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วารสารศิลปศาสตร์

มหาวิทยาลัยสงขลานครินทร์

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วัตถุประสงค์และขอบเขต

วารสารศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์ เป็นวารสารที่ตีพิมพ์เผยแพร่ต้นฉบับบทความวิจัย บทความปริทัศน์ และบทความวิจารณ์หนังสือ ในประเด็นที่เป็นปัจจุบันทางด้านภาษาและการจัดการศึกษาภาษา ด้านวัฒนธรรม และด้านสังคมศาสตร์ ภายใต้ขอบข่ายดังนี้

ภาษาและการจัดการศึกษาภาษา

1. การเรียนรู้ภาษาแรกและภาษาที่สอง
2. การยกระดับการปฏิบัติวิชาชีพด้านภาษาและการศึกษา
3. การสอนและการเรียนรู้ภาษา
4. การจัดการศึกษาภาษา
5. วารณคดี ภาษาศาสตร์ และวาทกรรมวิเคราะห์

วัฒนธรรมศึกษา

1. ภูมิปัญญาทางวัฒนธรรม
2. อัตลักษณ์ทางวัฒนธรรม
3. วัฒนธรรมสร้างสรรค์
4. การท่องเที่ยวเชิงวัฒนธรรม

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1. ชุมชนศึกษา
2. การพัฒนามนุษย์
3. เพศสภาพศึกษา
4. จิตวิทยา
5. สังคมวิทยา
6. การจัดการท่องเที่ยว

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Focus and scope

The Journal of Liberal Arts, Prince of Songkla University publishes original manuscripts such as research, review and book review articles on current issues in language and language education, cultural studies, as well as social sciences. The journal welcomes contributions especially in the following areas:

Language and language education

1. First a second language acquisition
2. Language professional development
3. Language teaching and learning
4. Language education
5. Literature, linguistics, and discourse analysis

Cultural studies

1. Cultural wisdom
2. Cultural identity
3. Creative culture
4. Cultural tourism

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3. Gender studies
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6. Tourism management

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From the Editorial Board

The Editorial Board, Journal of Liberal Arts, Prince of Songkla University (JLA) is pleased to present the latest issue of our journal for publication exclusively in English. This is a turning point for JLA after publishing both Thai and English articles for 13 years. With this change to publishing our journal entirely in English, we hope to improve the quality and reach of the research content, attracting a wider audience and enhancing the discourse with international contributors. The success of JLA issue 13 volume 2 (July-December, 2021) derives from a diverse workflow between the editorial board, the reviewers, and the authors. Covering three areas specified in the scope of the journal, this issue contains seven articles related to language and language education, two articles dealing with cultural studies and two in the area of social sciences.

The articles related to language and language education include 1) “A Review of Issues about Teachers’ Understanding of the Construct of Tasks in Task-Based Language Teaching” This article reviews challenges faced by teachers in task-based teaching and offers recommendations for professional development programs. 2) “Implementation for Teaching Thai Literature as a Foreign Language Based on Literature Approach and Five Steps for Student Development Technique for Middle School Students in International School”, which offers techniques for teaching Thai FL literature. 3) “Pronunciation of Standard Thai Vowels by Non-native Speakers” We hope this article will help to promote best practice in the teaching of the Thai language internationally. 4) “Foreign Passengers’ Satisfaction of Thai Ground Staff’s English Oral Communication Ability and Brand Loyalty of a Thai Airline”, the article, we feel, worth highlighting for those concerned with service quality of the Thai aviation industry. 5) “Effects of Self-Efficacy and Teacher Autonomy on Thai EFL Pre-Service Teachers’ Online Teaching Practices During COVID-19 Pandemic”. This article reflects on how foreign language teachers have adapted to online teaching platforms during the pandemic. 6) “The Effects of Cultural Familiarity on Reading Comprehension and Attitudes Towards Reading English Short Stories Written

by a Native Speaker and a Thai Author”. The article investigates the choice between choosing short stories from a Thai and an American cultural background in the English literature classroom. 7) “Effectiveness of Using Grammar Logs With Explicit Corrective Feedback in Improving Grammatical Ability for Writing Skill of Grade 9 Students” explores task-based teaching with the feedback process as a mechanism for improving Thai learners’ written English grammar.

Two articles relate to cultural studies: 1) “Needs Analysis and Development of English-Language Tourist Guide Signs at That Noi Temple in Nakhon Si Thammarat Province,” which looks at the role of English communication in promoting community-based cultural tourism. 2) “Tale of Nora and Development of Cultural Media in the form of Picture Book” focuses on the role of Nora wisdom in transforming cultural media.

The social science articles include 1) “A Confirmatory Factor Analysis of Components of Sports Tourism in Songkhla Province” The article highlights key factors for creating a sustainable policy of sports tourism. 2) “Relationship between Personal Factors, Situational Factors and Mental Health Problems of Those Affected by the Unrest in Southern Border Provinces.” This research presents the impact of the violent situation in Thailand’s deep south and future research concerns.

The issue nicely ends with “Book Review The Road Less Travelled,” an insightful book review by international contributor Louie Giray.

JLA is grateful to the contributors of these 12 articles and looks forward to considering for publication manuscripts from both Thai and international contributors conducting research in the areas covered by the scope of our journal.

CONTENTS

<i>Articles</i>	<i>Page</i>
<i>Language and Language education</i>	
<i>Review Articles</i>	
<i>A Review of Issues about Teachers' Understanding of the Construct of Tasks in Task-Based Language Teaching</i>	1-19
<i>Implementation for Teaching Thai Literature as a Foreign Language Based on Literature Approach and Five Steps for Student Development Technique for Middle School Students in International School</i>	20-41
<i>Research Articles</i>	
<i>Pronunciation of Standard Thai Vowels by Non-native Speakers</i>	42-65
<i>Foreign Passengers' Satisfaction of Thai Ground Staff's English Oral Communication Ability and Brand Loyalty of a Thai Airline</i>	66-88
<i>Effects of Self-Efficacy and Teacher Autonomy on Thai EFL Pre-Service Teachers' Online Teaching Practices During COVID-19 Pandemic</i>	89-119
<i>The Effects of Cultural Familiarity on Reading Comprehension and Attitudes Towards Reading English Short Stories Written by a Native Speaker and a Thai Author</i>	120-143

CONTENTS

Articles	Page
<i>Language and Language education</i>	
<i>Research Articles</i>	
<i>Effectiveness of Using Grammar Logs With Explicit Corrective Feedback in Improving Grammatical Ability for Writing Skill of Grade 9 Students</i>	144-169
<i>Cultural Studies</i>	
<i>Research Articles</i>	
<i>Needs Analysis and Development of English-Language Tourist Guide Signs at That Noi Temple in Nakhon Si Thammarat Province</i>	170-194
<i>Tale of Nora and Development of Cultural Media in the form of Picture Book</i>	195-221
<i>Social Sciences</i>	
<i>Research Articles</i>	
<i>A Confirmatory Factor Analysis of Components of Sports Tourism in Songkhla Province</i>	222-248
<i>Relationship between Personal Factors, Situational Factors and Mental Health Problems of Those Affected by the Unrest in Southern Border Provinces</i>	249-263
<i>Book Review Article</i>	
<i>Book Review The Road Less Travelled</i>	264-271

A Review of Issues about Teachers' Understanding of the Construct of Tasks in Task-Based Language Teaching

ความเข้าใจของครูสอนภาษาเกี่ยวกับองค์ประกอบ
ของภาระงานในการจัดการเรียนการสอน
โดยเน้นภาระงานเป็นหลัก

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Abstract

Despite substantive empirical evidence for the efficacy of task-based language teaching and learning (TBLT), research shows that the classroom implementation of TBLT has often met with mixed success. One of the key reasons is teachers' lack of understanding of tasks and unclear concepts of tasks and task design. It is these factors that the article focus on. In this article, an overview of key conceptual definitions of tasks, which is a core construct that underpins TBLT, is provided. This theoretical information provides a background for a subsequent discussion of teachers' challenges with task implementations and their conceptual understanding of task features. The article highlights the complex relationship between TBLT in theory

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and research and TBLT in practice when teachers reported having unclear concepts, misinterpreted some criteria of tasks and struggled with task complexity and task design. These constraints can impede their implementation of TBLT. Finally, the article concludes with a call for more research attention and suggestions on how to help teachers to develop knowledge and strategies for managing the practical difficulties in implementing TBLT through teacher education or professional development programs.

Keywords: task-based language teaching, understanding, the construct of a task

บทคัดย่อ

ถึงแม้ว่างานวิจัยจำนวนมากได้นำเสนอหลักฐานจากการศึกษาที่เกี่ยวข้องกับประสิทธิภาพของการจัดการเรียนการสอนภาษาโดยเน้นภาระงานเป็นหลัก งานวิจัยจำนวนหนึ่งกลับพบว่าการจัดการเรียนการสอนภาษาโดยเน้นภาระงานเป็นหลักนี้ยังไม่ประสบผลสำเร็จเท่าที่ควร สาเหตุหนึ่งเนื่องมาจากครูผู้สอนภาษา ยังไม่มีความเข้าใจอย่างถ่องแท้เกี่ยวกับแนวคิดพื้นฐานของภาระงาน บทความวิชาการนี้มุ่งเน้นความสำคัญของการออกแบบและการจัดการเรียนการสอนโดยเน้นภาระงานเป็นหลัก มีวัตถุประสงค์เพื่อนำเสนอแนวคิดและอภิปรายปัญหาที่เกิดจากความไม่เข้าใจของครูสอนภาษาเกี่ยวกับภาระงาน โดยผู้เขียนได้มุ่งอธิบายความหมายและองค์ประกอบของภาระงาน เนื่องจากเป็นพื้นฐานทางทฤษฎีที่สำคัญของการจัดการเรียนการสอนโดยเน้นภาระงานเป็นหลัก ตลอดจนอภิปรายถึงปัญหาที่มาจากความไม่เข้าใจในแนวคิดเกี่ยวกับภาระงานของครูสอนภาษา บทความวิชาการนี้แสดงให้เห็นถึงปัญหาเรื่องการขาดความเชื่อมโยงระหว่างความรู้ภาคทฤษฎีและการลงมือปฏิบัติจริงของครูสอนภาษา และได้เสนอแนะให้มีการศึกษาวิจัยเพิ่มเติมเพื่อช่วยแก้ไขปัญหามาจากความไม่เข้าใจของครูผู้สอน ตลอดจนนำเสนอแนวทางเพื่อแก้ปัญหาดังกล่าวผ่านหลักสูตรการพัฒนาวิชาชีพครู

คำสำคัญ: การเรียนการสอนภาษาแบบเน้นภาระงานเป็นหลัก
ความเข้าใจ องค์ประกอบของภาระงาน

Introduction

Task-based language teaching (hereafter TBLT) is “an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and use language for real-world, non-linguistic purposes” (Van den Branden, 2006, p. 1). TBLT evolved from Communicative Language Teaching (CLT) in response to the criticisms of CLT and is advocated as an alternative approach to form-focused instruction to second language teaching (Bygate, Norris, & Van den Branden, 2009b). TBLT helps reconcile the limiting features of both strong and weak form of CLT. Due to the distinctive underlying principles, the strong CLT emphasizes communicative interaction and denies grammar teaching whereas the weak version concerns grammar-oriented pedagogy rather than communicative practices (Klapper, 2003; East, 2012b). Thus, TBLT combines the two versions by embedding form-focused work within purposeful meaning-driven tasks. According to East (2012a, pp. 22-23), TBLT is “a logical development to the CLT paradigm that might address some of the apparent weakness of CLT”.

Since its emergence in the 1980s, TBLT has been the subject of a large body of publications (e.g., Candlin & Murphy, 1987; Crookes & Gass, 1993; Ellis, 2003; Estaire & Zanón, 1994; Nunan, 2004; Samuda & Bygate, 2008; Skehan, 1998, 2011; Willis & Willis, 2007; Willis, 1996). Moreover, TBLT has

been supported by a large body of empirical research (Bygate, Norris, & Van den Branden, 2009a; Long, 2014; Shehadeh & Coombe, 2012; Shintani, 2016; Thomas & Reinders, 2015; Van den Branden, 2006) and aligns with theorizing in instructed SLA (Loewen, 2015).

Despite the evidence for the efficacy of TBLT, many studies have revealed that classroom implementation of TBLT has not always been successful. Teachers reported challenges with task implementations and one of the key reasons was their lack of understanding of tasks and TBLT. It was found that teachers' understandings and conceptions of TBLT did not fully accord with those in the mainstream literature (Cui, 2012). For example, teachers' understanding of TBLT seemed narrow as they conceptualised tasks as merely speaking activities involving pair or group work (Zheng & Borg, 2014). Moreover, teachers had a range of different conceptualisations of tasks. When they were provided with several theoretical definitions of task, they tended to operationalise tasks based on what worked well in their classrooms (East, 2018). Teachers also echoed the difficulty of designing tasks using the four criteria of tasks (Jaruteerapan, 2020). Thus, the research that has explored teachers' perspective of TBLT provided evidence of teachers' limited understanding of tasks and task components, which could possibly limit the adoption of tasks in the classroom.

For the purpose of this paper, it is important to understand what constitutes a task because it is a core construct that underpins TBLT. In the section that follows, I address key conceptual definitions of tasks and how the meaning of tasks has evolved over time.

The Evolving Definitions of Tasks

There are various definitions of tasks in the TBLT literature. Different scholars proposed a number of definitions of a task. When various attempts have been made to define the concept of task and TBLT, it inevitably leads to confusion. As Richards (2006) puts it, the notion of task is “a somewhat fuzzy one” (p. 31). According to East (2021), the complex scenario that task and TBLT “mean different things to different people” (Long, 2016, p. 5) possibly leads to the educational debates about what constitutes effective pedagogical practice. The review of literature shows the complex issue of how the meaning of tasks has changed over time. Early in 1985, Long generally defined a task in broad terms as a piece of work or the hundreds of things people do in everyday life, at work, at play and in between. Long’s (1985) early definition of tasks provides a lengthy description of task that reflects the real-world uses of language beyond the classroom (target tasks) and sometimes involves non-linguistic outcomes (i.e., a painted fence or a borrowed book). As Nunan (2004) notes, some examples in Long’s (1985) list do not even involve the use of language at all since they can be done without talking (e.g., painting a fence). However, when Long (2016) has refined the meaning of tasks, his recent definition relates more to pedagogical tasks used in the classroom for academic purposes (e.g., writing a lab report, or attending a graduate-level economics lecture).

In contrast to Long’s (1985) early definition, Nunan (1989) provided the meaning of a task which is more relevant to a communicative classroom. Nunan (1989) defined a task as a piece of classroom work that requires learners to comprehend, manipulate, produce or interact in the target language while their attention is primarily focused on meaning rather than form. Then, Willis (1996)

came up with a shorter version of tasks. She defined tasks as “activities where the target language is used by the learner for communicative purpose (goal) in order to achieve an outcome” (p. 53) . Then the definitions in the late 1990s and beyond started to focus on communicative purpose (East, 2021).

For example, Skehan (1998) synthesised the task construct and proposed that a task is: an activity in which meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; the assessment of the task is in terms of outcome (p. 268). Additionally, Bygate et al. (2001) suggest that the definitions of tasks vary and depend on the purposes for which the task is used. They propose a core definition which can be modified and extended based on whether tasks are used, for example, for research or pedagogic purposes. Ellis (2003), on the other hand, argues that we need a generalized definition that can be used to specify common characteristics of tasks. In the same vein, Bygate and Samuda (2008) see it necessary to establish a widely agreed definition in order to distinguish between tasks and non- tasks. Ellis (2003), therefore, proposed the following six important features of a task, as a way to evaluate the extent to which an instructional activity is a task.

1. A task is a work plan for learner activity.
2. The primary focus is on meaning. To this end, a task will incorporate some kind of gap (i.e., an information, reasoning, or opinion gap) to motivate learners to use language to communicate meanings.
3. A task performance reflects real world processes of language use.
4. A task can involve the four language skills of reading, writing, speaking and listening.

5. A task engages cognitive processes (which in turn influence language demands) such as selecting, reasoning, describing, distinguishing, etc.

6. A task has a clearly defined communicative outcome.

(Ellis, 2003, pp. 9-10)

Ellis's (2003) definition is widely accepted and shares common characteristics with most other definitions. It can be taken as representative of areas of general agreement (Samuda & Bygate, 2008). More recently, Ellis refined these into four definitional criteria as discussed in the next section.

Ellis's Four Definitional Criteria of Tasks

Ellis (2018) and Ellis and Shintani (2014) proposed the definition based on the criterial properties as presented below.

1. The primary focus should be on meaning. This criterion indicates that learners should be mainly concerned with encoding and decoding messages not with focusing on linguistic form. Learners take a role of language users using the same kind of communicative processes similar to those in the real world such as listening to, or reading a story, filling in a form, explaining and giving instructions.

2. There should be some kind of gap. An activity with a gap activates the need to use language in order to lose it such as the need to convey information, infer meaning or express opinion.

3. Learners should largely rely on their own resources (linguistic and non-linguistic) in order to complete the activity. In other words, learners are not "taught" the language they will need to perform a task, although they may be able to "borrow" from the input the task provides to help them perform it. It is noteworthy that being taught the language does not include the teachers providing some linguistic

starting point such as key vocabulary, an input for production tasks (priming).

4. There is a clearly defined outcome other than the display of language. In this criterion, learners are primarily concerned with achieving the goal stipulated by the activity, rather than using language forms correctly. Moreover, there is an outcome that results from completing an activity that works towards a communicative goal, rather than the display of linguistic knowledge. Thus, when performing a task, learners are not primarily concerned with using language correctly but rather with achieving the goal stipulated by the task.

Ellis and Shintani (2014) assert that these four criteria help to ensure that a task will provide a context where language is used and treated as a tool to achieve a communicative outcome. The criteria share common characteristics with most other definitions; a primary focus on meaning; a gap that motivates communication; and goal-oriented outcomes. However, what is unique in Ellis and Shintani's definition is criterion three where learners rely on their own linguistic and non-linguistic resources. In other words, learners are not prescribed specific language they should use to perform a task. Instead, they can make their own decision to use whatever language available for them to complete the tasks (Ellis & Shintani, 2014). Interestingly, this criterion is what most teachers in Erlam's (2015) study found the most difficult to incorporate in the tasks they designed.

Overall, Ellis (2009, 2018) suggests that the four definitional criteria of tasks are more essential for distinguishing a task from a situational grammar exercise. For an instructional activity to be considered a task, all four of these criteria must be met (Lambert, 2018). Ellis values each criterion differently in terms of its importance. Earlier, Ellis (2003) paid more attention to the meaning-focused criterion as the key feature that most likely differentiates a task from a situational

grammar exercise. He argued that, "...some of the criteria are more important for judging whether an activity is a task than others. The key criterion is (1), the need for a primary focus on meaning" (p. 16). Six years later in his article in 2009, he included the criterion (4), a clearly defined outcome, as another key criterion. As he puts it,

On the basis of such criteria, a distinction can be made between a "task" and "a situational grammar exercise". Whereas the latter may satisfy criteria (2) and (3), it does not satisfy (1), as the learners know that the main purpose of the activity is to practice correct language rather than to process messages for meaning, nor does it satisfy (4), as the outcome is simply the use of correct language (p. 223).

Recently, Ellis (2018) has shifted his attention to another two criteria, a gap and a learner's own resources by arguing that,

My definition emphasizes the importance of a "gap" (criterion 2) to motivate the goal of a task and the need for learners to use their own linguistic resources (criterion 3) ...It is these criteria that are important for distinguishing a task from an exercise (p. 159).

It can be said that this set of criteria can be adopted as a basis to explore taskness and task-likeness in classroom activities. The distinction makes tasks become apparent among other language works such as form-focused language exercise. It then allows us to understand the extent to which tasks are incorporated in the lesson plans designed by teachers. Such

distinction is useful for teachers to choose the right pedagogical tool to suit different learning purposes.

Moreover, these criteria are based on the notion that not every activity will fully satisfy the four criteria, and some may have features of “taskness” without fulfilling all four criteria (Ellis, 2018) . Therefore, we can see different kinds of instructional activities as a task, task-like or a non-task when drawing on the four criteria. This approach will make the way we think about tasks more feasible in reality (Ellis, 2018; Ellis & Shintani, 2014). Although this set of four criteria provides a systematic way of distinguishing tasks from other language work, it was not without its problem. Teachers may not always able to apply all the four criteria to design tasks (e.g., Erlam, 2015). This challenge will be further discussed in the next section.

Challenges of Turning Criteria of Tasks into Practical Application

From a theoretical perspective, the four definitional criteria of tasks are useful in distinguishing a task from other instructional activities. However, in practice, employing these criteria is not necessarily straightforward. This issue highlights the complex relationship between TBLT in theory and research and TBLT in practice.

At the level of decision-making in analysing a task, it is not always easy to provide a clear-cut answer of whether the activity meets the criteria of tasks or not. Challenges come from the degree of ambiguity of some criterion. For example, the notion of meaning, there are different levels and types of meanings (e.g., propositional, semantic and pragmatic meaning).

We learn that a task should be meaning-focused. However, when we actually confronted with different types of meaning such as comprehending the messages in a reading text, writing an email message or listening to a conversation, decision-making can be difficult. It is neither a straightforward nor an easy undertaking to decide whether these activities are meaning-focused tasks or meaningful language practices (e.g., the activities have meaning potential but are not communication-oriented). Therefore, analysing a task against meaning criterion that is gradient, complex and multi-layered can be challenging.

Other criteria can also be problematic for some teachers. For example, student teachers in Jaruteerapan's (2020) study reported variable levels of understanding of the features of tasks. Two criteria that they had particular problems with were the "*outcome*" and the "*gap*" principles. They tended to think of a gap as something missing. In other words, to fill the gap, learners need to create sentences. In addition, they were less certain and treated the task outcome more broadly as a general learning goal, which does not fit the definition indicated in Ellis's (2009) criteria. A possible explanation why some student teachers did not do well on the "*outcome*" and the "*gap*" principles was because they might not clearly understand basic concepts that underpin communicative-oriented activities such as the need to convey information, to express opinion or infer meaning. Moreover, the word "*outcome*" can be misinterpreted by student teachers as any end-result of doing tasks or activities. Similarly, the often-missing features of the "*gap*" and the "*outcome*" is also reported in Peng and Pyper's (2019) study. Many activities claimed that tasks designed by teachers in their study often failed to meet these criteria. These examples show

that the concepts of task “*outcome*” and “*gap*” were not well understood by the teachers.

At the level of task design, the difficulty of the four criteria and a lack of comprehensive understanding of the task components can be challenging for teachers, particularly the new TBLT users. Again, student teachers in Jaruteerapan’ s (2020) study mentioned that planning a task-based lesson by themselves was difficult, especially when they had to draw on the four features of tasks. Although the student teachers had been introduced to tasks and practised designing task-based lessons, they still found it challenging to plan TBLT lessons. It was because they did not understand the concept of tasks clearly and so did not know how to choose activities for the task design. This includes the difficulty of creating and connecting the task criteria with the lesson content. Moreover, teachers in Erlam’ s (2015) study found the criterion “*learners rely on their own resources*” the most difficult to incorporate in their task designs.

Erlam (2015) suggests that this may be because the concept of own resources was not clearly understood by the teachers. At a more general level, she argued that the focus on output-prompting tasks also contributed to this problem since the tasks that the teachers in her study used were too difficult for the beginner students.

The accounts of teachers struggling with task designs reflect Samuda’ s (2005) point that, “Task design is a complex, highly recursive and often messy process, requiring the designer to hold in mind a vast range of task variables relating to the design-in-process” (p. 243). The challenges reported here have also been echoed by other studies. The findings of these studies point toward the issue of teachers struggling with task

complexity, confusing features of a task and task design (Brandl, 2009, 2017; Carless, 2004; Chien, 2014; Saputro et al., 2021; Van den Branden, 2006). Teachers had unclear concepts, misinterpreted some criteria of tasks (East, 2021; Erlam, 2015) and hindered teachers' adoption of TBLT (Jaruteerapan, 2020).

Conclusion

The evidence of teachers' challenges mentioned above highlights the theory-practice gap of how to turn theoretical construct of task into practical application. Samuda et al. (2018) call for attention to this gap:

We are very much aware that the challenges involved in putting TBLT principles into practice are considerably more intricate than appears to be recognized in much of the SLA-based TBLT literature, and that there is a gap here that needs to be addressed (p. 7).

This issue has also raised awareness and emphasized the need to pay more attention to finding ways to bridge the gap and mediate this complex relationship between TBLT in theory and research and TBLT in practice. As mentioned elsewhere in this article, teachers' limited understanding of the task construct and task design can impede their implementation of TBLT. Moreover, evidence from previous studies suggests that beginning teachers lack experience in devising tasks of their own (Jaruteerapan, 2020; Peng & Pyper, 2019) and that they need support in this process (East, 2018). To promote teachers' practices of TBLT, this article, therefore, proposes that it is necessary to provide them with opportunities to engage in both theoretical knowledge and practice-oriented training. Possibly,

this guided process of learning can be integrated as a part of teacher education or professional development programmes. As East (2021) puts it, teachers need to be “introduced to, and have opportunities to explore the task construct, both theoretically and practically” (p. 183). This point accords with Van den Branden’s (2016) comment that repeated practice along with interactional support and guidance can help teachers to overcome the doubts and concerns during the first stage of TBLT implementation. The potential value of the guided processes of learning to teach with TBLT was confirmed by other studies (e.g., Duong & Nguyen, 2021; Lai, 2015; Ogilvie & Dunn, 2010; Van den Branden, 2016; Zhang & Luo, 2018; Zhu, 2018). Teachers in Duong and Nguyen’s (2021) study reported having confidence about their understanding of TBLT as a result of regular training courses. They were, therefore, willing to employ tasks in their teaching practice. Clearly, the guided process of learning to teach can encourage teachers to use innovative practices such as TBLT. The proposal raised in this article is consistent with some of Ellis’s (2018, p. 272) suggestions for effective TBLT training. They are:

1. Training needs to be accompanied with actual tasks that teachers can use in their classrooms,
2. Teachers also need to be actively involved in designing and performing tasks as part of their training.
3. Training in the form of observation of actual teaching followed by feedback provide a means for encouraging reflection by teachers and of addressing practical issues that concern teachers.

Overall, to help teachers develop a deeper understanding of task concepts and task design, teachers need rich opportunities to engage in the development of task materials such as planning a task-based lesson plan. According to Ellis (2009), teachers require “a clear

understanding of what a task is” and need also to be “involved in the development of the task materials” (p. 241). This includes the provision of models or examples that teachers can use as a good starting point when they are left to their own devices. Practical experiences with tasks may contribute to the development of teachers’ understandings of TBLT.

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Implementation for Teaching Thai Literature as a Foreign Language Based on Literature Approach and Five Steps for Student Development Technique for Middle School Students in International School

แนวทางการสอนภาษาไทยในฐานะภาษาต่างประเทศโดย
ใช้วรรณคดีเป็นฐานร่วมกับการจัดการเรียนรู้แบบ 5 ขั้น
สำหรับนักเรียนมัธยมศึกษาตอนต้นในโรงเรียนนานาชาติ

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Abstract

This article is an academic article that compiles knowledge and ideas from academic documents and teaching experience in international schools. This article aims to propose learning and teaching guidelines for teaching Thai as a foreign language by using the literature-based learning which can be applied to Thai as a foreign language course in international schools. The author suggests guidelines for learning and teaching Thai as a foreign language by using Thai literature and the Five Steps for Student Development Technique consisting of 1. Learning to Question, 2. Learning to Search, 3. Learning to Construct, 4. Learning to Communicate, and 5. Learning to Serve, and activities based on Visible Thinking Routine, the process of structured thinking, following the Constructivism Theory. As a result of the implementation of these teaching approach guidelines, students are encouraged to learn to deepen their understanding of the meaning and participate more in the classroom and develop their critical thinking skills.

Keywords: implementation of the literature-based approach, teaching Thai as a foreign language, five Steps for student development technique, visible thinking routines

บทคัดย่อ

บทความนี้เป็นบทความวิชาการแบบรวบรวมความรู้จากเอกสารวิชาการร่วมกับประสบการณ์การสอนเชิงวิชาการในโรงเรียนนานาชาติ โดยบทความวิชาการนี้มีวัตถุประสงค์เพื่อนำเสนอแนวทางการสอนภาษาไทยในฐานะภาษาต่างประเทศโดยใช้วรรณคดีเป็นฐานที่สามารถนำไปประยุกต์ใช้กับหลักสูตรการสอนภาษาไทยในฐานะภาษาต่างประเทศในโรงเรียนนานาชาติ ผู้เขียนจึงเสนอแนวทางการจัดการสอน

ภาษาไทยในฐานะภาษาต่างประเทศโดยใช้ร่วมกับการจัดการเรียนรู้บันได 5 ขั้น ซึ่งประกอบไปด้วย 1. ขั้นการตั้งคำถาม 2. ขั้นการสืบค้น 3. ขั้นการสรุปองค์ความรู้ 4. ขั้นการเรียนรู้ด้วยการสื่อสาร 5. ขั้นการเรียนรู้ด้วยการบริการสังคมและจิตสาธารณะ สอดคล้องกับทฤษฎีการสร้างความรู้ด้วยตนเอง (Constructivism) โดยใช้ร่วมกับการ จัดกิจกรรมการฝึกการคิดอย่างชัดแจ้ง (Visible Thinking Routines) ผลจากแนวการสอนนี้ส่งเสริมให้นักเรียนมีการเรียนรู้เชิงลึก นักเรียนมีส่วนร่วมในห้องเรียนมากขึ้น และมีทักษะการคิดวิเคราะห์มากขึ้น

คำสำคัญ: การสอนภาษาไทยโดยใช้วรรณคดีเป็นฐาน การสอน
ภาษาไทยในฐานะต่างประเทศ การจัดการเรียนรู้บันได 5 ขั้น
การฝึกการคิดอย่างชัดแจ้ง

Introduction

Teaching Thai as a foreign language in the modern era has continuously attracted the attention of language learners. This can be seen from the admission of foreign students into both government and private educational institutions in Thailand. In addition, many foreign universities also teach Thai language (Pleangsorn, 2018). However, most language teaching and learning focuses on the four communicative skills (listening, speaking, reading and writing) which is the study of language usage only, and excludes context and criticality found in the literary study. As a result, learners tend to be underdeveloped in many areas of important learning processes, such as interpretation skills, connecting skills, and integration skills, causing poor development in language learning. Moreover, the study of Thai literature is considered difficult and uninteresting to general learners. Therefore, introducing literature to foreign learners is more difficult

(Kanchanakuha, 2015). Although the teaching of literature among students studying a foreign language is not popular, many scholars have seen the importance of language teaching as a foreign language. McKay (1987) comments that teaching language through literature encourages learners to read more and is a good example to practice sentence structures and cultural learning. Lazor (1993) comments that teaching a language through literature allows learners to develop interpretive skills and increase their language knowledge and self-awareness. Kanchanakuha (2015) also comments that although learning Thai literature may be difficult for foreign learners, if teachers use a variety of teaching strategies and integrated teaching, literary texts can be beneficial to learners. Pongpajon (2019) says that the real value of learning literature is to understand the opus by learning and understanding the lives of various literary characters, and to develop learners' life experiences intellectually and emotionally.

For these reasons, the author sought guidelines for teaching Thai as a foreign language by using the literature-based approach, making it suitable for students studying Thai as a foreign language. It should focus on the learning process of questioning, searching out of curiosity, and finding the answer. It also should emphasize the analytical thinking process of the story and the characters that will eventually lead to the construction of learner autonomy. This should be relevant to students' previous experiences rather than rote learning. It emphasizes active participants in the learning process. This teaching approach is in accordance with the Constructivism Theory. The Constructivism Theory believes in the construction of knowledge from what is seen or known such as one's own experience (Khamanee, 2015).

The Five Steps for Student Development Technique is a concept in psychology which was developed by Limbach & Waugh (2010) from the six levels of knowledge (level of memory, level of understanding, level of application, level of analysis, level of synthesis, and level of valuation). Kamnet (2015) explains that teaching and learning by using the Five Steps for Student Development Technique is a psychological concept focusing on learning from questioning and finding answers by having these following five steps in the learning process: learning to question, learning to search, learning to construct, learning to communicate, and learning to service. In addition, literature-based language teaching and learning should focus on organizing activities to provide students with in-depth learning that may encourage them to analyze the elements and characters of the story and apply the knowledge to their daily life. This process is in line with Thinking Visible Routines. Project Zero by Harvard Graduate School of Education (2016) mentions that Thinking Visible Routines is a flexible and systematic research method to integrate student thinking development with content learning on a range of topics. Additionally, Koliu (2021) states that Thinking Visible Routines are an in-depth thought process encouraging learners to participate more in the classroom and to change the role of teachers and students. Teachers will be listeners and learn the thinking process along with the students. From the aforementioned statement, the author is of an opinion that learning management in the Thai as a foreign language classroom by using the literature-based approach with the Five Steps for Students Development Technique and Thinking Visible Routines may help students in the process of learning literature in a meaningful way. Moreover, this activity will encourage learners' curiosity to independently find out additional answers. This is an important skillset for students in the

twenty-first century according to the Basic Education Curriculum 2008 (Sumai, 2015).

International Baccalaureate Programme in international schools

The International Baccalaureate Programme (IB) is the programme that has been accepted by foreign universities which is divided into 3 levels: IB Primary Years Program (PYP), IB Middle Years Program (MYP) for students aged 11 - 16, focusing on academic subjects, and IB Diploma Programme is (IBDP) for students aged 16 – 19.

The International Baccalaureate Programme is a programme that holistically develops students by creating an awareness of different cultures, the willingness to accept differences between individuals and a positive attitude to achieve balance in all aspects to benefit the society, urges students of all ages to think critically, and encourages them to study social contexts of both their community and the world (International Baccalaureate Programme, 2021).

Hopfenbeck (2020) reports that the guidelines of the International Baccalaureate Programme clearly emphasize teaching critical thinking skills. It also contributes to the development of students' critical thinking skills by allowing students to think critically in each subject. Students and teachers of the International Baccalaureate Programme will be encouraged to develop critical thinking skills.

In the classroom of the International Baccalaureate Programme, the lower secondary level is divided into 2 classrooms: 1. Language class for students whose native language is their mother tongue (Language A), and 2. Language class for students choosing to

study a language as a foreign language (Language B). The aim of learning a language as a foreign language (Language B) is, as mentioned by The International Baccalaureate Programme (2016), to understand the use of language in different contexts and purposes including understanding foreign cultures through the study of languages. The assessment is divided into 4 areas, namely listening, speaking, reading, and writing with contents covering communication, ideas, creativity and culture. The assessment indicators are analysis, communication, interpretation, compilation, and the use of language. The students are divided into beginner, intermediate and advanced levels.

Sam & Amos (2017) state that students in the IB course studying language as a foreign language in the advanced secondary education level will study the language through literature. The author's experiences in teaching Thai as a foreign language with the use of the literature-based approach differs from teaching Thai in general classrooms. In a general classroom, learners do not incorporate all communicative skills (listening, speaking, reading, and writing) and do not practice critical thinking in response to the story. This is against the holistic nature of language learning in humans. As noted by Daskalovska (2012), the benefit of learning a language through literature helps students to learn a language in a meaningful way by being imaginative and can lead to the opportunity for content analysis. It also engages learners in a continuous and stimulating discussion in the classroom.

Literature-based approach to language teaching

Many educators mention the literature-based approach to language teaching. For example, Pongpajon (2019) says that

the literature-based approach to language teaching is teaching by using literature as a medium to create a learning experience that develops students' communicative skills through various meaningful activities. Goodman (1986) states that the literature-based approach is a holistic language teaching. Students learn the language from an overview first and this is then broken down into communicative skills (listening, speaking, reading, and writing skills). Magirius (2018) states that the literature-based teaching approach encourages students to have a thinking process that allows them to analyze the story and characters, leading to a self-knowledge process based on the Constructivism Theory.

The importance of the literature-based approach to language teaching

Literature is a necessary component in the learning of a foreign language because it can demonstrate the culture, society, and attitude of the target language. Teaching a language using the literature-based approach gives students a well-rounded view of a language. The importance of the literature-based approach in teaching language as a foreign language is as follows:

1. Developing an ability to understand the language: students can learn a language through reading literary texts, which can help them to practice reading comprehension and extend their knowledge. Moreover, Krashen (1985) states that encouraging learners to read books from the same author or the same genre will help them to become more familiar and understand the linguistic patterns.

2. Authentic usage of a language: the literature-based approach to language teaching may be considered as an authentic usage of a language. When literary content is adapted into short stories, learners may be able to observe the authentic use of language in various contexts. Duff & Maley (1990) state that students will have the opportunity to see real examples of the language through literature. In addition, Daskalovska (2012) states that students will see real-world examples of language and have the opportunity to learn and practice using them in the classroom.

3. Language integrated learning: Goodman (1986) states that the theory of holistic language teaching can lead to the learning of communicative skills as well as content, literary values, structural and grammatical aspects.

4. Affective domain of learning: Floris (2004) states that literature-based approach language instruction allows students to relate their personal experiences to that which is expressed in literature. Unlike the general language teaching that aims to impart the knowledge to students, this teaching method functions like a mirror with which students can reflect their ideas on the world society.

5. Encouraging interpreting skill: the literature-based approach also emphasizes the process of analyzing the content and characters of literature. As Wilén (2016) states, it gives students the ability to think critically about literature, to question, to have culturally-based discussions, and to train their thinking processes with the point of view relevant to their lives.

