

การประยุกต์ใช้ Transitivity Analysis ในการสอนการอ่าน ภาษาอังกฤษ เพื่อพัฒนาทักษะการอ่านเชิงวิเคราะห์วิจารณ์ ของผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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บทคัดย่อ

ทักษะสำคัญที่จะช่วยให้ผู้เรียนประสบความสำเร็จในการใช้ชีวิตและในการทำงานในยุคปัจจุบันที่สังคมทั่วโลกเชื่อมโยงกันเป็นหนึ่งคือ ทักษะการคิดวิเคราะห์ ซึ่งเป็นหนึ่งในสี่ทักษะสำคัญสำหรับศตวรรษที่ 21 อันประกอบด้วย ทักษะการสื่อสาร ทักษะการทำงานร่วมกับผู้อื่น ทักษะการคิดเชิงสร้างสรรค์ และทักษะการคิดวิเคราะห์ นอกจากนี้ในการใช้ชีวิตในสังคมยุคข้อมูลข่าวสารเช่นทุกวันนี้ ผู้เรียนจำเป็นต้องใช้ทักษะการคิดวิเคราะห์ในการอ่านหรือรับสารจากสื่อต่าง ๆ อีกด้วย กล่าวคือ ผู้เรียนจำเป็นต้องมีทักษะการอ่านเชิงวิเคราะห์วิจารณ์ในการวิเคราะห์สิ่งที่อ่าน อย่างไรก็ตามในตำราเรียนที่สอนการอ่านภาษาอังกฤษส่วนใหญ่ได้เสนอเพียงแนวทางกว้าง ๆ ในการพัฒนาทักษะการอ่านเชิงวิเคราะห์วิจารณ์สำหรับผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ดังนั้นบทความนี้จึงมีวัตถุประสงค์ที่จะเสนอแนะแนวทางหนึ่งที่ให้รายละเอียดในการวิเคราะห์ประโยคภาษาอังกฤษ นั่นคือการนำ transitivity analysis มาประยุกต์ใช้ในการสอนการอ่านภาษาอังกฤษเพื่อวิเคราะห์ความหมายแฝงในตัวบท ซึ่งถือเป็นการพัฒนาทักษะการอ่านเชิงวิเคราะห์วิจารณ์ของผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

คำสำคัญ: ทักษะการอ่านเชิงวิเคราะห์วิจารณ์, Transitivity analysis

Transitivity Analysis: Pedagogical Implication for Enhancing EFL Learner's Critical Reading Skills

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Abstract

To be successful in the current global society, learners need to possess critical thinking skills which are one of the most important skills in the 21st Century or the 4Cs: communication, collaboration, creativity, and critical thinking. Critical thinking revolves around logical thinking, reasoning, making judgments and problem solving. Living in the current Information Age, learners need to use critical thinking skills when they read texts as well. They need to have critical reading skills in making judgments about the texts they read. Most reading textbooks for EFL learners, however, provide only broad and general guidelines in developing critical reading skills for learners. The objective of this paper is, thus, to suggest way of incorporating transitivity analysis in an EFL reading class as another practical means in analyzing English clauses to identify hidden meanings in the text which can strengthen learner's critical reading skills.

Keywords; Critical reading skills, Transitivity analysis

1. Introduction

Critical thinking is one of the 4Cs or the most important skills for learners to succeed in the increasing complex life and work environment in the 21st Century global society—the other three are communication, collaboration, and creativity (National Education Association, 2012, pp. 9–12). Critical thinking revolves around logical thinking, reasoning, making judgments and problem solving. Learners can develop critical thinking skills by learning to use different kinds of reasoning such as deductive and inductive to understand a situation; learning to analyze complex systems and understand how their interconnected parts support the systems; learning to gather relevant information; learning to ask important questions that clarify points of view; and learning to help solve problems; learning to make decisions by selecting appropriate criteria and identifying alternatives to make reliable choices (Germaine, et al., 2016, p. 18; National Education Association, 2012, pp. 9–12; Rotherham & Willingham, 2010, p. 17).

In fact, the idea of incorporating critical thinking skills in language teaching has been developed since in the late 1980s and early 1990s. During that time, Fairclough and his colleagues proposed the concept called Critical Language Awareness (CLA) which was developed from social changes in the UK in the late 1980s and 1990s. During that period, power-relations and social control in the UK have been changed; there was an expansion of service sector resulting in the growing number of professional career in which communication skill is needed as part of the quality service. Thus, the role of language has changed in the sense that persons working in the service sector need to adapt their communicative style to meet the demands of customers. Fairclough, then, claims that these changes cause people having problems in communication. They are not quite sure how to act, talk, write, or interpret what others say or write. Fairclough further argues that CLA is an urgently needed element in language education for developing effective democratic

citizenship because CLA teaches learners how to analyze the language that they and others use. To put it another way, how words, grammar, and discourse choices reproduce, reinforce, or challenge certain ideologies and struggles for power and dominance (Fairclough, 1992 a, pp. 2, 3 & 6; Luke, 2012, pp. 4-11).

