Journal of Multidisciplinary
in Social Sciences

Journal of Multidisciplinary in Social Sciences

Journal of Multidisciplinary in Social Sciences is an academic journal with the aim to publish original article, review articles and book review about the integration of the multidisciplinary knowledge to develop into new valuable and useful knowledge in the field of Humanities and Social Sciences and other related field such as Education, Business, Tourism and Hospitality, Communication Art and Law and Politics

The Journal is published 3 issues per year, with the first issue covering the months of January to April, the second issue covers May to August, and the third issue covers September to December. The journal is published online (http://research.dusit.ac.th). Those who are interest can submit the manuscripts to our website (https://so03.tci-thaijo. org/index.php/sduhs).

All the manuscripts submitted to the Journal of Multidisciplinary in Social Sciences must be plagiarism free and has never been published or submitted elsewhere unless the manuscript was published in another language and has permission from the journal. Before being published, the manuscripts must be peer reviewed by at least 3 specialized reviewers via double blinded review system. All manuscripts accepted for publication are copyrighted by Suan Dusit University; reproduction, in whole or in part, requires written approval from Suan Dusit Unversity. Excluding errors incurred during the printing process, all content contained within articles is the author's responsibility.

Journal of Multidisciplinary in Social Sciences

Peer Reviewers

Content

The Evolution of Qatar Airways in Australia's International Air Travel Market

Glenn Baxter*

School of Tourism and Hospitality Management, Suan Dusit University, Prachaup Khiri Khan, 77110 Thailand

Article info

Abstract

The objective of this study was to examine the evolution of Qatar Airways in Australia's international air travel market. The study covers the period 2009 to 2021. Qatar Airway's Australian route network has evolved since the airline first commenced services to Melbourne in 2009. The airline expanded its Australian route network in 2012, when it introduced services to Perth, Western Australia. Adelaide and Sydney were added to the airline's Australian route network in 2016. In 2018, Canberra joined the airline's Australian route network. The airline introduced services to Brisbane in 2020, thus giving it five Australian gateway airports. In May 2022, Qatar Airways and Virgin Australia signed a partnership agreement which includes a codeshare agreement and loyalty partnership benefits. The new codeshare agreement will enable Qatar Airways' passengers to travel to 35 destinations throughout Virgin Australia's domestic network. In addition, Qatar Airways passengers will also have access to Virgin Australia's recently relaunched short-haul international markets including Fiji and Queenstown, New Zealand. Qatar Airways inbound and outbound passenger traffic exhibited an upward growth trend from 2009 to 2019. Qatar Airways annual enplaned inbound passengers increased from a low of 2,468 passengers in 2009 to a high of 611,716 passengers in 2019. The airline's enplaned outbound passengers increased from a low of 2,407 passengers in 2009 to a high of 663,444 passengers in 2019. Importantly, Qatar Airways continued to serve Australia's international air travel market in both 2020 and 2021. However, the COVID 19 pandemic and the related government response measures had an impact on the airline's passenger traffic in both 2020 and 2021. The case study also revealed that throughout the study period Qatar Airways deployed larger aircraft types, for example, the Airbus A350-1000 and the Airbus A380, to accommodate the higher levels of passenger demand in the Australian markets that it served.

Introduction

The global aviation sector is comprised of an ecosystem of air transport-related service providers, such as airlines, aircraft maintenance services, ground services providers, and airports (Tsiotas, Erdem & Mert Cubukcu, 2020). The commercial air transport industry has helped to shape the world over the past century by growing economic prosperity, stimulating trade, and

* Corresponding Author
  email: g_glennbax@dusit.ac.th

cultivating tourism development (O'Connell, 2018). Airlines and tourism have now developed an important symbiotic relationship (Bowen, 2010; Debbage & Debbage, 2022; Dileep & Kurien, 2021; Duval, 2013; Iatrou & Tsitsiragou, 2016). Nowadays, air transport has become an important part of a broader travel and tourism sector (Yavuz, Olgaç, Günay Aktaş & Mert Kantar, 2020). Accordingly, air transport plays a very important role for the tourism industry (Bows, Anderson & Peeters, 2009). This is because the transportation of tourists to their destinations may only be possible by air (Sarilgan, 2016). One of the most significant developments in the global airline industry in recent times, has been the rapid increase in the rise of Qatar Airways, as well as Emirate Airline and Etihad Airways (Coates Ulrichsen, 2017; Fan, 2019). Indeed, Middle Eastern airlines are changing the dynamics of international aviation, and consequently, Emirates Airline, Qatar Airways and Etihad Airways, have quickly emerged as the new global challengers (O'Connell, 2011). These airlines have reshaped global aviation markets through the development of their hub airports, which enable them to connect any two points in the world with a transit stop at their hub (Coates Ulrichsen, 2017). These airlines have experienced very strong growth in their passenger traffic (Wald, 2016). Over the past decade or so, Qatar Airways has become one of the world's leading airlines. The airline has developed a hub-and-spoke route network system that links its hub in Doha to international destinations located in Africa, Central Asia, Europe, Far East, Middle East, Oceania, South America, South Asia, and North America (Soni, 2016).

Australia is especially reliant upon the air transportation services due to its relatively remote geographical location (Baxter & Srisaeng, 2018; Srisaeng & Baxter, 2017). As a result, international airline services facilitate passenger mobility, cultural ties, tourism, and agricultural and merchandise trade. Australia's tourism industry is very reliant upon the provision of international services that link Australia to key markets throughout the world. This is especially the case for Australia given that international air travel is the dominant transportation mode.

Objective

The objective of this study is to examine the de- velopment of Qatar Airways in Australia's international air travel market, in terms of the enplaned inbound and outbound passengers, and the airline's passenger market share. A secondary objective is to examine the development of Qatar Airways Australian route network development since the airline first commenced services to Melbourne, Australia in 2009. The study period is from 2009 to 2021.

The remainder of the paper is organized as follows: Section 2 presents the literature review. Section 3 outlines the research method that underpinned the in-depth case study. The Qatar Airways case study results are presented in Section 4. Section 5 provides the concluding remarks on the research findings.

Background

Airline competition and market share

In the global airline industry, airlines compete for both passengers and for market-share. These commercial and strategic objectives are attained from the frequency of flights offered and the departure schedule on each route served; the price (air fare) charged, relative to competitors, to the degree to which the regulatory framework permits price competition; as well as the quality of service and products offered by the airline, including airport and in-flight amenities, and/or restrictions on discount fare products (Belobaba, 2016, p. 67).

The key characteristics of the full-service network and long-haul low-cost carrier business models

In the global air transport industry, airline passenger services are provided by low-cost carriers (LCCs), full-service network carriers (FSNCs), regional airlines, and charter/holiday airlines (Inkson & Minnaert, 2022; Whyte & Lohmann, 2017).

Since the full-service network carriers (FSNC) route network is often designed to link regional, continental, and intercontinental air routes, the typical full-service network carrier's (FSNC) fleet is usually quite heterogeneous in nature. Thus, the full-service network carrier's (FSNC) aircraft fleet range in size from small regional jets to long range wide-body aircraft. Importantly, the full-service network carriers (FSNCs) endeavor to have the right aircraft in place for each route alone. This results in a broad range of available seating capacities, but also suggests a multiple aircraft manufacturer strategy (Clark, 2007; Koch, 2010). Improved aircraft technologies have allowed aircraft to fly faster and farther. This advance in aircraft technology has provided airlines with greater flexibility to operate ultra-long-haul flights (Law & Lin, 2022). This is especially important for the case study that follows,

given Australia's quite remote geographical location.