From the study of documents and research on the importance of the literature-based approach in teaching language as a foreign language from 1998 to 2019, five academic articles and one research

article (Daskalovska, 2012; Soiferman, 2016; Custodio & Sutton, 1998; Sam & Amos, 2017; Babaei & Wan Yahya, 2014 and Greene, 2019, respectively), the researchers constructed a synthesis of comparative data between general foreign language classrooms and foreign language classrooms using the literature-based approach based on the aforementioned studies as shown in Table 1.

Table 1

Synthesis of comparative data between general foreign language classrooms and foreign language classrooms using the literature-based approach

General Foreign Language Classrooms	Foreign Language Classroom Using the Literature-based Approach
1. Teaching focusing on rote learning	1. Teaching and learning emphasizing thinking, analyzing, interpreting, and discussing skills and applying them in daily life
2. Teaching and learning focusing on general knowledge yet lacking imagination	2. Teaching and learning emphasizing affective domain, allowing students to experience and exercise empathy
3. Teaching and learning with an exclusive focus on communicative skills	3. Teaching and learning with integrated learning

General Foreign Language Classrooms	Foreign Language Classroom Using the Literature-based Approach
4. Teaching and learning focusing on the structure of language	4. Teaching and learning focusing on learning the meaning and structure of language
5. Learning outcomes are geared towards understanding of the meaning of the language	5. Learning outcomes are geared towards a more well-rounded understanding of the meaning and the language, including cultural values and perspectives from native speakers

Learning by using Five Steps for Student Development Technique with the concept of Constructivism Theory

The Five Steps for Student Development Technique is a psychological concept that was developed by Limbach & Waugh (2010) by selecting six levels of knowledge principles namely knowledge and memory level, understanding level, analytical level, application level, synthesis level, and evaluation level. All of them are adapted into Five Steps for Student Development Technique. Kamnet (2015) explains that learning by using the Five Ladder Techniques focuses on learning from questions and finding out answers based on the theory of multiple intelligences, in which teachers must understand and appreciate the differences among learners. Each learner has different knowledge and experiences. Many educators will see

the potential in every learner with the ability to learn from different experiences and concepts. There are five steps to the learning process: 1. Learning to Question, 2. Learning to Search, 3. Learning to Construct, 4. Learning to Communicate, and 5. Learning to Serve. Teachers are in charge of preparing the instruction that allows students to learn and access knowledge by themselves with an assistance of the Five Steps for Student Development Technique.

This Five Steps for Student Development Technique is an in-depth learning process that arises from the learners' questioning, making hypotheses, and seeking answers. This process corresponds with the Thinking Visible Routines process, which will be further elaborated in the following section.

Visible Thinking Routine

Visible Thinking (2016) is 'a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters'. It was developed by Project Zero, a project of Harvard Graduate School of Education. Kolius (2021) has presented that this process of Visible Thinking Routines Activity is in-depth teaching for understanding, identifying, and creativity. It can also help to cultivate learners' engagement that comes from listening and questioning others. The roles between teachers and students are interchangeable in order to develop sustainable learning and higher learning achievements. Dawkin, S., (personal communication, 28 August 2021) states that teaching by using Visible Thinking Routines was highly effective. Dawkin had trialed Visible Thinking Routines in an

English as a foreign language classroom with lower secondary school students. Her result shows that the students were more interested in learning the language and engaged more in the classroom. In addition, students also discussed and provided their opinions relevant to their own experiences.

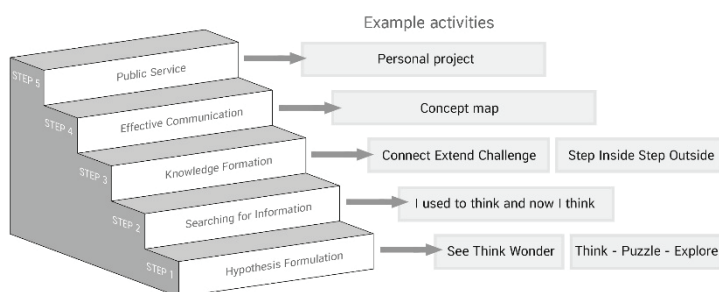
Visible Thinking Routine is consistent with teaching and learning by using the Five Steps for Student Development Technique that emphasizes the process of asking questions and finding out answers independently. By using Visible Thinking Routine, learners develop an integrated thinking process, reasoning, linking knowledge, asking questions, and managing one's own idea for effective discussion and reasoning with others. Hence, Visible Thinking is suitable for the teaching and learning of the International Baccalaureate Programme (IB) in international schools because it focuses on critical thinking and hands-on learning. Grace (2021) explains that lower secondary school students studying IB programme use various skills promoted by Approach to Learn (ATL), including critical thinking and creativity. Visible Thinking Routines is a very useful tool for various activities such as students' in-depth perception, a reasonable conclusion, and the creation of new ideas.

Guidelines for teaching Thai language by using the literature-based approach and the Five Steps for Student Development Technique in the International Baccalaureate Programme (IB)

As previously explored in the above sections, the International Baccalaureate Programme (IB) focusing on the teaching process is in line with the Five Steps for Student

Development Techniques based on the Constructivism Theory and the process of Visible Thinking Routines. The author, hence, proposes guidelines for teaching Thai as a foreign language by using the literature-based approach with the Five Steps for Student Development Techniques as demonstrated in the below diagram.

Figure 1



Note: Learning by using the Five Steps for Student Development Technique with an example of activities which the author synthesized from the Five Steps for Student Development Technique of Limbach & Waugh (2010) and Visible Thinking Routine activities of Project Zero (2016)

Step 1: Hypothesis Formulation

This step involves encouraging students to ask questions and set hypotheses before studying the contents. Teachers may ask questions or invite students to ask questions from the pictures and discuss them in class as a lead-in. For example, a question about an illustration of a scene from Thai folktale ‘The Adventure of a Boy in a Golden Conch,’ in which Rotjana selects her suitor, may include ‘what

do students think they are doing?', 'Why do people need to get married?', 'In your country, what are different kinds of marriage or how a suitor is chosen?' etc.

Visible Thinking Routines activities for **the first step** are as follows:

1. See-Think-Wonder is an activity bringing learners into the lesson. The teacher will use a picture from the literature to teach and ask learners questions, such as 'what do you see from this picture?', 'What do you think about this picture?', and 'what puzzles you about this picture?'

2. Think-Puzzle-Explore begins by asking what students think about this topic. Then, teachers may ask students what in this topic is puzzling to them. Teachers may also help guide the exploration by asking students questions arising from students' puzzlement such as 'How will you solve this puzzle or question?'

Step 2: Searching for Information

Ask students to find information on the internet or in the library. For students of an advanced level, they can collect the data or conduct an interview with folk philosophers or wise persons from learners' community. For example, using the Thai folktale 'The Adventure of a Boy in a Golden Conch', the students may continue to search for an answer to the question such as why Thai wedding ceremonies use conch.

Visible Thinking Routines activity for step 2

Ask students to do research and summarize, then use 'I used to think and now I think' activity to compare between what students think before and after searching for the data.

Observe if they come up with an idea or change their previous ideas.

Step 3: Knowledge Formation

This step aims at reflecting knowledge, allowing learners to discuss their understanding, answers, and what they have learned. As their answers may differ, teachers should provide students with an opportunity to express their individual opinions, and criticize the acquired information from different perspectives to conclude the entire body of knowledge. For example, from the Thai folktale ‘The Adventure of a Boy in a Golden Conch’, Step Inside Step Outside activity can be applied to discuss the scene in which Prasang escapes from Phanthurat.

Visible Thinking Routine activities for step 3

1. Step Inside Step Outside: This is a role play-based activity. For the ‘Step Inside’, teachers may suggest that students imagine themselves as Prasang and ask what they would do when they learn that their mother is a giant. Allow time for students to answer the question. Next is the ‘Step Outside,’ which allows students to compare their answers from the ‘Step Inside’ with their answers coming from their own perspective. Teachers may ask what they will do if they must give advice to children whose parents or loved ones behave badly such as swearing, being ill-tempered, or harming others. Teachers produce two big posters, one with ‘I am Prasang’ and the other with ‘Myself’ written in the middle. Students write their answers on post-it notes, then stick them on the two posters.

2. Connect-Extend-Challenge: This activity involves the selection of teaching materials such as interesting and

relevant texts and videos for the lesson and asking students how these teaching materials connect to the knowledge that they have and how they want to extend their knowledge further from the teaching materials. After studying, teachers should observe changes of students' mindset and remaining questions that they may need answers.

Step 4: Effective Communication

Teachers assign individual or group work to students and allow them to present their acquired knowledge through communication, either by speaking and writing. Teachers may design activities further from the lessons to encourage students to further express personal opinions. For example, teachers may ask students to imagine themselves as other characters in a similar manner as 'Step Inside' of Visible Thinking Routine activities for step 3 but from the beginning to the end of the story. Allow the students to discuss the characters' personalities and how they can apply the lessons learned from the story to benefit the society.

Visible Thinking Routine activity for step 4

Concept map is an activity allowing students to create a mind map by writing a summary and keywords of the story on physical paper or online on Padlet website. Then, allow them to connect their ideas into one picture. Using this concept map, students then deliver their presentation in front of the class and share their opinions acquired from their reading of Thai folktale 'The Adventure of a Boy in a Golden Conch' and their suggestion of real-world application of lessons learned from the story.

Step 5: Public Service

After study and production creation, teachers may assign students a task of knowledge transfer to the public domain. Students may use technology to create an access to their knowledge for the public. This can be their presentation of a lesson plan for vocabulary teaching based on words learned from the story using their mother tongue or of their creative writing of a sequel focusing on positive lessons from the story they read.

Visible Thinking Routine activity for step 5

Personal Project and Community Project is an activity that allows students to choose from Visible Thinking Routine or any activity that interests them and transfer their knowledge to the public.

Conclusion

The application of literary texts and content in foreign language classrooms such as English as a foreign language is evident and practiced by adapting from literature such as short stories or simplifying the language to facilitate learners of a foreign language. However, for a Thai as a foreign language classroom, the literature-based approach is not widely practiced, although it can bring about many advantages and benefits as previously demonstrated.

In addition, the literature-based approach is also consistent with the instruction in schools offering IB courses, which emphasizes critical thinking skills, connecting knowledge, and asking questions relevant to real-life implication. The literature-based approach can be modelled by adapting the Five Steps for Student Development

Technique, which is based on the Constructivism Theory, and the Visible Thinking Routine, to produce an instruction of Thai as a foreign language that is suitable for foreign students and aims at critical thinking skills than rote learning.

The author suggests that teachers should teach literature content connecting to the students' life and allow them to draw ideas and make a social commentary by criticizing the story with judgment and reasoning. The literature-based approach can be a teaching of a language art and life experience. Teachers may organize and design teaching and learning activities focusing on the development of students' thinking and allowing students freedom of thought and expression. Moreover, teachers might adapt or simplify the literary content to facilitate the development of students' cultural awareness and language.

From the teaching experience at international schools offering an IB course, it is reported that the literature-based approach to teaching a language as a foreign language with the Five Steps for Student Development Technique and Visible Thinking Routine is highly related. Therefore, the author highly recommends the application of the literature-based approach in a Thai as a foreign language classroom to develop students' abilities as a necessary component to the routine practice because this approach allows students to connect their knowledge with their previous experiences and to independently create new knowledge.

Furthermore, this approach can also simultaneously support the communicative skills and critical thinking skills as well as promote in-depth learning. Students participate and develop an analytical thinking skill in the classroom. They can also apply their communicative skills and analytical thinking skill to benefit themselves

and society. In conclusion, the literature-based approach can be considered as another effective holistic learning approach that aims to enhance and equip the students with an important skillset for the twenty-first century.

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Pronunciation of Standard Thai Vowels by Non-native Speakers

การออกเสียงสระภาษาไทยมาตรฐานโดยผู้พูด
ที่ไม่ใช่เจ้าของภาษา

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Abstract

This study aimed to analyze the acoustic characteristics of Standard Thai vowels produced by Khmer, Vietnamese, Burmese, and Malay speakers. The test words comprised eighteen monophthongs /i e ε i ə a u o ɔ ii ee εε ĩ ə ə aa uu oo ɔɔ/. The informants were composed of three speakers with high experience in Thai from each language and three speakers with low experience in Thai from each language, comprising a total of twenty-four speakers. The informants' speech was recorded directly by a computer. The total number of test tokens for acoustical analysis was 2,592. Formant frequencies (F1 and F2) and duration of vowels were measured using the Praat program. The results showed that the acoustic characteristics of Thai

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vowels produced by Khmer, Vietnamese, Burmese, and Malay native speakers with high experience in Thai were better than those with low experience in Thai. Greater variation of vowels caused by tongue height position was found for speakers with low experience in Thai because high vowels, mid vowels, and low vowels are highly overlapped. For vowel length, almost all of the speakers with both high and low experience in Thai produced short and long vowels with duration ratios similar to native Thai speakers. However, vowel duration varied for speakers with low experience in the Thai language.

Keywords: acoustic study, second language learning,
standard Thai vowels

บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อวิเคราะห์ลักษณะทางกลศาสตร์ของเสียงสระภาษาไทยมาตรฐานโดยผู้ที่พูดภาษาเขมร เวียดนาม พม่า และมาเลเซียเป็นภาษาแม่ รายการคำที่ใช้ในการทดสอบประกอบไปด้วยสระเดี่ยวเสียงสั้นและสระเดี่ยวเสียงยาวจำนวน 18 หน่วยเสียงได้แก่ /i e ε iə a u o o ii ee εε ii əə aa uu oo ɔɔ/ ผู้บอกภาษาประกอบด้วยผู้พูดที่มีประสบการณ์ภาษาไทยมากจำนวนภาษาละ 3 คน และผู้พูดที่มีประสบการณ์ภาษาไทยน้อยจำนวนภาษาละ 3 คน รวมผู้บอกภาษาทั้งสิ้น 24 คน ดำเนินการบันทึกเสียงผู้บอกภาษาผ่านคอมพิวเตอร์โดยตรง รวมจำนวนคำทดสอบเพื่อการวิเคราะห์ทางกลศาสตร์ทั้งสิ้น 2,592 คำ จากนั้นวิเคราะห์ค่าทางกลศาสตร์ได้แก่ ค่าความถี่ฟอร์แมนท์ (F1 และ F2) และค่าระยะเวลาของเสียงสระด้วยโปรแกรม พราท ผลการวิจัยพบว่าลักษณะทางกลศาสตร์ภาษาไทยที่ออกเสียงโดยผู้ที่พูดภาษาเขมร เวียดนาม พม่า และมาเลเซียเป็นภาษาแม่ที่มี

ประสบการณ์ภาษาไทยมากมีสัทลักษณะที่ดีกว่าในกลุ่มผู้พูดที่มีประสบการณ์ภาษาไทยน้อย นอกจากนี้ ในกลุ่มผู้พูดที่มีประสบการณ์ภาษาไทยน้อยพบว่าเกิดการซ้อนทับกันระหว่างสระสูง สระกลาง และสระต่ำ แสดงให้เห็นว่าเกิดการแปรสูงของสระในด้านระดับสูงต่ำของลิ้น ในด้านของความสั้นยาวของเสียงสระพบว่าผู้บอกภาษาเกือบทั้งหมดทั้งในกลุ่มผู้พูดที่มีประสบการณ์ภาษาไทยมาก และผู้พูดที่มีประสบการณ์ภาษาไทยน้อยสามารถออกเสียงสระสั้นและสระยาว ในอัตราส่วนที่ใกล้เคียงกับผู้พูดภาษาไทย อย่างไรก็ตาม ค่าระยะเวลาของเสียงสระในกลุ่มผู้พูดที่มีประสบการณ์ภาษาไทยน้อยจะพบการแปรมากกว่า

คำสำคัญ: การศึกษาทางกลศาสตร์ การเรียนรู้ภาษาที่สอง
สระภาษาไทยมาตรฐาน

Introduction

According to Crowley (1997), a typological classification of languages looks for similar features and groups. Seven languages are spoken in ASEAN countries but only four were chosen by typology in this research, namely Khmer, Vietnamese, Burmese, and Malay. Classification by vowel height distinguishes Khmer and Vietnamese, which have more than three degrees of height, from Burmese and Malay that have only three degrees of height. Vowel length also distinguishes Khmer from Vietnamese, Burmese, and Malay.

Copious previous research has focused on the pronunciation of Thai tones produced by second language or foreign language speakers because tone is the most significant feature in the Thai language (Intajamornrak, 2017; Phiasuphan, 2014; Sinthawashewa, 2009; Suebsor, 2019; Teeranon, 2016; Wong-ampai, 2009). However, none of these authors studied the pronunciation of Thai vowels, despite the fact that the vowel systems of the four languages; Khmer, Vietnamese,

Burmese, and Malay are different in number of vowels, vowel quality, and vowel length.

Vowel pronunciation by second language learners has been studied for many languages. Romig (2017) investigated the production and perception of English vowels by native speakers of Brazilian Portuguese living in Victoria, Canada and found that advanced speakers showed a greater ability to both produce and perceive the second language vowels, while Yen-Chen (2017) showed that experience in Mandarin helped English speakers to discriminate vowels. Evans and Alshangiti (2018) studied the perception and production of British English vowels and consonants by Arabic learners of English. They determined that more experienced learners outperformed early learners in perception of vowels and consonants. Yoon (2018) found that English vowel production and perception of Korean learners were influenced by experience levels, while Đào and Nguyễn (2019) showed that Japanese learners transferred their Japanese vowel quality features into the production of Vietnamese vowels. Flege and Wayland (2019) studied the role of input in native Spanish late adult learners' production and perception of English phonetic segments. They found that adequate native speaker input was critical for second language learning.

These previous studies suggested experience level as a crucial factor for second language learners. Experienced learners show a greater ability to produce second language vowels, while the first language (L1) of the learners also influenced production capabilities of the second language (L2).

Therefore, this research aims to analyze the acoustic characteristics of Thai vowels produced by Khmer, Vietnamese,

Burmese, and Malay speakers with high and low experience² in Thai in terms of formant frequencies and duration.

Research Methodology

The informants were twenty-four Khmer, Vietnamese, Burmese, and Malay speakers (20-35 years old) who studied Thai as a second language; six speakers for each language. Three were high experience speakers (Speakers 1, 2, and 3) and three were low experience speakers (Speakers 4, 5, and 6). Two sets of wordlists consisted of minimal and analogous pairs³ of eighteen vowels (nine short vowels /i e ε i ə a u o ɔ/ and nine long vowels /ii ee εε ĩ ē əə aa uu oo ɔɔ/ occurring in citation form as in Table 1.

Table 1
Wordlists

Set 1			
Wordlist	Gloss	Wordlist	Gloss
kìt	‘works’	kiit	‘to obstruct’
khèt	‘be afraid’	khèet	‘area, zone’
têʔ	‘to touch’	tèek	‘broken’
fìk	‘to train’	fìit	‘unsmooth’
lók	‘dirty’	lôət	‘excellent’
khàt	‘to polish’	khàat	‘torn’
khùt	‘to dig’	khùut	‘to scratch’

² The questionnaire for deciding high and low experience was developed from Modehira (2005) and Sinthawashewa (2009). The questions were composed of many aspects including years of studying Thai, frequency of using Thai in daily life, relationships with Thai people, etc.

³ Analogous pair in the wordlists means a pair of words which are different in final consonant. However, the final consonants are voiceless stops including /p t k ʔ/.

Set 1			
Wordlist	Gloss	Wordlist	Gloss
khòt	‘to coil’	khòot	‘hillock’

Set 2			
Wordlist	Gloss	Wordlist	Gloss
cìp	‘to sip’	cìip	‘to flirt’
hèt	‘mushroom’	hèet	‘factor’
chè?	‘wet, soaked’	chèek	‘V-shaped’
sìk	‘battle’	sìip	‘to detect’
thó?	‘hulky’	thêot	‘to praise’
bàt	‘card’	bàat	‘to cut’
sùt	‘end’	sùut	‘to inhale’
sòt	‘fresh’	sòot	‘single’

The informants were asked to pronounce each test word three times randomly⁴. The total number of test tokens was 2,592 for vowels (36 test words x 3 times x 4 languages x 6 speakers). The data were recorded directly by a computer. The formant frequencies (F1 and F2) and duration of vowels were measured using the Praat program. Formant frequencies were measured at every 10% between 30 and 70% of the normalized duration. Then, the variation of each vowel within its space was plotted on a graph for each speaker.

Findings

The acoustic characteristics of nine short vowels /i e ε i ə a u o ɔ/, nine long vowels /ii ee εē ïi ēē aa uu oo ɔɔ/ and vowel duration were presented.

⁴ The informants were asked to read the wordlists before recording to ensure that they can pronounce and understand all the words.

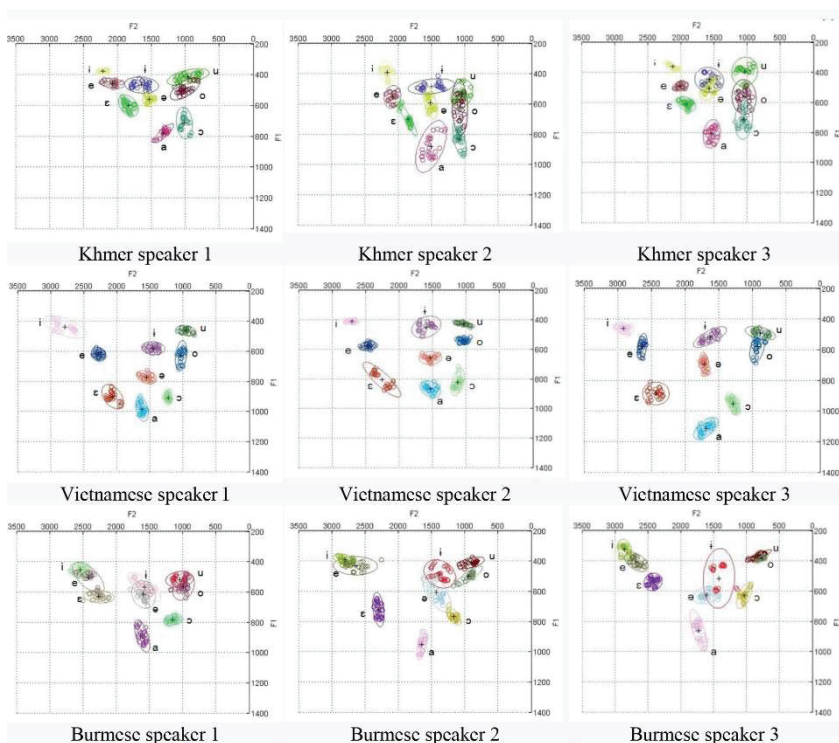
1. Short Vowels

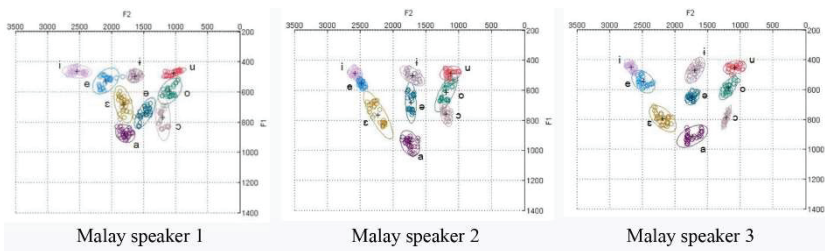
1.1 High Experience Speakers

The vowel spaces of each short vowel produced by the Khmer, Vietnamese, Burmese, and Malay speakers with high experience in Thai are shown in Figure 1.

Figure 1

Vowel Spaces of Each Short Vowel Produced by the Khmer, Vietnamese, Burmese, and Malay Speakers With High Experience in Thai





From Figure 1, in Khmer speakers, the acoustic characteristics of each vowel show that the nine short vowels occur in their own position especially in the front vowels /i e ε/. The central vowel /ɨ/ slightly overlaps with the central vowel /ə/ in speakers 2 and 3, whereas the back vowels strongly overlap between the vowels /u/ and /o/, and the vowels /o/ and /ɔ/. For Vietnamese speakers, the nine vowels occur in their own positions without overlapping with each other in all speakers. The size of each vowel in the vowel space is small. Meanwhile, for Burmese speakers, the high vowels and mid vowels overlap with each other, i.e. between the vowels /i/ - /e/, the vowels /ɨ/ - /ə/, and the vowels /u/ - /o/. In Malay speakers, the high vowel /i/ slightly overlap with the mid vowel /e/ in speakers 1 and 2. Also the back vowels /u o ɔ/ slightly overlap with each other in speaker 2. Each vowel occurs close to each other.

1.2 Low Experience Speakers

The vowel spaces of each short vowel produced by the Khmer, Vietnamese, Burmese, and Malay speakers with low experience in Thai are shown in Figure 2.

Figure 2

Vowel Spaces of Each Short Vowel Produced by the Khmer, Vietnamese, Burmese, and Malay Speakers With low Experience in Thai

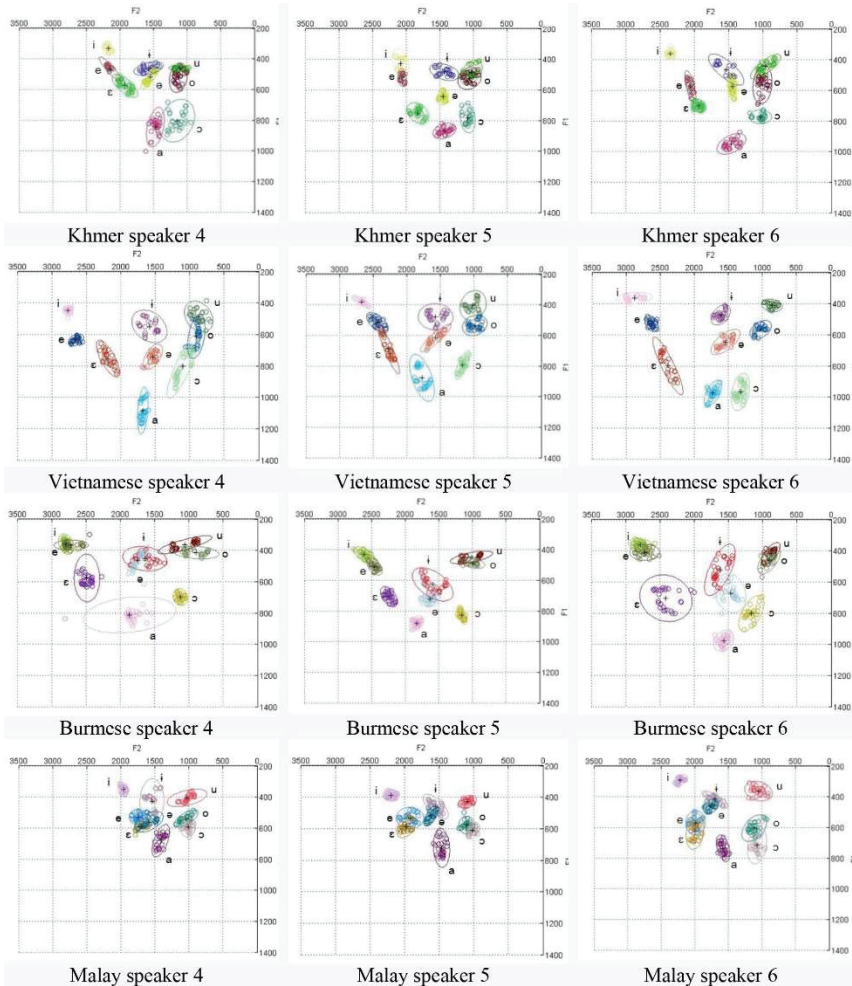


Figure 2 shows some overlaps in Khmer speakers, especially between the high vowels and mid vowels, i.e. the vowels /e/ - /ɛ/, the vowels /i/ - /ə/, the vowels /u/ - /o/, the vowels /a/ - /ɔ/ in Khmer speaker 4, the vowels /i/ - /e/, the vowels /u/ - /o/ in Khmer speaker 5, the vowels /e/ - /ɛ/, the vowels /i/ - /ə/, and the vowels /u/ - /o/ in Khmer speaker 6. Similarly, in Vietnamese speakers there are some overlaps in Vietnamese speakers 4 and 5, i.e. the vowels /u/ - /o/, the vowels /o/ - /ɔ/ in Vietnamese speaker 4, the vowels /e/ - /ɛ/, the vowels /i/ - /ə/, and the vowels /u/ - /o/ in Vietnamese speaker 5. The vowels that overlap with each other have a bigger size. Meanwhile, in Burmese speakers the high vowels strongly overlap with the mid vowels as /i/ - /e/, the vowels /i/ - /ə/, and the vowels /u/ - /o/ in all speakers. Moreover, some vowels have a bigger size than the others, e.g. the vowels /ɛ ə a/ in Vietnamese speaker 4, the vowel /i/ in Vietnamese speaker 5, and the vowels /ɛ i ɔ/ in Vietnamese speaker 6. Lastly, in Malay speakers, there are some overlaps as vowels /e/ - /ɛ/, the vowels /i/ - /ə/, and the vowels /o/ - /ɔ/ in all speakers.

2. Long Vowels

2.1 High Experience Speakers

The vowel spaces of each long vowel produced by the Khmer, Vietnamese, Burmese, and Malay speakers with high experience in Thai are shown in Figure 3.

Figure 3

Vowel Spaces of Each Long Vowel Produced by the Khmer, Vietnamese, Burmese, and Malay Speakers With High Experience in Thai

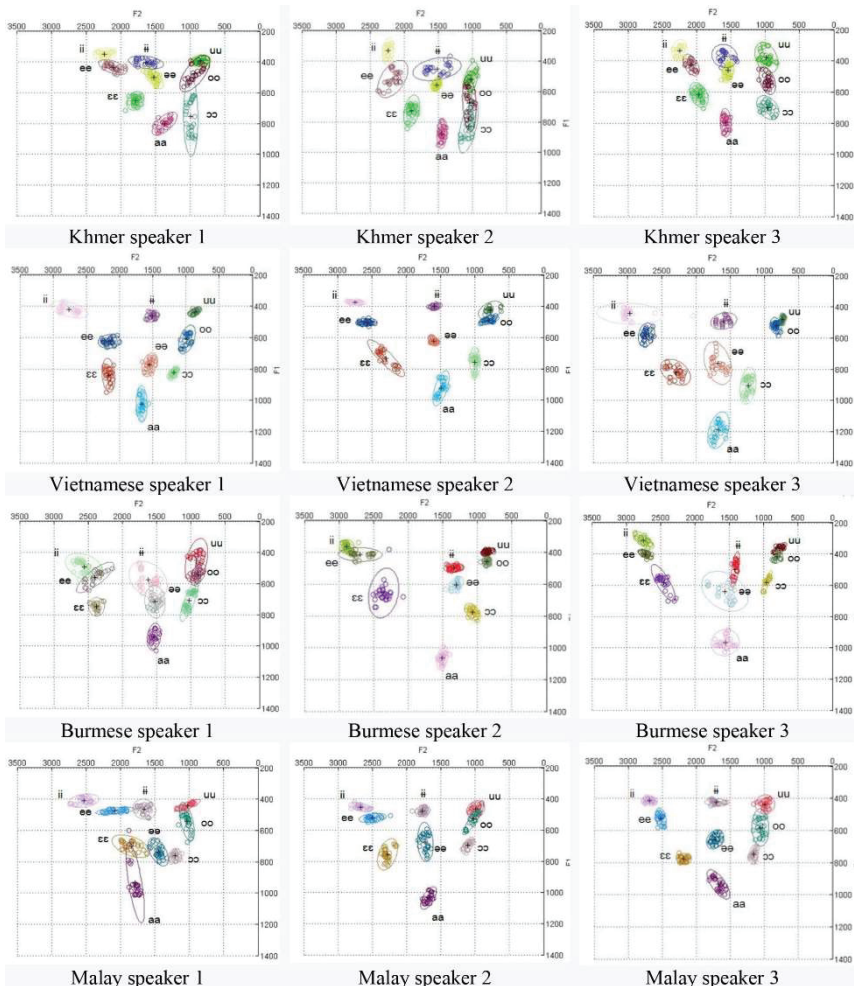


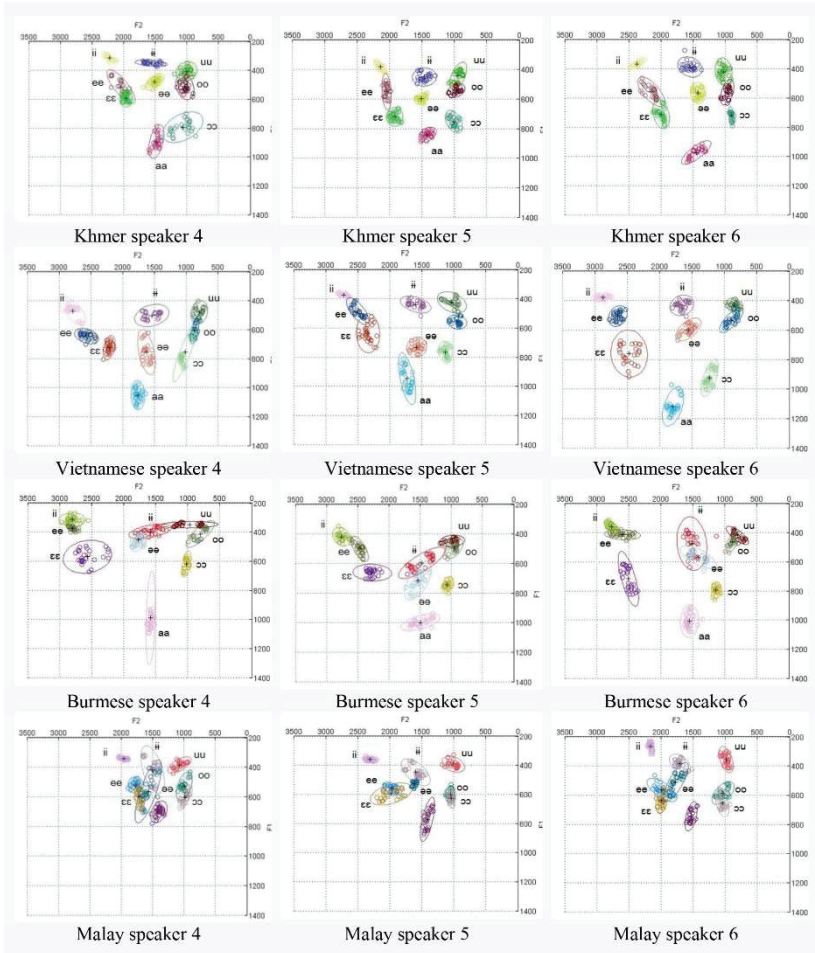
Figure 3 shows overlaps between some vowels in Khmer speakers. In speaker 1, the vowel /i:/ overlaps with /ə/, the vowel /u:/ with /o/, and the vowel /o/ with /ɔ/. These overlaps also occur in Khmer speaker 2. The vowel spaces of the vowels /o ɔ/ are wider than the other vowels in speakers 1 and 2. Meanwhile, in Khmer speaker 3, there are overlaps between the vowels /i:/ - /ə/ and the vowels /u/ - /o/. In Vietnamese speakers, only the vowel /u/ slightly overlaps with /o/ in speakers 2 and 3. The vowel spaces of each vowel are dispersed clearly in their position. In Burmese speakers, there are overlaps between the high vowels and mid vowels. In speaker 1, overlaps occur between the vowels /i/ - /e/, the vowels /i:/ - /ə/, and the vowels /u/ - /o/. Only the vowel /i/ overlaps with /e/ in speaker 2. There are overlaps between the vowels /i:/ - /ə/ and the vowels /u/ - /o/ in speaker 3. In Malay speakers, there are also overlaps in some vowels. The overlaps occur between the vowels /ɛ/ - /a/ and the vowels /u/ - /o/ in speaker 1. In speakers 2 and 3, only the vowel /u/ overlaps with /o/.

2.2 Low Experience Speakers

The vowel spaces of each long vowel produced by the Khmer, Vietnamese, Burmese, and Malay speakers with low experience speakers are shown in Figure 4.

Figure 4

Vowel Spaces of Each Long Vowel Produced by the Khmer, Vietnamese, Burmese, and Malay Speakers With Low Experience in Thai



In Khmer speakers with low experience in Thai, only the vowel /ee/ overlaps with /εε/ in speaker 4, whereas overlap between the vowels /uu/ - /oo/ occurs in all three speakers. The size of each vowel space is small. In Vietnamese speakers, there are overlaps between the back vowels in speaker 4 as the vowels /uu/ - /oo/ and the vowels /oo/ - /ɔɔ/, whereas in speaker 5, there are overlaps between the front vowels /ii/ - /ee/ and the vowels /ee/ - /εε/. Meanwhile, in speaker 6, only the vowel /uu/ overlaps with /oo/. In Burmese speakers, the high vowels /ii ii uu/ overlap with the mid vowels /ee əə oo/ in all three speakers. Lastly, in Malay speakers, there are overlaps between the front vowels /ee/, /εε/ and the vowel /əə/, the central vowels /ii/ - /əə/, and the back vowels /oo/ - /ɔɔ/ in all three speakers.

3. Vowel Duration

The duration of short and long vowels is measured in milliseconds (ms).

3.1 High Experience Speakers

The duration of short and long vowels produced by the Khmer, Vietnamese, Burmese, and Malay speakers with high experience in Thai is shown in Figure 5.

