

# Journal of Liberal Arts

Prince of Songkla University



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**Publisher**

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**Focus and scope**

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

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*First and second language acquisition*

*Language professional development*

*Language teaching and learning*

*Literature, linguistics, and discourse analysis*

**Cultural Studies**

*Folklore studies*

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**ID: 267003**

*Language and Language Education*

## **Conceptual Metaphors and Metonymies in Chinese American Literary Works**

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### **Abstract**

Metaphors and metonymies, which are types of figures of speech, can be used as the basis to analyze the esthetics of literary works. However, in cognitive linguistics, metaphors and metonymies are also pervasive in our everyday life and reflect human conceptualizations. Employing cognitive linguistics perspectives, this research, is aimed to analyze the conceptual metaphors and metonymies (Lakoff & Johnson, 2003) in two Chinese American literary works: *The Joy Luck Club* (Tan, 2016) and *Battle Hymn of the Tiger Mother* (Chua, 2011). Major conceptual metaphors and metonymies were extracted from the two books. The data gained were quantitatively and qualitatively analyzed and categorized into themes.

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The results revealed that, of all 322 cases found, 83-84% showed a combination of conceptual metaphors and metonymies. After being classified into 21 theme groups, the analysis revealed that the center of most conceptual metaphors and metonymies was found to be linked to “human.” This finding indicated that conceptual metaphors and metonymies were, most of the time, based on human life and experiences that were pervasive in everyday life. These conceptual metaphors and metonymies are shared universally and play a role in truly understanding culture-specific beliefs and practices, especially in the Chinese American society. It is hoped that better understanding of the commonality gained from this research can help guide future research in cognitive linguistic analysis of other literary works.

**Keywords:** Chinese American, metaphor, metonymy, literary works

### บทคัดย่อ

อุปลักษณ์และนามนัยซึ่งเป็นประเภทของสำนวนโวหารสามารถนำมาใช้เป็นหลักในการวิเคราะห์สุนทรียภาพในงานวรรณกรรม ทว่า ในเชิงภาษาศาสตร์ปริชาน อุปลักษณ์และนามนัยยังปรากฏในชีวิตประจำวัน และสังท้อนมโนทัศน์ของมนุษย์ งานวิจัยนี้อิงทฤษฎีภาษาศาสตร์ปริชาน โดยมีจุดประสงค์ในการวิเคราะห์อุปลักษณ์และนามนัยเชิงมโนทัศน์ของจอร์จ เลคอฟและมาร์ค จohนสัน (2003) ที่ปรากฏในงานวรรณกรรมจีนอเมริกัน ส่องเรื่องคือ *The Joy Luck Club* ของเอมี แทน (2016) และ *Battle Hymn of the Tiger Mother* ของเอมี ชัว (2011) โดยนำอุปลักษณ์และนามนัย หลักที่สกัดจากงานวรรณกรรมทั้งสองเรื่องมาวิเคราะห์เชิงปริมาณและคุณภาพ

และจัดประเพณีตามกลุ่มความคิด ผลการวิจัยเปิดเผยว่า 83-84% จากจำนวนทั้งหมด 322 กรณีที่พบเป็นทั้งอุปลักษณ์และนามนัยเชิงมโนทัศน์ ผลการวิเคราะห์กลุ่มความคิดจำนวน 21 กลุ่มพบว่า ศูนย์กลางของอุปลักษณ์และนามนัยนั้นเชื่อมโยงกับ “มนุษย์” ข้อค้นพบนี้ชี้ให้เห็นว่าอุปลักษณ์และนามนัยเชิงมโนทัศน์อยู่ในชีวิตประจำวันและประสบการณ์มนุษย์มากที่สุด อุปลักษณ์และนามนัยนี้เป็นสากลลักษณ์และมีบทบาทต่อความเข้าใจ ความเชื่อและธรรมเนียมปฏิบัติที่เป็นลักษณะเฉพาะทางวัฒนธรรมโดยเฉพาะในสังคมจีนอเมริกัน หวังว่างานวิจัยนี้ทำให้เราเข้าใจความเป็นธรรมดางามมั่นคงยั่งยืนและชี้นำงานวิจัยด้านภาษาศาสตร์ปริชานในงานวรรณกรรมอื่นในอนาคต

**คำสำคัญ:** จีนอเมริกัน อุปลักษณ์ นามนัย งานวรรณกรรม

## **Introduction**

Comprehending the use of figures of speech such as metaphor, metonymy, simile, synecdoche, personification, hyperbole, onomatopoeia, and paradox can enhance our appreciation of the esthetics of literary works (Suwathikul, 1995). Figures of speech used in literary works reflect the so-called “literary style” (Prasitrathsint, 1998), exemplified by the figurative words found in a non-fiction book entitled “Teacher in the Cookie Shop” (Payungsri, 2021), and metaphor in discourse (Semino, 2008). Figurative words in literary works can uncover underlying concepts of humans. These concepts, when analyzed, can create an association of ideas and lead to mutual understanding among interested individuals and/or in academia (Nagavajara, 2020). Additionally, these concepts can mirror the relationship between

language and worldview, as stated in the Sapir-Whorf hypothesis (Hinton, 1994), as well as the global and local or the so-called “glocal” culture behind the authors’ thoughts. In fact, the concepts encompass thoughts about our life, mind, and beliefs that are abstractions (Pinker, 2015).

An approach that allows us to truly understand human life, mind, thoughts, beliefs, and culture is through the use of conceptual figurative language elements such as conceptual metaphor and metonymy. This approach is based on cognitive linguistics (Evans, 2019; Saralamba, 2005). To the view of Lakoff (2004), every word has a frame that can be evoked when we negate it: framing is a way to use language to link to our worldview. He gave the example in (1).

(1) “*Don’t think of an elephant! Whatever you do, do not think of an elephant.*”

(Lakoff, 2004, p.3)

In (1), the word “elephant” has a frame “large.” When we negate the frame “*Don’t think of an elephant!*,” we evoke the frame. In this case, “an elephant” is not a real animal, but is mapped with “*Whatever you do* (should not be big).”

In cognitive linguistic theory, framing is linked to our metaphorical conceptual system, which can be found in everyday life (Lakoff & Johnson, 2003), as exemplified in (2).

(2) “**TIME IS MONEY**.

*You’re wasting my time.*”

(Lakoff & Johnson, 2003, p.7)

In this metaphor, an abstract (target) domain: “TIME” is mapped with another (source) domain “MONEY” which is concrete. Both share our common universal-cultural concept of a valuable commodity. Thus, viewing a metaphor conceptually can lead us to introspect about framing and embedded culture related to the metaphor. As a metaphor can be a partial mapping between the two domains (Feyaerts, 2003), we can interpret that, “TIME” is not always “MONEY.” For example, we cannot make a deposit of “TIME” at a monetary bank.

The view of conceptual framing also applies to conceptual metonymy with a part-whole frame (Dancygier & Sweetser, 2014). Unlike the usage by traditional grammarians, “metonymy” in cognitive linguistics includes “synecdoche” and offers the part-whole view, which can be between a larger and a smaller subcategory (categorical metonymy) or between parts of the same frame (frame metonymy). Examples are in (3) and (4).

(3) “*Two heads are better than one.*”

(Dancygier & Sweetser, 2014, p.102)

(4) “*a working mother*”

(Lakoff, 1990, pp.80-84)

Example 3 shows a part-whole frame metonymy in that the word “heads” specifies a body part that refers to a person’s whole “BODY” frame. In Example (4), “a working mother” presents a metonymic model or social stereotypes under the cluster model of “MOTHER” with other “MOTHER” terms and their associated social stereotypes such as *a housewife mother, a stepmother, a foster mother*, etc. (Lakoff, 1990).

With a holistic view of the previous literature, conceptual metaphors and metonymies have been studied to derive theories of use as indicated above. The theories have been based on corpora such as: the conceptual metaphor “HUMANS ARE ANIMALS” (Saralamba, 2021); discourse studies e.g., the conceptual metaphor “AIDS IS AN ENEMY” (Angkapanichkit, 2019, p. 209); comparative lexical semantics e.g., body parts and metaphorical expressions (Matisoff, 1986); or on ontological metaphor translations from a non-fiction book (Pomsook & Akanishdha, 2022).

Literary works have often been examined in general terms such as critical reading (Yin, 2005) or use of figurative language (Umiyati & Susanthi, 2022), or specifically the impact of parenting styles on the behavior of children (Pattana, 2020). However, research using cognitive linguistics to examine the use of conceptual metaphors and metonymies was found to be limited. A question arose as to how conceptual metaphors and metonymies reflect thoughts, social stereotypes, and culture. This research is then expected to provide valuable answers to this question.

This study used cognitive linguistics to analyze conceptual metaphors and metonymies, with some related similes in two Chinese American literary works: *The Joy Luck Club* (Tan, 2016) and *Battle Hymn of the Tiger Mother* (Chua, 2011). The books, both written in American English and acclaimed as New York Times Bestseller, were chosen since their stories are based on the real lives of Chinese-American females from different generations. *The Joy Luck Club* contains the Chinese American life stories of four families and is focused on mother-daughter relationships. The four mothers, having passed through hardship during the war in China, were first-generation Chinese immigrants in America. Their daughters were born and raised in America (second generation). This book features intercultural communication among characters of different ethnicities (Kanoksilpatham, 2023). *Battle Hymn of the Tiger Mother* offers the contemporary view of a Chinese-American mother, as the second generation, who raised her two Chinese-American daughters, the third generation.

Both books illustrate the comparative and contrastive views of the Chinese (Eastern or Oriental) culture and the American (Western) culture: on the one hand, from the eyes of the first generation born and raised in China and, on the other hand, from the eyes of the second and third generations who were born and raised in Chinese families in America. Others have commented on these differences in views. Chunharuangdej (2008) explains that the Chinese culture includes beliefs in Confucianism, the dualistic 'yin-yang' worldview, gratitude, and other civic virtues. Like Tan (2016) and Chua (2011), it can be noted that Asian mother-

daughter conflicts in America are commonly found in other literature e.g., in poems of an Asian mother and daughter living in America by Cathy Song (Yuvajita, 2008). In a sociolinguistic study, Tannen (2006) reveals that mother-daughter conflicts universally exist among different races; mothers try to get involved with daughters; but daughters wish to be independent and view mothers' comments as criticism, especially on dress, hair, and appearance. Scollon and Scollon (2001) explain cultural differences among Chinese American females based upon different generations: Authoritarians, Depression/War, Baby Boomers, and InfoChild, and especially note the fact that the later generations have developed to be more self-expressed, individual, and socialized.

It is believed that, to some degree, the similarities and differences between Chinese versus American concepts, thoughts, beliefs, and culture, can be revealed in the use of conceptual metaphors and metonymies in Chinese-American literary works. This research provides a fusion view of Eastern-Western disparity by analyzing this usage.

## Objectives

The objectives of this research, based on cognitive linguistics theory (Lakoff & Johnson, 2003), first, were to find the conceptual metaphors, metonymies, and similes (if any), presented in the two Chinese American literary works: *The Joy Luck Club* (Tan, 2016) and *Battle Hymn of the Tiger Mother* (Chua, 2011); and, second, to analyze and categorize the derived data into different theme groups.

## **Research Methodology**

This is documentary research that did not require human subjects. First, based on the cognitive linguistics theory (Lakoff & Johnson, 2003), major conceptual metaphors, metonymies, and similes (if any) were extracted from the two literary works: *The Joy Luck Club* (Tan, 2016) and *Battle Hymn of the Tiger Mother* (Chua, 2011). In detail, a **conceptual metaphor** consists of two domains that share common characteristics or framing such as “TIME IS MONEY,” as in (2) above. “TIME” is one (abstract, target) domain, but “MONEY” is another (concrete, source) domain, and both are valuable resources. A **conceptual metonymy**, appearing in an excerpt in the literary works, has the part-whole concept, as exemplified previously in (3) in which “heads” are construed as persons. A **simile** is similar to a metaphor, but it has a preposition such as “as, like, as if, etc.”

Second, to quantify the results, the data gained were documented in MS Word and Excel programs for linguistic analysis and quantification, respectively. The quantification of the data was divided into two parts. The first part was designed to show the number of cases found for conceptual metaphors (MP), metonymies (MN), similes (S), a combination of a metaphor and a metonymy (MPN), a combination of a metaphor and a simile (MPS), and a combination of a metonymy and a simile (MNS).

The second part was the classification of conceptual metaphors, metonymies, and similes (if any), based on theme groups. Qualitative data were also added to provide detailed

information on the conceptual metaphors and metonymies discovered.

## Findings

The results are presented in two main sections: the conceptual metaphors, metonymies, and similes in the two books (Section 1) and their analysis and categorization (Section 2).

### 1. The Conceptual Metaphors, Metonymies, and Similes in the Two Literary Works

In this research, a total of 322 cases of conceptual metaphors, metonymies, and similes were extracted from the two books: *The Joy Luck Club* (Tan, 2016) and *Battle Hymn of the Tiger Mother* (Chua, 2011). Each case was analyzed to find whether it was only a metaphor (MP, thereafter), a metonymy (MN), a simile (S), or a combination of a metaphor and a metonymy (MPN), a combination of a metaphor and a simile (MPS), or a combination of a metonymy and a simile (MNS), as shown in Table 1 and Figure 1.

**Table 1**

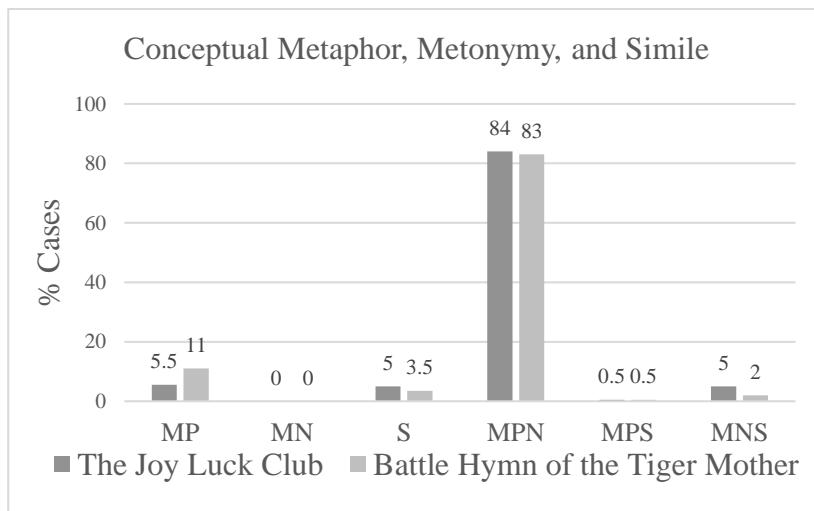
The Conceptual Metaphors, Metonymies, and Similes in the Two Books (No. of and % Cases)

Types	The Joy Luck Club No. (%)	Battle Hymn of the Tiger Mother No. (%)
Metaphor (MP)	9 (5.5%)	17 (11%)
Metonymy (MN)	0 (0%)	0 (0%)
Simile (S)	8 (5%)	6 (3.5%)

Types	The Joy Luck Club No. (%)	Battle Hymn of the Tiger Mother No. (%)
Metaphor and metonymy (MPN)	135 (84%)	134 (83%)
Metaphor and simile (MPS)	1 (0.5%)	1 (0.5%)
Metonymy and simile (MNS)	8 (5%)	3 (2%)
Total (322)	161 (100%)	161 (100%)

**Figure 1**

The Conceptual Metaphors, Metonymies, and Similes in the Two Books (% Cases)



Note: MP=Metaphor, MN=Metonymy, S=Simile, MPN=Metaphor and Metonymy, MPS=Metaphor and Simile, and MNS=Metonymy and Simile (MNS)

The quantitative data in Table 1 and Figure 1 revealed that, of all 161 cases in *The Joy Luck Club* and another 161 cases in *Battle Hymn of the Tiger Mother*, surprisingly, most were found to be a combination of a metaphor and a metonymy (MPN): 135 cases (84%) and 134 cases (83%), respectively. Only a few cases were solely metaphors (9 cases = 5.5% and 17 cases = 11%); similes (8 cases = 5% and 6 cases = 3.5%); a combination of a metonymy and a simile (8 cases = 5% and 3 cases = 2%); and a combination of a metaphor and a simile (1 case = 0.5% for both). No case was found to be only metonymy (0%).

## 2. The Analysis and Categorization of Metaphors, Metonymies, and Similes in the Two Literary Works

The data were analyzed and categorized, based on themes related to the conceptual metaphors, metonymies, and similes, as shown in Table 2.

**Table 2**

The Themes of the Conceptual Metaphors, Metonymies, and Similes in the Two Books (No. of and % Cases)

Themes	The Joy Luck Club (JLC) No. (%)	Battle Hymn of the Tiger Mother No. (%)
1. Family	2 (1.24%)	5 (3.1%)
2. Body parts	38 (23.56%)	31 (19.22%)
3. 3a. Animals (Chinese zodiac)	10 (6.2%)	12 (7.44%)
	20 (12.4%)	5 (3.1%)

Themes	The Joy Luck Club (JLC) No. (%)	Battle Hymn of the Tiger Mother No. (%)
4. Wars (arguments and leukemia)	1 (0.62%)	50 (31%)
5. Key figures	19 (11.78%)	9 (5.58%)
6. Ethnicity	11 (6.82%)	11 (6.82%)
7. TIME IS MONEY.	0 (0%)	6 (3.72%)
8. HAPPY IS UP.	0 (0%)	2 (1.24%)
9. Containers	2 (1.24%)	0 (0%)
10. Directions	8 (4.96%)	0 (0%)
11. Astrology	7 (4.34%)	0 (0%)
12. Five elements	9 (5.58%)	0 (0%)
13. Temperature	2 (1.24%)	2 (1.24%)
14. Dreams	2 (1.24%)	10 (6.2%)
15. Valuable objects	5 (3.1%)	0 (0%)
16. Plants and produces	8 (4.96%)	4 (2.48%)
17. Music	1 (0.62%)	6 (3.72%)
18. House	4 (2.48%)	0 (0%)
19. Food	6 (3.72%)	0 (0%)
20. Life (path, hope, container, and rope)	0 (0%)	4 (2.48%)
21. Others	6 (3.72%)	4 (2.48%)
Total (322 cases)	161 (100%)	161 (100%)

Table 2 presents the number of cases of conceptual metaphors, metonymies, and similes from the two literary works: *The Joy Luck Club* (Tan, 2016) and *Battle Hymn of the Tiger Mother* (Chua, 2011) classified into 21 theme groups: (1)

family, (2) body parts, (3) animals (Chinese zodiac and general), (4) wars (arguments and leukemia), (5) key figures, (6) ethnicity, (7) TIME IS MONEY, (8) HAPPY IS UP, (9) containers, (10) directions, (11) astrology, (12) five elements, (13) temperature, (14) dreams, (15) valuable objects, (16) plants and produces, (17) music, (18) house, (19) food, (20) life, and (21) others (miscellaneous items).

The details of the conceptual metaphors and metonymies found in nine selected major themes: family, body parts, animals, wars, key figures, TIME IS MONEY, HAPPY IS UP, plants, and life, are described qualitatively in Sections 2.1-2.9 below.

## 2.1 Family

In the two books (Chua, 2011; Tan, 2016), the framing of “a family” includes family members (a husband, a wife, a father, a mother, children, siblings, genetic relatives, in-law relatives, and so on); the relationship among family members; and the place which members can call “home.” Excerpt (5) shows a combination of a metaphor and metonymy.

(5) Amy Chua’s mother said to Amy: “***Lulu’s not you***—and ***she’s not Sophia***. She has a different personality, and you can’t force her.”

(Chua, 2011, pp.185-186)

In (5), this excerpt is an utterance from Amy Chua’s mother in which she explains to Amy Chua that Lulu, Amy’s daughter, is not Amy, nor Sophia (Lulu’s sister). It can be counted

as **a metaphor** in that *Lulu* is one (target) entity/domain; the pronoun *you* (Amy; a source domain) indicates another domain; and *Sophia* is another source domain. All three domains share the same genetic relationship between a mother (Amy) and daughters (Sophia and Lulu). In the explanation of Amy's mother, although Lulu is Amy's genetic second daughter, Lulu is not exactly Amy. Lulu has her own personality. That "*Lulu's not you*" corresponds to Lakoff's saying: "*When we negate a frame, we evoke the frame*" (Lakoff, 2004, p.3). Excerpt (5) can be viewed as a part-whole relationship or **metonymy**: Lulu can be viewed as a part of Amy from a mother-daughter relationship or as a family member.

## 2.2 Body Parts

Body parts are universally linked to metaphors and metonymies both in Southeast Asian languages such as Thai, Tibetan, Burmese, and Lahu, as well as in Western languages e.g., English (Matisoff, 1986).

From the findings in this research, in both books, many metaphors and metonymies have human body parts as their components, as in (6) and (7).

(6) Lindo Jong (Mother) said to Vincent (Waverly's brother): "*Meimei play, squeeze all her brains out for win chess. You play, worth squeeze towel.*"

(Tan, 2016, p.99)

In (6), "brains" are body parts. The framing of "a brain" is about one's thoughts or the process of thinking. In this case, it

is a **metaphor** “A BRAIN (a target domain) IS A TOWEL (a source domain).” In other words, “to squeeze a brain” or to be able to think is mapped with “to squeeze a towel.” Lindo Jong’s utterance means that Waverly Jong has to think hard to win the chess game. In addition, “a brain” is a body part and can stand for Waverly’s intelligence. Thus it can be a **metonymy**.

(7) *“Even at fifty, which is how old she [Florence] was when I first met her, she turned heads at parties. She was also witty and charming, but definitely judgmental.”*

(Chua, 2011, p.101)

Excerpt (7) has the phrase “*turned heads at parties*” which means get the attention of people. This idiom is both a **metaphor** and a **metonymy**. An **orientational metaphor** is “HEAD (a target domain) IS FRONT (a source domain).” Lakoff and Johnson (2003) explained that, depending on a physical basis, we face what is in front of us. Thus, what we face can catch our attention. Besides, the word “HEADS” names a body part. It refers to the whole person and construes the part-whole relationship as a **metonymy**.

### 2.3 Animals

Previously, Saralamba (2021) explained the conceptual “HUMANS ARE ANIMALS” metaphor in English and Thai.

In this research, the conceptual “HUMANS ARE ANIMALS” **metaphor** was found in both literary works and can be subcategorized into “HUMANS ARE ANIMALS” in the

Chinese zodiac years (rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, and boar) and “HUMANS ARE ANIMALS” in general. Examples are in (8)-(12).

(8) *“I was born in the Year of the Tiger...Tiger people are noble, fearless, powerful, authoritative, and magnetic. They’re also supposed to be lucky.”*

(Chua, 2011, p.13)

In (8), the noun phrase “*Tiger people*” can construe the “PERSONS (who were born in the Chinese zodiac year of Tiger) ARE TIGERS” **metaphor**. Both “PERSONS” (a target domain) and “TIGERS” (a source domain) share the characteristics of being noble, fearless, powerful, authoritative, and magnetic. As the Tiger zodiac year is a part of all twelve years and Tiger people are a part of the total population, this can be referred to as a part-whole relationship or a **metonymy**.

(9) (Waverly Jong) *“I’m a rabbit, born in 1951, supposedly sensitive, with tendencies toward being thin-skinned and skitter at the first sign of criticism.”*

(Tan, 2016, p.183)

Excerpt (9) illustrates a combination of a **metaphor** and a **metonymy**: “*I’m a rabbit.*” In this case, “I” (Waverly Jong, a target domain) is mapped with the “RABBIT” animal (a source domain) in the Chinese zodiac year. Both “I” and “RABBIT” have the common characteristics of being sensitive, thin-skinned, and skitter. Like (8), the “Rabbit” is one of the

twelve zodiac years, and a Rabbit person is a part of the entire people. Thus, this can be a **metonymy**.

Besides the excerpts with the animals in the Chinese zodiac years, the “HUMANS ARE ANIMALS” metaphor includes animals in general, as in (10).

(10) (An-mei Hsu) “*And when my brother shouted that Auntie was a talking chicken without a head.*”

(Tan, 2016, p.35)

In (10), the expression “*Auntie was a talking chicken without a head.*” is both a **metaphor** and a **metonymy**, as “Auntie” (a target domain) is mapped with “a talking chicken without a head” (a source domain). The common characteristics of both “Auntie” and “chicken” are that they talk a lot without worthy thoughts or content.

Additionally, the “HUMANS ARE ANIMALS” metaphor includes other general “ANIMALS,” as in (11).

(11) “*My father was the black sheep in his family. His mother disfavored him and treated him unfairly. ...my father's family was almost dead to him.*”

(Chua, 2011, pp.232-233)

Excerpt (11) is a **metaphor** and a **metonymy** in that Amy Chua’s father (a target domain) is mapped with the black sheep (a source domain). In English (Saralamba, 2021), “the black sheep” conveys the meaning of “a disliked member of a

family.” In this **metaphor**, Amy Chua’s father did not get along well with his family like the black sheep which stands out from the other family members or the white sheep. The black sheep can be viewed as a part of the whole group, and thus it is also **a metonymy**.

The “HUMANS-ANIMALS” relationship can be reversed to be “ANIMALS ARE HUMANS,” as in (12).

(12) Lindo Jong said to Rich Schields (Waverly Jong’s fiancé), “*Why you are not eating the best part? ... You have to dig in here, get this out. The brain is most tastiest, you try.*”

(Tan, 2016, p.227)

In (12), crabs are considered to be luxurious food by both Asians and Westerners. The best part of the crab (“*the orange spongy part*”) is mapped with the most important body part of humans which is the brain. Thus, **the metaphor** is “CRABS (a target domain) ARE HUMANS (a source domain).” It is also **a metonymy**, with the part-whole concept of the orange spongy part and the whole crab.

## 2.4 Wars

The two books present the relationships between mothers-daughters and leukemia as wars. In the former case, mothers and daughters are female, but, based on Tannen (2006), their conflicts are universal and rooted in the mothers’ involvement, as opposed to the daughters’ wishes to be independent. In Tan (2016), it can be

implied that Asian girls have been taught to be obedient, keep their parents' promise, and behave well. The mother-daughter conflicts between the first and second generations are not simply viewed as wars. Rather, when conflicts occur, mothers (the first generation), cultivated to keep their feelings inside, tend to be silent. Unlike Tan (2016), Chua (2011) discloses the mother-daughter (second-third generations) conflicts as wars as younger generations tend to speak out. It corresponds with Scollon and Scollon (2001) that four different generations of Americans were embedded with different cultures and that younger generations are more self-expressed and independent. Examples are in (13)-(15).

(13) *“Lulu and I fought like beasts—Tiger versus Boar—and the more she resisted, the more I went on the offensive.”*

(Chua, 2011, p.50)

(14) *“The house became a war zone.”*

(Chua, 2011, p.68)

(15) *“Lulu was always collecting allies, marshaling her troops.”*

(Chua, 2011, p.75)

In (13)-(15), Amy Chua (2011) sees her relationship with her second daughter, Lulu, as a war. Both Amy and Lulu were born and raised in America, unlike the first generation in the *Joy Luck Club* (Tan, 2016) who was born and grew up in China. The Amy-

Lulu conflicts are based on arguments, not physical attacks. Thus, these conflicts correspond to Lakoff and Johnson's **metaphors**: "ARGUMENT (a target domain) IS WAR (a source domain)" (Lakoff & Johnson, 2003, pp.4-5) and "ARGUMENT IS A FIGHT" (Lakoff & Johnson, 2003, p.84), as seen from the terms: "*fought, Tiger versus Boar, offensive, a war, allies, and troops*," in (13)-(15). This concept also matches the part-whole **metonymy** as *the two sides (Tiger versus Boar), a war zone, allies, and troops* are elements of "WAR."

Besides, the concept of "WAR" is related to illness: leukemia, which is mapped with the framing of "enemy," as in (16)-(17).

(16) *"Her leukemia [Florence's] was aggressive and would almost certainly relapse within six months to a year."*

(Chua, 2011, p.103)

(17) *"Katrín's leukemia was so aggressive that the doctors at Dana-Farber told her she had to go straight to a bone marrow transplant."*

(Chua, 2011, p.203)

Excerpts (16)-(17) exemplify how "leukemia" is construed as "HUMAN" from the word "aggressive." This negative word implies that "leukemia" is on the opposite side of us and can attack us. It leads to the **metaphor**: "LEUKEMIA (a target domain) IS ENEMY (a source domain)." This matches the concept of a disease as an enemy in the case of HIV/AIDS (Angkapanichkit, 2019).

Additionally, being aggressive is a symptom of leukemia, and this can be counted as a part-whole **metonymy**.

## 2.5 Key Figures

The characters in the two books are mapped with key figures, as in (18)-(20).

(18) The grandmother [An-mei Hsu] said to the baby (granddaughter): “*You (the baby) say you are Syi Wang Mu, Queen Mother of the Western Skies, now come back to give me the answer!*”

(Tan, 2016, p.239)

In (18), the expression “*you are Syi Wang Mu, Queen Mother of the Western Skies*” is a **metaphor** with “you” (the baby) in one (target) domain, mapped with “*Syi Wang Mu, Queen Mother of the Western Skies*” in another (source) domain. Both share the same characteristics of coming to teach the grandmother’s daughter about losing innocence but not hope. In addition, as “Queen Mother,” this can be interpreted as a **metonymy**, as a part of all mothers.

(19) “*She [Lulu]’s a wild one with an angel’s face.*”

(Chua, 2011, p.11)

In (19), “*an angel’s face*” can be conceptualized as a **metaphor**: “A PERSON (a target domain) IS AN ANGEL (a source domain).” In this case, both Lulu and an angel have a characteristic in common: beauty. Additionally, as “face” is

a body part, it can be a part-whole **metonymy**, as stated in Lakoff and Johnson (2003).

(20) “*Sophia clearly was a Mozart person.*”

(Chua, 2011, p.64)

In (20), the expression “*a Mozart person*” is a **metaphor**: “A PERSON (a target domain) IS MOZART (a source domain).” “MOZART” refers to Wolfgang Amadeus Mozart, one of the greatest pianists. In this **metaphor**, Sophia is mapped with Mozart, and both share the same talent for playing piano. However, Sophia is not entirely the same as Mozart, and thus it shows a part-whole concept, which can be considered a **metonymy**.

## 2.6 TIME IS MONEY

The metaphorical expression “TIME (a target domain) IS MONEY (a source domain)” is universal and can be found in these literary works, as exemplified in (21).

(21) “*So the more time Lulu wasted—quibbling with me, drilling halfheartedly, clowning around—the longer I made her play.*”

(Chua, 2011, p.74)

In (21), the verb “*wasted*” which co-occurs with the noun “*time*” evokes the **metaphor**: “TIME IS MONEY” as both are valuable resources. Verbs such as “*waste, spend, take, etc.*” can be used with both “TIME” and “MONEY,” as in Lakoff and Johnson (2003).

## 2.7 HAPPY IS UP

The “HAPPY (a target domain) IS UP (a source domain)” metaphor also appears in these literary works, as in (22).

(22) *“One good thing in our lives, though, was Coco [a pet dog], who got cuter by the day. She had the same strange effect on all four of us. Just looking at her **lifted our spirits.**”*

(Chua, 2011, p.116)

Excerpt (22) illustrates **the metaphor**: “HAPPY IS UP,” as Amy Chua’s family felt very happy with the pet dog named “Coco.” Its cuteness *“lifted our spirits.”* The verb “lifted” presents the view of the “UP” direction. Lakoff and Johnson (2003) explained that “HAPPY IS UP” is **a spatial-orientational metaphor**. Universally, positive feelings direct to the “UP” orientation.

## 2.8 Plants

The framing of “HUMANS” (a target domain) can be conceptualized as “PLANTS” (a source domain) as both are living things, can grow, and can reproduce, as in (23).

(23) Lindo Jong told Huang Taitai, “*And finally, I saw him **plant a seed** in a servant girl’s womb. He said this girl only pretends to come from a bad family. But she is really from imperial blood, and... He said the servant girl is Tyan-yu’s true spiritual wife. And the seed he has planted will grow into Tyan-yu’s child.*”

(Tan, 2016, p.62)

In (23), Lindo Jong told Huang Taitai about what Tyan-yu's grandfather said to her (Lindo Jong) in her dream. In this excerpt, the human action of reproduction between Tyan-yu and a servant girl is mapped with the “planting a seed” concept. This leads to the “HUMANS ARE PLANTS” **metaphor**. Besides, this can be a **metonymy** as “a seed” is part of a plant, and “a child” in a womb is part of a woman.

## 2.9 Life

“LIFE” of humans is abstract and can be mapped with different concrete or abstract objects, as in (24) and (25).

(24) Amy Chua said to Sophia, “*I've decided to favor a hybrid approach, ... The best of both worlds. The Chinese way until the child is eighteen, to develop confidence and the value of excellence, then the Western way after that. Every individual has to find their own path.*”

(Chua, 2011, p.248)

In (24), the sentence: “*Every individual has to find their own path.*” can be implied that a child can find one's own way of life. This can be construed as the “LIFE (a target domain) IS A PATH (a source domain)” spatial **metaphor**. “A PATH” is construed as where one walks from the starting point (birth) to the endpoint or destination (death). Along the way, there are life stories. This includes the path ahead of us as our future life and the path behind us as our past life. Thus, in this **metaphor**, “LIFE” is an abstract domain that is mapped with “PATH,”

a concrete domain with shared spatial linear conceptualization. “A PATH” can be viewed as a part of life, and thus it expresses the part-whole relationship which is considered **a metonymy**.

(25) [Amy Chua] “*Given that life is so short and so fragile, surely each of us should be trying to get the most out of every breath, every fleeting moment. But what does it mean to live life to its fullest?*”

(Chua, 2011, p.248)

The concepts of “LIFE” in (25) can be mapped with a rope, as seen from the word “short.” In another interpretation, “LIFE (a target domain) IS A CUP (A CONTAINER) (a source domain).” The word “*short*” can mean the smaller size of a cup. In addition, the word “*fragile*” gives a picture of a cup that is breakable and needs to be handled with care. The other phrase: “*its fullest*” can be conceptualized as a cup filled with a drink (water). “A cup filled with a drink” refers to how we can maximize our life or way of living. Altogether, “LIFE” and “CUP” share the mutual aspects of being short, fragile, and full. It is **a metaphor** and can also be **a metonymy** when we view “LIFE” or “CUP” as having parts or components.

In sum, the quantitative and qualitative results of the analysis of the two books: *The Joy Luck Club* (Tan, 2016) and *Battle Hymn of the Tiger Mother* (Chua, 2011) revealed mainly conceptual metaphors and metonymies with similes, classified into 21 theme groups. Amongst them, nine selected themes: family, body parts, animals, wars, key figures, TIME IS MONEY,

HAPPY IS UP, plants, and life were, qualitatively, exemplified in detail. The results indicated a holistic view of the conceptual metaphors and metonymies related to human lives, as discussed in the next section.

## **Discussion**

Firstly, in this research, 322 cases of conceptual metaphors and metonymies, together with some cases of similes, were found in the two books: *The Joy Luck Club* (Tan, 2016) and *Battle Hymn of the Tiger Mother* (Chua, 2011). Most of them were found to be a combination of a conceptual metaphor and a metonymy (83-84%). This suggests that conceptual metaphors and metonymies function as the main conceptual rhetoric devices in these two books to help interested readers better construe the lives of the characters. This finding is consistent with the view that conceptual metaphors and metonymies, indeed, are “pervasive in everyday life” (Lakoff & Johnson, 2003; Pomsook & Akanisdha, 2022).

Secondly, from the data analysis, the conceptual metaphors and metonymies were classified into 21 types. In the main, each metaphor and/or metonymy is connected to “humans.” This can be interpreted as indicating that humans are the center or the focus of conceptual metaphors and metonymies in the two books; notably involving family, body parts, animals, wars, key figures, time, money, happiness, plants, and life. For example, many metaphors and metonymies involved the mapping of human body parts to non-human items e.g., “brains,” which are located at the top of the human body, are considered

the best part, and are mapped with the best part of the crab, as in (12). The metaphorical expression can be “A CRAB IS A PERSON,” like the expression “*the foot of a mountain*” with the “A MOUNTAIN IS A PERSON” metaphor in Lakoff and Johnson (2003).

Conceptual metaphors and metonymies blend our language and worldview together, as in the Sapir-Whorf hypothesis that language affects our thoughts and worldview, and vice versa (Hinton, 1994). We can examine the way in which this interaction between language and worldview relates to our perception of our life by using “PATH” in the “LIFE IS A PATH” example in Section 2.9. To Lakoff and Johnson (2003), “LIFE” can also be mapped with “A CONTAINER” or “A GAMBLING GAME.”

Universally, the results of conceptual metaphor and metonymy analyses have shown the frequent involvement of global thoughts and worldviews such as “TIME IS MONEY” (Lakoff & Johnson, 2003); “MOTHER” (Lakoff, 1990); mother-daughter conflicts (Tannen, 2006); “HUMANS ARE ANIMALS” (Saralamba, 2021); wars against diseases e.g., leukemia or AIDS (Angkapanichkit, 2019); and “HAPPY IS UP” (Lakoff & Johnson, 2003).

The conceptual metaphors and metonymies mirror cultural specifics. An example is the belief that a person has his/her characteristics influenced by the animals associated with the year of birth according to the Chinese zodiac years. This construes the “HUMANS ARE ANIMALS” metaphor.

This research was based on the two books with the same theme by Chinese American authors living in America.

Accordingly, it yielded a view of Chinese American culture in terms of diachronic and contemporary culture. To be more specific, *The Joy Luck Club* (Tan, 2016) focused on the first generation who was born and raised in China and the second generation, born and raised in America. The *Battle Hymn of the Tiger Mother* (Chua, 2011) concentrated on the second and third generations, born and raised in America. The two books accordingly complemented each other to yield some specific cultural conclusions. For example, the first (mother) generation, born and raised in China, has learned to keep their emotions and feelings inside, whereas the second and third generations have been trained to speak up. Thus, in *The Joy Luck Club* (Tan, 2016), when mothers were not satisfied with their daughters, they preferred to keep silent. In contrast, in *Battle Hymn of the Tiger Mother* (Chua, 2011), the second (mother) generation, born and raised in America, spoke up when the daughter did not comply with what the mother expected. The mother-daughter arguments in Chua (2011) are explicit and lead to many more metaphorical cases of the “ARGUMENT IS WAR/ARGUMENT IS A FIGHT” (Lakoff & Johnson, 2003). These findings are consistent with what Scollon and Scollon (2001) mentioned about the cultural differences among four different generations of Asian Americans. That is, younger generations become more self-expressive, individualized, and independent.

## **Conclusion**

This research provides a view of how conceptual metaphors and metonymies in cognitive linguistics theories can be applied to literary works and has implications far beyond the

literary analysis per se. Rather, the results reflect our universal experiences but culture-specific conceptualizations of how we, as humans, see the world. This research can benefit not only the literature discipline, but also other fields: linguistics, cognitive science, and psychology. It is hoped that this research can inspire the future cognitive linguistic analysis of literary works.

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# **Journey Metaphors in Bank Merger Discourse: Cultural Identity Construction of *TMBThanachart* Bank Public Company Limited**

อุปลักษณ์การเดินทางในว่าทกรรมควบรวมกิจการธนาคาร :  
การประกอบสร้างอัตลักษณ์ทางวัฒนธรรมของธนาคาร  
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## **Abstract**

Metaphors have been increasingly used to construct and reconstruct images of the new consolidated entity in the discourse of mergers and acquisitions (M&A). This study investigated metaphors of mergers used by two Thai banks—TMB and Thanachart Bank—in the mid-merger stage of their organizational integration from December 2019 to December 2020. The aim was to identify the semantic domains of distinct

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metaphors the two Thai banks deployed in developing a collective cultural identity. The qualitative data consisted of news releases on TMB and Thanachart's merger plan and its progress. The data were drawn from the bank's official websites and analyzed from the perspective of Conceptual Metaphor Theory to explore the most prevalently used metaphorical domain presented in official news releases so as to shed light onto the banks' cultural identity construction. The analysis shows that to establish and build customers' trust, the metaphor of JOURNEY is the core metaphorical theme utilized to convey the optimistic beginnings of the new bank, the bank's fast and steady progress and the glorious past of the two separate banks.

**Keywords:** Conceptual Metaphor Theory, merger and acquisition discourse, journey metaphor, corporate identity, bank merger

## บทคัดย่อ

อุปลักษณ์เป็นเครื่องมือทางวิชาศาสตร์ที่ใช้อย่างแพร่หลายในวิชากรรมการประกอบสร้างอัตลักษณ์ใหม่ขององค์กรที่จัดตั้งจากการควบรวมกิจการ งานวิจัยนี้ศึกษาการใช้อุปลักษณ์การควบรวมกิจการในวิชากรรมควบรวมกิจการระหว่างธนาคารทหารไทยกับธนาคารในช่วงระหว่างเดือนธันวาคม 2562 ถึง ธันวาคม 2563 ซึ่งจัดเป็นระยะเวลาของการควบรวมกิจการ โดยงานวิจัยมุ่งเน้นในการสำรวจความหมายของอุปลักษณ์ที่ทั้งสองธนาคารใช้ในการประกอบสร้างอัตลักษณ์วัฒนธรรมกลุ่ม ข้อมูลเชิงคุณภาพที่ใช้ในการวิเคราะห์ข้อมูลเป็นข่าวประชาสัมพันธ์ที่เกี่ยวข้องกับแผนและความคืบหน้าการ

ควบรวมกิจการของธนาคารพาณิชย์ไทยและธนาคารที่ร่วบรวมจากเว็บไซต์ของทั้งสองธนาคาร งานวิจัยใช้ทฤษฎีอุปลักษณ์เชิงมโนทัศน์ในการวิเคราะห์ทั้งความหมายของอุปลักษณ์ที่ปรากฏใช้มากที่สุดในข่าวประชาสัมพันธ์ เพื่อเข้าใจการประกอบสร้างอัตลักษณ์วัฒนธรรมองค์กร ผลการวิเคราะห์พบว่าอุปลักษณ์การเดินทางเป็นอุปลักษณ์ที่มีการใช้มากที่สุด อุปลักษณ์ดังกล่าวสื่อถึงจุดเริ่มต้นในเชิงบวกของธนาคารใหม่ ความก้าวหน้าอย่างรวดเร็วและมั่นคงของธนาคาร และอดีตอันเรืองรองของทั้งสองธนาคาร

**คำสำคัญ:** ทฤษฎีอุปลักษณ์เชิงมโนทัศน์ วิเคราะห์ควบรวมกิจการ อุปลักษณ์การเดินทาง อัตลักษณ์องค์กร การควบรวมกิจการ ธนาคาร

## **Introduction**

Bank mergers are considered a significant process in the banking and finance sector. They are typically undertaken to improve economies of scale or multiply financial gains by consolidating distinct banks into one institution (Subhashree & Kannappan, 2018; Walter, 2004). Even though bank mergers appear common, they require complex and strategic decision-making. This includes determining how to increase future value as a combined entity, settling new financial services, products, operations, or technology; and determining the best strategy to merge different people and organizational cultures (Vaara et al., 2003). The latter plays a critical role in all merger integration patterns: pre-merger, mid-merger, and post-merger organizational integration. It involves managing people across organizational cultures, implementing effective organizational communication strategies, and constructing and conceptualizing the

new bank's collective cultural identity. To construct the new corporate cultural identity, metaphors, as distinct from other rhetorical tropes, have been increasingly used to construct and reconstruct images of the merged entity in the discourse of mergers and acquisitions (M&A) (Bielenia-Grajewska, 2009; Koller, 2004; Krennmayr, 2011). Examples of metaphors of mergers and acquisitions investigated in various sociocultural settings are “mergers and acquisitions in a Chinese financial newspaper as WAR, MARRIAGE, STRUGGLE and HUNTING, and GAME” (Li & Zhu, 2021), “international mergers and acquisitions as MARRIAGE” (Rottig, 2015), “merged and acquired companies in the US as FAMILIES/STEPFAMILIES” (Allred, Boal & Holstein, 2005), “mergers and acquisitions in business magazines and newspapers *Business Week*, *the Economist*, *Fortune*, and *the Financial Times* as MARRIAGE and WAR” (Koller, 2004; 2002).