A number of scholars have incorporated CLA in the listening, writing, and reading classes for both beginner and advanced ESL and EFL learners. They have found that incorporating CLA in classes yields several benefits: developing learners' confidence, increasing learners' motivation, encouraging learners to take active role in learning, enhancing learners' analytical ability, and raising learners' awareness of the role of language in society (Clark & Ivanic, 1997; Flowerdew & Miller, 2005; Liebman, 1988; Riggenbach, 1999; Wallace, 1992 & 2009). Furthermore, incorporating CLA in classes can also lead to emancipating ESL and EFL learners from marginalized groups of aliens, foreign, or non-native learners because learners become more critically aware of social structure and ideologies of the dominant community that produces discourse. Learners are then in a better position to make informed choices about how they would like to interact with the dominant culture; they can discover new ways to claim the right to speak and write in the dominant community; and they may discover site of participation where they might otherwise have been marginalized (Fairclough, 1992 b, p.54; Wennerstrom, 2006, p.11).

Living in the current Information Age, learners need to use critical thinking skills when they read texts as well. To put it another way, they need to have critical reading skills in making judgments about the texts they read. Critical reading skills are related to the skills of identifying hidden meanings in the text. After reviewing related literature on critical reading skills, I have found that most reading textbooks provide only broad and general guidelines for developing learner's critical reading skills. For example, they suggest readers to pay attention to the choice of word and sentence structure used in the texts without giving much details on how to analyze the

sentence structure (Bailey, 2011, p. 27; Chalaysap, 2012, pp. 319–328; Ousborne, 2014, pp.8– 9; Yaworski, 2006, pp. 293–304). To the best of my knowledge, little attention has been paid to incorporating the analysis of sentence structure in an EFL reading class as a means to enhance learner's critical reading skills. Therefore, this paper aims to suggest way of incorporating transitivity analysis, which is the analysis of clause structure, in an EFL reading class to strengthen learner's critical reading skills. More specifically, this paper introduces transitivity analysis as a practical tool in analyzing English clauses to uncover hidden meanings in the text which can strengthen learner's critical reading skills.

The paper is structured as follows: the first part is the introduction. In the second part, the details about critical reading skills are presented. The concept of transitivity analysis is provided in the third part. The fourth part discusses the incorporation of transitivity analysis in an EFL reading class to enhance learner's critical reading skills. The paper ends with concluding remarks.

2. Critical reading skills

Writers always have purpose in mind when they write. They write to express themselves, and normally they have something to say to certain readers (Alderson, 2000, p. 78; van Dijk, 1977, p. 8). In other words, a text contains writer's purposes, worldview, attitude toward the readers, and his feelings toward the subject he writes about. Oftentimes, the writer states his idea indirectly; he implies or suggests what he wants the readers to understand. Sometimes they make assertions that they want readers to accept as true. Consequently, readers should not necessarily accept everything they read about. Adam and Patterson (2005) state that readers must carefully evaluate the writer's arguments and make critical judgments and draw conclusions about the text (p. 132). To put it another way, readers need to have

critical reading skills. The following parts present critical reading skills in terms of the definition and the guidelines for developing critical reading skills.

2.1 Definition of critical reading skills

Critical reading is deliberate, careful reading in which a reader actively questions assumptions in the text. Critical reading skills are related to the skills of reading between the lines in order to uncover hidden meanings in a given text, to identify writer's underlying purpose, and to distinguish facts from opinions (Adams & Patterson, 2005, p. 131; Bailey, 2011, p. 27; Ousborne, 2014, p. 1; Wallace & Wray, 2011, p. 29).

2.2 Guidelines for developing critical reading skills

Many scholars have proposed general guidelines for developing learner's critical reading skills. To identify hidden meanings and writer's underlying purpose, these scholars suggest that readers consider linguistic features in the text such as word choice, the use of modal verbs, the use of an active verb over passive verb, the use of parallel syntax, short sentences, loose sentences, or an inverted order of an interrogative, etc. Some guidelines are in the form of questions. For instance, "Does the author have any bias?", "Do you agree with the writer's views?", and "How would you characterize the tone [writer's attitude] of the essay?" (Bailey, 2011, p. 27; Chalaysap, 2012, pp. 319-328; Ousborne, 2014, pp.8- 9; Yaworski, 2006, pp. 293-304).