Figure 5

Duration of Short and Long Vowels Produced by the Khmer, Vietnamese, Burmese, and Malay Speakers With High Experience in Thai

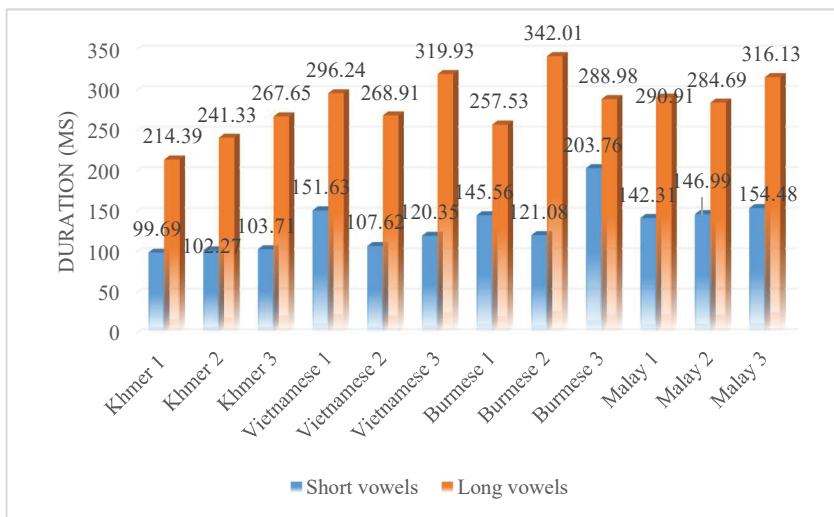


Figure 5 shows that the duration range of short vowels produced by the Khmer speakers with high experience in Thai is between 99.69 – 103.71 ms and the duration range of long vowels is between 214.39 – 267.65 ms. The duration range of short vowels produced by the Vietnamese speakers with high experience in Thai is between 107.62 – 151.63 ms and the duration range of long vowels is between 268.91 – 319.93 ms. The duration range of short vowels produced by the Burmese speakers with high experience in Thai is between 121.08 – 203.76 ms and the duration range of long vowels is between 257.53 – 342.01 ms. The duration range of short vowels produced by the

Malay speakers with high experience in Thai is between 142.31 – 154.48 ms and the duration range of long vowels is between 284.69 – 316.13 ms. The difference between the average duration of short and long vowels in each language is statistically significant ($p < 0.05$).

3.2 Low Experience Speakers

The duration of short and long vowels produced by the Khmer, Vietnamese, Burmese, and Malay speakers with low experience in Thai is shown in Figure 6.

Figure 6

Duration of Short and Long Vowels Produced by the Khmer, Vietnamese, Burmese, and Malay Speakers With Low Experience in Thai

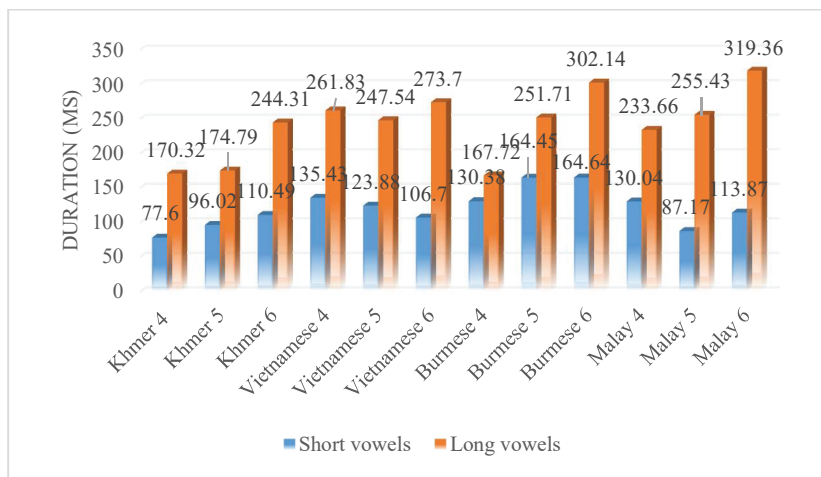


Figure 6 shows that the duration range of short vowels produced by the Khmer speakers with low experience in Thai is

between 77.60 – 110.49 ms and the duration range of long vowels is between 170.32 – 244.31 ms. The duration range of short vowels produced by the Vietnamese speakers with low experience in Thai is between 106.70 – 135.43 ms and the duration range of long vowels is between 247.54 – 273.70 ms. The duration range of short vowels produced by the Burmese speakers with low experience in Thai is between 130.38 – 164.64 ms and the duration range of long vowels is between 167.72 – 302.14 ms. The duration range of short vowels produced by the Malay speakers with low experience in Thai is between 87.17 – 130.04 ms and the duration range of long vowels is between 233.66 – 319.36 ms. The difference between the average duration of short and long vowels in each language is statistically significant ($p < 0.05$).

The duration of short and long vowels is calculated into ratios. The ratio of duration of short vowels to long vowels is shown in Table 2.

Table 2

Ratio of Short Vowels to Long Vowels of High Experience and Low Experience Speakers in Thai

High experience speakers	Ratio	Low experience speakers	Ratio
Khmer 1	1 : 2.15	Khmer 4	1 : 2.19
Khmer 2	1 : 2.36	Khmer 5	1 : 1.82
Khmer 3	1 : 2.58	Khmer 6	1 : 2.21
Vietnamese 1	1 : 1.95	Vietnamese 4	1 : 1.93
Vietnamese 2	1 : 2.50	Vietnamese 5	1 : 2.00
Vietnamese 3	1 : 2.66	Vietnamese 6	1 : 2.57

High experience speakers	Ratio	Low experience speakers	Ratio
Burmese 1	1 : 1.76	Burmese 4	1 : 1.29
Burmese 2	1 : 2.82	Burmese 5	1 : 1.53
Burmese 3	1 : 1.42	Burmese 6	1 : 1.83
Malay 1	1 : 2.04	Malay 4	1 : 1.80
Malay 2	1 : 1.94	Malay 5	1 : 2.93
Malay 3	1 : 2.05	Malay 6	1 : 2.80

Table 2 shows that speakers with high experience in Thai can produce short and long vowels. The ratio of short vowels to long vowels is between 1: 1.76 and 1: 2.88, except for Burmese speaker 3 whose ratio is 1: 1.42. Similarly, speakers with low experience in Thai produce short and long vowels with ratios of short vowels to long vowels between 1: 1.80 and 1: 2.93, except for Burmese speakers 4 and 5 whose ratio is 1: 1.29 and 1: 1.53, respectively.

Conclusion and Discussion

For short vowels, the acoustic characteristics show that speakers with high experience in Thai can produce short vowels. The vowel spaces of each vowel are distributed properly in the vowel area. There are only a few overlaps between some vowels in some speakers. The results show that Vietnamese speakers produce short vowels the best because there is no overlap between vowels. Overlaps between the high and mid vowels mostly occur in Burmese speakers. Speakers with low experience in Thai produce short vowels in terms of tongue advancement better than tongue height. This means that the front, central, and back vowels occur separately in the vowel

area without overlap, whereas the high, mid, and low vowels overlap between each other.

For long vowels, speakers with high experience in Thai produce long vowels better than short vowels because the acoustic characteristics show that the vowel spaces of each vowel are small compared to those in short vowels. For speakers with low experience in Thai, there are overlaps between some vowels and the position of tongue height varies among some speakers.

Regarding the vowel length, most of the speakers can differentiate between short and long vowels even though their first language; Vietnamese, Burmese and Malay do not have short and long vowel distinction.

In comparison to Intajamornrak (2003), the acoustic characteristics of vowels show that Khmer, Vietnamese, Burmese, and Malay speakers can produce Standard Thai vowels, even though the position of each vowel in the vowel space vary among the four languages. However, speakers with high experience in Thai produce Standard Thai vowels better than those with low experience in Thai. This result concurred with Đào and Nguyễn (2019), Evans and Alshangiti (2018), Romig (2017), Yen-Chen (2017), and Yoon (2018). For the size of each vowel space in the vowel area, vowel spaces of each vowel produced by speakers with low experience in Thai are wider.

However, Burmese speakers with high experience in Thai and with low experience in Thai, show overlaps between the high vowels and mid vowels. This may be explained by native language interference. Thein-Tun (1982) studied

Burmese vowels occurring in various contexts and found that the vowels /i/ - /e/ and the vowels /u/ - /o/ occurred very close in the vowels area. Moreover, Burmese does not have the vowels /i/ and /ə/. When Burmese speakers produce these vowels in Standard Thai, the tongue height position of the vowels /i/ and /ə/ is as same as the vowel /i/ - /e/ and the vowel /u/ - /o/.

There are also overlaps between the back vowels, both in short vowels /u o ɔ/ and long vowels /uu oo ɔ:/ in almost all of the speakers. This occurs because the oral cavity when producing the back vowels is small and causes overlaps between these vowels, as found by Intajamornrak (2003). However, the position of tongue height is more varied than the position of tongue advancement in speakers with low experience in Thai because a lot of overlaps exist between the high, mid, and low vowels. This suggests that the difference in degree of tongue height may affect the pronunciation of vowels in the second language as well as the position of each vowel in the vowel space as shown in Burmese speakers. Flege, Bohn and Jang (1997) found that production and perception of vowels are related. The correctness of pronunciation and perception relates to the native language vowel system. Moreover, Đào and Nguyễn (2019) also found that Japanese learners transfer their L1 vowel quality features into the production of Vietnamese vowels.

Regarding the duration of vowels, the difference between the average duration of short and long vowels in each language is statistically significant ($p < 0.05$) both in high and low experience in Thai speakers. The long vowels are on average 2-2.5 times longer than short vowels (Abramson, 1962; Gandour, 1984; Intajamornrak, 2003; Roengpitya, 2001). The acoustic characteristics show that speakers of languages with no

vowel length distinction as Vietnamese (only /a – aa/), Burmese, and Malay can produce short and long vowels in Standard Thai. The ratio of short vowels to long vowels of both high experience and low experience speakers agrees with Luangthongkum and Graduate students (2011). This result also concurred with Cebrian (2006) and Phalipat (2009) that whether languages have phonological length or duration contrast or not, the behaviors of duration and ratio are the same.

It is also interesting that Vietnamese speakers who do not have vowel length distinction can produce short vowels and long vowels as well as Khmer speakers with the ratio 1: 1.95 – 2.66, and similar to Thai native speakers. The reason that Vietnamese speakers can differentiate short and long vowels similarly to Thai native speakers may be because Vietnamese has vowel length distinction in the vowel /a/ - /aa/ so they are able to realize the signification of vowel duration.

Similarity in typology or phonological system is one of the factors that supports second language learning; however, this is not always true since many studies (Evans & Alshangiti, 2018; Flege & Wayland, 2019; Romig, 2017; Yen-Chen, 2017), including this one, have shown that speaking a native 3-level vowel language (Burmese and Malay) does not gain benefit when learning another language having 3-level vowels (Thai). This is because the position of each vowel in the vowel area is not the same. Moreover, the speakers of languages with no vowel length distinction can also produce short and long vowel. Experience measured by years of study, objectives of the study, and frequency of usage, all influence the ability of second language speakers to correctly form Thai vowels.

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Foreign Passengers' Satisfaction of Thai Ground Staff's English Oral Communication Ability and Brand Loyalty of a Thai Airline

ความพึงพอใจของผู้โดยสารชาวต่างชาติที่มีต่อความสามารถ
ในการสื่อสารภาษาอังกฤษด้วยวาจาของพนักงานต้อนรับ
ภาคพื้นคนไทยและความภักดีในตราสินค้าของสายการบินไทย

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นักศึกษาระดับปริญญาโท ภาษาอังกฤษเพื่อการสื่อสารเชิงธุรกิจและอุตสาหกรรม ภาควิชาภาษา คณะศิลปศาสตร์
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Abstract

This study aimed to investigate the level of foreign passengers' satisfaction towards Thai ground staff's English oral communication ability in their function - specific tasks at a Thai airline. It also explored passengers' perception of brand loyalty in relation to the ground staff's satisfying English oral communication ability. The relationship was additionally examined between the passengers' satisfaction of the ground staff's English oral communication ability and their brand loyalty. The research made use of a 5-point Likert scale questionnaire and a semi-structured interview. The results showed that the ground staff's English oral communication ability in three function-specific tasks was rated as very satisfied: special service function (Mean = 3.81), airport customer service function (Mean = 3.96), and baggage services function (Mean = 3.66). Furthermore, regarding the ground staff satisfying English oral communication ability, the passengers were loyal to this airline and will travel with this airline again in the future and will recommend this company to others. Finally, the correlation between the ground staffs' satisfaction on English oral communication ability and the passengers' brand loyalty was found to be low ($r = .19$, $p = .49$). Although the ground staff's English oral communication ability has low impact on the passengers' brand loyalty, it can be an antecedent of brand loyalty based on the passengers' opinions during the interview. This study's results can be used as guidance for ground staff's trainers and English teachers to create training and teaching courses for English oral communication ability leading to retaining or increasing brand loyalty.

Keywords: English oral communication ability, passenger perception, passenger satisfaction, brand loyalty

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาระดับความพึงพอใจของผู้โดยสารต่างชาติต่อความสามารถการสื่อสารภาษาอังกฤษด้วยวาจาของพนักงานภาคพื้นคนไทยในการปฏิบัติงานเฉพาะหน้าที่ที่สายการบินไทย และสำรวจการรับรู้ของผู้โดยสารต่างชาติเกี่ยวกับความภักดีในตราสินค้าที่เป็นผลจากความพึงพอใจในความสามารถในการสื่อสารภาษาอังกฤษด้วยวาจาของพนักงานภาคพื้น และตรวจสอบความสัมพันธ์ระหว่างความพึงพอใจกับความภักดีในตราสินค้าของผู้โดยสารต่างชาติ งานวิจัยครั้งนี้ใช้แบบสอบถามแบบ 5 ระดับ ของลิเคิร์ตและสัมภาษณ์แบบกึ่งโครงสร้าง ผลวิจัยพบว่าความสามารถการสื่อสารภาษาอังกฤษด้วยวาจาของพนักงานภาคพื้นในการปฏิบัติงานเฉพาะหน้า 3 ด้านได้รับคะแนนความพึงพอใจอย่างมาก ได้แก่ บริการช่วยเหลือพิเศษ (เฉลี่ย 3.81) บริการลูกค้าที่สนามบิน (เฉลี่ย 3.96) บริการสัมภาระ (เฉลี่ย 3.66) เนื่องจากความพึงพอใจต่อความสามารถในการสื่อสารภาษาอังกฤษด้วยวาจาของพนักงานภาคพื้น ผู้โดยสารต่างชาติตั้งใจจะเดินทางกับสายการบินอีกครั้งในอนาคตและแนะนำสายการบินให้กับผู้อื่น โดยพบว่าความสัมพันธ์ระหว่างความสามารถการสื่อสารภาษาอังกฤษด้วยวาจาของพนักงานภาคพื้นกับความภักดีในตราสินค้าของผู้โดยสารต่างชาติมีไม่มาก ($r = .19, p = .49$) จากความคิดเห็นระหว่างการสัมภาษณ์ผู้โดยสารต่างชาติ แม้ว่าความสามารถในการสื่อสารภาษาอังกฤษด้วยวาจาของพนักงานภาคพื้นจะมีผลกระทบต่อความภักดีในตราสินค้าของผู้โดยสารต่างชาติไม่มาก ก็สามารถเป็นหนึ่งในปัจจัยที่ทำให้เกิดความภักดีในตราสินค้าได้ ผลการวิจัยสามารถเป็นแนวทางให้ผู้ฝึกสอนเจ้าหน้าที่ภาคพื้นและครูสอนภาษาอังกฤษสำหรับสร้างหลักสูตรการฝึกอบรมและการสอนเพื่อเพิ่มความสามารถในการสื่อสารภาษาอังกฤษด้วยวาจา โดยนำไปสู่การคงไว้หรือเพิ่มขึ้นซึ่งความภักดีในตราสินค้าได้

คำสำคัญ: ความสามารถในการสื่อสารภาษาอังกฤษด้วยวาจา
การรับรู้ของผู้โดยสาร ความพึงพอใจของผู้โดยสาร
ความภักดีในตราสินค้า

Introduction

According to Chen (2018), the airline industry has a high level of competition. Many low-cost airlines have had an influence on the market share due to their low price. Therefore, all airlines need to find strategies to enhance passenger numbers. To do this, the airline can improve their brand image by providing passengers with a fantastic service and allowing them to give feedback on their services (Chonsalasin et al., 2020). Gharaibah (2020) explained that to attract or increase more new customers and to maintain previous customer levels, the airline needs to build a positive brand image to stand out from the competitors. Similarly, Kee (2021) suggested that one of the ways to improve a company's image is to "build trust and authenticity between your clients and your brand" (p. 6). Moreover, for decreasing the number of dissatisfied customers is to improve services by training frontline employees with knowledge skills and customer service skills to reduce passenger complaints (Muzinda, 2021). According to Zahedpisheh et al. (2017), for the hospitality industry, including airlines, tourism, and hotels, staff's English ability, English accuracy, and English proficiency skills have been required and must be improved. Based on Erazo et al.'s (2019) study, English proficiency has been necessary, especially for oral communication ability. It has been needed to communicate clearly and concisely for providing good services, solving problems, and responding to customers' needs. This can create, maintain, or increase brand loyalty.

Consequently, English communication skills, especially oral communication ability, can be one of the important factors to improve an airline's services, quality, and loyalty among passengers. Sricharoenpramong (2018) found that it was very important for airlines to ensure their ground staff can compete with other airlines by focusing on satisfying passengers or providing services beyond their expectation. Based on the International Civil Aviation Organization (ICAO) pilots, air traffic controllers and all others who use English on international routes must be at ICAO English Language Level 4 (Operational) or above (Anglo-Continental, 2020). ICAO English Level 4 is based on: pronunciation, grammatical and sentence structures, vocabulary, spoken fluency, message comprehension, and interaction (Skybrary, 2021).

Based on the background and importance of the study, the researchers were interested in exploring the level of foreign passengers' satisfaction towards Thai ground staff's English oral communication ability in function-specific tasks at a Thai airline and the passengers' perception of brand loyalty regarding the ground staff's satisfying English oral communication ability. Furthermore, a relationship between the passengers' satisfaction of the ground staff's English oral communication ability and their brand loyalty was explained.

Objectives

This study explores the level of foreign passengers' satisfaction towards Thai ground staff's English oral communication ability in their function-specific tasks at a Thai airline and the passengers' perception of brand loyalty regarding the ground staff's satisfying English oral communication ability. The relationship between the passengers' satisfaction of the

ground staff's English oral communication ability and their brand loyalty is also examined. The research questions are as follows:

1. What is the level of foreign passengers' satisfaction towards Thai ground staff's English oral communication ability in their function-specific tasks at a Thai airline?

2. What is the passengers' perception regarding brand loyalty of this airline based on the ground staff's satisfying English oral communication ability?

3. Is there a relationship between the passengers' satisfaction of the ground staff's English oral communication ability and their brand loyalty?

Research Methodology

The study's participants were 30 foreign passengers who were selected by convenience sampling and have flown domestically and internationally with a Thai airline at Don Mueang International Airport. The passengers speak English as a first language, a second language, or a foreign language. According to Dornyei (2007), a number of 30 participants for a survey is appropriate. Consequently, the number of the participants could be accepted. Furthermore, since this study's data collection period was from March 2021 to June 2021 which has been during the COVID-19 pandemic, there have not been many foreign passengers travelling on Thai airlines. To address this issue, foreign passengers who flew with the airline before March 2020 which marked the beginning of the COVID-19 pandemic in Thailand were also included.

The investigation was mainly focused on the correlation between the passengers' satisfaction of the ground staff's English oral communication ability and their brand loyalty. Data collection was conducted by an online 5-point Likert scale questionnaire relating to the passengers' satisfaction towards the ground staff's English oral communication ability in function-specific tasks and perception of brand loyalty. In addition, a semi-structured interview was employed to obtain in-depth information from seven foreign passengers who were one American, one British, one Dutch, one German, and three Filipino.

The data from the passengers' questionnaires were analyzed quantitatively. Their personal information was analyzed by using frequency and percentage. For a 5-point Likert scale used to rate the degree of the passengers' satisfaction and perception, its results were analyzed by using means and standard deviations. Finally, the relationship between the ground staff's satisfying English oral communication ability and the passengers' brand loyalty was analyzed by the Spearman rank-order correlation coefficient (Spearman, 1904) since the data were from a nonparametric population. They were also of the rank-order value and ordinal data types (Hauke & Kossowski, 2011; Lobo & Guntur, 2018).

Findings and Discussion

1. Foreign Passengers' Personal Information

Before explaining the results for three research questions, 30 foreign passengers' personal information is described in the following table.

Table 1**Foreign Passengers' Personal Information**

Personal information		Frequency	Percentage
Gender	Male	20	66.7%
	Female	10	33.3%
Age	20-25	3	10.0%
	26-30	8	26.7%
	31-35	2	6.7%
	36-40	2	6.7%
	Above 41	15	50.0%
Nationality	Filipino	6	20.0%
	American	7	23.3%
	Danish	2	6.7%
	Laotian	1	3.3%
	Australian	1	3.3%
	Dutch	4	13.3%
	British	3	10.3%
	Mexican	1	3.3%
	Spanish	1	3.3%
	Indian	1	3.3%
	German	3	10.0%
Amount of flying time	First time	7	23.3%
	2-5	14	46.7 %
	6-10	3	10.0%
	More than 10	6	20.0%

Based on Table 1, it can be concluded that among the 30 foreign passengers there were more male passengers than

female passengers. Half of the passengers were above 41 years old. Among the 11 nationalities, the majority of passengers were American (23.3%) followed by Filipino (20.0%). There were 14 passengers (46.7%) flying with this airline 2-5 times.

2. Foreign Passenger’s Satisfaction Towards Thai Ground Staff’s English Oral Communication Ability

In this study, English oral communication ability was adapted from ICAO English Level 4’s rating scale consisting of six component skills of linguistic proficiency in listening and speaking: pronunciation, grammatical and sentence structures, vocabulary, spoken fluency, message comprehension, and interaction (Skybrary, 2021). The level of foreign passenger’s satisfaction towards Thai ground staff’s English oral communication ability in their three job areas’ tasks at a Thai airline was analyzed by using the following criteria:

- 4.21 - 5.00 = extremely satisfied
- 3.41 - 4.20 = very satisfied
- 2.61 - 3.40 = moderately satisfied
- 1.81 - 2.60 = slightly satisfied
- 1.00 - 1.80 = not satisfied

The tables below show foreign passenger’s satisfaction towards the ground staff’s English oral communication ability in each task of three job areas: special services function, airport customer service function, and baggage services function.

Table 2
Satisfaction Towards Thai Ground Staff’s English Oral Communication Ability in Special Services Function

Special services function	Mean	SD	Level of satisfaction
1. Making reservations as passengers request	3.96	0.62	Very satisfied
2. Providing special passenger services	3.96	0.64	Very satisfied
3. Handling passengers covering the failures in services	3.60	0.78	Very satisfied
4. Issuing airline documents which are needed to facilitate services	4.05	0.73	Very satisfied
5. Meeting and assisting first and business class passengers in the airline lounges	4.03	0.74	Very satisfied
6. Taking reservations from passengers who call in	3.90	0.75	Very satisfied
7. Issuing tickets to passengers	4.03	0.73	Very satisfied
8. Giving special assistance to disabled passengers outside the terminal	3.92	0.66	Very satisfied
Total	3.81	0.62	Very satisfied

Based on Table 2, for the ground staff's English communication ability of the first job area, special service function, it can be concluded that foreign passengers were very satisfied with it (Mean = 3.81). Issuing airline documents which

are needed to facilitate services gained the most satisfying level (Mean = 4.05). One of the foreign passengers gave an opinion that “everyone can access the lounge even you fly with the economy class. They have nice food, nice snack before you begin boarding. Ground staff are friendly, they smile all the time. I feel that I am welcome even I fly with economy class. I feel like...this is a premium class” (Dutch). It can be concluded that this foreign passenger was satisfied with the interaction with ground staff and was facilitated while using the services.

Table 3

Satisfaction Towards Thai Ground Staff's English Oral Communication Ability in Airport Customer Service Function

Airport customer service function	Mean	SD	Level of satisfaction
1. Checking passengers' tickets and reservations status	4.05	0.80	Very satisfied
2. Checking passengers' travel documents	4.09	0.80	Very satisfied
3. Assigning seats to passengers by issuing boarding passes and baggage tags	3.97	0.73	Very satisfied
4. Boarding passengers to the aircraft smoothly	4.00	0.73	Very satisfied
5. Standing by to assist the arriving passengers upon arrivals at the gate	3.91	0.86	Very satisfied

Airport customer service function	Mean	SD	Level of satisfaction
6. Manning the check-in counters that serve departing passengers	4.02	0.79	Very satisfied
7. Manning and attending to customers at the arrival and departure gate	3.92	0.83	Very satisfied
Total	3.96	0.75	Very satisfied

Table 3 shows that overall satisfaction towards the ground staff's English oral communication ability in airport customer service function was at the very satisfying level (Mean = 3.96). The most satisfying task was checking passengers' travel documents (Mean = 4.09). This result could be supported by four foreign passengers' interviews as follows:

“...they can communicate their job; for example, they can find out the requirement at the airport...” (British).

“...when I encountered the ground staff before the crew, they were approachable and fine. It is very important for me. I feel comfortable with that” (Filipino 1).

“Well,...the way they handle customer service is very excellent...all the staff are friendly and accommodating...” (Filipino 2).

“...I did check in and they were very nice, yeah I think the person who checked me in, their English was quite good” (German).

In summary, the ground staff's English oral communication ability satisfied these foreign passengers. The staff could communicate well in English, so they could handle all the passengers' needs.

Table 4

Satisfaction Towards Thai Ground Staff's English Oral Communication Tasks in Baggage Services Function

Baggage services function	Mean	SD	Level of satisfaction
1. Handling cases of lost or damaged baggages	3.55	0.66	Very satisfied
2. Delivering the delayed baggage to passengers' residence	3.62	0.74	Very satisfied
3. Stationing in the baggage claim area to help passengers	3.84	0.89	Very satisfied
4. Assisting passengers by answering questions, providing directions, or attending to their other needs	3.81	0.87	Very satisfied
5. Assisting passengers with luggage check-in at the ticket counter	3.83	0.66	Very satisfied
6. Making sure that all baggages are delivered	3.75	0.75	Very satisfied

Baggage services function	Mean	SD	Level of satisfaction
7. Confirming the identities and providing passengers with boarding passes	4.01	0.78	Very satisfied
8. In some cases, ground staff may be responsible for screening passengers and their luggage for security purposes	3.97	0.82	Very satisfied
Total	3.66	0.67	Very satisfied

Table 4 illustrates that overall satisfaction towards the ground staff's English oral communication ability in baggage services function was at the very satisfying level (Mean = 3.66). Confirming the identities and providing passengers with boarding passes gained the most satisfying level (Mean = 4.01). Based on the interviews, one of the foreign passengers mentioned about baggage services function as follows:

“...it is the thing that I check-in my baggage and get the boarding pass...Of course I feel it was perfect. They speak very good English...” (Dutch).

In summary, based on exploring the level of foreign passengers' satisfaction towards Thai ground staff's English oral communication ability in their job areas' tasks at a Thai airline. Foreign passengers were very satisfied with the ground staff's English oral communication ability. This result could be

supported by all seven foreign passengers' interviews as follows:

“...I don't have any problems with it. My interaction with ground staff was not very much. It was mostly about all things you have to do, such as showing a passport and a boarding pass, and telling direction...” (American).

“...I thought it was functional for the service that they provide and they can communicate their job...” (British).

“...I think they do speak very good English because they have to work with the foreigners...” (Dutch).

“... I think that ground staff are all nice, but they have to improve their English sometimes...” (German).

“...I feel comfortable with ground staff and cabin crew...” (Filipino 1).

“...Actually, I am very satisfied with the customer service the way they handle the customer..., I am very satisfied...” (Filipino 2).

“...I think their English is good when communicating. I never really had a problem communicating with them...” (Filipino 3).

3. Foreign Passenger's Perception of Brand Loyalty Towards Thai Ground Staff's Satisfying English Oral Communication Ability

Foreign passenger's perception of brand loyalty towards Thai ground staff's satisfying English oral communication ability was analyzed by using the following criteria:

- 4.21 - 5.00 = very loyal
- 3.41 - 4.20 = loyal
- 2.61 - 3.40 = neutral
- 1.81 - 2.60 = disloyal
- 1.00 - 1.80 = very disloyal

The following table shows the passengers' perception of brand loyalty towards the ground staff's satisfying English oral communication ability.

Table 5

Perception of Brand Loyalty Towards Thai Ground Staff's Satisfying English Oral Communication Ability

Perception of brand loyalty	Mean	SD	Level of loyalty
1. I will travel with this airline again in the future.	3.47	0.86	Loyal
2. I intend to keep flying with this company.	3.50	0.86	Loyal
3. I would recommend this company to others.	3.67	0.80	Loyal
4. I am willing to pay a higher price for this company.	2.93	0.78	Neutral

Perception of brand loyalty	Mean	SD	Level of loyalty
5. I consider myself as a loyal customer to this airline.	3.33	0.80	Neutral
Total	3.38	0.70	Loyal

Table 5 shows that foreign passengers were loyal to this airline company (Mean = 3.38). They would recommend this company to others (Mean = 3.67) and intend to keep flying with this company (Mean = 3.50). Similarly, foreign passengers explained in the interviews that good customer services with good English oral communication ability could support brand loyalty as follows:

“...They speak very good English. Of course, I am sure after COVID-19, I will tell my family and my friends that I have very good experience with this airline. I would like to fly with them again if I have a chance to go back again to Thailand” (Dutch).

“...I think ground staff are good. They can speak and understand English. As long as they still have an accommodating customer service, my friends and I are using the airline again” (Filipino 1).

“Actually I am very satisfied with the customer service and the way they handle customers. I can even say and recommend this Thai airline as well” (Filipino 2).

“They are well trained with communication skills. I know they are very good at customer service as well though there is a little mistake. We can’t say that we need perfect people

to speak as same as a native speaker. As long as you can communicate with each other. My needs are attended possibly. I am satisfied the way they handle with me. Then I'll go for this airline..." (German).

However, there were two foreign passengers who thought that the price was also important as follows:

"I would fly with this airline if they can continue to provide the prices and the services reasonably. I am loyal to it" (British).

"I think I would keep flying and recommending this airline to other people. I would say I don't know you can call it very loyal because if you can get anything cheaper price with a good quality, then why not" (Filipino 3).

4. A Relationship Between the Passengers' Satisfaction of Ground Staff's English Oral Communication Ability and Their Brand Loyalty

A relationship between Thai ground staff's satisfying English oral communication ability and foreign passengers' brand loyalty was analyzed by using the following criteria:

± 1 = perfect

$\pm 0.75 - \pm 1$ = high degree

$\pm 0.25 - \pm 0.75$ = moderate degree

$0 - \pm 0.25$ = low degree

0 = no correlation

The following table shows a relationship between the passengers' satisfaction of the ground staff's English oral communication ability and their brand loyalty.

Table 6

A Relationship Between the Passengers' Satisfaction of Ground Staff's English Oral Communication Ability and Their Brand Loyalty

Spearman's correlation coefficient	Satisfying ability in job area 1	Satisfying ability in job area 2	Satisfying ability in job area 3	Overall satisfying ability
Brand loyalty	.18	.21	.14	.19

(p) = .05

Based on the above table, for the relationship between the passengers' satisfaction of the ground staff's English oral communication ability in all three function-specific tasks and their brand loyalty, it was $r = .19$. Within the three tasks, the highest correlation was the relationship between satisfying English oral communication ability in the second task, airport customer service function and brand loyalty ($r = .21$). It can be concluded that there was a low correlation between satisfying English oral communication ability in all three function-specific tasks and foreign passengers' brand loyalty ($r = .19$, $p = .49$). However, for this relationship, it was not statistically significant because the p-value was higher than 0.05 ($p > 0.05$).

In summary, the foreign passengers were very satisfied with Thai ground staff's English oral communication ability in all function-specific tasks: special services function, airport customer service function, and baggage services function. For special services function, 'issuing airline documents which are needed to facilitate services' was more satisfying than the other tasks. 'Checking passengers' ticket and reservations status' in airport customer service function was the most

satisfying. For baggage services function, foreign passengers were satisfied with 'confirming the identities and providing passengers with boarding passes' the most. Normally, these satisfying tasks have been a main task for ground staff because they are related to passengers' basic needs. In this study, the foreign passengers might deal with these tasks more than the other tasks. Thus, it can be said that the ground staff's good English oral communication ability may influence a higher level of passengers' satisfaction. For the foreign passengers' perception of brand loyalty regarding Thai ground staff's satisfying English oral communication ability, most passengers will fly with this airline again and recommend it to others. This showed that they were satisfied with this airline's service quality, including the ground staff's English oral communication ability. This could enhance passenger intentions to remain with the airline. Finally, although the ground staff's English oral communication ability had a low correlation with the passengers' brand loyalty, the ground staff's English oral communication ability is still important and necessary because it can support the level of foreign passengers' satisfaction on the airline's services. Similarly, Zahedpisheh et al. (2017) explained that English communication skills could be an essential factor to improve an airline's services, quality, and loyalty among passengers. Sricharoenpramong (2018) found that it is very crucial for an airline to make sure that their ground staff can compete with other airlines by focusing on satisfying passengers or providing services beyond their expectation. In addition, service quality, perceived value, and customer satisfaction has had positive effects on the airline's brand loyalty. Consequently, in order to avoid dissatisfaction and keep passengers for a long run, not only ground staff but also other airline employees are required to be good enough at English oral communication skills to serve passengers well and create brand loyalty (Xiaoqin, 2017).

Conclusion and Recommendations

Based on the results previously discussed, it might be too early to make any firm conclusions about the relationship between ground staff's English oral communication ability and foreign passengers' brand loyalty. Larger studies with more participants are still needed in order to improve the understanding of this issue. Although not confirming whether ground staff's English oral communication ability is important or not for supporting passengers' brand loyalty, the study undeniably shows that English oral communication ability is necessary for passenger satisfaction in several cases mentioned in the interview. Consequently, an airline can use the study's results as a guideline for strategizing and prioritizing its products and services, including, but not limited to, ground staff's English oral communication ability in order to strengthen its brand loyalty and survive in the current airline market.

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Effects of Self-Efficacy and Teacher Autonomy on Thai EFL Pre-Service Teachers' Online Teaching Practices During COVID-19 Pandemic

ผลการรับรู้ความสามารถของตนเองและความเป็นอิสระ
ในการสอนสำหรับนักศึกษาฝึกสอนวิชาภาษาอังกฤษชาวไทย
ที่มีต่อการสอนออนไลน์ในช่วงสถานการณ์
การแพร่ระบาดของโควิด 19

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Abstract

The COVID-19 outbreak has caused a major change in teaching methodology from traditional face-to-face to online instruction. However, most Thai teachers, especially pre-service

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teachers apparently lack essential knowledge and skills for online teaching and learning that might affect their capabilities and confidence in their own teaching when they are assigned to teach online courses.

Adopting the conceptual framework of self-efficacy by Bandura (1997) and that of teacher autonomy by McGrath (2000) and Smith (2003), this study focused on investigating how self-efficacy and teacher autonomy affected Thai pre-service teachers' teaching practices during the COVID-19 pandemic. The participants were seven pre-service teachers majoring in English language teaching who had taught at secondary schools in Pattani, Thailand. A case study approach was used in this study to collect data from multiple sources with qualitative methods including semi-structured interviews, teacher diaries and lesson plans.

The results show that the participants had moderate self-efficacy due to their limited experience in online teaching practices. In addition, their autonomy seemed to be low due to contextual constraints that controlled their online teaching practices. The study also suggests that educators must be aware that teachers need time and practice in online teaching to develop their self-efficacy and need to be trained about online teaching techniques, teaching management, and teacher autonomy in the online context.

Keywords: self-efficacy, online teaching, teacher autonomy, pre-service teachers, COVID-19 pandemic

บทคัดย่อ

การแพร่ระบาดของโควิด 19 ได้เปลี่ยนรูปแบบการสอนในห้องเรียนมาเป็นการสอนในรูปแบบออนไลน์ ครูชาวไทยส่วนใหญ่ โดยเฉพาะนักศึกษาฝึกสอนขาดประสบการณ์การสอนในรูปแบบออนไลน์ ซึ่งอาจส่งผลกระทบต่อความสามารถและความมั่นใจในการสอนเมื่อได้รับมอบหมายให้สอนคอร์สออนไลน์

การวิจัยนี้เป็นการศึกษาการรับรู้ความสามารถของตนเอง และความเป็นอิสระของครู ว่าส่งผลต่อการสอนในช่วงสถานการณ์การแพร่ระบาดของโควิด 19 มากน้อยเพียงใดโดยใช้กรอบแนวคิดการวิจัย ซึ่งปรับจากแนวคิดการรับรู้ความสามารถของตนเองของแบนดูรา (2540) และแนวคิดเกี่ยวกับอิสระในการสอนของครูโดยปรับจากแนวคิดของแมคแกรธ (2543) และ สมิต (2546) ผู้เข้าร่วมในงานวิจัยชิ้นนี้เป็นนักศึกษาฝึกสอน สาขาวิชาการสอนภาษาอังกฤษ จำนวน 7 ราย ซึ่งสอนในโรงเรียนระดับมัธยมศึกษาในจังหวัดปัตตานี เป็นการวิจัยเชิงคุณภาพแบบกรณีศึกษาที่เก็บข้อมูลจากหลากหลายแหล่ง เช่น การสัมภาษณ์แบบกึ่งโครงสร้าง สมุดบันทึกการสอนและแผนการจัดการเรียนรู้ เพื่อศึกษาการรับรู้ความสามารถของตนเอง และความเป็นอิสระของครูในการสอนชั้นเรียนออนไลน์

ผลการวิจัยพบว่า ผู้เข้าร่วมมีการรับรู้ความสามารถของตนเองในระดับปานกลาง เนื่องจากมีประสบการณ์ในการสอนออนไลน์ที่จำกัด และมีความเป็นอิสระในการจัดการเรียนการสอนค่อนข้างน้อยเนื่องจากมีข้อจำกัดหลายประการที่มีผลต่อแนวทางการสอนออนไลน์

คำสำคัญ: การรับรู้ความสามารถของตนเอง การสอนออนไลน์ ความเป็นอิสระของครู นักศึกษาฝึกสอน สถานการณ์การแพร่ระบาดของโควิด 19

Introduction

Due to the outbreak of the COVID-19 virus, social distancing has been promoted as a new measure to prevent the spread of the virus. According to Ma et al. (2021), the shift in teaching methodology from face-to-face to online teaching, which was caused by the school lockdown procedures during the pandemic, has led to massive challenges for teachers and students. In this challenging situation of online teaching and learning, teacher autonomy has become increasingly crucial in ELT contexts (Benson, 2011; Benson, 2013; Kawinkoonlasate, 2020; Martinez, 2008). Concepts such as capacity and freedom of self-directed teaching/learning, in particular, need to be understood and implemented to develop autonomous ELT teachers who can foster autonomy among their students in various contexts both inside and outside their classrooms.