The metaphors of mergers and acquisitions identified in previous studies seem to differ across sociocultural settings as well as time and space. Cognitive semantics explains that metaphors emerge from the interaction between bodily experience and culture, meaning that they are grounded in physical experience and embodied in cultural environments (Cameron, 2008; Yu, 2008). With an interest in the interplay between metaphor and culture, this study aimed to investigate metaphors of mergers used by the two Thai banks—TMB or Thai Military Bank Public Company Limited and Thanachart Bank—in the mid-merger organizational integration from December 2019 to December 2020. The aim was to identify the semantic domains of distinct metaphors the two Thai banks

deployed in establishing a collective cultural identity while the two individual retail banks were still in the process of business integration. The qualitative data—news articles in Thai on TMB and Thanachart’s merger plan and progress—were drawn from the two bank’s official websites and analyzed from the perspective of Conceptual Metaphor Theory; the aim being to shed light onto the banks’ cultural identity construction in a specific organizational setting.

## **Research Questions**

The present study primarily aims to respond to the following research questions:

1. What metaphorical domain is the most prevalently used in official news releases reporting the mid-merger phase progress of TMB and Thanachart?
2. How does the use of the most prevalently used metaphorical domain presented in official news releases explain the construction of new cultural identities of TMB and Thanachart?

## **Merger of TMB and Thanachart Bank**

In September 2019, the merger of TMB Bank, formally known as Thai Military Bank Public Company Limited, and Thanachart Bank was approved by an Extraordinary General Meeting. Since then, the two banks have proceeded with a plan to synergize their banking and financial service offerings (Wachiranoppasul, 2018). The merger was scheduled to be fully completed in July 2021. In December

2019, Thanachart Bank began selling its shares in Thanachart Fund Management (TFUND) to Prudential Corporation Holdings Limited, in which TMB held a 35% stake (Wachiranoppasul, 2018). Immediately after that, TMB and Thanachart Co-Locations was launched. According to TMBThanachart (2021), customers were allowed to have access to products and services including personal loans, auto loans, home loans, car insurance, credit cards and debit cards via both the TMB and Thanachart mobile applications and ATMs as if they belonged to the same banking network. Both banks then proceeded with human resource reorganization and staff transfers prior to the complete merger in July 2021. Some staff, including senior management and executives, were re-located and trained to recommend both TMB and Thanachart products and services. This was part of the plan to achieve the objective of One Dream One Team One Goal as well as to create new customer banking experiences. The strategic rationale of this integration was conceptualized as ‘Synergy for Growth’, or synergizing the two banks’ complementary strengths (Wachiranoppasul, 2019).

## **Literature Review**

This section comprises three main conceptual frameworks: 1) Organizational Communication and Culture, 2) Conceptual Metaphor Theory, and 3) Metaphors and discourse of mergers.

### **1. Organizational Communication and Culture**

Organizational communication in the sphere of applied linguistics is regarded as a social process involving the making-up of meaning, culture, and institutions (Bülow et al., 2019;

Hofstede, 2011). According to Fuoli and Hart (2018), communicative and language strategies are “*not only effective in attaining trust but that, in doing so, they are also able to mitigate the potential damage caused by public accusations of wrongdoing*” (p.18). Corporate success is likely to be determined by the company performance interlinked with their linguistic ability to construe desirable values, beliefs, missions, identities, and culture. Since cultures are not static and likely to change during the merger process, appropriate discursive practices are needed to achieve merger understanding and new organizational goals. Studies have confirmed that cultural integration problems for merging organizations tend to be lessened thanks to the work and communication practices enacted by members of a new cultural community (Alvesson, 2002; Leonardi & Jackson, 2009).

## 2. Conceptual Metaphor Theory

Conceptual Metaphor Theory (CMT) views metaphor as a core part of human thought, not just as an aspect of language and metaphorical meaning (Gibbs, 2008). Kövecses (2018) highlights that most parts of conceptualization in human communication, particularly media communication, are associated with metaphor which is employed to shape up new realities. If we can understand how abstract or intangible domains are conceptualized metaphorically, we are likely to gain more insights into what metaphorical realities are being constructed. This creation of metaphorical realities can construct new realities for those who are parts of the conceptualization (Kövecses, 2018, p. 127). If the staff of merging banks think of

the mergers as a marriage, they tend to be less resistant to the merger and more willing to be part of it as an equal union of loved ones. Apart from focusing on the cognitive analysis of metaphors, cognitive linguists in the field of conceptual metaphors such as Kövecses (2020), Semino (2017), Tay (2011), and Wee (2005) have also focused on the investigation of variation of metaphor mappings or conditions that determine the deployment of metaphorical correspondences. Metaphor studies have identified two broad patterns of conceptual mapping: (1) *Intertextuality*, in which the source domain is pre-given (Kövecses, 2018; Wee, 2005) and (2) *Intratextuality*, in which the source is constructed or particularly cohered to a single text (Wee, 2005).

To illustrate these two types of metaphor, Kövecses (2018) gave examples of commonly used intertextual metaphors that tend to be deployed across diverse discourses in time and space including “*domino effect – one event causing a series of similar events, red tape – excessive complexity in official routine, and tsunami of sg – overwhelming quantity or amount of sg*” (p.131). While the meaning construal of intertextual metaphors such as “ANGER IS FIRE” or “LIFE IS A JOURNEY” (Lakoff & Johnson, 1980) associate with our bodily experience, intratextual metaphors are the ones an individual constructs to be used to achieve particular communicative goals (Wee, 2005). Such intratextual metaphors are illustrated in the following instances: the comparison of “puissance horses” with clever people; “the red walls” with obstacles to the goals people need to accomplish, or “the Horse Show” with life (Kövecses, 2018, p.131). These constructed sources tend to be employed to conceptualize target

concepts that appear to be complex and unique. This allows individuals to create their own sources that specifically match the structure of the target domain. The analysis of the re-contextualization of metaphors across various discourses in time and space, as well as the individual construction of metaphors, is a subject of discourse analysts' interest when it comes to the construal of metaphorical expressions.

### 3. Metaphors and Discourse of Mergers

In the spheres of organizational mergers and acquisitions, metaphor has been used as a mediated tool to explain complex issues regarding M&A processes, struggles and successes. Rottig (2015), for example, adopted the MARRIAGE metaphor model to provide insights into the three phases of the integration process in international M&A: the dating, mating and creating period. Harwood (2006) improved conceptual understanding of confidentiality in a post-acquisition integration in a pharmaceutical company through a BUBBLE metaphor, while Allred, Boal and Holstein (2005) deployed the STEPFAMILY theory to conceptualize factors contributing to the success of M&A: biological discrimination, incomplete institutionalization, and deficit comparison. As M&A concepts are both sensitive and complicated, metaphors are deployed to conceptualize human thoughts. However, only a few studies have investigated the types, functions, and meanings of metaphors in M&A through discourse analysis.

One of the most influential studies of the metaphors of mergers is that by Koller (2002) who analyzed the co-occurrence of WAR and MARRIAGE metaphors in M&A discourse, the qualitative data being drawn from 162 articles from four

business journals: the Economist, Business Week, Fortune, and the Financial Times. According to Koller (2002), cultural values are realized through discursive practices while at the same time determining ideologies and social construction. The study of Koller (2002) relied on the theoretical framework of Critical Discourse Analysis, along with Cognitive Metaphor Theory, to analyze the co-occurrences of WAR and MARRIAGE metaphors syntactically, functionally and semantically. Qualitative analysis showed that “Mergers are Marriages” was merely produced and reproduced while a hypothetical conceptual metaphor “Hostiles Takeover are Rapes” was absent. However, the co-occurrence of WAR and MARRIAGE metaphors as in “It may marry its Hong Kong rival.” (p.194) and “If you can’t beat ‘em join ‘em,” (p.194), still manifest a male dominance and violence in the M&A discourse. Metaphors can thus be viewed as the construal of a discourse and a reflection of sociocultural practices, values, and ideologies.

In the Thai context, most conceptual metaphor studies have investigated metaphoric expressions deployed to conceptualize Thai politics (e.g. Chaiyasat & Sudajit-ap, 2017; Kanchina & Triyamanirat, 2021), Thai values (e.g. Jiraanantakun; 2013; Techacharoenrungrueang, 2022), gender and identity (e.g. Chanthao, 2018; Noyjarean & Nantachantoo, 2018), and Thai organization and systems (e.g. Wongthai, 2022; Sudajit-ap, 2017). This present study thus aims to explore the semantic domains of metaphors in M&A, the area that has not been undertaken in the Thai context through the phenomenon of the TMBThanachart merger.

## Research Methodology

This qualitative study focused on the merger of the Thai banks, TMB and Thanachart, in the mid merger phase in an attempt to examine how discursive practices were enacted to construct their new cultural entities. To be precise, this study investigated the semantic domains of metaphorical expressions through the analysis of public discourse from the banks' official websites reporting of their merger progress. Two news releases published under the "Integration" section on the Thanachart website were used, while 12 news releases published under the "Newsroom" section were drawn from the website of TMB. Since some official news releases published on both websites were identical, only distinct news articles were purposively selected for analysis. Table 1 displays news on the two banks integration dated 27 December 2019 to 17 December 2020, drawn from the websites of Thanachart and TMB and the word count in Microsoft Word.

**Table 1**

New Releases about the Integration between Thanachart and TMB Drawn from the Websites of the Two Banks

	<b>URL Addresses</b>	<b>Word Count</b>	<b>Publication Date</b>
1	<a href="https://www.thanachartbank.co.th/integration/news_25630127.html">https://www.thanachartbank.co.th/integration/news_25630127.html</a>	1,297 words	27 December 2019
2	<a href="https://www.thanachartbank.co.th/integration/news_25630128.html">https://www.thanachartbank.co.th/integration/news_25630128.html</a>	1,345 words	28 January 2020

	URL Addresses	Word Count	Publication Date
3	<a href="https://www.tmbbank.com/newsroom/news/pr/view/press-loan-covid19.html">https://www.tmbbank.com/newsroom/news/pr/view/press-loan-covid19.html</a>	856 words	24 February 2020
4	<a href="https://www.tmbbank.com/newsroom/news/pr/view/tbank-Insurance-Sell-TMB.html">https://www.tmbbank.com/newsroom/news/pr/view/tbank-Insurance-Sell-TMB.html</a>	1,123 words	4 March 2020
5	<a href="https://www.tmbbank.com/newsroom/news/pr/view/press-Co-LocationBranch.html">https://www.tmbbank.com/newsroom/news/pr/view/press-Co-LocationBranch.html</a>	979 words	17 April 2020
6	<a href="https://www.tmbbank.com/newsroom/news/pr/view/financial-results-Q1-20.html">https://www.tmbbank.com/newsroom/news/pr/view/financial-results-Q1-20.html</a>	1,328 words	20 April 2020
7	<a href="https://www.tmbbank.com/newsroom/news/pr/view/Fai-Fah-thankyou-volunteer.html">https://www.tmbbank.com/newsroom/news/pr/view/Fai-Fah-thankyou-volunteer.html</a>	789 words	22 May 2020
8	<a href="https://www.tmbbank.com/newsroom/news/pr/view/SME-Fighting-Covid-19.html">https://www.tmbbank.com/newsroom/news/pr/view/SME-Fighting-Covid-19.html</a>	957 words	18 June 2020
9	<a href="https://www.tmbbank.com/newsroom/news/business/view/TMB-reported-net-profit.html">https://www.tmbbank.com/newsroom/news/business/view/TMB-reported-net-profit.html</a>	1,263 words	21 July 2020

	<b>URL Addresses</b>	<b>Word Count</b>	<b>Publication Date</b>
10	<a href="https://www.tmbbank.com/newsroom/news/pr/view/plan-work-integration-bank.html">https://www.tmbbank.com/newsroom/news/pr/view/plan-work-integration-bank.html</a>	1,025 words	10 August 2020
11	<a href="https://www.tmbbank.com/en/newsroom/news/pr/view/Sign-TCG-TMB.html">https://www.tmbbank.com/en/newsroom/news/pr/view/Sign-TCG-TMB.html</a>	944 words	16 September 2020
12	<a href="https://www.tmbbank.com/newsroom/news/pr/view/financial-results-Q3-20.html">https://www.tmbbank.com/newsroom/news/pr/view/financial-results-Q3-20.html</a>	1,368 words	21 October 2020
13	<a href="https://www.tmbbank.com/en/newsroom/news/pr/view/redeem-points-to-unit.html">https://www.tmbbank.com/en/newsroom/news/pr/view/redeem-points-to-unit.html</a>	1,215 words	13 November 2020
14	<a href="https://www.tmbbank.com/newsroom/news/pr/view/faifah-shampoo-organic.html">https://www.tmbbank.com/newsroom/news/pr/view/faifah-shampoo-organic.html</a>	851 words	17 December 2020
<b>Total</b>		15,340 words	

As shown in Table 1, the data analyzed in this study comprises 15,340 words, consisting of 14 news releases dealing with the two banks' mid-merger integration progress drawn from the Thanachart and TMB websites. Each news release was analyzed using Metaphor Identification Procedure guidelines in natural discourse proposed by including Cienki (2009), Deignan (2010), Gibbs (2008), Kövecses (2011, 2020), and Semino (2008, 2017).

To begin with, where metaphors were identified, the researcher established their contextual meaning and decided whether those identified examples conveyed a basic meaning that was different from the contextual meaning during the process of cross-domain mapping. Each identified word's contextual meaning was compared with the basic meaning displayed in the online Thai-Thai dictionary published by the Royal Society of Thailand (<https://dictionary.orst.go.th/>) given that the news releases were in Thai. If there was a distinction between the basic meaning and the contextual meaning of the identified words, those words would be determined as metaphors. For example, the basic meaning of the verb phrase ติดอาวุธ ‘tit awut’ is to “arm/equip with weapons”, but in the following extract ติดอาวุธความรู้ ‘tit awut khwamru’ (arm knowledge), the verb phrase ติดอาวุธ ‘tit awut’ has nothing to do with weapons but means to ‘increase the knowledge and potential to Thai people to fight against the economic crisis’. The verb phrase ติดอาวุธ ‘tit awut’ is being used metaphorically to mean knowledge development; the banks in this particular context were not soldiers, but knowledge givers and developers. Using this method, this metaphor was identified and then categorized in relation to the source domain WAR.

Going a step further, the researcher identified its related conceptual structures (Semino, 2017; Steen, 2007; Wee, 2005) by investigating (1) metaphorical focus; (2) metaphorical proposition; (3) metaphorical comparison; (4) metaphorical analogy; and (5) metaphorical mapping. To be precise, when a lexical unit is proved to be metaphorically used, the researcher progressed to the second step by drawing on conceptual structures that belong to the source and

the target domains of the identified linguistic unit situated in that particular discourse. Thirdly, some forms of cross-domain mapping—finding contrast and similarity that correspond in the two domains were done. The fourth and fifth steps dealt with explicit analysis of conceptual elements between the two domains together with implicit interpretation of assumptions about the cross-domain mapping in order to complete the overall process of text-based analysis of metaphor in use. Finally, the gathered metaphors were categorized in relation to source domains such as *WAR*, *BUILDING* and *CONSTRUCTION*, *JOURNEY*, *VEHICLE*, etc. It is noted that the selected instances of metaphorical expressions categorized in relation to each individual source domain were translated from Thai to English by the researcher whose mother tongue is Thai. Table 2 displays an example of conceptual metaphor structure analysis.

**Table 2**

Conceptual Metaphor Structures

Text	<p>ธนาการ <u>เดินหน้า</u> เมนคูบรวมกิจการ          ‘thanakhan <u>doenna</u> phaen          khuap ruam kitchakan’          The bank <u>walked forward</u> the          merger plan.</p>
Conceptual Metaphor Analysis	
Frame: Goal accomplishment	Frame: Journey

Roles	Roles
Traveler (people)	walked forward the journey goal
Bank (institution)	proceeded with the merger plan
<b>Lexical Units</b>	<b>Lexical Units</b>
proceeded with (v.)	walked forward (v.)
proceeded with the plan (v.)	traveled to the destination (v.)
goal accomplishment (n.)	journey (n.)

## Findings and Discussion

A total of 569 metaphors were identified and categorized into nine different source domains: (1) *JOURNEY*, (2) *BUILDING & CONSTRUCTION*, (3) *WAR*, (4) *MATHEMATICAL FORMULAE*, (5) *LIFE & BIOLOGY*, (6) *GAME*, (7) *MELTING*, (8) *OBJECTS*, and (9) *HANDS*. Most metaphors fell into the domain of *JOURNEY*, with 128 of 569 instances, or 22.5% of the total. The distribution of the 569 metaphorical expressions into domains is shown in Table 3.

**Table 3**

Distribution of Metaphors among the Domains Identified in the News Releases

Domain	No. of metaphors	Percentage of total merger metaphors	Examples
<b>JOURNEY</b>	128	22.5%	“ <i>The integration of the two banks, ‘TMB’ and ‘Thanachart’, has already</i>

Domain	No. of metaphors	Percentage of total merger metaphors	Examples
			<i>walked to the final important mile</i>
BUILDING & CONSTRUCTION	95	16.7%	<i>"To build a better financial well-being for Thai people"</i>
WAR	84	14.8%	<i>"LEAN Supply Chain by TMB and Thanachart is a modern weapon, maximizing the SME's strength in today's economic situation"</i>
MATHEMATICAL FORMULAE	76	13.3%	<i>"We'd like to see 1+1 equals 1 team and share the same goal, which is the desire to be the only one in the customers' hearts"</i>
LIFE & BIOLOGY	67	11.7%	<i>"To equip our customers with the ability to compete to grow together"</i>
GAME	47	8.3%	<i>"We have consistently scored the points and each of our moves can score a hit"</i>
MELTING	38	6.7%	<i>"The integration will require the melting of the</i>

Domain	No. of metaphors	Percentage of total merger metaphors	Examples
			<i>entire administrative and staff team together”</i>
OBJECTS	18	3.2%	<i>“We mainly focus on sending the ultimate experience to our customers”</i>
HANDS	16	2.8%	<i>“This hand-holding will be the integration of life insurance, health and savings”</i>
<b>Total</b>	<b>569</b>	<b>100%</b>	

Since merger processes are full of complexities, stress, and confusion, bank employees as well as customers might feel uncertain during the process (Ernst & Schleiter, 2021). Accordingly, to establish and build customer trust, the metaphors of JOURNEY were utilized as a mediated tool in the mid-integration phase to construe the optimistic beginnings of the new bank, the bank's fast and steady progress and the glorious past of the two separate banks. The four sub metaphorical domains of JOURNEY will be discussed below.

## 1. BEGINNING of a NEW JOURNEY

Embarking on a journey means involving ourselves in three phases before we reach our destination: beginning, on-the-way, and end of the journey. The metaphor of the beginning phase of a new

journey is utilized to communicate that a cultural and organizational change involves a promising and secure starting step. A bank merger can be viewed as a transformation requiring customers to adapt to new services and systems as well as change their routines. Convincing them that this new journey has started off well can minimize their concerns. Below are the instances of metaphors highlighting the bright future of the new bank that is beginning.

ກ້າວແຮກຄື່ອສ່າງມອບບໍລິການທີ່ດີ່ທີ່ສົດ

‘kao raek khue songmop borikan thi di thisut’

(The first step is to offer our best service) [1]

ຈຸດເຮີມຕົ້ນຂອງຮນາຄາຣໃໝ່

‘chutroemton khong thanakhan mai’

(The starting point of the new bank) [2]

ຕ້ວຍ່ອ ttb ລື້ອຄຶ້ງຈຸດເຮີມຕົ້ນຂອງຮນາຄາຣໃໝ່

‘tuayo ttb sue thueng chutroemton khong thanakhan mai’

(The initial letters ttb signify the starting point of our new bank) [3]

ເຮາພ້ອມມຸ່ງມັນທີ່ຈະຕ່ອຍອດຄວາມສໍາເຮົງແລະບັນທຶກກາຣເດີນທາງບທໄຫ້

‘rao phrom mungman thi cha toyot khwamsamret lae banthuekkandoenthang bot mai’

(We are determined to continue our success and record our new journey chapter) [4]

Additionally, through the metaphor of the BEGINNING of a NEW JOURNEY, the new bank aims to create awareness that the two pre-merger banks, TMB and Thanachart, will soon no longer exist. More importantly, this sub-domain of JOURNEY appears to collocate with positive lexical choices including บริการที่ดีที่สุด ‘borikan thi di thisut’ (best service) as in [1], ใหม่ ‘mai’ (new) as in [2], [3], and [4] and ความสำเร็จ ‘khwamsamret’ (success) as in [4] to construe the auspicious beginning of the banks’ integration. Customers can develop positive perceptions toward this change. This is important because Thai people often view change as a threat (Chaisilwattana & Punnakitikasem, 2017). Utilization of the JOURNEY metaphor is therefore likely to help people feel less concerned about the future of the new bank’s financial services and solutions.

## 2. WALKING FORWARD

The WALKING FORWARD metaphor used in the news releases implies the bank’s quality of being dynamic, secure and visionary. It can thus be utilized to construe optimism and positivity toward the integration. As discussed, change is often viewed as a threat in the Thai culture (Chaisilwattana & Punnakitikasem, 2017); however, the new bank aims to reconstruct a new meaning of the term ‘change’ where change is equivalent to a better life, not a threat. When we walk forward, we feel a strong sense of development and experience new hopes, whereas staying static or still means that we are merely doing what we did yesterday and are not learning anything new at all. The JOURNEY suggests a transformation that is positive,

dynamic, and visionary, improving customers' lives and well-being. The implication is that staying still has 'no value' since no bank service development is initiated. Also, when it comes to walking, we tend to visualize a person taking one step forward at a time. This is likely to psychologically trigger a sense of security and steady advancement. Interestingly, the RUNNING FORWARD metaphor does not exist at all in the analyzed news releases, but the WALKING FORWARD metaphor does. When compared to "running forward", "walking forward" construes the notion of firm and productive progress leading to success at the end. Below are some instances of the WALKING FORWARD metaphor that are utilized to communicate the positive side of the bank's transformation.

ເຮັດວຽກເຂົ້າມຕົວປະສົບການຝ່າທັກການເຈີນທີ່ສຸດໄປຢັ້ງລູກຄ້າ ເພື່ອ<sup>ເຕີບໂຕແລະ</sup>ກ້າວໄປໜ້າທັນນ້າ ພຣ້ອມໆ ກັບລູກຄ້າໄປຕລອດທຸກໆໜ່ວຍ

‘rao phrom chueam to prasopkan thangkan ngoen thi di thisut pai yang lukkha phuea toepto lae **kao pai khangna** phrom phrom kap lukkha pai talot thuk chuang chiwit’

(We are ready to connect all the best financial experiences with our customers to grow and step forward together with our customers through every phase of life) [5]

ກາຍໃຕ້ຈົ່ວ ທີ່ເລີ່ມບົນຫາຕ ຮນາກາຣໄມ່ເຄຍຫຍຸດນິ້ງ

‘phaitai chue thi em bi tha na chat thanakhan mai khoei yut ning’

(Under the name of TMBThanachart, our bank will never stay still) [6]

ทีเอ็มบีธนชาต หรือ ทีทีบี (ttb) เดินหน้า 2 มาตรการพักทรัพย์พักหนี้และเป็นแรงขับเคลื่อนสำคัญให้เศรษฐกิจไทย เดินหน้า ต่อไปได้

‘thi em bi thon chat rue thi thi bi (ttb) doenna 2 mattrakan phak sap phakni lae pen raeng khapkhluean samkhan hai setthakit thai doenna topai dai’

(TMBThanachart or ttb will walk forward two guidelines to assist our customers to deal with debt and act as the important driver to help the Thai economy continue walking forward) [7]

และแม้ว่าจะอยู่ในสถานการณ์วิกฤต แต่ก็ยังดูแลลูกค้าเพื่อ ก้าวไปข้างหน้าด้วยกัน อยู่รอดไปด้วยกัน

‘lae maewa cha yu nai sathanakan wikrit tae ko yang dulae lukkha phuea kao pai khangna duai kan yuot pai duai kan’

(and even though we are now in the midst of the crisis, we will continue taking care of our customers so that we can step forward together and survive together) [8]

In addition to the construal of being dynamic, secure and visionary, the WALKING FORWARD metaphor is deployed to psychologically communicate the promising signs of the merger progress. While still not arriving at our destination, we might need to ensure that our journey will go smoothly and the end of our journey is within our reach. As discussed, the banks' customers might feel doubtful of how the merger will end or whether the banks

will be able to overcome any obstacles along the way. To constantly report the merger's progress through this metaphorical domain of JOURNEY is one of the ways to maximize customers' trust. The Thai verb **เดินหน้า** [doenna], which can be translated as “to walk forward”, tends to co-occur with the noun “goal” or “plan” to imply the merger is achieving its goals. Below are some instances of the use of the WALKING FORWARD metaphor.

แม้ว่าจะมีการระบาดของโควิด-19 ถึง 3 ระลอก แต่ไม่ได้ล่ากลัง  
กระบวนการ merger โดยทุกอย่างยังคง **เดินหน้า**ไปได้  
ตามแผน

‘maewa cha mi kan rabat khong kho wit -19 thueng 3  
ra lok tae mai dai songphon krathop to phaenkan khuap  
ruam kitchakan doi thuk yang yangkhong **doenna** pai  
dai tam phaen’

(Despite the three waves of Covid-19 pandemic, our  
merger plan has not been obstructed at all. Everything  
still **walks forward** on the goals) [9]

ทีเอ็มบีเผย**เดินหน้า**แผนควบรวมคืบหน้าต่อเนื่อง

‘thi em bi phoei **doenna** phaen khuap ruam khuepna  
tonueang’

(TMB reveals they are constantly **walking forward** on  
the integration plan) [10]

ຜູ້ອໍານວຍໃຫຍ່ ທີ່ເອີ້ນບີເນຈາຕ (ttb) ກລວກວ່າ ພລັງຈາກນີ້ເໜືອເວລາອີກເພື່ອ 55 ວັນ ກັບກ້າວສຳຄັນສຸດທ້າຍຂອງການຮົມກັນເປັນທີ່ເດືອຍວ່າງສົມບູຮນ໌

‘phuchatkan yai thi em bi thon chat (ttb) klaw wa langchak ni luea wela ik phiang 55 wan kap **kao** samkhan sutthai khong kan ruam kan pen nueng diao yang sombun’

(TMBThanachart President said “after this, we have only 55 days left and this is our last important step of the two banks’ complete integration) [11]

### 3. A LONG JOURNEY

The LONG JOURNEY metaphor identified in the news releases reflects the two banks’ long history of success. When thinking of a “long journey”, we imagine ourselves travelling from one place to another for a long period of time, while learning invaluable life experiences. In this particular merger context, the two banks are the travelers who have embarked on a long journey side by side with their customers, offering their best financial operations and solutions. The LONG JOURNEY domain of the JOURNEY metaphor suggests the banks’ and customers’ mutual experiences and that now they are heading off to a new destination together. In fact, both of the banks financially served their customers for over three decades. They are not new banks and they instead depict themselves as two long-term successful banks, whose integration can offer a better

financial life for every stakeholder. This metaphorical domain also implies the two banks' dedication and hard work since their establishment. Also, their sincerity and honesty in customer service will remain the same even though they are in the process of merging and transforming into a new bank, *ttb*. Below are the instances of the LONG JOURNEY metaphor utilized to realize the two banks' long history of success and sincerity prior to their integration.

*ttb เป็นตัวย่อที่สื่อถึงสถาบันการเงินที่มีความมั่นคงและอยู่คู่ียง  
ข้างคนไทยมาอย่างยาวนาน มีการเดินทางและเส้นทางแห่ง  
ความสำเร็จกว่าหลายทศวรรษ ซึ่งเต็มไปด้วยเรื่องราวและความ  
ผูกพัน*

‘ttb pen tua yo thi sathon thueng sathaban kanngoen thi mi khwam mankhong lae **yu khiang khang** khon thai ma yang yaonan mi **kan doenthang** lae **senthang** haeng khwamsamret kwa lai thotsawat sueng tem pai duai rueangrao lae khwam phukphan’

(*ttb* is the abbreviation that resonates the financial institutions which have achieved their own stability and **stayed beside** Thai people for a long period of time. There have been **journeys** as well as **paths** of success, for many decades, which are full of stories and deep connections) [12]

สีฟ้าและสีส้มจากที่เอ็มบีและธนาชาตยังคงเป็นตัวแทนของ ttb ด้วยความตั้งใจที่จะสืบท่อเรื่องราวการเดินทางในการธนาคารที่มีมาอย่างยาวนาน

‘si fa lae si som chak thi em bi lae thon chat yangkhong pen tuathaen khong ttb duai khwam tangchai thi cha suep to **rueangrao kan doenthang** nai wongkan thanakhan thi mi ma yang yaonan’

(The blue and the orange color from TMB and Thanachart will still be the representative of ttb with the intention to continue **our long-time journey stories** of our banks) [13]

แม้ในวันนี้ เราได้กลับเป็นธนาคารที่มีขนาดใหญ่ขึ้น แต่เราจะยังคงอยู่เคียงข้าง เป็นธนาคารที่เข้าถึงลูกค้าได้ทุกคน

‘mae nai wanni rao dai klaipen thanakhan thi mi khanat yai khuen tae rao cha yangkhong **yu khang khang** pen thanakhan thi khaothueng lukkha dai thuk khon’

(Even though today we have become a bigger bank, we will always **stay beside** you and become a bank that is accessible for all as always) [14]

#### 4. DRIVING a VEHICLE

The final domain of the JOURNEY metaphor identified in the news releases is the DRIVING a VEHICLE metaphor, deployed to construe “dynamic and powerful” actions. When one is driving a vehicle, one moves ahead faster than when walking. We can therefore feel the sense of moving rapidly as

well as the ability of the driver to control a motor vehicle. The Thai verb phrase ขับเคลื่อน ‘khapkhuean’, which can be translated as “to drive forward”, is frequently used to collocate with the following nouns and noun phrases—ธนาคารไทย ‘thanakhan mai’ (the new bank), ธุรกิจ ‘thurakit’ (business), and เศรษฐกิจไทย ‘setthakit thai’ (the Thai economy). It can be used to imply the trustworthiness of the new bank. Additionally, the DRIVING a VEHICLE metaphor implies the new bank’s strong determination to act as a driver who will help customers overcome economic difficulties. Interestingly, the new bank is depicted not only as a driver of the new bank operations, but also Thai business, customers, the Thai economy, and business owners. Competence is therefore not the sole component they highlight but their devotion and understanding of social needs are also highlighted. This manifestation of the new bank’s role as a driver of all business sectors creates and emphasizes its importance in Thai society. Below are selected instances displaying the utilization of the DRIVING a VEHICLE metaphor identified in the news releases.

ลีงที่ผู้บริหารตั้งไว้ เพื่อขับเคลื่อนธนาคารภายในระยะเวลา 3 ปี คือ การเป็นธนาคารที่ลุกค้าชั่นชوبและบอกต่อ

‘sing thi phuborihan tang wai phuea **khapkhuean** thanakhan phainai raya 3 pi khue kan pen thanakhan thi lukkha chuenchop lae bok to’

(What our executives have set up as a way to **drive forward** the bank within the period of three years is

becoming the bank that customers admire and refer to others) [15]

รนาการใหม่ติดอาวุธผู้ประกอบการอุตสาหกรรมก่อสร้างเพื่อ<sup>ขับเคลื่อนเศรษฐกิจไทย</sup>

‘thanakhan mai tit awut phuprakopkan utsahakam kosang phuea **khapkhluean** setthakit thai’

(The new bank will arm the weapons to construction industry entrepreneurs to **drive forward** the Thai economy) [16]

รนาการจะ<sup>ขับเคลื่อน</sup>ลูกค้าธุรกิจผ่าน 3 โซลูชั่น

‘thanakhan cha **khapkhluean** lukkha thurakit phan 3 so lu chan’

(The bank will **drive forward** our business customers through the three solutions) [17]

“ttbDrive” พร้อม<sup>ขับเคลื่อน</sup>สนับสนุนครอบคลุมทุกภาคส่วนใน ecosystem ของธุรกิจรถยนต์ เพื่อให้ชีวิตดีขึ้น

‘ttbDrive phrom **khapkhluean** sanapsanun khropkhulum thuk phak suan nai ecosystem khong thurakit rotyon phuea hai chiwit di khuen’

(“ttbDRIVE” is ready to **drive forward** and support every single sector that belongs to the car industry’s ecosystem to ensure everyone’s better financial well-being) [18]

ความโค้งมนของตัว t และ b สะท้อนถึงการทำงานของธนาคารที่พร้อมรับทุกความเปลี่ยนแปลง และสามารถ ทุนคลีื่อนไปข้างหน้า ได้อย่างรวดเร็ว

‘khwam khong mon khong tua t lae b sathon thueng kan thamngan khong thanakhan thi phrom rap thuk khwam plianplaeng lae samat mun khluean pai khangna dai yang ruatreeo’

(The curvy shape of the initials t and b reflects the new bank operations which are well-prepared for every change and are able to spin forward in a speedy manner) [19]

ในส่วนของพนักงานนั้น เป็นทรัพยากรสำคัญที่สุดในการ ขับเคลื่อน องค์กรและสร้างชีวิตทางการเงินที่ดีให้กับคนไทยทั่วประเทศ

‘nai suan khong phanakngan nan pen sapphayakon samkhan thisut nai kan khapkhlaeuan ongkon lae sang chiwit thangkan ngoen thi di hai kap khon thai thang prathet’

(As for our staff team, they are the most substantial resource in driving forward the organization and in creating a secure financial well-being for all Thai people) [20]

This study aims to examine the most prevalently used metaphorical themes identified in the official news releases collected during the mid-merger phase of TMB and Thanachart Bank. It also aims to examine the way that metaphorical expressions disclose the progress and the cultural construction of the identity of the new bank. When considered from the

perspective of the various domains of the JOURNEY metaphors, the new bank and its mission are viewed as the destination as well as the beginning of the new journey. Due to the fact that the two banks were in the mid-phase of their merger, one of their communicative goals was to assure people that the merger of the new bank would definitely happen and that the new bank would begin a new era of financial operations and services. Interestingly, this JOURNEY metaphor manifested in the forms of nouns or noun phrases including ការទិន្នន័យថ្មី ‘kan doenthang mai’ (a new journey), ចុចត្រូវម៉ោង ‘chutroemton’ (the starting point) or ក់រាគក ‘kao raek’ (the first step) construes two opposite meanings—“the beginning and the end”—, which create an awareness of the new bank’s corporate self and the end of the two banks’ existence. In reality, when having arrived at the destination of any journey, one is believed to have gained new experiences and been transformed into a new person. The BEGINNING of a NEW JOURNEY is thus likely to cognitively frame the new bank’s image as experienced and transformational. It also guides us to believe that the new bank is confident and well-equipped to deal with any unpredictable situations just as when we are embarking on a new journey, we are stepping out of our comfort zone and need to be ready for any ups and downs throughout the journey.

The JOURNEY metaphor of the new bank is also associated with memorable and never-ending stories of the two separate banks’ contribution to Thai people’s financial well-being. The glorious past of these two separate banks is still one

of the highlights that the new organization attempts to focus on. This reflects a corporate culture that values the glorious history of the two banks despite the fact that they are now merged into one new bank. When it comes to the emphasis on their glorious traditions, the JOURNEY metaphor is manifested into different forms of verb and noun phrases. Those JOURNEY metaphorical verbs include อยู่เคียงข้าง ‘yu khang khang’ (stay beside) and สืบต่อเรื่องราวการเดินทางที่มีมาอย่างยาวนาน ‘suep to rueangrao kan doenthang thi mi ma yang yaonan’ (continue our long-time journey stories). These verbal phrases place an emphasis on the corporate value of not leaving anyone behind. They also project the bank as the customers’ best companion who went on a long journey with them, assisting customers to overcome all obstacles until the journey ended. The use of noun phrases as a manifestation of “the glorious history” include การเดินทางและเส้นทางแห่งความสำเร็จกว่าหลายทศวรรษ ‘kan doenthang lae senthang haeng khwamsamret kwa lai thotsawat’ (journeys as well as paths of success for many decades) or เรื่องราวการเดินทางที่มีมาอย่างยาวนาน ‘rueangrao kan doenthang thi mi ma yang yaonan’ (long-time journey stories), all of which imply the two banks’ long dedicated service to Thai society. This self-constructed identity as a benevolent and dedicated organization is likely to maximize the level of trust among Thai people.

The identity construction of the new bank is also construed through the utilization of the metaphorical verb phrases projecting ‘the new bank’s quality of being dynamic and fast moving’. Despite the fact that the new bank attempts to

continue the glorious traditions of TMB and Thanachart, at the same time it values the culture of “change for the better”. This appears to contrast with the Thai cultural value that favors “the tradition”, especially when it comes to the workplace (Chaisilwattana & Punnakitikasem, 2017). The DRIVING a VEHICLE metaphor, manifested in the form of the verb “drive forward”, constructs the bank’s image as a modern organization that is ready to move forward and provide better financial services. Due to the fact that the verb “drive forward” collocates with noun phrases such as “the Thai economy”, “customers”, and “the bank” itself, the notion of “change” is thus associated with a “better life” in all aspects. Perceiving the new bank as a dynamic and powerful driver, the general public is likely to accept and embrace this merger instead of resisting it.

The JOURNEY metaphors identified in the news releases also construe a balanced combination of “fast” and “step-by-step” movement. These two different paces of movement are manifested through the specific domains of DRIVING a VEHICLE and WALKING FORWARD. As discussed, when the new bank positions itself as a strategic and competent driver, people are then likely to perceive the new bank as manageable and able to move forward the bank’s operations, customers’ financial well-being, and the Thai economy. However, if the bank attempts to shape their corporate identity to be just like a strategic driver, they may appear slightly too ambitious and goal-oriented. Thus, the construal of the new bank as a steady walker who is walking one step at a time to ensure that they can reach their destination safe and sound tends

to be a strategic way to communicate their corporate self. Not only does the new bank value ‘fast movement’ but they also prioritize a ‘firm step’ that will assist them to move one step at a time toward the goal. This mixture of the DRIVING a VEHICLE and WALKING FORWARD metaphors creates a strong sense of ‘fast’ but ‘firm’ movement; in other words, the bank desires to be seen as a new organization that grows fast, stays ready for any changes, and takes considered actions to ensure that they will certainly move in the right direction. All these metaphorical expressions contribute to the construction of trust in the merger.

## **Conclusion**

Strategic communicative approaches through the utilization of metaphors can contribute to shared understanding among different stakeholders, when corporate transformation takes place, as well as construing identities of how an organization desires to be publicly perceived. In this particular context, *ttb*, the new bank arising from the merger of TMB and Thanachart, displays a new identity manifestation through the employment of JOURNEY metaphors, incorporating these four sub metaphorical domains—(1) BEGINNING of a NEW JOURNEY, (2) WALKING FORWARD, (3) A LONG JOURNEY, and (4) DRIVING a VEHICLE. The new bank aims to depict their merger plan as the promising beginning of a new journey and themselves as a financial institution arising from two separate banks that had long served not only Thai customers but also the Thai economy. It also creates a new public image as

being dynamic and steadily heading toward their merger goal of offering better financial well-being to all Thai people. The JOURNEY metaphors used in the *ttb* context reflect the major phases of a journey—the beginning, on-the-way, and the end. The beginning implies the starting point of the new bank, whereas the on-the-way journey and the end construe the merger progress and the termination of the two pre-existing banks, respectively. The primary goal of the new bank's utilization of all these metaphorical domains—projecting its positive beginning, its dynamic and secure movement, and its glorious past—appears to link with building trust among the general public toward the new bank's financial operations. The interplay between the three different stages drawn from the notion of “journey” discloses the new bank's values toward not only the past but also the present and the future of its own operations, namely a solid foundation of trust, on which everything is built.

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## **A Stylistic Study of General Prayuth Chan-O-Cha's Speeches on TV Program**

### **“RETURNING HAPPINESS TO THE PEOPLE”**

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ในรายการ “คืนความสุขให้คนในชาติ”

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### **Abstract**

This research aims to study the language style and interactions between General Prayuth Chan-o-cha and the Thai people by using Halliday and Matthiessen's interpersonal metafunction framework. The data sources are from "the Prime minister TV Program Channel" during 30th May 2010 – 7th October 2012. The totally number of the videos in this research were 106

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episodes. Data were divided into two sets, the qualitative data aiming at analyzing mood type, and subject person, while the second set was quantitative data used for the analysis of modality.