The full-service network carriers (FSNC) business model is typically based upon the operations of a hub-and-spoke route network (Vespermann & Holztrattner, 2010). As a result, a key characteristic of the full-service network carriers (FSNCs) route network design is the operation of large hub airports within their hub-and-spoke route network system (Baxter, Srisaeng & Wild, 2018; Castillo-Manzano, López-Valpuesta & Pedregal, 2012; Feitelson, 2019). In the full-service network carriers (FSNC) hub-and-spoke route system, airlines develop their networks by combining features from non-stop and multi-stop routing patterns. The hub operational system is based on flights arriving from multiple points (spokes) at a hub airport where passengers, baggage and air cargo connect to flights departing to multiple points. Following a short turnaround period, an equally large number of turn-around departures travels out along spoke routes from the hub. The hub airport thereby acts as a gathering and consolidation point for flights operating to multiple destinations (Dempsey & Gesell, 1997; Reynolds-Feighan, 1994). The full-service network carriers (FSNC) often operate long-haul and short haul services and connect smaller feeder air travel markets to larger trunk air routes (Franke, 2018). The hub-and-spoke system, by offering a wide variety of origins- and-destinations (O & Ds) markets, thus, enables airlines to exploit other economies of market presence. Combining substantial volumes of domestic traffic with international traffic through hubs further enhances this favorable advantage (Button, Haynes & Stough, 1998). In addition, many airlines around the world structure their route networks into short haul, medium-haul, and long-haul services (Baxter & Bardell, 2017). The hub-and-spoke strategy of the full-service network carriers (FSNCs) has typically resulted with a focus on primary airports, being those airports, which belong to a highly populated urban area/region or business centres, and usually serving more than several million passengers per annum. While these airports guarantee sufficient passenger traffic to fill the number of flights necessary to efficiently operate the hub, and hence, provide the infrastructure required to cope with the peaks resulting from hub operations, this strategic focus often results in disadvantages for airlines when it comes to punctuality. Primary airports, being a preferred destination for all types of airlines, tend to suffer from congestion and generate flight delays and operational bottlenecks (Koch, 2010). addition, many airlines around

the world structure their route networks into short haul, medium-haul, and long-haul intercontinental services (Baxter & Bardell, 2017).

The full-service network airline's product/service strategy is predicated on discrete travel class differentiation, by offering a full range of services to all passengers (Koch, 2010). Thus, the demand for airline services can be distinguished by two principal market segments: business travelers – those travelling for business related purposes (these passengers typically desire frequent flights to a wide range of destinations, require quality service, and are willing to pay a price premium for these services) and leisure travelers. Leisure traveler usually require the lowest prices and are less concerned with the quality of services provided or the number of destinations served by the airline (Doganis, 2019). Because of the superior product provided by the full-service network carriers (FSNCs), these airlines predominantly target the corporate and government sectors, as well as individuals who are frequent flyers and who are willing to pay a premium fare for their air travel (Lohmann & Spasojevic, 2018).

Research Methodology

Research approach

The research undertaken in this study used an in-depth longitudinal case study research design (Derrington, 2019; Hassett & Paavilainen-Mäntymäki, 2013; Neale, 2019). The primary advantage of an in-depth longitudinal case study research design is that it shows change and growth in an outcome over time (Kalaian & Kasim, 2008). An in-depth qualitative case study also allows for the exploration of complex phenomena (Remenyi, Williams, Money, & Swartz, 2010; Yin, 2018). In addition, an in-depth case study enables a researcher(s) to gather and use rich, explanatory information in their study (Ang, 2014; Mentzer & Flint, 1997). In=depth case studies also enable researchers to connect with real world practice (McCutchen & Meredith, 1993).

Data collection

The enplaned passenger data was sourced from the Bureau of Infrastructure, Transport and Regional Economics (BITRE). The study was therefore based on the secondary data. The three principles of data collection as recommended by Yin (2018) were followed: the use of multiple sources of case evidence, creation of a database on the subject and the establishment of a chain of evidence.

Data analysis

The data collected for the study's case study was examined using document analysis. Document analysis is quite commonly used in case studies. Document analysis focuses on the information and data from formal documents and a firm's records that are collected by a researcher(s) when conducting their study (Andrew et al., 2011; Yin, 2018). Following the guidance of Scott (2014) and Scott and Marshall (2009), the documents gathered in the present study were examined according to four criteria: authenticity, credibility, representativeness and meaning.

In the present study, significant information was extracted from the secondary data collected using thematic analysis (Braun & Clarke, 2022; Guest, MacQueen & Namey, 2012). The thematic analysis was performed five discrete stages. First, the collected data was arranged according to its relevance to the study. In the second stage, the organized data was coded and recoded and was subsequently classified into meaningful groups. In the third stage, the most relevant themes were searched and extracted from the classified data. In the fourth stage, the themes that had been produced were checked to ensure that they appropriately represented the meanings found in the data set as a whole. In the fifth and final stage, the themes were defined, named, and presented in the case study (Ojogiwa, 2021).

Following the guidance of Yin (2018), the study's documents were downloaded and stored in a case study database. All the documents gathered for the study were all written in English. Each document was carefully read, and key themes were coded and recorded in the case study research framework (Baxter, 2021; Baxter & Srisaeng, 2022).

Results

An Overview of Qatar Airways

Qatar Airways was established in 1993 (Hamad MA Fetais, Al-Kwifi, Ahmed. & Khoa Tran, 2021; Sulistya & Ginaya, 2020), and is the national airline of the State of Qatar (Hasoh, Seanyen, Choyprasit, Premmnisakul & Srayudh, 2021; Petcu, 2021). The airline originally served key destinations in the Middle East (Kuljanin & Kalić, 2016). However, Qatar Airways now operates across the world from its hub at Doha Airport (Miller, 2016). As previously noted, Qatar Airways has developed a hub-and-spoke route network system that links its hub in Doha to international destinations located in Africa, Central Asia, Europe, Far East, Middle East, Oceania, South America, South Asia, and North America (Soni, 2016). Qatar Airways ability to expand the scope of its services has been assisted by Qatar's "Open Skies" air services policy as well as the code-sharing agreements with many other oneworld alliance members, such as, British Airways (Alkaabi, 2016). Code-share agreements in the airline industry enable partner airlines to coordinate their operations to serve destinations that they do not physically serve (Brueckner, 2001; Vowles, 2000). In addition, code-sharing arrangements enable airlines to market and create a more extensive route network (Whyte & Lohmann, 2017). Qatar Airways has also made strategic investments in other airlines, and these include its investment in the International Airline Group (IAG), LATAM, Cathay Pacific Airways, and China Southern Airlines (Morrell, 2021).

In October 2013, Qatar Airways became a member of the oneworld global airline alliance. Following Qatar Airway's membership of the oneworld alliance, Doha Airport grew into the first Middle East-based global alliance hub (Kuljanin & Kalić, 2016). In 2014, a new airport opened in Doha, which was capable of handling International Civil Aviation Organization (ICAO) Code F designated aircraft, for example, the Airbus A380 aircraft (Kuljanin & Kalić, 2016). Qatar Airways was an early customer for the Airbus A380 aircraft (Andersson, 2005). Qatar Airways was the launch customer for both Airbus A350-900 and the Airbus A350-1000 aircraft (Vasigh & Azadian, 2022).

Importantly, Qatar Airways did not stop providing services during the recent COVID-19 pandemic, and the airline carried stranded people to their homes on scheduled and charter flights. During the peak period of the COVID-19 pandemic, May 2020, Qatar Airways was flying to 33 destinations and as of December 2020, the airline was able to reinstate the flights to over 110 destinations around the world (Tunali, 2022).

At the time of the present study, Qatar Airways aircraft fleet was comprised of 29 Airbus A320-200, 1 Airbus A321-200, 6 Airbus A330-200, 8 Airbus A330-300, 34 Airbus A350-900XWB, 19 Airbus A350-1000, 10 Airbus A380, 30 Boeing 787-8, 7 Boeing 787-9, 9 Boeing 777-200LR, and 53 Boeing 777-300 ER aircraft (Qatar Airways, 2022). Qatar Airways has adopted the full-service network airline business model. According to Ehmer et al. (2008, p. 5), a "full-service network carrier is an airline that focuses on providing a wide range of pre-flight and onboard services, including dif-

ferent service classes, and connecting flights".

The Development in Qatar Airways Australian Route Network

On December 6, 2009, Qatar Airways commenced services to Melbourne, Australia. The service operated three days per week and was operated by a Boeing B777-200LR aircraft (Elliot, 2009; Qatar Airways, 2009). On July 3, 2012, Qatar Airways began serving Perth, with the Boeing 777 deployed on this route. The airline operated three non-stop flights between Doha and Perth each week and upgraded this to a daily service from the 1st of December 2012 (Tourism Council Western Australia, 2012). In April 2014, Qatar Airways switched to the larger Boeing 777-300ER on its Melbourne route to meet the rising passenger demand. The Airbus A380 aircraft was introduced on the airline's Melbourne services from June 30, 2017 (Maslen, 2016).

Qatar Airways confirmed that it would begin flights to Sydney effective from March 1, 2016, using a Boeing B777-300ER aircraft. The launch of its new Sydney-Doha route was made possible after the Australian and Qatari governments approved an increase in available air services capacity between the two countries (Australian Aviation, 2015; Centre for Aviation, 2015). In March 2016, Qatar Airways launched Boeing B777-300ER services from Doha to Sydney (Gulf News, 2016). Qatar Airways began its services to Adelaide in May 2016 — and was the first airline to operate Airbus A350 aircraft into Australia (Juniper, 2022). In September 2016, Qatar Airways boosted the capacity and product offering on its Sydney-Doha flights after upgauging its daily service from the Boeing B777-300ER to the Airbus A380 aircraft (Australian Aviation, 2016).