In teacher education, a teaching practicum is one of the most critical and influential stages that allows pre-service teachers to practice and apply their teaching theories, approaches, and methods in the real world of teaching (Fajardo & Miranda, 2015; Trent, 2013). It gives them a valuable opportunity to apply what they have learned from different courses to teach students in authentic classroom situations. However, for some student teachers, the practicum can be seen as one of the most challenging, confusing, complex, and unpleasant experiences in the undergraduate program (Ferrier-Kerr, 2009; Trent, 2013). Students taking it may encounter many challenging constraints in their teaching practices due to their lack of direct teaching experience. Novice teachers working under the control of curriculum conditions and their mentor teachers may not have the freedom to make their own

decisions related to their teaching. This may lead to their lack of teaching capabilities and confidence in what they can do, which would probably affect their self-efficacy beliefs and teaching autonomy, which are becoming even more critical in online class environments.

In the Thai context, most schoolteachers have been trained to teach on-site for many decades. Consequently, they were not familiar with online teaching. To cope with this abrupt education shift, very urgent training programs for schoolteachers have rapidly emerged to enable them to better understand online teaching aspects and techniques. However, a gap has been observed in the Thai context where novice teachers have little experience in both online and on-site teaching. It is especially challenging for pre-service teachers who are inexperienced in this new teaching mode to deal with online English teaching during the COVID-19 pandemic. In addition, the Thai Ministry of Education does not readily have a clear policy concerning the promotion of online teaching skills among schoolteachers to enable them to cope with unexpected changes in the new normal of Thai education. Therefore, this study was conducted to discover how pre-service teachers are equipped with qualities to deal with this abrupt teaching situation.

Objective

This study investigates how self-efficacy and teacher autonomy affect online English teaching practices. Its research question is “To what extent does self-efficacy and teacher autonomy affect their online English teaching practices?”

Definition of Term

Online learning refers to a group of learning activities delivered via the internet to access and exchange knowledge. This term pertains to teaching and learning approaches involving the internet platform (Atmojo & Nugroho, 2020).

Literature Review

1. Self-Efficacy

Self-efficacy refers to “what you believe you can do with what you have under a variety of circumstances” (Bandura, 1986, p. 37). It means that one’s belief can affect the decision to do something. In this study, according to Bandura (1997), there are four principal sources constructing self- efficacy beliefs, namely mastery experience (e.g., past experience), vicarious experience (e.g., modeling by others), verbal persuasion (e.g., coaching and evaluative feedback) , and physiological and affective states (e.g., stress, fatigue, mood). It is assumed that these four principal sources impact teacher’ s behavior and performance.

Teachers’ self- efficacy is considered a core concept developed by Bandura (1977), which has been studied for more than 40 years. Many studies have attempted to investigate how self- efficacy affects teachers’ performance. Milner (2002) conducted a case study with a high school English teacher in the U.S. to understand the teacher's self-efficacy and persistence. It was found that both positive and negative feedback from her students, students’ parents, and colleagues were vital to her. The negative verbal feedback on her styles of teaching decreased her self-efficacy. In contrast, the positive verbal feedback from her

colleagues, students, and her own perceived success in new instructional tasks boosted her self- efficacy. That means teachers' self-efficacy will be increased or decreased depending on the types of verbal feedback on a given task. This finding supports the findings of other studies as well (see, e.g., Bandura, 1997; Morris & Usher, 2011; Tschannen-Moran et al., 1998; Wyatt, 2013).

Mastery experience (past experience) and verbal persuasion (coaching and evaluative feedback) worked together to promote teacher self- efficacy and persistence in the work situation (Milner, 2002). Additionally, some studies have indicated that vicarious experiences predicted teacher self- efficacy (Johnson, 2010; Mills, 2011) . For example, Johnson (2010) found that pre-service teachers' beliefs about instructional skills were influenced by the modeling of teacher educators and master teachers (vicarious experience). For teaching assistants in the study, teaching observations of former or current professors were the primary source of efficacy information (Mills, 2011).

The four principal sources of self- efficacy information have effectively influenced teachers in dealing with their teaching practices. Therefore, especially in online teaching in the Thai context, Thai teachers should have these four principal sources of self- efficacy as they will lead to their belief in what they can do with what they have under the conditions (e.g., educational policy, institutional rules, and conventions, and conceptions of language teaching and learning) which are related to the topic of teacher autonomy discussed below.

2. Teacher Autonomy

Little (1995, p. 176) defined teacher autonomy as “teachers’ capacity to engage in self-directed teaching” while Smith (2000, p. 89) defined it as “the ability to develop appropriate skills, knowledge, and attitudes for oneself as a teacher, in cooperation with others”. Thus, to conclude, teacher autonomy refers to the teachers’ responsibility for their teaching and ability to make decisions independently.

Ramos (2006) explained that an autonomous teacher is a person who has the capacity for self-directed teaching and learning or the development of his/her profession. In the online teaching context, teachers must be autonomous and deal with factors that may constrain their teaching practices. McGrath (2000) and Smith (2003) indicated that teacher autonomy consists of two major dimensions. Two major dimensions of teacher autonomy (professional action/development) impacting teachers’ performance can be explained as 1) capacity to self-direct one’s teaching/learning; and 2) freedom to self-direct one’s teaching/learning (McGrath, 2000; Smith, 2003). It is assumed that these two major dimensions of teacher autonomy influence teachers’ performance in online teaching practices.

Teacher autonomy is a term that has been studied for more than ten years. According to previous research, a study by Xu and Wong (2011) found that most of the schoolteachers in the Chinese context had terrible feelings, e. g. , blurring, nervousness, and disappointment concerning their understanding of learner autonomy. It is believed that the support from teachers can only develop learner autonomy when teachers have some autonomy experience themselves. It shows that to succeed in promoting autonomy to students, teachers should also be autonomous.

A study by Kaur et al. (2014) suggests that teacher autonomy support plays a significant role in Thai students' learning motivation. The study showed that students in the experimental group in the teacher autonomy- supportive environment highlighted more vital interest, willingness, participation, and integrated regulation than control group students who were using traditional teaching and learning techniques. Moreover, the students in the experimental group seemed to have less pressure than those in the control group. Thus, it can be said that autonomous teachers can promote a less- controlled classroom environment to students that can help increase students' learning motivation which may eventually lessen students' pressure in the language classroom.

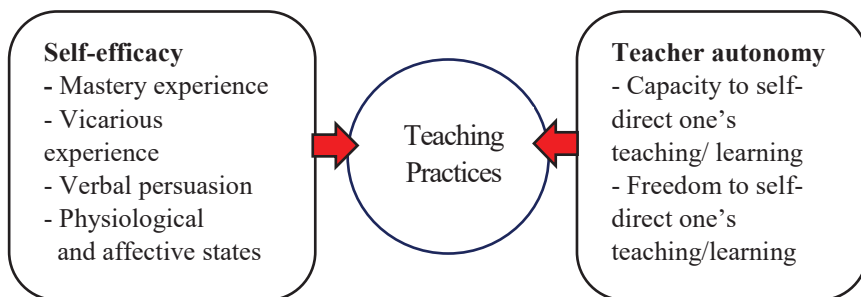
Research Methodology

The research framework of this study was adapted from the conceptual framework of self-efficacy by Bandura (1997) and teacher autonomy by McGrath (2000) and Smith (2003). To investigate the effects of self-efficacy and teacher autonomy on pre-service teachers' online English practices, four principal sources constructing self-efficacy beliefs as well as the capacity and freedom to self-direct one's teaching/ learning constructing autonomy are made independent variables that affect teaching practice as a dependent variable (see Figure 1).

This methodology part describes and justifies the research methodology and research design employed in this study. The question examined in this study is concerned with "to what extent self- efficacy and teacher autonomy affect the participants' online English teaching practices". Semi-structured interviews, data collection, and data analysis will be described below.

Figure 1

The conceptual framework of this study



1. Participants

Due to sampling limitations, only two schools in Pattani could conduct online teaching. Therefore, the participants were seven pre-service teachers (three males and four females) majoring in English language teaching. They spent two months teaching English language subjects using online platforms during the COVID- 19 pandemic. The participants' biographical information is listed in Table 1.

Table 1

Summary of Participants' Biographical Information

Name (pseudonym)	Gender	Teaching experience	Level of teaching	School (size)
Jirayu	Male	None	Grade 10	I (large)
Rangsima	Female	None	Grade 9	
Nanthana	Female	None	Grade 12	

Name (pseudonym)	Gender	Teaching experience	Level of teaching	School (size)
Nicha	Female	None	Grade 7	II (large)
Saranya	Female	None	Grade 10	
Thanat	Male	None	Grade 8	
Wira	Male	None	Grade 11	

2. Semi-Structured Interviews

In the current case study research, participants were asked to reflect on their teaching performance in the previous semester during the outbreak of COVID-19 via semi-structured interviews. Information obtained from lesson plans and teaching diaries was used as input for designing the semi-structured interview questions and validating the findings from the semi-structured interview to ensure the validity of this study. The interview questions were validated by two content experts in second language acquisition who have taught self-efficacy and teacher autonomy for many years. The Index of Item-Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) was used to get experts' suggestions for content validity before conducting the main study. According to Rovinelli and Hambleton, two or more experts or judges should rate items related to the objectives or specifications of a particular area. IOC is a procedure employed in developing the test for evaluating content validity at the stage of the item development (Turner & Carlson, 2003).

In this study, 70% of the two experts' item ratings were congruent (0.50 to 1.00). It means that both experts agree that these

items could be used to measure the constructs set by the objectives. For the remaining 30% of their incongruent ratings (-1.00 to 0.49), these items were adjusted by following the experts' comments and suggestions to make them more applicable to the objective.

3. Data Collection

Prior to the data collection, the research process was reviewed and approved by the Research Ethics committee. The data collection procedure was as follows. First, the researcher submitted a request letter to each school selected to ask for permission to collect data. After that, the potential participants of this study were recruited on a voluntary basis. Those who volunteered to join this study were asked to complete a research consent form. Then, the participants were asked to submit their lesson plans and teaching diaries of online English lessons to the researcher before attending the semi-structured interviews. The participants' lesson plans and teaching diaries were also used as research instruments to cross-check the information gained from different sources to determine the accuracy of the findings. Finally, the interview was scheduled and conducted with individual participants in their mother tongue (Thai) via the Zoom application. Each interview lasted around 45-60 minutes. It took a week to conduct the whole interview section. The whole process of the semi-structured interviews was recorded, and the records were transcribed and translated into English for subsequent analysis.

4. Data Analysis

To begin with the data analysis, all data from the semi-structured interview sessions were transcribed verbatim and translated into English. During the preliminary analysis stage, coding was utilized to identify the patterns of each respondents' teaching procedures. The coding frame is a code list organized according to higher-order

code categories, codes' descriptions, and example data segments (O' Connor & Joffe, 2020). Thus, the current data were thematically coded into categories based on the conceptual framework of this study to capture general concepts and patterns referenced by the participants. The transcripts were reviewed for consistency and accuracy by an inter-coder to ensure the validity and reliability of the findings. About 95% of the agreement of the codes was reported, showing that the analysis was reliable.

Findings

1. Effects of Self-Efficacy on the Participants' Teaching Practices

In the interviews, it appears that all the participants experienced four principal sources of self-efficacy that affected their online teaching practices. These sources constructed their beliefs which could influence their decisions on effort, task, and persistence in their teaching practice. Past experience, modeling by others, others' feedback, and tensions enabled the participants to have positive or negative beliefs in their teaching practice.

1.1 Mastery Experience

The data show that all the participants were novice teachers who revealed that they had limited experience in online teaching. According to their semi-structured interviews, these participants illustrated their application of past teaching experience to present teaching practices.

Most of the participants reported that they had more confidence in online teaching when they had a positive impression of their teaching performance.

This good outcome could boost their confidence in online teaching. In addition, it means that they viewed their experience of their teaching performance as a great influence.

This experience of online teaching was absolutely a must. Thus, for the later online teaching, I applied and adapted what I had experienced to make it better.

[Nicha, personal communication, January 18, 2021]

However, two participants had a negative impression of their teaching performance. Thus, their beliefs in their ability to conduct online teaching decreased slightly by this experience. These participants seemed to make use of it to improve themselves. It means that they viewed their negative experience as a lesson to develop their online language teaching ability.

To conclude, five participants highlighted that previous teaching experience seemed to significantly influence their teaching practices. Two of them noticed that their previous teaching experience seemed to negatively affect their teaching practices. Even though they had limited online language teaching experience, their performance outcomes strongly affected the participants' beliefs in teaching practice, whether it led to a positive or a negative impression.

1.2 Vicarious Experience

In the interview data, most participants noted that listening to their colleagues' successful online teaching experience and sharing their own experience helped them know how to deal with any obstacles. For example, sharing their online

teaching experience with their friends enabled them to get new ideas that could be applied to their online teaching. Thus, six participants highlighted that they had more confidence in designing the teaching plan and online teaching lessons when listening to others' experiences in the sharing session. They could get new ideas and teaching techniques that were suitable to their context.

However, only one participant lacked confidence when she listened to her friends who taught different subjects and shared better teaching experiences than hers. This shows that she viewed herself as not being as good as her friends that led to her decrease in self-efficacy in online teaching.

It [friends' positive experience] did not raise my confidence. Their experience of teaching was way better than mine.

[Rangsima, personal communication, January 16, 2021]

Overall, through vicarious experiences, it can be seen how these participants gained knowledge from their peers' teaching experience and applied these new ideas of teaching from the sharing session to their teaching to make it more effective. In addition, these experiences seemed to influence their confidence in conducting their teaching plan and online teaching.

1.3 Verbal Persuasion

In the interviews, all participants revealed that after finishing the teaching plan or online teaching, they received feedback from experienced teachers who supervised them. This

evaluative feedback from their supervisors exposed them to various teaching views, especially regarding the strengths and weaknesses of their online teaching performance. They believed that those experienced teachers knew better than the pre-service teachers who were new to the profession.

Moreover, a couple of the participants highlighted that students' feedback was also one of the factors which boosted their confidence in teaching. The information from Saranya's diary supported her view:

According to the [students'] feedback, they enjoyed the online game called "Quizizz". They mentioned that the game didn't make them feel like they were doing any exercise at all.

[Saranya, personal communication, January 19, 2021]

The extracts provide information about feedback and suggestions from experienced teachers and students, which influenced the participants' confidence in online language teaching. According to the number of participants' answers in the interviews, the data suggest that experienced teachers' feedback had more influence than students' feedback. It seemed that their confidence depended on positive and negative evaluative feedback from others.

1.4 Physiological and Affective States

As identified in the analysis, most of the participants expressed their tension about students' online learning and their specific task of teaching. In Saranya's diary, she also mentioned this point by saying,

Some of the students didn't watch the video and didn't check the Google Classroom, so they didn't know that they had to do an exercise and submit it.

[Saranya, personal communication, January 19, 2021]

Hence, these participants reported that their lack of experience in teaching and the difficulties in teaching English online caused them to be anxious about the teaching task, which would affect their teaching effectiveness. This would lead to teachers' low self-efficacy level. In contrast, the data shows that one participant did not have any tension with online teaching because of her own personality. As she mentioned,

... video streaming is one of my favorite things. When I taught them [students], I felt happy all the time. ... This made me not being anxious while I was teaching.

[Nicha, personal communication, January 18, 2021]

All extracts provide information about the tension of these participants in their online teaching practice. It shows that these participants were inexperienced in online teaching and that made them worried about their teaching. Hence, their tension lessened their teaching confidence which affected the effectiveness of their teaching and teaching plans. However, if they could deal with their anxiety, their belief in their ability would increase, which positively affected their teaching.

2. Effects of Teacher Autonomy on the Participants' Teaching Practices

The findings show that all the participants paid much attention to their ability and responsibility for teaching and preparing their teaching in the online context. In addition, the data from their interviews show how their ability and freedom for self-directed teaching/learning affected their online teaching practices. This was partially evident in how the participants perceived their capacity and freedom from the control of their online teaching.

2.1 Capacity to Self-Direct One's Teaching/Learning

In the interview data, the participants highlighted how they promoted students' freedom in learning English. The students had more choices in learning and seeking new knowledge on their own. That means these participants possessed the ability to self-direct their teaching to promote students' freedom in learning at their own pace.

Apart from this, one participant noted that students were provided the opportunity to share their ideas independently. In her interview account, the participant believed that students would learn happily and effectively when they had more freedom in the learning process.

However, most of the participants noted that they found difficulties in promoting students' freedom in learning. It seemed that when they provided too much freedom to students, it would be hard to measure students' learning, and the effectiveness of students' work would be lessened. The information from a teacher's diary supported this point:

It was tough to know whether students conducted self-study or not. Moreover, it was found that some students cheated in doing assignments.

[Thanat, personal communication, January 20, 2021]

In addition, in the online teaching context, all the participants mentioned that they had to find and learn more about online teaching, such as teaching techniques, online activities, and online applications, for example, to deal with the obstacles found in their teaching. In their accounts, they discussed how they learned new teaching techniques by searching for information on the internet and consulting their colleagues or experienced teachers. This means that the participants had the ability to self-direct their learning to develop their teaching skills, knowledge, and attitudes toward online teaching.

Therefore, this capacity helped these participants to improve their teaching. They noticed that learning more to deal with the difficulties in their teaching boosted their confidence in teaching. Thus, this could bring the best of their teaching to help the students learn effectively. One participant said,

whenever I learned more about the problem and found the solution, it made me more confident in teaching.

[Wira, personal communication, January 21, 2021]

To conclude, most of the participants noticed that students needed to be allowed to have some level of freedom in learning in the online learning context. The participants used

online technology to provide students more freedom and choices in their learning. The data suggest that these were the participants' capacity to self-direct their teaching (i.e., the ability to promote learners' freedom in learning). In addition, the participants had to learn how to deal with online teaching all the time to develop their teaching ability and skills. It can be said that the ability to self-direct their teaching and learning influenced their online teaching practices.

2.2 Freedom to Self-Direct One's Teaching/Learning

During the interviews, all the participants noted the implementation of their own teaching methods in the online context. The findings showed that they did not teach everything from the textbooks, but their lessons were designed based on the schools' core curriculum. For example, two participants noted that they taught according to what they had planned in their teaching plan based on the school curriculum and their supervisors' advice. This means that they partially had control over their methods or approaches of teaching. One participant said,

Everything was taught based on the curriculum, but some exercises, activities, or even content were adapted from external sources.

[Saranya, personal communication, January 19, 2021]

Moreover, according to the online learning context, they had to adapt learning activities, tasks, and content from the textbooks to online learning that could fulfill the students' preferences and learning styles. In terms of teaching materials,

many of the participants highlighted that they had freedom in selecting teaching materials related to students' preferences.

According to selecting teaching materials that matched students' needs and preferences, two participants noted that students enjoyed learning, and it was enjoyable for the teacher as well. This means that the online class became more exciting and attractive to both teachers and learners.

The above extracts provide information about the participants' freedom in controlling their teaching and selecting their teaching materials. Thus, it can be viewed that the participants' teaching was still controlled by the school curriculum and their supervisors, but they were provided some freedom in selecting and designing teaching materials to apply to their students' needs and preferences in the online context.

Discussion

Through the participants' teaching experience, the findings show that self-efficacy and teacher autonomy affected the pre-service teachers' online English teaching practices during the pandemic of COVID-19 to some extent.

1. Effects of Self-Efficacy on Online Teaching Practices

To begin with, the largest source of self-efficacy that affected their online teaching was verbal persuasion. All of the participants noted that they considered both experienced teachers' evaluative feedback and suggestions and their students' feedback on their online teaching performances as a powerful source. However, the findings show that even negative feedback from the experienced teachers could still raise the participants' self-efficacy. In addition, two participants showed strong evidence that they used negative feedback from their expert

supervisors to help them find better solutions and teaching techniques. This finding supports the study of Moradkhani et al. (2017), who explore Iranian EFL teachers' reflective practices and self-efficacy. Their findings show that negative feedback can encourage EFL teachers to reflect on their teaching practices to develop their teaching ability by coming up with better techniques.

Second, many participants noted that more ideas and solutions to online teaching problems came from listening, sharing, and discussing teaching experiences with their peers. Some researchers (e.g., Johnson, 2010; Mills, 2011) indicate that vicarious experience (second-hand information) can be built by imagining, hearing, or observing colleagues' teaching. In the present finding, the vicarious experience could help increase their confidence in their online teaching ability. For example, one participant noted that she regarded her former teacher as an ideal role model. It supports Raygan and Moein's study (2017). They found that in raising self-efficacy, reflecting on the roles of former teachers can be interpreted in terms of vicarious experience.

Third, the participants noted that they had never had any mastery experience in online English teaching before as novice teachers. However, in their interviews, all the participants reported that they evaluated their performance from their first two sessions and tried to reflect on their strengths and weaknesses. It was found that some of them had good teaching performances and received positive feedback in their practicum, while others had unsatisfactory results on their teaching which contrarily affected their beliefs. The findings did not reveal the pre-service teachers' mastery experience.

Regarding physiological and affective states, most participants accepted that they felt anxious and worried about their online teaching practice due to their limited experience in teaching. However, in this current finding, it was found that one participant did not feel anxious to teach online because she was a self-confident person. Bandura (1997) states that positive emotions lead teachers into the feeling of competence in teaching, while negative feelings such as stress, anxiety, and depression, can reduce self-efficacy. The current study shows that the participants need more time to master the online language teaching techniques to be more self-efficacious. Their experience gained from the teaching practicum will be collected in their mastery experience.

It can be interpreted that even though four sources of self-efficacy of the participants were reported in this study, most of the participants seemed to show a medium level of their self-efficacy. The current study data show that all the participants did not have all four principal sources of self-efficacy. None of them said that they would give up or feel depressed with their online teaching practices. Moreover, it can be concluded that verbal persuasion was the most important source according to their records in the interviews. All of the participants mentioned this source of self-efficacy more often than the others. They said that it could boost their self-efficacy belief when they received either positive or negative feedback from both experienced teachers and students. The verbal persuasion could make them believe that they could find possible solutions such as good teaching techniques.

2. Effects of Teacher Autonomy on Online Teaching Practices

Kawinkoonlasate (2020) clarifies that online language learning requires more student-centeredness as students can take control of their own learning pace. Teachers need to understand the roles of teachers who can help students to develop their autonomy in online learning. In this study, all participants noted that they uploaded handouts, assignments, and tasks on Google Classroom for the students to take control of their learning. This finding supports the study of Gupta and Pathania (2021), who studied the impact of Google Classroom as a platform of learning and collaboration at the teacher education level. Their study revealed that students could easily access the learning activities via the Google Classroom platform, and the students could learn and work at their own pace. However, in the current study, only a few participants mentioned that they provided guided instructions on supplementary assignments. Several scholars on teacher autonomy (Benson, 2011, 2013; Martinez, 2008; McGrath, 2000) defined the capacity to self-direct his/her teaching as teachers' internal capacity, which includes the ability to promote learner autonomy. Therefore, it is evident that the capacity to promote learners' freedom in learning is the responsibility of autonomous teachers. Furthermore, one participant noted that she gave students more chances to discuss and share ideas in the live class by promoting collaborative learning. This means that students were allowed to have more freedom in their learning process.

To develop teacher autonomy, all participants noted that they frequently reflected on their teaching by writing a teacher diary. This helped them to identify their strengths and weaknesses in their online teaching practices. It supports the description of Lamb and Reinders (2008), who describe

autonomous teachers as teachers who should know how to improve their own ability to direct their learning involving the ability to identify when, where, how, and from what sources they can use or should learn in order to accomplish their teaching.

However, most of the participants expressed that the curriculum and instructional rules constrained freedom in their teaching and selecting teaching materials. This finding is supported by others. Benson (2000), for example, notices that most of the language teachers' work is under the conditions in which their teaching was constrained and controlled by factors such as educational policy, institutional rules and conventions, and conceptions of language teaching and learning. This shows that the teachers are constrained by external factors, decreasing freedom in their professional action and development. In the current findings, however, they still had partial freedom in selecting alternative teaching materials on their own to match the students' preferences and learning styles. One participant noted that she did not use the activities in the textbook because she believed that some textbook activities did not apply to the online context. She selected the topics and designed her online activities. It shows that only this participant shows her autonomy as a teacher.

In conclusion, as the current study presented, personal and contextual problems influenced the participants to have moderate self-efficacy and low teacher autonomy on their online English teaching practices.

Regarding these limitations, more experience in online teaching and support from the stakeholders involved will strengthen pre-service teachers' beliefs in their ability to handle their teaching effectively. Also, they need to be trained to have

a profound understanding of autonomy in language teaching and learning so that they could become autonomous teachers who can deal with online language teaching and learning contexts effectively.

Conclusion

This case study research reports the effects of self-efficacy and teacher autonomy on Thai pre-service teachers' online teaching practices during the COVID-19 outbreak. Drawing upon the experience of Thai pre-service teachers and the conceptual framework of self-efficacy and teacher autonomy, the findings of this study show the degree of self-efficacy and teacher autonomy that affected their online teaching practices. The pre-service teachers seemed to have moderate self-efficacy because they were novices at online teaching practices. They needed more time to experience online teaching that helped affirm their beliefs in their ability to handle their online teaching tasks. Also, the autonomy of the pre-service teachers seemed to be low because they were under conditions that controlled their online teaching practices. To increase self-efficacy and teacher autonomy, Thai pre-service teachers should be prepared to have pedagogical knowledge and skills related to online learning and teaching before doing their teaching practicum. Therefore, in-house teacher training programs should be organized to make them ready for the new teaching mode of this digital era, which has been substantially affected by the COVID-19 pandemic. Pre-service teachers who are teachers-to-be should be trained to be competent in both onsite and online

teaching as blended learning will likely be the ‘new normal’ in Thai education.

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The Effects of Cultural Familiarity on Reading Comprehension and Attitudes Towards Reading English Short Stories Written by a Native Speaker and a Thai Author

อิทธิพลของความคุ้นเคยทางวัฒนธรรมต่อความเข้าใจ
ในการอ่านและทัศนคติต่อเรื่องสั้นภาษาอังกฤษ
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ธัญภา พลานุกุลวงศ์

Abstract

Literature is an integral part of language learning. Literary works written by native speakers are the predominant reading materials for English-major students in Thai universities while Thai literature written in English is often overlooked. Based on the hypothesis that reading comprehension of literary

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works requires cultural familiarity, this article reports on a quasi-experimental study assessing the impact of cultural familiarity on reading comprehension. In addition, this study also aimed to explore Thai English-major students' attitudes towards reading English short stories. Participants of this study were thirty-five English-major students taking English literature courses at the Faculty of Liberal Arts, Prince of Songkla University. The instruments were (1) two short stories with a comparable theme, linguistic complexity and length but in different cultural contexts – one in an American and the other in a Thai context, (2) a reading comprehension test from the two texts, and (3) a questionnaire on the participants' attitudes towards reading the two texts. The findings showed that the culturally familiar text resulted in significantly better literal, inferential and overall comprehension. In addition, participants found that the Thai short story surpassed the American short story in the aspects of authenticity, ease of understanding and interest. Implications for selection of reading materials are discussed.

Keywords: cultural familiarity, cultural schema, reading comprehension, English literature, local literature in English

บทคัดย่อ

วรรณกรรมถือเป็นส่วนหนึ่งที่สำคัญของการเรียนภาษา งานวรรณกรรมที่เขียนโดยเจ้าของภาษาเป็นสื่อการอ่านหลักของนักศึกษาวิชาเอกภาษาอังกฤษในมหาวิทยาลัยไทย ในขณะที่ไม่มีการนำวรรณกรรมฉบับภาษาอังกฤษที่เขียนโดยนักเขียนไทยมาใช้ งานวิจัยกึ่งทดลองชิ้นนี้มีวัตถุประสงค์เพื่อศึกษาอิทธิพลของความคุ้นเคยทางวัฒนธรรมต่อความเข้าใจในการอ่าน และศึกษาทัศนคติในด้านต่าง ๆ ของนักศึกษาไทยวิชาเอกภาษาอังกฤษต่อการอ่านเรื่องสั้นภาษาอังกฤษที่เขียนโดย

เจ้าของภาษาและโดยนักเขียนไทย จากสมมติฐานที่ว่า การอ่านทำความเข้าใจงานวรรณกรรมต้องอาศัยความคุ้นเคยทางวัฒนธรรม กลุ่มตัวอย่างในการศึกษาครั้งนี้คือ นักศึกษาวิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 ที่เรียนนิพนธ์วรรณคดีอังกฤษ ณ คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์ จำนวน 35 คน เครื่องมือที่ใช้ คือ (1) เรื่องสั้นอเมริกันและเรื่องสั้นไทยที่เขียนเป็นภาษาอังกฤษ ทั้งสองเรื่องมีอรรถาธิบายเหมือนกัน ระดับความยากง่ายทางภาษาเท่ากัน และความยาวใกล้เคียงกัน แต่มีบริบททางวัฒนธรรมต่างกัน (2) แบบทดสอบการอ่านทำความเข้าใจจากเรื่องสั้นทั้งสอง และ (3) แบบสอบถามทัศนคติของกลุ่มตัวอย่างต่อเรื่องสั้นทั้งสอง ผลการวิจัยพบว่า กลุ่มตัวอย่างเข้าใจเรื่องสั้นไทยที่เขียนเป็นภาษาอังกฤษได้ดีกว่าเรื่องสั้นอเมริกันอย่างน้อยสำคัญ และมีทัศนคติที่ดีกว่าต่อการอ่านเรื่องสั้นภาษาอังกฤษที่เขียนโดยนักเขียนไทย ในด้านความจริงแท้ ความง่ายต่อการเข้าใจ และความน่าสนใจ งานวิจัยชิ้นนี้ได้นำเสนอแนวทางในการเลือกงานวรรณกรรมสำหรับชั้นเรียนวรรณคดีอังกฤษในระดับมหาวิทยาลัยของประเทศไทย

คำสำคัญ: ความคุ้นเคยทางวัฒนธรรม โครงสร้างความรู้ทางวัฒนธรรม การอ่านทำความเข้าใจ วรรณคดีอังกฤษ วรรณคดีท้องถิ่น ที่เขียนเป็นภาษาอังกฤษ

Introduction

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. A reader extracts the essence of a text and constructs meaning by themselves because a text only provides direction. Reading comprehension involves three elements: the reader who comprehends, the text being comprehended and the activity in which comprehension is a part. This phenomenon occurs within a sociocultural context (Snow, 2002).

Reading comprehension is further divided into text-based and knowledge-based processing. Readers employ lexical and

syntactic knowledge to understand texts at a literal level. At this level, the processing is bounded with the text, hence driven by data. Literal comprehension is dependent on linguistic competence. At a higher cognitive level, readers draw inference to understand what the text is about, relying on their knowledge beyond the text. This process includes synthesizing, summarizing, generalizing, predicting; thus, it is driven by knowledge (Alptekin, 2006; Pearson & Johnson, 1978).

Comprehension of literary texts in particular does not only involve attention to literal aspects but also interpretation which builds on an understanding of plots, characters, and other elements of the literal story for greater meanings beyond the story (McCarthy & Goldman, 2015; Weaver, 1994). Therefore, extensive experiences and deep cultural knowledge are required for the reader to understand literary texts at the inferential level.

Objectives

This study aimed to compare students' reading comprehension of English short stories written by a native speaker and a local author and investigate their attitudes towards reading culturally familiar and unfamiliar short stories.

This study was designed to answer the following research questions:

1. To what extent do the participants understand a culturally unfamiliar literary text and a culturally familiar literary text at literal, inferential and overall levels?
2. What are the participants' attitudes towards reading a culturally unfamiliar literary text and a culturally familiar literary text?

Literature Review

1. Cultural Familiarity

Background knowledge or schema helps the interaction between a text and a reader in the process of reading comprehension (Snow, 2002). Schema refers to an active organization or mental representation of past experiences or some part of general knowledge (Bartlett & Burt, 1933; Matsumoto, 2009), structural units, framework or abstracted pattern into or onto which information can fit and can be organized (Elizabeth, 1980; Phillips, 1969). Schemata or background knowledge can be generally categorized into two types: formal schema and content schema. A formal schema is background knowledge relative to the formal, rhetorical organizational structures of different types of texts, while a content schema is background knowledge a reader brings to a text; it is relative to the content domain of the text (Carrell, 1987).

A content schema also includes cultural schemata which are specific to a particular cultural context (Ketchum, 2006). Cultural schemata are shared by population of a specific cultural group (Elizabeth, 1980). It involves cultural familiarity, helping readers reconstruct the story line of personally and culturally relevant texts and making interpretation with lessened workload. With cultural familiarity, readers are involved with authentic experience in one's own sociocultural context with which they can identify themselves and find some common ground (Erten & Razi, 2009). In fact, cultural schemata and cultural familiarity are highly interrelated. Cultural familiarity is the interaction of culture in a text and readers' background knowledge which makes the texts easier to read and understand (Carrell, 1987; Johnson, 1981; Steffensen et al., 1979). In

reading comprehension, culture plays a crucial role in arousing expectation and prediction about a story, making the text familiar to readers (Tavakoli et al., 2013). Texts with familiar settings are appropriate because they are relevant to the students' world and are, thus, easier to read (Paulston & Bruder, 1976, as cited in Carrell, 1983).

2. Cultural Familiarity and Perception of Literary Texts

Cultural schema in relation to perception of literary texts was studied by many scholars. The term 'perception' is an umbrella term subsuming evaluation, appreciation (Larsen & Laszlo, 1990), affect (Zajonc, 1980, 1984), emotion (Lazarus, 1982), value/significance, enjoyment, liking (Clarke & Fiske, 2014), imagination and imagery (Larsen & Laszlo, 1990; Reynolds et al., 1982), interest and motivation (Abu-Rabia, 1999).

Cultural background or familiarity exerts some influence on not only reading comprehension but also evaluation of the literary texts as such texts require readers' imagination. Readers' cultural background in general and personal experiences in particular come into contact with the reading process and play a role in appreciation of literary texts. Appreciation of literature is assumed to depend on readers' personal experiences accumulated within a cultural context. Individuals' personal experiences under certain cultural circumstances provoke reminding of relevant past events and arouse imagery during the reading process (Larsen & Laszlo, 1990). Therefore, readers from different backgrounds would not have the same amount of experience with the setting, the same level of identification with characters, the same judgment of value, the same imagination of actions and scenes, the same emotional reactions and the same predictions of the story line (Reynolds et al., 1982).

3. Related Studies

Among the pioneers who investigated schemata, Bartlett and Burt (1933) explained ‘schema’ as a familiar form of association consisting of image, which is implicit, and words, which are explicit. Words are visual representations of images; they serve as a device for recall, depending on social condition, interest and attitude. In the researchers’ experiment of remembering, reproduction and distortion were used to examine successive modification from one person to another person in reconstruction of stimuli. This method of reproduction and distortion was operationalized in successive studies.

The earlier researchers who studied cultural schemata and reading comprehension assigned two groups of participants from different cultural backgrounds to read culturally different texts, some of which were syntactically adapted for ease of reading. These researchers included Steffensen et al. (1979), Johnson (1981) and Carrell (1987).

Steffensen et al. (1979) studied the effects of cultural schemata on reading comprehension through recall and reconstruction of two culturally different texts. Both texts were held linguistically constant through readability measurement while the text contents were different in terms of culture. Both American and Indian participants were assigned to read texts about American and Indian weddings. The participants’ comprehension of the texts was compared through recall. The methods used in measuring level of comprehension included reading time, amount of recall of overall text elements, amount of recall of important and unimportant elements, and appropriate and inappropriate modification of the passage. It was found that, with the culturally familiar text, participants spent less time reading, recalled

more information and elaborated cultural elements more appropriately than with the culturally unfamiliar text.

In another study, Johnson (1981) examined the influence of both cultural schema and formal schemata on Iranian and American students' reading comprehension of American and Iranian folklores. Linguistically, each text was of two varieties: original and simplified. The finding was that cultural elements affected reading comprehension more greatly than linguistic difficulty. The participants relied more on cultural schema both in original and simplified texts.

Carrell (1987) investigated the effects of both content and formal schema on Muslim and Catholic ESL students' reading comprehension. Both groups read "Ali Affani", an Islamic text, and "Saint Catherine", a Catholic text. Half of each group read the original, well-structured version, and the other half read a rhetorically-altered version. The finding was consistent with Johnson's (1981) study; cultural schemata had greater effect on the comprehension than did formal schemata.