The result of this research revealed General Prayuth mentioned declarative clauses the most in the program. Concerning to subject person, General Prayuth used non-interactant subject person more than interactant subject person. This signifies that General Prayuth attempted to mention NCPO's action plan in various matters rather than communicate with the people. As for modality, General Prayuth employed probability the most in the program. Thus, it is evident that General Prayuth preferred to mention the probability of situations, troubles, and solution of various matters. The next frequency use was obligation which refer to the necessity of resolving various matters and making people understand the action plan of NCPO for alleviated the suffering of the people.

**Keywords:** stylistics, interpersonal metafunction, mood type, modality type, subject person

### บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการใช้วัจนลีลาและการมีปฏิสัมพันธ์ของพลเอกประยุทธ์ จันทร์โอชาในรายการคืนความสุขให้คนในชาติ โดยเก็บข้อมูลจากช่องรายการโทรทัศน์ นายกรัฐมนตรี (2014) เป็นเทปบันทึกการช่วงวันที่ 30 พฤษภาคม พ.ศ. 2557 – 7 ตุลาคม พ.ศ. 2559 จำนวน 106 ตอน แบ่งข้อมูลออกเป็น 2 ประเภทคือ 1. ข้อมูลเชิงคุณภาพสำหรับการวิเคราะห์ประเภทอนุพากย์

สถานะและคำบุรุษประราน และ 2.ข้อมูลเชิงปริมาณที่นำโปรแกรมอาจารวิเคราะห์ถึงคำแสดงทัศนภาวะ

ผลการศึกษาพบว่า พลเอกประยุทธ์ใช้อนุพากย์บอกเล่าจำนวนมากที่สุด คำบุรุษประรานที่ไม่แสดงถึงการมีปฏิสัมพันธ์ pragmatic กว่าคำบุรุษประรานที่แสดงถึงการมีปฏิสัมพันธ์ไม่มากนัก แสดงให้เห็นถึงความพยายามของพลเอกประยุทธ์ที่จะสื่อสารกับประชาชน ยังมีความต้องการกล่าวถึงปัญหาและนโยบายการแก้ไขปัญหาเป็นหลัก นอกจากนั้น มีการใช้คำแสดงทัศนภาวะความเป็นไปได้จำนวนมากที่สุดเพื่อแสดงถึงระดับความเป็นไปได้ของปัญหารึในนโยบายแสดงถึงระดับความมั่นใจของพลเอกประยุทธ์ มีการใช้คำแสดงทัศนภาวะความจำเป็นลำดับถัดมา แสดงให้เห็นถึงความจำเป็นที่รัฐบาลเข้ามาแก้ไขปัญหาและทำความเข้าใจกับประชาชน

**คำสำคัญ:** วัฒนลีลา บทบาทและหน้าที่เชิงปฏิสัมพันธ์ อนุพากย์สถานะ คำแสดง ทัศนภาวะ คำบุรุษประราน

## **Introduction**

In 2013-2014, Thailand's political turmoil was unable to be resolved. In order to end the issue and political violence, General Prayuth Chan-o-cha, Commander-in-Chief of the Royal Thai Army executed a coup d'état on May 22, 2014 and created the National Council for Peace and Order (NCPO) in order to take power from Prime Minister Yingluck Shinawatra's government. Afterwards, General Prayuth was promoted as 29th prime minister of Thailand on August 25, 2014 and served under martial law. On April 1, 2015, it was declared that section of 44 of the Constitution of the Kingdom of Thailand had replaced the

martial law. Effective political communication was the key factor that could make things proceed in a successful and progressive way throughout this crisis.

As a leader with a military background, he seized power from civilian government. The National Council for Peace and Order (NCPO) had a crucial political message following the coup in 2014, notably the television program production policy. Every Friday of the week, "Returning Happiness to the People" was live-streamed. From May 30, 2014, to October 7, 2016, General Prayuth Chan-o-cha served as the program's only moderator for the majority of the episodes. Moderator is the person who leads the information on the show. The researcher looked into stylistics and interactions between General Prayuth and People by applying interpersonal metafunction through mood type, modality and subject person in clauses.

Despite the fact that most shows just had one moderator, interpersonal metafunction confirmed that General Prayuth designed the program "Returning Happiness to People" to communicate with the people and report the outcomes of NCPO activities.

This research is useful to raise people awareness of the credibility of politicians' speeches. It revealed the identity and attitude of General Prayuth and showed the interaction between General Prayuth and the people through stylistics in the program.

## **Objectives**

To study stylistics and interaction between General Prayuth Chan-o-cha and the Thai people by deploying the Halliday and Matthiessen's interpersonal metafunction framework.

## **Literature Review**

This research studied stylistics by adopting stylistics and interpersonal metafunction framework as follows:

### **1. Stylistics**

Stylistics is the study of the ways in which meaning is created through language in literature as well as in other types of text. Stylisticians use linguistic models as their analytical tools in order to describe and explain how and why a text works as it does, and how we come from the words on the page to its meaning (Norgaard, Busse & Montoro, 2010, p.1). In addition, stylistics has never been a discipline to stand still. It is a progressive discipline, meaning that it continually seeks to refine and update its principles in line with new knowledge in relevant fields ( Gibbons & Whiteley, 2018, p. 3-5).

### **2. Systemic Functional Linguistics**

Systemic Functional Linguistics is the theory which study about making and expressing meaning of texts. The researcher used interpersonal metafunction framework to analyze mood type, modality and subject person to study stylistics and interactions

between General Prayuth and the People who watched the program from home.

### 3. The Research Related to Stylistics of Politicians

Anyanywu (2020) analyzed stylistics of Buhari's speeches in Nigeria during the Covid-19 pandemic by applying stylistics and systemic functional linguistics in the research. The result of the research revealed the intention and effective communication of Buhari's speeches by using appreciating, assuring, promising, and informing the purposes to achieve the speeches.

Bolarinwa (2016) studied language of politics in the acceptance speech of President Goodluck Jonathan by applying stylistics and political framework. According to Kamil (2007), describes stylistics as the study of style of language usage in different contexts. Orwell (1949) maintains that the vision of a society in which that state does control people through its deliberate manipulation of language is possible by introducing a turgid and jargonistic form of English, though laced with political propaganda. The result of the research revealed Goodluck used achievement and self-congratulation. There was promising and propaganda appeared in the speech for provocation opponents and call supporters.

Sarnackaite (2011) studied political discourse through nominalization by applying the concept of cohesion of the texts (Halliday & Hasan, 1976). The result showed there were 3 types of nominalization as follows: 1. Material suffixation divided into 11 groups 2. Convention means nominalization changes its

function without changing its form, and 3. Other cases of derivation.

Additionally, Gadavanij (2020) studied contentious polities and political polarization in Thailand: Post- Thaksin reflections by using political discourse for analyzing the research (Chilton, 2004; Van Dijk, 1997; Wodak, 2011). As the result, Thaksin's discourse constructed an ambivalent political identity through heterogeneity and dynamic use of 'we'. Various mechanism of legitimization secured his popularity and created a lasting bond with the people such as greeting words to unite and show informality to the people.

In conclusion, there are various research studying about stylistics of politicians such as famous foreign politicians, including Thai politicians. The stylistics of each person was remarkable and different. For instance, Anyanwu (2020) indicated Buhari showed confidence by using appreciating, assuring, promising, and informing the purposes to achieve the speeches. Bolarinwa (2016) concluded that Goodluck Jonathan used propaganda. Gadavanij (2020) revealed that Thaksin made dynamic use of 'we'. The researcher used this research as a guideline the study of General Prayut's stylistics by using interpersonal metafunction in the data analysis through the study of mood type, modality, and subject person on the TV program "Returning Happiness to the People".

4. The Research Related to Interpersonal Metafunction of Politicians

Ping & Lingling (2017) studied Hillary's and Trump's election speeches by using interpersonal metafunction through mood type, modality, and subject person. The finding showed Trump and Clinton used declarative clauses the most frequently to show the policies of the party. As for interrogative clause, Trump used it more twice than Clinton to tell the audience that their aims are to make the audience focus on the content of their speeches. And they did not expect to get any answer from the audience by asking the given questions.

As for modality, Trump and Clinton employed "will" "can" and "would" mostly. It showed both of them avoid using aggressive words in their speeches (Ping & Lingling, 2017). Carreon & Svetanant (2017) studied discourse analysis of Thai PM's political speeches aired on the TV program Returning Happiness to the People by applying political discourse analysis of Van Dijk. The finding revealed General Prayuth expressed probability and obligation modality the most such as "will", and "must". As a result of Thai version, General Prayuth used obligation a lot such as จะ 'cha'(will), ต้อง 'tong'(must), and จำเป็น 'champen' (must)

Chatchawan (2017) studied stylistics of General Prayuth on TV program "Returning Happiness to the People" by applying critical discourse analysis of Fairclough, systemic functional linguistics of Halliday, conceptual metaphor theory, and critical metaphor analysis through pronoun and social actor, and modality in the program.

The result indicated General Prayuth used the probability modality with a low modality value mostly such as “may”. This means that General Prayuth's rule of the country was hesitant. As for obligation modality, General Prayuth included strong obligation verbs such as “must” and “have to” to show the commitment of the NCPO to solve various problems and alleviate the suffering of the people in the country.

The result of subject person, Trump and Clinton used “I” mostly to narrow the gap between them and the people. Candidates must build their relationship with the people as close as possible to gain support during speeches (Ping & Lingling, 2017). Carreon & Svetanant (2017) indicated General Prayuth used *ໃຈ* ‘rao’ (we) to unite people in the country. It refers that General Prayuth desired to speak about the solution to various problems.

Moreover, General Prayuth expressed “we” mostly in the program to imply that the people and the NCPO was on the same side (Chatchawan, 2017). It was divided into 2 namely: 1) General Prayuth and NCPO; and 2) General Prayuth, NCPO and people in the country. He used the first one more than the second to talk about NCPO’s actions. Furthermore, he used “I” the second most to show the positive image of NCPO that attempted to solve various problems, especially political turmoil.

The research mentioned above revealed stylistics studies by applying interpersonal metafunction. The result of the studies appeared similar, especially modality of politicians. There were a lot of obligation and probability modality used by

politicians. This refers to the fact that politicians preferred to mention the probability of situations, troubles, and solutions of various matters and the necessity of resolving various matters and making people understand.

## **Research Methodology**

### 1. Data Collection

The researcher observed the stylistics used by General Prayuth in his commentaries in the program that showed every Friday by accumulating data from “รายการไทรทัศน์ นายกรัฐมนตรี” (raikanthorathat nayokratthamontri) channel on Youtube. Throughout the broadcasts, General Prayut presented his persona and political messaging. He was typically the only moderator and this program made apparent his communication style. The recorded tapes of each broadcast ranged in length from 10 to 100 minutes. Data was gathered from the recorded tapes from May 30, 2014, to October 7, 2016, a total of 106 episodes from overall 122 episodes.

### 2. Data Classification

The researcher separated the data into 2 types, one for qualitative data. The researcher specifically selected data in the last week of every 2 months if at that time no episode met the criteria for data selection. The researcher shifted the data collection from the last week of every 2 months to week 3, week 2, or week 1 respectively with a total of 15 episodes.

The second set comprised quantitative data with a total of 106 episodes. The data was transcribed by VoiceNote II to Word. The researcher double-checked the accuracy of the data that contributed to the analysis process.

### 3. Data Analysis

The data was collected and transcribed into Microsoft Word. The researcher divided the data into two sets. The first set of the data, the qualitative, will be analyzed according to systemic functional linguistics by mood type and subject person, which were contained in the Microsoft Word program files. There were 15 files in total. The researcher brought these files to do clause boundary by applying the framework of Zlatev & Yangklang (2004, p. 174).

In the next step, the researcher specified clause numbering, classified mood type and subject person. All words including repeated words were counted to reveal the result of the study in terms of frequency.

Following the previous step, modality was analyzed through the quantitative data. The researcher used text document imported to R Studio and analyzed the data. Afterwards, the researcher classified modality type and modality value adopting the Matthiessen interpersonal metafunction framework in order to meet the objectives of study.

## Findings

1. Stylistics of General Prayuth on TV program “Returning Happiness to the People”

The results of the study were divided into 2 parts: mood type and modality as follows:

### 1.1 Mood Type

Mood type was separated into 2 categories: 1) Indicative, and 2) Imperative. In this case, declarative clauses and interrogative clauses are terms in the systems of indicative type.

**Figure 1**

Mood Type on TV Program “Returning Happiness to the People”

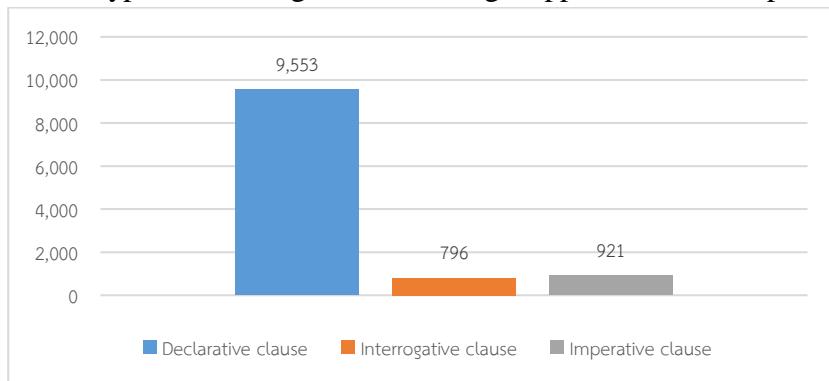


Figure 1 reveals General Prayuth employed declarative clauses the most, which accounted for 9,553 clauses. Interrogative clauses and imperative clauses appeared a similar number of times 796 clauses and 921 clauses, respectively. The prime minister expressed declarative clauses in order to declare

action plans on various matters when NCPO performed actions or solved problems. Moreover, the clauses were used to help people understand the actions and achievements of the government.

As for interrogative clauses, although the clauses convey a need for information or an answer to a particular subject (Halliday & Matthiessen, 2014, p. 136), General Prayuth employed interrogative clauses to attract the listener's attention as well as for them to reflect on various matters that happened during that time.

It was also found that General Prayuth used imperative clauses the second most. They were divided into unmarked imperative clauses, which refer to imperative clauses that do not specify an operator in clauses, while marked imperative clauses specify the commander in clauses with requests and rejections appear in clauses. The requests that appeared at the beginning of clauses are: ឃើន ‘kho’ (ask for), ឈរ៉ែង ‘khorong’ (request), and ករុណា ‘karuna’ (request). Moreover, there were the requests that appeared at the end of clause, such as ... ឈាសាទូន ‘... sathoe’ (request), and appeared at the beginning and the end of clauses including ករុណា...ឈូន ‘karuna ... thoe’ (request). In addition, General Prayuth mentioned negations that appeared at the beginning of clauses like ឈូន ‘ya’ (do not), and ឃ៉ាម ‘ham’ (do not), and there were the negations and the request that appeared in clauses as ឈរ៉ែងឈូន ‘khorongya’ (please do not). Rejections and negations appeared in the program to show NCPO needed cooperation from the people to follow the law.

## 1.2 Modality

Modality is the choice system of interpersonal metafunction which has the region of uncertainty that lies between ‘positive’ and ‘negative’. It was divided into 2 types: 1) modalization which divides into probability modality and usuality modality, and 2) modulation which separates into readiness modality and obligation modality.

**Figure 2**

Modality on TV Program “Returning Happiness to the People”

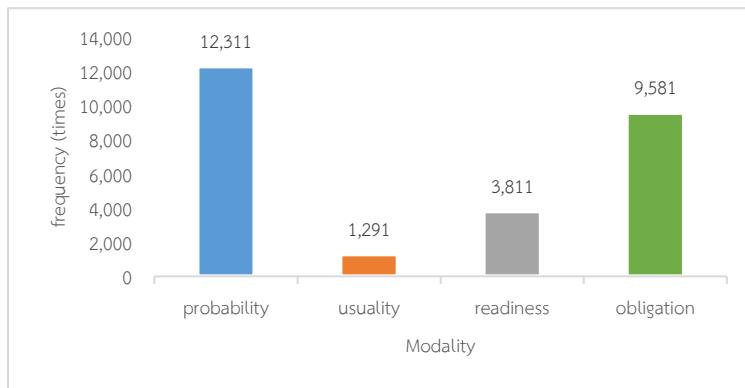


Figure 2 shows modality that occurred in the program. General Prayuth employed probability modality the most, which accounted for 12,311 times signifying that General Prayuth preferred to mention the probability of situations, troubles, and solutions of various matters. The second was obligation modality of 9,581 times which refers to the necessity of resolving various matters and making people understand the action plan of NCPO. Readiness modality appeared 3 times more than usuality modality. Readiness modality refers to the ability of NCPO to

perform actions in the country, while usually modality refers to the attention of NCPO to solve the problems in the country. All types of modality can classify into modality values except the ability modality. The details showed as follows:

### 1.2.1 Probability Modality

**Figure 3**

Modality Value of Probability Modality

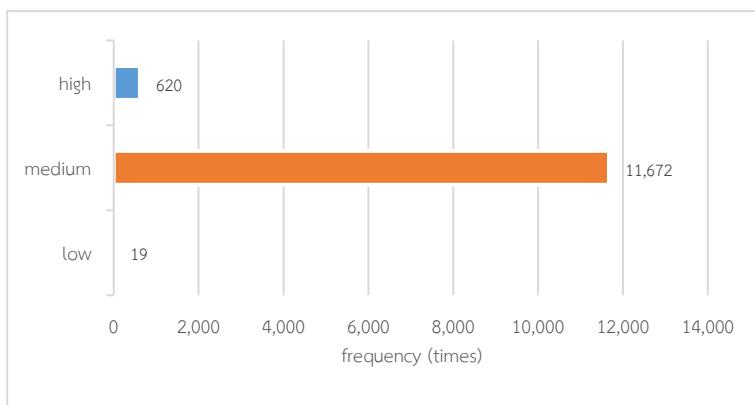


Figure 3 illustrates probability modality with modality value. It was found that General Prayuth used probability modality which had a medium modality value of 11,672 times, such as อาจ ·at· (maybe), or อาจอาจจะ ·atcha· (maybe), etc. This implies that the contents that mentioned by General Prayuth in the program had medium level of possibility. It could not be guaranteed the contents will be accomplished. In addition, a high modality value of probability modality appeared in the program of 653 times, such as แน่ ·nae· (certainly), and แน่นอน 'naenon' (certainly), etc. The result

of this research revealed that General Prayuth doubtfully governed the country by using a medium modality value.

### 1.2.2 Usuality Modality

**Figure 4**  
Modality Value of Usuality Modality

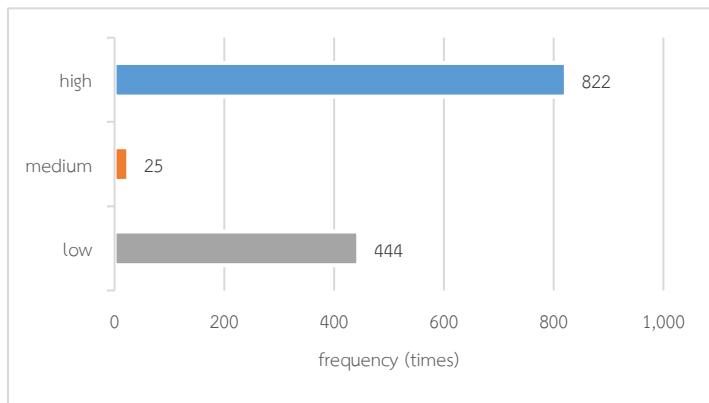


Figure 4 indicates modality value of usuality modality. Usuality is a type of modality, which describes the level of frequency of clauses. General Prayuth mentioned usuality which had a high modality value of 822 times such as *ເສນວ* (samoe) (always), or *ຖຸກວັນ* ‘tukwan’ (everyday) to show the high-level frequency of NCPO’s actions in the program and made the public acknowledged. As for usuality modality which had a low modality value, he mentioned it for 444 times such as *ບໍ່ຈະທີ່* ‘bangti’ (sometimes), or *ບາງເວລາ* ‘bangwela’ (sometimes) to show the low level of usuality.

### 1.2.3 Readiness Modality

Concerning to readiness modality, splits up into inclination modality and ability modality were found as described below.

#### 1.2.3.1 Inclination Modality

Inclination modality is the modality which shows the intention of speaker. The result is presented in Figure 5 below.

**Figure 5**

Modality Value of Inclination Modality

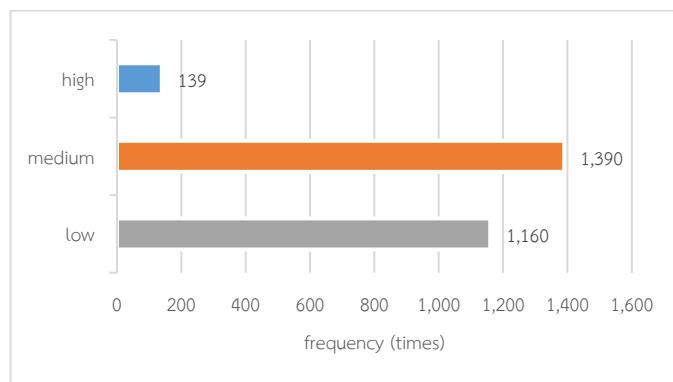


Figure 5 reveals modality value of inclination modality. A medium modality value and a low modality value appeared similarly, 1,390 and 1,160 times respectively. A medium modality value that he mentioned in the program such as บ៉ែង ‘bang’ (should), or ចែ...ប៉ែង ‘cha...bang’ (would rather). There were a low level of inclination such as គោយ ‘khoi’ (rather), or ពិង ‘phiang’ (only). This means General Prayuth informed the public that NCPO’s actions had low-level risk. They could solve the problems in advance.

### 1.2.3.2 Ability Modality

Ability is a type of readiness which shows the ability of clauses. Ability classifies into a medium modality value only such as ຂະສາມາຮດ ‘chasamat’ (can), or ຄົງໄມ່ສາມາຮດທີ່ຈະ ‘kongmaisamatticha’ (cannot). General Prayuth used ability to show the ability of NCPO in order to take actions especially political solutions in the country.

### 1.2.4 Obligation Modality

**Figure 6**

Modality Value of Obligation Modality

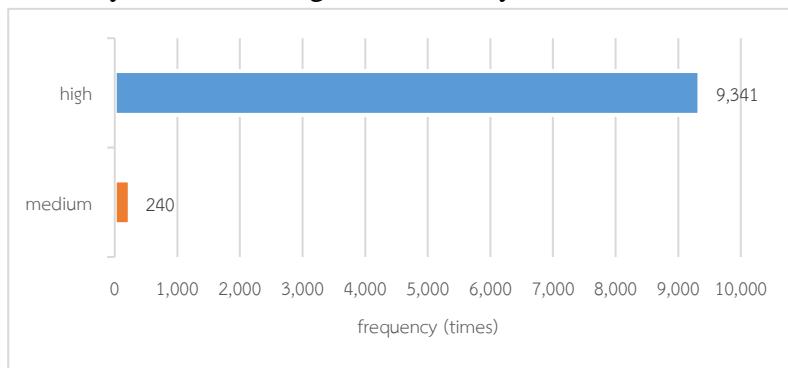


Figure 6 shows modality value of obligation modality. A high modality value of obligation modality appeared the most with a total of 9,341 such as ต้อง ‘tong’ (must), or ควรจะต้อง...บ้าง ‘kuanchatong...bang’ (must), etc. This result signifies that General Prayuth desired to mention the reason of coup in order to solve many problems and made people in the country understand.

### 1.2.5 Co-occurrence of Different Modalities

As the result, the data revealed different modalities of probability and obligation occurring in the same clause. This represents both the giving of information and level of urgency to provide solutions to various problems of General Prayuth to audiences.

## 2. Interaction between General Prayuth and the people in the program

In this topic, the researcher explains the findings about Interaction between General Prayuth and the people in the program as follows.

### 2.1 Subject Person

Subject person is the word functions as a subject in a clause. It was divided into 2 types, namely: 1. Interactant subject person is the subject represents interaction between speaker and listener, and 2. Non-interactant subject person is the subject represent the non-interaction between speaker and listener.

General Prayuth applied interactant subject person less than non-interactant subject person because the program ‘Returning Happiness to the People’ was one-way communication and General Prayuth was the only moderator. This implies that General Prayuth exclusively desired to mention solutions of various matters rather than to interact with the people in the country. The detailed findings is indicated in Figure 7 below.

**Figure 7**

Subject Person on TV Program “Returning Happiness to the People”

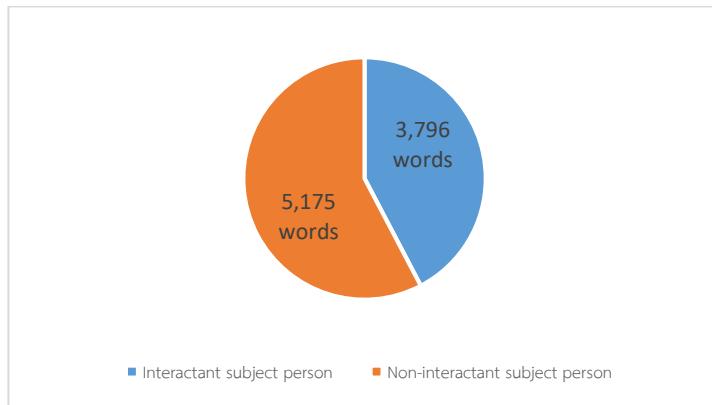


Figure 7 reveals subject person in the program. General Prayuth used interactant subject person less than non-interactant subject person with the frequency of 3,796 and 5,175 times respectively. Interactant subject person is used when the speaker wants to interact with the audience. It is divided into interactant subject pronouns such as ຂໍ້ ‘phom’ (I), ທ່ານ ‘than’ (you), etc., and interactant subject nouns such as ອົສ່າງ ‘kosoch’ (NCPO), ຂໍສົບາລ ‘ratthaban’ (government), etc. As for interactant subject pronouns, General Prayuth chose the word ເຮົາ ‘rao’ (we) into 3 meanings depend on context as follows: 1) General Prayuth and NCPO; 2) General Prayuth, NCPO, and people; and 3) General Prayuth, NCPO, people, and foreign countries. He discussed the meaning of number 1 the most to show the action plans of NCPO to solve problems in the country. In addition, he mentioned ຂໍ້ ‘phom’ (I) the secondly most to reveal his action plans.

With regard to non-interactant subject person, General Prayuth used ผู้ 'man' (it) the most to show the operations and solutions. Moreover, General Prayuth used ท่าน 'than' (him/her) to refer to the third person to show respect to the person that he mentioned.

## 2.2 Nominalization

Nominalization is classified as non-interactant subject noun because it is the word that functions as a subject in the clause and shows non-interactions between a speaker and listener. General Prayuth employs nominalizations for 165 times nominalization in 15 episodes of the program. The program “Returning Happiness to the People” was an official show, so General Prayuth used formal language to communicate with people in the country. Nominalization may appear in the same clause or different clauses. In addition, General Prayuth removed การ 'kan' and ความ 'kwam' from words, but those words still function as the subject of clauses, making them concise and easier for people to understand.

### Example 1

General Prayuth removed การ 'kan' in clause.

Original Text:

||| [192.1] เราก็ต้องทำต่อ || [192.2] หนี้เก่าก็ต้อง  
ผ่อนชำระ || [192.3] ( $\emptyset$ =การ) เกินหน้าประเทศไทย  
ต้องทำ || [192.4] ( $\emptyset$ =การ) ลงทุนใหม่ก็ต้องลงทุน

|| [192.5] ແຕ່ (ຜ=ມັນ) ຕິດຕໍ່ວ່າຍວາງເຈີນເຫຼົ່ານີ້ ||  
 [192.6] ໄປຄິດເຂົາເວົ່າ ||

Transcribed Text: || [192.1] rao ko tong tham to || [192.2] nikao  
 ko tong chamra || [192.3] (ຜ = kan)  
 doennaprathe ko tong tham || [192.4] (ຜ =  
 kan) longthunmai ko tong longthun ||  
 [192.5] tae man tit duai wongngoen laoni ||  
 [192.6] pai kit ao aeng |||

Translate text: || [192.1] We have to continue || [192.2]  
 Old debt must be paid || [192.3] The  
 country must move forward || [192.4] New  
 investment must be made || [192.5] but the  
 financial amount was limited || [192.6]  
 think about it |||

The prime minister TV program channel. (2016, October 7).

ກາຮ·kan· and ອວມ·kwam· can appear in the same clause. They connect clauses and promote listeners' understanding. However, General Prayuth used long nominalizations consisting of numerous syllables and multiple nominalizations in clauses, resulting in complexity or incoherence. As a result, people may wrongly interpret what General Prayuth wanted to say.

## **Conclusion**

This research aims to investigate stylistics and interaction between General Prayuth Chan-o-cha and the audience by adopting the Halliday and Matthiessen's interpersonal metafunction framework. The key findings reveal that General Prayuth mentioned declaration clauses the most in order to declare action plans on various matters when NCPO perform actions or solved problems, and to help people understand the actions and achievements of government. In addition, interrogative clauses were employed by General Prayuth to attract the listener's attention as well as for the audience to reflect on various matters that happened during that time. Regarding modality, obligation modality was the second-most frequently found. It was used to emphasize the necessity of resolving various matters and making people understand the action plan of the NCPO. However, probability was applied the most and this implies that the policies or solutions that he mentioned in the program might not be accomplished.

With regard to subject person, General Prayuth used interactant subject person slightly less than non-interactant subject person. The program "Returning Happiness to the People" was one-way communication and General Prayuth was the only moderator. This suggests that General Prayuth attempted to interact with people, and it represents his desire to mention solutions in various matters in the country.

As for nominalization, it is one of the remarkable stylistics features of General Prayuth's communication in the program. The program "Returning Happiness to the People" was an official show; thus, formal language was the common register to communicate with people in the country. These occurred frequently, including appropriate nominalization that was easy to understand, as well as ambiguous nominalization that was possibly confusing. The position of nominalization could appear in the same clause to show connected meanings in the clause, so that people could understand the speeches easily. Moreover, it could appear in different clauses or nearby clauses but cause people to barely understand the speeches or even misunderstand the information given.

## **Discussion**

### 1. Mood Type

Declarative clause appeared the most in the program which is in line with Matthiessen (1995, p.412-413) who described that declarative clause usually appears the most in all texts. This concords with Ping & Lingling (2017), who concluded that Trump and Clinton mentioned declarative clause the most in their speeches to speak about the policies to attract the people's attention.

Furthermore, a similar pattern of the use of interrogative clause is obtained in Ping and Lingling (2017), indicating that interrogative clause might not convey a need for information or an answer to a particular subject, but aim at drawing attention of listeners instead.

## 2. Modality

Contrary to the findings of Pakin (2019) and Pawanarin (2016) who discovered that General Prayuth confidently ruled the country, we found General Prayuth's doubtful governing of the country by using a medium modality value.

Additionally, Carreon & Svetanant (2017) said that Prayuth used the words “will” and จะ ‘cha’ (will) to express a low level of probability modality. This is similar to Ping และ Lingling (2017) revealed that Trump and Clinton also mentioned “will” the most to show a moderate chance of policies in speeches of the candidate president of the USA.

As for Bolarinwa (2016), President Jonathan employed the probability which had a medium modality value to make promises to people. However, the promises that he mentioned might not happen. Likewise, Chatchawan (2017), described that General Prayuth used the probability with a low modality value mostly such as “may”. This means that General Prayuth's rule of the country was hesitant and people in the country might be reluctant to trust him.

The result of this research is in accordance with Ping and Lingling (2017) who concluded that Trump and Clinton applied ability “can” to show policies and abilities of each own party.

Regarding the use of obligation modality, Pakin (2019) and Kornkanok (2015) concluded that General Prayuth attempted to show a positive image of himself to the people by

mentioning NCPO's actions. Additionally, Carreon and Svetanant (2017) said that Prayuth used the words "must", ต้อง 'tong' (must), and จำเป็น 'champen' (must) a lot to express the level of necessity as to why NCPO took power from the civil government, and they needed to solve problems in the country, especially the political conflict issue. Similarly, Chatchawan (2017) concluded that Prayuth included strong obligation verbs such as "must" and "have to" to show the commitment of the NCPO to solve various problems and alleviate the suffering of the people in the country.

In conclusion, this research is significant in raising people awareness of the credibility of politicians' speeches. It revealed the identity and attitude of General Prayuth and showed the interaction between General Prayuth and the people through stylistics in the program. For instance, appropriate nominalization was easy to understand, as well as ambiguous nominalization that was possibly confusing. Modality reveals the level of the speaker's attitude, the probability of situations, troubles, and solutions of various matters, or the necessity of resolving various matters. Additionally, the researcher recommended researching stylistics of General Prayuth by analyzing the foreign language in the program, or researching stylistics of another famous politician in Thailand.

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*Language and Language Education*

# **From Vlogpologies to Digital Dialogues: Decoding YouTubers' Speech Act and Audience Comments**

จากวิดีโอกลิปขอโทษสู่การสนทนากลุ่มดิจิตอล：  
การถอดรหัสวัจนากรรมของยูทูปเบอร์และความคิดเห็นของผู้ชม

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## **Abstract**

This study aims to investigate the apology strategies used by famous YouTubers in their vlogpologies, as well as to explore

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the potential relationship between these strategies and the tones expressed in the comment section. The researchers employed purposive sampling to select eight video clips created by eight well-known YouTubers, along with the top ten most-liked comments of each video, resulting in a total of eighty comments. The speech act set developed by Cohen and Olshtain (1981) was utilized as a schema to analyze the apology strategies. Zhang's (2016) content analysis approach was applied to code, categorize, and interpret the tones expressed in the comments in addition to the tone interpretation method proposed by Pearl and Steyvers (2013).

The findings indicated that acknowledgement of responsibility, expression of apology, and explanation or account were the most frequently used strategies. The analysis of the comments section revealed that the tones expressed in response to the videos were divided between positive and negative feedback, with some videos receiving mixed responses. However, no significant relationship was observed between the apology strategies and the tones expressed in the comments. The results of this study have implications for our understanding of the dynamics of speech act of apology in the digital era and highlight the importance of considering various factors that can influence audience responses to apologies, i.e. intensity of offense, familiarity with the person being apologized to, or relative authority that each of an interactant has (CARLA, 2021).

**Keywords:** speech act of apology, YouTubers, comments analysis, types of tones

## บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ เพื่อศึกษาผลวิธีการขอโทษในวิดีโอของยูทูปเบอร์ที่มีชื่อเสียงและศึกษาความสัมพันธ์ระหว่างกลวิธีการขอโทษกับความคิดเห็นของผู้ติดตามในคอมเมนต์ โดยเก็บข้อมูลวิดีโอจากช่องยูทูปของยูทูปเบอร์ที่มีชื่อเสียงจำนวน 8 คลิป และเก็บข้อมูลความคิดเห็นในคอมเมนต์ได้คลิปที่ได้รับยอดไลค์มากที่สุด 10 อันดับแรกของแต่ละคลิป รวมทั้งสิ้น 80 คอมเมนต์ วิเคราะห์ข้อมูลกลวิธีการขอโทษโดยใช้แนวคิดกลวิธีการรกล่าววัจกรรมขอโทษของ Cohen and Olshtain (1981) ใช้วิธีการวิเคราะห์เนื้อหาของ Zhang (2016) ในการเข้ารหัส จัดกลุ่มและตีความหมายคอมเมนต์โดยใช้แนวคิดการตีความหมายความคิดเห็น (Tone interpretation) ของ Pearl and Steyvers (2013) ผลการวิจัยระบุว่ากลยุทธ์การขอโทษที่ยูทูปเบอร์ใช้มากที่สุดได้แก่ การแสดงความรับผิดชอบ (Acknowledgement of responsibility) การแสดงความขอโทษ (Expression of apology) และการให้คำอธิบาย (Explanation or account) ในส่วนการวิเคราะห์ความคิดเห็นของผู้ติดตามในคอมเมนต์พบว่า สามารถแบ่งความคิดเห็นออกเป็น 2 กลุ่ม ได้แก่ ความคิดเห็นเชิงบวกและเชิงลบ โดยพบความคิดเห็นทั้งที่เป็นเชิงบวกและเชิงลบในวิดีโอบางส่วน อย่างไรก็ตาม ไม่พบความสัมพันธ์ที่มีนัยสำคัญระหว่างกลยุทธ์การขอโทษและทิศทางของความคิดเห็น ผลการศึกษานี้มีนัยยะสำคัญในการสร้างความเข้าใจเกี่ยวกับวิวัฒนาการของการกล่าววัจกรรมขอโทษในยุคดิจิทัล และเสนอว่า ควรพิจารณาปัจจัยต่าง ๆ ที่อาจมีอิทธิพลต่อความคิดเห็นของผู้ติดตามต่อการขอโทษ เช่น ความรุนแรงของความผิด ความสนใจที่สนใจระหว่างผู้ขอโทษและผู้รับคำขอโทษ หรืออำนาจของคู่สื่อสารแต่ละฝ่าย (CARLA, 2021)

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## Introduction

The advancement of modern technology has revolutionized various aspects of life, offering convenience and alternative monetary transactions. Social media platforms i.e. Facebook, Twitter, Instagram, and YouTube have provided opportunity for people to express opinions, connect with others, and engage in discussions on diverse topics. With over 4.26 billion users in 2021, social media platforms have become a worldwide phenomenon for sharing stances and sentiments, with its popularity estimated to continuously grow further. (Dixon, 2023).

YouTube has become a leading video sharing platform with 2.1 billion active monthly users in 2023 (Shepherd, 2023; Auxier & Anderson, 2021). It enables people to share experiences, talents, and interests through videos while receiving feedback from their audience. Popular YouTubers, recognized as influential figures, create engaging content to maintain their audience and attract new viewers. However, some YouTubers compromise their values in pursuit of popularity, leading to criticism from the public who sometimes question their ethics and self-control (Storms, 2022; Grant & Kim, 2020).

When YouTubers face backlash for their immature behavior, they are aware of the potential negative consequences on their

reputation and financial stability. To address this, they often post apologetic videos in an attempt to prevent further damage to their image as marketable figures (Karlsson, 2020). However, these apology videos commonly receive mixed responses from viewers, further complicating the situation (Kakkar & Samora, 2020). In response to controversial situations, YouTubers employ various strategies and create different types of video content (Kakkar & Samora, 2020; Karlsson, 2020). The comments generated by viewers reflect diverse opinions expressed with varying tones, highlighting the importance of verbal strategies used in apology videos (Sandlin & Gracyalny, 2018).

As defined by Pearl and Steyvers (2013), tones in a message are expressions of mental states, such as emotions, attitudes, and intentions that are conveyed, apart from basic semantic content to readers or receivers through text or written form (Pearl & Steyvers, 2013). There are three types of tones: positive, negative, and neutral available for YouTube followers to identify their affective attitudes towards those comments. Zhang (2016) has offered clarifications of the 3 types of tones. The scholar explains that a positive tone is usually represented through optimistic terms and is a kindly approach to others, while a negative tone in the comment includes opposing words, such as pessimistic or aggressive words. In contrast, a neutral tone usually does not show any negative or positive sentiments (Zhang, 2016).

Tones identification in spoken language or face-to-face communication is uncomplicated as communicators could sense others' feelings from a variety of cues throughout the conversation i.e. facial expressions, the pitch found during the communication, and the non-verbal signs represented (Planalp, 1996). These elements, on the

other hand, disappear in written language resulting in increased complexity when interpreting a message.

Analyzing the apologetic strategies employed in vlogpologies by famous YouTubers offers significant contributions in two key areas. Firstly, for the sake of English learning and teaching, the findings provide valuable pedagogical implications by uncovering how English apologies evolve in the digital era. Additionally, exploring the audience's feelings, attitudes, and responses to these vlogpologies helps us better understand the nuanced tones and the relationship between apology strategies. Moreover, content creators can directly benefit from these insights, as they gain valuable knowledge to enhance their own apology techniques and effectively engage with their audience.

## **Objectives**

The purpose of the study was to investigate apology strategies used in YouTubers' vlogpologies and the tones in the comments. Moreover, the apology strategies and the tones were examined to reveal whether the relationship between the two elements exists.

## **Research Questions**

The present study attempts to address the following research questions.

1. What are the apology strategies used in vlogpologies by YouTubers?
2. What are the tones in the comments on vlogpologies?

3. To what extent do the apology strategies and the tones relate to one another?

## **Literature Review**

This part outlines related literature adopted as theoretical frameworks in this study.

### **1. YouTubers' Vlogpologies**

YouTube is a dynamic multimedia content network created in the year 2005 aiming to provide people with a space to share their voices and expose them to the rest of the world (YouTube, 2023). This fast-growing video platform can provide an opportunity to begin a new occupation related to content creation called "Youtuber."

According to Tastyedit (2023) YouTube evolves fast, so Youtubers must keep up with trends on the platform to be successful in the long run. Youtubers uploading videos earn a small amount of money whenever anyone watches the commercials displayed at the beginning of their videos (Holmbom, 2015). Hence, gaining more views appears to be a pivotal mission among these social media figures until YouTubers conduct immoral actions and eventually suffer from criticism (Grant & Kim, 2020; Storms, 2022). Vlogpologies refers to the phenomenon in which YouTubers publish remorse for their actions (Kakkar & Samora, 2020) and this genre of videos has been trending in the YouTube Creator's community. Kakkar and Samora (2020) examined YouTubers' vlogpologies that are controversial and found variations in the use of apology

phrases per minute, ratios of likes to dislikes, and cuts per minutes.

Thus, how Youtubers extend and broadcast their apologies on YouTube is an interesting linguistic phenomenon which can depict how apologies evolve in this digital platform. The study of this phenomenon might also shed light on how English is used to serve the purposes of these YouTubers.

## 2. Speech Act of Apology

Speech act of apologies associate with expressions of regret, rationales of the offense, and repair for the offense (Morris & Chiba, 2016). Cohen and Olshtain's (1981, p. 119) Classification of Apology Strategies was chosen for this study due to its widespread recognition and comprehensive categorization of apologetic behaviors. The framework has been successfully employed in previous research (Abudin & Sundari, 2021; Kakkar & Samora, 2020; Karlsson, 2020). Five possible strategies have been proposed for making an apology as follows:

**Table 1**

Classification of Apology Strategies (Cohen & Olshtain, 1981, p. 119)

Types of Strategies	Sublevels of Strategies	Examples
An expression of an apology	An expression of regret	“I’m sorry.”