From the previous studies mentioned above, most reading textbooks offer broad and general guidelines or questions as a means to develop learner's critical reading skills without giving much details on the way of analysis for a better understanding of the learners. Consequently, the aim of this paper is to suggest way to incorporate a more practical tool, the transitivity analysis, into an EFL reading class in order to help answer those questions and enhance critical reading skills of the learners.

3. Transitivity analysis

This section gives details about the concept of transitivity analysis in two aspects: what it is and how to analyze the transitivity system.

3.1 What is transitivity analysis?

Transitivity analysis is the analysis of a clause structure to discover what people are depicted as doing. In other words, the transitivity analysis shows who does what to whom, and how. Transitivity analysis is the analysis of a clause in Systemic Functional Grammar (SFG) which is developed by Michael Halliday to explain how human makes meaning through a system of choices from which the speakers and writers choose to create meanings according to social circumstances. This means that certain word choice or grammatical form always reflects the attitudes and shapes human perception of the world (Bloor & Bloor, 2004, pp.2 & 228; Fairclough, 2003, p. 8; Machin & Mayr, 2012, p. 12).

According to Halliday's SFG, language performs three metafunctions (i.e. the broad functions) in contexts which can be categorized into three categories: ideational, interpersonal, and textual. Each clause performs all the three metafunctions at the same time. However, the focus of this paper is on transitivity system which is part of the ideational metafunction; hence, the details of the other two metafunctions are not presented here. Ideational metafunction refers to the concept that human use language to express his experience and his perception of the world. Ideational metafunction is analyzed through transitivity system in which each clause is analyzed into process, participants, and/or circumstances (Bloor & Bloor, 2004, pp. 10, 11, 65 & 71).

3.2 How to analyze the transitivity system

A clause is a unit of analysis in a transitivity system. When doing a transitivity analysis, a clause is analyzed into its basic components: "participants", "processes", and/or "circumstances" which are optional. These terms are functional

labels, indicating the role of each element in the clause in the sense that processes involve participants in certain circumstances. Participants indicate both the doer and the done-to which can be people, things, or abstract concepts. Participants are expressed as nominal groups in a clause. Processes are expressed as verbs and verbal groups in a clause. Circumstances are expressed as adverbial groups or prepositional phrases in a clause, dealing with where, when, and how (Flowerdew, 2013, pp. 16& 17; Machin & Mayr, 2012, p. 105).

As mentioned earlier in this section, in SFG, there are numerous resources available for speakers and writers to select in representing the same action in different ways and either in foregrounding or backgrounding who is agent, who is responsible, and who is the person affected by this action (Machin & Mayr, 2012, p. 12). Transitivity analysis, therefore, can signify hidden meanings and power-relations in a clause. Transitivity analysis indicates who is assigned as a subject or an object in a clause which can reveal the relationships between people in the sense that who plays a significant role in a particular clause and who receives the consequences of that action (Flowerdew, 2013, p. 17; Machin & Mayr, 2012, pp. 12 & 104).

In Halliday's SFG, there are six process types or types of verbs: material, mental, relational, verbal, behavioral, and existential. Each process type has different main participants (Halliday, 1994, pp. 109-142). The sample analysis of each process type and the discussion of the analysis of participants in each process type are as follows:

1. Material processes refer to verbs of doing. Main participants are Actor, Goal, and Beneficiary as shown in Table 1 and 2.

Table 1: Material clause

The Land Transport	will launch	a new app, Taxi OK,	on Jan 25 aimed at improving safety for passengers
Participant	Process	Participant	Circumstance
Actor	material	Goal	

(Bangkok Post, January 7, 2018)

Table 2: Material clause

The government	gave	the poor	a welfare card
Participant	Process	Participant	Participant
Actor	material	Beneficiary	Goal

(Bangkok Post, December 20, 2017)

Machin and Mayr (2012) explicate that the analysis of how the participants are represented in a clause as actors, goals, or beneficiaries can indicate who is active and who is passive in a clause which can signify power-relations (pp. 106 & 111). Active participants are represented as the ones who do things and make things happen for controlling others (Fairclough, 2003, p. 150; van Leeuwen, 1996, pp. 43–44) as in the two examples above, “The Land Transport” and “The government” are active participants who have authority in launching the new taxi application and providing a welfare card to the poor who are represented as a beneficiary of the government’s action.