Subsequent researchers, namely Chihara et al. (1989) assigned two groups of participants from the same cultural background to read the same text, which was divided into two versions, namely unadapted version and culturally adapted version.

Chihara et al. (1989) hypothesized that simple things like nouns referring to persons and places carried subtle semantic and pragmatic information and that discrete or non-contextual elements of the text influenced reading comprehension. The text was adapted at lexical level only. Western names of persons and places which were assumed to be culturally unfamiliar to the Japanese participants were changed into Japanese while the content and syntactic complexity were held intact. One group of participants read the original text; the other

read the culturally adapted one. The results of the study revealed that the participants who took the test based on the culturally familiar text performed significantly better than those who read the culturally unfamiliar text.

Researchers from the Muslim world who opposed using western culture-based texts adapted western literary texts at deeper levels. Alptekin (2006) adapted a short story of a target-language culture to that of local culture at sociological, semantic and pragmatic levels, and investigated reading comprehension at both literal and inferential levels, believing that schema was used particularly in the latter. The adaptation of cultural elements of a text was called ‘cultural nativization’ by Alptekin. Linguistic and rhetorical patterns of two culturally different texts were held essentially intact. Turkish subjects were divided into two groups; one group read an original short story, while the other read a culturally adapted text. It was found that cultural nativization affected inferential comprehension items more significantly than literal comprehension. Turkish participants who read a culturally nativized text performed significantly better in inferential comprehension items than those who read an original text of American culture; however, there was no significant difference in scores obtained from literal comprehension items among the two groups of participants.

Erten and Razi (2009) investigated whether cultural nativization facilitated comprehension and whether reading activities compensated for cultural unfamiliarity of short stories. The reading activities included brainstorming, pre-questioning, scanning, skimming, clarifying, reciprocal teaching, inferring, thinking aloud and asking and answering questions. It was found that culturally adapted stories yielded better comprehension while reading activities did not. The researchers concluded that cultural adaptation of the text had a greater effect on reading comprehension. With substantial cultural schemata, the participants could comprehend culturally loaded texts autonomously.

Tavakoli et al. (2012) examined the effect of cultural nativization on Iranian students' reading comprehension and explored their attitudes toward cultural nativization. An unadapted text was given to the control group and a nativized text was given to the experimental group. Both groups completed an attitude questionnaire on cultural nativization after the reading test. The control group performed significantly better in reading comprehension. Interestingly, the subjects in both groups showed dissatisfaction with cultural nativization due to its inauthenticity. Most participants opposed culturally adapted texts and supported the original text as the latter was more tangible and unambiguous. The researchers recommended that further research use local literary texts to serve the teaching of English as an International Language.

Other studies that examined readers' perception of literary texts in relation to readers' cultural background include those of Larsen and Laszlo (1990) as well as Madeeyoh and Charumanee (2013).

Larsen and Laszlo (1990) compared perception of participants from different cultural background on reading a short story. Danish and Hungarian participants were assigned to read a Hungarian short story and expressed their appreciation. The Hungarian participants found the story more enjoyable, imagery-provoking, far easier to understand and much more relevant to the issues they encountered in their daily life than did the Danish participants who understood the story at a more superficial level. It was concluded that the culturally proximate participants showed greater appreciation for the text than did the culturally distant participants.

Madeeyoh and Charumanee (2013) investigated readers' attitudes towards reading one English textbook based on general contents and another based on Islamic culture. The participants in the control group read an English textbook whose content was new to them while the participants in the experimental group read an English textbook based on Islamic culture which was familiar to them. Although there was no statistical difference in the participants' satisfaction with both texts, the participants in the control group were slightly more satisfied with the general-content textbook than the participants in the experimental group who read the Islamic culture-based English textbook. This was because the Islamic culture-based English textbook contained the content already known to them, hence considered dissatisfying.

It is evident that all the studies reviewed above share the same finding, i.e. readers' cultural familiarity with the texts enhances their reading comprehension. However, the findings of students' attitudes towards culturally familiar texts seems inconclusive. The present study aimed to provide more insight to the impact of cultural familiarity on reading comprehension and its relation to readers' perception.

Research Methodology

1. Participants

The participants were third-year English major students of Prince of Songkla University who took a course named *Introduction to English Literature*. The students were exposed to poetry, short stories, novels and dramas; hence, they were familiar with reading literary texts extensively. Thirty-five students were selected as participants based on a volunteer sampling method. Twenty-nine of them had no experience living in English native-speaking countries while six had an average of one-month experience in such countries.

2. Research Instruments

2.1 Short Stories

A Thai short story entitled *A Monastery Boy* was chosen from *It is the people of Thailand and other countries* collection originally written in English by Pira Sudham (2014), a Thai author who mastered the English language and whose work is internationally acclaimed. He portrays the harshness of peasant life in Thailand.

An American short story entitled *A Bunch of Blueness* was chosen from *On a Darkling Plain* collection written by Betty Jean Tucker (2014). Its theme is similar to that of *A Monastery Boy*. The story is set during the Great Depression.

There are several commonalities in both short stories. The main theme is poverty and several common aspects include abandonment, trouble, hope, escape, loss, impression, religious concepts, agriculture, doubt, gain and clash of ideas between old and young age.

It was found that both American and Thai short stories belonged to the same grade level (Gunning Fox Index of 9.4 and 9.4), readability score (Flesch Reading Ease of 73 and 74.6) and linguistic complexity (4,191 and 4,342 words, 255 and 272 sentences, average of 4.2 and 4.3 characters per word, and average of 16.4 and 16 words per sentence).

2.2 Reading Comprehension Tests

Two tests with open-ended questions requiring short answers were used to assess students' reading comprehension of the two short stories. Each test included ten literal questions and ten inferential questions. Literal comprehension questions were explicit questions of

which answers could be derived from the text literally. Inferential questions require text knowledge and background knowledge for readers to draw connective and elaborative inferences.

The short-answer questions were scored based on the key ideas presented in each answer. Following Chan (2009), the rubric was divided into five levels based on percentage of complete and clear answer, viz. 1, 0.75, 0.5, 0.25 and 0.

2.3 Attitude Questionnaire

An open-ended attitude questionnaire was employed to explore participants' attitudes towards reading English short stories written by a native speaker and a Thai author based on criteria for selecting literary texts for English class, namely *authenticity, ease of comprehension, emotional reaction, enjoyment, identification with characters, imagery/vividness, interest, personal involvement, motivation, preference, relevance* and *value* proposed by Belcher and Hirvela (2000), Bobkina (2014), Erkaya (2005), Ghosn (2002), Hismanoglu (2005), Mart (2018), Paran (2008) and Shrestha (2008).

3. Data Collection

The study was conducted in the first semester of academic year 2018. The data were collected in the following steps.

3.1) All participants were assigned to read both English short stories written by a native speaker and a Thai author within a week.

3.2) The participants were instructed to spend one hour on each comprehension test and fifteen minutes on the questionnaire. They were allowed to answer the questions and complete the questionnaire in either English or their first language, namely Thai. All participants completed the comprehension tests. However,

only seventeen out of the thirty-five participants completed the questionnaire.

4. Data Analysis

Descriptive statistics of the two reading comprehension tests were generated using SPSS. Means, standard deviation and significant difference were reported accordingly. The data obtained from the reading comprehension tests for the American short story were compared with those for Thai short story using the Wilcoxon signed-rank test. The questionnaire responses were qualitatively analyzed by categorizing or coding the data and summarizing the key themes.

Findings and Discussion

This section contains the results of the study, arranged based on the 2 research questions.

Research Question 1: To What Extent Do the Participants Understand a Culturally Unfamiliar Literary Text and a Culturally Familiar Literary Text at Literal, Inferential and Overall Levels?

Wilcoxon sign rank tests were separately conducted on literal and inferential questions (10 items each), to find out whether there was a significant difference between reading comprehension of a culturally unfamiliar text, i.e. the American short story and a culturally familiar text, i.e. the Thai short story in English at literal, inferential and overall levels.

Table 1.

Participants' Performance on the Two Short Stories (N=35)

Comprehension level	American short story		Thai short story		Difference	Effect size
	\bar{x}	SD	\bar{x}	SD		
Literal comprehension (10 scores)	4.82	1.22	5.46	1.29	0.64*	-0.51*
Inferential comprehension (10 scores)	2.91	1.24	3.99	2.05	1.08**	-0.657
Overall comprehension (20 scores)	7.73	1.90	9.45	2.52	1.72**	-0.778

** significant at 0.01

* significant at 0.05

The result of the Wilcoxon sign rank tests shown in Table 1 reveals that the differences in the participants' scores obtained from the two tests are statistically significant ($p < 0.1$). The participants obtained a significantly higher mean score from the Thai short story ($\bar{x} = 9.45$, $SD = 2.52$) compared to that from the American short story ($\bar{x} = 7.73$, $SD = 1.90$).

Detailed analysis shows interesting differences. The table shows that the participants performed significantly better in both literal comprehension ($\bar{x} = 5.46 > 4.82$) and inferential comprehension ($3.99 > 2.91$) of the Thai short story over the American short story. The findings suggested that the participants understood the literal and inferential messages of

the Thai short story better than those of the American short story. As a result, it can be said that cultural familiarity facilitated the participants' reading comprehension.

In terms of literal comprehension, being familiar with cultural aspects portrayed in a text, the participants could comprehend contents from the Thai short story more accurately and clearly, and gained significantly higher scores from the Thai short story.

For inferential comprehension, the connection between culturally relevant texts and the participants' own backgrounds created opportunities for making better inferences; the significance and meaningful purpose of the Thai short story was clearly understood. Therefore, using local texts written in English could connect with the real world learners live in.

As a literary text depicts a series of events and arouses readers to predict what will happen next, readers with no or little experience of a country may not be able to picture scenes in a story set in that country clearly. In this study, with the help of context familiarity and sufficient prior knowledge of Thai culture, participants might have been able to predict comprehension clues available from stories previously unknown to them. Cultural familiarity seemed to play a significant role in prediction about a story.

In addition, with literary texts usually containing unknown words, readers with limited vocabulary size may struggle with guessing those words. However, with the help of the context familiarity, readers should be able to guess unknown words more easily. That might be why the participants obtained significantly higher scores from the Thai short story. This might be because its content is based on the participants' own culture

while the American short story is about a less familiar culture. Readers' background knowledge appeared to play an important role in reading comprehension. Participants who are equipped with relevant background knowledge should be able to predict the meanings of the unknown words that they encounter.

As far as socio-cultural matters are concerned, due to the participants' existing knowledge about Bangkok and the Northeast of Thailand, where the Thai short story is set, the participants might have been able to imagine scenes in the story more clearly. In contrast, with the lack of sufficient schema of American culture and landscape, especially that of southern parts of the USA, where American short story is set, the participants might have struggled to picture scenes in their mind. In sum, the familiarity of cultural and geographical circumstances might have helped the participants imagine and understand the story more clearly.

Similar results were also reported by Jalilifar and Assi (2008) and Tavakoli et al. (2012). Readers' cultural familiarity with a text enhanced their reading comprehension at both literal and inferential levels.

Research Question 2: What Are the Participants' Attitudes Towards Reading a Culturally Unfamiliar Literary Text and a Culturally Familiar Literary Text?

The attitude questionnaire was employed to elicit the participants' attitudes towards reading the two short stories. Seventeen out of the thirty-five participants completed the questionnaire. They touched upon the areas of *authenticity*, *ease of understanding* and *interest* primarily.

Regarding *authenticity*, although literature is authentic in nature, only two of the thirty-five participants who commented on this aspect reported that the Thai short story, the context of which was common in their life, was more real than the American short story. The Thai short story had the atmosphere that the participants could feel, and it sounded real to them. However, they were not certain that their imagination of American story was correct. As Nostrand (1989) states, a text is authentic when its context evokes the mind of a person living in the culture.

In terms of *ease of understanding*, seven of the total participants who voiced their opinion on this aspect found that the Thai short story was more accessible and easier for them to understand. They could read more smoothly and could maintain attention while reading. One of the seven participants expressed that she could guess unknown words from the context of the Thai short story and her own experiences. It might be possible to conclude that the more the readers know about the cultural context, the more easily and clearly they get the information from the text.

In contrast, five of the thirty-five participants who revealed their attitudes towards reading the American short story reported that it took longer to comprehend the American story due to a lack of sufficient background knowledge about geography, society, religion and culture of America. Two of them reported that they were confused and demotivated by the American short story. They found it difficult to understand cultural aspects depicted in the American story, especially the religious concept. This is in tandem with other studies which showed that students often had difficulty interpreting events

from perspectives not naturally their own (Pichert, 1979; Shantz, 1975 as cited in Reynolds et al., 1982) and different from their cultural-religious group membership (Carrell, 1987).

However, two participants said that although the American short story was more difficult to understand, there was a reason to read it as it opened up possibilities to learn new things. This finding echoes that of Rodliyah's (2014) study in which the participants reported that it was worthwhile to learn culture of English native speakers, most of which were new to learners as it helped widen their knowledge and horizons.

In terms of *interest*, there seems to be a relation between text-reader connection and interest. One participant out of seventeen who responded to this aspect expressed that the Thai short story was interesting since there was a connection between the text's context and the reader's context. Another participant reported that she was more engaged with the Thai story and felt like she was a part of the story. As Allen (1975) stated, an interaction with literary texts is influenced by readers' familiarity with cultural assumptions that the text is based on.

With all the above-mentioned reasons, it is suggested that Thai teachers should also integrate English literature written by Thai authors into the existing literature classes because native-English literature broadens horizon and gives learners opportunity to learn the origin of the target language while Thai literature in English facilitates learner's reading comprehension.

Conclusion

The present study aimed to examine the effects of cultural familiarity on reading comprehension as well as to

investigate Thai English-major students' attitudes towards reading English short stories written by a native speaker and a Thai author. The results clearly show that the participants performed better on the Thai short story written in English which was culturally familiar to them. They could recall the explicit information and infer implicit information from the Thai short story significantly more accurately than from the American short story. Moreover, this study also found that a culturally familiar content in the Thai short story provoked positive attitudes among readers who were familiar with the cultural context of the text. Also, the Thai short story in English used in this study was unadapted, thus authentic and suitable to be used in English classes. In addition, the present study found that local literature in English met many criteria for selecting good reading material for English literature classes, i.e. *authenticity*, *ease of understanding* and *interest*.

The present study has important implications for research on cultural familiarity and reading comprehension of literary texts. It has been one of the few attempts to investigate the impact of cultural familiarity on reading comprehension using a local literary text originally written in English.

Given the robust research evidence, some pedagogical implications can be drawn. Local fictions in English should be embedded into English literature class for students at the introductory stage of literature class. The exposure to local literature in English can help them learn English literature through their own culture and develop reading competence with relative ease. This is in tandem with Mahoney's (1991) belief that students' world knowledge they bring into contact with

local literature would result in greater comprehension which would also prompt greater interest and enjoyment.

It seems clear that internationally recognized literary works of local authors with a good command of English may serve as a canon of local English literature for teaching and learning.

Future research is recommended in different cultural contexts. Different themes of short stories might be investigated. The use of more than one local text in English and one native English text would help examine the effects of cultural familiarity on reading comprehension more effectively. The attitude questionnaire might also survey other criteria for selecting literary texts for English classes.

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Effectiveness of Using Grammar Logs With Explicit Corrective Feedback in Improving Grammatical Ability for Writing Skill of Grade 9 Students

ประสิทธิผลของการใช้บันทึกไวยากรณ์และการให้ข้อมูลย้อนกลับ
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Abstract

The objectives of this research were to study the effectiveness of the use of grammar logs with explicit corrective feedback of Grade 9 (G.9) students in improving the grammatical ability for writing and to survey students' opinions toward the use of grammar logs. The

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population was Grade 9 students studying at Khlong Thom Ratrangsang Secondary School, Krabi and 30 students were randomly selected as participants in this study. The instruments employed in this study were writing tasks, grammar logs, a questionnaire and teaching materials. The findings showed that the use of grammar logs with explicit corrective written feedback had significant differences in improving students' overall grammatical ability for writing and the students had strong positive opinions towards the use of grammar logs. The findings suggest that the grammar log with the explicit corrective feedback is beneficial in writing; however, low proficiency students may need more time to record grammar logs and finish the writing tasks.

Keywords: effectiveness of using the grammar log, writing, grammatical ability, grammar log, explicit written corrective feedback

บทคัดย่อ

วัตถุประสงค์ของการวิจัย คือ การศึกษาประสิทธิผลของการใช้บันทึกไวยากรณ์และการให้ข้อมูลย้อนกลับในการพัฒนาความสามารถด้านไวยากรณ์สำหรับการเขียนของนักเรียนชั้นมัธยมศึกษาปีที่ 3 กลุ่มประชากร คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนคลองท่อมราชภัฏรังสรรค์ จังหวัดกระบี่ ใช้วิธีการสุ่มตัวอย่าง นักเรียนจำนวน 30 คน และใช้เครื่องมือในการวิจัย คือ แบบทดสอบวัดทักษะการเขียน งานเขียน แบบบันทึกไวยากรณ์ แบบสอบถาม และสื่อการสอน ผลการวิจัยพบว่า ความสามารถด้านไวยากรณ์เพื่อการเขียนของนักเรียนก่อนการใช้บันทึกไวยากรณ์มีความแตกต่างกันอย่างมีนัยสำคัญ หลังจากนั้นนักเรียนมีการใช้บันทึกไวยากรณ์ จากที่นักเรียนได้รับข้อมูลย้อนกลับ พบว่านักเรียนสามารถแก้ไขและพร้อมอธิบายได้ นอกจากนี้นักเรียนยังมีความคิดเห็นในเชิงบวกต่อการใช้แบบบันทึก

ไวยากรณ์ในการพัฒนาความสามารถด้านไวยากรณ์เพื่อการเขียน ผลการศึกษาครั้งนี้แสดงให้เห็นว่าแบบบันทึกไวยากรณ์พร้อมข้อมูลย้อนกลับนั้นมีประโยชน์สำหรับทักษะการเขียน อย่างไรก็ตามจากงานวิจัยพบว่า นักเรียนที่มีความสามารถทางด้านภาษาน้อย อาจมีความจำเป็นต้องเพิ่มเวลาในการบันทึกแบบบันทึกไวยากรณ์และทำแบบฝึกทักษะการเขียนให้สำเร็จ

คำสำคัญ: ประสิทธิภาพการใช้บันทึกไวยากรณ์ การเขียน
ความสามารถด้านไวยากรณ์ บันทึกไวยากรณ์
การให้ข้อมูลย้อนกลับ

Introduction

English plays an important role in communication. People all over the world use English as a tool or medium language to communicate. Among the four skills, writing has been regarded as the most difficult skill (Richard & Renandya, 2002). Students are concerned and nervous about word choice and grammatical mistakes, which cause incomprehensibility. Many EFL students' grammatical mistakes concern verbs, punctuations, articles, tense, subject - verb agreement, sentence construction and etc. (Al-Sobhi et al., 2017). The use of English is important in global communication, particularly writing skill. However, Thai students feel that English writing is difficult. Therefore, improving writing skills is essential. In academic writing, vocabulary and grammatical structure seem to be a big problem for Thai students whose English proficiency is relatively low when compared to those in neighbouring countries (Wiriyachitra, 2001). The above problems may contribute to unsatisfactory O-NET (Ordinary National Education Test) scores of M. 3 students. The O-NET results

in 2017, 2018, and 2019 were 28.31, 29.45 and 33.25 out of 100 respectively. Even though the O- NET results seem to improve gradually, it is not quite satisfactory. Moreover, the grammatical ability is one of the factors that influences and motivates students to write. The lack of grammatical ability of Thai students is viewed as a hindrance in achieving good writing (Kaweera & Usaha, 2008). In Thai context, students still have a problem applying the grammatical structure of English to create a correct language use in writing, and they lack the ability to select an appropriate form (Lush, 2002).

Another factor that influences and motivates students to learn English is a positive opinion. Weinburgh (2000) mentioned that the opinions toward language seemed to be useful for students to succeed in language learning.

In order to solve the above mentioned problems, some experts suggest some teaching methods to improve students' writing skills. One teaching method is called corrective feedback to promote grammatical ability in writing. Liu (2008) suggested that after students receive feedback, their writing accuracy would be improved in the second, third draft, and so on. It showed that using feedback should be a useful tool for reflecting and revising students' writing. According to Bitchner and Knoch (2009), there are two types of corrective feedback: explicit and implicit.

The explicit corrective feedback refers to the explicit provision of the clear explanation of correct form. While providing the correct form, the teacher clearly indicates that the student has made an error (Lyster & Ranta, 1997). On the other hand, implicit feedback refers to the teacher's rephrasing of the student's utterance by changing

one or more components without changing the central meaning (Ellis, 2008). The teacher does not tell the students directly about their grammatical mistakes. They have to find out the mistakes and correct them. In this study, the explicit corrective feedback is the main focus. The explicit written corrective feedback seems to be one of the common techniques used to improve written grammar on EFL students. This type of feedback provides learners with guidance that shows them how to correct errors. This feedback is not only more immediate, but also may be effectively determined by the goals and proficiency of the second language writers (Bitchner & Knoch, 2010). Also, it is believed that by requiring students to use a grammar log to record and correct their errors, students can not only notice their errors but also achieve greater awareness of their own outputs (Hirsche, 2011). Besides, the grammar log is a piece of paper in which students record and correct their grammatical mistakes. It is a direct and simple tool to record students' grammatical errors when they find some mistakes in their work. Moreover, it is a tool to engage the students in improving their grammatical ability.

There are limited studies on students' performance using grammar logs with the explicit written corrective feedback, and most of the studies were carried with adult learners. According to Hirschel (2011) who only examines the effectiveness of using grammar logs with corrective feedback, there are very few studies conducted in Thai context with secondary school English as a Foreign Language (EFL) students who have low proficiency level. Based on the lack of research on this issue, this study aimed to investigate the effectiveness of using grammar logs in improving written grammar of Grade 9 students and the six aspects from the most frequent grammatical errors based on the O-NET were chosen to be the main focus of the study: verb tense, word

order, subject-verb agreement, article, parts of speech and gerunds and infinitive. This study also investigated students' opinions toward the use of grammar logs.

Objectives

This present study aimed to investigate the effectiveness of the use of grammar logs of Grade 9 students studying writing in the second semester of 2019 academic year at Klong Thom Ratrangsan School in Klongthom District, Krabi and to survey students' opinions toward the use of grammar logs. In particular, the research questions addressed were:

1. Was there a difference before and after participants used grammar logs, and to what extent did their use have on their accuracy scores and their writing ability?
2. What did Grade 9 students think of the use of grammar logs?

Research Methodology

1. Research Design and Participants

This study used a quasi-experimental method. The population of this study were 250 Grade 9 students enrolling in an English course in the second semester of 2019 academic year at Klong Thom Ratrangsan School in Klongthom District, Krabi. Thirty students were purposively selected as the participants. Their English proficiency level was quite similar based on their grades in the English grammar and writing subjects of the first semester. The participants were asked to write three writing tasks and recorded the mistakes in the grammar log

after receiving the explicit feedback. All the participants were Thai native speakers aged between 14 to 16 years old.

2. Data Collection Instruments

2.1 Piloting Instruments

There were three instruments in this study: a pre and post-test, a questionnaire, and training materials but only the pre and post-test and the questionnaire were required to be piloted. The aim of the pilot study was to determine the reliability and the feasibility of the instruments. In this study the pre and post-test was given to students in Nuaklongprachabumrung School in Nua Khlong District, Krabi to figure out the suitability of the selected topic and the time allocation. Likewise, the questionnaire was piloted to assure its reliability.

2.2 Pre and Post-Test

Two writing tests, a pre-test and a post-test, were used to measure students' grammatical ability before and after the experiment in six aspects: articles (Art), verb tenses (VT), parts of speech (PS), subject-verb agreement (SVA), gerund and infinitive (GI), and word order (WO). The six aspects were from the most frequent grammatical errors based on the use and usage and the writing ability parts in the O-NET (Nonkukhekhong, 2013). The participants were assigned to write one 80-100 word essay on the topic "My friend" in the pre-test and the other on the topic "My best friend" in the post-test. These topics were related to the participants' current learning tasks from the textbook content which they were studying. The writing test was piloted with 30 Grade 9 students at another high school in Krabi in order to determine the suitability of the selected topic as well as the time allocation. This

group of students shared a similar background with the participants of the main study in terms of their proficiency and age. It was determined through the pilot study that students were able to write a paragraph on the assigned topic, and within the allotted time of 50 minutes. And the result from the pilot showed that the students could finish the writing assignment in 50 minutes.

2.3 Questionnaire

The questionnaire was adapted by the researcher based on Strijbos and Sluijsmans (2010) to investigate students' opinions toward the use of grammar logs. There were 17 items of questions. It was used to check the students' opinions toward the use of grammar logs. There were three parts of the questionnaire. The first part consisted of close-ended questions in an effort to obtain students' general information. The second part contained 15 items regarding the students' use of grammar log to correct six aspects of the most frequent grammatical errors based on the O-NET: articles, verb tenses, part of speech, subject-verb agreement, gerund and infinitive, and word order. The third part included open-ended questions to explore students' opinions regarding the benefits of teacher feedback and the obstacles while using grammar log. This questionnaire was designed using a five-point Likert scale. The questionnaire was written in Thai to ensure that the intended meaning was conveyed and understood by all participants. It was piloted with 20 Grade 9 students who were in the same group the pre-post test was piloted. The reliability of the questionnaire was 0.76.

2.4 Training Materials

Training materials included lesson plans and grammar worksheets. The training lesson plans were used to teach students how to use grammar logs and how to write a paragraph. The training consisted of approximately two periods. The grammar worksheets were used as exercises, so the students could review the six types of most frequent grammatical errors based on the O-NET including articles (Art), verb tenses (VT), part of speech (PS), subject-verb agreement (SVA), gerund and infinitive (GI), and word order (WO). Each worksheet consisted of two parts: structure and practice. In Structure Part, the grammar rules and the explanation were provided. And in Practice Part, students had a chance to do exercises about each aspect of grammar. The training periods took six hours within three weeks.

2.5 Writing Tasks

The participants were required to perform three writing tasks. They were asked to write 80-100 words for each task. Each task was related to what the participants had studied in their current book. To avoid possible interventions, such as help from other, participants were not allowed to write outside of the classroom. After writing each task, the students were asked to hand in their works to the teacher. After receiving the teacher's feedback, the students recorded and made corrections of their own grammatical errors.

2.6 Grammar Log

The grammar log was designed by the researcher. It was a form consisting of five columns for the students to record their grammatical mistakes. The first column was the original sentence, the

second was the error type, the third was the explanation, the fourth was the revised sentence and the last column was comments by the teacher.

Original sentences	Error type	Explanation	Revised sentences	Comments by the teacher
She sit there every morning.	Subject-verb agreement	Singular subject (she) requires singular verb adding 's' at the end of the verb (sits).	She sits there every morning.	Correct

3. Data Collection Procedure

The study was conducted in 8 weeks from February 2020 until April 2020 as shown in Table 1.

Table 1
Data Collection Procedure

Week	Procedure
1	Pre-test
2	Teach how to write a paragraph and train students to use grammar logs.

Week	Procedure
3-4	Students review and practice most frequent grammatical errors in the written work (Grammar worksheets and exercises are provided.)
5	1 st writing task and grammar logs
6	2 nd writing task and grammar logs
7	3 rd writing task and grammar logs
8	Post-test and questionnaire

In the first week, the pre-test (writing test) was administered to the participants. From the second week to the fourth week, the training on how to write a paragraph and six grammatical aspects were taught and practiced. In the fifth week, the students started to do writing tasks and record their grammatical errors on grammar logs after getting explicit feedback from the teacher. In the grammar log, when students received the writing tasks and feedback from the teacher about the grammatical errors they had made, they added each error in the table. Then they searched for the resources that would help them correct these errors. Possible resources included student's worksheets, English grammar books, dictionaries, and writing guides. Then, the students

identified the type of errors, and wrote a correct sentence. Finally, they submitted the grammar log back to the teacher to check it. Finally, in the last week, the post-test and the questionnaire were administered. Then, all the data were collected and later analysed.

4. Data Analysis

4.1 Pre- and Post-Test

To examine the effects of the use of grammar on students' use of the six grammatical aspects as well as the frequency of the correct use, the aspects were calculated by means of obligatory occasion analysis (Pica, 1984) using the following formula:

$$\frac{n \text{ correct suppliance in context}}{n \text{ obligatory context} + n \text{ suppliance in non - obligatory contexts}} \times 100$$

The frequency of the correct use of the six grammatical aspects was coded and counted by two coders who were non-native English teachers. Then to compare the difference between the accuracy scores of the pre-test and the post-test, the data were analyzed using t-test.

4.2 Questionnaire

The participants' responses to the questionnaire were calculated using percentages to identify students' opinions toward the use of grammar logs.

Findings

1. Accuracy Scores of the Pre- and Post-Tests

The data gathered from the pre- and post-tests revealed that the overall accuracy scores were statistically significantly different from those in the pre-test as shown in Table 2.

Table 2

The Accuracy Scores of the Pre- and Post-Tests (n=30)

Aspects	Pre-test		Post-test		t	Sig. (2-tailed)
	M	S.D.	M	S.D.		
Art	62.39	33.01	78.55	29.32	-1.99	.056
GI	74.36	34.22	66.24	42.03	.88	.386
PS	46.82	16.68	44.63	21.42	.47	.645
SVA	74.13	20.12	88.81	12.16	-3.05	.005**
VT	71.12	20.03	86.08	13.30	-4.27	.000**
WO	57.89	24.48	63.29	25.73	-1.045	.305
Overall	60.65	10.67	66.48	9.35	-2.505	.018*

* $p < .05$; ** $p < .01$

Table 2 indicates that students' overall scores were statistically different when the pre-test (M = 60.65, SD = 10.67) and the post-test (M = 66.48, SD = 9.35) were compared. In terms of each grammatical aspect, the difference in the aspect of subject-verb agreement (SVA) between the pre-test (M = 74.13, SD = 20.12) and the post-test (M = 88.81, SD = 12.16) was found

to be statistically significant ($t = -3.05, p < .01$). Additionally, the aspect of verb tense (VT) showing the difference of the accuracy scores between the pre-test ($M = 71.12, SD = 20.03$) and the post-test ($M = 86.08, SD = 13.30$) was found to be significantly different ($t = -4.27, p < .01$). However, the four other aspects of grammar, word order, articles, gerund and infinitive, and parts of speech did not show any significant differences.

2. Students’ Opinions Toward the Use of Grammar Logs

The data gathered from the questionnaire which revealed the students’ opinions toward the use of grammar logs were grouped into three aspects: grammar log with corrective feedback, writing, and promoting learning.

When considering each aspect of the opinions toward the use of grammar logs, the findings were varied. Table 3 presented students’ opinion towards the use of grammar logs with corrective feedback.

Table 3
The Students’ Opinions Toward the Use of Grammar Logs with Corrective Feedback

Aspects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I feel that explicit written corrective feedback of the teacher via grammar logs helped me understand	23.3	53.3	23.3	0.0	0.0

Aspects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
grammatical concepts better.					
2. I understand six grammatical aspects better.	16.7	50	33.3	0.0	0.0
3. I learn how to correct the grammatical mistakes from my grammar logs.	33.3	40	23.3	3.3	0.0

In terms of grammar logs with corrective feedback, Table 3 indicates that 53.3% of the students agreed that the grammar log and the explicit written corrective feedback helped them to better understand the grammatical concepts in their writing. With regard to the grammatical mistakes in their grammar logs, the students understood six grammatical aspects better. Fifty percent and forty percent of the students said that they learned how to correct the grammatical mistakes from their grammar logs.

With respect to writing, the students' opinion was presented in Table 4 below.

Table 4

The Students' Opinions Toward the Use of Grammar Logs with Writing

Aspects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Use of grammar logs improve my writing skill of English.	13.3	70	16.7	0.0	0.0
2. I think it is a good idea to use grammar logs to improve writing skills in English.	23.3	66.7	10	0.0	0.0
3. Dealing with the grammar logs was convenient with regard to keeping track of my learning.	13.3	50.0	33.3	3.3	0.0
4. I would use grammar logs for my studies in the future.	26.7	50	23.3	0.0	0.0
5. I enjoyed recording grammatical mistakes using grammar logs.	6.7	46.7	46.7	0.0	0.0

Aspects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6. Grammar logs encourage me to write more in English.	20	43.3	36.7	0.0	0.0
7. I would like to do more grammar logs.	43.3	43.3	13.3	0.0	0.0
8. I learn to write better in English by using grammar logs.	20	40	40	0.0	0.0
9. I believe that my English writing will improve quickly if I use grammar logs.	16.7	40	40	3.3	0.0
10. After using grammar logs, I feel confident in writing.	3.3	40	56.7	0.0	0.0

When asked about the writing, the majority of the students agreed that they had improved their writing skill by using grammar logs (70%). Interestingly, the majority of the students agreed that using grammar logs would be a good idea to develop their English writing skill (66.7%).

Additionally, a large number of the students agreed that dealing with grammar logs was useful for keeping track of their learning (50%). And they thought that it was a necessary tool for their future to improve writing ability (50%). Almost half of the students enjoyed recording their grammatical mistakes in the grammar logs (46.7%).

Interestingly, it can be seen that 43.3% of the students strongly agreed that they would like to do more grammar logs which also encouraged them to write more in English. Forty percent of the students wrote better by using grammar logs. They also believed that their English would improve quickly if they used grammar logs (40%). However, 56.7% of the respondents expressed their neutral ideas to their confidence of using grammar logs.

In terms of learning, the students’ opinions toward the use of grammar logs to promote learning were presented below.

Table 5
The Students’ Opinions Toward the Use of Grammar Logs to Promote Learning

Aspects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I feel comfortable recording the grammatical mistakes using grammar logs.	13.3	50	33.3	3.3	0.0

2. Grammar logs influence my writing and understanding of grammar.	20.7	50	30	0.0	0.0
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In terms of using grammar logs to promote learning, 50% of the students felt comfortable and believed grammar logs influenced their writing and they had better understanding of grammar (50%).

It is very interesting to learn that all respondents did not show any disagreement toward the use of grammar logs.

3. The Results Gathered From Open-Ended Questions

The data gathered from the open-ended questions were analyzed and categorized into three themes: benefits, obstacles and suggestions.

Table 6
Benefits, Obstacles and Suggestions of the Use of Grammar Logs From Students' Perspective

No.	Categories	Aspects	Statements
1	Benefits	- Increasing grammatical knowledge	- I learned grammar from my own writing tasks.
		- Having more critical thinking	- I think using grammar logs helped me think more critically.

2	Obstacles	- Time allocated	- I need more time to work on my grammar logs and writing tasks.
		- English proficiency	- Because I'm still not fluent in English, I found it was hard to finish my grammar logs and writing tasks.
3	Suggestions	- Time extension for writing tasks and grammar logs	- I need more time to write and record the grammatical mistakes and grammar logs.

According to the open-ended questions, the results revealed that the students viewed the grammar logs as a valuable source for improving their grammatical ability in writing skill. Additionally, they reported that after experimenting the use of grammar logs, they learned and gained grammatical knowledge, and also developed more critical thoughts that they applied the knowledge to their next writing. It was found that time allocated and the English proficiency of the students were the obstacles in this study. Particularly, some students reported that they wanted more time to write and record the grammatical mistakes in their grammar logs.

Discussion

After analysing the data and obtaining the results, the researcher arrives at the discussion section to answer the research questions and compare and contrast them with the

previous studies. The discussion of the present research is presented below.

Research Question 1: Was There a Difference Before and After Participants Used Grammar Logs, and to What Extent Did Their Use Have on Their Accuracy Scores and Their Writing Ability?

This study focused on the effectiveness of using grammar logs on students' writing ability. The students' pre- and post-tests scores on writing were analysed to find if there was a statistically significant difference in terms of writing improvement. The results of the descriptive statistics of the participants indicated that students' overall scores improved significantly when comparing the pre-test and the post-test.

Interestingly, the aspect which had the least effect was the parts of speech. Even though the training on the aspect of parts of speech was provided, the students did not appear to improve in their ability to use parts of speech. One explanation could be their low proficiency of English. Similarly, Kamimura (2006) found that even though the overall scores of writing in the post-test of students were improved, some low proficiency students still could not apply the knowledge they had obtained through the training before starting to write due to their limited English ability.

Research Question 2: What Did Grade 9 Students Think of the Use of Grammar Logs?

The findings of this study revealed that the students had strong positive opinions toward of the use of grammar logs in improving the grammatical ability for writing. This finding is

similar to that of the study by Weinburgh (2000). He stated that opinions toward learning influence student behaviors: choosing books, speaking and also learning language. The opinions toward language are viewed as components of inspiration in language. Thus, the students' opinions toward English seem to be one of the factors for students to achieve in language learning. Most of the students perceived the grammar log as a useful tool to improve writing proficiency. The grammar log can help the students to perform the writing tasks.

Based on the data obtained from the open-ended questions, there were some interesting points related to the benefits of using the grammar log, which were a) the students wanted to do more on grammar logs, b) the use of grammar logs helped students improve their English writing skills, c) the students thought that it was a good idea to use grammar logs to practice writing skills in English, d) the students felt that explicit written corrective feedback of the teacher together with the grammar logs helped them to understand grammatical concepts better, and e) dealing with the grammar logs was convenient in terms of keeping track of learning.

From the above findings, the grammar log can assist students in both promoting writing habits and increasing the students' capability in writing, especially in six grammatical aspects. This finding is supported by the previous study by Hirschel (2011) who investigated the quality of grammar logs. From this current study, it can be concluded that after using grammar logs, students were much more aware of their grammatical errors. Moreover, the grammar logs are helpful in language learning and teaching.