Types of Strategies	Sublevels of Strategies	Examples
	An offer of apology	"I apologize."
	A request for forgiveness	"Excuse me" or "Forgive me."
	An expression of an excuse	(An excuse that serves as an apology)
Acknowledgment of responsibility		"It's my fault." "I was confused/I didn't see/You are right."
An explanation or account		"The bus was late."
Offer of repair		"How can I make it up to you -- why don't I buy you lunch on Friday?"
A promise of forbearance		"It won't happen again."

As outlined in Table 1, there are five categories of apology strategies performed by native speakers. "An expression of an apology" is the most common strategy used by both native and nonnative speakers (Cheng, 2013; Bergman & Kasper, 1991). The speaker uses a word, expression, or sentence containing a verb such as "sorry," "excuse," "forgive," or "apologize." Likewise, when the offender

realizes that he/she has done something wrong, the individual can accept the blame by using “acknowledgment of responsibility” such as “It’s my fault” or “I was confused.” In addition, “an explanation or account” how the speaker explains himself/herself of conducting the offense is another available choice. Moreover, most native speakers “offer repair” for the offense by using expressions such as “How can I make it up to you.” Finally, a promise not to do it again or a “promise of forbearance” is also employed.

The speech act of apology encompasses five primary strategies found in different languages. However, the choice of strategy or combination of strategies depends on the specific context and varies across language and cultural groups. In this study, the classification of apology strategies was utilized to analyze vlogpologies by YouTubers involved in controversies, aiming to examine the dynamic of English apologies on this particular social media platform.

### 3. Classification of Tones

Tones in a message refers to expressions of mental conditions, such as emotions, attitudes, and intentions that are conveyed, apart from basic semantic content to readers or receivers through text or written form (Pearl & Steyvers, 2013). Zhang (2016) explored tones in YouTube comments about controversies on genetically modified (GM) food considering various dimensions, including attributes, valence, sources cited for supporting opinions, commenting motivations, and additional characteristics such as uncertainty, interactivity, and hostility present in these comments. The researcher categorized

tones into three groups: 1) a positive tone is usually represented through optimistic terms and is a kindly approach to others, 2) a negative tone in the comment includes opposing words, such as pessimistic or aggressive words, and 3) a neutral tone usually does not show any negative or positive sentiments. (Zhang, 2016, p. 56)

**Table 2**

Classification of Tones (Zhang, 2016)

Raw data	Types of Tones		
	Positive	Negative	Neutral
“ <i>funny this is GMO food is a lot safer because...</i> ”	/		
“ <i>sorry “...but most of your food is GMO”</i> “ <i>kind of sad that...</i> ”		/	
“ <i>GMO...OMG It tastes just like gluten.</i> ”			/

Table 2 provides an example of classification of tones based on Zhang's (2016) study. The table presents three categories of tones: positive, negative, and neutral. It indicates that the raw data, which is not specified in the given information, can be categorized into these three tone types.

#### 4. Previous Related Studies

Several previous studies examine the behaviors and strategies employed by public figures and content creators in

their apology videos, as well as the reactions and attitudes of the audience as outlined below.

Sandlin & Gracyalny (2018) examined the verbal behaviors and emotions displayed by public figures apologizing on YouTube and their relationship to audience perceptions of sincerity and forgiveness. The study analyzes 335 segments of video from 32 public apologies on YouTube spanning from 2009 to 2014, and 1971 posted responses. The findings revealed that public figures' behavior can affect the attitudes of commenters.

Additionally, a recent study by Kakkar & Samora (2020) investigated vlogpologies of 34 YouTubers with a documented controversy with different degrees of severity in the offences committed. The purpose was to determine how the numbers of subscribers to each channel changed after each vlogpology was launched considering many elements on the clip, i.e., apology phrase frequency, editing frequency, and sincerity of apologizers. The findings revealed that the audience seemed to be negative when too many apology phrases were provided, as well as the editing frequency was too high.

Furthermore, Loisa (2021) examined the frequency and distribution of apology strategies used by YouTube content creators in their apology videos and compares the strategy usage of male and female creators. The study found that YouTubers recognize and utilize many kinds of strategies to express an apology, although they do have certain preferences, and there

are differences in the choices of apology strategies between men and women.

These studies contribute to a better understanding of the dynamics and effectiveness of apologies in the digital world, highlighting the importance of considering various factors in shaping audience perceptions and reactions.

## **Research Methodology**

This part outlines more details about the samples and the instruments applied in this study. In addition, it also presents the data collection procedures and data analysis.

### **1. Samples**

Our research aimed to achieve an in-depth analysis and understanding of the content and sentiment within the specific context of YouTubers involved in publicized incidents that received significant attention or media coverage. The samples were taken from two distinct sources. Firstly, we collected eight vlogologies created by YouTubers involved in documented controversies. Secondly, we selected the top ten comments with the highest number of likes under each vlogology, resulting in a total of 80 comments. This purposive sampling approach allowed us to thoroughly examine and explore the nuances of the phenomenon under investigation.

## 2. Instruments

In this study, two research instruments were employed. Firstly, Cohen and Olshtain's (1981) framework of apology strategies with five categories of apologetic expressions was used to investigate the apology strategies employed by the YouTubers examined. Secondly, Zhang's (2016) explanation of tones was applied to analyze the top-10 comments in the vlogpologies by the aforementioned eight YouTubers. The framework considered variables such as comment characteristics, opinion valence, responsibility attribution, uncertainty, hostility, and interactivity as a guideline for analyzing tones in the comments. The coding scheme included three types of tones: positive, negative, and neutral, each with a corresponding code symbol and an explanation for coding the data.

## 3. Data Collection Procedure

Purposive sampling was employed in selecting vlogpologies with the following features: 1) a vlogpology from famous YouTubers gaining over one million views, 2) uploaded between 2016 to 2021, a crucial time in the evolution of vlogpologies and witnessed notable social phenomena related to apology videos on YouTube (Sampson, 2022), and 3) the maximum length of videos is up to 10 minutes.

As a result, eight vlogpologies were selected including apology clips produced by 1) PewDiePie, 2) Kubz Scout, and 3) Jojo ASMR who had been involved in incidents in which racial

slurs were used, while 4) CallMeCarson faced a controversy for inappropriately texting a minor. Likewise, 5) Logan Paul filmed a suicide scene in Japan's suicide forest for entertainment, 6) Jarvis used cheats in Fortnite, 7) David Dobrik was unintentionally involved in a sexual harassment scandal, and 8) Keemstar falsely accused someone of being a pedophile without solid evidence, causing harm to their life.

#### 4. Data Analysis

The analysis of apology strategies consists of 2 steps ranging from transcribing the messages on the 8 vlogologies and identifying the strategies used in the transcribed data taking Cohen and Olshtain (1981)'s apology sets as a framework. The researchers worked in a group reading and coding the transcriptions of the vlogologies line by line. For instance, when CallMeCarson, a sample YouTuber mentioned, "Next year I will donate a 100 percent of my profit to charity," it was marked as an offer of repair strategy considering Cohen and Olshtain (1981)'s framework.

After that the finding was submitted to a native English speaker lecturer and the corresponding author of this study to ensure the correctness of the coding.

To analyze the tones in the comments, the researchers collected the top 10 comments from each video and stored them in Google Docs. The comments were then categorized based on the words used and the context, following Zhang's (2016) tone analysis framework. This approach aligns with the suggestion by

Pearl and Steyvers (2013) that a more comprehensive analysis of sophisticated linguistic features should be conducted to better understand the tones in social media comments. Finally, the corresponding author verified the categorization of the comments to ensure accuracy.

In examining the relationship between apology strategies and tones, the study calculated the frequencies of each strategy in the vlogpologies and compared the percentages of different tone types across the eight clips. It is noteworthy that the study did not specifically focus on the severity of the offenses committed. The coding process was carefully reviewed and validated by the corresponding author and the research team to ensure the validity and reliability of the data analysis procedures.

## **Findings**

This section presents the findings of this study in three parts: the apology strategies used in the vlogpologies, the tones in the comments, and the relationship between the strategies and the tones.

### **1. The Apology Strategies Used in the Vlogpologies**

Regarding Research question No. 1, “What are the apology strategies used in vlogpologies by YouTubers?” the apology strategies found in vlogpologies are listed in Table 3.

**Table 3**

Frequency of Apology Strategies Used in YouTubers' Vlogpologies

YouTubers	Strategy	Percentage (%)
1. Pewdiepie (n=7)	Acknowledgement of responsibility	57.1
	An expression of apology	14.3
	An explanation of account	14.3
	A promise of non-recurrence	14.3
	An offer of repair	0
2. Logan Paul (n=10)	Acknowledgement of responsibility	40
	An expression of apology	30
	An explanation of account	20
	A promise of non-recurrence	10
	An offer of repair	0
3. Jarvis	Acknowledgement of responsibility	50

YouTubers	Strategy	Percentage (%)
(n=14)	An expression of apology	14.2
	An explanation of account	14.2
	A promise of non-recurrence	21.4
	An offer of repair	0
4. CallMeCarson (n=2)	An offer of repair	100
	Acknowledgement of responsibility	0
	An explanation of account	0
	An expression of apology	0
	A promise of non-recurrence	0
5. David Dobrik (n=21)	Acknowledgement of responsibility	42.8
	An expression of apology	28.5
	An explanation of account	14.2

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<b>YouTubers</b>	<b>Strategy</b>	<b>Percentage (%)</b>
	An offer of repair	4.7
	A promise of non-recurrence	9.5
6. Keemstar (n=11)	Acknowledgement of responsibility	45.4
	An expression of apology	18.1
	An offer of repair	18.1
	An explanation of account	9.1
	A promise of non-recurrence	9.1
7. Kubz scout (n=28)	Acknowledgement of responsibility	42.8
	An expression of apology	32.1
	An explanation of account	21.4
	A promise of non-recurrence	3.5
	An offer of repair	0

YouTubers	Strategy	Percentage (%)
8. Jojo ASMR (n=7)	An explanation of account	71.4
	Acknowledgement of responsibility	14.2
	An expression of apology	14.2
	An offer of repair	0
	A promise of non-recurrence	0

Table 3 reveals the percentage of apology strategies used in the eight YouTubers' vlogpologies. Overall, the most used apology strategies were acknowledgement of responsibility, an expression of apology, and an explanation of account, respectively.

Almost 60 percent of the strategy proportion used by Pewdiepie was acknowledgement of responsibility (57.1%) i.e. "*I always find it extremely immature and stupid and I hate how I now personally fed into that part of gaming as well.*" An expression of apology, an expression of account, and a promise of non-recurrence were equally found in the apology video (14.3%).

Likewise, forty percent of the strategy used in Logan Paul's vlogpology was acknowledgment of responsibility such as "*I've made a severe and continuous lapse of my judgment and I*

*don't expect to be forgiven,"* followed by an expression of apology (30%) and an explanation of account (20%), respectively.

Fifty percent of apology strategy used in Jarvis's video was expressions like, *"I know I have to take accountability for my actions and you know I'm gonna I'm gonna do my best..."* which were categorized as acknowledgement of responsibility (50%), while the second-most used strategy was a promise of non-recurrence (21.4), followed by an expression of apology and an explanation of account with the same percent of 14.2.

In contrast, it was obvious that only one apology strategy found in CallMeCarson's video was an offer of repair (100%). The expressions such as, *"I plan to donate 100 of my profits to charity with..."* or *"I just want to do my own thing and raise money for some people..."* on his vlogpology.

In David Dobrik's vlogpology, the most frequent apology strategy found was acknowledgement of responsibility (42.8%) such as *"I needed to apologize for my past actions and I've never done this correctly..."*, followed by an expression of apology (28.5%) and an explanation of account (14.2%), respectively.

In Keemstar's apology video, the amount of acknowledgement of responsibility i.e. *"I feel horrible I mean I know the responsible thing to do was to do what we did..."* was just slightly less than half of the total (45.4%), followed by an expression of apology and an offer of repair which were used in the same percentage, 18.1%.

In the meantime, acknowledgement of responsibility such as *“I can't believe how disrespectful and offensive”* was mostly found in Kubz scout's video (42.8%), followed by an expression of apology (32.1%) and an explanation of account (21.4%), respectively.

Jojo ASMR mostly delivered the strategy of an explanation of account i.e *“I don't use the hard r version I'm simply quoting another person's use of it”* in his video (71.4%) with a smaller proportion of an expression of apology (14.2%) and acknowledgement of responsibility (14.2%).

## 2. The Tones in the Comments

Regarding the second research question, “what are the tones in the comments on vlogologies?” the types of tones in comments found in each video are illustrated in Figure 1.

**Figure 1**

The Percentage of Tones in Comments the Vlogpologies

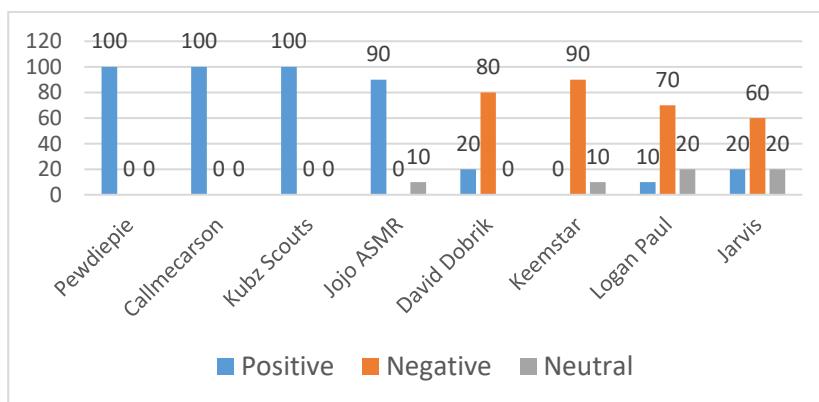


Figure 1 illustrates proportions of tones in three categories. It was obvious that 50 percent of the YouTubers had over 90 to 100 percent positive responses. These included Pewdiepie (100%), CallMeCarson (100%), Kubz scout (100%), and Jojo ASMR (90%), respectively. The examples include comments i.e. *“This situation is hard to have a stance on, but I think him wanting to do good with his platform is a better alternative than nothing. Best of luck to you Carson”* to CallMeCarson’s apology and *“...I don’t think anyone will misunderstand your point (but if I see any people who have, I’ll make sure to direct them to this video”* to Jojo ASMD’s.

On the other hand, the other half received a high percentage of combined responses with negative-tone predominance, i.e., Logan Paul showed 70% negative, Jarvis 60% negative, David Dobrik containing negative 80%, Keem star 90% negative. The examples include the response *“...when aimbot misses and accidentally shoots your career to death”* to Javis and *“bully - apologize – repeat.”*

Despite the two major tones found in the comments, the least common tone was “neutral” which was found in four vlogologies by Jojo ASMR, Keemstar, Logan Paul, and Jarvis with only 10-20% each. For example, *“his voice is so different when he isn’t doing asmr...”* was posted below Jojo ASMD’s vlogpology since the audience noticed that Jojo does not usually speak during ASMR videos.

### 3. Relationship between Apology Strategies and Tones in the Comments

According to the last objective which is to find the relationship between apology strategies and tones, Table 4 presents the relationship between tones and apology strategies.

**Table 4**

The Relationship between Tones and Apology Strategies.

YouTubers	Apology strategy (%)	Types of Tones		
		Positive (%)	Negative (%)	Neutral (%)
Pewdiepie	(57.1%) Acknowledgment of responsibility (14.3%) An expression of apology (14.3%) An explanation or account (14.3%) A promise of non-recurrence (0%) An offer of repair	100	0	0
Logan Paul	(40%) Acknowledgment of responsibility (30%) An expression of apology (20%) An explanation or account (10%) A promise of non-recurrence (0%) An offer of repair	10	70	20
Jarvis	(50%) Acknowledgment of responsibility	20	60	20

YouTubers	Apology strategy (%)	Types of Tones		
		Positive (%)	Negative (%)	Neutral (%)
	(21.4%) A promise of non-recurrence (14.2%) An expression of apology (14.2%) An explanation or account (0%) An offer of repair			
CallMeCarson	(100%) An offer of repair (0%) An expression of apology (0%) Acknowledgment of responsibility (0%) An explanation or account (0%) A promise of non-recurrence	100	0	0
David Dobrik	(42.8%) Acknowledgment of responsibility (28.5%) An expression of apology (14.2%) An explanation or account (9.5%) A promise of non-recurrence (4.7%) An offer of repair	20	80	0
Keemstar	(45.4%) Acknowledgment of responsibility (18.1%) An expression of apology (18.1%) An offer of repair	0	90	10

YouTubers	Apology strategy (%)	Types of Tones		
		Positive (%)	Negative (%)	Neutral (%)
	(9.1%) An explanation or account (9.1%) A promise of non-recurrence			
Kubz Scouts	(42.8%) Acknowledgment of responsibility (32.1%) An expression of apology (21.4%) An explanation or account (3.5%) A promise of non-recurrence (0%) An offer of repair	100	0	0
Jojo ASMR	(71.4%) An explanation or account (14.2%) An expression of apology (14.2%) Acknowledgment of responsibility (0%) An offer of repair (0%) A promise of non-recurrence	90	0	10

Table 4 illustrates the relationship between tones and apology strategies. The results can be divided into two parts considering the proportion of tone types in the comment. The first group was dominated by a positive tone, while a negative tone was the majority in the other groups. The positive-tone

dominant group consisted of the vlogpologies created by four YouTubers; Pewdiepie, CallMeCarson, Kubz Scouts, and Jojo ASMR. It was found that each YouTuber used various strategies in their apology videos, but the majority was acknowledgement of responsibility and an expression of apology.

The second group shown in this table was the YouTubers that received more comments with negative tones. Similarly, to the previous group dominated by the comments with positive tones, the YouTubers gaining negative tones also used various apology strategies to construct their apology videos with acknowledgement of responsibility as the most common strategies.

As a result, considering the similar apology strategies used in both groups with positive and negative comments, we acknowledged that apology strategies might not play significant roles in the audience's attitudes.

## **Discussion**

The present study investigated the apology strategies employed by YouTubers in their vlogpologies and the tone of the top comments in response to the videos. Additionally, the study aimed to investigate whether a relationship exists between the apology strategies used and the tone of the comments.

Regarding apology strategies, the data analysis revealed that all five apology strategies - expression of apology, acknowledgement of responsibility, explanation of account,

offer of repair, and promise of non-recurrence - were present in every video analyzed in this study. Moreover, the most frequently employed strategies were acknowledgement of responsibility, expression of apology, and explanation of account. These findings are consistent with prior research conducted by Abudin and Sundari (2021), Loisa (2021), and Sabilla and Jusmaya (2020), who studied apologies on social media and discovered similar apology strategies.

The analysis of tones in the comments revealed a mixed pattern of responses, with some videos receiving predominantly positive or negative feedback, while others generated mixed reactions. For instance, Logan Paul's apology video elicited a varied range of comments, with 10% positive, 70% negative, and 20% neutral responses. These findings corroborate earlier research on the impact of verbal and nonverbal cues on audience reactions to public figures (Sandlin & Gracyalny, 2018).

While the investigation into the relationship between tones and apology strategies did not yield significant correlation, indicating that the effectiveness of apology strategies may be influenced by societal contexts, it is essential to consider the omission of severity of offenses in this study. Therefore, caution is necessary when interpreting the conclusion, as the intensity of the offense can potentially affect the audience's attitudes. Furthermore, the transition to online platforms introduces unique characteristics, including the absence of nonverbal cues, the ability to reach a broad and diverse audience, and the potential for anonymity or pseudonymity. These factors play a

significant role in communication dynamics and shape how apologies are perceived and received.

The findings align with prior studies suggesting that several situational factors, such as the apologizer's past behavior, the frequency of apology phrases, and editing, contribute to shaping attitudes towards social media figures. For instance, Sandlin & Gracyalny (2018) who discovered that public figures' behavior can affect the attitudes of commenters. Additionally, recent studies conducted by Kakkar & Samora (2020) explained that apology phrase frequency and editing frequency had a significant impact on the audience's attitudes towards an apology.

This research study makes a valuable contribution to English pragmatic teaching by offering insights into the effectiveness of apology strategies in diverse contexts, particularly in online communication. The examination of audience tones in response to apologies helps students gain a comprehensive understanding of varied reactions and the influence of verbal and nonverbal cues. Moreover, comprehending the distinct characteristics of online interactions, such as the absence of nonverbal cues and the potential for anonymity, equips students with effective communication strategies in digital contexts.

In light of the research findings, the following suggestions will be beneficial to future studies. Firstly, exploring the effectiveness of each apology strategy in other contexts and

cultures is suggested due to the fact that selection of a particular apology strategy or a combination of strategies is dependent on the unique circumstances within a given language and culture group (CARLA, 2021). Secondly, identifying the contextual factors that influence the effectiveness of apology strategies e.g. the severity of the offense, cultural norms, and the audience's demographic characteristics will be beneficial to the field. Such research could help to develop a broader understanding of the relationship between apology strategies and their effectiveness in different contexts.

## **Conclusion**

In conclusion, this study scrutinized the apology strategies used by eight YouTubers in their vlogpologies and the tones of the comments in response to the videos. The results revealed that all five apology strategies were present in the videos analyzed, with acknowledgement of responsibility, an expression of apology, and an explanation or account being the most frequently employed strategies. Next, the analysis of tones in the comments revealed a mixed pattern of responses, with some videos receiving predominantly positive or negative feedback, while others generated mixed reactions from the audience. However, little to no correlation was found between the tone of the comments and the apology strategies used, suggesting that the effectiveness of apology strategies may be highly situational.

The study suggests that future research could investigate the effectiveness of each apology strategy in other contexts and cultures, while considering contextual factors i.e. intensity of the offence, social power or distance that influence the effectiveness of apology strategies might reveal more in-depth understanding. Overall, this study provides important insights into the use of apology strategies on social media and shed light on the need for further research in this area.

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# **The Role of Future Self-Guides in Motivated Language Learning Behaviors: The Case of English and Chinese Language Learners in Thailand**

บทบาทของทิศทางของตัวตนในแบบฉบับที่ต้องการจะเป็น  
ในอนาคตต่อพฤติกรรมการเรียนภาษาที่เกิดจากแรงจูงใจ :

กรณีศึกษาผู้เรียนภาษาอังกฤษและภาษาจีน  
เป็นภาษาต่างประเทศในประเทศไทย

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## **Abstract**

Based on the 2x2 model of future self-guides, a revision of future self-guides which is used to explain students' motivated behaviors in language learning, this mixed-method study investigated: (1) the extent to which students' motivations to learn English and Chinese are regulated by each component of future

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self-guides; (2) the relationship between future self-guides and motivated language learning behaviors; and (3) students' perceived motivation in learning English and Chinese. Motivational questionnaires were distributed to 136 Thai university students (64 English majors and 72 Chinese majors), and follow-up semi-structured interviews were conducted with 15 English majors and 15 Chinese majors. The results showed that the students' motivations to learn English and Chinese were highly regulated by future self-guides. It was also found that Ideal L2 Self from own standpoint was the component that was most highly correlated with motivated language learning behaviors for both English and Chinese majors, followed by Ideal L2 Self from other standpoint, and Ought-to L2 Self from own standpoint respectively. Ought-to L2 Self from other standpoint showed the weakest correlation to motivated language learning behaviors. The interview data indicated that the instrumental values of the target languages, significant others' expectations, and perceived self-obligations were perceived as contributing factors to their motivation to learn both languages. This paper offers pedagogical implications as well as recommendations for further research.

**Keywords:** The 2x2 model of future self-guides, motivated language learning behaviors, English and Chinese, Thai university students

## บทคัดย่อ

งานวิจัยนี้เป็นการวิจัยแบบผสมผสานโดยใช้แนวคิด 2x2 model ของทิศทางของตัวตนในแบบฉบับที่ต้องการจะเป็นในอนาคตเพื่อศึกษา (1) แรงจูงใจในการเรียนภาษาอังกฤษและภาษาจีนว่าเกิดจากองค์ประกอบแต่ละตัวของการสร้างตัวตน

ในแบบฉบับที่ต้องการจะเป็นในอนาคตมากน้อยเพียงใด (2) ความสัมพันธ์ระหว่างทิศทางของตัวตนในแบบฉบับที่ต้องการจะเป็นในอนาคตกับพฤติกรรมการเรียนภาษาที่เป็นผลมาจากการแรงจูงใจ และ (3) ความคิดเห็นของผู้เรียนเกี่ยวกับแรงจูงใจในการเรียนภาษา เครื่องมือที่ใช้ในการเก็บข้อมูลได้แก่แบบสอบถามเกี่ยวกับแรงจูงใจและการสัมภาษณ์แบบกึ่งมีโครงสร้าง ผู้ตอบแบบสอบถามเป็นนักศึกษาระดับมหาวิทยาลัย 136 คน (นักศึกษาวิชาเอกภาษาอังกฤษ 64 คน และภาษาจีน 72 คน) และผู้ให้ข้อมูลในการสัมภาษณ์วิชาเอก lokale 15 คน ผลการวิจัยพบว่า แรงจูงใจขั้นสูงในการเรียนภาษาอังกฤษและภาษาจีนเกิดจากตัวตนในแบบฉบับที่ต้องการจะเป็นในอนาคต และความสัมพันธ์ระดับสูงระหว่างตัวตนของผู้เรียนภาษาในแบบฉบับที่อยากเป็นมาจากการต้องการของตนเองกับพฤติกรรมการเรียนภาษาที่เป็นผลมาจากการแรงจูงใจของผู้เรียนภาษาอังกฤษและภาษาจีนเป็นวิชาเอก ตามด้วยตัวตนของผู้เรียนภาษาตามแบบฉบับที่ผู้อื่นอยากรู้เป็นในมุมมองของผู้อื่น และตัวตนของผู้เรียนภาษาในแบบฉบับที่เกิดจากมุมมองของตนเองตามลำดับ ทั้งนี้พบความสัมพันธ์ระดับต่ำระหว่างตัวตนของผู้เรียนภาษาในแบบฉบับที่ผู้อื่นอยากรู้เป็นตามมุมมองของผู้อื่น กับพฤติกรรมการเรียนภาษาที่เป็นผลมาจากการแรงจูงใจ ผลการสัมภาษณ์ซึ่งให้เห็นว่าการเห็นคุณค่าใช้ประโยชน์ของภาษาเป้าหมาย ความคาดหวังจากบุคคลใกล้ชิด และหน้าที่ของตนถือเป็นปัจจัยที่ส่งเสริมให้เกิดแรงจูงใจในการเรียนทั้งสองภาษาบทความนี้ให้ข้อเสนอแนะด้านการเรียนการสอนและการนำผลการวิจัยไปต่อยอด

**คำสำคัญ:** รูปแบบ 2x2 model ของทิศทางในแบบฉบับที่ต้องการจะเป็นในอนาคต พฤติกรรมการเรียนภาษาที่เกิดจากแรงจูงใจภาษาอังกฤษและภาษาจีน นักศึกษาระดับมหาวิทยาลัย

## Introduction

It has long been acknowledged that motivation plays a prominent role in the success of learning a second (L2) or foreign language (Dörnyei, 1998). L2 motivational research has shifted from a social-psychological period to cognitive-situated, process-oriented, and socio-dynamic periods (Dörnyei & Ushioda, 2011), in which future self-guides have gradually emerged as important components in language learning motivation. Currently, the predominant theory in L2 motivational research is L2 Motivational Self System (L2MSS), proposed by Dörnyei (2005; 2009). L2MSS provides us with a model to understand L2 motivation concerning an individual's self-concept and future self-guides.

L2MSS subsumes three main components: Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. Ideal L2 Self represents the L2 attributes learners would ideally like to have. Ought-to L2 Self refers to the L2 attributes learners believe they have to gain to meet the expectations of significant others; L2 Learning Experience concerns learners' past and current learning environment and experience. The fundamental assumption of the L2MSS is that the discrepancy perceived by language learners between their current state and their future self-guides (i.e., Ideal or Ought-to L2 Self) may work as motivations to reduce the perceived gaps and reach the desired end-state. This model has been employed in a number of empirical research in different contexts (Al-Hoorie, 2018; By & Laohawiriyanon, 2019; Csizér & Kormos, 2009; Dörnyei & Chan, 2013; Papi & Teimouri, 2012).

However, the power of the three components of L2MSS in explaining learners' motivation is inconclusive. While Ideal L2

Self and L2 Learning Experience were found to be significant predictors of intended effort, motivated language learning behaviors, and achievement or language proficiency, Ought-to L2 Self was not shown as a significant construct or with little motivational significance in many studies (Al-Hoorie, 2018; Csizér & Lukács, 2010; Lamb, 2012). According to Higgins (1987), Ideal Self and Ought-to Self are considered two major self-guides regulating human behaviors. It does not make sense theoretically that Ought-to L2 Self did not emerge as a valid construct and was even excluded in some previous studies (Al-Hoorie, 2018). Therefore, criticisms have been put on this model because of the lack of motivational potency of Ought-to L2 Self.

According to Higgins (1987), Self-discrepancy Theory includes two domains (Ideal Self and Ought-to Self) and two standpoints (own and other). The two domains, Ideal Self and Ought-to Self, could be perceived from own and other standpoints. Higgins (1987) has maintained that Ideal Self has a promotion focus whereas Ought-to Self has a prevention focus. Promotion and prevention are two motivational orientations which regulate individuals' behaviors in Higgins's Regulatory Focus Theory. Promotion-focused individuals are concerned with advancement, growth, and accomplishment. They are sensitive to the presence or absence of positive outcomes. On the other hand, prevention-focused individuals focus on security, safety, and calmness. Individuals are sensitive to the presence or absence of negative outcomes. Dörnyei (2005; 2009) has borrowed Ideal Self and Ought-to Self from Higgins's (1987) Self-discrepancy Theory and combined them with the conceptual content of Markus & Nurius's (1986) Possible Selves Theory. However, two standpoints and

regulatory distinctions (promotion or prevention focus) are not included in L2MSS.

In an attempt to solve the problem of the Ought-to L2 Self, Teimouri (2017) offered a trichotomous model of L2 selves, including Ideal L2 Self, Ought-to L2 Self from own standpoint and Ought-to Self from other standpoint, which was tested with 524 high school students in Iran. Multiple regression results indicated that all three types of learners' L2 selves could predict their intended effort in language learning. Ideal L2 Self was the strongest predictor of intended effort ( $B=.46$ ,  $p<.001$ ). Compared to Ideal L2 Self, both Ought-to L2 Self from own standpoint ( $B=.15$ ,  $p<.001$ ) and Ought-to L2 Self from other standpoint ( $B=.10$ ,  $p<.05$ ) explained a much smaller amount of variance. In Teimouri's (2017) work, the model with three future self-guides did not show stronger evidence of the validity of the Ought-to L2 Self than in previous studies. The reasons speculated by Papi et al. (2018) were that the questionnaire used in the study did not pay enough attention to the regulation distinction (promotion or prevention focus) of Ideal L2 Self and Ought-to L2 Self, and the items measured students' motivated language learning behaviors had a regulatory bias (with a promotion focus only).

Furthermore, based on Higgins's Self-discrepancy Theory and Regulatory Focus Theory, Papi et al. (2018) proposed the 2x2 model of future self-guides (Figure 1), which includes Ideal L2 self from own standpoint (Ideal L2 Self/Own), Ideal L2 self from other standpoint (Ideal L2 Self/Other), Ought-to L2 self from own standpoint (Ought-to L2 Self/Own) and Ought-to L2 self from other standpoint (Ought-to L2 Self/Other). Ideal L2 Self/Own represents the attributes that learners from their own standpoint

would ideally hope to have in the future, with a promotion focus; Ideal L2 Self/Other represents the attributes that learners' significant others (e.g. parents, teachers, and friends) would ideally hope they will achieve in the future with a promotion focus. Ought-to L2 Self/Own represents the attributes that learners, from their own standpoint, believe they ought to obtain (e.g., obligations, duties, and requirements) to avoid negative outcomes, with a prevention focus. Ought-to L2 Self/Other represents the attributes that learners believe other people require them to possess (e.g., obligations, duties, and requirements) in order to avoid negative outcomes, with a prevention focus.

**Figure 1**

## The 2x2 Model of Future Self-Guides

		Standpoint	
		Ideal L2 Self/Own	Ideal L2 Self/Other
Promotion			
	Prevention	Ought-to L2 Self/Own	Ought-to L2 Self/Other

As an empirical study, Papi et al. (2018) revised the existing questionnaire by showing clear promotion and prevention focus concerning Ideal L2 Self and Ought-to L2 Self and without regulatory bias concerning motivated language learning behaviors. The questionnaires were administrated to 259 English learners in a university in the United States. Multiple regression results revealed that all four future selves were strong predictors of motivated language learning behaviors. Ought-to L2 Self/Own ( $B=.37$ ) was

the strongest predictor in this study, which supports Higgins's hypothesis (1987) that Ought-to Self-guides can be the main motivator. This finding was explained by Papi et al. (2018) that the participants in the study made an effort to learn English in order to avoid negative academic, professional, and social outcomes. However, this result did not suggest that Ought-to L2 Self/Own was the strongest predictor in other contexts. It was suggested that the revised model would be a more refined representation of L2 selves than the previous ones, and it needs further examinations in future motivational research.

Attracted by Papi et al.'s (2018) revised model, Blair & Azaz (2019) and Feng & Papi (2020) examined the trichotomous model of L2 selves and the 2x2 model of future self-guides, respectively. Blair & Azaz (2019) examined the trichotomous model with L2 Arabic learners at a university in the United States. The results indicated that Ideal L2 Self had the strongest indirect effect on intended effort. While Ought-to L2 Self/Own showed a positive effect on intended effort, Ought-to L2 Self/Other yielded a negative effect. In 2020, Feng & Papi (2020) explored the future self-guides in motivational intensity and persistence with 94 students who learned Chinese as a foreign language in the United States. The results revealed that Ideal L2 Self/Own and Ought L2 Self/Own significantly predicted motivational intensity. Ideal L2 Self/Own and Ideal L2 Self/Other were positive predictors of persistence whereas Ought L2 Self/Other was a negative predictor. Further, the results indicated that different selves predicted qualitatively different motivated language learning behavior.

Concerning the revised model of future self-guides, different research results have been found in related studies. Papi et al.'s (2018) work revealed Ought-to L2 Self /Own was the strongest predictor of motivated language learning behaviors, while Blair & Azaz (2019) and Teimouri (2017) showed that Ideal L2 Self/Own had the strongest effect on intended effort. Even though Ought-to L2 Self/Own was not shown as the strongest predictor, Ought-to L2 Self/Own showed a positive effect on intended effort in Blair & Azaz's (2019) work, and significantly predicted motivational intensity in Feng & Papi's (2020) work. Similarly, Ought-to L2 Self/Other was found to be a negative predictor in these two studies (Blair & Azaz, 2019; Feng & Papi, 2020). Furthermore, most of the related studies were conducted in the context of the United States (Papi et al., 2018; Blair & Azaz, 2019; Feng & Papi, 2020). This calls for examining the revised model in more diverse language learning settings for its validity. With this purpose in mind, the present study was conducted in the Thai context.

In addition, research on L2 motivation shows a strong language bias on global English, which calls for more research on other target languages. According to a review of Boo et al. (2015), 72.67% of the studies on L2 motivation during the past decade have taken English as the target language. Especially in Asian context, L2 motivation research is almost exclusively concerned with English (Ushioda & Dörnyei, 2017). It raises the question of how far current theoretical perspectives are adequate to account for motivation to learn languages other than English (Boo et al., 2015; Ushioda, 2017). Therefore, the present study includes English and Chinese as the target languages, to examine the validity of the 2x2

model of future self-guides.

Thailand has its special characteristics in foreign language education. Firstly, English has been taken as the primary foreign language for more than a century and its importance has been highlighted in the Thai educational system (Baker & Jarunthawatchai, 2017). However, Thai students' English language proficiency is still low (Siridetkoon, 2015). This inspires people to think about the complexity when students need to learn more than one foreign language simultaneously, which is a common phenomenon in the globalized world. Secondly, along with the economic development of China and the historical connection between China and Thailand, the interaction between the two countries increased, resulting in the popularity of learning Chinese in Thailand (Tungkeunkunt, 2016). Chinese comes in second as the foreign language most studied in schools, apart from English. In Thailand, university students who choose to study in language programs need to learn at least two foreign languages (Baker & Jarunthawatchai, 2017). Based on their interests and academic achievement, students can take one language as their major and another foreign language as their minor course. Currently, the most popular combination is English and Chinese. It is, thus, interesting to explore Thai students' motivation to learn English and Chinese simultaneously.

As discussed above, concerning the problematic issue of the Ought-to L2 Self in the L2MSS, the 2x2 model of future self-guides was proposed as a revision, but this model has been under-examined in various contexts. By adopting the 2x2 model of future self-guides, the current study aims to investigate Thai university students' motivation to learn English and Chinese

from the perspective of future self-guides and to enrich the literature by adding a new socio-cultural and educational context and two target languages in simultaneous learning.

## **Objectives and Research Questions**

The objectives of the present study were to examine the extent that Thai university students' (multilingual learners) motivations to learn English and Chinese are regulated by each component of future self-guides, the correlation between future self-guides and related motivated language learning behaviors and students' perceptions of their future self-guides. The following research questions were proposed.

1. To what extent is students' motivation to learn English and Chinese as major or minor subjects regulated by each component of future self-guides?
2. What are the correlations between future self-guides and motivated language learning behaviors of simultaneous English and Chinese language learners?
3. How do they perceive their future self-guides?

## **Research Methodology**

A mix-method approach was employed in the present study. Ethical approval to conduct this study was granted by the Health Science Human Research Ethics Committee, Prince of Songkla University. A questionnaire was used to collect quantitative data to measure the magnitudes of students' motivations to learn English and Chinese that were regulated by future self-guides and examine the correlation between four future selves and related motivated language

learning behaviors. A semi-structured interview was employed to collect qualitative data on students' perceptions of their future self-guides. The participants were 136 students, including 64 English majors and 72 Chinese majors from sophomore to senior at a university in southern Thailand. They studied both English and Chinese (as major or minor subjects) in the language program at the university. They had been learning English for at least 13 years. English majors had an average of 4.6 years of learning Chinese, while Chinese majors had at least 6 years experience learning Chinese. Their ages ranged from 18 to 25 ( $M=20.26$ ). The participants' information is shown in Table 1.

**Table 1**  
Participants' Information

		English Majors	Chinese Majors
N of participants		64	72
Gender	Male	12	7
	Female	52	65
Age	18-25 years old		
Average years of learning English		13.11	13.55
Average years of learning Chinese		4.61	6.07

The questionnaire was adapted from Dörnyei and Chan (2013), Huang et al., (2015), Teimouri, (2017), and Papi et al. (2018). Questionnaire items were checked by a panel of three experts in English language teaching to ensure content validity and clarity. The questionnaire was modified after conducting the pilot study. Only items with high internal consistency were kept. There were 38 items in the questionnaire, including 7 items for Ideal L2 Self/Own, 7 items for Ideal L2 Self/Other, 4 items for Ought-to L2 Self/Own, 6 items for Ought-to L2 Self/Other, and 14 items measuring students' motivated language learning behaviors.

Sample items of the questionnaire are shown in Table 2. All the items were parallel concerning English and Chinese respectively. The questionnaire was designed using a six-point Likert scale, ranging from “strongly disagree” to “strongly agree” with the future self-guides items; ranging from “never true of me” to “always true of me” with the items of motivated language learning behaviors. The questionnaire was translated into Thai before it was administered online via Google Forms. The link to the questionnaire was shared with English and Chinese learners through Facebook, Line groups, or emails from July 13<sup>th</sup>, 2020 to August 6<sup>th</sup>, 2020. The value of Cronbach’s Alpha of this questionnaire is 0.958.

**Table 2**

Sample Questionnaire Items

Components	Samples
Ideal L2 Self/Own	As far as I am concerned, being proficient in this language will help me get a job that I like.
Ideal L2 Self/Other	My parents will be proud of me if one day I master this language.
Ought-to L2 Self/Own	I must learn this language well. If not, I will fail in my future career.
Ought-to L2 Self/Other	My parents put a lot of pressure on me to learn this language.
Motivated language Learning behaviors	I concentrate and participate actively in the classes of this language.

To obtain participants' perceptions of their future self-guides, semi-structured interviews were conducted. An invitation to take part in an interview was placed at the end of the questionnaire. The first 15 English majors and 15 Chinese majors who agreed to participate in the interviews were recruited. The interview questions were about students' Ideal L2 Self and Ought-to L2 Self from their own and other standpoints, as well as their motivated language learning behaviors. Sample questions included: Why do you learn English and Chinese? What do you want to be in the future? Is there anyone who influenced you to learn English and Chinese? The interviews were conducted from November 20th, 2020 to December 30th, 2020. Students were interviewed one by one and each interview took around 40 minutes. With the permission of the participants, all the interviews were voice-recorded. The quantitative data were analyzed for descriptive statistics (mean score and standard deviations) and Pearson correlations. To ensure reliability and validity in analyzing the interview data, the first author and an experienced co-coder worked together in the process of analysis. The interview data were transcribed and read through for sub-themes identification, and subsequently, the sub-themes were categorized into major themes.

## **Findings**

In order to examine the extent to which students' motivations to learn English and Chinese were regulated by each component of future self-guides, the mean scores of their responses to the questionnaire were calculated and the results are shown in Tables 3 and 4 for English majors and Chinese majors

respectively. English majors and Chinese majors strongly agreed or agreed with the items concerning Ideal L2 Self/Own, Ideal L2 Self/Other, and Ought-to L2 Self/Own for both English and Chinese, while they slightly agreed with the items related to Ought-to L2 Self/Other.

**Table 3**

English Majors' Responses to Each Component of Future Self-Guides

	English (major)			Chinese (minor)		
	Mean	SD	Scale	Mean	SD	Scale
Ideal L2 Self/Own	5.48	0.518	Strongly Agree	5.14	0.560	Agree
Ideal L2 Self/Other	5.13	0.796	Agree	4.91	0.810	Agree
Ought-to L2 Self/Own	5.29	0.646	Strongly Agree	5.02	0.695	Agree
Ought-to L2 Self/Other	4.11	1.259	Slightly Agree	3.89	1.204	Slightly Agree

Note: 1-1.83=strongly disagree; 1.84-2.67=disagree; 2.68-3.51=slightly disagree; 3.52-4.35=slightly agree; 4.36-5.19=agree; 5.20-6.00=strongly agree.