However, material processes can involve processes where the actor is omitted, through passive clauses which can conceal the doer of the action as in Table 3.

Table 3: Material clause

The civilians	were killed	during a bombing raid
Participant	Process	Circumstance
Goal	material	

(Machin & Mayr, 2012, p. 106)

In this example, it is not clear who are the bombers.

2. Mental processes refer to verbs of sensing which can be subcategorized into three groups: verbs of cognition, verbs of affection, and verbs of perception. Main participants are Senser and Phenomenon as in Table 4.

Table 4: Mental clause

Women	worry too much about	their physical appearance
Participant	Process	Participant
Senser	mental	Phenomenon

(Machin & Mayr, 2012, p. 107)

Mental processes imply the feelings and states of mind of certain participants which convey passivity of the participants. Mental processes can be one way of showing that the participants appear very busy even though they participate in no material transactions. Most women or female characters in a novel are usually represented in the media as performing a lot of mental processes such as “worry” in the above example (Machin & Mayr, 2012, p.107).

3. Relational processes refer to verbs of being and having. Main participants are Carrier and Attribute, and Token and Value as in Table 5–7.

Table 5: Relational clause

She	was	in a ward on the third floor
Participant	Process	Participant
Carrier	relational	Attribute

(Bloor & Bloor, 2004, p. 121)

Table 6: Relational clause

A lot of people	have	worries	about immigration
Participant	Process	Participant	Circumstance
Carrier	relational	Attribute	

(Machin & Mayr, 2012, p.110)

Table 7: Relational clause

The smell of durian fruit	is	disgusting
Participant	Process	Participant
Token	relational	Value

(Bloor & Bloor, 2004, p. 121)

Relational Processes can be employed to present opinions as facts as in the two examples above, “A lot of people have worries about immigration” and “The smell of durian fruit is disgusting.” In both examples, the writers present their own subjective opinions as objective statements.

4. Verbal processes are verbs of saying. Main participants are Sayer, Receiver, and Verbiage as in Table 8.

Table 8: Verbal clause

Foreign minister	confirms	ex-PM Yingluck has been in London since September, possibly carries a passport of another country as her Thai passports were revoked
Participant	Process	Participant
Sayer	verbal	Verbiage

(Bangkok Post, January 9, 2018)

According to Machin and Mayr (2012), participants who are allowed to have a voice in the media may be those who have the most power as in the above example the statement of the minister is cited in the media because of his authority which can make the news reliable. Moreover, in analyzing participants, we can compare who are represented as doers of material processes with goals, but others as thinkers and talkers of verbal processes (pp.109–110).

5. Behavioral processes include verbs of (typically human) physiological and psychological behaviors. Main participants are Behavior and Matter as in Table 9.

Table 9: Behavioral clause

I	'm looking at	John
Participant	Process	Participant
Behavior	behavioral	Matter

(Martin, Matthiessen, Painter, 1997, p. 109)

Behavioral processes do not suggest that an actor has a particularly strong agency, and readers are not given any sense of a goal or a beneficiary (Machin & Mayr, 2012, p.109).

6. Existential processes represent that something exists or happens. There is only one main participant: Existent as in Table 10.

Table 10: Existential clause

There	was	a roadside bomb exploded on Wednesday morning
	Process	Participant
	existential	Existent

(Bangkok Post, January 10, 2018)

The participant in the existential clause is usually preceded by “there is”, or “there are”, and may be any kind of phenomenon, and often denotes a nominalized action which can have the effect of obscuring the agency and responsibility as readers are not told who may be behind that action as in the example above, it is not clear who are the bombers (Machin & Mayr, 2012, p.110).

In brief, transitivity analysis implies that the words chosen to present what people do can highlight or conceal who is agent, who is responsible, and who is the person affected by this action. This can shape the way readers will perceive participants, events, and circumstances in a clause (Machin & Mayr, 2012, p.12).

In fact, a number of researchers from various fields have employed transitivity analysis as one of the analytical tools in their studies to analyze such text types as advertisements, news articles, and magazine covers. The aims of those studies are, for instance, to investigate how the concepts of masculinity and femininity, and the public images of Thai government, juvenile delinquents, and the Rohingya refugees are constructed and represented in the media (e.g. Duanprakhon, 2012; Gregorio-Godeo, 2009; Heembenson, 2012; Moran & Lee, 2013; Nascimento, 2011; Silachai & Poonpon, 2016). The following section provides sample analysis of how transitivity can be incorporated into an EFL reading class to strengthen learner’s critical reading skills.