Despite its benefits, there are some issues related to the use of grammar logs from students' perspectives. The students with low English proficiency found that the grammar log was one of the factors obstructing their limited improvement. They believed that their grammatical ability was so poor that they had a hard time finishing writing on their grammar logs and writing tasks.

Even though the students in this study were trained how to write a paragraph, and how to use grammar logs and they received the explanation and practice of six grammatical aspects, their proficiency seemed to be a barrier in improving their English writing ability and they did not have enough time to review and practice most frequent grammatical errors in the written works. Low proficiency students might be unable to work on their tasks. Additionally, the students reported that they needed more time to write and record the grammatical mistakes and grammar logs.

Conclusion

Based on the findings, it can be concluded that the use of grammar logs did affect the students' grammatical ability on writing. Similar to Hirschel's (2011) study, it was certain to say that after using grammar logs, students would gain more benefits for improving their English writing skills. They would better understand their grammatical errors. Using the grammar log can be considered as an essential tool which encourages students to become more accurate and fluent in learning to write. The grammar log can be seen to be beneficial by all the English teachers and can be included as part of the writing instruction in the English course curriculum. Additionally, the explicit written

feedback clearly assists students in organizing their writing and understanding of the grammatical aspects. Moreover, the students are able to move beyond the sentences and understand the grammatical knowledge better.

Limitations and Recommendations for Further Research

There were some limitations of this study. Firstly, teaching low proficiency students to write a paragraph needed more time than the researcher had expected.

Secondly, students with low English proficiency had difficulty in writing and finishing their writing tasks and they had a hard time recording their mistakes in the grammar log. They could not complete their tasks within the time provided by the researcher. Therefore, more time should be provided to the low proficiency students.

Thirdly, with small sample size in this study, generalization of the findings may be problematic. Therefore, the effects of explicit corrective feedback and other grammatical aspects are needed to be further investigated using a larger sample size.

Due to the length of time and the small number of subjects in this study, the result of this study may not be generalized to other groups of students. Therefore, the effect of the use of grammar logs with the six grammatical aspects requires further investigation. Moreover, the four aspects of grammar, word order, article, gerund and infinitive, and part of speech should be emphasized and studied. In addition, the comparison between the use of grammar logs with explicit corrective feedback and those with implicit feedback should be studied, which

might yield interesting results. The study of grammar logs with other grammatical aspects and different types of feedback is also recommended.

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Needs Analysis and Development of English-Language Tourist Guide Signs at That Noi Temple in Nakhon Si Thammarat Province

การวิเคราะห์ความต้องการและการพัฒนาป้ายแนะนำ
นักท่องเที่ยวเป็นภาษาอังกฤษภายในวัดธาตุน้อย
จังหวัดนครศรีธรรมราช

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ผู้ช่วยศาสตราจารย์ สาขาวิชาภาษาอังกฤษเพื่อการสื่อสาร คณะวิทยาศาสตร์และเทคโนโลยีมหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย วิทยาเขตนครศรีธรรมราช (สไใหญ่) ประเทศไทย

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นักศึกษาสาขาวิชาภาษาอังกฤษเพื่อการสื่อสาร คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย วิทยาเขตนครศรีธรรมราช (สไใหญ่) ประเทศไทย

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นักศึกษาสาขาวิชาภาษาอังกฤษเพื่อการสื่อสาร คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย วิทยาเขตนครศรีธรรมราช (สไใหญ่) ประเทศไทย

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Abstract

The objectives of this study are to (1) learn about the needs and opinions of visitors toward That Noi Temple's English-language tourist guide signs, (2) translate tourist guide signs from Thai into English using correct grammar in order to provide tourists with better understanding of how to behave themselves and give them valuable information about That Noi Temple, and (3) determine whether tourists are satisfied with the English-language tourist guide signs at That Noi Temple. The research instruments consisted of a questionnaire and an interview form. The sample size was calculated by Yamane's formula and the convenience sampling method was used to recruit 107 questionnaire informants, including 100 tourists, 4 central office employees, and 3 monks, and 10 of the informants also participated in the interview. Statistics applied in the study were percentages, means, and standard deviations. The study indicated that demand for tourist signs in English was at the highest level in That Noi Temple, Nakhon Si Thammarat Province ($\bar{X} = 4.52$, S.D. = 0.62). It was found that the central office employees, monks, and tourists demanded the strongest and most durable tourist signs in English for long-term use ($\bar{X} = 4.64$, S.D. = 0.60) and expressed the highest level of satisfaction with the tourist signs in English ($\bar{X} = 4.80$, S.D. = 0.41). Considering each item individually, the central office employees, monks, and tourists were most satisfied with the strongest and most enduring English tourism signs in the long term ($\bar{X} = 4.83$, S.D. = 0.40).

Keywords: English signs, language and tourism, needs analysis, That Noi Temple, tourist guide

บทคัดย่อ

วัตถุประสงค์ของงานวิจัยมีดังนี้ 1) เพื่อทราบความต้องการและความคิดเห็นของนักท่องเที่ยวที่มีต่อป้ายแนะนำภาษาอังกฤษภายในวัดธาตุน้อย 2) เพื่อพัฒนาป้ายแนะนำนักท่องเที่ยวจากภาษาไทยเป็นภาษาอังกฤษโดยใช้ไวยากรณ์ที่ถูกต้องเพื่อสร้างความเข้าใจแก่นักท่องเที่ยวในการปฏิบัติตน รวมทั้งให้ข้อมูลด้านอื่น ๆ ที่เป็นประโยชน์ภายในวัดธาตุน้อย 3) เพื่อทราบความพึงพอใจของนักท่องเที่ยวที่มีต่อป้ายแนะนำภาษาอังกฤษภายในวัดธาตุน้อย เครื่องมือที่ใช้ในการศึกษา ได้แก่ แบบสอบถามและแบบสัมภาษณ์ ขนาดของกลุ่มตัวอย่างคำนวณโดยใช้สูตรยามาเน่ ในส่วนของแบบสอบถามเก็บข้อมูลโดยใช้วิธีการสุ่มตามสะดวกกับกลุ่มตัวอย่างจำนวน 107 คน ได้แก่ นักท่องเที่ยวจำนวน 100 คน เจ้าหน้าที่ในสำนักงานกลาง จำนวน 4 คน และพระสงฆ์จำนวน 3 รูป และผู้ให้สัมภาษณ์จำนวน 10 คน สถิติที่ใช้ คือ ค่าร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน ผลการศึกษาพบว่า ความต้องการป้ายแนะนำนักท่องเที่ยวเป็นภาษาอังกฤษโดยรวมอยู่ในระดับมากที่สุด ($\bar{X} = 4.52$, S.D. = 0.62) ความต้องการป้ายแนะนำนักท่องเที่ยวเป็นภาษาอังกฤษที่แข็งแรงและทนทานต่อการใช้งานในระยะยาวมากที่สุด ($\bar{X} = 4.64$, S.D. = 0.60) ความพึงพอใจป้ายแนะนำนักท่องเที่ยวเป็นภาษาอังกฤษโดยภาพรวมอยู่ในระดับมากที่สุด ($\bar{X} = 4.80$, S.D. = 0.41) และมีความพึงพอใจป้ายแนะนำนักท่องเที่ยวเป็นภาษาอังกฤษที่แข็งแรงและทนทานต่อการใช้งานในระยะยาวมากที่สุด ($\bar{X} = 4.83$, S.D. = 0.40)

คำสำคัญ: ป้ายแนะนำภาษาอังกฤษ ภาษาและการท่องเที่ยว
การวิเคราะห์ความต้องการ วัดธาตุน้อย การแนะนำนักท่องเที่ยว

Introduction

English language has become increasingly important in Thailand due to the inflow of tourists visiting the country's tourist

attractions. As a result, English communication has a significant impact on the tourism business, whether it is for sea, nature, or temple tourism, which is a popular choice for international visitors (Arong et al., 2018). To encourage tourism in burgeoning cities, Tourism Authority of Thailand launched the “12 Forbidden Cities...Don't Miss” campaign in 2015 to attract international visitors who want to learn about the country's cultures and historical heritages, see architectural masterpieces, and experience the local ways of life (Pinkaeo, 2013).

This campaign has been active for four years, generating 52.4 billion baht in revenue from 13.6 million tourists (Bangkok Business, 2017). One of the chosen provinces participating in the campaign is Nakhon Si Thammarat, which has a long history dating back to the Sriwichai period in 1231, and it was the first city to adopt Buddhism from Sri Lanka. Some foreign tourists are familiar with Nakhon Si Thammarat Province but only few are aware that the province has numerous tourism attractions. Phra Mahathat Woramahawihan Temple may be the only temple that many people are familiar with. In fact, while Nakhon Si Thammarat Province is a tourism destination with many distinct features (TIP INSURE, 2015), That Noi Temple is one of the places that most people traveling to Nakhon Si Thammarat are also interested in visiting. That Noi, also known as Phra That Noi Temple, is a temple in Lak Chang Sub-district, Chang Klang District, Nakhon Si Thammarat Province. It is situated within a short distance from the metropolis of the province. That Noi Temple was founded by Pho Than Klai, a venerable monk well-known for his speech's dignity. Local people hold him in high regard and have faith in him, believing that everything he said did become true (Barrow, 2019). Phra Saririkthat pagoda and the body of Pho Than Klai are currently enshrined in the That Noi Temple's pagoda in a glass casket. It is therefore called Pho Than Klai memorial pagoda. His body is reported to be as hard as stone, which the villagers believe in and revere, and as a result, more

people visit the temple to pay respects to him (Tourism Authority of Thailand, 2003).

According to MGR Online (2017), tourists prefer to visit Buddhist temples in tourist locations. Tourism amenities such as clean restrooms, tourist information, and tourist signs are required because both Thai and foreign tourists are interested in visiting the Buddhist site of That Noi Temple (Secretariat of the House of Representatives Acting as the Secretariat of the National Reform Council, 2015). When travelers reach the destination, they face problems in understanding the signs written in local language (Kavati et al., 2017). According to Limsiriruangrai (2013), English signs can help travelers understand what they are seeing. Waijittragum (2010) proposed the guidelines in designing location and directions signs for tourism. For example, the signs must be placed in a visible location that neither blocks traffic nor obstructs visibility so that they attract tourists' attention as well as provide them with useful information in both languages at the tourist spots.

Since no bilingual signs have been created for travelers in That Noi Temple before, the temple staff agreed to build English signs to provide information for tourists. The agreement was reached after the researchers' preliminary assessment of the region and discussion with the temple employees about the creation of English signs in the temple. As a result, this research aimed at exploring needs and developing signs for That Noi Temple in Nakhon Si Thammarat Province that use English to convey meaning to foreign tourists. It is expected that Thai people can learn English from the signs with correct language and related agencies also gain benefits from the creation of English signs in the temple as visitors can read them to obtain useful information about the tourist attraction.

Objectives

1. To identify the needs and opinions of visitors to That Noi Temple's regarding the English-language tourist guide signs.

2. To translate tourist guide signs from Thai to English using correct grammar in order to provide tourists with a better understanding of how to behave themselves and to provide them valuable information about That Noi Temple.

3. To evaluate whether tourists are satisfied with the English-language tourist guide signs in That Noi Temple.

Research Questions

1. Are English-language signs required by tourists in That Noi Temple?

2. Are the tourists at That Noi Temple satisfied with the researchers' English-language tourist guide signs?

Literature Review

1. Sign Design Ideas

An excellent sign must have qualities that make it easy to see and understand. The sign must allow the viewer to read the complete material and interpret it precisely and clearly, without causing any uncertainty or doubt in the reader's interpretation of the sign. The shape of the sign is one of the most important factors to consider while making it as effective as possible. The material, color, font, and placement of the text on the sign must all be taken into consideration (Sopalang, 2012). The design criteria for good signage system are adaptability and adjustability for the application of the sign with the connection and continuity, which form its uniqueness. The sign must

be relevant to the content, clear, eye-catching, and easy to maintain in order to be effective (Siriravetkul, 2012). To summarize, designing a sign is a process that involves planning in terms of composition, typography, color selection, material of use, and organization in accordance with the benefits, beauty, suitability, and necessities.

2. Previous Studies Related to Tourist Guide Signs

An analysis of previous studies relating to the needs analysis and development of English- language tourist guide signs was discussed in terms of tourists' needs and satisfaction. Regarding the travelers' needs, Sukprasert (2005) contended that the structure of the signs should focus on durable materials in response to tourists' needs in utilizing public signs for tourism in Khao Yai National Park. The signs' structure should be made of long-lasting materials and express the tourist attraction's distinctiveness and distinguishing traits. Similarly, Kanyan (2020) stated that signs should be made of hard materials for long-term use. Color also plays a major role in the design process, cultural history and image of the area since warm colors bring about a sense of excitement while cool colors produce cold feeling visually. Additionally, the right size of signs gives people a comfortable and natural feeling. In addition to durability, color and size, the correct language used on signs should be taken into consideration. Pinchai (2018) asserted that correct writing of English sentences leads to disseminating of exact information to the readers. In terms of tourists' satisfaction, foreign travelers in Samut Songkhram Province prefer signs written in Thai and English as they can understand the historical and natural identities in tourist attractions (Waijittragum, 2010). Similarly, Pattanachiwakul and Nimala (2015) agreed that the location and direction signs should represent a distinctive identity because they create a positive

impression on travelers at Udon Thani Rajabhat University. Likewise, Thongtong (2016) stated that bilingual signs are designed for Thai and non-Thai tourists to inform them of goods and services available. The choice of language use also has economic motivations and consequences, as attractive signs make a good impression on the viewers. In sum, the signs should not only respond to tourists' needs but also make them satisfied with the tourist destinations, thereby attracting more foreigners into the country.

Methodology

Both quantitative and qualitative research methods were used to answer the research questions of the study. To this end, a questionnaire and an interview form were used to obtain information on the tourists' needs and satisfaction of signs in That Noi Temple.

1. Population

The population for this study was made up of roughly 400 tourists visiting That Noi Temple every day to pay respects to Pho Than Klai and to see the cultural heritage. Given the approximate population of 400 tourists per day (Barrow, 2019), a total of 107 people were selected in the main study using the convenience sampling method based on Taro Yamane's formula (Yamane, 1973) with a margin of error of less than 10%.

2. Sample Group

Concerning the questionnaire, the samples in the study consisted of 107 participants, including 4 central office employees, 100 tourists, and 3 monks at That Noi Temple in Nakhon Si Thammarat Province. Due to the spread of COVID-19 during the period of data

collection in October 2020, few foreign tourists visited That Noi Temple so Thai tourists, monks and central office employees were included in the study to compensate for the limited number of foreign tourists. Regarding the interview, the participants were composed of 10 interviewees, including 5 tourists, 3 staff inside the temple, and 2 monks.

3. Research Instrument

The signs created are written in Thai together with English translation. Therefore, Thai travelers can read both Thai and English texts on the signs. Foreign tourists will read bilingual signs although they do not understand Thai in the signage. To avoid sampling errors caused by the researchers, the items used in the questionnaire were verified by Items Objective of Congruence (IOC) committees for content validity. The items were checked for their correctness and appropriateness by three experts before being used on the actual sample in the main study in 2020. The reliability coefficient derived from the three experts was 0.81. The questionnaire had a reliability of .76, which was quite satisfactory. Regarding the interview data, five open-ended questions were utilized to determine tourists' satisfaction of English-language tourist guide signs in That Noi Temple.

4. Data Collection

In the case of bilingual signs, the study applies Waijitttragum's (2010) notion of designing tourism signs for the conceptual framework of this paper. The data were collected from 107 respondents and 10 participants in the interview at That Noi Temple in Nakhon Si Thammarat Province. The signs were printed in both languages for each sign (Thai texts were written above English ones). All signs erected in That Noi Temple were photographed on October 9, 2020. 28 signs

created in this research were used to survey tourists’ needs and satisfaction with the signage in That Noi Temple.

5. Data Analysis

The data obtained from the questionnaire were analyzed and described in percentages, means, and standard deviations. Levels of opinions ranging between 4.51-5.00 were regarded as extremely agree; those between 3.51-4.50 as highly agree; those between 2.51-3.50 as moderately agree; those between 1.51-2.50 as slightly agree; and those between 1.00-1.50 as least agree (Chinatrakul, 1999). The interview data were summarized and reported descriptively.

Findings

Central office employees, tourists, and monks from That Noi Temple in Nakhon Si Thammarat Province served as the study’s sample group. For the questionnaire, there were 107 people in total, representing 100% of the population:

Table 1
Number of Samples in Research

Sample group	Total number of sample
Central office employees	4
Tourists	100
Monks	3
Total	107

As shown in Table 1, the samples were made up of 107 respondents including 4 central office employees, 100 tourists, and 3 monks.

Table 2

Number and Proportion of Central Office Employees, Tourists, and Monks in That Noi Temple in Nakhon Si Thammarat Province, Classified by Thailand Regions Where the Tourists Originally Come from

Region	Province	Total number	Percentage (n = 107)
Northern	Chiang Mai	2	4.67
	Nan	3	
Central	Bangkok	5	13.09
	Nonthaburi	5	
	Samut Sakhon	2	
	Samut Prakan	2	
Northeastern	Khon Kaen	4	8.41
	Buri Ram	3	
	Chaiyaphum	1	
	Kalasin	1	
Southern	Nakhon Si Thammarat	38	73.83
	Chumphon	7	
	Trang	7	
	Krabi	9	
	Surat Thani	4	
	Phangnga	6	
	Satun	2	
	Phatthalung	2	
	Songkhla	3	
	Phuket	1	
Total		107	100

The findings in Table 2 show the number and percentage of central office employees, tourists and monks in That Noi Temple in Nakhon Si Thammarat Province, which are classified by the region where tourists originally come from. The majority of the respondents came from the southern region, with 79 people, accounting for 73.83

percent, followed by 12 people from the center region, making up 11.22 percent, 11 people from the northeast, representing 10.28 percent, and finally those from the northern region, with 5 people, constituting 4.67 percent. As seen in Table 2, most travelers (73.83%) come from the south of Thailand, indicating that most of the participants live in southern Thailand.

Table 3

Results of the Questionnaire on the Need for English-Language Tourist Guide Signs in That Noi Temple

Item	Need for English-language tourist guide signs in That Noi Temple	\bar{X}	S.D.	Level
1	How necessary is it for you to have the tourist signs in That Noi Temple translated from Thai into English?	4.58	0.60	Highest
2	To help foreign tourists understand the temple's different important areas, you need English-language tourist guide signs detailin the methods and importance of various forms of merit making, such as lighting an oil lamp and tossing Chinese fortune sticks	4.42	0.66	High
3	You need grammatically correct English-language tourist guide signs for both Thai and foreign tourists.	4.44	0.65	High
4	Do you believe that English-language tourist guide signs in That Noi Temple are helpful for tourism?	4.46	0.59	High

Item	Need for English-language tourist guide signs in That Noi Temple	\bar{X}	S.D.	Level
5	You need English-language tourist guide signs installed at various locations in the temple to be easily noticeable, such as installing in a spot where tourists are interested and can see the sign clearly.	4.55	0.59	Highest
6	You need English-language tourist guide signs divided into categories, such as a clear and easy-to-understand warning sign.	4.50	0.64	High
7	You need English-language tourist guide signs with the appropriate font selection and attractive letter arrangement. The letters, for example, are designed to match the signs and are easily visible and readable.	4.50	0.59	High
8	You need English-language tourist guide signs with the right font color scheme to represent religious and cultural identity.	4.53	0.62	Highest
9	The damaged signs in That Noi Temple should be developed and improved.	4.49	0.65	High
10	You need durable and long-lasting English-language tourist guide signs for long-term use.	4.64	0.60	Highest
	Total	4.52	0.62	Highest

As presented in Table 3, the findings clearly show that the outcome of each item was at the highest level (\bar{X} = 4.52, S.D. = 0.62). When considering each item, it was found that tourists visiting That Noi Temple in Nakhon Si Thammarat Province had the highest need for English-language tourist guide signs. The highest level of need was found in English- language tourist guide signs that were durable and long-lasting for long-term use (\bar{X} = 4.64, SD = 0.60), followed by signs that were translated from Thai into English (\bar{X} = 4.58, SD = 0.60), English-language signs to be installed at easily noticeable locations in the temple (\bar{X} = 4.55, SD = 0.59), and the English- language tourist guide signs explaining the procedures and importance of various forms of merit making (\bar{X} = 4.42, SD = 0.66), respectively.

Table 4

Results of the Satisfaction Questionnaire toward English-Language Tourist Guide Signs in That Noi Temple in Nakhon Si Thammarat Province

Item	Satisfaction with English-language tourist guide signs in That Noi Temple in Nakhon Si Thammarat Province	\bar{X}	S.D.	Level
1.	The information on giving directions and prohibitions in the English-language tourist guide signs to practice in That Noi Temple is useful.	4.81	0.39	Highest
2.	To help foreign tourists understand the temple's different important areas, the English-language tourist guide signs detail the methods and importance of various forms of merit making, such as lighting an oil lamp and tossing Chinese fortune sticks.	4.79	0.44	Highest

3.	English-language tourist guide signs must be grammatically correct for good impressions by Thai and foreign tourists.	4.79	0.41	Highest
4.	When visiting That Noi Temple, how can the English- language tourist guide signs be helpful for tourism?	4.80	0.40	Highest
5.	English- language tourist guide signs are installed at various easily noticeable locations in the temple.	4.80	0.42	Highest
6.	The English- language tourist guide signs' content is simple and straight forward.	4.81	0.40	Highest
7	The font selection and formatting of the letters on the English-language tourist guide signs are proper and beautiful.	4.79	0.44	Highest
8.	The font color on the English-language tourist guide signs is chosen to represent the religious and cultural identity.	4.81	0.42	Highest
9.	The English-language tourist guide signs are durable and long-lasting	4.83	0.40	Highest
10.	In general, how satisfied are you with the newly developed English-language tourist guide signs in That Noi Temple?	4.81	0.39	Highest
Total		4.80	0.41	Highest

Table 4 shows the results of the analysis of satisfaction with English-language tourist guide signs in That Noi Temple in Nakhon Si Thammarat Province. Overall, the outcomes were found at the highest level ($\bar{X} = 4.80$, S.D. = 0.41). Regarding each item, the tourists were satisfied with the English-language tourist guide signs at the highest level. The item with the most satisfaction was the durable and long-

lasting English-language tourist guide signs ($\bar{X} = 4.83$, $SD = 0.40$), followed by font color selection to represent religious and cultural identity ($\bar{X} = 4.81$, $SD = 0.42$), simple and straightforward content of the English-language tourist guide signs ($\bar{X} = 4.81$, $SD = 0.40$), and information on giving directions and prohibitions in the English-language tourist guide signs to practice ($\bar{X} = 4.81$, $SD = 0.3$).

Concerning the interview, the results derived from 10 interviewees revealed that (1) they are impressed by the font size of signs (100%); (2) most of them (90%) said that the development of signs in the temple was necessary as those currently used were dilapidated and written only in Thai; (3) most interviewees (80%) felt that the English-language tourist guide signs were appropriate and beautiful; (4) all of them (100%) said that they are completely satisfied with the signboards created in both languages by the researchers; and (5) some of them (70%) wanted the researchers to create signs in Thai and English since they can help foreign visitors understand the religious and cultural identity of That Noi Temple.

Discussion

The findings of the need analysis and development of English-language tourist guide signs in That Noi Temple in Nakhon Si Thammarat Province are discussed in relation to the research objectives as follows:

1. To Learn About the Needs and Opinions of Visitors to That Noi Temple's English-Language Tourist Guide Signs

Overall, the findings of the survey on the needs for English tourist guide signs in That Noi Temple are at the highest level. Tourists preferred to have signs that were translated from Thai into English without translation errors. This result corresponds with Nareerak's (2018) findings that grammatical mistakes and spelling errors should

be carefully checked and corrected before posting signs for the public. Concerning each item, the majority of respondents preferred durable and long-lasting English-language tourist guide signs with the right color and size for long-term use. This findings agree with Kangyan (2020) that the structure of the signs should focus on hard materials rather than print cloth. The color brings about a sense of excitement and good visual feeling while the appropriate size of signboards provides lively atmosphere and positive feelings in people's daily viewing. Taking each item into consideration, the tourists need English-language tourist guide signs that include information about the temple's different sacred objects as well as the significance of various forms of merit making at the lowest level. They need English-language tourist guide signs to be put at various areas in That Noi Temple. According to the interview with the tourists, this temple has attracted a lot of Thai tourists. It was expected that once the country reopened to international tourism in November 2021, foreign travelers would visit That Noi Temple. In addition, Thai travelers prefer to have signs printed in both Thai and English so that foreign tourists can understand Thai cultural and religious identities.

2. To Translate Tourist Guide Signs From Thai Into English Using Correct Grammar in Order to Provide Tourists With a Better Understanding of How to Behave Themselves Properly in That Noi Temple

It was found that the central office employees, monks, and tourists would like to develop English-language tourist guide signs that are easy to comprehend and accurately convey the content. The findings are in line with Siriravetkul's (2012) research on the design of the symbolic system in the library that the sign must be 1) clear, 2) well-expressed, 3) easy to understand, 4) modern, 5) outstanding, and 6) reliable. This result is consistent with Pinchai's (2018) findings that the

ability to write English correctly will result in communicating accurate information to the readers. According to the data from the Office of Tourism and Sports in Nakhon Si Thammarat Province, more tourists are visiting Nakhon Si Thammarat Province. In 2016, 3,565,814 tourists traveled to Nakhon Si Thammarat Province, corresponding to an increase of 3.82 percent from 2015, with 97.71 percent of those being Thai tourists (Ministry of Tourism & Sports, 2019).

3. To Determine Whether Tourists are Satisfied With the English-Language Tourist Guide Signs in That Noi Temple

The findings clearly indicate that the highest levels of satisfaction were found among central office employees, monks, and tourists. According to the overall findings of a survey on satisfaction with English-language tourist guide signs at That Noi Temple, the study found that the English-language tourist guide signs should be designed to represent the religious and cultural identity of the area, agreeing with Pattanachiwakul and Nimala's (2015) result that the location and direction signs should represent a distinctive identity of the university. Flowers are used in the design of location and direction signs to create good impressions for the visitors at Udon Thani Rajabhat University. The findings of the study also revealed that the content of English-language tourist guide signs provides some useful directions and prohibitions and that the message of the signs should be conveyed clearly and be easily understandable. The English-language tourist guide signs should be designed by selecting the appropriate font color to express religion and cultural identity. The installation of English-language tourist guide signs in various locations throughout the temple should be done in a way that makes them easily noticeable. The instructive English-language signs describe the methods and significance of numerous types of merit-based rewards. The signs must be grammatically correct and contain appropriate fonts and formats.

The result is similar to the findings of Sopalang's (2012) research on the development of environmental graphic design to promote southern tourist area 2 in Nakhon Si Thammarat Province, which illustrates that proper fonts and formats will result in good visual effect. This result also corresponds with Waijittragum's (2010) findings that signs having the appropriate size should be put in the right position in tourist destinations and written in Thai and English so that foreign visitors can understand the historical and natural identities of Samut Songkhram Province.

All in all, the findings indicate that in order to communicate as much as possible to the tourists and create a unique brand for the place, the design of the English-language tourist guide signs must focus on the external signage system highlighting attractions, facilities, and services. These findings are in sound agreement with the interview from central office employees, monks, and tourists who wished to make the signs in the Thai, English, and Chinese languages since English is the most desired language, followed by Chinese, Japanese, and Korean (Dechawong & Komaratad, 2014). The idea that Chinese is the third language that people are interested in and focused on is based on the fact that it is a language used by a large number of people in China. As a result, the Chinese language has become increasingly significant in Thailand while superpowers such as the United States, Japan, and Korea all place a high priority on the language (Liyun, 2016). This is also in line with Thongtong's (2016) findings that the percentage of trilingual signs (Thai – English – Chinese) accounts for 98% while other multilingual signs (Thai – English – Korean) constitute only 2% of the signs found on Nimmanhemmin Road in Chiang Mai, Thailand.

Conclusion

The conclusions of the study and development of English-language tourist guide signs in That Noi Temple in Nakhon Si Thammarat province are as follows:

1. Summary of Findings on Needs for English-Language Tourist Guide Signs in That Noi Temple, Nakhon Si Thammarat Province

The demand for English-language tourist guide signs in That Noi Temple, Nakhon Si Thammarat Province was at the highest level. The English-language tourist guide signs that were strong and durable for long-term use were found to be in highest demand among central office staff, monks, and tourists, followed by signs that were translated from Thai into English, and English-language tourist guide signs installed at different locations throughout the temple. The least demanded topic is English-language tourist guide signs that provide information about the temple's various sacred objects, as well as the procedures and significance of various forms of merit making.

2. Summary of Findings on the Satisfaction Toward English-Language Tourist Guide Signs in That Noi Temple, Nakhon Si Thammarat Province

Satisfaction toward English-language tourist guide signs in That Noi Temple, Nakhon Si Thammarat Province was found at the highest level. The central office staff, monks and tourists were most satisfied with the English-language tourist guide signs that were strong and durable for long-term use, followed by the choice of font color that best represented religious and cultural identity appropriately, followed by the content of the English-language tourist guide signs that

conveyed the meaning clearly and understandably. The least satisfactory topic was found in grammatically correct English-language tourist guide signs.

There are three implications for creating bilingual signs for tourism. First, tourists visiting the temple will realize the usefulness of bilingual signs which not only tell the history of the temple but also impart knowledge of Thai cultural and religious identities in Thailand. Secondly, the English-language tourist guide signs developed in the study can also be used as guidelines in producing bilingual signs for other tourist destinations in this country. Finally, a standard system should be established to develop signs for tourism so that each sign bears a unique image of the area that is different from other places in the country.

Some limitations need to be pointed out for future directions. First, the number of foreign tourists is limited in this study owing to the spread of COVID-19 during the period of data collection, so more foreign travelers should be used in future research to develop signs suited to their needs. A further limitation is the number of the participants in the study. Future research should be done with a large number of tourists for more reliable results. Finally, since the study focuses on developing the signs for That Noi Temple, further investigations should create signs for other temples in Thailand in order to obtain information on the language choices and linguistic devices used in signs for tourism.

Recommendations

Three recommendations are proposed in the study:

1. Research studies on the development of tourist guide signs in Chinese should be done.
2. Research papers on the preparation of public relations brochures in three languages (Thai, English, and Chinese) to convey information about That Noi Temple should be processed.
3. Research articles should be written on the development of tourist guide English-language signs in other Buddhist locations to improve tourist understanding and appreciation of the attraction.

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Tale of Nora and Development of Cultural Media in the form of Picture Book¹

เรื่องเล่าโนรากับการพัฒนาสื่อทางวัฒนธรรม
ในรูปแบบหนังสือภาพ

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เอกพงษ์ คงฉาย

Abstract

The objectives of this study were to study the tale of Nora from important documents and narratives by performers and villagers who were the owners of this culture and to present it in the form of picture book. This study was a qualitative research using observation, interview and focus group discussion to collect field

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บทความนี้เป็นส่วนหนึ่งของการวิจัย เรื่องเล่าโนรากับการพัฒนาสื่อทางวัฒนธรรม ทุนวิจัยจากมหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย งบประมาณเงินกองทุนส่งเสริมวิทยาศาสตร์ วิจัย และนวัตกรรม ปี พ.ศ. 2563

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data in Songkhla Lake area. The data analysis was performed with the concepts of tale and storytelling. The results showed that all collected tales and legends of Nora feature persons, stories and locations in Songkhla Lake area. It also found that all collected tales and legends of Nora have been influenced by ideas, beliefs and linguistic refinement and manipulation from different periods and areas, resulting in different plots. However, the themes have close resemblance to Nora legend by Khun Oupbathamnarakorn (Pum Dheva).

The tales of Nora were used in the making a picture book, *Legend of Nora*, which has 20 pages, 15 parts and 17 illustrations, and is suitable for a wider audience, especially children and young people. The uniqueness of Nora at the present day was also added in order to connect with the readers' real-life experiences.

Keywords: Nora, tale of Nora, cultural media

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาเรื่องเล่าโนราจากเอกสารและคำบอกเล่าของโนราและชาวบ้านผู้เป็นเจ้าของวัฒนธรรม และนำเสนอเรื่องเล่าโนราในรูปแบบหนังสือภาพเล่าเรื่อง โดยใช้วิธีวิจัยเชิงคุณภาพ เก็บรวบรวมข้อมูลภาคสนามจากการสังเกต การสัมภาษณ์ และการสนทนากลุ่มในพื้นที่ลุ่มทะเลสาบสงขลา วิเคราะห์ข้อมูลโดยใช้แนวคิดเรื่องเล่าและการเล่าเรื่อง ผลการวิจัยพบว่า เรื่องเล่าตำนานโนราล้วนปรากฏชื่อบุคคล เรื่องราว และชื่อสถานที่ ณ บริเวณลุ่มทะเลสาบสงขลา และพบว่าเรื่องเล่าตำนานโนราได้รับการผสมผสานความคิด ความเชื่อ และการขัดเกลาปรุงแต่งทางภาษาจากแต่ละยุคแต่ละพื้นที่ ทำให้มีโครงเรื่องที่แตกต่างกัน ทั้งนี้เรื่องเล่าส่วนใหญ่มีความใกล้เคียงกับตำนานโนราที่เล่าโดย ชุนอูปถัมภ์นารากร (พุ่ม เทวา)

เรื่องเล่าดังกล่าวถ่ายทอดออกมาในรูปแบบของหนังสือภาพ "ตำนานโนรา" ที่มีจำนวนหน้า 20 หน้า 15 ตอน 17 ภาพ สอดคล้องกับผู้อ่านที่หลากหลาย โดยเฉพาะกลุ่มเด็กและเยาวชน ผู้อ่านสามารถเชื่อมโยงกับประสบการณ์ของตนที่พบเจอได้ในชีวิตจริง โดยหนังสือภาพแสดงให้เห็นเอกลักษณ์ของโนราในปัจจุบันได้เป็นอย่างดี

คำสำคัญ: โนรา เรื่องเล่าโนรา สื่อทางวัฒนธรรม

Introduction

Nora performance has a long running history of development, although it cannot be concluded as to where, when and how it was first performed. There are three main assumptions drawn from the research papers focusing on this topic: 1) Nora performance was developed from or related to Indian culture, starting from a high performing art in the royal court; 2) It originated from the culture of people in southern Thailand; and 3) It originated from the culture of people in central Thailand. Busararat (1996) explained that Nora performance has been around for a long time and has been passed down to royal teachers. Around the 19th Buddhist Era, Sathing Phra City began to collapse and Phatthalung was established on the west bank of Songkhla Lake at Khok Bangkaeo. Since then, Nora performance has become accepted by the royal court and people in Phatthalung Province and has been developed into high performing arts. It later disseminated to communities around Songkhla Lake and other areas. Another ancient evidence of Nora is a set of paintings at Koh Kaew Suttharam Temple, Phetchaburi Province, depicting male and female Nora performers in different poses. Interestingly, this set of paintings has an inscription on one wall indicating that it was painted in B.E. 2277 (corresponding to Thai minor era 1096) during the reign of King Boromsuk in Ayutthaya period. This clearly indicates that, at least in the late Ayutthaya period,

Nora performance was once widespread and not limited to the southern region, but reaching to Phetchaburi Province (Pengkaew, 2012).

This study focused on presenting the tales of Nora collected from documentary evidence and narratives in a form of picture book. The style of presentation and content not only reflect the values and the beauty of southern performance but also convey the continuation of concepts, attitudes and traditions through the media. The purpose is to show gratitude to ancestors and to cherish the performing arts and the community's ancient way of life of. The data in this study was analyzed and processed in order to convey the tales of Nora using creative media and illustrations to make a picture book. This picture book was created in collaboration with the cultural owners, aiming to keep the Nora story meaningful and widely recognized.

Rodsuwan (2016) studied the research articles on beliefs, roles and developments of Nora, studies on people who played important roles in Nora, and studies focusing on Nora, the elements in Nora performance, the conservation and inheritance of Nora performance and application of Nora for other benefits, dating back to more than 30 years. She found that Nora has been applied for the purposes of education, design, arts, and healthcare. These studies contribute new knowledge through their different contents, research methods and presentations, and by applying Nora knowledge to other fields of knowledge. This also includes their contribution to the Nora performance itself, creating different performances with the choreography theory in combination with the design and techniques to create compositions from original traditions. Furthermore, they also integrate Nora knowledge into the curriculum of each level of education. There are also in-depth studies of Nora's elements

that are part of a local learning unit and the application of Nora postures for health benefits. Nora knowledge has been also applied to the product design to create beautiful designs and convey Nora identity. In addition, memories and personal impressions of Nora performance are drawn to create works of art, such as paintings, to express the feeling towards Nora. This shows that the new generation is still interested in and appreciates Nora performance. A study by Rodsuwan (2020) showed that painting is able to convey tales of Nora to the future generations. However, at present, there is no study focusing on conveying the tales of Nora teacher in a picture book format, which is a way of telling a story using illustrations and texts to effectively facilitate better understanding than using only text or a single illustration.

This research prioritized storytelling in an accessible form such as picture book, *Legend of Nora*. The book can be used as a reference to the legend of Nora and as a cultural learning material in educational institutions and local museums. It also brings pride to owners of the culture.