As seen in Table 3, concerning English, English majors strongly agreed with the items on Ideal L2 Self/Own ( $\bar{x}=5.48$ ) and Ought-to L2 Self/Own ( $\bar{x}=5.29$ ); they agreed with the items on Ideal L2 Self/Other ( $\bar{x}=5.13$ ) and slightly agreed with the items on Ought-to L2 Self/Other ( $\bar{x}=4.11$ ). As for Chinese, they agreed with the items on Ideal L2 Self/Own ( $\bar{x}=5.14$ ), Ought-to L2 Self/Own ( $\bar{x}=5.02$ ), and Ideal L2 Self/Other ( $\bar{x}=4.91$ ); while they slightly agreed with the items on Ought-to L2 Self/Other ( $\bar{x}=3.89$ ). In addition, for the English majors, the mean score of each component of future self-guides concerning English was higher than that of Chinese.

**Table 4**

Chinese Majors' Responses to Each Component of Future Self-Guides

	English (major)			Chinese (minor)		
	Mean	SD	Scale	Mean	SD	Scale
Ideal L2 Self/Own	5.35	0.536	Strongly Agree	5.55	0.419	Strongly Agree
Ideal L2 Self/Other	5.11	0.539	Agree	5.27	0.548	Strongly Agree
Ought-to L2 Self/Own	5.23	0.635	Strongly Agree	5.38	0.584	Strongly Agree
Ought-to L2 Self/Other	3.97	0.949	Slightly Agree	3.99	1.002	Slightly Agree

Note: 1-1.83=strongly disagree; 1.84-2.67=disagree; 2.68-3.51=slightly disagree; 3.52-4.35=slightly agree; 4.36-5.19=agree; 5.20-6.00=strongly agree.

As shown in Table 4, concerning English, Chinese majors strongly agreed with the items on Ideal L2 Self/Own ( $\bar{x}=5.35$ ) and Ought-to L2 Self/Own ( $\bar{x}=5.23$ ); they agreed with the items on Ideal Self/Other ( $\bar{x}=5.11$ ) and slightly agreed with the items on Ought-to Self/Other ( $\bar{x}=3.97$ ). For Chinese, they strongly agreed with the items on Ideal L2 Self/Own ( $\bar{x}=5.55$ ), Ought-to L2 Self/Own ( $\bar{x}=5.38$ ), and Ideal L2 Self/Other ( $\bar{x}=5.27$ ); They slightly agreed with the items regarding Ought-to Self/Other ( $\bar{x}=3.99$ ). It can also be seen that for Chinese majors, the mean score of each component of future self-guides concerning Chinese was higher than that of English.

In sum, based on the mean scores, Ideal Self/Own was the highest for both English and Chinese languages, followed by Ought-to Self/Own, Ideal Self/Other, and Ought-to Self/Other, which means that the participants' motivations to learn English and Chinese were highly regulated by Ideal Self/Own, Ought-to Self/Own, Ideal Self/Other, and Ought-to Self/Other in rank order. Furthermore, the participants had higher motivation to learn their major than their minor language.

Tables 5 and 6 display the results of the correlations between four future self-guides and related motivated language learning behaviors of English majors and Chinese majors respectively. The results showed all four future selves positively and significantly correlated to related motivated language learning behaviors.

**Table 5**

Correlation between Future Self-Guides and Related Motivated Language Learning Behaviors of English Majors

English Motivated Learning Behaviors	Chinese Motivated Learning Behaviors
English Ideal L2 Self/Own	.623**
English Ideal L2 Self/Other	.584**
English Ought-to L2 Self/Own	.507**
English Ought-to L2 Self/Other	.424**
Chinese Ideal L2 Self/Own	.576**
Chinese Ideal L2 Self/Other	.495**
Chinese Ought-to L2 Self/Own	.452**
Chinese Ought-to L2 Self/Other	.362**

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

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

In Table 5, for English majors, Ideal L2 Self/Own was the component that was most highly correlated with motivated language learning behaviors ( $r=.623**$  for English and  $r=.576**$  for Chinese,  $p\leq.01$ , 2-tailed). The second component was Ideal L2 Self/Other ( $r=.584**$ ,  $r=.495**$  for English and Chinese respectively,  $p\leq.01$ , 2-tailed), followed by Ought-to L2 Self/Own ( $r=.507**$ ,  $r=.452**$  for English and Chinese, respectively,  $p\leq.01$ , 2-tailed). The last component was Ought-to L2 Self/Other which significantly correlated to motivated language learning behaviors ( $r=.424**$ ,  $r=.362**$  for English and Chinese, respectively,  $p\leq.01$ , 2-tailed), but at a low level.

Regarding English, English Ideal Self/Own ( $r=.623^{**}$ ), Ideal L2 Self/Other ( $r=.584^{**}$ ), and Ought-to L2 Self/Own ( $r=.507^{**}$ ) were correlated to English motivated learning behaviors at a moderate level ( $r>.5$ ). It indicates that English learning of the English majors was motivated by their own and significant others' hopes, as well as their own obligations, while significant others' pressure seems not to function as a powerful component compared to the other three components. Concerning Chinese, which is a minor subject for this group of participants, only Chinese Ideal L2 Self/Own ( $r=.576^{**}$ ) correlated to Chinese motivated learning behaviors at a moderated level, whereas Chinese Ideal L2 Self/Other ( $r=.495^{**}$ ), Ought-to L2 Self/own ( $r=.452^{**}$ ) and Ought-to L2 Self/Other ( $r=.362^{**}$ ) correlated to Chinese motivated learning behaviors at a low level ( $0.3 < |r| \leq 0.5$ ). It indicates that participants' Chinese learning was mainly motivated by their own hopes and aspirations with a promotion focus.

**Table 6**

Correlation between Future Self-Guides and Related Motivated Language Learning Behaviors of Chinese Majors

English Motivated Learning Behaviors		Chinese Motivated Learning Behaviors	
English Ideal L2 Self/Own	.604**	Chinese Ideal L2 Self/Own	.500**
English Ideal L2 Self/Other	.377**	Chinese Ideal L2 Self/Other	.411**
English Ought-to L2 Self/Own	.495**	Chinese Ought-to L2 Self/Own	.428**
English Ought-to L2 Self/Other	.326**	Chinese Ought-to L2 Self/Other	.290**

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

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

In Table 6, for Chinese majors, Ideal L2 Self/Own was the only component that correlated to motivated language learning behaviors ( $r=.604^{**}$  for English and  $r=.500^{**}$  for Chinese) at moderate levels. It suggests that Chinese majors were more likely to make effort to learn English and Chinese based on their own hopes and aspirations. Although, Ought-to L2 Self/Own( $r=.495^{**}$ ,  $r=.428^{**}$  for English and Chinese, respectively), Ideal L2 Self/Other ( $r=.377^{**}$ ,  $r=.411^{**}$  for English and Chinese, respectively), and Ought-to L2 Self/Other ( $r=.326^{**}$ ,  $r=.290^{**}$  for English and Chinese, respectively) were the next components in order of strength that significantly correlated to motivated language learning behaviors, the correlations were at low levels ( $0.3 < |r| \leq 0.5$ ) or a negligible level ( $|r| \leq 0.3$ ), which means that students are less influenced by others' hopes, own obligations and others' pressure on learning English and Chinese, when compared with their own hopes and desires.

The interview data address the question of students' perceptions of their future self-guides to learn English and Chinese. The instrumental value of target languages, significant others' expectations, and perceived self-obligations were the three major themes obtained from the qualitative data analysis.

The instrumental values of English and Chinese were highlighted by Thai university students. Most of the participants mentioned that they learned English and Chinese for their bright future careers, further studies, and entertainment.

Their future career was the key reason that motivated the participants to learn English and Chinese. Almost all of the interviewees mentioned that they are guided by the bright future

careers. They would like to put efforts to learn English and Chinese to pursue their desired careers in the future. For example, English major No. 7 said:

“In the future, I want to be a cabin crew. I think English and Chinese will help me, because I know English and Chinese. If I can speak both languages frequently, I think it will make me an interesting candidate for the job...”

(English major No.7, personal communication, Dec 18<sup>th</sup>, 2020)

Working in tourism was popular and welcomed by both English majors and Chinese majors. Many participants mentioned that they would like to work as a tour guide in a travel agency, a receptionist in a hotel, or a member of the cabin crew for an airline. In addition, working for a company was another ideal career that the participants would like to choose. They would like to get English-related or Chinese-related jobs. Some participants were interested in international online business and would like to benefit from being a language student, which can provide them an opportunity to start their own international business in Thailand or other countries. Working as a teacher of English or Chinese was also a popular choice of career for the participants. Many of them reported that they would like to be a language teacher in an international school because of high salaries and in a public school because of good welfare. Some participants said that they would like to have their own language schools.

Expecting to have a bright future in their career, some participants mentioned that they put great effort into learning English or Chinese at present because they wanted to get a

scholarship to further their study abroad in the future. A Chinese major No. 8 said having a chance to study in China motivated him to study harder.

“I want to be a Chinese teacher in a university, but I think my ability is not enough now, so I want to go to China to study further, majoring in teaching Chinese as a foreign language... Now, I want to apply for studying at Yunnan University or Peking University.”

(Chinese major No. 8, personal communication, Nov 30<sup>th</sup>, 2020)

In addition, most of the participants said that they learned English and Chinese for entertainment purposes, such as, traveling abroad, enjoying English or Chinese novels, movies, and TV shows, and playing games. Here are examples which are given by English major No.3 and Chinese major No.8.

“I think the main purpose of learning English is to broaden my horizon. Deep inside, I want to travel abroad. I like traveling... My main goal, after finishing this degree, after 4 years, I will go abroad.

(English major No.3, personal communication, Dec 2<sup>nd</sup>, 2020)

“I think I like Chinese very much and like listening to Chinese songs. I like writing Chinese characters. I like watching Chinese TV shows... I also play Chinese games, named Yuanshen, and the content is given in Chinese.”

(Chinese major No. 8, personal communication, Nov 30<sup>th</sup>, 2020)

Besides the instrumental values that were perceived by the participants, students also mentioned that the purpose of learning English and Chinese was to meet significant others' expectations. The most influential others who motivated the participants to learn English and Chinese were their parents, which were mentioned many times by the participants. The following are excerpts from English majors No.2 and No.4:

“My mother works in the tourist business in Phuket. Phuket has many tourists; Chinese is important in that way... Because my mom used to tell me that she wants me to be a tour guide. She hopes that I can learn English and Chinese well.”

(English major No. 2, personal communication, Nov 27<sup>th</sup>, 2020)

“My father always told me that he hoped I can study English very well. He always told me he would support me to go to Britain or something like that. He wants his children to be highly educated... And he said English was important. I agree with my father.”

(English major No. 4, personal communication, Dec 7<sup>th</sup>, 2020)

Apart from the instrument values and significant others' expectations, students also perceived obligations to learn English and Chinese well by themselves. Influenced by their status as university students, they felt they had the responsibility to learn their subjects well. From the interview, some participants said that they pressurized themselves to learn English and Chinese. The pressure may have come from the

examinations they were going to take, the quizzes that they often had in class, and the graduation requirements, as in the English major No. 1 case:

“Now I have serious pressure in English, because the test is very hard. And some teachers are very strict. I have to pass the TOEIC or TOFEL test to prove that I am really good at English... Actually, I think, I push myself. There is no one pushing me. ”

(English major No.1, personal communication, Nov 27<sup>th</sup>, 2020)

In addition, some participants said they had to work hard to maintain their language ability, even though they were quite good in their self-reported grades, as mentioned in the following:

“Although I have studied in China, my Chinese is a little bit rusty after coming back to Thailand... I am also a little worried. I have to try harder to learn Chinese.”

(Chinese major No. 6, personal communication, Nov 29<sup>th</sup>, 2020)

## **Discussion**

The present study explored Thai university students' motivation to learn English and Chinese by using the 2x2 models of future self-guides. Both quantitative and qualitative data showed that the participants' motivations to learn English and Chinese were highly regulated by all four future selves and the

four future selves were significantly and positively correlated to English and Chinese motivated learning behaviors. The results also show that all four components of future self-guides were valid. More specifically, the Ought-to L2 Self/Own was shown to be a significant component which correlated to participants' motivated language learning behaviors at a moderate or near moderate level. This is opposite to some previous findings (Al-Hoorie, 2018; Csizér & Lukács, 2010; Lamb, 2012; Teimouri, 2017) where Ought-to L2 Self was considered a questionable construct. Furthermore, in response to Papi et al.'s (2018) call for further examinations of the 2x2 model of future self-guides, the findings of the present study confirmed the validation of the model concerning English and Chinese languages in the Thai context.

For English majors, the results demonstrate that Ideal L2 Self/Own was the component that was most highly correlated with motivated language learning behaviors concerning English and Chinese, followed by Ideal L2 Self/Other, Ought-to L2 Self/Own, and Ought-to L2 Self/Other. As the importance and instrumental value of English and Chinese have been internalized by Thai university students, Ideal L2 Self/Own and Ideal L2 Self/Other were the top two components that significantly correlated to their motivated language learning behaviors at a (or near) moderate level. It means that this group of participants (English majors) was more motivated by aspirations and hopes from their own opinion and significant others'. They were more promotion-focused individuals who were more driven by advancement, growth, and accomplishment. This result was consistent with Feng & Papi's (2020) finding that Ideal L2 Self/Own and Ideal L2 Self/Other were positive

predictors of persistence. Also, Ought-to L2 Self/Own was shown as a significant component at a moderate level in the present study concerning English, which was the participants' major. This indicates that concerning their major subject, the participants' self-obligations exert an influence on their investment in learning, which is consistent with the findings of Papi et al.'s (2018), Blair & Azaz's (2019), and Feng & Papi's (2020) work.

For Chinese majors, Ideal L2 Self/Own was followed by Ought-to L2 Self/Own, Ideal L2 Self/Other, and Ought-to L2 Self/Other, in order of strength that correlated to motivated language learning behaviors concerning English and Chinese. Ideal L2 Self/Own was the only component that correlated to motivated language learning behaviors at a moderate level for this group of participants (Chinese majors). It suggests that this group of participants was more motivated by their aspirations and hopes to learn English and Chinese with a promotion focus. They were also more driven by the positive outcomes if they can learn English and Chinese well in the future. It can be seen that this finding of Chinese majors was similar to that of English majors. In addition, for English as a minor subject, Ought-to L2 Self/Own was the component that correlated to English motivated learning behaviors at a near moderate level. It indicates that this group of participants was also driven by their perceived self-obligations to learn English with a prevention focus. They would regulate their English learning behaviors in order to avoid negative outcomes. This finding was also confirmed by what Chinese majors provided in the interview. Eight out of 15 Chinese majors reported that they failed to learn English at school. Therefore, at university, they chose to major in Chinese and minor in English and their English learning behaviors were partly

regulated by their attempts to avoid failures to pass English quizzes and exams, or to graduate.

Ideal L2 Self/Own was demonstrated as the component that was most highly correlated with related motivated language learning behaviors for both English and Chinese majors, which is consistent with previous findings (Teimouri, 2017; Blair & Azaz, 2019; Feng & Papi, 2020). It indicated that the participants in the present study were more promotion-focused individuals. They were more driven by the ideal self-image and sensitive to positive outcomes. This finding was also supported by the qualitative data indicating that most of the participants learned these two languages for their future careers, further studies, or entertainment. They would like to master these two languages well for their bright future, in which the instrumental values of English and Chinese were highlighted.

Ought-to L2 Self/Own, although not shown as the strongest predictor of motivated language learning behaviors as shown in Papi et al.'s (2018) work, was still a significant component that correlated to motivated language learning behaviors at a moderate or near moderate level in the present study. This finding confirmed the validation of Ought-to L2 Self as well as the distinction of standpoints. In the interview, the participants perceived obligations and pressures in learning English and Chinese. This qualitative result supports that the Ought-to L2 Self was a valid component in the present study.

Ideal L2 Self/Other correlated to motivated language learning behaviors at a moderate level (for English majors concerning English learning only) or low levels. Ought-to L2

Self/Other correlated with motivated language learning behaviors at low or negligible levels. These findings supported the assumption in motivation research that the more-internalized motives (from own standpoint) result in higher levels of motivation than the less-internalized ones (from another standpoint). This finding is consistent with Papi et al.'s (2018) findings. Ought-to L2 Self/Other positively and significantly correlated with motivated language learning behaviors although at a low or negligible level. This finding was opposed to the findings in some previous studies (Blair & Azaz, 2019; Feng & Papi, 2020), where Ought-to L2 Self/Other was a negative predictor of intended effort. In the interview, few participants mentioned their parents or teachers put them under high pressure to learn English and Chinese in Thailand. They do not perceive strong obligations in language learning from significant others.

The findings of the present study offer some pedagogical implications for English and Chinese language teachers. As all four future selves were positively and significantly correlated to motivated language learning behaviors, which confirms the power of future self-guides, it is suggested that language teachers should encourage students to construct vivid future self-images to regulate their language learning behaviors. The instrumental values or benefits of learning the target languages should be introduced and highlighted to the students to help them set suitable personal goals. They should not hesitate to give positive feedback to students when they make any progress because students who are regulated by Ideal L2 Self/Own are more promotion-focused individuals. Last but not least, language teachers should take

individual differences into consideration as each individual may be regulated by each component of future self-guides differently. They can make a survey by using the 2x2 model of future self-guides questionnaires to find out their students' motivational orientations. In addition, based on students' personal characteristics and daily performance, teachers can also try to figure out by which component of future self-guides each individual is more driven.

## **Conclusion**

The findings of the study revealed the important role of future self-guides in Thai university students' motivation to learn English and Chinese. Especially, their language learning motivations were highly regulated by their Ideal Self and Ought-to Self from their own standpoint. This also confirmed the validation of the 2x2 model of future self-guides. Moreover, the findings showed that Ideal Self/Own was the component that was most highly correlated with students' motivated English and Chinese learning behaviors. It suggests the students were more motivated by the attributes that they would ideally hope to possess in the future from their own opinion, which may provide implications for language teachers and educators to assist students more effectively.

The present study provided us with an understanding of the motivation of Thai university multilingual learners of English and Chinese from the perspective of an individual's self-concept and future self-guides. It focused on English and Chinese in the Thai context. The findings of this study could not be generalized to another context as they do not represent other

social and educational contexts and different target languages. In addition, the number of participants in the questionnaire survey and the semi-structured interviews were relatively small. A larger number of participants is suggested for further research. Furthermore, age and gender are not measured in the present study. Further studies could address these factors to see whether they are influential variables in understanding learners' motivation from the perspective of future self-guides.

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# **Thai Students' Proficiency and Attitudes towards English-only Approach and Bilingual Approach<sup>1</sup>**

ความสามารถทางภาษาอังกฤษและทัศนคติของนักศึกษาไทย  
ต่อการสอนโดยใช้ภาษาอังกฤษเพียงอย่างเดียว  
และการสอนโดยใช้สองภาษา

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## **Abstract**

The English-only approach (monolingual/ L2 only) in language teaching has been widely discussed, while the inclusion of learners' L1 (a bilingual approach) remains a topic of debate.

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Previous research has primarily concentrated on attitudes towards using L1 in the classroom, rather than investigating its influence on learners' language proficiency. The study aimed to investigate the proficiency, attitudes, and the correlation between proficiency and attitudes of students taught using a monolingual and bilingual approach. The participants consisted of 76 students from Mae Fah Luang University enrolled in an Intensive English. They were divided into two groups: a control group taught only in English and an experimental group taught using both English and Thai. Data were collected through pre- and post-tests measuring English proficiency and language attitudes. The findings revealed that the monolingual group showed no significant difference in mean scores between the pre- and post-proficiency tests ( $X_1 = 5.16, 5.79$ ), while the bilingual group showed a higher mean score in the post-proficiency test compared to the pre-test ( $X_2 = 4.95, 6.45$ ). In terms of language attitudes, the monolingual group demonstrated a significant increase in L1 preference after the experiment ( $X_1 = 10.32, 11.50$ ), while the bilingual group consistently maintained a positive attitude towards L1 throughout the course ( $X_2 = 10.65, 11.32$ ). The analysis also revealed a positive correlation between participants' proficiency and attitudes ( $r = 1.00, p = .01$ ), indicating that a positive attitude towards language use in the classroom tended to impact participants' proficiency. Overall, these results suggest that the judicious use of Thai in English language classrooms can serve as an advantageous tool for learners, leading to improved proficiency outcomes.

**Keywords:** second language acquisition,  
bilingual approach, English-only approach

### บทคัดย่อ

การศึกษาการสอนโดยใช้ภาษาอังกฤษเป็นสื่อในการสอนเพียงอย่างเดียว เป็นที่ได้รับความสนใจในสาขาวิชาการสอนภาษาอังกฤษ ทว่าการใช้ภาษาแรกของ ผู้เรียนในห้องเรียนยังเป็นประเด็นที่มีการถกเถียงอยู่มาก จากการสืบค้นพบว่า ปัจจุบันงานที่ศึกษาเกี่ยวกับการสัมมาร์ทว่างภาษาอังกฤษและภาษาไทยส่วนใหญ่ เน้นไปที่ทัศนคติของครุและผู้เรียนที่มีต่อการใช้ภาษาแรกมากกว่าการเปรียบเทียบ ความสามารถทางภาษาอังกฤษของผู้เรียนทั้งสองวิธีสอน ดังนั้นงานวิจัยนี้ จึงมุ่งศึกษาความสามารถทางภาษา ทัศนคติของผู้เรียน และสหสัมพันธ์ของ ความสามารถทางภาษาและทัศนคติของผู้เรียน ที่มีต่อการสอนโดยใช้ภาษาอังกฤษ เพียงอย่างเดียวและสองภาษา โดยกลุ่มผู้เข้าร่วมงานวิจัย จำนวน 67 คน เป็นนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยแม่ฟ้าหลวง ที่เรียนหลักสูตรภาษาอังกฤษ เร่งรัด ผู้เข้าร่วมการวิจัยถูกแบ่งออกเป็น 2 กลุ่มคือกลุ่มควบคุม ที่สอนโดยการ ใช้ภาษาอังกฤษเป็นสื่อการสอนเพียงอย่างเดียว และกลุ่มทดลองที่สอนโดยการ ใช้ภาษาอังกฤษและภาษาไทยเป็นสื่อการสอน และเก็บข้อมูลโดยใช้แบบทดสอบวัด ระดับความรู้ภาษาอังกฤษ และแบบทดสอบทัศนคติทางภาษาก่อนและหลังเรียน ผลการทดลองบ่งชี้ว่าค่าเฉลี่ยของคะแนนวัดระดับความรู้ภาษาอังกฤษก่อนและ หลังเรียนของกลุ่มควบคุมไม่มีความแตกต่างที่นัยสำคัญทางสถิติ ( $X_1 = 5.16, 5.79$ ) แต่กลุ่มทดลองมีระดับคะแนนเฉลี่ยภาษาอังกฤษหลังเรียนสูงกว่า่อนเรียน ( $X_2 = 4.95, 6.45$ ) สำหรับการประเมินทัศนคติทางภาษา พบร่วงกลุ่มควบคุม มีทัศนคติเชิง บวกที่เพิ่มขึ้นหลังเรียน ( $X_1 = 10.32, 11.50$ ) และกลุ่มทดลองมีทัศนคติเชิงบวกต่อ การใช้ภาษาแรกคงที่ตลอดระยะเวลาการเรียน ( $X_2 = 10.65, 11.32$ ) ทั้งนี้ พบว่า

ความสามารถทางภาษาและทัศนคติของผู้เรียนมีค่าสหสัมพันธ์เชิงบวก ( $r = 1.00$ ,  $p = .01$ ) กล่าวคือ ทัศนคติที่ผู้เรียนมีต่อการใช้ภาษาในห้องเรียนส่งผลต่อความสามารถทางภาษาของผู้เรียน ข้อค้นพบเหล่านี้ปั้งชี้ว่าการใช้ภาษาแรก (ภาษาไทย) ในห้องเรียนภาษาต่างประเทศ (ภาษาอังกฤษ) หากใช้อย่างเหมาะสมจะเป็นเครื่องมือที่เป็นประโยชน์สำหรับผู้เรียน

**คำสำคัญ:** การเรียนรู้ภาษาที่ 2 การสอนโดยใช้สองภาษา  
การสอนโดยใช้ภาษาอังกฤษเพียงอย่างเดียว

## Introduction

Being a world language, English is taught as a compulsory subject for all Thai students. At Mae Fah Luang University, English is recognised as the required course for all students. According to the university's policy, English is used as a medium tool for instruction in an English classroom. This policy correlates with the Direct Method (DM) which is one of the famous language pedagogies. DM was designed after the decline of the Grammar-Translation method (GT) which mainly teaches learners by translating the target language (L2) into learners' mother tongue (L1). On the contrary, the DM approach directly teaches learners through the target language (L2) because they believe that humans were born with the ability to learn languages, so L2 can be learned in the same manner as a first language is acquired (Krashen, 1985, 1989). Also, several studies suggested that using L1 may be detrimental to the acquisition process because L1 can negatively interfere with second language learning (Odlin, 1989).

However, using only the target language (L2) is still a controversial topic among English language teaching researchers. Many researchers argue whether the target language together with students' first language can be used to assist language learning in a second language classroom (e.g., Brooks & Donato, 1994; Cook, 2001). Macro (2001) studied the use of L1 in L2 secondary school classrooms and concluded that the quantity of teachers' use of L1 does not significantly impact the quantity of L1 or L2 used by the learners and can lighten the cognitive load on working memory.

As indicated previously, in the context of Mae Fah Luang University, where an English-only policy is adopted in English language classrooms, it seems that studying by using English as a medium of instruction may be one of the greatest challenges for several students. There is increasing concern that some students have difficulties in learning through the English-only policy which causes them to fail English courses that are required by the university.

However, much of the research up to now has been repetitively descriptive of the attitude of students and teachers toward using L1 in the L2 classroom. One notable study regarding this issue in the Thai context is the study of Thongwichit (2013). The author examined Thai university students' opinions toward the use of L1 in their EFL classrooms, aiming to propose guidelines for Thai university English teaching. The author mentioned that all students showed positive attitudes toward L1 use in EFL classrooms because they viewed L1 as a tool for facilitating their learning.

Another significant analysis and discussion on the focus of Thai teachers' perceptions toward the use of L1 in English language classrooms were presented by Trakulkasemsuk and Ketwandee (2013). The purpose of the research was to study how Thai teachers use L1 and L2 in EFL classrooms and their attitudes toward using L1 in their EFL classrooms. The participants of this study were 16 Thai university full-time teachers teaching English who claimed to have acquired an advanced proficiency level in English. The teachers varied depending on the courses they taught which were language knowledge-based courses (e.g., grammar, vocabulary, writing) and communication-based courses (e.g., oral communication skills). The teachers were asked to answer a questionnaire. The questionnaire consisted of two sections which included participants' personal information and 16 items regarding common situations in ESL classrooms. The teachers were asked to rate each of the situations on a seven-point rating scale regarding the amount of L1 and L2 use, ranging from using Thai only to using English only. The authors found that the teachers chose to use L2 more than L1 in their ESL classrooms. There were, however, some situations where the teachers preferred to use L1 equally to L2. The authors claimed that this happened because, in those situations, the teachers were concerned with the student's attention and would like them to concentrate on the lesson.

Turning to another study from Enama (2016), the author examined whether low-proficiency bilingual EFL learners performed better in grammar and speaking, when

French, their L1, is used in the EFL classroom. The author experimented by dividing students into two groups, one control group and one experimental group. The control group was taught by using English only while the experimental group was taught by using French (L1) and English (L2). The result showed that the experimental group performed a higher mean improvement in the two experiments, in both grammar and speaking tests. This study has been done differently, compared to other studies in this area. The study faced limitations in terms of participant size, as it included a small sample of only 22 individuals, specifically targeting low-proficiency students. Nevertheless, in an actual classroom setting, it is common to have varying levels of proficiency among students. Consequently, it is imperative to consider the outcomes and results of learners with different proficiency levels, as these variations may potentially yield diverse findings.

Although previous studies have been carried out numerously with a focus on the attitudes of students and teachers toward the use of L1, it remains unclear if the attitudes of students will affect their L2 performance and proficiency. Therefore, it is still not known whether there is a relationship between the attitudes of the students and their L2 learning. Furthermore, the current body of research on the use of L1 in EFL classrooms remains limited, with only a few studies providing a comprehensive and thorough investigation that compares the outcomes of both approaches. This study aims to contribute to this growing area of research by exploring the result of English-only and bilingual approaches on EFL learners'

performances who have different levels of proficiency and provide new insights into the relationship between the learners' attitudes toward the language of instruction used in an EFL classroom and their performance and proficiency in second language learning.

## **Objectives**

1. To compare the English language proficiency of EFL learners before and after studying using an English-only approach and a bilingual approach (L1 and L2)
2. To examine the attitudes of EFL learners before and after studying using an English-only approach and a bilingual approach (L1 and L2)
3. To investigate the correlation between attitudes and proficiency of EFL learners before and after studying using an English-only approach and a bilingual approach (L1 and L2)

## **Literature Review**

### 1. The English-only Approach

The research into English-only policy or the Monolingual approach is not recent. The topic has been excessively described in the 1960s after the grammar-translation method generally refrained. Early examples of using the target language to teach learners were mentioned in Krashen's (1988) monitor theory. The theory mentioned that the target language (L2) is possible to be acquired by the subconscious and

spontaneous development of L2 competence, identical to the acquisition of L1. In other words, learners acquire L1 without the intervention of other languages, thereby L2 acquisition could be acquired similarly to the L1 by using only the target language as a tool. Additionally, the author proposed that the acquisition of L2 occurs in a manner where no intervention or influence between the acquisition of L2 and L1 could be identified. Similarly, Cook (2001) also mentioned that L1 and L2 acquisition are completely independently formed.

Also, several previous studies have suggested that only L2 should be used to teach in the L2 classroom because it provides second language learners with the greatest exposure to the target language which is considered an important factor in acquiring a second language. As supported by Zhao and Macaro (2016), given that EFL learners primarily encounter L2 exposure within the confines of the classroom, imitation and habit formation emerge as pivotal factors for learners to cultivate and enhance their proficiency. This aligns with Krashen's input hypothesis, which emphasizes the significance of these processes in language acquisition and skill development.

## 2. The Bilingual Approach

Formerly, the idea of using L1 in L2 classrooms was viewed as an interference for second language acquisition since second language learners seemed to rely on L1 when using the second language (Bhela, 1999). Because of the concept of L1 interference, L1 has deliberately refrained from a second

language classroom. As a result of this perception, many learners and teachers carry a negative attitude toward the use of L1 in L2 classrooms (Nazary, 2008).

In the light of code-switching research, the study of Atkinson (1987) plays an important role in addressing this issue. Atkinson identified 9 situations and formed the approach that explained how the L1 could fit the EFL classroom. Atkinson's approach was influenced by Cummins' (1978) linguistic interdependence hypothesis which explains that L2 will be successfully acquired along with L1 development and competence. Atkinson (1987), then, recommended 9 situations in that L1 could be used in L2 classrooms which are eliciting target language, checking comprehension, giving complex instructions to basic levels, cooperating in group work situations, explaining classroom methodology at basic levels, highlighting a recently taught item, checking sense, explaining testing instructions and developing circumlocution strategies. The 9 situations that Atkinson pointed out were, thereafter, adapted into several studies, for example, Auerbach (1993), Macaro (1997), and Cook (2002).

Moreover, more recent literature has emerged that offers contradictory perceptions about using L1 in L2 classrooms. Many studies found that L1 plays a significant role in second language learning and teaching in varied aspects (Brooks, 2009; Simsek, 2010). As noted by Cook (2001), L1 can be used to facilitate learning grammar and vocabulary more advantageously and faster. Also, it is found that L1 is frequently used by many experienced teachers when giving instructions or feedback (De La Campa and

Nassaji, 2009). In the same vein, Ford (2009) reported that most Japanese university lecturers who teach in a university that employs an English-only policy sometimes use their L1 (Japanese) in their L2 classroom for giving instructions and reducing anxiety from using L2. As aforementioned, these results are reported by Abe (2011) and Thongwichit (2013) in the Thai context. The authors studied Thai students and teachers and found that many Thai students had an optimistic opinion toward the use of L1 in their English classroom and expected their teacher to know their L1.

Despite the shift of L1 use in an L2 classroom, many researchers agree that L1 is unavoidably necessitated in second language acquisition in many aspects (Atkinson, 1987; Cook, 2001; Macaro, 2001). By way of illustration, both the study from Meyer (2008) and Ocak et al., (2010) show that L1 is related to psychology because learners can communicate with their teacher through L1 when they are afraid of using incorrect L2 which could lead them to lose face. Moreover, L1 is claimed to assist students with low L2 proficiency in many studies (Sarıçoban, 2010; Mirza et al., 2012). An example of this is the study carried out by Machaal (2012) which found that in the case of Arabian learners of English, L1 was used to enhance learners' comprehension and learning at the beginning level. Mirza et al. (2012) also mentioned in their study that L1 can help simplify difficult grammar points and explain new words' meanings.

### 3. The Relationship Between Attitudes and Second Language Learning

In the literature, the term ‘attitude’ in the second language acquisition field usually refers to various sets of viewpoints toward the target language (Ellis, 1985). Zeinivand et al. (2015) mentioned that attitudes are mental states that affect the learning preferences of learners. Attitudes are mental concepts that refer to positive or negative perceptions or mental pictures toward second language learning in different situations, for instance, the use of language in classrooms, teachers, or even the environment of the classroom.

To better understand attitudes, Gardner and Lambert (1972) classified attitudes into three distinct types: 1) attitudes towards language speakers and the community where the language is spoken, 2) attitudes towards learning the target language, and 3) attitudes towards language learning and language in general. In this paper, only the second type of attitude will be focused on since it is related to the purpose of this paper.

Many studies on second language acquisition (e.g., Dörnyei, 2007; Ellis, 2008) have revealed that attitude plays a major role in second language learning success. Ellis (1997) showed that the attitude toward L2 learning can affect both the process and proficiency of language learning. This concept shares similarities with the findings from Richards and Rodgers (2014), wherein it was established that positive and negative attitudes towards the target language have implications for the ease or difficulty of learning, social status, and other related factors. Moreover, Prodromou (1992) also stated that positive

attitudes toward the target language will affect learners to successfully acquire the target language. That is to say, the more effort the learners put toward learning depends to some extent on their attitude (Gardner et al., 1985). Then, it could be argued that attitudes might be related to the proficiency and performance of L2 learners. For that reason, it is one of the purposes of the current study to determine to what extent attitudes affect learners 'L2 learning success.

## **Research Methodology**

### 1. Research Design

Previously, many studies regarding the use of L1 in L2 classrooms have been assessed by using questionnaires as descriptive research. However, since this study aims to discover in-depth results, the study is designed to be experimental research. The type of experimental research design that the researcher will use is a randomised pretest–post–test control group design as shown in Table 1.  $X_1$  is the control group which is the English-only teaching and  $X_2$  is the experimental group which is the bilingual teaching. This design is particularly useful when studying two groups of participants and has a pre and post-test after the experiment ends.

**Table 1**

Randomised Pre-test – Post-test Control Group Design

A control group	R	O	$X_1$	O
An experimental group	R	O	$X_2$	O

## 2. Participants

The populations of this study were first-year students at Mae Fah Luang University who enrolled in an Intensive English course. This course is the first English course in the university that students enrol in, and the course aims to develop basic English skills for students (A2). There were 90 sections of the course which had 30 students for each, with approximately 2500 students enrolling in one semester. Regarding the aims of this study, 2 sections were recruited randomly. The total number of participants was 76 students. After that, the recruited participants were classified by simple random sampling into 2 groups which were an experimental group and a control group. Both sections followed the same course syllabus and students were evaluated with similar assessments. Moreover, all qualified participants in this study should not have any language disorders that could affect their performance during testing (such as ADHD or dyslexia).

## 3. Proficiency Test

The participants in this study were administered the Oxford Quick Placement Test (OQPT) to classify their English language proficiency. With 20 multiple-choice test items, the test was adopted because it could quickly evaluate test-takers' proficiency. The purpose of using this test is to track the proficiency of participants as a pre-post test to examine the language achievement of participants. The aim of utilizing this test is to monitor the English proficiency of participants as a

pre-post test, with the intention of evaluating their language achievement, as previously stated in the first objective.

#### 4. Language Attitude

Language attitude is another factor that should be considered in second language acquisition research. That is to say, the language attitude that participants have might affect the result of the study. To explore this factor, participants were administered a Classroom Language Attitude Questionnaire which was adapted from the study of Gaebler (2014). The objective of this questionnaire is to understand whether participants prefer the use of L1 in the classroom as well as to understand in which context participants preferred L1 to be used. The questionnaire was conducted in a multiple choice. For the classroom language preference, the question was designed to be 'yes' or 'no'. The questionnaire consists of a total of 14 items, with participants' responses generating individual scores. Participants scoring below 7 were categorized as having a negative attitude towards the use of L1 in classrooms, whereas those scoring above 7 were classified as having a positive attitude.

#### 5. Experiments

There were 3 phases of the experiments in this study. To begin the experiment, participants were separated into 2 groups by a simple random sampling method. There were 2 groups of participants, the control group, and the experimental group, as mentioned in 2. Participants. The control group was

taught in English only (English-only approach). On the other hand, the experimental group was taught in Thai together with English (Bilingual approach).

To prevent conflicts of interest between the researcher and participants, the selected classes were conducted by other lecturers who were dissociated from the study. The teachers who participated in this study were trained on how to use L1 in their class according to Atkinson's (1987) nine-point model. The model is suggested to be suitable for classrooms that are based on translation. Since an Intensive English course is mainly based on preparing students to understand basic concepts of English, Atkinson's (1987) nine-point model could be suitably adopted. As mentioned in the Literature review, Atkinson (1987) suggested that L1 should be used in 9 situations which are 1) eliciting L2, 2) checking comprehension, 3) giving instructions, 4) cooperating in group work, 5) explaining classroom rules, 6) checking to understand of recently taught lessons, 7) checking for sense, 8) explaining testing directions, and 9) developing circumlocution strategies.

At the beginning of the class, both groups of participants were administered the Oxford Quick Placement Test (OQPT) which is considered an English achievement test. Following the proficiency test, the English language attitude test was administered. The results of the OQPT and English language attitude test were analysed to investigate the relationship between proficiency and attitudes before participating in the monolingual and bilingual approach.

In the last class, which is the third phase, the participants were administered the adapted English language attitude test from Gaebler's study (2014) and the OQPT once again to investigate English language proficiency improvement and the change of attitudes before and after participating in the monolingual and bilingual approach. The reason to conduct the experiment as mentioned above is to investigate the relationship between the attitude and the language learning achievement of the participants towards the methods used in the class.

## **Findings**

The study aims to achieve three main objectives. First, it seeks to compare the English language proficiency of Thai learners of English before and after studying, using an English-only approach and a bilingual approach (L1 and L2). Second, the study aims to examine the attitudes of Thai learners of English before and after studying, considering the two approaches. Lastly, it aims to investigate the correlation between the attitudes and proficiency of Thai learners of English after studying via an English-only approach and a bilingual approach (L1 and L2).

1. The English language proficiency of students before and after studying using an English-only approach and a bilingual approach

**Table 2**

Pre-test and post-test of the English language proficiency of an English-only approach and a bilingual approach

List	Pre-test		Post-test		T-test (Comparison between pre-test and post-test)
	Mean	SD.	Mean	SD.	
A control group An English-only approach (N = 38)	5.16	2.15	5.79	2.46	-1.1331***
An experimental group A bilingual approach (N = 38)	4.95	1.92	6.45	2.80	-3.0172****
T-test	0.4506*		1.0884**		

\*Sig. (2-tailed) 0.6536

\*\*\* Sig. (2-tailed) 0.2645

\*\* Sig. (2-tailed) 0.2799

\*\*\*\*Sig. (2-tailed) 0.0046

According to the findings presented in Table 2, an independent sample t-test was conducted to compare the English language proficiency pre-test scores between two groups: an English-only approach group and a bilingual group. The results indicated that there was no significant difference in the English language proficiency pre-test scores between the English-only approach group ( $X_1 = 5.16$ ,  $SD = 2.15$ ) and the bilingual

approach group ( $X_2= 4.95$ ,  $SD.= 1.92$ );  $t= 0.4506$ ,  $p=0.6536$ . This suggests that the English language proficiency of both the English-only group and the bilingual group prior to taking the course is similar.

In terms of the post-test scores, no statistically significant difference was observed between the English-only approach group ( $X_1= 5.79$ ,  $SD.= 2.46$ ) and the bilingual approach group ( $X_2= 6.45$ ,  $SD.= 2.80$ );  $t= 1.0884$ ,  $p=0.2799$ . These results indicate that the English language proficiency of both the English-only group and the bilingual group after completing the course is similar.

Additional analysis of the pre-test and post-test comparison within the English-only approach group demonstrated no significant differences ( $X_1= 5.16$ ,  $5.79$ );  $t= -1.1331$ ,  $p=0.2645$ . This suggests that the English language proficiency of the English-only approach group did not show any different variation between the pre-test and post-test.

What stands out in Table 2 is the pre-test and post-test comparison within the bilingual approach group. It was found that there was a significant difference in the pre-test and post-test scores ( $X_2= 4.95$ ,  $6.45$ );  $t= -3.0172$ ,  $p=0.0046$ . This indicates that the English language proficiency of the bilingual approach group demonstrated improvement after completing the course.

2. The attitudes toward using L1 in English class of an English-only approach group and a bilingual approach group

The study employed Gaebler's (2014) Classroom Language Attitude Questionnaire to evaluate participants' attitudes.

The questionnaire consisted of 14 items, with each item contributing to an individual score. Participants scoring below 7 were identified as holding a negative attitude towards the use of L1 in classrooms, while those scoring above 7 were considered to have a positive attitude.