In February 2018, Qatar Airways commenced a daily Doha-Sydney-Canberra-Sydney-Doha rotation using a Boeing 777-300ER aircraft on the route (Australian Aviation, 2018a; Frawley, 2018). On 1 May 2018, Qatar Airways upgraded the aircraft used on its services to Perth to the Airbus A380 aircraft (Australian Aviation, 2017). The Airbus A380 increased available seating capacity by 44 per cent, as the Airbus A380 is considerably larger than the Boeing 777-300ER aircraft, that was previously operated on this air route (Australian Aviation, 2018b). In November 2019, Qatar Airways replaced its Boeing 777-300ER aircraft with an Airbus A350-1000 on its daily Doha/Sydney/Canberra/Sydney/Doha air route (Australian Aviation, 2019a). Effective March 29, 2020, Qatar Airways increased its capacity in the Adelaide air travel market following the

introduction of the larger capacity Airbus A350-1000 aircraft on the route (Australian Aviation, 2019b). In March 2020, Qatar Airways began operating a thrice-weekly Boeing 777-300ER service between Doha and Brisbane (Curran, 2022). On May 14, 2020, Qatar Airways began thrice weekly Airbus A350-1000 services from Brisbane to Doha (Milne, 2020). Qatar Airways was able to introduce its new services to Brisbane after the Australian government relaxed a long-standing treaty that had previously limited the number of services the airline could provide (Thorn, 2020).

British Airways and Qatar Airways ratified a United Kingdom to Australia partnership agreement that came into effect on May 29, 2020. The initial agreement was five years in duration (Piccioni, Stolfa & Musso, 2022). In May 2022, Qatar Airways and Virgin Australia signed a partnership agreement which includes a codeshare agreement and loyalty partnership benefits. A new codeshare agreement will enable Qatar Airways' passengers able to travel to 35 destinations on Virgin Australia's domestic network on a single booking. These Australian destinations include Cairns, Gold Coast, Alice Springs, and Broome. Under the agreement, Qatar Airways passengers will also have access to Virgin Australia's recently relaunched short-haul international markets including Fiji and Queenstown, New Zealand. Virgin Australia's customers and members of the airline's Velocity Frequent Flyer loyalty program will be able to access Qatar Airways' global route network, via the airline's hub in Doha (Brandler, 2022).

The Development of Qatar Airways Passenger Traffic and market share in Australia's International Air Travel Market

Qatar Airways annual enplaned inbound passengers from Qatar to Australia (all services) and the year-on-year change (%) for the period 2009 to 2021 is presented in Figure 1. One passenger enplanement measures the embarkation of a revenue passenger, whether originating, stop-over, connecting or returning (Holloway, 2016). As can be observed in Figure 1, Qatar Airway's annual inbound passengers (all services) exhibited an upward trend from 2009 to 2019. The overall upward trend for the period 2009 to 2019 is demonstrated by the year-on-year percentage change line graph, which is more positive than negative, that is, all bar two values are above the line. Figure 1 shows that there was a very pronounced spike in this metric, at which time it increased by 2,507.37% on the 2009 levels. The

reason for this very large increase is that 2010 was the first full year of the airline's operations in Australia. There was a further six significant increases in Qatar Airways inbound passenger traffic during the study period. These increases were recorded in 2012 (+37.39%), 2013 (+52.97%), 2014 (+18.58%), 2016 (+78.10%). 2017 (+25.05%), and 2018 (+27.83%), respectively (Figure 1). The significant increase in 2012 could be attributed to the commencement of services to Perth, Western Australia. The increase in 2013 reflected the first full year of services to Perth plus a high level of demand for Qatar Airways services in the Melbourne air travel market. The very significant increase in the airline's inbound passenger traffic in 2016 could be attributed to the commencement of services to Adelaide and Sydney, together with the introduction of the Airbus A380 on its Sydney services in September 2016. In 2017, Qatar Airways was able to increase its inbound passenger traffic because of a quite high level of demand for its services from Doha to Australia. In 2018, Qatar Airways added a second service to Sydney, which included a service to Canberra. In addition, the Airbus A380 was deployed on its route to Perth. Also, in 2018, Qatar Airways increased its available capacity to Adelaide through the deployment of the larger Airbus A350-1000.

During the study period, there were just two years where the airline's annual inbound passenger traffic decreased on a year-on-year basis. These decreases occurred in 2020 (-68.31%), and in 2021 (-68.40%), respectively (Figure 1). The large decrease in 2020 could be attributed to the government and airline-related measures associated with the COVID 19 pandemic. In 2020, the world airline industry experienced a very sharp and sustained decline in air passenger demand, which had a very adverse impact on the world's airlines passenger traffic (Garrow, Lurkin & Marla, 2022; Xuan, Khan, Su & Khurshid, 2021). The COVID-19 pandemic resulted in an unprecedented crisis for the global air transportation industry, affecting millions of passengers and the key industry stakeholders (Arora, Tuchen, Nazemi & Blessing, 2021). A similar situation occurred in 2021, with the annual decrease in Qatar Airways inbound passenger traffic being affected by the COVID-19 pandemic and the related government pandemic response measures. Australia's response to the COVID-19 pandemic involved the closure of international borders by the Australian Government (D'Souza & Dunshea, 2021). In Australia, travel bans, border closures, and the stay-at-home orders severely

disrupted various industries including the country's aviation industry (Gao & Ren, 2020). As a result of the COVID-19 crisis, governments all around the world closed their international borders and this led to almost all airlines having to drastically reduce their available seat capacity (Deveci, Çiftçi, Zeki Akyurt & Santibanez Gonzalez, 2022). Australia shut its border and prevented any Australian citizens or residents from leaving the country, before later introducing arrival caps for those wishing to return. Australia only later opened in stages, first permitting residents and citizens to fly in November 2021, before opening to students, backpackers, and skilled migrants shortly thereafter (Thorn, 2022). Importantly, during the COVID-19 pandemic, Qatar Airways continued to serve the Australian air travel market. The airline operated three flights per week to Brisbane (Airbus A350-1000), four flights per week to Perth (Airbus A350-1000), daily flights to Melbourne (Airbus A350-1000); and daily flights to Sydney (Airbus A350-1000) (Milne, 2020). It is important to note that air travel demand is cyclical in nature (Dileep & Kurien, 2022; Hätty & Hollmeier, 2003), as the consumer demand for an airline's flight exhibits cyclical patterns (Adrienne, Budd & Ison, 2020). This cyclicality is demonstrated by the downturn in passenger demand in both 2020 and 2021.

Figure 1. Qatar Airways annual enplaned inbound passengers from Qatar to Australia and the year-on-year change (%): 2009 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2010-2022).
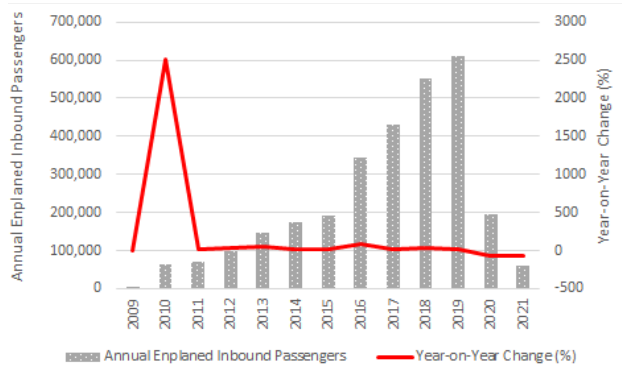
Qatar Airways annual enplaned outbound passengers from Australia to Qatar (all services) and the year-on-year change (%) for the period 2009 to 2021 is presented in Figure 2. Figure 2 shows that Qatar Airways annual outbound passenger traffic also displayed an upward trend from 2009 to 2009, when the airline's

annual outbound passenger traffic increased from a low of 2,407 passengers in 2009 to a high of 663,444 passengers in 2019. This upward trend between 2009 and 2019 is also demonstrated by the by the year-on-year percentage change line graph, which is more positive than negative, that is, all bar two values are above the line. Figure 2 shows that there was a very pronounced spike in this metric in 2010, when it increased by 2359.2% on the 2009 levels. As noted earlier, 2010 marked the first full year of Qatar Airways in the Australian air travel market. Qatar Airways annual outbound passenger traffic grew by 20.32%, reflecting a high level of demand for its services. The introduction of services to Perth in 2012 enabled the airline to increase its outbound passenger traffic by 28.72% in 2012 (Figure 2). The third most significant spike in this metric occurred in 2013, when the airline's annual outbound passenger traffic increased by 62.39% on the 2012 levels. As previously noted, 2013 marked the first full year of Qatar Airways in the Perth air travel market and there was growth in the airline's Melbourne origin passenger traffic. In 2014, the airline attracted a high level of patronage of its service and was therefore able to increase its outbound passenger traffic by 28.62% in 2014 (Figure 2). Figure 2 shows that there was a further significant increase in this metric in 2016, at which time it increased by 76.63% on the 2015 levels. The introduction of services to Adelaide and Sydney in 2016 as well as the introduction of Airbus A380 services contributed to the airline's outbound passenger traffic growth in 2016. This large increase was followed by two quite significant increases in the airline's outbound passenger traffic in both 2017 (+21.67%) and 2018 (+30.77%) (Figure 2). In 2017, the airline experienced a growing level of demand for its services, which had a positive impact on its annual outbound passenger traffic in 2017. As previously noted, in 2018, Qatar Airways added a second service to Sydney, which included a service to Canberra. In addition, the Airbus A380 was deployed on its route to Perth. Also, in 2018, Qatar Airways increased its available seating capacity to Adeliade through the deployment of the larger Airbus A350-1000. As a result, Qatar Airways was able to increase its outbound passenger traffic by 30.77% in 2018.