Objectives

1. To study tales of Nora from important documents and narratives by performers and villagers who are owners of the culture
2. To present tales of Nora in picture book format

Research Methodology

The procedures used in this study can be explained as follows:

Study area: The survey of Songkhla Lake area revealed that the main locations related to the legend of Nora are 1) Chong Thanon Sub-district, Khao Chaison District, Phatthalung Province, the location of the city of Phraya Sayfahad, grandfather of Khun Sri Sattha; 2) Ko Yai Sub-district, Krasae Sin District, Phatthalung Province, where Nang Nuan Thong Samlee lived after being abandoned on a raft; and 3) Tha Khae Temple, Mueang Phatthalung District, Phatthalung Province, the last residence of Khun Sri Sattha.

Informants: There were 3 groups of key informants: 1) villagers, 2) Nora performers, and 3) academics working on Nora and tales of Nora.

The data collection was performed using purposeful sampling. Following the first objective, the tale of Nora collected from important documents and narratives by Nora performers and villagers, who are considered as owners of this culture, two methods of data collection were employed, namely data sheets and interviews. According to the second objective (to present the tale of Nora in the form of a picture book), two methods of data collection, videos and interviews, were employed.

Treatment and presentation of information: Data obtained from documentary and field studies for the first objective were categorized, analyzed, synthesized, and interpreted according to the research objectives. The data were then presented in descriptive writing as a research report. Analysis, synthesis and processing of the research results were then performed. The illustrations for *Legend of Nora* were drawn using watercolor technique on A3 (29.7x42 cm) 100 lb. papers. Group discussions in the three provinces around Songkhla Lake were conducted as part of data verification. Then the revision before re-verification was performed by the academics working on Nora and tales

of Nora. The final results were used in the making of *Legend of Nora* to complete the second objective.

Findings

The results of this study were presented in two parts as follows:

1. Tales of Nora from the documents and narratives by Nora performers and villagers

From the study of the documents and narratives by Nora performers and villagers, four variations were found.

Variation 1 from a study by Busararat (2013)

Variation 2 from a study by Buahapakdi (1993)

Variation 3 from a study by Damsri (1992)

Variation 4 Narratives by Nora performers and villagers

All four variations share the same plot, depicting a story of the city lord's daughter who is pregnant out of the traditional way, hence is exiled from the city. Her raft is washed ashore on the island. She teaches her son Nora performance. The little prince performs Nora dance at the palace. Then the city lord knows that it is his grandson. The little prince was given a royal title as Khun Sri Sattha. There are other elements varied in different variations as follows.

Elements	Variation 1	Variation 2	Variation 3	Variation 4
Character				
Lord	- Phraya Sayfafaad - Phra Chan drakosin	- Phraya Sayfafaad	- Phraya Sayfafaad	- Phraya Sayfafaad

Elements	Variation 1	Variation 2	Variation 3	Variation 4
Character				
Consort	- Mae Sri Mala	- Nang, Sri Mala	- Nang, Sri Mala	- Mae Sri Mala
Daughter	- Nang Nuan Thong Samlee - Mae Sri Mala	- Nang, Nuan Thong Samlee	- There are 7 daughters, the youngest is named Nang Nuan Thong Samlee	- Nang Nuan Thong Samlee - Mae Sri Mala
Son	- Little Prince	- Thep Singha	-	-
Grandson (before becoming Khun Sri Sattha)	- Thep Singha	- Tong Ou	- Chao Thep Singha	- Chai Noi - Little Prince - Phra Thep Singha
Theme	- Origin of Nora Great Teacher	- Origin of Nora Great Teacher	- Origin of Nora Great Teacher	- Origin of Nora Great Teacher
Setting	- Pregnant at the bank of present Phatthalung Province - Born on the bank of present Songkhla Province	- Pregnant at present Phatthalung - Born on Koh Kachang	- Pregnant at present Phatthalung - Born at Koh Sichang	- Pregnant at the bank of present Phatthalung Province - Born on the bank of present Songkhla Province
Costume	- Royal robes - Villager clothing - Nora costume	- Royal robes - Villager clothing - Nora costume	- Royal robes - Villager clothing - Nora costume	- Royal robes - Villager clothing - Nora costume

Elements	Variation 1	Variation 2	Variation 3	Variation 4
Character	resembling royal robes	resembling royal robes	resembling royal robes	resembling royal robes
Conflict (Cause of Pregnancy)	- Consume pollen - have a sexual intercourse with a royal servant named Muang Thong	- Incest	- Unknown cause	- Consume pollen - have a sexual intercourse with a royal servant - Incest

Most stories in the documents and narratives by Nora performers and villagers are similar to the legend of Nora as told by Khun Oupbatham-narakorn (Pum Dheva), Khuan Khanun District, Phatthalung Province. The original legend of Nora told by Khun Oupbathamnarakorn (Jittham, 1976) is as follows:

Phraya Sayfafad was the king of a city. He had a wife named Mae Sri Mala and a daughter named Nang Nuan Thong Samlee. One day, Nang Nuan Thong Samlee dreamed of a goddess dancing in 12 poses with a musical accompaniment, including drum, double-headed drum, kong, cymbal, oboe, and trumpet. She ordered her servants to build musical instruments and practice the dance in her dream. This brought joy to the palace.

One day she felt a great craving for lotus pollen in front of the palace. When a concubine gave it to her, she became pregnant, but continued to dance as usual. One day, Phraya Sayfafad came to see his daughter's dance. Seeing her pregnant, he interrogated her and found out her shameful deed. So, he ordered her to live in exile, floating her out on a raft together with 30 concubines. The raft was washed ashore

on Koh Kachang island. She took a refuge on the island. Later, she gave birth to a son. She taught him the Nora dance and told him about her past. The little prince, son of Nang Nuan Thong Samlee, boarded on a merchant boat to go on a Nora dance tour at his grandfather's city. Phraya Sayfabad knew about this and disguised himself to see Nora dance. He saw that the little boy looked like his daughter. After an inquisition, he found that the little boy was his grandson. The little boy then was sent to the palace. The king's minister was ordered to bring back Nang Nuan Thong Samlee from Koh Kachang island, but she refused to return. Phraya Sayfabad went to the island, tied her up to the ship and brought her back. When the boat arrived at the estuary near the city, a crocodile was blocking their way. So, the crews had to kill the crocodile. When she entered the city, Phraya Sayfabad organized a blessing ceremony and arranged for Nora dance. The royal wardrobe, consisting of crown, knapsack, etc., was given as Nora costume, and the royal title, Khun Sri Sattha, to little boy.

The original story cannot be told in its entirety and there were some confusion since the informants themselves might tell the stories without much assurance. This may be because their receptions of stories are varied by sources and conditioned by the testing of time. This is evident particularly in the stories told by villagers, in which names of people or stories differ from the documents or the stories told by other villagers. For example, some mentioned that the reincarnation of Phra Thep Singha is a part of Shiva, while some claimed that Phra Thep Singha was conjured to reincarnate as Indra. These stories are totally different from the documents which do not clearly specify this event.

In conclusion, according to the composition of the stories, the legend of Nora may appropriately convey to people of all ages, especially children and youth. The content should

aim at educating and/or entertaining the audience as a form known as edutainment (Baikasuyi, 1991). From the documents and the narratives by Nora performers and villagers, tale of Nora can be analyzed following the principle of storytelling elements of Tailangka (2000) and Kaewthep (2010) as follows:

1. Narratives: Tale of Nora is classified as legend or myth that is transmitted through the oral storytelling and poems in oral tradition.

2. Elements of the narrative: The main elements of the narrative are as follows:

2.1 Characters: The main characters consist of

- Phraya Sayfabad, the city lord
- Nang Nuan Thong Samlee, daughter of the city lord
- Khun Sri Sattha, Son of Nang Nuan Thong Samlee

2.2 Plot

The story began at an ancient city of Bang Kaeo and the former Pattalung governor's family. Phraya Sayfabad was the lord of this city. He had a wife named Nang Sri Mala and a daughter named Nang Nuan Thong Samlee. One night, Nang Nuan Thong Samlee dreamed of a goddess dancing in 12 poses with musical accompaniment. From that day on, Nang Nuan Thong Samlee, her nursemaids, the concubines and the musicians practiced Nora dance together.

Thep Singha reincarnated in a lotus flower. Nang Nuan Thong Samlee felt a great craving for lotus pollen at the pond in front of the palace, so a concubine brought it to her. After eating the lotus pollen, Nang Nuan Thong Samlee became pregnant, but she continued to practice Nora dance as usual. One day, Phraya Sayfabad came to see his daughter dancing and knew that she was pregnant.

Phraya Sayfafad was not pleased, so he called his daughter to inquire for the truth. Nang Nuan Thong Samlee said that she became pregnant after eating lotus flower. Phraya Sayfafad did not believe her, so he banished Nang Nuan Thong Samlee from the city, floating her away on a raft along with her nursemaids and concubines.

The raft was washed ashore during the storm on Koh Kachang island. On this island, Nang Nuan Thong Samlee gave birth to a son, taught him to dance and told him about her past.

The little prince performed Nora dance across the city, bringing much enjoyment to the villagers and sailors. One day, the little prince performed Nora dance in Bang Kaeo city, the birthplace of his mother. Due to his great reputation, Phraya Sayfafad ordered the soldiers to bring the little prince to perform Nora dance in the palace.

The little prince came to perform Nora dance in the palace. When Phraya Sayfafad saw the little prince's face, he recognized that he was his grandson. Phraya Sayfafad therefore gave the little prince the royal wardrobe, consisting of crown, armlets, girdle, breast chain, cross-body chains, swan's wings, swan's tail, knapsack, etc.

The little prince was given a royal title Khun Sri Sattha. Khun Sri Sattha went on a Nora dance tour around the region. Near the end of his life, Khun Sri Sattha established a Nora training school at Kok Khun Tha (present Ban Tha Khae, Tha Khae Sub-district, Mueang Phatthalung District, Phatthalung Province). His ashes were buried at Khun Tha Dam which is within the vicinity of Tha Khae Temple.

2.3 Theme: The theme of the story describes the origin of Nora great teacher through the miraculous legend of Khun Sri Sattha's birth. The magical element in this can draw the children's or the

general readers' attention. There is also a theme about an inseparable bond among kinfolk.

2.4 Scene, chronology, and setting

The scenes vary depending on plots and settings. The main settings are Bang Kaeo or the ancient city of Phatthalung, which is the birthplace of Nang Nuan Thong Samlee; Koh Kachang island or Koh Sichang island, the island where the raft was washed ashore by the storm and on which Nang Nuan Thong Samlee and Khun Sri Sattha lived and practiced Nora dance; and Tha Khae Temple, where Khun Tha Dam is located or under which Khun Sri Sattha's ash was buried. The narrative chronology is set back in the ancient past, at least the Ayutthaya period.

2.5 Costumes, vehicles and weapons

As for the weapon, it was not mentioned in the story. As for the vehicles, it was also a nostalgic story and presents only certain parts. The only vehicles appeared in the story is a raft that Phraya Sayfabad ordered to be used to banish Nang Nuan Thong Samlee. The focus is on the costumes because there is a noticeable change in the main character's costume. When Nang Nuan Thong Samlee was in the palace, she dressed like the royals, but dressed like the villagers when she was exiled from the city. The important costumes in the story is Nora costume resembling the royal robes, which was given by the king himself.

2.6 Conflict

The major conflict is the cause of Nang Nuan Thong Samlee's pregnancy, which has a miraculous element and ends in a happy ending.

2. Legend of Nora picture book

From the study of tale of Nora from the important documents and narratives by Nora performers and villagers, the researchers found that there were both similar and different plots. The main plot can be summarized and illustrated in a chronological order as shown in the illustrations below.

Figure 1

Legend of Nora Picture Book Illustration



Note: Phraya Sayfabad was the king of Bang Kaeo City. He had a wife named Mae Sri Mala and a daughter named Nang Nuan Thong Samlee
Source: *Legend of Nora* (p. 3) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 2

Legend of Nora Picture Book Illustration



Note: One day, Nang Nuan Thong Samlee dreamed of a goddess dancing in front of her in 12 poses. Source: *Legend of Nora* (p.4) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 3

Legend of Nora Picture Book Illustration



Note: Nang Nuan Thong Samlee, her nursemaids, the concubines and the musicians practiced Nora dancing together. Source: *Legend of Nora* (p. 5) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 4
Legend of Nora Picture Book Illustration



Note: Thep Singha reincarnated in a lotus flower. One day, Nang Nuan Thong Samlee felt a great craving for lotus pollen, so a concubine brought it to her. Source: *Legend of Nora* (p.5) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 5
Legend of Nora Picture Book Illustration



Note: Nang Nuan Thong Samlee became pregnant, but she continued to practice Nora dance as usual. Phraya Sayfahad came to see his daughter dancing and found out that she was pregnant. Source: *Legend of Nora* (p. 6) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 6

Legend of Nora Picture Book Illustration



Note: Phraya Sayfabad inquired her for the truth. Nang Nuan Thong Samlee said that she became pregnant after eating lotus pollen. Phraya Sayfabad did not believe her. Source: *Legend of Nora* (p. 6) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 7

Legend of Nora Picture Book Illustration



Note: Nang Nuan Thong Samlee was banished from the city, rafting along with her nursemaids and concubines. Source: *Legend of Nora* (p. 6) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 8
Legend of Nora Picture Book Illustration



Note: The raft was washed ashore by the storm on Koh Kachang island.
Source: *Legend of Nora* (pp.10-11) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 9
Legend of Nora Picture Book Illustration



Note: On the island, Nang Nuan Thong Samlee taught her little son to dance and told him about her past. Source: *Legend of Nora* (p.12) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 10

Legend of Nora Picture Book Illustration



Note: The little prince performed Nora dance across the city to the great enjoyment of villagers and sailors. Source: *Legend of Nora* (p.13) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 11

Legend of Nora Picture Book Illustration



Note: Phraya Sayfabad ordered the soldiers to bring the little prince to perform Nora dance in the palace. Source: *Legend of Nora* (p. 14) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 12

Legend of Nora Picture Book Illustration



Note: The little performed Nora dance in the palace. When Phraya Sayfabad saw the little prince's face, he recognized that he was his grandson. Source: *Legend of Nora* (p. 15) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 13

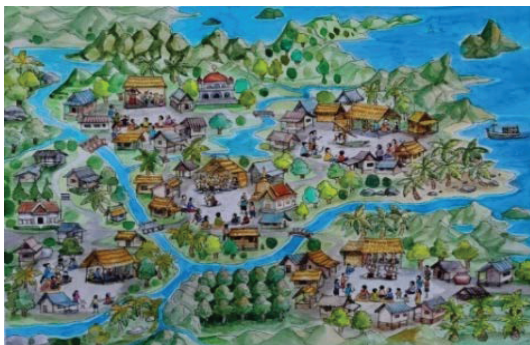
Legend of Nora Picture Book Illustration



Note: Phraya Sayfabad gave the little prince the royal wardrobe, consisting of crown, armlets, girdle, breast chain, cross-body chains, swan's wings, swan's tail, knapsack, etc. The little prince was given a royal title as Khun Sri Satta. Source: *Legend of Nora* (p. 16) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 14

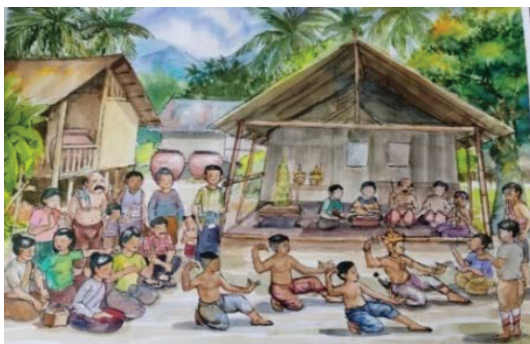
Legend of Nora Picture Book Illustration



Note: Khun Sri Sattha went on a Nora dance tour throughout Bang Kaeo City and other areas across the region. Source: *Legend of Nora* (p. 17) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 15

Legend of Nora Picture Book Illustration



Note: Khun Sri Sattha established a Nora training school at Kok Khun Tha (present day Ban Tha Khae, Tha Khae Sub-district, Mueang Phatthalung District, Phatthalung Province). Source: *Legend of Nora* (p. 18) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 16
Legend of Nora Picture Book Illustration



Note: Nora is still popular in every community in southern Thailand.
Source: *Legend of Nora* (p.19) by Rodsuwan & Khongchang, 2020, Doonya Creation.

Figure 17
Legend of Nora Picture Book Illustration



Note: Front and back cover of *Legend of Nora* Source: *Legend of Nora* by Rodsuwan & Khongchang, 2020, Doonya Creation.

Discussion

This study conveys the tales of Nora through illustrations and text in a picture book format, *Legend of Nora* consisting of 20 pages, 15 parts and 17 illustrations. Not only telling the story of the origin of Nora great teacher, the book also connects to the readers' experience of the uniqueness of Nora's costumes from past to present. This allows readers to see the cultural development and transmits the story and the cultural pride to a wider audience, especially to children and younger generation. It is also a cultural learning material that can be used for teaching and learning in educational institutions and local museums. It is another medium promoting an aware of the existence of Nora to the people. Nora is not merely a performance for entertainment but a foundation of belief and tradition to the people in the South of Thailand. However, the passage of time and an uncertainty in media challenge the transmission of the story as it has become increasingly difficult to understand and may lead to misunderstanding. As Na Nakorn (1988) suggested, the legends and tales become increasingly complex and highly fabricated over time due to accumulation of beliefs and linguistic refinement of each period. Hence, a variety of proper mnemonic media is needed in the preservation of the legend of Nora, as well as other legends.

As art is long and life is short, each society needs a mechanism for cultural transmission from one generation to next (Kaewthep, 2014). Nora performance and legend of Nora have been adapted in the development and creation of performing art that is different from the original both in terms of dance moves and costumes as shown in the studies by Phochanatarn (2013), and inspire the creation of paintings as show by Nikhomrat (2012),

Sukwin (2013) and Rodsuwan (2020), the product designs as seen in the works of Junnuan (2013), and the design of Nora puppet play by Saen-ai (2013). All of these are considered as cultural transmission from one generation to the next. However, to the best of the researchers' knowledge, there has been no presentation of legend of Nora in a picture book format. Therefore, the results of this research on tales of Nora and the development of cultural media can be an effective way to preserve the cultural heritage of Nora.

Conclusion

The study of the tale of Nora from important documents and narratives by performers and villagers revealed that the theme or concept describes the origin of Nora great teacher through the miraculous birth of Khun Sri Sattha and his Nora dancing talent. The story accounts for the reason why Nora has become popular among a wider audience and especially in the communities in the southern Thailand. In addition, there is also a theme about an inseparable bond among kinfolk. Lastly, the researchers analyzed the results of the documentary research and field data collection and created a picture book title *Legend of Nora*, which has 20 pages and is printed on 20x20 cm papers with 4 color printing technique.

Suggestions

1. Applications

In this study, tale of Nora was studied from important documents and narratives by performers and villagers. The results showed that the tale of Nora remains in the memory of modern people in different ways which can be summarized in a picture book format. The picture book can be used as a reference about the legend of Nora

for those who are interested. In addition, it can be further developed into e-books, videos, games or LINE stickers.

2. Policies

The legend of Nora picture book can be used as a guideline for the use of cultural capital as educational materials or promotional materials for the government and private sectors and other relevant agencies.

3. Future researches

This study of tale of Nora and the development of cultural media mainly focused on the study of the Nora great teachers such as Nang Nuan Thong Samlee and Khun Sri Sattha. There are many other interesting characters or stories. Therefore, many other topics can be studied, in terms of narratives and storytelling formats.

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A Confirmatory Factor Analysis of Components of Sports Tourism in Songkhla Province

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Abstract

This research aimed to perform confirmatory factor analysis of sports tourism in Songkhla Province and to test construct validity of a model and empirical data. A questionnaire was used to collect data from 420 tourists who traveled to watch or to participate in sports events in Hat Yai District and Mueang Songkhla District, Songkhla Province. Purposive sampling and

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snowball sampling methods were employed. The research instrument was a 30-question survey, and construct validity was analyzed using confirmatory factor analysis. The results of the confirmatory factor analysis of the components of sports tourism revealed that there was one major factor consisting of six indicators: tourist attractions, available packages, activities, accessibility, amenities and services, and community participation. When considering the indices, the model was fit with the empirical data, with $\chi^2/df = 5.65$, $df = 5$, $\chi^2/df = 1.13$, P-value = 0.34, RMSEA = 0.018, RMR = 0.01, CFI = 1.00, GFI = 1.00, AGFI = 0.98. Factor loading values of each index were between 0.61 and 0.89, coefficients of the observed variables (R^2) were between 0.37 and 0.80. The indicators that had the highest weight value were amenities and ancillary services, and the least was tourist attractions. Government and private sectors could utilize the results of the current study by incorporating them in their policies and development plans to promote sports tourism activities in their provinces and to make the activities more effective in order to sustainably attract tourists to watch or participate in sports activities while traveling.

Keywords: sports tourism, components of sports tourism, Songkhla province

บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อวิเคราะห์องค์ประกอบเชิงยืนยันการท่องเที่ยวเชิงกีฬาของจังหวัดสงขลาและตรวจสอบความตรงเชิงโครงสร้างของโมเดลกับข้อมูลเชิงประจักษ์ เก็บข้อมูลด้วยแบบสอบถามจากนักท่องเที่ยวที่เดินทางเข้าชมและร่วมการแข่งขันมหกรรมกีฬาในอำเภอหาดใหญ่ และอำเภอเมือง

สงขลา จังหวัดสงขลา จำนวน 420 คน สุ่มตัวอย่างด้วยเทคนิคการเลือกแบบเฉพาะเจาะจง และการเลือกตัวอย่างแบบลูกโซ่ เครื่องมือที่ใช้เป็นแบบสอบถามองค์ประกอบการท่องเที่ยวเชิงกีฬา 30 ข้อ วิเคราะห์ความตรงเชิงโครงสร้างโดยใช้การวิเคราะห์องค์ประกอบเชิงยืนยัน (confirmatory factor analysis) ผลการวิเคราะห์และตรวจสอบองค์ประกอบเชิงยืนยันองค์ประกอบของการท่องเที่ยวเชิงกีฬาประกอบด้วย 1 องค์ประกอบ 6 ตัวชี้วัด คือ สิ่งดึงดูดใจ สินค้า กิจกรรม การเข้าถึง สิ่งอำนวยความสะดวกและบริการ และการมีส่วนร่วมของชุมชนท้องถิ่น เมื่อพิจารณาค่าดัชนีความสอดคล้องกลมกลืน ประกอบด้วย $\chi^2 2 = 5.65$, $df = 5$, $\chi^2 / df = 1.13$, $P\text{-value} = 0.34$, $RMSEA = 0.018$, $RMR = 0.01$, $CFI = 1.00$, $GFI = 1.00$, $AGFI = 0.98$ แต่ละตัวชี้วัดมีค่าน้ำหนักองค์ประกอบมาตรฐานอยู่ระหว่าง 0.61 – 0.89 โดยมีค่าสัมประสิทธิ์ความเที่ยงของตัวแปรสังเกตได้ (R^2) อยู่ระหว่าง 0.37 – 0.80 ซึ่งตัวชี้วัดที่มีค่าน้ำหนักสูงสุด ได้แก่ สิ่งอำนวยความสะดวกและบริการ และน้อยที่สุด คือ สิ่งดึงดูดใจ จากผลการวิจัยนี้ หน่วยงานภาครัฐและเอกชนสามารถนำข้อมูลเกี่ยวกับองค์ประกอบการท่องเที่ยวเชิงกีฬาไปใช้บูรณาการในการกำหนดนโยบายวางแผนพัฒนา ส่งเสริมการจัดกิจกรรมการท่องเที่ยวเชิงกีฬาของจังหวัดให้มีประสิทธิภาพ เพื่อดึงดูดนักท่องเที่ยวให้เข้ามามีส่วนร่วมในกิจกรรมกีฬาพร้อมท่องเที่ยวได้อย่างยั่งยืนต่อไป

คำสำคัญ: การท่องเที่ยวเชิงกีฬา องค์ประกอบการท่องเที่ยว
จังหวัดสงขลา

Introduction

In a general overview, Thailand has been continuously developed in line with a positive growing trend of its sports industry with an average growth rate per year of 9.9%. In 2011,

the turnover was about 81,200 million baht while the average annual growth rate of Gross Domestic Product (GDP) was about 2.8%. However, the forecast of Thailand sports industry indicated that the average annual growth rate was tending downward in the following 5 years, which was in the period of the Sixth National Sports Development Plan (2017-2021) (Ministry of Tourism & Sports, 2019). The development of the tourism industry, sports tourism, and recreational sports are key success factors to add economic value. Sports tourism is a type of travel related to partaking in various types of sports both directly and indirectly as well as formally and informally. Its purpose is to travel to take part in a sports event by watching, cheering, and visiting sports attractions (Roche et al., 2013). These sports activities generate travel activity and economic benefits for the host communities. The economic impact of sports events in 2019 revealed that sports tourism business directly added economic value of at least 21,003 million baht classified into sports events at 527 million baht, active sports tourism at 18,395 million baht, and nostalgia sports tourism, involving travel to famous sport-related tourist attractions that celebrate sports of the past or the present, at 2,080 million baht (Economics Tourism and Sports Division, 2019).

Songkhla Province is a gateway to southern Thailand visited by a large number of tourists; it borders the State of Kedah, Malaysia, where many tourists travel through the Sadao border to the province each year. According to a survey, the total number of Thai and foreign tourists traveling to Songkhla from 2017 to 2018 was 2,514,097 and 2,443,308 respectively with an increase of Thai tourists at 4.96% and Malaysian tourists 17.13% (Songkhla Provincial Office of Tourism and Sports,

2019). Songkhla Province is known as a famous tourist province, especially in Malaysia, Singapore, Indonesia, and the Philippines. Hat Yai, the largest city of Songkhla, is well known as an important center for merchandise, economics, and education, and is also visited by many tourists all year round. According to tourist statistics, the largest number of foreign tourists to Hat Yai are from Malaysia (75%) while the second largest number of foreign tourists are from Singapore and Indonesia, making the total of almost 5 million tourists per year and generating income from tourism to the Thai economy by more than 30,000 million baht (Kasikorn Research Center, 2014). Nowadays, the number of Thai and foreign tourists interested in sports tourism has increased considerably, especially running for health, bicycle touring clubs, and travel to spectatorship sports, such as league football matches and Thailand men's beach volleyball championships. Thus, sports tourism has boosted the economy, trade, and tourism in accordance with the Thailand 4.0 policy on tourism, which focuses on promoting sports tourism, preparing for future expansion of tourism, driving economic development in the sports tourism industry, emphasizing provision of services, and boosting national income. These economic strategies help build up financial stability, wealth, and sustainability.

Potential components of sports tourism can help build a strong foundation for successful economic activities. There are important issues to deal with when designing strategies and policies to help enhance the value of the tourism industry. Related literature and related studies in Thailand and other countries have identified a number of tourism components

which can affect tourists' decision making and help tourist attractions to retain their popularity. These components are:

1) *Tourist attractions* are vital and can influence sports tourists' decision to visit the places and can, as a result, maintain the popularity of the places as tourist destinations. For sports tourism, both natural and man-made sports destinations are places where tourists can attend sports activities (Boniface & Cooper, 1994; Collier & Harraway, 2006; Dickman, 1996; Pelasol et al., 2012).

2) *Amenities and services* are basic requirements for tourists. A remarkably safe and comfortable stay helps impress tourists and could make them extend their trip. Amenities and services include indicators such as clean restrooms, public utility, road signs, shopping centers, street shops, restaurants, café, tourist communication and information center, and tourist assistance center (Boniface & Cooper, 1994; Buhalis, 2000; Collier & Harraway, 2006; Page & Connell, 2020; Pelasol et al., 2012).

3) *Accessibility* is another factor affecting tourists' decision to visit tourist destinations. Good road systems, quality transportation infrastructure, and transportation hubs are significant parts to support the development of desirable destinations for travelers.

4) *Tourist activities* refer to activities that tourists can choose to do during the trip. There are several types of tourist activities catering to tourists according to their specific capabilities and interests including air, water, and land recreational activities. In addition, extreme sports are very popular for tourists who enjoy doing challenging activities,

experiencing something new, and testing their body strength. However, extreme sports like cliff diving, abseiling, parachute jumping, BB gun shooting, scuba diving, white water rafting, etc., need to be done under expert supervision (Buhalis, 2000; Page & Connell, 2020; Pelasol et al., 2012).

5) *Available packages* offered by agencies, hotels, or government agencies as a tourism campaign or promotion to boost tourism also affect tourists' decision to travel to places. Tour packages can help tourists make decisions and plan travel budgets including expenses for transport, sports events, accommodations, sports tickets, souvenirs, meals, and miscellaneous items.

6) *Community participation* is another success factor involving development of sports tourism management and benefit to local tourist communities (Limpairoj, 2011). Tourism should take into consideration environmental and cultural sustainability. Involvement of people in the community in hosting a sports event helps promote local cultures, value of local tourist attractions, build stronger bonds within neighborhoods, and preserve local tourist attractions. These increase the standard of living, raise the awareness of cultural identity in local communities, and boost the economic growth in a community.

As mentioned above, sports tourism components are significant factors showing the readiness of a tourism industry to welcome tourists or help tourists in making decisions to travel to visit tourist destinations. Although readiness of tourism does not directly affect tourists' needs, it significantly influences their decision-making in choosing a tourist destination. Thus, the

findings of the tourism components analysis will reveal the level of readiness of an area for accommodating sports tourists. Udomthanavong (2019), who investigated the influences of motivation affecting sport tourism achievement in Phuket, especially in the case of a marathon event, revealed that tourism components influenced tourists' perceived value and satisfaction, encouraging them to revisit the destination as well as recommending the destination to others.

Although Songkhla Province has much potential for attracting both foreign and domestic tourists to attend sports events, no study reports have been found, which assayed potential components of tourism in this province. The objective of the research was therefore to perform confirmatory factor analysis to test the construct validity of components of sports tourism in Songkhla Province. The focus is on developing a structural model of components of sports tourism, considering tourists traveling to watch or to participate in sports events in the province. The research was conducted based on the theory of 5A's in tourism by Dickman (1996) and research studies related to community participation (Cohen & Uphoff, 1980; Limpairoj 2011), from which six indicators were employed: tourist attractions, available packages, activities, accessibility, amenities and services, and community participation. The results of the research would be beneficial to related organizations in the government sector, private sector and local communities as they can serve as guidelines for contextualized development and promotion of sports tourism to fulfill the needs of sports tourists visiting Songkhla Province.

Literature Review

Fostering the relationships among participants, community, and sports activities (Weed & Bull, 2012), sports tourism is a type of

tourism related to travel for pleasure to other places in order to take part in a sports event, watch sports, or visit tourist attractions relating to physical activities or sports (Gibson, 1998). The fundamental components to be considered when designing strategies and policies for communities in order to add value to the sports tourism industry involve the relationships among participants, community, and sports activities (Weed & Bull, 2012). Therefore, the components are used to indicate the efficiency and sufficiency of organizing a sports event which can stimulate community economic growth from registration fees, travel and accommodation expenses, and the purchase of products and services. Moreover, a sports event can influence tourists to make recommendations to friends on sports tourist destinations as well as their intentions to revisit the destinations. Based on existing concepts, theories, and related studies, there are six indicators of sports tourism to be considered: tourist attractions, available packages, activities, accessibility, amenities and services, and community participation (Cohen & Uphoff, 1980; Dickman, 1996; Limpairoj, 2011).

Tourist attractions are one of the main components of tourist destinations because they attract tourists to visit the destinations. There are different types of attractions depending on the types of tourism resources they have. Furthermore, tourism image and entrance fees for tourist sites play an important role in attracting tourists to visit the destinations. Tourist destinations, both natural and made-made attractions, are places where tourists spend time to enjoy themselves with the surroundings, seeing different things including places, people and cultures. Tourists can also do new things and try different local dishes. They can also appreciate and participate in sports activities (Buhalis, 2000; Collier & Harraway, 2006; Cooper & Boniface, 1994; Pelasol et al., 2012). For sports

tourism, some types and characteristics of sports attractions and destinations include the following: 1) venues with sports facilities, such as sports stadiums and domed stadiums; 2) sports museums, sports halls of fame; 3) sports theme parks, water parks, summer ski resorts, and bungee jump spots; 4) hiking trails, rock climbing routes; and 5) sporting goods stores.

Available packages refer to tour packages arranged by travel agents or travel companies which influence tourists' decision making (Gibson et al., 2012). They can enhance the value of travel for participating in a sports event (Rahimian et al., 2013), help plan travel budget, decrease travel expenses, and make the trip worthwhile. A package normally includes travel expenses, tourist activities, accommodations, sports tickets, souvenirs, foods, parking lots, etc. (Roche et al., 2013).

Activities refer to different types of tourist activities that sports tourists can do while traveling according to their interests and skills, such as land, air, and water activities. Adventure activities are very popular among tourists who love adventures, challenges, new and different experience exploration, and physical challenges. These activities, such as rock climbing, zip-lining, parachuting, BB gun, scuba diving, and white water rafting, require an adventure sports trainer who is responsible for leading and supervising groups and individuals while doing the sports outdoors to ensure their safety (Buhalis, 2000; Page & Connell, 2020; Pelasol et al., 2012). In addition to sports tours, spa is very popular among health and wellness tourists who are on sports tours. Moreover, various ecotourism activities can be offered like night safari, bird watching, trekking, cultural and traditional tours, bamboo rafting, etc.

Accessibility is an important indicator that influences tourists' travel decisions to visit tourist destinations, routes, or public transportation to tourist destinations (Petroman, 2015) as well as transfer stations, parking lots, railway stations, ports, and airports (Roche et al., 2013). Thus, tourist transport business is necessary for sports tourism as it can bring tourists to a tourist destination or sports event quickly, conveniently and safely. In addition, a full-service sports complex, service-minded staff (Kouzechian, 2014), and convenience in public transportation are significant for the tourism industry.

Amenities and services are a basic tourism component. This component allows tourists to create a sense of comfort, impression, and safety (Getz & Page, 2016) which make them extend their stay. Amenities and services that meet tourists' needs include clean restrooms, good infrastructure, signage, shopping centers, shops and stores, restaurants, cafes, tourist centers, connectivity, and emergency services (Roche et al., 2013). The cooperation between governments and private sectors is necessary in planning, controlling, and coordinating in order to offer amenities and services in the tourism industry (Collier & Harraway, 2006; Cooper & Boniface, 1994; Page & Connell; 2020; Pelasol et al., 2012).

Community participation is an opportunity for the community to be part of the development of tourism activities. Lifestyles, values, customs, individual attitudes, and the benefits of a destination community for promoting sustainable tourism should be considered. Each community has a unique pattern of participation depending on the level of citizen participation. In line with Cohen and Uphoff's concept (1980), this research investigated community participation in four key factors:

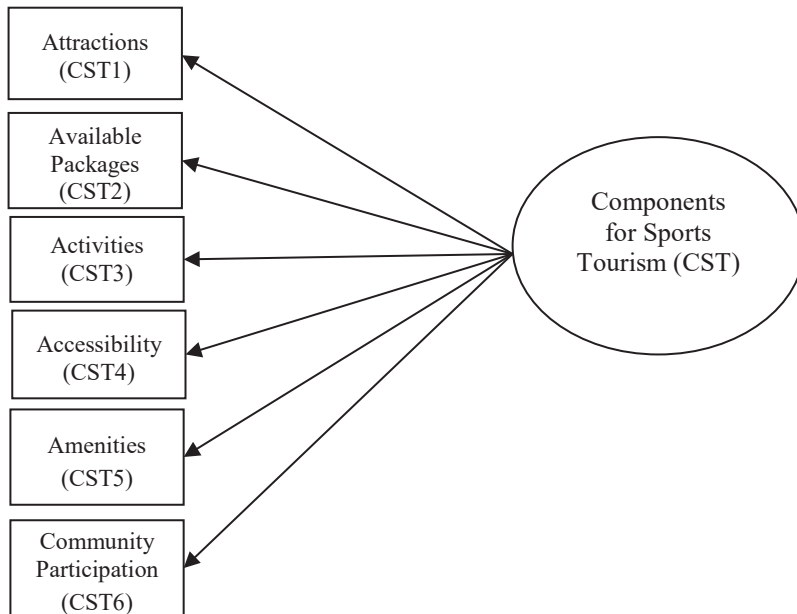
decision making, implementation, benefits, and evaluation. For community participation, the community should be involved in policy and decision making in sports tourism management with local administrators. This could help develop sustainable sports tourism, value perceived, and preserve cultural heritage within the community. In addition, organizing a sports event is normally beneficial for the youth in the community because it helps enhance leadership skills, increase their interest in sports, and decrease violence, crime, and drug use. It could also help promote the community to make it better-known.

In summary, the components of sports tourism are significant variables which reflect the readiness of the tourism industry. They play an important role in determining a tourist's choice of destinations. Although not directly serving their needs, these components influence their decision making. Thus, the analysis of components of sports tourism is crucial for setting policies and guidelines in order to enhance and develop the readiness of sports tourism to satisfy both economic and social development.

The review of previous literature and related studies brought about the concept used in the research study as shown in Figure 1.

Figure 1

Concept of Measurement Model of Components of Sports Tourism in Songkhla Province



Research Methodology

This quantitative research used confirmatory factor analysis to examine component variables of sports tourism activities for tourists visiting Songkhla Province.

1. Ethical Considerations

The research was carried out upon the prior consent of the Ethical Committee of the Center for Social and Behavioral Sciences Institutional Review Board, Prince of Songkla University (No. PSU IRB 2020-PSU-L-009). The subjects were

informed of the objectives of the study and that they had the right to withdraw from the research study at any time without any penalty or consequences. In addition, they were informed that the information they provided would be kept strictly confidential and reported as overall results.