**Table 3**

Pre-experiment and Post-experiment of the Attitudes toward Using L1 of an English-only Approach and a Bilingual Approach

List	Pre-experiment		Post-experiment		T-test (Comparison between pre- experiment and post- experiment)
	Mean	SD.	Mean	SD.	
A control group An English-only approach (N = 38)	10.32	2.55	11.50	2.10	-2.3813***
An experimental group A bilingual approach (N = 38)	10.66	2.65	11.32	3.00	-1.4943****
T-test	-0.5732*		0.3102**		

\*Sig. (2-tailed) 0.5682

\*\*\* Sig. (2-tailed) 0.0225

\*\* Sig. (2-tailed) 0.7573

\*\*\*\*Sig. (2-tailed) 0.1436

Based on the findings presented in Table 3, an independent sample t-test was conducted to compare the attitudes towards using L1 in the classroom between two groups: an English-only approach group and a bilingual group. The results of the pre-experimental phase indicated that there was no significant difference in the attitudes scores between the English-only approach group ( $X_1= 10.32$ ,  $SD.= 2.55$ ) and the bilingual approach group ( $X_2= 10.66$ ,  $SD.= 2.65$ );  $t= -0.5732$ ,  $p=0.5682$ . These findings suggest that both the English-only group and the bilingual group had similar positive attitudes towards using L1 in the classroom before the course.

Regarding the post-experimental attitudes, there was no statistically significant difference observed between the English-only approach group ( $X_1= 11.50$ ,  $SD.= 2.10$ ) and the bilingual approach group ( $X_2= 11.32$ ,  $SD.= 3.00$ );  $t= 0.3102$ ,  $p=0.7573$ . These results indicate that both the English-only group and the bilingual group showed similar positive attitudes towards using L1 in the classroom after completing the course.

Interestingly, a significant difference was observed between the pre-and post-experimental attitudes within the English-only approach group ( $X_1= 10.32, 11.50$ );  $t= -2.3813$ ,  $p=0.0225 < 0.05$ . This suggests that the English-only approach group exhibited an increase in their positive attitude towards using L1 in classrooms after the experiment.

However, no significant differences were found in the pre-and post-experimental attitudes within the bilingual approach group ( $X_2= 10.65, 11.32$ );  $t= -1.4943$ ,  $p=0.1436$ . This indicates that

the bilingual approach group maintained a consistently positive attitude towards using L1 in classrooms throughout the course.

3. The correlation between attitudes and proficiency after studying using an English-only approach and a bilingual approach

**Table 4**

The Correlation between Attitudes and Proficiency

List		A control group An English-only approach (N = 38)	An experimental group A bilingual approach (N = 38)
Pre-experiment	Proficiency	5.16	4.95
	Attitudes	10.32	10.66
Post-experiment	Proficiency	5.79	6.45
	Attitudes	11.5	11.32
r		1.00	1.00
Sig.		.01	.01

A Pearson correlation coefficient was employed to examine the relationship between attitudes and proficiency before and after the course. As shown in Table 4, a positive correlation was found between the pre-and post-experiment language proficiency and attitudes in both the English-only approach group ( $r = 1.00$ ,  $p = .01$ ) and the bilingual approach group ( $r = 1.00$ ,  $p = .01$ ). These results indicate a correlation

between students' attitudes and proficiency, suggesting that as attitudes towards language use in the classroom improve, so does language proficiency.

## **Discussion**

As emphasized in the introduction of this paper, two key aspects will be examined in detail: 1) the English language proficiency of both the English-only group and the bilingual group, 2) attitudes towards the utilization of L1 in the classroom, and 3) the correlation between attitudes and proficiency.

### 1. English-only vs Bilingual Approach on English Language Proficiency

The first research question of this paper is whether the use of an English-only approach and a bilingual approach affects learners' English language proficiency.

Upon concluding the experiment, the present study revealed that even though the English-only and bilingual groups displayed similar English language proficiency scores after completing the course, it could be observed that, notably, the bilingual group exhibited a higher mean score on the post-proficiency test compared to their pre-test.

One possible explanation for these findings is the nature of the intensive English course, which primarily focuses on translating essential English concepts to help students comprehend and apply them in their writing. For instance, the course may teach

the use of present simple tenses for everyday topics by translating the concepts into the student's first language. In addition to the use of translation in the classroom, students were also engaged in group work activities. These factors could contribute to the observed results, as the utilization of the native language (L1) in eliciting and explaining the target language (L2) and in collaborative group work may enhance learners' understanding of the L2.

This phenomenon can be attributed to the advantages of employing L1 to facilitate the learning process. For instance, the use of L1 allows for more effective and rapid acquisition of grammar and vocabulary. Teachers can directly translate L2 vocabulary into students' L1, which helps students grasp the meaning of L2 words more clearly and comprehensively.

Furthermore, in this study, teachers used the learners' L1 during instruction to ensure that students comprehended the assignment instructions effectively. This finding aligns with the research conducted by Ford (2009), who interviewed Japanese university lecturers teaching in English-only policy environments. The study revealed that these lecturers occasionally resorted to using their L1 (Japanese) in the L2 classroom to provide instructions and alleviate students' anxiety, thereby aiding their understanding of assignment instructions. Similar results were also reported in the Thai context by Abe (2001) and Thongwichit (2013).

In addition to the Thai and Japanese contexts, the findings of this study also support the research conducted by Tian and Hennebry (2016) regarding Chinese learners'

perceptions towards the use of Chinese in their English classrooms. The authors reported that students, particularly those with lower proficiency levels, exhibited positive attitudes towards the use of Chinese for instruction delivery and vocabulary explanations. These findings align with Atkinson's (1987) nine-point model, which suggests using L1 for giving instructions and checking students' comprehension. Moreover, these findings are consistent with the present study, as students enrolled in the Intensive English course are considered to have lower proficiency levels, given that the course is designed as a pre-sessional course to prepare students for university-level studies.

## 2. English-only vs Bilingual Approach on Attitudes

Shifting the focus to the second objective of this study, an intriguing discovery emerged in relation to the attitudes towards the use of classroom language within the English-only group. Surprisingly, there was a noticeable change in the mean scores of attitudes after the experiment. Specifically, the English-only group exhibited an inclination towards a more positive attitude regarding the use of L1 in the classroom compared to their pre-experimental attitudes questionnaire.

This outcome may be attributed to the fact that, following their participation in an English-only classroom environment, learners may naturally gravitate towards using L1 to enhance their comprehension of the content presented. As previously mentioned, given that the participants in the Intensive English course exhibited lower proficiency levels, it is

plausible that the increased positive attitudes observed in the English-only group stemmed from their perception of L1 as a valuable tool for facilitating their learning process. These findings align with a study conducted by Gajst (2017) exploring students' attitudes in a Business English course. The author proposed that learners with lower proficiency levels tend to rely on their native language (Slovene) to alleviate learning anxiety, while those with higher proficiency levels display a preference for increased English language use within the classroom setting.

### 3. The Correlation between Attitudes and Proficiency

In relation to the third research question, a correlation was observed between participants' attitudes and proficiency after completing the Intensive English course. This correlation was evident in the bilingual group, where participants exhibited a positive attitude towards using their L1 (Thai) in the English language classroom, as indicated by the pre-attitude test. Consequently, they achieved higher scores in the post-test. However, the English-only group did not exhibit the same pattern. This could be explained by the fact that this group received instruction only in English, which contradicts their positive attitude towards using Thai in the classroom, as evidenced by the pre-attitude test.

These findings are in line with the study conducted by Lee and Lo (2017), which explored the relationship between proficiency and attitudes towards language use in the EFL classroom among Korean students. Their research revealed that participants with lower proficiency levels tended to hold a

positive attitude towards utilizing their L1 in the English classroom, as it boosted their confidence during the initial stages of learning English. Furthermore, Jaliyya and Idrus (2017) noted that when students possess confidence in their learning environment, their level of anxiety decreases, resulting in increased enthusiasm and participation in class, ultimately influencing their proficiency levels.

These findings highlight the importance of considering the correlation of learners' attitudes and proficiency. The observed relationship may be attributed to the fact that students' positive attitudes towards their learning environment can contribute to increased motivation (Masgoret & Gardner, 2003). When students are motivated, they are more likely to actively participate in the classroom, which can have a positive impact on their proficiency and overall achievement in the course.

However, it is crucial to acknowledge that the participants in this study had a low English proficiency level, as the course aimed to prepare them before their first semester at the university. Therefore, caution should be taken when implementing these findings, considering the varying levels of proficiency among learners.

## **Conclusion**

The objectives of this study focus on three main aspects: 1) comparing the English language proficiency of EFL learners before and after studying using an English-only

approach and a bilingual approach (L1 and L2), 2) examining the attitudes of EFL learners before and after studying using an English-only approach and a bilingual approach (L1 and L2), and 3) investigating the correlation between attitudes and proficiency of EFL learners before and after studying using an English-only approach and a bilingual approach (L1 and L2).

Addressing the first objective, the findings of this experiment indicate that incorporating Thai as a facilitative tool in English language classrooms can enhance the proficiency of students, particularly those with low proficiency levels. Regarding the second objective, it was observed that students who were exposed to an English-only approach demonstrated an increased positive attitude towards the use of L1 (Thai) in the classroom by the end of the experiment. Analysing the final objective, the statistical analysis revealed a significant correlation between attitudes and proficiency levels.

Overall, these findings emphasise the significance of using L1 in EFL classrooms to enhance learners' proficiency and comprehension of the English language. However, it is important to note that, as mentioned by Gajšt (2017), the applicability of these findings may vary across different instructional contexts due to factors such as learners' proficiency levels, course content, and differences between L1 and L2. Thus, further consideration should be given when applying these findings to other instructional settings.

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# Coastal Resources Management for Participatory Conflict Resolution in Songkhla Lake: A Case Study of Tha Sao Community, Singhanakhon District, Songkhla

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## Abstract

This participatory action research (PAR) aimed to examine the conflict situations over coastal resource utilization and propose participatory strategies for managing the coastal resources to solve the conflicts in Songkhla Lake. Data were collected through questionnaires, group discussions, and public hearings

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from fishermen, community organizations, The Thai Sea Watch Association, and related agencies. The research findings indicated that the fishery resource conflicts in Songkhla Lake mainly resulted from illegal fishing incursion into conservation areas by employing illegal and destructive fishing tools. They could be resolved at two levels: conflicts among the locals need mediation as a resolution, while conflicts between the locals and the state can be addressed by strictly adhering to the law, resolving disputes through mediation before litigation, and making joint agreements that define the areas for fisheries co-management, such as conservation zones, voluntary fishermen, and resource restoration activities. Knowledge and information support on management should be provided, and the community should be involved in consulting, planning, and creating agreements or regulations.

**Keywords:** participatory conflict resolution, coastal resource, Songkhla Lake

### บทคัดย่อ

การวิจัยเชิงปฏิบัติการแบบมีส่วนร่วมนี้ มีวัตถุประสงค์เพื่อศึกษาสถานการณ์ความขัดแย้งในการใช้ประโยชน์จากทรัพยากรชัยฝั่งและเสนอแนะแนวทางการจัดการทรัพยากรชัยฝั่งในการแก้ปัญหาความขัดแย้งในพื้นที่ทะเลสาบสงขลา โดยการใช้แบบสอบถาม การสนทนากลุ่ม และการจัดเวทีรับฟังความคิดเห็นจากชาวประมงพื้นบ้าน องค์กรชุมชน สมาคมรักษ์ทะเลไทยและหน่วยงานที่เกี่ยวข้อง ผลการวิจัยพบว่า สถานการณ์ปัญหาความขัดแย้งด้านทรัพยากรีมในทะเลสาบสงขลา มีสาเหตุหลักมาจากการฝ่าฝืนบุกรุกทำประมงในเขตอนุรักษ์ การใช้เครื่องมือประมงที่ทำลายล้างและผิดกฎหมาย

ทำให้เกิดความขัดแย้งในการทำประมงของชุมชน มีแนวทางการจัดการแก้ปัญหา 2 ระดับ ได้แก่ 1) ความขัดแย้งระหว่างชาวบ้านกับชาวบ้าน ให้มีการเจรจา ไกล่เกลี่ยข้อพิพาทระหว่างกัน และ 2) ปัญหาความขัดแย้งระหว่างชาวบ้านกับรัฐ ให้มีการเข้มงวดในการใช้กฎหมาย ไกล่เกลี่ยข้อพิพาทก่อนดำเนินคดี จัดทำ ข้อตกลงร่วมกัน กำหนดพื้นที่จัดการประมงร่วม เช่น เขตอนุรักษ์ ประมงอาสาและ กิจกรรมพื้นฟูทรัพยากร โดยมีข้อเสนอควรสนับสนุนข้อมูลและองค์ความรู้ด้าน การจัดการ และให้ชุมชนมีส่วนร่วมในการปรึกษาหารือ ทำข้อตกลง วางแผนหรือ กำหนดกฎระเบียบร่วมกัน

**คำสำคัญ:** การจัดการความขัดแย้งแบบมีส่วนร่วม ทรัพยากรชายฝั่ง ทะเลสาบสงขลา

## **Introduction**

Songkhla Lake is Thailand's largest brackish water lagoon located on the eastern side of the southern region, covering a total area of 1,042 square kilometers across Songkhla, Phatthalung, and Nakhon Si Thammarat. Songkhla Lake is divided into three main areas. The first part is called the upper lake which is on the northwest side of the lake, located in Phatthalung. The second part is a central body of water called the "high seas", with an area of about 831.26 square kilometers. The third part is the southernmost tip called Songkhla Lake or Lower Lake, which spans an area of 182.34 square kilometers. The water conditions are both brackish and salty. It ranges from the mouth of the lake (Hua Kao Daeng) to the strait of the estuary that connects to the central lake (Office of Natural Resources and Environmental

Policy and Planning, Prince of Songkhla University, Thaksin University & Songkhla Rajabhat University, 2005).

The differences in the ecosystem of Songkhla Lake have contributed to its rich biodiversity over time. There is a wide variety of aquatic animals, including freshwater, brackish, and salty. A survey conducted in 1985 identified over 770 species of aquatic animals and plants in Songkhla Lake. In 1998, there were more than 500 species of fish, including brackish and freshwater fish along with approximately 30 species of shrimp, and 20 species of peacock mantis shrimps, serrated mud crabs, and squids. According to the latest survey, the aquatic animals in Songkhla Lake encompass a diverse range of species, including fish, serrated mud crabs, shrimps, mantis shrimps, squids, and shellfish, totaling 720 species. Of these, 465 species are fish (Marine and Coastal Resources Research Center, 2009). Because of the abundance of Songkhla Lake, fishing has become the primary occupation for many people residing in the surrounding areas. Their important tools and equipment used in fishing include Pong-Pang, a standing trap (Sai-Nang), and a surface gillnet. Fishing is carried out using a variety of fishing tools throughout the lake.

Tha Sao Community is a coastal community in Songkhla Lake, where fishing is the main local occupation. Various fishing methods are used in this community, including surface gillnets, standing traps (Sai-Nang), Pong-Pang, and cages for raising seabass. Due to the limited fishing areas and the high number of fishermen in the community, destructive and illegal fishing tools have been used, causing a significant reduction in fishery

resources. As a result, conflicts have arisen in the fishing areas, and the use of such destructive tools also leads to disputes in the community. Therefore, discussions have been held to manage the fishing conflicts and to build sustainability in the coastal resource management in the community.

This research was conducted in a community on the lower side of Songkhla Lake. A case study was used to examine conflicts and fishery conflict management at both community and local levels. The study adopted participatory action research (PAR), an investigative process that involves the affected people in four steps: planning, action, observation, and reflection. In the first step, planning, the target community was explored to analyze and identify problems requiring resolution through community feedback solicitation. The action step involved investigating information and presenting the gathered data to establish problem-solving strategies. This was followed by the next step, observation, where the activity was monitored, and data was collected for analysis. The data was then used for reflection and evaluation of creating participation, understanding the current situations, finding a way out for the community, and proposing appropriate resource management to address conflicts.

## **Objectives**

1. To investigate the conflict situations in the coastal resource utilization in Songkhla Lake
2. To propose participatory strategies for coastal resource management to resolve the conflicts in Songkhla Lake

## **Literature Review**

In the study of coastal resource management in the lower Songkhla Lake area, the concepts related to conflicts, conflict management, Songkhla Lake, and coastal fishery conflict management, and other related research studies on fishery conflict management were reviewed as follows:

### **1. Conflict and Conflict Management**

Conflict is typically perceived as a circumstance in which distinct factions encounter difficulties in coexisting or engaging in a struggle for limited resources. The source of incompatibility may stem from disparities in advantages or beliefs. Conflicts may become more complex when one group possesses greater access to resources or decision-making power, impacting conflict resolution. Consequently, it is unsurprising that conflicts can encompass power dynamics as a central element (Banpasirichot, 2012). According to Vatthanasapt (2004) conflicts manifest in various forms and can be categorized into five categories. One such category includes conflicts concerning information, characterized by under-informed perspectives, rumors, and false information. Relationship conflicts, on the other hand, are shaped by the strength of the relationship, with conflicts being less likely to arise in stronger relationships. Conflicts of interest arise when rational interests are not in conflict, but conflicts are created by irrational interests. Another form of conflict is value and belief conflicts, which are related to differences in core values and beliefs among individuals or groups. Finally, structural conflicts

are characterized by issues surrounding power dynamics, rules, and regulations, which can lead to problematic outcomes. Rattana (2010) analyzed the conflicts related to natural resources and the environment and argued that the degradation of resources is an important factor that puts pressure on the communities to use resources at the local level. There are several important indicators, including resource struggles leading to conflicts between individuals, between individuals and the state resulting in disputes and protests against the government's policies on natural resources and environmental management in different cases. This is similar to the findings study of Hart and Castro. (2000) which summarized the meaning of natural resource and environmental conflicts as the conflict arising from accessing, controlling, and utilizing the resources. It arises due to differing uses by individuals such as forests, water, fields, and land or due to individuals' needs. With different management, conflicts can increase when each side has different interests and needs that diverge from existing policies or plans. Therefore, conflicts of benefit are often an inescapable part of society.

Banpasirichot (2012) conducted a comprehensive review of ideas and studies from domestic and international academics on conflict management focusing on conflicts that possess multiple levels and characteristics. The techniques and strategies identified include avoidance of incompatible goals, deflection of controversial issues, control of conflicts, reduction of harmful or violent conflict behaviors, confrontation of conflicts, provision of guidelines for action in routine conflicts, and prevention of conflicts possibly culminating in violence by reducing conflict conditions and violence in social structure and

politics. Additionally, strengthening the culture of conflict resolution through peaceful means, such as socialization and social learning processes. Regarding the conflict management approach, Makraphirom (2007) concluded, based on conflict resolution experience, that resolving various aspects of violent conflicts often requires a combination of different systems and methods, including resolving conflicts within the community-based self-management system. In situations where conflicts between a community and external organizations or state authorities more severe and prolonged, conflicts may remain unresolved. While legal systems and judicial processes administered by state agencies may serve as a means of conflict resolution, it is not uncommon for individuals who are economically disadvantaged to be denied justice, resulting in hidden and unresolved conflicts. It is thus essential to appropriately design and develop mindsets, methods, and processes of conflict resolution for different individual cases (Whangsani et al., 2022). However, conflict situations and violence in Southern Thailand manifest in diverse forms, including security conflicts, resource conflicts, conflicts stemming from state development projects, and sociocultural conflicts, all of which can significantly impact individuals and communities. (Tissamana, 2015).

## 2. Participatory Coastal Fisheries Conflict Management

Participatory coastal fisheries conflict management or co-management or fisheries co-management represents an approach to conflict resolution for consuming shared fishery resources. This approach entails collaborative management of local community sectors, including resource users, fishermen, the government, other stakeholders (ship owners, aquatic animal

traders, shipyard owners, and businessmen), and external agencies (NGOs, academics, and research institutes). Through consultation and joint decision-making, the various parties take responsibility for managing fisheries by accepting rules, responsibility, and management rights underpinned by “the power of collaboration”. Co-management, also referred to as participation or cooperation, represents a collaborative approach that entails the participation of multiple stakeholder groups working together to manage fisheries. (Pomeroy & Guieb, 2005).

### 3. The Fishery Resource Conflict in Songkhla Lake

Significant controversies arose among fishing communities operating in Songkhla Lake, particularly pertaining to the competition for catching aquatic animals among various fishermen groups: one using destructive fishing tools versus the other using traditional tools, one relying on a specific zone of the sea as their private primary source of livelihood versus its rival without specific fishing area and requiring access to any part of the sea for livelihood, and politically powerful locals versus the other locals with inferior or no power. Sirichai and Doungsuwan (2009) discussed the use of illegal fishing tools, specifically trawlers, which not only destroyed aquatic animals but also caused conflicts with a group of fishermen who used traditional tools for fishing. Fishermen in the lower lake area primarily use Pong-Pang and a standing trap (Sai-Nang). The proposal to demolish Sai-Nang or Pong-Pang for the purpose of dredging the watercourse as part of the lake rehabilitation plan by the Marine Department and

Songkhla has consistently been a contentious issue between the fishermen and government officials.

In addition, there are pieces of research related to the conflict management of fishing communities. Timprasert (2011) summarized the conflict management of a fishing community in Tha Sala, Nakhon Si Thammarat, and found that push-net local fishermen and trawlers protested against clam dredge boats by shutting down the bay and the road in 1992. However, despite these efforts, the clam dredge boats returned to the sea in 2007. In response, the villagers established Tha Sala Bay Fisherfolk Network and protested against the state agency by sending a letter. Collaborating with Tha Sala Sub-district Administration Organization and other organizations, they successfully developed local maritime regulations and ultimately solved the problem. Contributing factors of the achievement included: (1) legal action on local ordinance preparation, (2) government support of laws and policies on community rights and participation processes, (3) mutual consciousness and interest, (4) agency support, (5) strong leaders, (6) collaborative learning processes, (7) mass media, and (8) advocacy from NGOs."

With experience in managing conflicts among fishermen in Pattani Bay, Dumalee and Suttijaree (2013) identified the establishment of the Pattani Bay Conservation Network as an effective solution against the use of destructive trawlers. The network employed two approaches. The first one was social movements, such as organizing protest rallies to pressure the government to cancel the destructive trawler in Pattani, unifying to protect Pattani Bay from cockle capitalists,

and submitting letters to halt and review the Pattani waterway and port development project as well as vetoing the Seafood Bank project. The other included direct restoration and rehabilitation, such as creating artificial reefs as habitats for aquatic animals to protect against external resource abuse and trawlers, creating white clam and clam sanctuaries, and organizing physical restoration activities to make resources more abundant.

Drawing on the study of conflict and conflict management, a framework has been developed for organizing and explaining the data in case studies of Natural resource conflict management. (Castro & Nielsen, 2003) This framework has been utilized as a guideline for analyzing qualitative data, particularly in the context of conflicts related to coastal resources and fisheries. The framework includes key considerations such as the relationship between the conflict and the community, the stakeholders involved, the methods and tools employed, specific case studies, and the processes and solutions for conflict management.

## **Research Methodology**

This study adopted the Participatory Action Research (PAR) approach (Kemmis, 2006), to gather information about conflict situations, identify conflict resolutions, and promote community engagement. The selection of study areas was guided by specific criteria, focusing on communities with fishing-related conflicts and active participation in managing coastal resources in the lower Songkhla Lake region. The

Tha Sao Community, having experienced conflicts and continuously engaged in coastal resource management for over three decades, was a pertinent case study. The methodology utilized in this study was based on the Participatory Action Research (PAR) approach, which is elaborated on as follows:

**Planning:** This initial step involved a comprehensive exploration of the target communities, analysis of their problems, and collaborative efforts to identify potential solutions. The study focused on three main stakeholders affected by the coastal resource conflicts in the community: (1) fishermen in Tha Sao Community, Singhanakorn District, Songkhla, (2) government agencies involved in fishery management, including Songkhla Fisheries, Songkhla Lower Marine Fisheries Suppression and Protection Center, and Department of Marine and Coastal Resources, and (3) NGOs and civil society, such as Thai Sea Watch Association, Songkhla Lake Folk Fisherman Confederation, and Songkhla Lake Watershed Council. Soliciting feedback from the communities through a community questionnaire, entitled "Conflict Management of Coastal Resource Use in Lower Songkhla Lake," was conducted with 41 households (27%) out of 150 households in 12 communities of Tha Sao Community. The selection of the survey area and sample groups was based on criteria that represent the main occupation group in the fishing communities on the coastal side. Finally, the questionnaire was reviewed by three experts to ensure its validity and reliability.

**Action:** The subsequent step entailed acquiring data through a structured questionnaire. The data were scrutinized to the critical points. The inferences were subsequently employed as the basis for

group discussions with community stakeholders and pertinent agencies to amass supplementary data for analysis. Following the acquisition and analysis of preliminary data from the questionnaire, additional information was appended to certain issues to elicit further confirmation from pertinent representatives across different sectors, comprising local administrative organizations and relevant government agencies.

**Observation:** This step encompasses conducting observations and gathering information from diverse organizations, including Songkhla Provincial Fisheries Office, Songkhla Marine Department, Songkhla Provincial Land Development Office, Songkhla Provincial Marine and Coastal Resources Office, and professional representatives from aquacultural fishing, tourism entrepreneurs, civil society, and community organizations. These entities participated in a designated discussion forum on August 24, 2019.

**Reflection:** The final step involved assessing the collected data to encourage participation in monitoring the situations, identifying resolutions for the community, and providing recommendations for appropriate resource management. To obtain opinions and suggestions for conflict management in the coastal communities of Lower Songkhla Lake, a workshop in the form of a discussion forum was arranged. The forum was held on August 26, 2019, at the Prem Tinsulanonda Historical Park meeting room and was attended by 68 individuals from the community and relevant stakeholders who engaged in expressing their opinions and providing suggestions to enrich the research.

## **Findings**

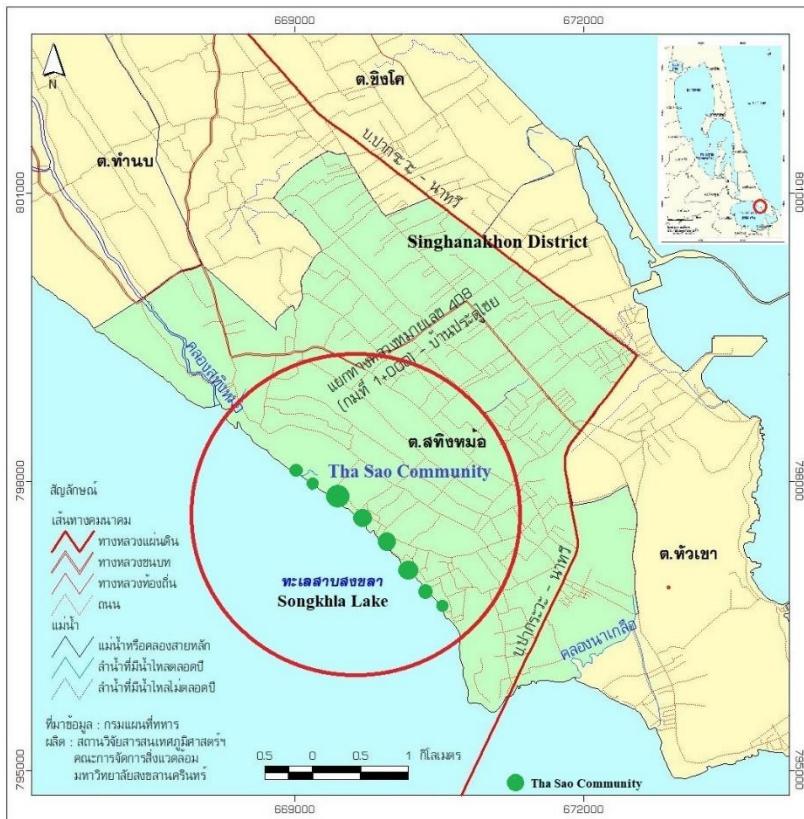
The research findings were structured into the following segments: site context, survey data analysis, identification of conflicts and conflicting parties in the area, assessment of the impact of conflicts, conflict management strategies, and recommendations or directives for conflict management and pertinent conflict resolution agencies.

### 1. Context of Tha Sao Community, Singhanakorn District, Songkhla

Tha Sao Community is a large community situated along the coast of Songkhla Lake. It consists of 4 villages and 8 communities, namely, Moo 1, Ban Mai, Tha Sao with 4 communities (Ban Mai Community, Khao Kheow Community, Chai Hin Community, and Nong Heep Community), Moo 2 Ban Lang, Tha Sao with 2 communities (Tha Sao Community and Ban Lang Community), Moo 3, Ban Thammakot, and Moo 4, Ban Sting Mo, located in Sting Mo Sub-district, Singhanakorn Municipality, Singhanakorn District, Songkhla. There are a total of 581 households. (Figure 1)

Figure 1

# A Map of Tha Sao Community, Lower Songkhla Lake Coastal Community



**Source:** GEO-Informatics Center for Natural Resources and Environment. (2020). *Map of Tha Soa Community*. Faculty of Environmental Management, Prince of Songkla University.

Due to its geographical location, Tha Sao Community, located in the lower Songkhla Lake coastal area, is heavily dependent on fishing, farming seabass in cages, selling the caught products in the community, local markets, and fish markets, as well as processing some of them into dried seafood. Most fishermen in the community use long boats with a width of 1.20 meters and a length of 10-12 meters, powered by a 7-13 horsepower Honda engine. There are a total of 513 boats in the four villages. The primary fishing tools used by the fishermen include standing traps (Sai-Nang or Sai-Tu) and various types of gillnets such as Spotted Catfish gillnets, Tourist Fish gillnets, Mullet gillnets, Crab gillnets, and Shrimp Trammel gillnets which have different-sized fishing nets. Fishing activities are carried out in the lower lake area and subject to seasonal changes.

There are four groups of fishing community organizations covering four villages: Ban Mai Community Housewife Group (M.1 and M.3), Ban Mai Community Coastal Conservation and Marine Farm Group (M.1), Cage Seabass Farming Group (M.1 and M.3), and Volunteer Fisherman Group (M.1, M.2 M.3, and M.4). The main objectives of these groups are to provide vocational training to women for engaging in activities such as baking or processing marine animals, to conserve and restore coastal resources, to release aquatic species, to plant mangroves, to consolidate the seabass farming group by distributing shares among members, and to monitor conservation areas within marine farms. These activities are focused on the restoration of both direct and indirect resources

and seek to establish a participatory process for marine restoration, which has a significant impact on livelihoods and professions reliant on natural resources.

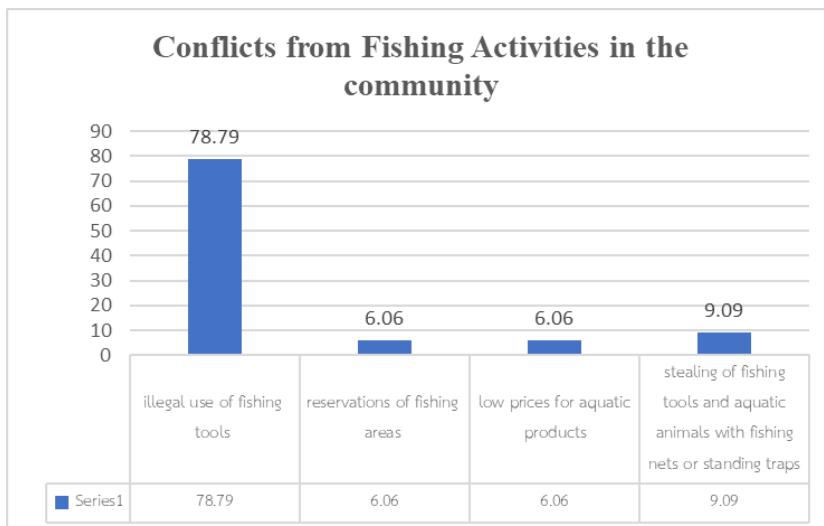
## 2. Conflict Situations over Community Fisheries

Due to its heavy reliance on fishing, Tha Sao Community is facing persistent issues related to overfishing, such as an increase in Pong-Pang, trawl fishing, and standing traps, which have led to a decline in the aquatic animal population and their limited habitats. Concurrently, the community has agreed to designate some areas as fish farms for breeding aquatic animals, which has resulted in a decrease in fishing areas and illegal fishing activities within the conservation areas. Reserving fishing areas for individual use has also caused conflicts within the community. In addition, the use of destructive and illegal fishing tools, such as elongated collapsible traps that destroy aquatic animals, is also evident in these areas.

The research findings on the community fishing conflicts identified four main conflict issues:

2.1) the illegal use of fishing tools (78.79%), 2.2) the stealing of fishing tools and aquatic animals trapped by fishing nets or Sai-Tu (9.09%), 2.3) reservations of fishing areas and 2.4) low prices for aquatic products (6.06%).

**Figure 2**  
Community Fisheries Conflict Issues



**Source:** Doungsuwan, N., Saheem, N., Whangsani, U., Teerakul, B., Pheangnu, B., and Wangmanee, J. (2020). Conflict Management of Coastal Resources in Lower Songkhla Lake [Research report]. Prince of Songkla University.

## 2.1 Fishery Activity Conflicts

Drawing on the research findings concerning conflicts in the targeted areas, specifically fishery management conflict in Tha Sao Community, it is possible to examine and synthesize the issues, including the context, consequences, conflict parties, and the status of the conflict in the following areas.

### 2.1.1 Illegal Use of Fishing Tools

Some fishermen in Tha Sao Community use illegal fishing tools such as poisons, trawlers, and elongated collapsible traps to catch the aquatic animals. The use of trawlers has been banned by the Department of Fisheries since 1972, while the use of poisons has been prohibited by the Department of Fisheries since 1947, and the use of elongated collapsible traps has been banned since 2017. Based on the survey of fishermen's opinions, the most significant conflict in fishing in the lower Songkhla Lake pertains to the employment of illegal fishing tools and the presence of external in the vicinity of Tha Sao Community.

### 2.1.2 The Stealing of Fishing Tools and Aquatic Animals Trapped in Nets, Standing Traps (Sai-Tu), and Cages

The act of stealing fishing equipment and aquatic animals trapped in nets, standing traps (Sai-Tu), or cages is deemed theft. The stolen items are usually sold to buyers both within and outside of the community.

### 2.1.3 Fishing Area Reservation

Standing traps (Sai-Nang) and Pong-Pang are the fishing tools commonly employed by a majority of fishermen in Songkhla Lake. They reserve areas for their own use in order to fish continuously. Despite the ban on Pong-Pang by the Department of Fisheries in 1976, the implementation of the regulations on the use of Sai-Nang, and limiting the number of Sai-Nang placements since 1993, fishermen continue to heavily and extensively fish by the employment of both of those tools,

particularly in the lower Songkhla Lake area and the sea near Tha Sao Community, in contravention of the rule.

#### 2.1.4 Low Prices for Aquatic Products

Fishermen in Tha Sao Community are often forced to accept low prices for their catch since they are unable to negotiate the prices for their products. They are reliant on local traders or fish markets in the community, resulting in reduced profits. Consequently, many fishermen have to adjust themselves to sell their caught products independently in the local market to obtain a higher price. However, in the long term, the establishment of a community fish market group may be necessary to ensure fair prices that will benefit both fishermen and consumers.

### 2.2 Fishery Consequences

The aforementioned issues, encompassing destructive fishing equipment leading to the deterioration of coastal fishery resources, conflicts among fishermen, damage to fishing equipment, especially trawlers, and the placement of elongated collapsible traps that obstruct their placement, pose significant challenges. Pong-Pang, specified by the Department of Fisheries, is another problematic tool that not only destroys young aquatic animals but also impedes the navigation of aquatic vehicles and hinders the swirling of seawater, causing it to become shallow more rapidly. Furthermore, conflicts may arise between fishermen utilizing other fishing tools and

commercial fishing vessels navigating estuaries in Songkhla Lake.

Theft of fishing equipment has also made it difficult for fishermen to sustain their livelihoods. In response, the community has established a surveillance system and formed a group of volunteer fishermen to monitor and enforce the law against offenders. These have helped reduce the problems.

Conflict management related to the illegal use of fishing tools is handled by relevant government agencies, which are responsible for enforcing the law, arresting offenders, seizing tools, and going through judicial processes. However, the implementation of regulations is not always consistent and comprehensive, and there are instances of evasion, covert illegal fishing, and even alleged bribery to facilitate wrongdoing. Such actions have led to a lack of respect and trust in the enforcement officers. The findings of the study have been summarized in Table 1 to illustrate the conflict management strategies for marine resource utilization in the lower region of Tha Sao Community

**Table 1**  
Problems and Resource Solutions in the Lower Lake, Ta Sao Community.

Conflicts	Conflict Management	Related Agencies/ Organizations	Conflict Resolutions	Results
<b>Illegal Use of Fishing Tools</b>	Implementation of legal measures	Fisheries Office, Fisheries Patrol Unit, and police	arrest fines/seize offenders' fishing tools	<ul style="list-style-type: none"> <li>- There is still the covert use of illegal fishing tools.</li> <li>- The resolution done by related agencies is not continuous, comprehensive, and clear.</li> </ul>
<b>The Stealing of Fishing Tools and Aquatic Animals</b>	The use of participatory process	agency representatives/ community representatives	offer options to replace illegal tools	<ul style="list-style-type: none"> <li>There are still individuals covertly using illegal tools.</li> </ul>
<b>Trapped in Nets, Standing Traps (Sai-Tu)</b>	Fishermen's monitoring and law enforcement measures	policemen, volunteer fishermen, and area leaders	publicize, participate in monitoring and apprehend wrongdoers	<ul style="list-style-type: none"> <li>There must be continuous monitoring and collaboration with the community.</li> </ul>
<b>Fishing Area Reservation</b>	-The use of legal measure -The use of participation	Provincial Marine Department marine police officers fishermen	negotiate between agencies and fishermen	<ul style="list-style-type: none"> <li>The problems remain unsolvable.</li> </ul>
<b>The Purchase of Aquatic Animal Products at Low Prices</b>	Retail at the market and establish community fish market for purchasing	local fishing club and co-operative	establish a fish market for purchasing fishery products	<ul style="list-style-type: none"> <li>The fishermen sell the products themselves or sell to local vendors, but there is no co-operative established yet.</li> </ul>

Conflicts	Conflict Management	Related Agencies/ Organizations	Conflict Resolutions	Results
Illegal Use of Fishing Tools	Implementation of legal measures	Fisheries Office, Fisheries Patrol Unit, and police	arrest fines/seize offenders' fishing tools	<ul style="list-style-type: none"> <li>- There is still the covert use of illegal fishing tools.</li> <li>- The resolution done by related agencies is not continuous, comprehensive, and clear.</li> </ul>
	The use of participatory process	agency representatives/commu nity representatives	offer options to replace illegal tools	There are still individuals covertly using illegal tools.
The Stealing of Fishing Tools and Aquatic Animals	Fishermen's monitoring and law enforcement measures	policemen, volunteer fishermen, and area leaders	publicize, participate in monitoring and apprehend wrongdoers	There must be continuous monitoring and collaboration with the community.

### 3. Coastal Resource Management

The coastal resource management that can create sustainability and resolve the conflicts in Tha Sao Community is the use of conflict resolutions to destructive or illegal fishing tools.

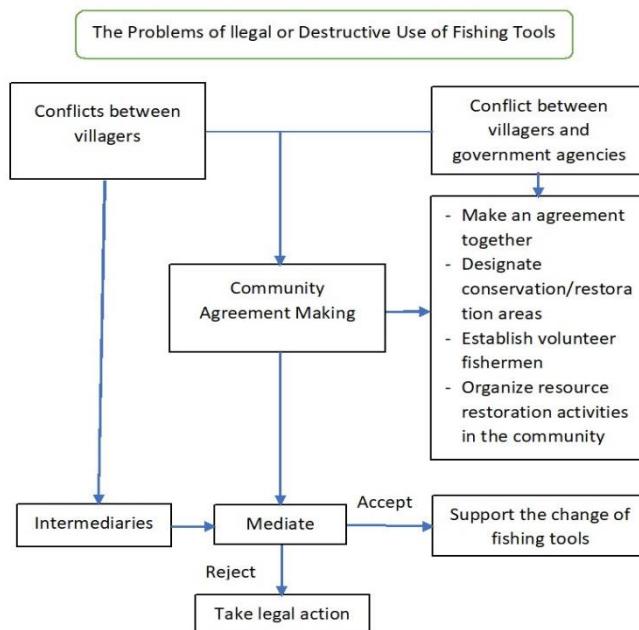
3.1 Resolving conflicts between villagers over the use of destructive or illegal fishing tools is a major problem in the lower Songkhla Lake area, affecting fishery resources in the lake directly. The main conflict parties are villagers engaged in fishing and employing destructive tools such as trawlers, poisons, and elongated collapsible traps. As a result, fishery resources or aquatic animals have greatly declined, and some species have become extinct. The decline in the catch of aquatic animals by fishers has resulted in decreased household incomes and a lack of investment in the fishing industry. This resource inequality can potentially threaten the sustainability of fishing careers. The level of conflict among community members has escalated significantly, ranging from avoidance of mutual communication, and non-participation in the same charitable activities, resulting in deep-seated mistrust and hostility. In some instances, the intensity of the conflict can lead to physical harm or damage to property. Under such circumstances, it is recommended to employ “an intermediary”, such as a community leader or a mutually respected individual, to facilitate mediation, compensation, or compromise. However, if the conflict is too severe, it may be necessary to report the matter to the authorities for legal intervention.

3.2 Resolving conflicts between villagers and the state  
For the conflicts over the fishing tool employment between the villagers or individuals engaged in illegal fishing activities and the government

agency responsible for overseeing the area, efforts often begin with an understanding of community rules or agreements. When the community cooperates, joint activities such as establishing conservation areas, setting up volunteer fishermen, and cooperating in marine resource restoration can be undertaken. In case of serious wrongdoing, the relevant agency will either apprehend offenders or engage in negotiation. Upon appropriate negotiation, illegal fishing tools will be seized and replaced with legal ones. Alternatively, legal action will be taken on an individual basis if negotiation is not deemed feasible.

**Figure 3**

Conflict Management over the Use of Illegal or Destructive Fishing Tools



**Source:** Doungsuwan, N., Saheem, N., Whangsani, U., Teerakul, B., Pheangnu, B., and Wangmanee, J. (2020). *Conflict Management of Coastal Resources in Lower Songkhla Lake* [Research report]. Prince of Songkla University.