Figure 2 shows that there were two years in the study period, where Qatar Airways annual outbound passenger traffic decreased on a year-on-year basis. These decreases occurred in 2020 (-59.82%), and 2021 (-68.52%), respectively (Figure 2). These decreases could

be attributed to the adverse impact of the CORONA-19 virus pandemic and the related government pandemic response measures, which contributed to the decrease in passenger demand in both 2020 and 2021, respectively.

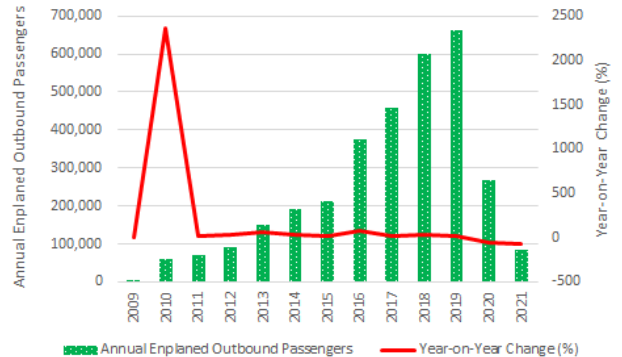**Figure 2.** Qatar Airways annual enplaned outbound passengers from Australia to Qatar and the year-on-year change (%): 2009 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2010-2022).

Qatar Airways annual inbound passenger market share and the year-on-year change (%) from 2009 to 2021 is depicted in Figure 3. Figure 3 shows that during the time that the airline has served the Australian market, it has been able to increase its inbound passenger market share from a low of 0.02% in 2009 to a high of 8.71% in 2021. This upward trend can be demonstrated by the by the by the year-on-year percentage change line graph, where all the values are positive, and thus, are all above the line (Figure 3). Figure 3 shows that there was a very significant spike in this metric in 2010, when it increased by 2,300% on the 2009 level. This large increase reflected the first full year of the airline's services to Melbourne, and the growth in demand for its services to Melbourne in 2010. In 2012, the airline's inbound passenger market share increased by 30.0%, and this market share growth could be attributed to the introduction of services to Perth in 2012 as well as increased demand for its Melbourne services. The airline experienced very strong growth in its inbound passenger market share in 2013, when it increased by 44.61% on the 2012 levels (Figure 3). This large increase reflected the first full year of the airline's services to Perth, and the growth in demand for its services to Melbourne in 2013. Following the addition of Adelaide and Sydney to its Australian route network in 2016, the airline was able to increase its annual inbound passenger market share by 65.45% in 2016 (Figure 3). In 2018, Qatar Airways inbound passenger market share

increased by 21.75% on the 2017 levels. The addition of services to Canberra and a second daily flight frequency made a valuable contribution to the airline's inbound passenger market share in 2018 (Figure 3). During the latter years of the study period, that is 2020 and 2021, Qatar Airways inbound passenger market share displayed strong growth, increasing by 40.06% in 2020, and by 116.66% in 2021 (Figure 3). In 2020, Brisbane was added to the airline's route network and Adelaide services were resumed, both of which contributed to the airline's ability to increase its market share in 2020. In 2021, the overall inbound passenger market declined by 85.43%, whilst Qatar Airways annual enplaned inbound passengers decreased by 68.40%, and, as a result, Qatar Airways carried a higher share of the available passengers, which in turn, led to its higher annual inbound passenger market share. It is also important to note that an airline market share can vary (Yan, Tang & Lee, 2007). Qatar Airways consistent ability to capture market share in response to higher levels of demand for its services is a very favorable outcome for the airline.
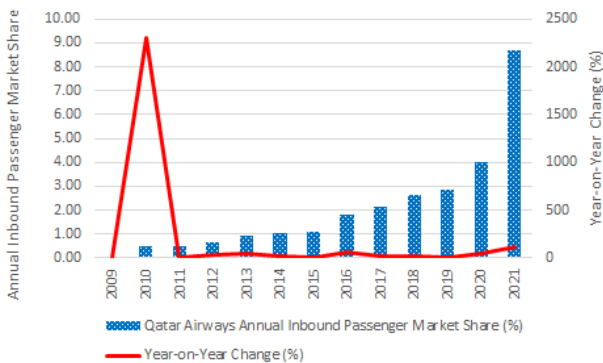

Figure 3. Qatar Airways annual inbound passenger market share and the year-on-year change (%): 2009 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2010-2022).

Qatar Airways annual outbound passenger market share and the year-on-year change (%) from 2009 to 2021 is depicted in Figure 4. Figure 4 shows that Qatar Airways annual outbound passenger market share has displayed an upward trend, increasing from a low of 0.02% in 2009 to a high of 9.84% in 2021. There was a very pronounced spike in this metric in 2010, at which time it increased by 2,100% on the 2009 levels. This large increase reflected the first full year of the airline's services to Melbourne, and the growth in demand for its services from Melbourne to Doha in 2010. In 2012, the airline's

outbound passenger market share increased by 21.56%, and this market share growth could be attributed to the introduction of services to Perth in 2012 as well as growth in the level of demand on its Melbourne to Doha services (Figure 4). There was a further very significant increase in this metric in 2013, when it increased by 54.83% on the 2012 levels (Figure 4). This increase reflected the first full year of operations in the Perth market and the growth in outbound passenger traffic on its Melbourne to Doha services. Qatar Airways annual outbound passenger market share grew by 20.83% in 2014, and this growth reflected the higher levels of demand for its services in both the Melbourne to Doha and Perth to Doha air travel markets (Figure 4). In 2016, Qatar Airways annual outbound passenger market share increased by 63.41% on the 2015 levels. As noted earlier, the airline introduced its services to Adelaide and Sydney in 2016, and these new services made a positive contribution to its annual outbound passenger market share in 2016. Qatar Airways annual outbound passenger market share increased by 24.46% in 2018 (Figure 4), with this increase attributed to the introduction of the second daily service to Sydney, the addition of Canberra to its Australian route network, and the strong growth in outbound passenger on its Adelade/Doha, Melbourne/Doha, and Perth/Doha services. In 2020, Qatar Airways annual outbound passenger market share increased by 89.80% on its 2019 levels (Figure 4). This trend continued in 2021, when the airline's annual outbound passenger market share increased by 65.10% on the 2020 levels (Figure 4). As previously noted, Qatar Airways annual outbound passenger traffic decreased on a year-on-year basis in both 2020 and 2021, due to the CORONA-19 Pandemic and the related government response measures (border closures, Australian citizen travel restrictions). However, the annual overall passenger market declined at a significantly higher rate than that experienced by Qatar Airways, and, as a result, the passenger traffic carried by Qatar Airways enabled it to achieve a higher outbound passenger market share in both 2020 and 2021, respectively (Figure 4).

Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Adelaide and the year-on-year change (%) for the period 2016 to 2021 is presented in Figure 5. As can be observed in Figure 5, there was an upward trend in the airline's annual enplaned inbound passengers from 2016 to 2019. This upward trend is once again demonstrated by the by the year-on-year percentage change line graph, which is more positive
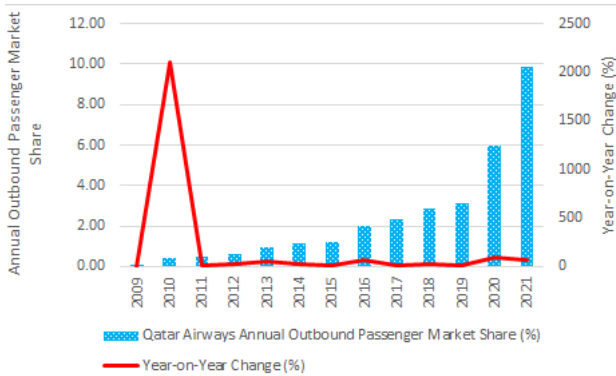
Figure 4. Qatar Airways annual outbound passenger market share and the year-on-year change (%): 2009 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2010-2022).

than negative, that is, all bar two values are above the line. Qatar Airways was able to increase its inbound passenger traffic quite significantly in both 2017 (+28.28%), and 2018 (+29.16%) (Figure 5), due to the higher levels of demand for its services in both these years. Qatar Airways continued to serve Adelaide in both 2020 and 2021, at which time its inbound passenger traffic decreased by 74.67% in 2020, and by 49.97% in 2021. These annual decreases in traffic could be attributed to the adverse impact of the CORONA-19 virus pandemic and the related government measures had on airline passenger demand in both 2020 and 2021. In addition, Qatar Airways resumed its services to Adelaide, starting from 16 August 2020, with an Airbus A350-900XWB being deployed on the route. The service was operated twice weekly (Qatar Airways. 2020).
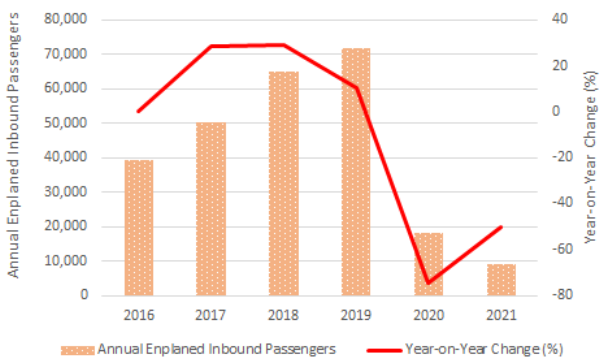
Figure 5. Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Adelaide and the year-on-year change (%): 2016 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2017-2022).

Qatar Airways annual enplaned outbound passengers from Adelaide to Doha, Qatar and the year-on-year change (%) from 2016 to 2021 is depicted in Figure 6. Like the airline's inbound passenger traffic, Qatar Airways annual enplaned outbound passenger traffic displayed an upward trend from 2016 to 2019, with this trend being again being demonstrated by the by the year-on-year percentage change line graph, which is more positive than negative, that is, all bar two values are above the line. Figure 6 shows that there were two significant annual increases in this metric during the time that Qatar Airways has served the market. These annual increases occurred in both 2017 (+24.36%), and 2018 (+29.46%), respectively (Figure 6), and reflected a higher level of demand for the airline's services in both 2017 and 2018. Figure 6 also highlights the impact that the COVID-19 pandemic and the related government response measures had on Qatar Airways outbound passenger traffic in both 2020 and 2021. In 2020, Qatar Airways annual outbound passenger decreased by 81.59% on the 2019 levels (Figure 6). A similar situation occurred in 2021, at which time the airline's annual outbound passenger traffic decreased by 56.0% on the 2020 levels (Figure 6).
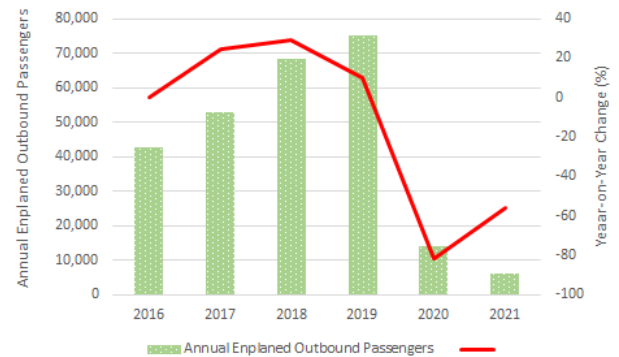
Figure 6. Qatar Airways annual enplaned outbound passengers from Adelaide to Doha, Qatar and the year-on-year change (%): 2016 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2017-2022).

As noted earlier, Qatar Airways was granted the air services rights by the Australian Government to serve Brisbane in 2020. The airline initially started services with three flights per week, and these were upgraded to a daily service effective on 1 March 2022 (Cusmano, 2022). Qatar Airways also extended their Brisbane service to Auckland, New Zealand in 2020 (Cusmano,

2022; Lui, 2020), at which time it carried 1,284 passengers from Auckland to Brisbane, and 1,181 passengers from Brisbane to Auckland in 2020 (Bureau of Infrastructure, Transport and Regional Economics, 2021). Qatar Airways carried 8,082 passengers between Doha and Brisbane in 2020, and in the same year uplifted 19,615 passengers from Brisbane to Doha, Qatar. Qatar Airways increased its inbound passenger traffic by 19.15% in 2021, at which time it uplifted 9,630 passengers from Doha to Brisbane. In 2021, Qatar Airways outbound passenger traffic between Brisbane and Doha decreased by 35.27% on the 2020 levels. In 2021, the airline uplifted 12,695 passengers from Brisbane to Doha. These services played a key role as the airline was able to help repatriate travellers that had been impacted by the government and airline-related COVID-19 pandemic response measures. There were no reported passengers carried between Australia and New Zealand in 2021 (Bureau of Infrastructure, Transport and Regional Economics, 2021). Qatar Airways initially served Brisbane with its Airbus A350-1000 aircraft, however, these the aircraft assigned to the route changed to a Boeing B777-300ER on 19 September 2020 (Liu, 2020).

During the study period, Qatar Airways served Canberra from 2018 to 2020. In its first year of operations to Canberra, the airline carried 14,701 passengers from Doha, Qatar to Canberra, and 14,238 passengers from Canberra to Doha. In 2019, Qatar Airways uplifted 13,801 passengers from Doha to Canberra, and 12,105 passengers from Canberra to Doha. The airline's inbound passenger traffic decreased by 6.12%, whilst the outbound passenger traffic decreased by 14.98% in 2019, respectively. The airline uplifted 2,492 passengers from Doha to Canberra, and 1,710 passengers from Canberra to Doha in 2020. The lower passenger volumes could be attributed to the impact of the CORONA-19 pandemic and the impact that it had on air travel demand. The impact of the pandemic is reflected in the annual decrease in inbound passenger traffic of 81.94%, and outbound passenger traffic (-85.87%) in 2020.

Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Melbourne and the year-on-year change (%) from 2009 to 2021 is depicted in Figure 7. Figure 7 shows that there was a very significant spike in this metric in 2010, when it increased by 2,507.37% on the 2009 levels. This large increase could be attributed to the airline's first full year of operations in the market together with a strong demand for its services from Doha to Melbourne in 2010. There were

two quite significant annual increases in this metric during the study period. These increases were recorded in 2014 (+19.76%), and 2017 (+21.11%), respectively (Figure 7). As previously noted, Qatar Airways introduced the larger Boeing B777-300ER on its Melbourne route in April 2014 to meet an increase in passenger demand. The larger aircraft type enabled it to carry greater passenger volumes on the Doha/Melbourne air route, and thus, increase its annual inbound passenger traffic. The strong growth in the airline's annual inbound passenger market share in 2017 could be attributed to the operation of the larger Airbus A380 on the route, which provided a significant increase in available seating capacity. The introduction of the Airbus A380 and greater passenger demand resulted in the higher inbound passenger market share in 2017. There were just two years in the study period where the airline's inbound passenger market share decreased on a year-on-year basis. These annual decreases were recorded in 2020 (-69.80%), and 2021 (-67.25%), respectively (Figure 7), and were the result of the downturn in passenger demand due to the CORONA-19 pandemic and the related government pandemic response measures.
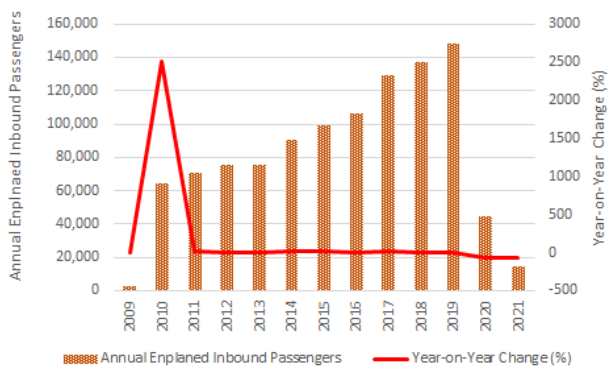

Figure 7. Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Melbourne and the year-on-year change (%): 2009 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2010-2022).

Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Melbourne and the year-on-year change (%) from 2009 to 2021 is depicted in Figure 7. Figure 7 shows that there was a very significant spike in this metric in 2010, when it increased by 2359.2% on the 2009 levels. This large increase could be attributed to the airline's first full year of operations in the market together with a strong demand for its services from Doha to Melbourne in 2010. There were five quite significant

annual increases in this metric during the study period. These increases were recorded in 2011 (+20.32%), 2014 (+32.53%), 2015 (+10.02%), 2017 (+14.87%), and 2018 (+14.47%) respectively (Figure 7). In 2011, Qatar Airways experienced strong growth in the demand for its services from Melbourne, and this enabled it to increase its passenger traffic quite significantly in 2011. As previously noted, Qatar Airways introduced the larger Boeing B777-300ER on its Melbourne route in April 2014 to meet an increase in passenger demand. The larger aircraft type enabled it to carry greater passenger volumes on the Melbourne/Doha air route, and thus, increase its annual outbound passenger market share. In 2015, Qatar Airways once again experienced strong growth in the demand for its services from Melbourne, and this enabled it to increase its passenger traffic quite significantly in 2015. The strong growth in the airline's annual inbound passenger market share in 2017 could be attributed to the operation of the larger Airbus A380 on the route, which provided a significant increase in available seating capacity. The introduction of the Airbus A380 and greater passenger demand resulted in the higher inbound passenger market share in 2017. The operation of the larger Airbus A380 in 2018 enabled Qatar Airways to accommodate a high level of demand for its services in 2018, and hence, to grow its annual outbound passenger in the Melbourne/Doha air travel market. There were just two years in the study period where the airline's inbound passenger market share decreased on a year-on-year basis. These annual decreases were recorded in 2020 (-55.58%), and 2021 (-65.86%), respectively (Figure 7), and were the result of the downturn in passenger demand due to the CORONA-19 pandemic and the related government pandemic response measures.
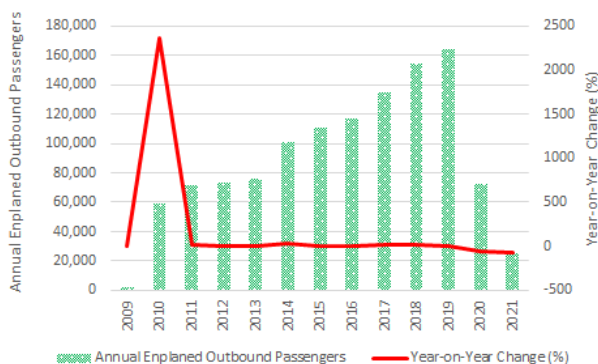
Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Perth and the year-on-year change (%) from 2012 to 2021 is depicted in Figure 9. Figure 9 shows that there was an upward trend in the airline's annual enplaned inbound passengers from 2012 to 2019. Once again, this general upward is demonstrated by the by the year-on-year percentage change line graph, which is more positive than negative, that is, all bar two values are above the line. Figure 9 shows that there was a very pronounced spike in this metric in 2013, when it increased by 234.51% on the 2012 levels. As previously noted, 2013 marked the first full year of operations by the airline in the Perth air travel market. Qatar Airways was able to grow its annual inbound passenger traffic in both 2014 (+17.35%), and 2015 (+10.52%), due to a higher level of demand for its services. A similar trend occurred in both 2018 (+18.17%), and 2019 (+11.65%), at which time the airline was able to increase the demand for its services from Doha to Perth. The increase in 2019 could also be attributed to the deployment of the Airbus A380 aircraft on the route in 2019. This aircraft replaced the Boeing 777-300ER that had been deployed on the route (Eyre, 2019). During the time that Qatar Airways has served the Doha to Perth air travel market, there were just two years where the annual inbound passenger traffic decreased on a year-on-year basis. These annual decreases occurred in 2020 (-67.34%), and 2021 (-85.72%), and these annual decreases could be attributed to the adverse impact of the CORONA 19 pandemic and the related government pandemic response measures.

Figure 8. Qatar Airways annual enplaned outbound passengers from Melbourne to Doha, Qatar and the year-on-year change (%): 2009 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2010-2022).

Figure 9. Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Perth and the year-on-year change (%): 2012 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2013-2022).

Qatar Airways annual enplaned outbound passengers from Perth to Doha, Qatar and the year-on-year change (%) from 2012 to 2021 is depicted in Figure 10. As can be seen in Figure 10, Qatar Airways has been able to increase in the patronage of its flights throughout the study period. Consequently, there was an upward trend in this metric from 2012 to 2019, with this trend also being demonstrated by the by the year-on-year percentage change line graph, which is more positive than negative, that is, all bar two values are above the line. Figure 10 shows that there was a very substantial increase in this metric in 2013, when it increased by 305.93% on the 2012 levels. As noted throughout this paper, 2013 marked the first full year of operations by the airline in the Perth air travel market. Qatar Airways also recorded strong growth in its annual outbound passenger traffic in 2014, when it increased by 24.56% on the 2013 levels (Figure 10). This increase reflected an increased demand for the airline's services in the Perth to Doha air travel market in 2014. A similar situation occurred in 2015, when the airline was once again able to increase its outbound passenger traffic by 12.86%, with this increase reflecting Qatar Airways ability to accommodate the higher level of passenger demand on its services from Perth (Figure 10). Figure 10 also shows that Qatar Airways was able to increase its annual outbound passenger in both 2018 (+20.96%) and 2019 (+13.93%), respectively (Figure 10). These increases could be attributed to the growth in the market in 2018 and 2019, with the deployment of the Airbus A380 in 2019 providing the airline with extra seating capacity. This larger aircraft type made it possible for the airline to accommodate the growth in its enplaned outbound passenger traffic in 2019. Like the inbound market from Doha to Perth, the airline's outbound passenger traffic decreased in both 2020 (-64.45%), and 2021 (-79.70%), due to the impact of the COVID-19 pandemic and the measures implemented by governments in response to the pandemic. In addition, Qatar Airways operated its final Airbus A380 flight on March 31st, 2020. Following that, the Boeing B777-300ER, Airbus A350-900XWB, and occasionally the Airbus A350-1000 were deployed to Perth in the then difficult circumstances of closed borders and only slowly loosened entry restrictions (Pearson, 2022).

Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Sydney and the year-on-year change (%) from 2016 to 2021 is depicted in Figure 11. As can be observed in Figure 11, Qatar Airways
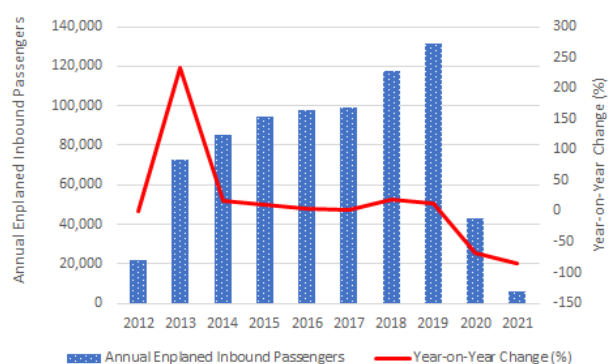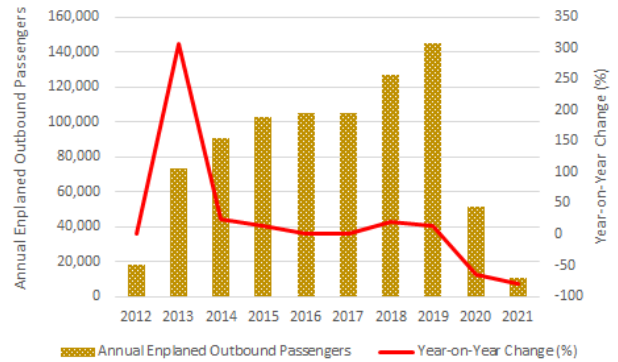

Figure 10. Qatar Airways annual enplaned outbound passengers from Perth to Doha, Qatar and the year-on-year change (%): 2009 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2010-2022).

annual inbound passenger traffic displayed a general upward trend from 2016 to 2019, reflecting the greater demand for its services to Sydney. This upward trend is once again demonstrated by the by the year-on-year percentage change line graph, which is more positive than negative, that is, all bar two values are above the line. Figure 11 shows that there were three years in the study period where there were very significant increases in the airline's annual enplaned inbound passengers. These increases occurred in 2017 (+50.30%), 2018 (+42.24%), and 2019 (+14.37%), respectively (Figure 11). The very significant increase in 2017 could be attributed to the airline's first full year of operations in the Sydney air travel market as well as the increased seating capacity of the Airbus A380, which was deployed on the route in September 2016. The significant increase in 2018 could be attributed to the introduction of a second daily service to Sydney, which attracted higher levels of customer patronage of Qatar Airways service. In 2019, Qatar Airways was able to grow its demand for its services to Sydney very successfully. This was a very favorable outcome for the airline. Figure 11 shows that the airline's annual inbound passenger traffic from Doha to Sydney was very adversely impacted by the CORONA-19 pandemic and the related government pandemic response measures. As a result of these factors, the airline's outbound passenger decreased by -68.59% in 2020, and by 71.91% in 2021 (Figure 11).