2. Participants

The subjects were tourists who were spectators and those who participated at least once in sports events in Hat Yai District and Mueang District, Songkhla Province, organized by the Tourism and Sports Organization of Songkhla Province. The formula for determining the sample size with 99% confidence with a margin error at 0.5 (Jamornmann, 1994) was employed. The sample size estimation for the causal relationship model analysis was at least 200 subjects per variable (Hair et al., 2010). However, to prevent missing survey data, 450 copies of questionnaire, which were more than the required number, were distributed. A total of 420 copies of complete questionnaires were collected which represented 93.33% of the total. Purposive sampling and snowball sampling methods were applied. The specific target group of the study were tourists who were spectators and those who were participants in six sports events in Songkhla Province: 1) The 2020 FIFA World Cup Qualifier, Thailand vs Malaysia; 2) AFC U-2; 3) Songkhla Triathlon; 4) Songkhla International Beach Volleyball; 5) Songkhla International Marathon; and 6) Hat Yai International Marathon. Moreover, 1:1 matched-pair design was used in order to have groups with similar characteristics. Therefore, the following two criteria were used for selection of the subjects:

Criteria 1: Tourists in the same group or those who traveled together to watch or to participate in the sports event, and

Criteria 2: In the case that the subjects traveled to the sports events alone, general information of the subjects was used for pairing.

3. Research Instrument

The questionnaire was divided into two sections as follows.

Section 1 comprised close-ended questions dealing with demographic data of the respondents including gender, age, education level, occupation, average monthly income, hometown, experience of sports participants or spectators, information sources of sports tourism, and types of sports participation.

Section 2 covered six major indicators of sports tourism components: tourist attractions, available packages, activities, accessibility, amenities and services, and community participation. There were 30 items with a 5-point Likert scale asking the respondents to choose only one option. To ensure that the instrument collected valid and reliable data that could provide answers to the research questions, the instrument was evaluated for content validity by three experts and the scores were 0.70-1.00. Besides, a sample of 30 participants were asked to do the questionnaire. The item-total correlation was 0.30-0.75, and the reliability using Cronbach's alpha was 0.88.

4. Data Collection Methods

The researchers visited the sports event manager in order to explain what the research objectives were, how data would be collected, and when the survey questionnaire would be returned/collected. Then the researchers and five research

assistants collected data with the cooperation of Songkhla Provincial Office of Tourism and Songkhla Sports Authority of Thailand and the sports event manager. Later, all complete questionnaires were sorted out, tallied, and prepared for analysis.

5. Data Analysis

The data were analyzed using LISREL (version 8.80), a statistical software package.

General information of the respondents was analyzed using descriptive statistics: frequency, means, percentage, and standard deviation.

Pearson's product moment correlation coefficient was applied in the analysis of coefficient between observed variables in the factor model in the causal relationship model of sports tourist components in Songkhla Province to obtain matrix correlation used in the confirmatory factor analysis. Then, the researchers checked whether the correlations were significantly different from zero by considering the results of the Bartlett's test of sphericity and Kaiser–Meyer–Olkin measures of sampling adequacy.

The analysis of structure validity using the confirmatory factor analysis was carried out by using the measurement model of sports tourism. Statistical methods, goodness of fit measures, and fitted residuals matrix were used in data analysis (Wiratchai, 1999).

Findings

The results of the model of confirmatory factor analysis of components of the sports tourism in Songkhla province could be concluded as follows.

1. The results of the analysis of general information of 420 subjects who were spectators and those taking part in sports events in Songkhla Province were as follows. The median age was 31-40 years old (\bar{X} = 3.07, S.D. = 1.44), 263 males (62.60%), 154 females (36.70%), and 3 non-binaries (0.70%), and the average monthly income of the subjects was between 5,000-42,000 baht. It was also found that most subjects, 264, participated in a run-walk marathon (62.90%).

2. The overall test score result of the appropriateness of basic data on tourist components in Songkhla Province was high. The mean score was 4.09, and the standard deviation was 0.65, which could be classified according to the six indicators: tourist attractions (\bar{X} = 4.24, S.D. = 0.61), accessibility (\bar{X} = 4.13, S.D. = 0.62), amenities and services (\bar{X} = 4.09, S.D. = 0.62), community participation (\bar{X} = 4.08, S.D. = 0.62), activities (\bar{X} = 4.08, S.D. = 0.62), and available packages (\bar{X} = 3.97, S.D. = 0.58), respectively. The result of the examination of correlation among scores of each of the 6 indicators was that the correlation score was 0.37 – 0.80. The result of the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) and Bartlett's test was 0.886 which means the sampling used for factor analysis was adequate. Moreover, the result of Bartlett was 1396.52 with the levels of significance less than 0.01 which means the null hypothesis was rejected. That is the data were appropriate for factor analysis because the value of the KMO

was larger than 0.5 and close to 1. The conclusion was that all 6 observed indicators were assumed to be related to each other and able to be used in confirmatory factor analysis (Cerny & Kaiser, 1977).

3. The results of the confirmatory factor analysis of the sports tourism in Songkhla Province revealed that there was one major tourist component and 6 indicators: tourist attractions (CST1), available packages (CST2), activities (CST3), accessibility (CST4), amenities and services (CST5), and community participation (CST6). The findings of the confirmatory factor analysis of sports tourism were as follows.

3.1 For factor loading (λ_i) scores, it was found that tourist attractions (CST1), available packages (CST2), activities (CST3), accessibility (CST4), amenities and services (CST5), and community participation (CST6) were 0.61, 0.71, 0.63, 0.80, 0.89, and 0.85, respectively.

3.2 For standard error (SE), the values of factor loading of tourist attractions (CST1), available packages (CST2), activities (CST3), accessibility (CST4), amenities and services (CST5), and community participation (CST6) were considered small as they were 0.05, 0.04, 0.05, 0.04, 0.04, and 0.05, respectively.

3.3 For t-values, the test results of factor loading of tourist attractions (CST1), available packages (CST2), activities (CST3), accessibility (CST4), amenities and services (CST5), and community participation (CST6) were 13.00, 15.53, 13.57, 18.05, 21.78, and 20.50, respectively with statistical significance ($p < .01$) for all indicators.

3.4 Square multiple correlation: R^2 values of factor loading of tourist attractions (CST1), available packages (CST2), activities (CST3), accessibility (CST4), amenities and services (CST5), and community participation (CST6) were 0.37, 0.48, 0.39, 0.63, 0.80, and 0.72, respectively as shown in Table 1.

Table 1

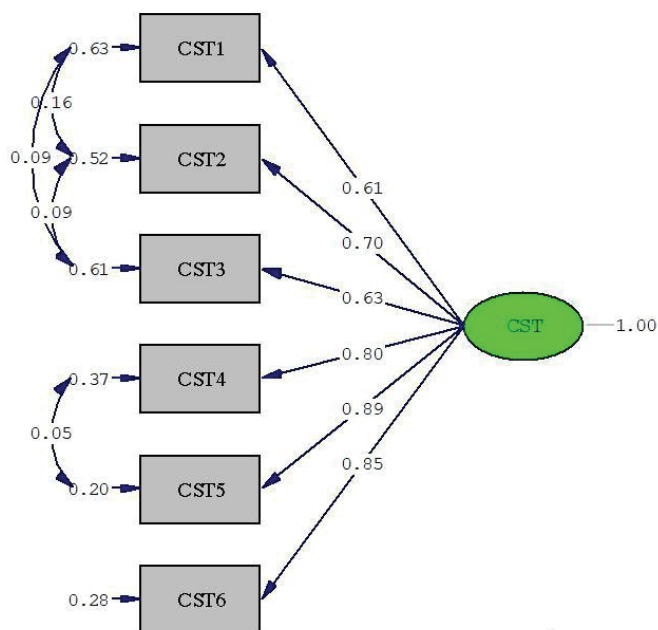
Factor Loading (λ_i), Standard Error ($SE\lambda_i$), Statistical Significance (t), and Square Multiple Correlation (R^2) of Confirmatory Factor Analysis of Components of Songkhla Sports Tourism Measurement Model

Observed variables	Analysis results			
	Factor loadings	SE	t-value	R^2
Tourist attractions (CST1)	0.61	0.05	13.00	0.37
Available packages (CST2)	0.70	0.04	15.53	0.48
Activities (CST3)	0.63	0.05	13.57	0.39
Accessibility (CST4)	0.80	0.04	18.05	0.63
Amenities and services (CST5)	0.89	0.04	21.78	0.80
Community participation (CST6)	0.85	0.04	20.50	0.72

****** $p < .01$

Figure 2

Measurement Model of Components of Sports Tourism in Songkhla Province



Chi-Square=5.65, df=5, P-value=0.34159, RMSEA=0.018

The test of measurement model was conducted to examine goodness of fit indices of sports tourism components which consisted of one main component and 6 indicators: tourist attractions (CST1), available packages (CST2), activities (CST3), accessibility (CST4), amenities and services (CST5), and community participation (CST6). It appeared that the measurement model of sports tourism components could be used to explain reliability of all indicators or variables, and the model fit well with empirical data as shown in Table 2.

Table 2**Model Fit Indices of Sports Tourism Components**

Goodness of fit indices	Criteria	Index	Indicator
1. Chi-square (χ^2)	-	5.65	-
2. P-value	$p > .05$	0.34	Reasonably good
3. Relative Chi-square	$\chi^2/df < 2.00$	1.13	Good
4. Goodness of fit index	GFI $> .90$	1.00	Reasonably good
5. Adjusted goodness of fit index	AGFI $> .90$	0.98	Reasonably good
6. Root mean square residual	RMR $< .05$	0.01	Reasonably good
7. Standardized root mean square residual	SRMR $< .05$	0.01	Reasonably good
8. Root mean square error of approximation	RMSEA $< .05$	0.02	Reasonably good
9. Comparative fit index	CFI $> .90$	1.00	Reasonably good
10. Normed fit index	NFI $> .90$	1.00	Reasonably good
11. Non-normed fit index	NNFI $> .90$	1.00	Reasonably good

* $p < .05$

Discussion

This research aimed to analyze and examine the confirmatory factor analysis results of the sports tourism in Songkhla Province and to test the structural validity of the model and empirical data. The results revealed that there was one main

sports tourism component and six indicators or observed variables as follows: tourist attractions, available packages, activities, accessibility, amenities and services, and community participation. Moreover, it was found that the model fit the empirical data and findings were in agreement with previous similar studies (Buhalis, 2000; Collier & Harraway, 2006; Cooper & Boniface, 1994; Limpairoj, 2011; Page & Connell, 2020; Pelasol et al., 2012; Roche et al., 2013).

The obtained factor loading scores were high and positive for all indicators, 0.61-.089, indicating the potential and readiness of tourist attractions which are worth development or improvement in order to make changes and show that the places are attractive with uniqueness that could draw a large number of tourists to visit the province. This could increase the added value of sports tourism to Songkhla Province as a host province, which is in accordance with the results of Inpongpan's (2019) study about causal factors influencing sports tourism in Thailand. The study found that most sports tourists place focus on the environment, magnificent tourist attractions, facilities, public transportation or tourist destination accessibility, tourism service providers, products and services, interesting tourist activities, modern tourist equipment and tools, and ways to offer promotion of tourism or attractive prices.

The findings of this present study are also in agreement with the results of previous similar studies. As confirmed by the studies of Kanchanakitti (2002), Limpairoj (2011), and Suwan Na Khemrat et al. (2007), and Kanchanakitti (2002), tourist attractions or tourist destinations with various tourism resources including history, cultures, and man-made tourist attractions could attract tourists to travel to take part in a sports event. Lee

et al. (2019), which examined a behavioral model of sports tourists participating in international marathons in Taiwan with 363 participants, found that the model fit with empirical data confirming that tourist attractions, sports attractions, and image of sports events were significant motivation factors for sports tourism participation, tourist satisfaction and recommendation as well as revisit intention. Furthermore, another study conducted by Newland and Aicher (2018) to explore and examine relationships of tourist destinations, sports event components, and individual sports tourist motivation for traveling and participating in running, cycling, and triathlon in the United States also revealed that components of tourist destinations played an important role in motivating athletes to attend a sports event at a statistical significance of 0.01.

Conclusion

The components of sports tourism in Songkhla Province comprise one main component with six indicators: tourist attractions, available packages, activities, accessibility, amenities and services, and community participation. The results of the study revealed that the causal relationship model of sports tourism components in Songkhla Province fit well with the empirical data. Moreover, the components of sports tourism in Songkhla Province as a whole has a high level of appropriateness and the average scores of most indicators were similarly high. The research findings could be a significant body of knowledge that local government agencies, organizations in the private sector, and sports event organizers in Songkhla Province could use as a guideline for management, planning and development and offer ideas for designing sports activities

suitable for the context of sports tourism in Songkhla Province, which is suitable as venues for sports events and sports tourism to be promoted. Sports tourism can generate more income for the area as it could increase consumer spending during the event in terms of expenses for travel, accommodations, registration fees, and souvenirs. Moreover, it will not only encourage demands for goods and services but also create new jobs by engaging the community in hosting the sports event using community resources. Local products and tourist attractions are also significant factors distributing surplus in the way that can strengthen the community economy.

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Relationship between Personal Factors, Situational Factors and Mental Health Problems of Those Affected by the Unrest in Southern Border Provinces

ความสัมพันธ์ระหว่างปัจจัยด้านบุคคลและปัจจัยผล
จากสถานการณ์กับปัญหาสุขภาพจิตของผู้ได้รับผลกระทบ
จากเหตุการณ์ความไม่สงบในจังหวัดชายแดนภาคใต้

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Abstract

The objective of this research was to investigate the relationships between personal and situational factors and their ramifications on individual mental health problems of those affected by the unrest in the southern border provinces of Thailand. The study was quantitative, and the Psychological Impact Scale for Crisis Event–10 (PISCES -10) was used as a measuring scale. The 728 subjects were selected by a purposive sampling technique. Bivariate analysis was conducted by Chi-square analysis using R software. The major findings indicated that there are six factors which are statistically significant to the causal attribution of mental health problems of those affected by the unrest in the southern border provinces. These include gender, age, region, injury, death of a relative and being a relative of the injured. Gender and death of a relative of those affected by the unrest in the southern border provinces had a statistically significant relationship at the .001 level. Age and being a relative of the injured had a statistically significant relationship at the .05 level. Region and injury had a statistically significant relationship at the .01 level. The results revealed that the six variables relating to mental health problems were important, and affected the lives of people in the southern border provinces subjected to the civil unrest.

Keywords: personal factors, situational factors,
mental health problems, those affected
by the unrest in the southern border provinces

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยด้านบุคคลและปัจจัยผลจากสถานการณ์กับปัญหาสุขภาพจิตของผู้ได้รับผลกระทบจากเหตุการณ์ความไม่สงบในจังหวัดชายแดนภาคใต้ โดยใช้วิธีวิจัยเชิงปริมาณ โดยใช้แบบประเมินผลกระทบทางจิตใจหลังเกิดเหตุการณ์สะเทือนขวัญ – 10 (PISCES-10) มีการคัดเลือกกลุ่มตัวอย่างแบบเจาะจง (Purposive Sampling) จำนวน 728 คน และวิเคราะห์หา Bivariate analysis ด้วยการวิเคราะห์ไคสแควร์ (Chi-square) โดยใช้โปรแกรมอาร์ (R Program) พบว่า ตัวแปรที่มีความสัมพันธ์กับปัญหาสุขภาพจิตของผู้ได้รับผลกระทบจากเหตุการณ์ความไม่สงบในจังหวัดชายแดนภาคใต้ อย่างมีนัยสำคัญทางสถิติมีทั้งหมด 6 ตัวแปร ได้แก่ เพศ อายุ เขตพื้นที่ การได้รับบาดเจ็บ การเสียชีวิตของญาติ และการเป็นญาติผู้บาดเจ็บ โดยที่เพศและการเสียชีวิตของญาติของผู้ได้รับผลกระทบจากเหตุการณ์ความไม่สงบในจังหวัดชายแดนภาคใต้มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติที่ระดับ .001 อายุ และการเป็นญาติผู้บาดเจ็บมีความสัมพันธ์ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 เขตพื้นที่และการได้รับบาดเจ็บมีความสัมพันธ์ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 จากตัวแปรทั้งหมด 6 ตัวแปรนี้ ที่มีความสัมพันธ์กับปัญหาสุขภาพจิต แสดงให้เห็นได้ว่าตัวแปรทั้งหมดนี้ คือ ตัวแปรสำคัญที่ส่งผลกระทบต่อการใช้ชีวิตของประชาชนในพื้นที่จังหวัดชายแดนภาคใต้ที่มาจากเหตุการณ์ความไม่สงบในจังหวัดชายแดนภาคใต้

คำสำคัญ: ปัจจัยทางด้านส่วนบุคคล ปัจจัยผลจากสถานการณ์
ปัญหาสุขภาพจิต ผู้ได้รับผลกระทบจากเหตุการณ์ความไม่สงบ
จังหวัดชายแดนภาคใต้

Introduction

This study was initiated by the researchers due to their interest in the unrest in the southern border provinces and its impact on the mental health of the local people. Over the past decade, the area has been considered as a multicultural community of distinct characteristics. From 2004 until present, spanning almost two decades, the area has encountered violence and conflict resulting in an unrest of a complex, sensitive and multidimensional nature (Office of the National Security Council, Office of the Prime Minister, 2017). From 2004 to the (17 years), the unrest in the southern border provinces has resulted in a high number of violent incidents. The Deep South Incident Database (DSID), Southern Conflict and Cultural Diversity Research Center Prince of Songkla University, Pattani Campus, has compiled statistics on the events in the area. The data was collected and examined from four news sources: (1) Emergency Operations and Notifications Division, Internal Security Operations Command, Division 4 (ISOC Region 4), (2) Press work, Royal Thai Police Operations Center, (3) National Emergency Coordination Centre, Yala Province, and (4) Newspapers/media.

In 2016, there were 807 insurgent incidents with 307 deaths and 628 injuries. Most of the incidents were caused by 348 local incidents. This was followed by 268 unknown/undefined causes. The top three incident patterns were: 1) shooting (370 incidents), 2) explosion (197 incidents), and 3) vandalism (105 incidents). In 2016 alone, examining areas affected by unrest, the province with the highest number of incidents and fatalities and injuries was Pattani with 309 incidents, 106 deaths and 259 injuries. The second province was Narathiwat with 270 incidents, 97 deaths, and 210 injuries. The third province was Yala, which witnessed 175 incidents, 77 deaths, and 96

injuries. Finally, Songkhla Province also witnessed 53 incidents, 27 deaths, and 63 injuries (Kaewnui, 2017).

Overall, the violence and unrest, which has been attributed to conflicts in the southern border provinces involving ongoing attacks, arson, bombings, and riots, has impacted locals' livelihood, economy, property, etc. The incidents occurred in the following areas: Pattani, Yala, Narathiwat, and four districts of Songkhla (Chana, Na Thawi, Thepha, and Saba Yoi).

The American Psychological Association (APA) defines the resilience quotient as the process by which individuals adapt well to their surroundings in the face of injury, adversity, or stress and anxiety such as serious illnesses, family problems, problems at work, and economic stress. The power of mental health is also defined as being able to recover from problematic or difficult experiences related to individual thoughts, behaviors, and practices that can be developed and learned (American Psychological Association, 2014). This is consistent with Grotberg (1995) who defines the resilience quotient as the individual's ability to prevent or overcome suffering or distress. A high or low resilience quotient can change and affect individual's flexibility and resilience accordingly. This resilient behavior is in response to suffering and trouble in the form of continuous healing or self-improvement despite adversity. Mental illness has become prevalent and a global epidemic. When this was presented as the Disability – Adjusted Life Year (DALYs) Index, it was found that mental health and behavioral problems accounted for 11 % of all diseases in the 1990s and the number was expected to increase in 2020 (World Health Organization, 2017).

The losses caused by violence affect the mental health of the people in the southern border provinces. This can be observed from statistical reports of mental illness diagnoses

from the area. These include anxiety disorder, depression disorder, and other mental illnesses. When considering these situations, it is likely the trend correlates with the severity of the situation in that area, and it tends to rise to a worrisome level. Furthermore, the trend also correlates with the nature of the violent acts more than the number of violent acts. Therefore, the issue of people's mental health should be taken seriously and continually, and there should be more personnel available for mental health support in the southern border provinces such as psychiatrists, psychiatric nurses, and psychologists, etc. (Poolsub, 2019).

The unrest in the area has continued to have a huge psychological impact on the local population, causing stress, anxiety, fear, paranoia, and other mental health problems. Therefore, to monitor those affected and to thoroughly investigate the problem, the Department of Mental Health, Mental Health Center 12 and Songkhla Nakarin Psychiatric Hospital have developed the Violence-related Mental Health Surveillance System (VMS), a database for monitoring mental health problems in affected areas of southern border provinces. This research was therefore different from other researches in the literature review in the respect of the subject of the study, in which the researchers studied a database of information collected from hospitals in the southern border provinces and assessed it with a standardized and recognized assessment, the Psychological Impact Scale for Crisis Events – 10 (PISCES-10).

Due to the problems and data source, the researchers were interested in studying the relationship between personal and situational factors and their ramifications on individual mental health problems of those affected by the unrest in the area

using secondary data, which was not collected by the users themselves but by the local health authorities via the Violence-related Mental Health Surveillance System (VMS). This database for mental health problems surveillance was used as a research tool for statistical analysis to support the objective of the research.

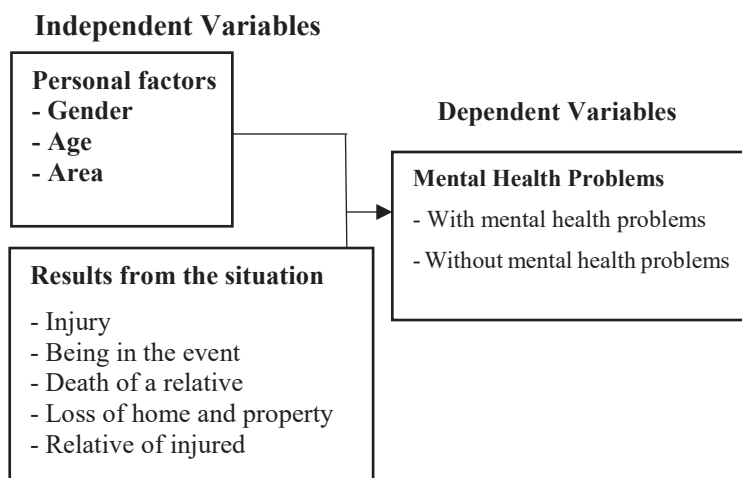
Objectives

To study the relationship between personal and situational factors and their ramifications on individual mental health problems of those affected by the unrest in the southern border provinces of Thailand

Research Conceptual Framework

From a study and literature review, Goldberg's Theory of Mental Health (Goldberg, 1972), was employed. The concept holds that mental health is a state of mind that can be adjusted or adapted to the person, society, and environment appropriately under constantly changing social and environmental conditions. This concept divides the ability to assess an individual's mental health in four areas: feelings of unhappiness, anxiety, social disability, and thoughts of having one or multiple physical diseases. People with good mental health are those who are able to lead a normal and healthy lifestyle and be happy as they should be. People with mental health issues are those who are unable to respond to the problems that prevent them from living their normal life, make them suffer, and cause the four major behavioral problems mentioned above. Therefore, the research concept framework is as follows.

Figure 1
Conceptual framework



Research Methodology

This research was a quantitative study that employed a cross-sectional descriptive study. The data was collected only once without observation of variables over an extended period of time both in the past and the future from a mental health problems surveillance database of affected people.

The researchers did not collect the data from the samples, but used the recorded, accurate and complete data from various public hospitals in the southern border provinces to assess mental health according to the Psychological Impact Scale for Crisis Events – 10 (PISCES-10) and recorded it in the database system of Songkhla Rajanagarindra Psychiatric Hospital, Songkhla Province. The researchers then processed all of the data collected from 2008 to 2017 to conduct the research following the procedures and objectives.

Designation of study areas

The four southern border provinces of Thailand: Yala, Pattani, Narathiwat, and Songkhla were the geographical area of focus. These provinces were the areas where the unrest took place and affected the mental health of local people.

Population and sample

The population was 13,467 people affected by the unrest in the southern border provinces from 2008 to 2017 who have been assessed for mental health issues and recorded in the Violence-related Mental health Surveillance (VMS) of Songkhla Rajanagarindra Psychiatric Hospital, Songkhla Province (data as of May 30, 2017).

The sample consisted of 728 people affected by the unrest in the southern border provinces who were randomly selected by purposive sampling and have the most complete data suitable for the objectives.

Research Instruments

In this study, the researchers collected the data from the Violence-related Mental health Surveillance (VMS) at Songkhla Rajanagarindra Psychiatric Hospital, Songkhla Province by the Department of Mental Health, Ministry of Public Health using the Psychological Impact Scale for Crisis Events to measure the risks of those affected by the unrest in the southern border provinces. The information in the database can be divided into the following details:

1. Day, place, and time of the unrest
2. General personal information of affected persons

3. The Psychological Impact Scale for Crisis Events (PISCES-10)

Findings

The researchers were able to analyze the relationship between personal and situational factors and their ramifications on individual mental health problems of those affected with the Chi-square test as shown in Table 1.

Table 1

the relationship between personal and situational factors and their ramifications on individual mental health problems of those affected

Independent variable	Mental Health Problems				
	No problem (553)	Have the problem (175)	Total (728)	Chi-square	p-value
Gender				11.088**	.000869
Female	71.72	28.28	442		
Male	82.51	17.49	286		
Age				4.279*	.011
Less than 35 years	80.24	19.76	248		
36-45 years	72.56	27.44	277		
41-50 years	75.37	24.63	203		
Area				11.735**	.00835
No incident	79.32	20.68	324		
Few incidents	77.00	23.00	287		
Moderate incidents	65.60	34.40	93		
Frequent incidents	58.33	41.67	24		

Independent variable	Mental Health Problems				
	No problem (553)	Have the problem (175)	Total (728)	Chi-square	p-value
Injury				7.836**	.005
No	81.69	18.31	273		
Yes	75.52	27.48	455		
Being in the event				2.604	.106
No	81.34	18.66	134		
Yes	74.74	25.26	594		
Death of a relative				29.014**	.000
No	82.67	17.33	450		
Yes	65.10	34.90	278		
Loss of home and property				2.91	0.87
No	66.00	34.00	50		
Yes	76.70	23.30	678		
Being a relative of the injured				5.20*	0.22
No	84.77	15.23	105		
Yes	74.48	25.52	623		
	*p<05	*p<001		***p<0001	

Regarding the table, this was a bivariate analysis to ascertain the relationship between one source variable and one dependent variable where both variables are group variables by Chi-square analysis. The analysis revealed that there were six statistically significant variables related to ramification on individual's mental health problems of those affected by the unrest in the southern border

provinces of Thailand: gender, age, region, injury, and death of relatives, and being a relative of the injured. These were variables that caused mental health problems.

Gender and the death of relatives of those affected had a statistically significant relationship with their mental health problems at the .001 level. Age and being a relative of the injured had a statistically significant relationship with the mental health problems of those affected by the unrest in the southern border provinces at the .05 level. Areas and injuries were associated with their mental health problems at a statistically significant level of .01.

Summary and Discussion of Results

Personal factors and results from the situation that correlate to individual mental health problems of those affected are gender and the death of relatives. These two factors have a statistical significance at .001. Age and being a relative of the injured had a statistically significant relationship with mental health problems of those affected at the .05 level. Areas and injuries had a statistically significant level of .05. This was consistent with a research conducted by Chongrak & Parinyapol (2019), which examined the influence of resilience, coping strategies and education on the mental health of rangers serving on the southern border. It was found that the rangers working in the southern border provinces had a slightly lower response rate than normal. While coping strategies for local incidents and mental health were at a normal level. In addition, this was in line with the research of Jinpanyakul and Puttisri (2018) that examined the factors affecting the quality of life of high school students in the area of unrest in Narathiwat Province. The

research revealed that the subjects had a moderate level of quality of life; mental health problems were attributed to that finding.

The relationship between personal and situational factors and their ramifications on individual mental health problems of those affected had several variables. This is reflected in the fact that mental health problems are a diverse and ongoing issue, and therefore, it is an important issue that should be addressed through screening, assessment, and urgent treatment. In conclusion, it is an issue of importance to all groups of people in the southern border provinces who have been, or who are, directly or indirectly affected by the unrest; they may need access to services and assistance, and an appropriate promotion of mental health problem prevention may be needed.

Recommendations

1. The study found that gender, age, and area of those affected by the unrest highly correlate with their mental health problems. Therefore, it is critical that the relevant public health departments (after assessment and screening) to review the information so that the patients may receive the treatment to prevent any subsequent mental illness.

2. The study found that the results from situations involving the death of relatives and being a relative of the injured correlate with mental health problems caused by the unrest. Therefore, there should be an integration of data from various relevant agencies such as the Ministry of Interior, Ministry of Justice, Ministry of Public Health, and so on, in order to promptly provide information and assistance to effectively reduce mental health problems.

Recommendations for further study

1. Other issues related to the unrest in southern border provinces affecting quality of life or mental health should be further investigated.
2. There should be studies using other research methods, such as qualitative research, experimental research and/or other methods in order to gain better access to information and find effective solutions.

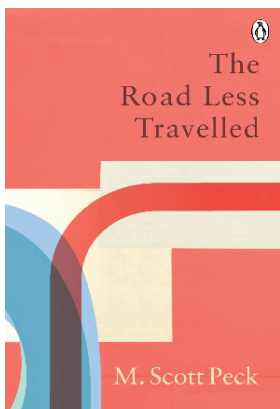
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Book Review

The Road Less Travelled



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Morgan Scott Peck was an American psychiatrist and writer who received his education at Harvard and Case Western Reserve. He also pioneered community-building efforts and received numerous awards. In 2005, he passed away. However, he left an enduring legacy to the world. One of which is the timeless classic, *The Road Less Travelled* which once again was republished in celebration of its anniversary. Containing four sections, the book explores profound and intellectual topics.

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The book starts with section one, *Discipline*, which first reminds the readers that life is inherently full of suffering. This echoes one of the four noble truths in the Buddhist philosophy (Kozak, 2017). Indeed, to be a human is to suffer—such as inescapable. However, we tend to aggravate suffering because we tend to distract ourselves from the real issue—we go away, we pretend there is no problem, we do not solve it at all.

Some may even resort to gambling and drugs just to ignore problems. Unfortunately, we cannot solve problems through such a technique. Hence, the author posits that discipline is what we need—it is a tool to solve problems. It may cause us to suffer also but this one can make us grow. Disciplining ourselves is pivotal in life so as we can transcend and flourish in life. Peck elaborates that to be disciplined, we should (1) delay gratification; (2) accept accountability; (3) pursue truth; and (4) maintain balance.

Peck explains that delaying gratification refers to scheduling pain and pleasure, making the pain be experienced first before pleasure. This teaches us the virtue of perseverance and help us understand that in achieving a worthy goal, it takes effort and suffering. It also makes the goal meaningful and bring out the best in us.

He contends that the only way to solve the problem is to simply solve it. If we pretend it does not exist or we attribute the problem to others or to society, it will never be solved. It is not fine as well if we become overly responsible to problems, most especially if it is not ours, which according to the author is neurosis. We avoid responsibility because of the pain of the consequences of our behavior. Peck warns, if that continues, we

become a part of the problems of the society, we cannot acquire the wisdom upon solving it, and we do not become liberated.

The author continues that we have this mental map in which we use to perceive and respond to the world, which we started making in our childhood. However, we tend to stop updating it and inappropriately transfer this map to a new situation. Hence, when we receive new information, we tend to discard it. We do not challenge our outdated ideas. As a result, we do not become open-minded, we do not strive for truth, we do not grow spiritually. Peck articulates that the life dedicated to truth is tantamount to life which is open to be personally challenged. He says that one way is through psychotherapy. He warns that we also should not speak of falsehood to make us authentically free.

Balancing, according to the author, is *disciplining discipline*. To live wisely, we need to balance the various aspects of our lives and our actions. For example, on anger, we need to express anger and also withhold anger, at times. Sometimes, we need to do it loudly. Other times, we should do it calmly and quickly. There should be a balance. Balancing also entails giving off parts of ourselves like learned behaviors, established habits, or personality traits. According to Peck, it is painful to give up something, but the giving up required for the loss of balance is more painful. Giving up is part and parcel of life.

Section two, *Love*, defines love as extending oneself to nurture one's own or another's spiritual growth. Peck describes love as a curiously cyclical process and a technique of achieving growth. He observes that love occurs when we have effectively expanded our limitations and developed into a broader state of

being. He emphasizes that love comprises self-love as well as love for others, implying that our growth is also the growth of others. In other words, our love for ourselves may serve as a conduit for our love for humankind. They typically go hand in hand and are indistinguishable.

Furthermore, he adds that love involves work and that it is about more than just desire—it is about both action and intention. We do not love because we have to, but because we want to. He clarifies that falling in love is not the same as love. This is simply a transient lack of ego boundaries, which might lead to us committing to other people (Werbart, 2019). He does, however, indicate that it is part of the enigmatic design of love. He also claims that dependency is not love since it causes individuals to adhere to one another. It is not love. Dependency often leads to regression to infantilism rather than progress; it tries to receive rather than contribute; and it wants to limit rather than empower (Viorst, 2010).

Love, according to the author, is not cathecting. He defines cathecting as the process through which an item begins to be significant to us. We can cathect various things, including ideas, fame, careers, and possessions, as well as individuals (Sandle, 2019). He says that cathecting is just putting mental or emotional energy; it is ephemeral and has no regard for spiritual advancement.

He summarizes that love necessitates boldness and change; it is not afraid to venture into new and unexpected ground. Love teaches us to mature and become self-sufficient. It also compels us to commit, even if it means taking a personal

risk. Love means exercising power with humility while respecting the individuality of the person.

Section three, *Religion*, clarifies that all people have religion, even if they are atheist, agnostic, Christian, or do not conform with any traditional notion of religion. Here, Peck defines religion as a worldview. He enunciates that it is not completely known to us. He contends and that we acquire it from the culture that surrounds us, from our environment and, the most potent of all, from the family. He asserts that we get it not from our religion or religious denominations of our parents, but from their actions.

Peck sees that many people unfortunately tend to live their lives based on the religion of others, which does not encourage spiritual growth. Spiritual growth, he asserts, is venturing out from our small world to an even greater and vast world. To promote spiritual growth in our lives, we must continually strive to expand our horizon, consciousness, experiences, and revise the maps of our minds (Lowe & Lowe, 2018).

In actuality, it is easy for us not to undertake the mentioned activities and that we rely to our past and outdated mental maps. However, we will stagnate and staggeringly suffer. In such a case, we age but we have not become real, psychologically mature adults. He adds up that many scientists have this scientific tunnel vision—a tendency to have a view what is difficult to measure ought not worthy of measurement. They seem to have a psychological self-imposed set of blinders that does not aid them to spiritually grow. This kind of thinking

does not seek the uncertain and the unfamiliar, which are prerequisites for us to truly thrive.

In section four, *Grace*. Peck discusses the concept of grace by incorporating a synergy of Christian psychology and religion. He first defines grace as something that nurtures human life and spiritual growth; is incomprehensible and obscure, most especially in the scientific realm; is frequent and commonplace; and is beyond the conscious-decision-making. Using theological lessons, he discusses the doctrines of grace: (1) eminence, which states that grace comes from external God and is given to human beings; and (2) immanence, which conveys that grace is in the center of being a human for God is in us.

Further, Peck talks about the concept of God. He contends if people simplistically believe on the idea of a God who only nurtures and cares, it could lead to having infantile mindset which pushes them to laziness. Adhering to *God is the alpha and omega* concept, Peck believes that humans are geared toward godliness and that our aim in life is to be a *god*. He explains that, though it is a terrifying idea, it can make us responsible toward our own development. God is our destination.

The author asserts that the original sin is laziness, which takes form as fear. Laziness, in a sense, of being inactive to cultivating matters that will advance spiritual growth. He also continues that no matter how healthy a person is, there is an inclination to laziness, which is being comfortable to the status quo. Nonetheless he affirms too that no matter how sick a person is, there is an energy—however small—which wants to dare, mature, and spiritually grow.

Lastly, Peck recognizes that evil is real and that there are people and institutions which advance evil. They hate the light and promote hatred. He postulates that the most extreme form of evil is laziness. He clarifies that lazy people are not necessarily evil. They are just passive. Laziness is nonlove. Evil is antilove. Evil is actively promoting hatred, denying themselves from goodness. He, additionally, contends that these evil people are lazy and do not want to improve themselves. They are actively defending their biases, outdated mental maps, and defective reasoning, which lead them to spiritual atrophy.

Overall, I see this classic book compelling and transformative—it is no wonder that it is a bestseller in the field of psychology, self-help, and interpersonal relations. Reprinted and translated in different languages several times, the book is not deadening for the readers to understand the concepts, and it is free from difficult jargons. Not only that it is a smooth read, it also has author's personal narratives, case studies, and scientific literatures which fortify and vivify the lessons in the book.

Peck combines his scientific and religious views in approaching big and difficult topics like love, discipline, and grace; these two views do not contradict and instead support each other. With his passionate voice, which is moving, I find the lessons very helpful to my personal affairs. I assume other readers would have the same perception, as well.

As an academic, I recommend utilizing this book as a resource for university instructors in their courses, specifically in the arena of psychology, personal development, interpersonal communication, and other allied disciplines. As they do that, I anticipate that students will appreciate the lessons for they are practical and relatable to their own lives. Through such a

technique, students' education will not only be focused on theoretical and abstract concepts, but they could also get to learn practical and real-life lessons, which recognize and empower their socio-spiritual-emotional being.

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