## **Conclusion and Discussion**

A crucial aspect that can be learned from resolving resource management in the lower Songkhla Lake area is the inadequacy of many relevant agencies in effectively and systematically managing the issue (Pomeroy & Guieb, 2005). The management of such issues lacks continuity. Although government agencies have established laws and regulations, they struggle with their enforcement. These issues have an impact on the way of life of the community. Some people have no other options for their livelihood. Some of the issues are related to overlapping interests with local politics and create opportunities for some groups to seek personal benefit. As Rattana (2010) stated the degradation of resources is a significant factor that puts pressure on the communities to utilize the resources at the local level. Resource competition is a notable indicator that can give rise to conflicts within the community or between the community and the government. This also results in disputes and protests against the government's natural resource and environmental management policies in different cases.

To prevent and resolve the aforementioned conflicts, it is necessary to reduce the conditions of the conflict and severity that exist in the social and political structures as well as to strengthen the process of community participation. At the same

time, cultivate a culture of peaceful conflict resolution through socialization and social learning (Banpasirichot, 2012) with the use of a combination of problem-solving methods based on a culture of peace (Makarapirom, 2007) or the use of community culture, such as appointing the elders within the community to act as intermediaries to mediate in order to prevent conflicts. At the same time, in society, many people are often unaware and indifferent, particularly customers who purchase the animal products obtained through illegal fishing and the destruction of young aquatic animals. Thus, the solution to the problem of resource use in the lower Songkhla Lake coastal area should be involved in all relevant parties in a systematic and continuous manner to make it acceptable (Doungsuwan, Whangsani & Teerakul, 2022). There are two levels of approaches for solving the problems:

1. Conflict between villagers and villagers should be resolved by mediating disputes with the involvement of community leaders or seniors in the community. This represents a cultural cost that is valuable in fostering harmony within the community.

2. Conflict between villagers and the state should be resolved through strict adherence to the law, mediation before litigation, the creation of joint agreements, and the determination of the fishery's co-management areas such as the conservation areas, voluntary fishermen, and restoration activities. Information and knowledge management should be supported. Additionally, the community should be involved in consultation, planning, and the establishment of joint regulations.

## **Recommendations**

Recommendations from this research study are as follows:

1. There should be prevention and mitigation of conflicts that may result in violence by reducing the conditions of conflict and violence within the fishing communities. The community members have to be involved in all processes and be able to find joint agreements.
2. There should be a blend of cultural peacebuilding solutions for customers by campaigning against the consumption of aquatic animals caught using illegal fishing tools or methods that endanger the survival of young aquatic animals.
3. The management of coastal resources should involve all relevant sectors in a systematic and continuous manner to ensure widespread acceptance.

## **Research Implications**

1. Support should be provided to research studies on the coastal resource management in Songkhla Lake, in the upper, central, and lower lakes as well as the coastal communities throughout Thailand so that conflicts related to coastal fishing management will be addressed.
2. Knowledge integration and the development of fishing communities should involve collaboration among government agencies, local government organizations, civil society, service users, consumers, community members, entrepreneurs, private sectors, and academic institutions. This also includes participation in the

management process, making agreements, establishing regulations, publicizing as well as monitoring and evaluating the results.

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*Social Sciences*

# **Global Leadership Competencies for Leaders in Hotel Business: A Pilot Study**

**สมรรถนะความเป็นผู้นำระดับสากลสำหรับผู้นำในธุรกิจโรงแรม  
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## **Abstract**

This research aims to identify global leadership competencies (GLC) for global leaders in the hotel sector. Exploratory factor analysis (EFA) was employed to analyze the components of competencies required for global leadership of leaders and employees in the hotel business. This sample was made up of 93 employees, supervisors, and managers in

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the hotel business using the multi-stage sampling method. The questionnaire, with 86 questions, was constructed from related theories and global leadership concepts to collect data. Exploratory factor analysis of GLC among hotel employees resulted in 15 components, which include 51 factors (Bartlett's test:  $\chi^2 = 2779.60$ , df = 1275, p = .00), and the KMO is 0.746. The finding of exploratory factor analysis after extracting variables by using varimax orthogonal rotation technique and principal component analysis method revealed that there were 15 components of global leadership competencies including: 1) managing relationships and teamwork, 2) cultural flexibility, 3) emotional intelligence, 4) motivating, 5) cultural intelligence, 6) deliberateness, 7) integrity, 8) cross-cultural expertise, 9) adaptive synergy, 10) business acumen, 11) assertiveness, 12) effective communication, 13) resilience, 14) inquisitiveness, and 15) self-efficacy. The total variance is 74.029%. The finding can be used as the base competencies for future research to examine and compare these factors with qualitative research for creating the GLC framework for leaders in hotel business. The GLC can be used as guidelines for setting the training development activities for hotel employees and managers.

**Keywords:** global leadership competency, leadership, exploratory factor analysis, international hotel, hotel employees

## บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาและกำหนดสมรรถนะความเป็นผู้นำระดับโลกของผู้นำในภาคการท่องเที่ยวของไทย โดยใช้การวิเคราะห์องค์ประกอบเชิงสำรวจ เพื่อวิเคราะห์องค์ประกอบของสมรรถนะความเป็นผู้นำระดับโลกของผู้นำและพนักงานในธุรกิจโรงแรม กลุ่มตัวอย่างประกอบด้วยพนักงาน หัวหน้างาน และผู้จัดการในธุรกิจโรงแรม 93 คน ซึ่งเป็นการศึกษานำร่องโดยใช้การสุ่มตัวอย่างแบบหลายขั้นตอน แบบสอบถามสำหรับการเก็บข้อมูล ประกอบด้วย 86 ข้อคำถามซึ่งพัฒนาจากการทบทวนวรรณกรรม ทฤษฎีที่เกี่ยวข้อง และแนวคิดความเป็นผู้นำระดับสากล การวิเคราะห์องค์ประกอบเชิงสำรวจของสมรรถนะความเป็นผู้นำระดับโลกในกลุ่มพนักงานงานโรงแรมได้ผล 51 ตัวแปร (Bartlett's test:  $\chi^2 = 2779.60$ , df = 1275, p = .00) มีค่า KMO เท่ากับ 0.746. ผลการศึกษาจากการวิเคราะห์องค์ประกอบเชิงสำรวจโดยใช้การสกัดองค์ประกอบแบบการหมุนแกนตั้งจากด้วยวิธีวาริเมกซ์ และใช้การวิเคราะห์ส่วนประกอบสำคัญ พบร่วมกันแบบยึดหยุ่น 15 องค์ประกอบได้แก่ 1) การจัดการความสัมพันธ์และทีมงาน 2) ความยืดหยุ่นทางวัฒนธรรม 3) ความฉลาดทางอารมณ์ 4) การสร้างแรงจูงใจ 5) ความฉลาดทางวัฒนธรรม 6) ความสุขมุ่งรอบรับ 7) ความมีคุณธรรม 8) ความชำนาญข้ามวัฒนธรรม 9) การทำงานเสริมกันแบบยึดหยุ่น 10) ความฉลาดทางธุรกิจ 11) ความแนวโน้มก้าวสู่แสดงออก 12) การสื่อสารที่มีประสิทธิภาพ 13) การพื้นตัวได้เร็ว 14) ความสนใจในรู้ และ 15) การเชื่อในความสามารถของตนเอง ซึ่งสามารถอธิบายความแปรปรวนได้ร้อยละ 74.029. ผลการศึกษานี้ สามารถนำไปใช้เป็นสมรรถนะพื้นฐานสำหรับการศึกษาเพิ่มเติมในอนาคตโดยตรวจสอบและเปรียบเทียบปัจจัยกับการวิจัยเชิงคุณภาพเพื่อกำหนดสมรรถนะสำหรับผู้นำในธุรกิจโรงแรม และสามารถใช้

สมรรถนะกลุ่มนี้เป็นแนวทางการพัฒนาการฝึกอบรมพนักงานและผู้จัดการโรงแรม  
ในเชิงปฏิบัติ

**คำสำคัญ:** สมรรถนะความเป็นผู้นำระดับโลก ภาวะผู้นำ  
การวิเคราะห์องค์ประกอบเชิงสำรวจ โรงแรมนานาชาติ  
พนักงานโรงแรม

## Introduction

Global challenges and related talents are becoming a trend for most firms due to the global environment that is complex, diverse, highly competitive, and extremely unpredictable (Holt & Seki, 2012; Osland et al., 2012). By intensity and complexity of the global economic challenges, the capacity of leaders to adjust is crucial for international organization success (Burke 2011; Kim & McLean, 2015), especially for hospitality sectors in the dynamic post COVID-19 context (Willie & Fierro, 2021). The impact of COVID-19 makes significant uncertainty and chaotic conditions in the tourism and hospitality industry which suffered from a harsh decrease in revenues and were critically halted by the pandemic, and the effects on both the demand side and the supply side (Gössling et al., 2020; Uğur & Akbiyik, 2020).

With these considerations, global leaders in the hotel business are facing distinctive challenges as the pandemic has altered leadership roles with heightened complexity in task and relationship dimensions (Osland et al., 2020). Furthermore, the pandemic heightened the volatility, uncertainty, complexity and ambiguity (VUCA). As a result, leaders in the business sector,

especially the hotel business that connects to global situations, need particular competencies such as resilience, adaptability, and other substances in global leadership that still have less recognition (Reiche et al., 2020). Exploring the GLC for leaders in the hotel sector will provide the required competencies to bridge the gap between hotel leaders' potential and the needs of complex circumstances specifically.

To enhance the global leaders caliber in the hotel business, the required competencies should be identified. Competencies such as resilience, adaptability, positive thinking, and trust building can enrich leaders' roles as well as enable them to handle the changing periods more successfully (Giousmpasoglou et al., 2021; Hahang et al., 2022). Especially, Brownell (2006) and Giousmpasoglou et al. (2021) found that the specific skills for international business environment such as cultural intelligence, emotional intelligence, global mindset, and contingency planning were necessary for global leaders.

Operating an international hospitality business successfully at a global level demands leaders with global leadership. This requires the desirable competencies in multifaceted ranges and high skills to adapt to international settings (Willie & Fierro, 2021).

The hospitality industry really needs strong leadership to deal with the radical impact of the Covid-19 crisis. The desirable attributes of hospitality business leaders have been preliminarily identified as containing GLC in the aspect of hospitality sector. These attributes include having a global mindset, fostering a sense of calmness, focusing on people or “the heart of hospitality”, being

willing to adapt, communicating organizational goals, and having a strategic mindset (Capellan, 2015; Willie & Fierro, 2021).

Other literature on leadership in the hotel business during COVID-19 focused mostly on strategic management and leadership skills. These are scarcely related to the GLC aspect. However, the leadership approach study may not cover all the aspects of global leaders in the multicultural working environment of the hotel business which is one of the most impacted sectors by the pandemic. Unique leadership skills are required for crisis in the hotel industry (Hahang et al., 2022).

Consequently, there are major research gaps in discovering the GLC in the post-COVID-19 period. There is still limited research on GLC identification focusing on the hospitality sector. Especially in the changing period of post-Covid-19 that directly impacted the hotel business' ability to deal with bounce-back tourism. Therefore, these required competencies for both staff and leaders to handle new challenges are critical in multifaceted ranges. They involve not only the strategic and business management skills in leadership, but also the interpersonal skills needed in order to foster people.

This study aims to identify the global leadership competencies and attributes of leaders in the hotel business. These can be used as the guidelines for developing global leadership in firms and for further individual development. The finding of this study addresses the set of competencies that are theoretically and statistically used in theory-based structuring integrated GLC for

hotel leaders. This can be utilized as the basic attribute requirements of hotel managers for the managerial implications.

## **Objectives**

The purpose of this study was to identify the components of global leadership competencies for leaders in the hotel business.

## **Literature Review**

The prior research about leadership competencies for hotel general managers in Thailand focused on the leading management skills. These were studied in the non-crisis period. It presented that team building, ethics, leadership, and communication skills are the most important factors for hotel general managers. It was discovered that flexibility and strategic orientation are the least important competencies for general hotel managers (Tavitiyaman et al., 2014).

Another research focused on self-leadership of SMEs in the hotel business in Thailand. It was found that self-visualizing and goal setting, self-reward and positive thinking, self-observation and cueing, and self-talking and evaluating beliefs are the key factors for strategic management (Na-Nan & Saribut, 2020). However, the study on hotel leadership at the global level proposed distinctive competencies (Brownell, 2006). These were cultural intelligence, emotional intelligence, empathy, synergistic orientation, self-efficacy, optimism, flexibility, agility, etc.

The research related to leadership of the hotel sector during COVID-19 studied the strategic and management aspects. It was found that positive thinking, decision-making, flexibility, communication skills, divergent thinking, and trust-building had a positive impact on leadership effectiveness during the pandemic (Hahang et al., 2022). Several studies suggested that hospitality organization will thrive in turbulent times under leaders who have strong roles in prioritizing employees' emotional stability, maintaining organizational financial health, and promoting organizational resilience (Dirani et al., 2020). Moreover, contingency planning, crisis management, and resilience are demanded. These skills require ongoing learning and flexibility—that enable leaders to adapt rapidly to external changes in the hotel business (Giousmpasoglou et al., 2021).

Global Leadership Competency (GLC) is required in international organizations with many challenges. The more global leaders operate in a multicultural environment, the more leaders face complex context today. According to GLC experts and scholars (e.g., Mendenhall et al., 2012), global leadership is a substantial meta-level leadership discipline. It is concerned with the global aspect of managing a complex and dynamic environment effectively. They categorized the knowledge, skills, ability, traits, and other attributes into various constructs. These include cross-cultural relationship skills, global business expertise, visioning, behavioral skills, mental characteristics, etc. (Bird & Osland, 2004; Birds, 2017; Kim & Mclean, 2013). The study of GLC was rooted from a multidisciplinary perspective. The evolution of GLC results

from comparative leadership, intercultural communication competence, global management, expatriation, and personality study in psychology (Mendenhall, Osland et al., 2017).

The identification of GLC for hotel leaders in this study was constructed from related concepts. These include leadership competencies, global leadership competencies, personality characteristics, cross-cultural competencies, and global leadership effectiveness.

### 1. Leadership Competencies

The leadership competencies have been identified in various models of international management. The GLOBE projects (House et al., 2004) described the similar characteristics in universal and culturally contingent leadership studied from leaders in 62 countries as follows:

- Universal Leader Characteristics: Trustworthy, honest administratively skilled, foresight, encouraging, positive, dynamic, motive arouser, win-win problem solver, motivational, confidence builder, excellence oriented, and intelligent.
- Culturally Contingent Leader Characteristics: Sincere, compassionate, enthusiastic, risk taker, individualistic, indirect, self-sacrificial, etc.

In terms of leading, leadership competencies were classified into different levels. These include leading the organization, leading others, and leading self (Sakchalathorn, 2014). Gill (2013) suggests that leadership competencies should include relationship management or interpersonal skills, self-management, vision and strategy, ethics and integrity, developing people, etc. Likewise, Bird (2017) studied 207

global leaders' competencies and organized them into three categories: business and organizational acumen, managing people and relationships, and managing self. To analyze the leadership competency factors, we synthesized these competencies into six components: managing self, managing people and relationships, integrity, motivating, visionary, and business and organizational acumen.

## 2. Global Leadership Competencies

The Global Leadership Concept considers how leadership operates in other cultures for leaders, managers, and expatriates working in the organization (Mendenhall, Osland et al., 2017). Numerous studies identified inquisitiveness in the fundamental core of GLC. This is vital for acquiring "knowledge and expertise beyond boundaries", extracting substances from diverse resources, perceiving cultural influences, and reflecting openness towards different surroundings (Bird et al., 2010). These allow leaders to learn and create opportunities in their businesses (Mendenhall, Weber et al., 2017).

The global mindset is recognized as the perspective of global leadership to develop and interpret criteria for personal and business geared performance. Global mindset allows persons to be independent of the assumptions of single culture and implement criteria appropriately in different contexts (Osland et al., 2012). Due to the complex situations in global business, cognitive complexity is a critical competence for leaders to possess and develop in order to deal with unfamiliar or foreign situations (Vogelgesang et al., 2014).

According to the pyramid model of global leadership by Bird and Osland (2004), resilience is the foundation of global

leadership in threshold trait levels. Having resilience leverages the advantages of responding to changing business circumstances. This is demonstrated in the capacity for adaptability (Thorn, 2012). Besides, adaptability helps global leaders to synergize\_innovative solutions. This model also identified inquisitiveness, integrity, cognitive complexity, and a global mindset as its building blocks.

In addition, emotional intelligence was mentioned in various GLC frameworks as being the foundation of authentic and introspective leadership (Bird, 2017; Tubbs & Schulz, 2006). Leaders must maintain emotional intelligence while working in complex social systems (Cumberland et al., 2016). Emotional intelligence refers to the capacity to recover quickly from psychologically and emotionally challenging situations (Owie, 2019). In order to analyze the GLC factors, we have to observe the six core components of GLC. These include a global mindset, inquisitiveness, cognitive complexity, resilience, emotional intelligence, and adaptability.

### 3. Personality Characteristics

Many studies of GLC considered someone's personality as an underlying factor that could affect their overall performance (Kim & McLean, 2015). Personality characteristics consist of cognitive and affective aspects that influence leaders' behavior. Caligiuri (2006, as cited in Owie, 2019) included the "Big Five" trait factors as an important aspect of the GLC framework. These characteristics were recognized in multiple dimensions of the GLC framework. Leaders' personalities need to be positive and inspirational such as being extraverted with positive energy (Osland et al., 2020). The "Big Five

Personality Inventories" developed by Costa and McCrae (2010) were used as a standardized taxonomy of global leadership. These included neuroticism, extraversion, and openness to experiences, agreeableness, and conscientiousness.

These Big Five personality traits have been used to compare between successful and unsuccessful global leaders around the world. Caligiuri and Tarique (2009) found that effective leaders had significantly higher conscientiousness scores and significantly lower neuroticism scores. These findings showed that having an extraverted personality made global leadership more effective. Moreover, Caligiuri and Tarique (2012) found a relationship between personality characteristics and cross-cultural competencies in the success of global leaders. Openness and extraversion affect global leadership and influence cross-cultural competency development. In addition, conscientiousness was related to hospitality skills which require a strong sense of responsibility and steadiness. Thus, Dekker (2014) stated that hotel managers were recommended to acquire conscientiousness consistently.

Based on the Big Five Personality Inventories, this study analyzes openness to experience, extraversion, low-neuroticism, conscientiousness, and agreeableness as personality factors.

#### 4. Cross-cultural Competencies

Global leadership is related to cross-cultural management. Cross-cultural management focuses on interaction among people in organizations from different countries. It demonstrates how to successfully bridge the cultural differences concerned with management and leadership practices (Bird, Mendenhall, Osland, &

Oddou, 2016). Cross-cultural competencies are defined as the capacity to form mutual understanding, functional interaction, and cooperation among different cultural backgrounds (Sucher & Cheung, 2015). Cross-cultural communication skills are used to customize personal behaviors in interacting with others from diverse cultural backgrounds (Abbe et al., 2007).

Maintaining high cultural intelligence will help global leaders identify differences among people and groups. This will help persons to avoid making bad judgments based on stereotyping and failure to understand cultural paradoxes (Earley & Mosakowski, 2004; Subrahmanyam, 2018). Moreover, the cross-cultural expertise skills also include negotiation expertise, intercultural sensitivity, cultural acumen, and managing cross-cultural ethical issues. Global leaders must acquire these skills in order to operate in a multicultural work context (Bird, 2017; Dolan & Kawamura, 2015; Mendenhall, Weber et al., 2017).

Caligiuri and Tarique (2012) found that cross-cultural competencies are critical to the effectiveness of performance predictors and global leadership skills. They comprise of three unique competencies for global leaders in the multicultural work context. These include reduced ethnocentrism (or valuing cultural differences), cultural flexibility (or adaptation), and tolerance of ambiguity (Caligiuri & Tarique, 2012). In analyzing cross-cultural competency factors, the components of cross-cultural expertise, cultural intelligence, cultural flexibility, low-ethnocentrism, and tolerance of ambiguity are considered.

## 5. Global Leadership Effectiveness

Previous research indicated that GLC is related to the effectiveness of global leadership. Task-based or job-based competencies dictate the performance of global leaders. These are recognized as key dimensions to global leadership such as—the managerial tasks and relationship quality with internal and external stakeholders (Rickle & Stackhouse, 2022). The effectiveness of global leadership was measured by self-assessment through activities of global work such as interacting with internal and external clients from other countries, global strategic development, working with colleagues from other countries, supervising employees from different nationalities, budget control in worldwide conditions, and dealing with foreign suppliers (Caligiuri & Tarique, 2012).

Furthermore, global leadership roles are concerned with global leadership effectiveness. Bird et al. (2017) classified an ideal-typical global leadership role based on contingency into four roles. These are incremental, operational, connective, and integrative. The connective, charismatic, and integrative roles are similar to those demonstrated in the hotel businesses such as developing synergistic solutions with other departments, fostering trust in the organization, creating team players, and focusing on team effectiveness. The components for analyzing the global leadership effectiveness factors were included in the global leadership tasks, and global leadership roles.

From the literature review, the components of mentioned competencies were analyzed and classified into 86 variables and converted into questions for the pilot survey. The variables present the sub-attributes of competencies. One example of such sub-attributes is coping with stressful challenges across multiple cultures which refers to resilience, applying cultural knowledge when interacting with people, and cultural intelligence. Most of the statements were refined from previous studies.

## **Research Methodology**

This research aims to study the knowledge, skills, abilities, and attributes for constructing global leadership. as well as the competencies and attributes of leaders in the hotel business. This multistage sampling method (purposive and convenient sampling) was used to select samples and distribute an online questionnaire. The sample group for the pilot study was hotel employees, managers, and executives with at least three years of experience in the business. Also included in the sample group were persons who had worked in the hotel business for three years and had not been out of the business for over five years. The sample group was of four and five-star hotel organizations that had similar nature of work and environments. The nature of the firms impacted leadership requirements and expectations of skills. According to the objective of the study, hotel employees and managers with more than three years of experience are qualified for exploring the GLC. This is due to their experience in an international working environment as well

as their length in the career. These people work at the frontlines of the hotel industry.

The questionnaires were sent to selected samples from four and five-star hotels in the Bangkok area. They were also distributed to the employees and managers by convenient sampling to answer voluntarily from May – September 2022. The measurement used was a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Respondents had to rate their agreement with each statement. The questionnaires included screening questions in order to choose the qualified samples according to the criteria. The data collected from the rating scales were analyzed by statistical techniques. This was to interpret opinions and calculate the factor scores.

This paper presents the analysis of data from the pilot study process. Data was analyzed using descriptive statistics and Exploratory Factors. Cronbach's alpha coefficients were used to verify the reliability of the GLC questionnaire. The questionnaire was composed of 86 questions. The statistical methods were employed to analyzed data as follows.

1. Descriptive statistical methods were used to analyze the characteristics of the respondents.

2. Research instruments were built based on the literature review and previous research (Ang, et al., 2007; Bird et al., 2017; Caligiuri & Tarique, 2009; Goldsmith et al., 2003; Mendenhall et al., 2008; O'Keefe, 2018; Sakchalathorn, 2014; Siegel, 2012). The questionnaires were formed with five constructs and 24 variables

resulting in a total of 86 questions. The content of the research instrument was verified by five experts. Each question's index of item-objective congruence (IOC) was at  $> 0.60 - 1.00$  higher than 0.5, which can be accepted (Rovinelli & Hambleton, 1976). Both Thai and English versions of the questionnaire were used for data collection. The translation accuracy of this questionnaire was validated by experts and practitioners in the hospitality sector to ensure the respondents' understanding.

The Cronbach's alpha coefficient was used to test the reliability of questions in a pilot study with 30 participants. They used the same sample groups from 93 samples. The coefficient of the overall scale and items for each factor were acceptable. Cronbach's alpha coefficients for each factor, identified in 24 components, ranged from 0.786 to 0.908. The coefficient for the overall 86 scales was 0.944.

3. Exploratory Factor Analysis (EFA) was employed to condense a large number of items into a smaller set of factors and analyze the relationships among variables (Hair et al., 2010). EFA was applied to determine the appropriate number of latent factors and identify GLC factors statistically. The EFA was conducted by using principal component analysis with varimax rotation to extract a set of factors from the 86 GLC items. The Kaiser-Meyer Olkin (KMO) was interpreted to quantify the degree of intercorrelation among the variables and the appropriateness of factor analysis.

## **Findings and Discussion**

This pilot study collected data from 93 samples. These samples included hotel staff, supervisors, managers, and executives.

Both in international hotel chains and Thai hotel chains. The demographic data and the results of Exploratory Factor Analysis (EFA) are presented as follows.

1. The respondents were hotel employees with more than three years of experience in hotel business. The demographic data in Table 1 present the information of 93 respondents. 53.80% of them were male, 45.2% were female, and 1.1% were others. In terms of age, 40.09% were 31 - 35 years old, 26.9% were 36-40 years old, and 10.8% were 41-45 and 26-30 years old. More than half (68.8%) had a bachelor's degree, 18.3% had lower than a bachelor's degree, and 12.9% had higher than a bachelor's degree. In terms of experience, it was found that 50.5% had 2-5 years of experience, 9.7% had 6-10 years of experience, 5.4% had more than 10 years of experience, and 22.6% had less than 2 years of experience. For positions in organization, 41.9% were supervisors. 24.8% were managers and executives, and 33.3% were in staff positions.

**Table 1**  
The Demographic Characteristics of Respondents

Characteristics	Number	Percentage
<b>Gender</b>		
Male	50	53.8
Female	42	45.2
Others	1	1.1
<b>Age</b>		
21 – 25	1	1.1
26 – 30	10	10.8
31 – 35	38	40.9

Characteristics	Number	Percentage
36 – 40	25	26.9
41 – 45	10	10.8
46 – 50	1	1.1
51 – 55	5	5.4
56 – 60	1	1.1
More than 60	2	2.2
<b>Education</b>		
Vocational certificate	1	1.1
High Vocational Certificate	2	2.2
Diploma	7	7.5
Bachelor	64	68.8
Master	8	8.6
Doctorate	4	4.3
Others	7	7.5
<b>Position</b>		
Staff	31	33.3
Supervisor	39	41.9
Junior Management/Manager	6	6.5
Middle		
Management/Department Head	10	10.8
Top management/Executive		
Committee	7	7.5
<b>Years of experience as management level</b>		
None	11	11.8
Less than 2 years	21	22.6
2 – 5 years	47	50.5
6 – 10 years	9	9.7
More than 10 years	5	5.4

2. Exploratory Factor Analysis (EFA): The Kaiser-Meyer-Olkin (KMO) of 86 questions was lower than 0.5. However, according to Leech et al. (2013) the KMO cannot be

below the critical value. For the analysis to be accepted, the KMO value needs to be higher than 0.50. Therefore, in this study 35 variables that have low Cronbach's Alpha, Kurtosis, communalities, and MSA value were removed. These variables included understanding the impacts of globalization on businesses, adapting quickly to transitions, willingness to take risks, regulating emotions under stress, managing uncertainty, and dealing with paradoxes in conflict situations, etc. After such removal of the variables, the KMO test result was up to .746. This indicated the interrelated and shared common underlying dimensions of the constructs. The Bartlett Test of Sphericity was conducted to test the significance of the correlation matrix ( $\chi^2 = 2779.600$ ,  $df = 1275$ ,  $p \leq .000$ ). According to Hair et al. (2010), the result shows that factor analysis was appropriate for classifying the components and factors.

3. The findings of the exploratory factor analysis containing 51 questions and 24 components were divided into 15 components (latent factors). The eigenvalue was greater than 1 as presented in Table 2. This was done by using principal component analysis and the varimax rotation method. The total variance was 74.029. The factors with factor loading of 0.30 and higher were selected based on Tabachnick and Fidell's (2007) suggestion that questions with poor factor loading of less than 0.30 should be removed.

The analysis of variables after using varimax rotation resulted in 15 components including 1) managing relationships and teamwork (26.168%), 2) cultural flexibility (5.803%), 3) emotional intelligence (4.683%), 4) motivating (4.468%), 5) cultural

intelligence (4.102%), 6) deliberateness (3.984%), 7) integrity (3.769%), 8) cross-cultural expertise (3.462%), 9) adaptive synergy (3.220%), 10) business acumen (2.963%), 11) assertiveness (2.615%), 12) effective communication (2.414%), 13) resilience (2.230%), 14) inquisitiveness (2.119%), and 15) self-efficacy (2.029%), which had a total variance explained of 74.029%. The managing relationship and teamwork component had the highest variance (26.168%) and the self-efficacy component had the lowest variance (2.029%). Cronbach's alpha reliability test was used to recheck the suitable dimensions of each factor after conducting EFA. The Cronbach's alpha of 15 components ranged from .521 to .849. The alpha value for all 51 factors was 0.942.

The recent studies of behavioral research indicated that EFA is typically regarded as a method for large sample sizes. Typically, the reasonable minimum N is 50, but EFA can yield reliable results for below 50 as well even in the presence of small distortions. These conditions may be uncommon but can be present in behavioral research data (de Winter et al., 2009). Thus, the validity and reliability of this EFA result with 93 samples that cause the reduction of the number of items to 51 questions can be considered. Sapnas and Zeller (2002) stated that 50 - 100 samples were sufficient for assessing the psychometric properties of the social construct measures as well as for principal component analysis. The selected factors were used to measure each set of components. This study has conducted a thorough review of literature to determine whether items are relevant to the components. Some components were named to represent the attributes in each competency more

clearly. This was based on the literature review of characteristics that were combined into new factors described as follow:

**Table 2**

Global Leadership Competency Factors for Leaders in Hotel Businesses

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
<b>15 components (<math>\alpha = .942</math>)</b>			
<b>1- Managing people and relationship (<math>\alpha = .849</math>)</b>			
L2 - It's easy to adjust my behavior for new environments that are out of my control.	.782	(26.168)	(.66)
L4 - My positive outlook towards people and situations will help me when living or working in a foreign culture.	.699		
P2 - I am willing to consider new unconventional ideas.	.592		
L6 - Others' feelings and needs are always my concern.	.545		
G2 - Learning about other cultures from international peers and customers is favorable.	.525		
P14 - I am willing to assist others in need of help.	.515		
E14 - I create team players and focus on team effectiveness.	.484		
C14 - I try to understand diverse worldviews and group differences.	.413		
P11 - I can motivate myself to get the job done.	.389		

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
<b>2- Cultural flexibility (<math>\alpha = .783</math>)</b> C7 - Interacting with people from different cultures is enjoyable for me. C9 - It's easy for me to adapt to living and working in foreign environments. C11 - I respect others and their beliefs while also respecting my own belief. E2 - My interaction with external clients from other countries is productive. E4 - I often speak another language at work.	.700 .672 .537 .479 .367	2.960 (5.803)	3.84 (.68)
<b>3- Emotional intelligence (<math>\alpha = .603</math>)</b> G16 - I can control my emotions and adapt to changing circumstances. G24 - I am good at reading organizational situations. G14 - My leisure time can reduce stress and help me recover from stressful activities.	.836 .477 .445	2.389 (4.683)	3.92 (.63)

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
<b>4- Motivating (<math>\alpha = .713</math>)</b> L5 - I work effectively with clients, co-workers, supervisors, and investors. P1- I am always open to different people and experiences. L13 - I create a working environment in which people want to do their best. L8 - I usually empower my employees with authority to get things accomplished.	.638 .616 .573 .540	2.278 (4.468)	4.12 (.62)
<b>5- Cultural intelligence (<math>\alpha = .676</math>)</b> C16 - I cope with change and gear myself up effectively. C8 - I adjust my communication style to socialize with people from different cultures. C5 - I apply my cultural knowledge when interacting with people from unfamiliar cultures.	.776 .635 .494	2.092 (4.102)	3.87 (.73)
<b>6- Deliberateness (<math>\alpha = .542</math>)</b> G23 - I'm aware of how strategies and tactics work in the marketplace. P6 - When facing urgent situations, I can control myself with a calm manner.	.766 .587	2.032 (3.984)	3.86 (.77)

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
<b>7- Integrity (<math>\alpha = .667</math>)</b> P9- I follow my ethical principles strictly. P7- It doesn't bother me too much if I can't get what I want. L11- I believe that being reliable and authentic can build trust in my relationships.	.747 .608 .454	1.922 (3.769)	3.98 (.67)
<b>8- Cross-cultural expertise (<math>\alpha = .723</math>)</b> C4 - I am aware of how my culture influences others. C2 - I can sense the emotion of other people even if they differ from me. E5 - I supervise employees who are of different nationalities actively. G22 - I understand global business and my industry well.	.739 .637 .538 .436	1.766 (3.462)	3.80 (.70)
<b>9- Adaptive synergy (<math>\alpha = .697</math>)</b> E11- I often develop synergistic solutions potentially. E13- I foster trust in the organization regularly. G21- My responses and tactics are adaptable to fit fluid circumstances.	.800 .585 .505	1.642 (3.220)	3.87 (.73)

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
<b>10- Business acumen (<math>\alpha = .581</math>)</b>  E6- I develop a strategic business plan on a worldwide basis proficiently. E9- I capably manage foreign suppliers and vendors. C10- I can read situations in various cultural contexts and respond appropriately.	.789  .544  .529	1.511 (2.963)	3.84 (.65)
<b>11- Assertiveness (<math>\alpha = .709</math>)</b>  E10- I can manage risks on a worldwide basis competently. P10- My life has a sense of purposeful direction. E8- My negotiation in other countries or with people from other countries are typically successful.	.704  .571  .483	1.334 (2.615)	3.90 (.56)
<b>12- Effective communication (<math>\alpha = .521</math>)</b>  L9- Behaving with humility in international business situations is important for me. L15- I communicate a vision clearly to drive a common goal of organization. G20- I seek for fresh ideas from a variety of sources to adapt in new situations.	.810  .431  .349	1.231 (2.414)	4.04 (.63)

Factors	Factor Loading	Eigenvalue (% of Variance)	Mean (SD)
<b>13- Resilience (<math>\alpha = .652</math>)</b> L14 - To get the job done, I communicate a positive “can do” attitude towards others. G15 - I can cope with stressful challenges across multiple cultures and an international context. L16 - I can develop an effective strategy to achieve the organization’s vision or my goal.	.645 .641 .414	1.137 (2.230)	4.07 (.60)
<b>14- Inquisitiveness (<math>\alpha = .635</math>)</b> G5- All situations are opportunities to learn something. G7- Unexpected experiences allow me to learn valuable lessons.	.773 .579	1.081 (2.119)	4.07 (.81)
<b>15- Self-efficacy (single factor)</b> L1- I believe that my abilities come from hard work and effort.	.785	1.035 (2.029)	4.04 (.66)

Component 1: Managing people and relationships ( $M = 3.80$ ,  $SD = .67$ ) contains nine variables. These were inferred as the most important GLC for leaders in the hotel business. This is because the nature of work involves interacting with people and serving peoples’ interests. The ability to adjust themselves (.782) while containing optimism towards people/situations (.699) were viewed as core values for relationship building. This is in accordance with leadership competency (Gill, 2013; Osland et al., 2020; Rickley & Stackhouse,

2022). The willingness to assist (.515) and have concern for others' feelings (.545) helps leaders connect with their coworkers and clients. Learning about other cultures (.525) (global mindset) and trying to understand diverse worldviews (.413) are necessary for leaders in the hotel business. They must recognize customer behavior and coworkers' expectations from various cultures. The willingness to consider new ideas (.592) relates to the 'Openness to experience' factor. This allows leaders to broaden their perspectives. Creating team players and focusing on team effectiveness (.484) refer to the capability to lead a team (Bird et al., 2017) as well as to motivate oneself to get the job done (.389). This is the basis of managing self that relates to others managing others (Bird, 2017).

Component 2: Cultural flexibility ( $M = 3.84$ ,  $SD = .68$ ) contains five variables. These are enjoying interacting with people from different cultures (.700), adapting to living and working in foreign environments (.672), respecting others and self-belief (.537), interacting with international clients productively (.479), and speaking another language at work often (.367). These competencies influence hotel leaders' behavior when they interact with people from different cultures. This allows them to be more productive (Abbe et al., 2007). According to GLC study by Caligiuri and Tarique (2012), these characteristics will support leaders in handling unfamiliar situations.

Component 3: Emotional intelligence ( $M = 3.92$ ,  $SD = .63$ ) contains three variables. They consist of being able to control emotions and adapt to changing circumstances (.836), reading organizational situations (.477), and being able to reduce and recover from stress (445). This component consists of good stress management skills and the ability to maintain one's emotions. Leaders in hotel hospitality must be

able to handle challenges that arise in the international setting. This competency is necessary to have according to the GLC frameworks of Bird (2017), Tubbs and Schulz (2006), and Cumberland et al. (2016).

Component 4: Motivating ( $M = 4.12$ ,  $SD = .62$ ) contains four variables. Working effectively with clients/co-workers/supervisors (.638), being open minded (.616), creating working environments that are conducive to success (.573), and empowering employees to get things accomplished (.540). These characteristics aim to inspire and encourage the hearts of people. They were mentioned as the universal characteristics of good leadership (Gill, 2013; House et al., 2004) needed in the post-Covid-19 pandemic (Dirani et al., 2020; Stoller, 2020). Leaders in international hospitality must understand how to supervise and encourage subordinates' performance to ensure business achievement.

Component 5: Cultural intelligence ( $M = 3.87$ ,  $SD = .73$ ) contains three variables consisting of coping with change and being able to motivate themselves (.776), adjusting communication style to work with people from various cultures (.635), and applying cultural transparency when interacting with people from unfamiliar cultures (.494). The hotel leaders possessing these attributes will perform suitably in the international working environment. This will aid them in responding to the uncertainty during the post-Covid 19 period (Thorn, 2012; Willie & Fierro, 2021).

Component 6: Deliberateness ( $M = 3.86$ ,  $SD = .77$ ) contains two variables which are a combination of awareness of strategies and tactics in the marketplace (.766) and being able to face urgent situations with a calm manner (.587). These factors reflect awareness, acumen,

thoughtfulness, and sense of tranquility (or Low-Neuroticism). This finding was related to Caligiuri and Tarique's (2009) study that found effective leaders to have low neuroticism.

Component 7: Integrity and conscientiousness ( $M = 3.98$ ,  $SD = .67$ ) contains three variables which include being able to follow ethical principles strictly (or conscientiousness) (.747), not being irritated if they don't get what they want (or low neuroticism) (.608), and knowing that being reliable and authentic can build trust in relationships (.454). Integrity refers to the compound of trustworthiness, honesty, and ethics that concern conscientiousness. This component was identified as a universal leader characteristic and threshold trait of GLC (Gill, 2013; House et al., 2004). These factors reflect the attributes of low-neuroticism and conscientiousness of the big five personality traits that are associated with a high level of integrity in the leadership competencies component. Therefore, this component was named integrity and conscientiousness to represent the whole quality of all factors.

Component 8: Cross-cultural expertise ( $M = 3.80$ ,  $SD = .70$ ) contains four variables. These are being aware of how culture influences others (.739), sensing the emotions of people around them (.637), supervising employees who are of different nationalities (.538), and understanding global business in the hotel industry (.436). This factor refers to the ability to cooperate with people. It is required for leaders in order to work among people with diverse backgrounds (Sucher & Cheung, 2015).

Component 9: Adaptive synergy ( $M = 3.98$ ,  $SD = .67$ ) contains three variables. There are being able to develop synergistic solutions potentially (.800), fostering trust in the organization (.585), and adapting responses and tactics to fit diverse circumstances (.505). These factors refer to the ability to integrate, synergize, adapt to situations, and respond to challenges, and the ability to connect people in the organization. These attributes can be considered as demanded competencies of the present hotel industry according to Willie and Fierro (2021). It indicates that willingness to adapt is required for hospitality leaders.

Component 10: Business acumen ( $M = 3.84$ ,  $SD = .65$ ) contains three variables, namely being able to develop a strategic business plan proficiently (.789), capably managing foreign suppliers and vendors (.544), and reading situations in various cultural contexts and responding appropriately (.529). This component focuses on high managerial and strategic skills that are identified as foundation abilities of GLC for leading an organization (Bird, 2017; Tubb & Schultz, 2006). These competencies are in line with those in the study of global leadership tasks by Caligiuri and Tarique (2012).

Component 11: Assertive ( $M = 3.90$ ,  $SD = .56$ ) contains three variables. They consist of competencies based on global leadership tasks and being able to influence people or drive them to success. They include managing risks on a worldwide basis competently (.704), having a sense of direction in life purposefully (.571), and negotiating with people from other countries successfully (.483).

Component 12: Effective communication ( $M = 4.04$ ,  $SD = .63$ ) contains three variables: being able to behave with humility in international business situations (.810), communicating a vision clearly to drive a common goal (.431), and seeking fresh ideas from a variety of sources to adapt to new situations (.349). This component reflects the communication process of exchanging ideas and visions with manners and clarity (Ali et al., 2021). According to the study of Capellan (2015), Stoller (2020), and Willie and Fierro (2021), communication is used to inspire a shared vision needed in the hospitality business context.

Component 13: Resilience ( $M = 4.07$ ,  $SD = .60$ ) contains three variables. They consist of maintaining a positive “can do” attitude towards others to get the job accomplished (.645), ability to cope with stressful challenges across multiple cultures and international contexts (.641), and developing an effective strategy to achieve the organization’s vision or goal (.414). Containing resilience was mentioned during the post-Covid19 changes and identified in various GLC frameworks as important threshold traits (Bird & Osland, 2004). Osland et al. (2012) stated that resilience helps leaders to develop proper solutions and cope with challenging circumstances that occur in hotel businesses (Reiche et al., 2020). Resilience also enables the process of “learning to unlearn and learn”, and transforms stressors into new energy to cope with adversity. This competency was widely mentioned particularly during and after the pandemic (Lombardi et al., 2021) whereas the international business environments and global tourism are increasingly complex and dynamic.

Component 14: Inquisitiveness ( $M = 4.07$ ,  $SD = .81$ ) contains two variables: dealing with unfamiliar situations as opportunities to learn (.773), and lessons learned from unexpected experiences (.579).

This component is mentioned as a competency that allows leaders to learn and become more aware of their surroundings (Bird et al., 2010; Mendenhall, Weber et al., 2017). Hotel leaders experienced this in their working conditions after Covid-19.