4. Incorporating transitivity analysis in an EFL reading class to enhance learner's critical reading skills

Flowerdew (2013) argues that a critical component can be effectively incorporated into ESL/EFL listening and reading classes so that learners can exercise their analytical ability; their learning motivation is increased; and it also develops their critical reading skills. He further states that incorporating a critical component into ESL/EFL listening and reading classes works even for ESL/EFL beginners if the level of the text to be analyzed is not too complicated (pp.191-192). Furthermore, Goatly (2000) notes that the detailed analysis of clause structure in a text can reveal linguistics patterns which can be used, deliberately or not, to construct a version of reality and reflect underlying meanings in the text (pp. 61&71).

This section, therefore, presents an exercise designed for an EFL undergraduate reading class. The objective of the exercise is to apply transitivity analysis to identify the underlying meanings in a sample text. The sample text for analysis is “Hilltribes go organic” which is in, *The Nation*, one of Thailand’s English newspapers (Figure 1). Since the language of this text is not too complicated, it can be a reading passage assigned for undergraduate EFL learners.

A sample worksheet is proposed to show how transitivity analysis can be incorporated in a reading class. The worksheet comprises of three parts that provide questions that guide learners to do the transitivity analysis of the text. Part 1 aims to find out about the writer and publication of the sample text. Part 2 aims to apply transitivity analysis to identify the patterns of each process types in the sample text. Part 3 aims to discover the underlying meanings in the text (Figure 2). Suggested answers for each part are also provided at the end of the worksheet.

Figure 1: Sample Text

Hilltribes go organic

lifestyle June 07, 2017 14:35

By The Nation

Tesco Lotus turns its attention to sustainable development, joining up with hilltribe families from Doi Wawee in Chiang Rai province to produce its own brand of organic eggs to supply stores nationwide.

The partnership generates a steady income for the families, who each earn up to Bt 15,000 per month for rearing organic hens. The initiative is part of the retailer's commitment to end-to-end supply chain improvement to uplift the quality of fresh food while keeping prices low for customers.

"We are committed to providing great quality products at affordable prices for our customers. By working closely with our suppliers at every link of the supply chain, especially at the source, we can ensure product quality and safety are consistent with our standards. As Thais become increasingly health conscious and aware of food safety, organic products are becoming increasingly popular," says the chain's Pornpen Nartpiriyarat.

"For our organic eggs, we have partnered with Hilltribe Organics, which works with a network of hilltribe families on Doi Wawee, to rear organic hens and produce organic eggs for Tesco Lotus. Aside from being able to provide our customers with quality products, we are also helping to generate a decent income for these families."

The organic eggs are produced by hens reared by Akha and Karen tribes. The farmers received training from Hilltribe Organics on the basics of organic farming, from organic feeds, farming management to quality checks. Every egg bears

a farm number, which allows traceability of every single egg back to the farm where it was laid.

Families living in Huay Nam Yen village rear organic hens on farms covering around 1.5 – 2 rai of land. Forty-seven farms have joined the project, each raising 700–800 hens. Families now earn between Bt10,000 to Bt15,000 monthly from the organic eggs produced. Collectively, the farmers produce around 110,000 eggs per week, around 85,000 of which are sold.

Tesco Lotus buys around 15,000 eggs per week, while the rest is supplied to hotels, restaurants or sold under the Hilltribe Organics brand.

Maa-Beu Sanchokearun, a 62-year-old Karen woman, said that her family used to engage in slash-and-burn agriculture growing corn and peanuts and using a lot of pesticides. Not only was the money not good, their health also suffered from being exposed to toxins. Being involved in this programme has helped improve their quality of life tremendously.

Pukkam Lipo, a Karen farmer, used to earn Bt200–300 per day doing odd jobs. When he learned that his fellow villagers were making a living rearing organic hens, he joined the programme. He and his children now look after their hens and earn more income than before.

(Taken from *The Nation*, June 7th, 2017)

Figure 2: Sample Worksheet

Part 1: Previewing the writer and the publication of the sample text

Instructions: Answer the questions below to find out about the writer and the publication.

1. Who writes the sample text "Hilltribes go organic"? _____

2. Where is the text published? _____

Part 2: Applying transitivity analysis to discover patterns in the sample text

Instructions: There are four process types found in the sample text: material, relational, verbal, and mental. Study the list of all 36 clauses from the sample text and answer the questions that follow to find out the underlying meanings in the text. The verbs representing processes of each clause have been underlined to help you. The embedded clauses are put in the brackets.