Qatar Airways annual enplaned outbound passengers from Sydney to Doha and the year-on-year change (%) for the period 2016 to 2021 is presented in Figure 12. Figure 12 shows that Qatar Airways was able to increase its annual outbound passenger traffic over the

Figure 11. Qatar Airways annual enplaned inbound passengers from Doha, Qatar to Sydney and the year-on-year change (%): 2016 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2017-2022).

period 2016 to 2019. During this period, there were two very significant increases in this metric, with these annual increases occurring in 2017 (+47.55%), and 2018 (+42.06%), respectively (Figure 12). The very significant increase in 2017 could be attributed to the airline's first full year of operations in the Sydney air travel market as well as the increased seating capacity of the Airbus A380 (deployed on the route in September 2016), which enabled the airline to accommodate the higher levels of demand for its services in 2017. The large increase in 2018 could be attributed to the introduction of a second daily service to Sydney. Figure 12 also shows that the airline's annual outbound passenger traffic from Sydney to Doha was also very adversely impacted by the CORONA-19 pandemic and the related government pandemic response measures. As a result of these factors,
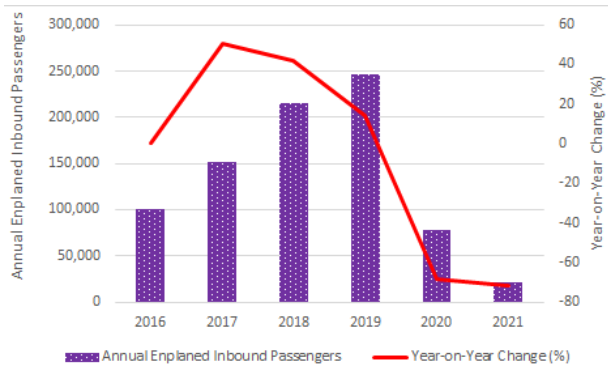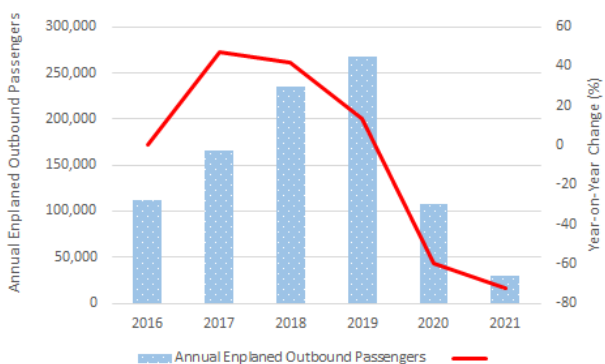

Figure 12. Qatar Airways annual enplaned outbound passengers from Sydney to Doha, Qatar and the year-on-year change (%): 2016 to 2021.
Source: Data derived from Bureau of Infrastructure, Transport and Regional Economics (2017-2022).

the airline's outbound passenger decreased by 59.94% in 2020, and by 72.16% in 2021.

Conclusions

Using an in-depth qualitative longitudinal case study research design, this study has examined the evolution of Qatar Airways, a major global full0service network airline, in Australia's international air travel market. The period of the study was from 2009 to 2021. The qualitative data used in the study was analyzed by document analysis. The study was underpinned by a case study research framework that followed the guidance of Yin (2018).

Qatar Airways Australian route network has evolved since it first commenced services to Melbourne in 2009. Perth, Western Australia was added to the airline's Australia route network on 3 July 2012. The case study revealed that Qatar Airways subsequently increased its flight frequency to/from Perth from three days per week to a daily service on 1 December 2012. Adelaide and Sydney were added to the airline's Australian route network in 2016. The airline began services to Sydney on 1 March 2016, and to Adelaide on 2 May 2016. In February 2018, added an additional service to Sydney that included an extension to Canberra. On 14 May 2020, Qatar Airways added Brisbane to its Australian route network. In 2020, Qatar Airways extended its Brisbane service to Auckland, New Zealand. Qatar Airways Australian route network will be enhanced by its agreement with Virgin Australia in May 2022, whereby Qatar Airways will be able to code share to 35 destinations throughout Virgin Australia's domestic network as well as Virgin Australia's recently relaunched short-haul international markets, which include Fiji and Queenstown, New Zealand. The case also revealed that throughout the study period Qatar Airways deployed larger aircraft types, for example, the Airbus A350-1000 and the Airbus A380, to accommodate the higher levels of passenger demand in the Australian markets that it served.

The case study found that there was an upward trend in Qatar Airways inbound and outbound passenger traffic from 2009 to 2019. Qatar Airways annual enplaned inbound passengers increased from a low of 2,468 passengers in 2009 to a high of 611,716 passengers in 2019. The airline's enplaned outbound passengers increased from a low of 2,407 passengers in 2009 to a high of 663,444 passengers in 2019. Similar trends were observed in the airline's Perth inbound and outbound

passenger traffic, which exhibited an upward trend from 2012 to 2019. From 2016 to 2019, Qatar Airways annual inbound and outbound passenger traffic also exhibited an upward growth trend in both the Adelaide/ Doha and Sydney/Doha air travel markets. Importantly, Qatar Airways played an important role in Australia's international air travel market during 2020 and 2021, which was a period where airline passenger was significantly impacted by the CORONA 19 pandemic and the related government response measures. The case study revealed that the downturn in passenger demand and the related government COVID-19 response measures had an adverse impact on Qatar Airways inbound and outbound passenger traffic in both 2020 and 2021.

References

Adrienne, N., Budd, L., & Ison, S. (2020). Grounded aircraft: An airfield operations perspective of the challenges of resuming flights post COVID. *Journal of Air Transport Management, 89,* 101921.

Alkaabi, K. (2016). Geographies of Middle Eastern air transport. In A.R. Goetz & L. Budd (Eds.), *The geographies of air transport.* Abingdon: Routledge.

Andersson, M. (2005). *The new airline code: Why the industry must be programmed to a public-private integration.* Lincoln: iUniverse.

Andrew, D.P.S., Pedersen, P.M., & McEvoy CD. (2011). *Research methods and design in sport management.* Champaign: Human Kinetics.

Ang, S.H. (2014). *Research design for business & management.* London: SAGE Publications.

Arora, M., Tuchen, S., Nazemi, M., & Blessing, L. (2021). Airport pandemic response: An assessment of impacts and strategies after one year with COVID-19. *Transportation Research Interdisciplinary Perspectives, 11,* 100449.

Australian Aviation. (2015). *Qatar Airways heading to Sydney.* Retrieved December 10, 2018 from https://australianaviation.com.au/2015/09/qatar-airways-heading-to-sydney/.

Australian Aviation. (2016). *Qatar Airways becomes Sydney's latest A380 operator.* Retrieved January 20, 2018 from https://australianaviation.com.au/2016/09/qatar-airways-becomes-sydney-airports-latest-a380-operator/.

Australian Aviation. (2017). *Qatar Airways to fly Airbus A380 to Perth* from May 5, 2018. Retrieved from https://australianaviation.com.au/2017/12/qatar-airways-to-fly-airbus-a380-to-perth-from-may-2018/.

Australian Aviation. (2018a). *Qatar Airways optimistic about Canberra route.* Retrieved May 20, 2018 from https://australianaviation.com.au/2019/12/qatar-airways-optimistic-about-canberra-route/.

Australian Aviation. (2018b). *Qatar Airways upgauges to the A380 on Doha-Perth.* Retrieved June 1, 2018 from https://australianaviation.com.au/2018/05/qatar-airways-upgauges-to-the-a380-on-doha-perth/

Australian Aviation. (2019a). *Qatar Airways begins Airbus A350-1000 operations to Australia.* Retrieved May 15, 2020 from https://australianaviation.com.au/2019/11/qatar-airways-begins-airbus-a350-1000-operations-to-australia/.

Australian Aviation. (2019b). *Qatar Airways to fly Airbus A350-1000 to Adelaide.* Retrieved March 10, 2020 from https://australianaviation.com.au/2019/10/qatar-airways-to-fly-airbus-a350-1000-to-adelaide/.

