term “access” as a verb. Thus, the subject of the sentence is the term “Free”. This reflects that whenever their grammatical knowledge, specifically parts of speech, was inadequate they tended to misidentify the selected items on the test. This finding agrees with Khumphee (2015)’s study which showed the problems with verbs and incomplete sentences.

Table 4: High and low performance in Chinese

High Performance		Low Performance	
Item number	Frequency	Item number	Frequency
1, 21, 25	19	3, 14	7
2, 20, 22	18	7	6
		6	5

Table 5 showed that item numbers 1, 21, and 25 in the Chinese part had highest frequency since all participants could identify them correctly. Some of them are: item 1 “我听不懂 wǒ tīng bù dǒng –I do not understand it”, and item 21 “我们已经复习了 wǒmen yǐjīng fùxí le –I already reviewed it “.

Questions 2, 20, and 22 are also easy items because nearly all participants could identify them as complete sentences. For one possible reason, Chinese pronouns were very obvious, which helped the participants identified them as complete sentences. On the other side of the scale, questions 3, 6, 7, and 14 were difficult for them. For example, lower than 50 percent of the participants could handle questions 3 and 14 correctly. Here is question number 3 “便宜点 piányi diǎn? Could you reduce the price a bit?” The subject of the sentence does not appear. Not surprisingly, they marked it as a phrase. Another interesting example is item 14 “在这儿 zài zhèr-it is here”. Many of them marked it as a phrase, but it was a sentence. If they had thought about the question “你在哪里? nǐ zài nǎrli? -Where are you”, they could have marked it as a complete sentence. Again, they did not see the pronoun or noun in the item; they misidentified it as a phrase. The worst goes to question 6 “你的朋友 nǐ de péngyou—My friend” It appears that only 5 participants could be able to identify it correctly. This could support the above assumption that whenever the students found the pronouns, they claimed those items as complete sentences. They might not be aware of the fact that subject can be omitted in Chinese as such a sentence “便宜点 piányi diǎn? Could you reduce the price a bit?” in that the subject nǐ (you) does not exist but it is understandable between the speaker and hearer. In other words, the subjectless sentence seem to go beyond the findings from Songsukrujiroad; Xin; & Kaewyod (2018) and Apaipong (2020).

To paint a clearer picture of the participants’ performance on the two languages, Table 5 show a range score in English. Apparently, most participants did quite well in the high score range (21-25). That is, eight students (42%) could marked the items correctly. Three students (16%) had a range score between 16-20. However, nearly half of the students did not do the English section well enough. In contrast, they did slightly between in the Chinese part in the sense that over half of them had a score range between 16-20, but the number of students who were in the highest score was lower than that in the English section.

Table 5: Score range in both languages

English		Chinese	
Score range	Frequency	Score range	Frequency
5-10	1	5-10	1
11-15	7	11-15	3
16-20	3	16-20	11
21-25	8	21-25	4

Below is a score range comparison in the two languages

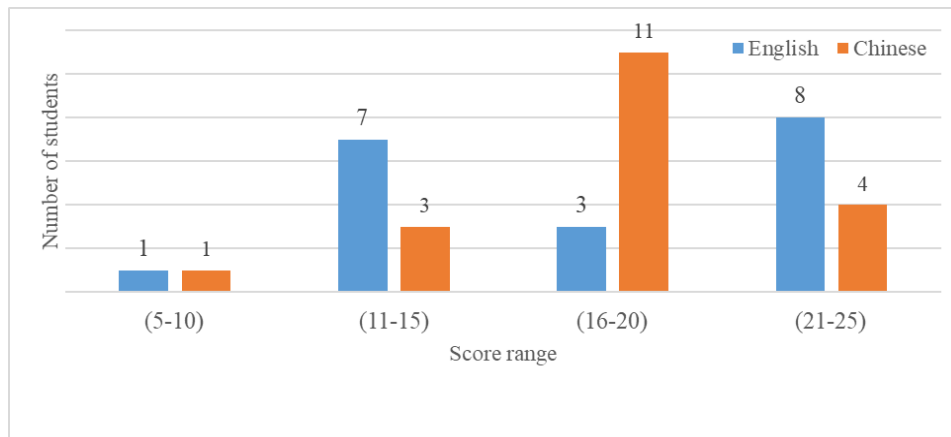


Figure 2: A comparison of score range in both languages

As mention earlier, the number of the Thai participants were higher on the highest score range (21-25) in English than in Chinese; nearly 50% of the students fell into this score range. But when we compare the number of students in the next lower range score (16-20), the participants did Chinese better than English. In other words, over 50% of the students had score range here. In the lowest score range, the number of students was the same (1 participant).

Conclusion and Recommendation

This survey study investigated the performance of Thai students to identify Chinese and English predicates. The results showed that their performance on both languages did not show any statistically significant difference. However, the findings revealed some common problems in Chinese and English language learning which can be used in the preparation of effective teaching materials. That is, whenever the pronouns did not exist, they treated the items as phrases. However, some language error differences were found in both languages. In Chinese, subject less confused the students in the sense that they misidentified them as phrases. In English, it was found that some students were not able to distinguish between the main clause and the subordinate clause. We assumed that as long as a verb existed, the students treated the target item as a complete sentence as in Item 15 “My friend Somchai, who is interested in all types of food”. In addition, their body of knowledge on parts of speech or types of subordinate clauses was inadequate, which caused them to misidentify the item.

As a pilot project, we have found that more research tools are required. To be more precise, only qualitative data cannot draw a clearer picture of the participants’ performance. For one important reason, the qualitative findings provide only an overall performance without causes of difficulties. That is, the present study only provides possible reasons to account for

the findings. To find out the genuine reason, a qualitative data set is required. To have an interview as another research tool should draw a clearer picture of the students' performance. Therefore, future research studies should employ multiple data collection procedures to reflect insightful performance. In addition, collecting a data set with students from different years of study whether they share the same common mistakes or not should be done in the future as well.

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