No. Clause

- 1 Hilltribes go organic
- 2 Tesco Lotus turns its attention to sustainable development, joining up with hilltribe families from Doi Wawee in Chiang Rai province to produce its own brand of organic eggs to supply stores nationwide.
- 3 The partnership generates a steady income for the families,
- 4 [who each earn up to Bt 15,000 per month for rearing organic hens].
- 5 The initiative is part of the retailer's commitment to end-to-end supply chain improvement to uplift the quality of fresh food while keeping prices low for customers.
- 6 ["We are committed to providing great quality products at affordable prices for our customers.]
- 7 [By working closely with our suppliers at every link of the supply chain, especially at the source, we can ensure

Figure 2: Sample Worksheet

8 [product quality and safety are consistent with our standards.]
 9 [As Thais become increasingly health conscious and aware of food safety,
 10 organic products are becoming increasingly popular,"]
 11 says the chain's Pornpen Nartpiriyarat.
 12 "For our organic eggs, we have partnered with Hilltribe Organics,
 13 [which works with a network of hilltribe families on Doi Wawee, to rear
 organic hens and produce organic eggs for Tesco Lotus.]
 14 Aside from being able to provide our customers with quality products, we
are also helping to generate a decent income for these families."
 15 The organic eggs are produced by hens reared by Akha and Karen tribes.
 16 The farmers received training from Hilltribe Organics on the basics of organic
 farming, from organic feeds, farming management to quality checks.
 17 Every egg bears a farm number,
 18 [which allows traceability of every single egg back to the farm where it was laid.]
 19 Families living in Huay Nam Yen village rear organic hens on farms covering
 around 1.5 – 2 rai of land.
 20 Forty-seven farms have joined the project, each raising 700–800 hens.
 21 Families now earn between Bt 10,000 to Bt 15,000 monthly from the
 organic eggs produced.
 22 Collectively, the farmers produce around 110,000 eggs per week
 23 around 85,000 of which are sold
 24 Tesco Lotus buys around 15,000 eggs per week,
 25 [while the rest is supplied to hotels, restaurants or sold under the Hilltribe
 Organics brand.]
 26 Maa-Beu Sanchokearun, a 62 year-old Karen woman, said
 27 [that her family used to engage in slash-and-burn agriculture growing corn
 and peanuts and using a lot of pesticides.]
 28 Not only was the money not good,

Figure 2 : Sample Worksheet

- 29 their health also suffered from being exposed to toxins.
- 30 Being involved in this programme has helped improve their quality of life tremendously.
- 31 Pukkam Lipo, a Karen farmer, used to earn Bt200-300 per day doing odd jobs.
- 32 [When he learned]
- 33 [that his fellow villagers were making a living rearing organic hens]
- 34 he joined the programme.
- 35 He and his children now look after their hens
- 36 and earn more income than before.

Questions:

(1) Which 25 verbs represent actions or Material processes? Who are the Actors in these processes? Which things or people are Goals or Beneficiaries? Write your answers in the following table.

Circumstance	Participant	Process	Participant	Circumstance
	Actor	material	Goal/ Beneficiaries	

Who or what is represented as most powerful in this text? Who or what as least powerful?

The most powerful participant in the text = _____

The least powerful participant in the text = _____

(2) Which 7 verbs represent Relational processes or verbs of being and having? Write your answers in the following table.

Figure 2 : Sample Worksheet

Circumstance	Participant	Process	Participant	Circumstance
	Carrier	relational	Attribute	

Who/what are being described or categorized?

(3) Which 3 verbs represent Verbal processes or verbs of saying?

Circumstance	Participant	Process	Participant	Circumstance
	Sayer	verbal	Verbiage	

Who do the speaking and who do they speak to?

What kinds of effect the Sayers might have on the listeners?

(4) Which 1 verb represents Mental process or verb of feeling?

Circumstance	Participant	Process	Participant	Circumstance
	Senser	mental	Phenomenon	

Who is the Senser?

Part 3: Interpretation of the writer, the title, the source and the patterns in the sample text

Instructions: Answer the questions below to find out the underlying meanings in the text.

What explanation can you give for the writer, the title, the publication and the patterns in the text, i.e. how are the Hilltribes and Tesco Lotus represented? What might be the underlying meanings in the text?

(Adapted from Goatly, 2000, pp. 73, 310–312 and Wiener & Bazerman, 2006, p. 308.)

Suggested Answers:

Part 1: Previewing the writer and the publication of the sample text

1. The writer is not a specific person but the newspaper itself, *The Nation*.
2. The text is presented in the ‘Lifestyle’ section of the newspaper.