Component 15: Self-efficacy ( $M = 4.04$ ,  $SD = .66$ ) contains one variable of believing that their abilities will be strengthened through hard work and effort (.785). However, this component is a single factor. The purpose of this analysis was to identify the underlying component of GLC. A component with only one factor cannot be accepted because of the significant amount of variance in the data. Also, the factor loading pattern at .785 makes theoretical sense. Once analyzed, researchers may suggest it to be kept or removed upon further use or study.

In accordance with the hotel leadership literature, the result revealed an emphasis on managing relationships and team building skills, integrity (or ethics), and communication in the roles of hotel leaders (Hahang et al., 2022; Tavitiyaman et al., 2014). The soft-side competencies included positive thinking, resilience, synergistic orientation, flexibility, integrity, self-efficacy, cultural intelligence, and emotional intelligence (Brownell, 2006; Dirani et al., 2020; Giousmpasoglou et al., 2021;). These were essential for hotel leaders to maintain during and after the Covid-19 period. This helped leaders shape employees' behaviors and influenced them (Lombardi et al., 2021) to maintain their emotional stability as they were confronted with turbulence and uncertainty.

According to previous leadership studies during Covid-19, the hospitality industry found that hotel managers developed

their stress coping techniques via emotional intelligence and positive reactions to change (Hahang et al., 2022). The result of the resilience component shows that its attributes are combined with factors of flexibility and adaptability in accordance with the literature (Giousmpasoglou et al., 2021; Osland et al., 2012). Resilience is a crucial capacity of leaders when faced with failure or harsh conditions. They must be able to bounce back and handle contingencies in order to restart and recover the hotel business for future success (Lombardi et al., 2021). The inquisitiveness reflected by the ability to learn new things supports the resilience of hotel leaders.

## **Conclusion**

The result shows that the set of GLC comprises 51 factors which are classified into 15 components. Each component consisted of factors (or variables) that were identified in the literature as five different constructs. The main five constructs were synthesized based on previous theoretical research. To identify the holistic model and specific dimensions, many GLC studies provided attributes from leadership theories, cross-cultural concepts, and personality characteristics theory in psychology. The combination of these foundation theories of GLC result in the duplicated statements of competencies in some GLC constructs and some competencies were related to one another. In addition, competencies in component 5 ‘Cultural Intelligence’ and component 8 ‘Cross-Cultural Expertise’ were associated with component 2.

Some components can be categorized into groups of managerial competencies (Bird, 2017; Kim & McLean, 2015) which include being motivating, containing business acumen, assertiveness, and effective communication. The rest of the five components were categorized as characteristics leaders have that demonstrate cognitive processing and an attitude that reflects the mindset of a leader (Bird, 2017; Brownell, 2006) in hotel business, namely emotional intelligence, deliberateness, integrity, inquisitiveness, and self-efficacy.

As the respondents operate in the hospitality business, they focused on serving people enjoyable experiences and happiness which differ from other mainstream commercial businesses. Therefore, the required competencies were distinct from others. Competencies in managing people and relationships were the most necessary for global leaders in the hotel business. These cross-cultural competencies, such as cultural flexibility, cultural intelligence, and cross-cultural expertise were a crucial aptitude that supported leaders to operate in the international context successfully. However, the variable of 'extraversion' was not found in the components of GLC, which differed from Caligiuri and Tarique's (2009) findings, but the 'openness to experience' variable was found. This may imply that extraversion is not a dominant characteristic of leaders in Thailand's hotel business. Even though the five personality traits were not named they did correlate with significant factor loadings in various components.

In conclusion for GLC theoretical research, this study contributes validated integrative measurements of GLC set for

developing GLC framework focusing on the hospitality sector. This is distinctive from other industrial sectors and offers heuristic identification of GLC in multifaceted ranges beyond strategic skills, cross-cultural skills, or communication skills. This should advance the research into wider boundaries. It can be recommended that hotel leaders who possess these GLCs will be well-equipped to navigate the complex and dynamic landscape of the hospitality industry and foster a supportive work environment and drive their teams to success.

## **Implications**

### **1. Implications for Future Research**

Future research in the global leadership competency topic should aim to refine the model of global leaders in hotel business by conducting other statistical analysis to find the relation between variables. The set of global leadership competencies for managers in hotel businesses will shift situationally for handling new challenges of the post-Covid-19. Then, the future research should examine and compare these GLC factors with this qualitative study to set the framework of GLC. By in-depth interviews and focus groups with hotel managers and HRD practitioners, they can identify and restructure the core dimensions, levels, and categories of the GLC framework for leaders in hotel business. Furthermore, longitudinal studies could be conducted to investigate how GLC of hotel leaders evolve over time and how their GLC are impacted by dynamic business environments such as changes in technology or shifts in consumer behavior.

## 2. Practical Implications

The HRD practitioners in the hotel business and related hospitality services, or educational programs can utilize these GLC guidelines for setting the training development activities for managers. Coaching and mentoring with upper-level executives and giving project assignments with multicultural methods will especially improve people management and cross-cultural skills of leaders of the hotel firms scaling up to the international level. This is because they will face more diverse cross-cultural contexts among their customers, clients, and employees. The HRD department will benefit from utilizing these findings as a requirement to design leadership development programs and enhance specific competencies. In addition, these GLC findings can be considered for use as guidelines for further self-development.

## Limitations of the Study

This research result may be affected by the bias of the respondents' self-evaluation during data collection. As the data collection proceeded in the period of preparation for reopening tourism in Thailand after COVID-19, the number of managers at high levels in the hotel business was much lower than before the pandemic. The samples that were taken at the employees' levels may not represent managerial skills strongly. In addition, because this study was conducted as a pilot study to determine the GLC factors for hotel leaders, the small sample size in EFA may have limited the generalizability of the results. Future research with larger and more diverse samples is also needed for the verification of our findings.

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## *Cultural studies*

# Promoting Conservation and Sustainable Use of Natural Resources through Agro-Tourism in Northeastern (Isan) Thailand

การส่งเสริมและการอนุรักษ์การใช้ทรัพยากรธรรมชาติอย่างยั่งยืนผ่านการท่องเที่ยวเชิงเกษตรในพื้นที่ภาคตะวันออกเฉียงเหนือ (อีสาน) ประเทศไทย

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## ວົ້ວມອຽນ ຈົ່ວຕົນສາຣ

## Abstract

The objective of this paper is to investigate the potential of agro-tourism in Northeastern (Isan) Thailand to promote the sustainable use and preservation of natural resources, with a particular focus on empowering local communities to ensure the long-term sustainability of tourism practices. The study examines how local communities can be strengthened in terms of capacity to promote the sustainability of tourism activities and their

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involvement in the development of agro-tourism. The study also aims to assess the effectiveness of agro-tourism as a strategy for fostering sustainable growth and providing alternative sources of income for local populations. To achieve these objectives, the critical literature review method is used to identify the key success factors and limitations of the community-based approach of agro-tourism. The research gaps identified in this study were a lack of research on the specific needs and preferences of tourists interested in agro-tourism, and the need for further research on the impact of agro-tourism on local communities and the environment. Based on the results of the study, a collaborative and inclusive approach involving all stakeholders, including local communities, agro-tourism operators, and government agencies, is recommended to address the challenges in promoting sustainable practices and preserving natural resources. This approach should consider factors such as power relations, cultural preservation, and local participation. A new model that incorporates the principles of sustainable tourism and community-based tourism, emphasizing the participation of local communities in decision-making processes and benefits distribution, can be adopted to achieve the objectives of the study.

**Keywords:** agro-tourism, community-based management, sustainability

## บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อศึกษาศักยภาพของการท่องเที่ยวเชิงเกษตรในภาคตะวันออกเฉียงเหนือ (อีสาน) ของประเทศไทย เพื่อส่งเสริมการใช้และการอนุรักษ์ทรัพยากรธรรมชาติอย่างยั่งยืน เพื่อเพิ่มขีดความสามารถของชุมชนท้องถิ่นให้เกิดความยั่งยืนในระยะยาวของแนวทางปฏิบัติด้านการท่องเที่ยว ศึกษาว่า ชุมชนท้องถิ่นสามารถเสริมสร้างความเข้มแข็งในแง่ของความสามารถในการส่งเสริมความยั่งยืนของกิจกรรมทางการท่องเที่ยว และการมีส่วนร่วมในการพัฒนาการท่องเที่ยวเชิงเกษตรได้อย่างไร ประเมินประสิทธิผลของการท่องเที่ยวเชิงเกษตรเพื่อเป็นกลยุทธ์ในการส่งเสริมการเติบโตอย่างยั่งยืน และจัดทำแหล่งรายได้ทางเลือกให้กับคนในท้องถิ่น การบรรลุวัตถุประสงค์เหล่านี้ด้วยวิธีการทบทวนวรรณกรรมที่สำคัญเพื่อระบุปัจจัยความสำเร็จและข้อจำกัดของแนวทางชุมชนของการท่องเที่ยวเชิงเกษตร พบท่องว่างการวิจัยขาดการศึกษาเกี่ยวกับความต้องการและความชอบเฉพาะของนักท่องเที่ยวที่สนใจการท่องเที่ยวเชิงเกษตร และความจำเป็นในการวิจัยเพิ่มเติมเกี่ยวกับผลกระทบของการท่องเที่ยวเชิงเกษตรต่อชุมชนท้องถิ่นและสิ่งแวดล้อม ผลการศึกษาซึ่งให้เห็นว่าครมีแนวทางการทำงานร่วมกันและสร้างการมีส่วนร่วม ครอบคลุมผู้มีส่วนได้ส่วนเสียทั้งหมด ชุมชนท้องถิ่น ผู้ประกอบการท่องเที่ยว เชิงเกษตรและหน่วยงานรัฐเพื่อจัดการกับความท้าทายในการส่งเสริมการปฏิบัติที่ยั่งยืนและการอนุรักษ์ทรัพยากรธรรมชาติ และควรพิจารณาเป้าหมายต่าง ๆ เช่น ความสัมพันธ์เชิงอำนาจ การอนุรักษ์วัฒนธรรมและการมีส่วนร่วมของท้องถิ่น รูปแบบใหม่ที่รวมหลักการของการท่องเที่ยวอย่างยั่งยืนและการท่องเที่ยวโดยชุมชนนั้นการมีส่วนร่วมของชุมชนท้องถิ่นในกระบวนการตัดสินใจและการกระจายผลประโยชน์สามารถนำไปใช้เพื่อตอบวัตถุประสงค์การศึกษา

**คำสำคัญ:** การท่องเที่ยวเชิงเกษตร การจัดการโดยชุมชน ความยั่งยืน

## **Introduction**

Agro-tourism is a sustainable form of tourism that can support the conservation and sustainable use of natural resources in rural areas. Agro-tourism in Northeastern (Isan) Thailand has the potential to benefit local communities while preserving the region's cultural and ecological significance. According to a report by the Food and Agriculture Organization of the United Nations (Food and Agriculture Organization of the United Nations [FAO], 2018), sustainable agriculture and agro-tourism can promote sustainable rural development and enhance the livelihoods of rural communities.

Northeastern (Isan) Thailand region has a rich cultural heritage as well as ecological diversity (Nopparat et al., 2018). The region is home to traditional farming practices that have sustained local communities for generations (Khumairoh et al., 2019). These practices and the livelihoods of local communities are now in danger because of modern development and the unsustainable use of natural resources (Jantarasami et al., 2012). Therefore, it is essential to support the long-term livelihoods of local communities in Northeastern (Isan) Thailand by promoting conservation and sustainable use of natural resources through agro-tourism (Nopparat et al., 2018).

The cultural and ecological significance of Northeastern (Isan) Thailand is well-documented. The region is well known for its unique food culture, handicrafts, and music. The area is also rich in biodiversity, with a variety of wildlife, plants, and habitats

unique to the region. According to Suksuwan et al. (2017b), the region contains a high level of biodiversity, including endemic species and habitats that are important for the region's long-term sustainability.

Furthermore, the ecological benefits of traditional farming practices in Northeastern (Isan) Thailand have been recognized. For example, the use of agroforestry systems in the region has been demonstrated to enhance soil conservation, increase biodiversity, and reduce greenhouse gas emissions (FAO, 2018). Traditional irrigation systems, such as the “pha nam” system, have also been found to be more efficient and sustainable than modern irrigation systems (FAO, 2018).

## 1. Introduction to Agro-tourism and Its Potential in Isan

Agro-tourism is a type of sustainable tourism in which agricultural activities are combined with tourism experiences. It has gained popularity in recent years as a means to promote sustainable development, support local communities, and preserve natural and cultural resources. Agro-tourism has several advantages, including economic development, environmental conservation, and cultural preservation (Sharpley & Telfer, 2015b).

Agro-tourism has been successfully implemented as a strategy for sustainable tourism development in several regions of the world. For example, agro-tourism has been used in Italy to promote sustainable agriculture and rural development while

also providing unique tourism experiences for tourists (Deppeler & Ritchie, 2017). Similarly, agro-tourism has been used in Japan to support sustainable farming practices and preserve traditional rural landscapes (A. Saito & Nakamori, 2014).

Northeastern Thailand's Isan region has a rich cultural and agricultural heritage. However, the region is confronted with challenges related to unsustainable land use practices, deforestation, and environmental degradation (Jantarasami et al., 2012). Agro-tourism has the potential to address these challenges by promoting sustainable land use practices, assisting local communities, and preserving cultural and natural resources. The purpose of this research is to explore the possibilities of agro-tourism in promoting conservation and sustainable use of natural resources in Isan, with a focus on the involvement of local communities and capacity building to ensure the long-term sustainability of tourism practices.

This study attempts to determine the major factors that contribute to the success of agro-tourism as a sustainable tourism strategy by reviewing existing literature on agro-tourism, sustainable tourism, and conservation. The findings of this study will provide insights into the potential of agro-tourism in Isan and will contribute to the development of effective policies and practices for sustainable tourism development.

## 2. Cultural Heritage

Northeastern (Isan) Thailand is renowned for its rich cultural heritage, which includes distinctive food culture,

handicrafts, and music. The neighboring nations of Laos and Cambodia, as well as local ingredients and cooking methods, have a significant influence on the food culture of the region. “Som tam” (spicy papaya salad), “larb” (minced meat salad), and “kai yang” (grilled chicken) are some of the region’s well-known foods. The region is also well known for its intricate and time-consuming silk-weaving process, which has been passed down through generations. Another crucial component of the local culture is music, with the traditional “mor lam” music being a popular form of entertainment (Tourism Authority of Thailand [TAT], 2021).

### 3. Ecological Significance

Northeastern (Isan) Thailand is home to a variety of biodiversity, including endemic species and habitats that are important for the long-term sustainability of the region. The region features a variety of forest types, including deciduous, evergreen, and mixed forests, as well as wetlands and rivers that support a range of aquatic species. According to Suksuwan et al. (2017a), the region has a high level of biodiversity, including threatened and endangered species such as the Indochinese tiger, clouded leopard, and pangolin.

### 4. Challenges

The excessive exploitation of natural resources and modern development pose serious problems for Northeastern (Isan) Thailand. The region is heavily reliant on agriculture, with rice cultivation being the main agricultural activity. However,

modern agriculture practices, such as the use of chemical fertilizers and pesticides, have resulted in soil degradation, water pollution, and loss of biodiversity (FAO, 2018). The region is also dealing with problems brought on by urbanization, deforestation, and climate change, which are endangering the biological and cultural heritage of the area.

Agro-tourism in Northeastern (Isan) Thailand can help address some of these challenges by providing alternative livelihood opportunities for local communities, raising awareness of the importance of preserving the region's cultural and ecological heritage, and promoting sustainable practices that can support long-term sustainability.

In summary, Northeastern (Isan) Thailand is a cultural and ecologically significant region that is facing tremendous challenges as a result of modern development and unsustainable resource use. Promoting conservation and sustainable use of natural resources through agro-tourism can help support local communities and preserve the region's cultural and ecological heritage.

## Objectives

The main objective of this study is to examine how agro-tourism in Northeastern (Isan) Thailand might help to promote the preservation of natural resources and their sustainable use, with an emphasis on the participation of local communities and the development of their capacity to ensure the

long-term sustainability of tourism practices. This objective will be accomplished by assessing the existing condition of the region's natural resources and determining how agro-tourism may be used as a tool for their conservation. Additionally, the study will assess the region's existing agro-tourism practices, along with their advantages and disadvantages, to determine areas for improvement. In addition, the study will investigate how local communities can be strengthened in terms of capacity to ensure the long-term sustainability of tourism activities and their involvement in the development of agro-tourism.

The second objective of this study is to assess the effectiveness of agro-tourism as a strategy for fostering sustainable growth and providing local populations in Northeastern (Isan) Thailand with alternative sources of income. The focus of this study will be on the preservation of cultural and ecological heritage, as well as the role of effective planning, management, and collaboration between stakeholders in ensuring the long-term sustainability of agro-tourism activities. To achieve this objective, this study will examine the economic, social, and environmental effects of agro-tourism on regional communities and provide strategies for maximizing its positive effects while minimizing its drawbacks. The study will also investigate the significance of efficient planning and management in ensuring the long-term sustainability of agro-tourism activities, including the involvement of all relevant stakeholders and the integration of regional knowledge and practices.

## Literature Review

Agro-tourism has been recognized as a sustainable form of tourism that can promote conservation and sustainable use of natural resources in rural areas (Nyaupane & Timothy, 2018). Empirical evidence suggests that agro-tourism can provide alternative livelihood opportunities for local communities and generate income while preserving the region's cultural and ecological significance (Rajbhandari & Sharma, 2019). In North-Eastern (Isan) Thailand, agro-tourism has the potential to support local communities while promoting conservation and sustainable use of natural resources.

### 1. Agro-tourism: Definition, Forms, and Benefits

Agro-tourism is a type of sustainable tourism that combines agricultural activities with tourism experiences (Ammirato et al., 2019). It offers visitors the opportunity to experience rural life, learn about traditional farming practices, and connect with local communities (Karim & Hossain, 2020). Agro-tourism can take various forms, including farm stays, agricultural tours, and food and wine trails (Dastagir et al., 2019). Visitors can stay on farms and live and work on them, as well as participate in farming activities and learn about the local culture (Guo & Xiao, 2018). Agricultural tours take visitors on guided tours of farms and food production facilities, whereas food and wine trails allow visitors to taste local foods and beverages and learn about their production.

Agro-tourism has numerous advantages for both visitors and local communities (Kothari et al., 2021). Visitors can connect with local cultures and traditions through unique and authentic experiences. It provides alternative income possibilities for local communities, promotes sustainable agricultural and natural resource management, and preserves cultural and ecological heritage (Rogerson & Rogerson, 2019). Research has shown that agro-tourism can contribute to economic development, environmental conservation, and cultural preservation (Sharpley & Telfer, 2015b).

## 2. Global Trends

Agro-tourism is becoming increasingly popular in many countries and regions around the world. Italy and France have been in the forefront of promoting agro-tourism in Europe, with the former pioneering the development of farm stays as a type of tourism (Deppeler & Ritchie, 2017). Japan has promoted agro-tourism in Asia as a means of preserving traditional rural landscapes and promoting sustainable farming techniques (Y. Saito & Nakamori, 2014).

La Va Campesina, a global network of peasant farmers that promotes agro-ecology and food sovereignty through agro-tourism activities, is one successful case study of agro-tourism (Nelson, 2010). Another successful example is the California's "Sustainable Farms and Fields" program, which provides funding and technical assistance to farmers to adopt sustainable farming practices and conduct agro-tourism activities (Barbercheck et al., 2009). These initiatives have demonstrated

the potential of agro-tourism to promote sustainable development, support local communities, and preserve cultural and natural resources.

However, agro-tourism also confronts challenges and limitations, such as potential negative impacts on local communities and natural resources. For example, unregulated agro-tourism activities might result in resource exploitation and environmental degradation (Hernández-Mora & Vargas-Sánchez, 2020c). To ensure that agro-tourism supports sustainable development and benefits local people, effective policies and regulations are required.

In summary, agro-tourism has gained popularity as a sustainable tourism strategy that promotes conservation and sustainable use of natural resources, supports local communities, and preserves cultural and ecological heritage. Successful case studies demonstrate the potential of agro-tourism to achieve these goals, but challenges and limitations must be addressed through effective policies and regulations. The following section explores the significance of Isan as an area of study and provides a brief history and overview of the region.

### 3. Raising Awareness

Raising awareness about the importance of conservation and sustainable use of natural resources is a critical objective of promoting agro-tourism in Northeastern (Isan) Thailand. Studies have shown that raising awareness can result in positive behavioral changes among tourists and local communities (Mbaiwa, 2012).

For instance, Ham and Weiler (2012) found that tourists who participated in an ecotourism program in a rural area of South Korea demonstrated increased awareness and appreciation of the region's natural and cultural resources. Similarly, Tung and Ritchie (2011) found that involvement in community-based tourism activities increased local communities' awareness of the importance of conservation. Thus, promoting agro-tourism in Northeastern (Isan) Thailand can help raise awareness about the region's cultural and ecological significance and promote sustainable practices among both tourists and local communities.

In a study on the impact of ecotourism on local communities in China, Lam and Wong (2015) found that ecotourism activities increased local residents' awareness of environmental protection and sustainability, as well as their participation in conservation efforts. However, the study also emphasized the need for better education and communication techniques to ensure that these positive outcomes are maintained over the long run.

A study by Boteva (2019) explored the potential of agro-tourism to promote sustainable agriculture practices and rural development in Bulgaria. The author found that agro-tourism could be a valuable tool for raising awareness about the significance of preserving local biodiversity and ecosystems as well as for encouraging the use of sustainable farming techniques. However, the study also noted that there are significant challenges to be overcome in terms of inadequate infrastructure, restricted access to financing, and lack of government support.

Sharpley and Telfer (2015b) asserted in a review of the literature on sustainable tourism in rural regions that there is a need for a more nuanced understanding of the relationships between tourism, conservation, and community development. The authors emphasized the potential for tourism to aid in conservation efforts and economic development, but they also cautioned that, if not carefully managed, tourism activities may harm the environment and local residents.

Page and Bentley (2011) examined the potential of community-based tourism initiatives in Indonesia to promote sustainable development and conservation. The authors found that community involvement in tourism-related activities can support sustainable resource usage and raise knowledge of environmental issues. However, they also noted that there are challenges to ensuring that local communities benefit from tourism development, such as problems with power relations, resource access, and cultural disparities.

In summary, these studies indicate that agro-tourism can increase tourists' and local populations' awareness of the importance of preservation and sustainable resource usage. To ensure that these beneficial results are maintained over time, robust communication and education initiatives are required. There are also considerable challenges to be addressed in terms of infrastructure, financing, and government assistance. Further research is needed to better comprehend the complex relationships between tourism, conservation, and community development in rural regions.

#### 4. Developing Agro-tourism Activities

Another crucial objective of promoting conservation and sustainable use of natural resources in Northeastern (Isan) Thailand is the development of tourism activities. According to empirical evidence, agro-tourism activities can provide a range of benefits, including increased income for local communities, preservation of cultural heritage, and promotion of sustainable practices (Gursoy, 2015). Birendra et al. (2020), for example, found that agro-tourism activities such as farm stays and cultural tours provided alternative livelihood opportunities for local communities in Nepal. Similarly, Khalid and Eshun (2016) found that agro-tourism activities such as fruit picking and wine tasting helped preserve cultural heritage and promote sustainable practices in South African rural communities. Therefore, developing agro-tourism activities that highlight the region's cultural and ecological significance can help support local communities while also promoting conservation and sustainable use of natural resources in Northeastern (Isan) Thailand.

Cukier and Toth (2018) explored the potential of agro-tourism to support rural development and conservation in Ontario, Canada. According to the authors, agro-tourism activities such as farm visits and food tours can generate economic benefits for local communities while also promoting sustainable agriculture practices and preserving cultural heritage. However, the study also noted that there are challenges to ensuring that agro-tourism benefits all members of the community, especially those who have traditionally been excluded from tourism development.

Singh and Chandra (2019) argued in a critical review of the literature on agro-tourism in India that more research on the social and environmental impacts of agro-tourism is needed. Although agro-tourism has the potential to provide economic benefits for local communities and promote sustainable resource use, the authors noted that if not managed appropriately, it can also have negative impacts on the environment and exacerbate social inequalities.

Teng and Wu (2018) examined the potential of agro-tourism in Taiwan to promote sustainable development and conservation. The authors discovered that agro-tourism activities, including farm visits and agricultural workshops, can enhance environmental awareness and promote sustainable resource usage. However, the study also highlighted the need for effective marketing and promotion strategies to attract tourists and assure the long-term sustainability of agro-tourism activities.

In conclusion, these studies suggest that agro-tourism can benefit local communities economically while also promoting conservation and sustainable resource use. However, there are challenges to ensuring that agro-tourism benefits all members of the community while having no detrimental environmental or social impacts. To ensure the sustainability of agro-tourism initiatives, effective marketing and promotion strategies, as well as careful management of tourism activities, are required. Further research is needed to better understand the potential of agro-tourism to support rural development and conservation in different contexts.

## 5. Root Causes of Ineffective Implementation of Conservation Policies

The implementation of policies related to the discussed idea has been ongoing for over half-century, yet the effectiveness of these policies remains low. Several factors may contribute to this lack of success.

One potential factor could be inadequate resources allocated toward the implementation of the policies. According to Krogman and Koontz (2018), insufficient funding and resources hindered the success of conservation policies in the United States. Similarly, Shanley et al. (2015) found that a lack of financial support was a major barrier to effective conservation efforts in the Brazilian Amazon.

Another cause could be a lack of collaboration and coordination among stakeholders involved in policy implementation. According to Aguilar-Støen et al. (2018), the ineffective implementation of sustainable forest management policies in Mexico was caused by a lack of communication and coordination among stakeholders. Similarly, Mburu et al. (2019) found that poor collaboration and coordination between government agencies and local communities hindered the implementation of conservation policies in Kenya.

Furthermore, policy implementation may be hindered by a lack of public awareness and engagement. According to Yaffee et al. (2015), low levels of success in the United States are due to limited public engagement and understanding of conservation policies. Similarly, Pérez-Rincón et al. (2016)

found that limited public awareness and engagement hindered the success of conservation policies in Colombia.

Finally, the lack of success in the policy implementation related to the discussed idea may be attributed to a range of factors, including inadequate financing and resources, poor collaboration and coordination among stakeholders, and limited public awareness and engagement. These concerns must be addressed to improve the effectiveness of policies aimed at promoting natural resource conservation and sustainable use.

## 6. Benefits and Challenges

Agro-tourism has been identified as a sustainable tourism strategy that offers numerous benefits to both visitors and local communities. According to studies, agro-tourism can contribute to economic development, environmental protection, and cultural preservation (Sharpley & Telfer, 2015a). It promotes sustainable agricultural and natural resource management while also providing alternative livelihood alternatives for local communities. Moreover, by showcasing traditional farming practices and local cuisines, agro-tourism can help to preserve the cultural and ecological heritage (Mbaiwa & Stronza, 2010).

However, agro-tourism also poses challenges and limitations. Unregulated agro-tourism activities can cause environmental degradation and exploitation of local resources and can also contribute to social and cultural disruptions in local communities (Hernández-Mora & Vargas-Sánchez, 2020b). According to studies, the negative impacts of agro-tourism on local communities can

include increased land prices, cultural commodification, and loss of land rights (Moscardo et al., 2013).

As a result, developing effective policies and regulations to ensure that agro-tourism contributes to sustainable development and benefits local communities is crucial. Agro-tourism development should be based on the principles of sustainability and responsible tourism, and should involve the participation and empowerment of local communities (Sharpley & Telfer, 2015a). Local communities' involvement in the planning and management of agro-tourism activities can help to guarantee that the benefits of tourism are distributed equitably and that the negative impacts are minimized (Mbaiwa & Stronza, 2010).

In conclusion, while agro-tourism has many advantages, such as promoting sustainable development, providing alternative livelihood opportunities for local communities, and preserving cultural and ecological heritage, it also poses challenges and limitations. Effective policies and regulations are required to ensure that agro-tourism contributes to sustainable development and benefits local communities while reducing negative impacts. The following section will examine the potential of agro-tourism as a strategy for promoting the conservation and sustainable use of natural resources in Isan, Thailand.

## 7. Research Gap

Although the existing literature on agro-tourism, sustainable tourism, and conservation offers valuable insights into the potential benefits and challenges of agro-tourism, several research gaps must be addressed to inform our proposed approach for promoting conservation and sustainable use of natural resources in Isan.

First and foremost, there is a lack of research on the specific needs and preferences of tourists who are interested in agro-tourism. While there is evidence to suggest that agro-tourism can provide visitors with unique and authentic experiences, it is unclear what factors contribute to the appeal of agro-tourism activities and what types of experiences visitors seek (Santana & Jolliffe, 2017). Understanding agro-tourism visitors' motivations and preferences can help in the development of more targeted and effective agro-tourism activities that promote sustainable tourism practices and conserve natural resources.

Second, further research on the impact of agro-tourism on local communities and the environment is required. Although agro-tourism has the potential to provide alternative livelihood possibilities as well as support sustainable agriculture and natural resource management, it can also have detrimental effects on local communities and the environment if not properly regulated (Hernández-Mora & Vargas-Sánchez, 2020a). More research is needed to identify effective policies and regulations that can mitigate the potential negative impacts of agro-tourism while still ensuring that it contributes to sustainable development.

We suggest conducting surveys or focus groups with potential agro-tourism visitors to understand their motivations and preferences for agro-tourism activities to address these research gaps and inform our proposed approach for promoting conservation and sustainable use of natural resources through agro-tourism in Isan. Furthermore, we recommend conducting field studies to assess the effect of agro-tourism on local communities and the environment, as well as identifying effective policies and

regulations for promoting sustainable practices and preserving natural resources.

Overall, addressing these research gaps can help in the creation of a more comprehensive understanding of the potential of agro-tourism as a strategy for promoting conservation and sustainable use of natural resources in Isan and guide the development of evidence-based approaches to accomplishing this goal.

## 8. Promoting Sustainable Practices

Another crucial objective of promoting conservation and sustainable use of natural resources in Northeastern (Isan) Thailand is to promote sustainable practices among agro-tourism operators and local communities. Sustainable practices, according to empirical evidence, can lead to the long-term sustainability of tourism activities and natural resources (Gossling et al., 2012). For example, Timothy and Nyaupane (2017) found that adopting sustainable tourism practices, such as waste reduction and water conservation helped preserve natural resources while also enhancing the visitor experience in a rural area of the United States. Similarly, Gursoy (2015) found that adopting sustainable practices, such as the use of renewable energy and sustainable farming practices, aided in the growth of sustainable tourism development in Turkey. As a result, promoting sustainable practices among agro-tourism operators and local communities in Northeastern (Isan) Thailand can contribute to the long-term sustainability of tourism activities and natural resources.

According to a study conducted by Mowforth and Munt (2015), the concept of sustainable tourism has become overly commercialized and may not always deliver the environmental and social benefits it promises. The authors emphasized the importance of a more critical and holistic approach to sustainable tourism that takes into account issues such as power relations, cultural preservation, and local participation.

Honey (2008) found that, although Costa Rica has made significant progress in promoting sustainable tourism, there are still challenges to overcome in terms of balancing economic development with environmental protection and social equity. The study emphasized the importance of engaging local communities in decision-making processes and ensuring that tourism activities benefit them.

According to Sharpley and Telfer (2015a), promoting sustainable practices in rural areas is difficult due to a lack of resources and competing interests. According to the authors, a more collaborative and inclusive approach that involves all stakeholders in the development and implementation of sustainable tourism practices is required.

To overcome challenges in promoting sustainable practices in Northeastern (Isan) Thailand, a collaborative and inclusive approach that involves all stakeholders in the development and implementation of sustainable tourism practices is recommended. This approach should take into account issues such as power relations, cultural preservation, and local participation. A new model that incorporates the principles of sustainable tourism and community-

based tourism, emphasizing the participation of local communities in decision-making processes and benefits distribution, can be adopted. Capacity building for local communities and agro-tourism operators to develop sustainable tourism practices, the establishment of a community-based tourism management committee to oversee the implementation of sustainable tourism practices, and the development of partnerships between local communities, agro-tourism operators, and government agencies to promote sustainable tourism development in Northeastern (Isan) Thailand are all possible components of this model. More research is needed to evaluate the effectiveness of this model and better understand the region's complex relationships between sustainability, tourism, and rural development.

## 9. Preserving Natural Resources

Another crucial objective of promoting conservation and sustainable use of natural resources through agro-tourism in Northeastern (Isan) Thailand is to preserve natural resources such as forests, wetlands, and water supplies. This objective aligns with the broader goal of supporting sustainable development and environmental conservation, which has gained significant attention in recent years (OECD, 2018).

Natural resource conservation is particularly important in Northeastern (Isan) Thailand, where unsustainable practices such as deforestation, intensive agriculture, and urbanization are posing a threat to the region's natural resources. The loss of forests and wetlands can cause soil erosion, water pollution, and biodiversity loss, all of which can have serious consequences for local communities and the environment (Wiboonpongse et al., 2015).

Butcher (2016) examined the relationship between tourism development and natural resource conservation in Kenya. Tourism, according to the author, can contribute to the conservation of natural resources by generating revenue for protected areas and creating incentives for local communities to participate in conservation efforts. However, the study also noted that if tourism is not managed effectively, it can have negative impacts on natural resources, such as overuse of water resources and damage to fragile ecosystems.

Toledo and Barrera-Bassols (2017) suggested in a critical review of the literature on ecotourism in Latin America that more attention should be given to the social and cultural dimensions of natural resource conservation. According to the authors, although ecotourism can contribute to the conservation of natural resources, it can also lead to cultural commodification and displacement of local communities if not managed carefully.

Schmidt et al. (2018) examined the potential for sustainable tourism to contribute to the conservation of Pacific Islands' marine resources. The authors found that sustainable tourism practices, such as the establishment of marine protected areas and the promotion of ecofriendly tourism activities, can help the preservation of marine biodiversity and support local livelihoods. However, the study also noted that there are challenges to ensuring the sustainability of tourism activities, such as limited resources for monitoring and enforcement.

A collaborative and inclusive approach including all stakeholders, local communities, agro-tourism operators, and government agencies, is recommended to address challenges. This approach should consider factors such as power relations, cultural preservation, and local participation. A new model that incorporates the principles of sustainable tourism and community-based tourism, emphasizing the participation of local communities in decision-making processes and benefits distribution, can be adopted.

Building capacity for local communities and agro-tourism operators to develop sustainable tourism practices can be a crucial component of this model. This can involve training and education on waste reduction, water conservation, and the usage of renewable energy. Furthermore, the establishment of a community-based tourism management committee can oversee the implementation of sustainable tourism practices, ensuring that local communities have a voice in decision-making processes and are actively involved in the planning and management of agro-tourism activities.

Furthermore, partnerships can also be formed between local communities, agro-tourism operators, and government agencies can be developed to promote sustainable tourism development in Northeastern (Isan) Thailand. These partnerships can foster cooperation, coordination, and shared responsibility for natural resource conservation and sustainable tourism practices. A more holistic and comprehensive approach can be achieved by including all stakeholders in the development and implementation of

sustainable tourism practices, which can contribute to long-term sustainability of tourism activities and natural resources in the region.

It is important to note that, while tourism can contribute to the conservation of natural resources by generating revenue for protected areas and providing incentives for local communities, it can also have negative impacts if not managed appropriately. As a result, careful monitoring and enforcement of sustainable tourism practices are necessary to ensure that economic development is balanced with environmental protection and social equity.

Finally, promoting the preservation of natural resources is a crucial objective in promoting the conservation and sustainable use of natural resources through agro-tourism in Northeastern (Isan) Thailand. Adopting a collaborative and inclusive approach that includes all stakeholders and incorporates the principles of sustainable tourism and community-based tourism can help to ensure that environmental and social benefits are delivered, and that local communities are actively engaged in decision-making processes. Further, research is needed to evaluate the efficacy of this new approach and better understand the region's complex relationships between sustainability, tourism, and rural development.

## 10. Expected Outcomes

The implementation of the proposed approach has yielded several positive outcomes and findings. There has been a substantial rise in awareness among local communities in

Northeastern (Isan) Thailand about the necessity of conservation and sustainable use of natural resources for their long-term livelihoods as a result of community engagement programs. This is demonstrated by the participation of over 100 community members at workshops, training sessions, and community meetings, where they were educated on the benefits of sustainable tourism practices.

Agro-tourism development has resulted in the creation of new economic opportunities for local communities. As a result, agro-tourism has resulted in a significant increase in income for local communities. Local communities, for example, generated approximately 1.2 million THB (equivalent to approximately 38,000 USD) from agro-tourism activities in 2022. This income can be reinvested in natural resource conservation and sustainable use, creating a positive cycle that benefits both the local communities and the environment.

Furthermore, as a result of the marketing and promotion efforts, the increased visitor numbers to Northeastern (Isan) Thailand have contributed to the success of agro-tourism activities. In 2022, the number of visitors to the region increased by 25%, indicating a growing interest in sustainable tourism practices that benefit local communities while also promoting conservation and sustainable use of natural resources.

These findings emphasize the potential of agro-tourism to promote rural sustainable development and create economic possibilities for local communities while also contributing to conservation initiatives. The success of this approach can be

attributed to the involvement of local communities, government agencies, and private sector stakeholders in the development and implementation of sustainable tourism practices.

## 11. Chapter Conclusion

Agro-tourism has been identified as a possible way to preserving natural resources and promoting sustainable development in underdeveloped countries' rural areas. Agro-tourism can reduce the pressure on natural resources and promote the conservation of biodiversity and natural habitats by providing alternative livelihood opportunities for local communities (Chung & Kalampalikis, 2019; Wiboonpongse et al., 2015). Moreover, agro-tourism can provide incentives for the preservation and restoration of natural resources, such as through the creation of nature-based tourism activities that generate economic benefits for local communities (OECD, 2018).

Empirical evidence demonstrates the potential of agro-tourism to promote the preservation of natural resources in Northeastern (Isan) Thailand. Suksuwan et al. (2017b) discovered, for example, that ecotourism activities in the region have the potential to support biodiversity conservation and natural habitat preservation. To promote sustainable tourism practices, the authors underscored the importance of involving local communities in ecotourism activities and providing them with training and capacity building. Furthermore, Wiboonpongse et al. (2015) found that community-based tourism activities in Isan could promote the natural resources conservation by providing incentives for local communities to protect them. To ensure their long-

term sustainability, the authors emphasized the importance of promoting community participation and ownership in tourism activities.

Agro-tourism has emerged as a potential strategy for promoting sustainable living and maintaining cultural and ecological heritage in Northeastern (Isan) Thailand (Srithong, et al., 2019). Ciolac et al. (2019) assessed the potential of agro-tourism for promoting sustainable development in the region and discovered that it could provide alternative livelihood opportunities, promote the sustainable use of natural resources and raise awareness of the importance of preserving the cultural and ecological heritage. The authors also highlighted the need for effective planning and management of agro-tourism activities to ensure their long-term sustainability.

Similarly, Tayanin and Wongseree (2016) explored the potential of agro-tourism for promoting biodiversity conservation in Isan and discovered that activities such as eco-trekking and bird-watching can provide tourists with opportunities to appreciate the region's biodiversity while also generating income for local communities. To ensure the sustainability of agro-tourism activities, the authors underlined the need of incorporating local populations in their planning and management.

To summarize, encouraging natural resource protection and sustainable usage through agro-tourism is a critical goal in Northeastern (Isan) Thailand. Empirical evidence supports the potential of agro-tourism to provide incentives for natural resource preservation and restoration by involving local communities in

ecotourism activities and promoting sustainable tourism practices. Effective planning, management, and collaboration between stakeholders are crucial to ensuring the long-term sustainability of agro-tourism activities. Involving local communities in the planning and management of agro-tourism activities can also assist support their sustainable development and preserve the region's cultural and ecological heritage.

## **Conclusion**

In conclusion, this paper aims to promote conservation and sustainable use of natural resources in Northeastern (Isan) Thailand through agro-tourism activities. The study strategy includes community interaction, identification of potential sites, development of agro-tourism activities, and marketing and promotion. The four study phases have practical applicability and add to the existing literature on promoting sustainable agro-tourism practices. Community involvement is critical for ensuring that local communities have a voice in decision-making processes and are actively involved in the planning and management of agro-tourism activities. This strategy aligns with the principles of community-based tourism, which emphasize the involvement of local communities in tourism development. Identification of potential agro-tourism sites is also important since it allows for the selection of areas that are suitable for sustainable tourism practices, taking into account concerns such as environmental sustainability, cultural preservation, and local participation. This step contributes to the literature on the site selection for sustainable tourism development and can provide agro-tourism operators with practical guidance.

The development of agro-tourism activities that incorporate sustainable practices such as waste reduction, water conservation, and the use of renewable energy is a key step toward promoting sustainable agro-tourism practices. This approach is consistent with the principles of sustainable tourism, which emphasize the need to minimize negative impacts on the environment and maximize social and economic benefits to local communities. These activities' promotion and marketing can also contribute to the literature on sustainable tourism marketing while also providing practical guidance for agro-tourism operators.

Increased awareness among local communities about the importance of conservation and sustainable use of natural resources, development of agro-tourism activities that promote conservation and sustainable use of natural resources, increased income for local communities through agro-tourism, and increased visitor numbers to the region are among the expected outcomes of this paper. This research implies that a community-based approach to promoting conservation and sustainable use of natural resources through agro-tourism can be effective. Economic development can be balanced with environmental protection and social equity by involving local communities, agro-tourism operators, and government agencies in decision-making processes, implementing sustainable tourist practices, and fostering partnerships. This can contribute to ensuring long-term sustainability of region's tourism activities and natural resources. The research also emphasizes the importance of careful monitoring and enforcement of sustainable tourism practices to ensure that negative impacts are minimized while positive impacts are maximized. These implications can inform

future research and policy initiatives aimed at promoting sustainable tourism and natural resource conservation in Northeastern (Isan) Thailand and other similar regions. This study is important for promoting the conservation and sustainable use of natural resources in Northeastern (Isan) Thailand. The potential benefits for local communities include increased income, which can be reinvested in conservation and sustainable use of natural resources, is one of the potential benefits for local communities. In addition, this study highlights the region's cultural and ecological significance, which can be showcased to visitors through agro-tourism activities. Ultimately, this paper has the potential to contribute to the long-term sustainability of the region's natural resources and local communities' livelihoods.

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