Part 2: Applying transitivity analysis to discover patterns in the sample text

(1) Material processes

Circumstance	Participant	Process	Participant	Participant	Circumstance
	Actor	material	Goal	Beneficiary	
	(3) The partnership	generates	a steady income	for the families	
	(4) who each (= the hill tribes families)	earn	up to Bt15,000 per month		for rearing organic hens
(7) By working closely with our suppliers at every link of the supply chain, especially at the source	we	can ensure	product quality and safety are consistent with our standards (clause 8)		
(12) For our organic eggs	we	have partnered with	Hilltribe Organics		
	(13) which (=Hilltribe Organics)	works with	a network of hilltribe families on Doi Wawee for Tesco Lotus		to rear organic hens and produce organic eggs
(14) Aside from being able to provide our customers with quality products	we	are also helping to generate	a decent income	for these families	
	(15) hens reared by Akha and Karen tribes	are produced	the organic eggs		
	(16) The farmers	received	training		from Hilltribe Organics on the basics of organic farming, from organic feeds, farming management to quality checks
	(18) which (= the number on the egg)	allows	traceability of every single egg		back to the farm where it was laid
	(19) Families living in Huay Nam Yen village	rear	organic hens		on farms covering around 1.5 – 2 rai of land

Circumstance	Participant	Process	Participant	Participant	Circumstance
	(20) Forty-seven farms	have joined	the project		each raising 700–800 hens
	(21) Families	now earn	between Bt10,000 to Bt15,000 monthly		from the organic eggs produced
(22) Collectively	the farmers	produce	around 110,000 eggs per week		
	(23)	are sold	around 85,000 of which (=the eggs)		
	(24) Tesco Lotus	buys	around 15,000 eggs per week		
(25) while		is supplied	the rest (=the eggs)		to hotels, restaurants or sold under the Hilltribe Organics brand
(27) that	her family	used to engage in	slash-and-burn agriculture growing corn and peanuts and using a lot of pesticides		
	(29) their health	also suffered			from being exposed to toxins
	(30) Being involved in this programme	has helped improve	their quality of life		tremendously
	(31) Pukkam Lipo, a Karen farmer,	used to earn	Bt200–300 per day		doing odd jobs
(32) When	he	learned			
(33) that	his fellow villagers	were making a living			rearing organic hens
	(34) he	joined	the programme		
	(35) He and his children	now look after	their hens		
(36) and	(he and his children)	earn	more income		than before

Analyzing Actors in a material clause can suggest who is active and who is passive in a clause which can signify power; active participants are represented as the ones who do things and make things happen for controlling others (Fairclough, 2003, p. 150; Machin and Mayr, 2012, pp. 106& 111; van Leeuwen, 1996, pp. 43-44). From the analysis of the participants and the processes in the sample text, it has been found that there are two main Actors: Tesco Lotus and the hill tribes. Tesco Lotus is represented by the noun “Tesco Lotus” and the pronoun “we”, including the nouns that are related to Tesco Lotus such as “the partnership” (between Tesco Lotus and the Hilltribe Organic) and “the initiative” which refers to Tesco Lotus’s project as in clauses (3), (7), (12), (14), and (24). The hill tribes are represented by the nouns “hilltribes”, “farmers”, “families”, “family”, “Karen woman”, “Karen farmers”, including the noun and pronouns referring to the hill tribes: “being involved in the program”, “who”, “he”, “his fellow villagers”, “her family”, and “their health” as in the rest of the clauses.

In this text, Tesco Lotus is activated because it conducts the verbs “generates” which signify its power over the hill tribes as their main source of income of the hill tribes who are represented as a Beneficiary of Tesco’s action as in clauses (3) and (14). In clause (7), Tesco Lotus is also presented as the main source of the hill tribes’ income because of the verb “buy” and the Goal is the eggs produced by the hill tribes. The verb “ensure” signifies its authority in guaranteeing product quality and safety as in clause (7). On the other hand, the hill tribes are not involved in material processes which bring about changes in the world; e.g., they perform such verbs as “received” and “earn” as in clauses (16), (21), (31) and (36). Although they also perform the verbs such as “produce”, “rear”, and “look after” as in clauses (15), (19), and (35), these are laborious actions which will be worthless if Tesco Lotus does not buy their eggs. In other words, the hill tribes are passivated rather than activated. In addition, the hill tribes are presented as conducting the verb “suffered” as

in clause (29) to portray their hard life before joining Tesco Lotus' project. Therefore, the most powerful participant in the text is Tesco Lotus whereas the hill tribes are the least powerful participants.

(2) Relational processes

Participant	Process	Participant	Circumstance
Carrier	relational	Attribute	
(1) Hilltribes	go (= become)	organic	
(5) The initiative	is	part of the retailer's commitment to end-to-end supply chain improvement	to uplift the quality of fresh food while keeping prices low for customers
(8) product quality and safety	are	consistent with our standards	
(9) As Thais	become	increasingly health conscious and aware of food safety	
(10) organic products	are becoming	increasingly popular	
(17) Every egg	bears (=have)	a farm number	
(28) Not only the money	was not	good	

Four participants are described in the sample text. The hill tribes, Tesco Lotus, organic products, and Thai people. The hill tribes are represented by the noun “hilltribes” and the noun that are related to them; i.e., “the money” which refers to the income of the hill tribes in the past. The hill tribes are the participant of the verb “go” which in this case means “become”, and is used to imply the change in the way of life of the hill tribes that currently they are producing organic products as in clause (1). This is different from the past that they used to make a living by slash-and-burn agriculture and using a lot of pesticides which does not generate much money as in clause (28). These two clauses suggest that the hill tribes gain benefit from the project of Tesco Lotus, and this creates positive brand image for the company at the same time.

Tesco Lotus is represented by the noun “the initiative” which refers to the project of the company. Tesco Lotus is the participant of the verb “is” which is employed to create positive image of Tesco Lotus in initiating the project that is beneficial to customers as in clause (5).

Organic products are represented by the nouns “product quality and safety”, “organic products”, and “every egg”. They are participants of the verbs “are”, “are becoming”, and “bear” which means “have” as in clauses (8), (10), and (17), respectively. These clauses imply that Tesco Lotus provides high quality organic products to the customers.

Thai people is represented by the noun “Thais” who are the participant of the verb “become” as in clause (9). This clause is used to make generalization that all Thai people are increasingly health conscious and aware of food safety which implies that Tesco Lotus cares for their customers by selling organic products.

(3) Verbal Processes

Participant	Process	Participant
Sayer	verbal	Verbiage
(6) We (=Tesco Lotus)	are committed to (= promise)	providing great quality products at affordable prices for our customers
(11) the chain's Pornpen Nartpiriyarat	says	we are committed to providing great quality products at affordable prices for our customers...organic products are becoming increasingly popular (clauses 6-10)
(26) Maa-Beu Sanchokearun, a 62-year-old Karen woman	said	that her family used to engage in slash-and-burn agriculture growing corn and peanuts and using a lot of pesticides (clause 27)

Both Tesco Lotus and the hill tribe do the speaking. Tesco Lotus are the Sayer of the verbs “are committed to” (promise), and “say” as in clauses (6) and (11), and they speak to the readers who read the sample text in the newspaper. These two statements of Tesco Lotus are used to present a positive image of the company in providing high quality products and caring for its customers. The female hill tribe is the Sayer of the verb “said” as in clause (26), and she talks to the news reporter about the hard life of the hill tribes in the past. Her statement is used to justify the advantage of Tesco Lotus project in improving the quality of life of the hill tribes.

(4) Mental Processes

Participant	Process	Participant
Senser	mental	Phenomenon
(2) Tesco Lotus	turns its attention to	sustainable development, joining up with hilltribe families from Doi Wawee in Chiang Rai province to produce its own brand of organic eggs to supply stores nationwide

Tesco Lotus is the only participant of the mental process in the sample text as in clause (2) which is used to create positive brand image of Tesco Lotus as a company that helps the marginalized group, the hill tribes, and as a company that cares for customers.

Part 3: Interpretation of the writer, the title, the source and the patterns in the sample text.

Considering the location of the article, the “Lifestyle” section of a newspaper, it seems that the aim of this article is just to simply give information about the way of life of the hill tribes. However, the transitivity analysis reveals that the hidden aim of the article is for the benefits of the business company, Tesco Lotus. The company uses a section in a newspaper as a site to promote its corporate social responsibility (CSR) with the aim to create its positive brand image as a company which takes responsibility for society and environment. Although the hill tribes are presented as the ones who earn more income from Tesco Lotus’ project, the one who receives the greatest benefit is Tesco Lotus in terms of profits from selling the products and positive brand image.

In brief, the proposed worksheet illustrates how transitivity analysis can be incorporated into an EFL reading class to elicit learners' analytical skills in investigating the underlying meanings in the text which is one way in developing their critical reading skills.

5. Concluding Remarks

As a citizen of the 21st Century global society and the Information Age, learners need to be equipped with critical thinking and critical reading skills to be successful in current complicated life and work environment. The paper proposes a sample worksheet as an illustration of how to incorporate transitivity analysis into an EFL reading class as another means to strengthen learners' critical reading skills.

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