Baxter, G. (2021). Mitigating an Airport's Carbon Footprint Through the Use of "Green" Technologies: The Case of Brisbane and Melbourne Airports, Australia. *International Journal of Environment, Agriculture and Biotechnology, 6*(6), 29-39.

Baxter, G.S., & Bardell, N.S. (2017). Can the renewed interest in ultra-long-range passenger flights be satisfied by the current generation of civil aircraft? *Aviation, 21*(2), 42-54.

Baxter, G., & Srisaeng, P. (2018). The Use of an artificial neural network to predict Australia's export air cargo demand. *International Journal for Traffic and Transport Engineering, 8*(1), 15 – 30.

Baxter, G., & Srisaeng, P. (2022). The development of the low-cost carriers in the Australia Indonesia air travel market. *Journal of Sustainable Tourism Development, 4*(1), 32-57.

Baxter, G., Srisaeng, P., & Wild, G. (2018). The role of the Airbus A380-800 aircraft in a full service network airline's commercial operations and route network design: The case of Thai Airways international. *Aeronautics and Aerospace Open Access Journal, 2*(4), 223-236.

Belobaba, P.P. (2016). Overview of Airline Economics, Markets and Demand. In P. Belobaba, A. Odoni, & C. Barnhart (Eds.), *The global airline industry* (2nd ed.). Chichester: John Wiley & Sons.

Bowen, J.T. (2010). *The economic geography of air transportation: Space, time and the freedom of the sky.* Abingdon: Routledge.

Bows, A., Anderson, K., & Peeters, P. (2009). Air transport, climate change and tourism. *Tourism and Hospitality Planning & Development, 6*(1), 7-20.

Brandler, H. (2022). *Qatar Airways signs partnership with Virgin Australia.* Retrieved January 2, 2023 from https://www. businesstraveller.com/business-travel/2022/05/12/qatar-airways-signs-partnership-with-virgin-australia/.

Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide.* London: Sage Publications.

Brueckner, J.K. (2001). The economics of international codesharing: An analysis of airline alliances. *International Journal of Industrial Organization, 19*(10), 1475-1498.

Bureau of Infrastructure, Transport and Regional Economics. (2010). *International airline activity 2009.* Retrieved May 5, 2018 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY09.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2011). *International airline activity 2010.* Retrieved May 20, 2018 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY10.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2012). *International Airline Activity 2011.* Retrieved May 10, 2018 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY11.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2013). *International airline activity 2012.* Retrieved June 5, 2018 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY2012.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2014). *International airline activity 2013.* Retrieved June 14, 2018 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY2013.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2015). *International airline activity 2014.* Retrieved May 30, 2018 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY2014.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2016). *International airline activity 2015.* Retrieved June 20, 2018 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY2015.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2017). *International airline activity 2016.* Retrieved May 16, 2019 from   https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY2016.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2018). *International airline activity 2017.* Retrieved March 10, 2019 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY2017.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2019). *International airline activity 2018.* Retrieved June 10, 2019 from https://www.bitre.gov.au/sites/default/files/international_airline_activity_CY2018.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2020). *International airline activity 2019.* Retrieved March 7, 2019 from https://www.bitre.gov.au/sites/default/files/documents/international_airline_activity_cy2019.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2021). *International airline activity 2020.* Retrieved June 20, 2021 from https://www.bitre.gov.au/sites/default/files/documents/international_airline_activity_cy2020.pdf.

Bureau of Infrastructure, Transport and Regional Economics. (2022). *International airline activity 2021.* Retrieved January 20, 2023 from https://www.bitre.gov.au/sites/default/files/documents/international_airline_activity_cy2021.pdf.

Button, K.J., Haynes, K., & Stough, R. (1998). *Flying into the future: Air transport policy in the European Union.* Cheltenham: Edward Elgar Publishing.

Castillo-Manzano, J.I., López-Valpuesta, L., & Pedregal, D.J. (2012). What role will hubs play in the LCC point-to-point connections era? The Spanish experience. *Journal of Transport Geography, 24,* 262-270.

Centre for Aviation. (2015). *Qatar Airways to fly to Sydney as bilateral is relaxed. It will need on-carriage & Doha connections.* Retrieved May 20, 2019 from https://centreforaviation.com/analysis/reports/qatar-airways-fly-to-sydney-as-bilateral-is-relaxed-it-will-need-on-carriage-and-doha-connections-246688.

Clark, P. (2007). *Buying the big jets: fleet planning for airlines* (2nd ed.). Aldershot: Ashgate Publishing.

Coates Ulrichsen, K. (2017). *The United Arab Emirates: Power, politics, and policy making.* Abingdon: Routledge.

Curran, A. (2022). Why is Qatar Airways now flying into Brisbane? Retrieved January 5, 2023 from https://simpleflying.com/qatar-airways-brisbane-australia/.

Cusmano, J. (2022). *Qatar Airways increases frequency to Australia.* Retrieved January 15, 2023 from https://www.traveldailymedia.com/qatar-airways-increases-frequency-to-australia/.

Debbage, K., & Debbage, N. (2022). Sustainable innovation in the global airline industry. In I. Booyens & P. Brouder (Eds.), *Handbook of innovation for sustainable tourism.* Cheltenham: Edward Elgar Publishing.

Dempsey, P. S., & Gesell, L. E. (1997). *Airline management: strategies for the 21st century.* Chandler: Coast Aire Publications.

Derrington, M. L. (2019). *Qualitative longitudinal methods: Researching, implementation and change.* Thousand Oaks: SAGE Publications.

Deveci, M., Çiftçi, M., Zeki Akyurt, I., & Santibanez Gonzalez, E.D.R. (2022). Impact of COVID-19 pandemic on the Turkish civil aviation industry. *Sustainable Operations and Computers, 3,* 93-102.

Dileep, M. R., & Kurien, A. (2021). *Air transport and tourism: Interrelationship, operations, and strategies.* Abingdon: Routledge.

Doganis, R. (2019). *Flying off course: Airline economics and marketing* (5th ed.). Abingdon: Routledge.

D'Souza, D. N., & Dunshea, F. R. (2021). Impact of COVID-19 on the Australian pork industry. *Animal Frontiers, 11*(1), 19-22.

Duval, D.T. (2013). Critical issues in air transport and tourism. *Tourism Geographies, 15*(3), 494-510.

Ehmer, H., Berster, P., Bischoff, G., Grimme, W., Grunewald, E., & Maertens, S. (2008). *Analyses of the European air transport market: Airline business models.* Retrieved May 2, 2019 from https://ec.europa.eu/transport/sites/transport/files/modes/air/doc/abm_report_2008.pdf.

Elliot, M. (2009). *Qatar Airways flies into Australia.* Retrieved from https://www.traveldailymedia.com/qatar-airways-flies-into-australia/.

Eyre, D. (2019). *Qatar Airways Airbus A380 returns to Perth services after temporary downsize to Boeing 777-300ER.* Retrieved 20 January, 2022 from https://www.aviationwa.org.au/2019/12/08/qatar-airways-airbus-a380-returns-to-perth-services-after-temporary-downsize-to-boeing-777-300er/.

Fan, T. P. C. (2019). Strategic response from Singapore Airlines to the rapid expansion of global, full-service hub carriers in the Middle East. In X. Fu & J. Peoples (Eds.), *Airline Economics in Asia* (33-60). Bingley: Emerald Group Publishing.

Feitelson, E. (2019). Equity aspects of transportation in a multi-network world: A societal perspective. In R. Hickman, B. Mella Lira, M. Givone & K. Geurs (Eds.), *A Companion to Transport, Space and Equity.* Cheltenham: Edward Elgar Publishing.

Franke, M. (2018). Network design strategies. In P.J. Bruce, Y. Gao & J.M.C. King (Eds.), *Airline operations: A practical guide.* Abingdon: Routledge.

Frawley, G. (2018). *Qatar Airways touches down in Canberra.* Retrieved June 15, 2020 from https://australianaviation.com.au/2018/02/qatar-airways-touches-down-in-canberra/.

Gao, H., & Ren, M. (2020). Overreliance on China and dynamic balancing in the shift of global value chains in response to global pandemic COVID-19: An Australian and New Zealand perspective. *Asian Business & Management, 19,* 306-310.

Garrow, L.A., Lurkin, V., & Marla, L. (2022). Airline or innovations Soar During COVID-19 recovery. *Operations Research Forum, 3,* 14.

Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied Thematic Analysis.* London: SAGE Publications.

Gulf News. (2016). *Qatar Airways celebrates inaugural flight from Doha to Sydney.* Retrieved May 20, 2018 from https://www.gulf-times.com/story/483074/Qatar-Airways-celebrates-inaugural-flight-from-Doha-to-Sydney.

Hamad MA Fetais, A., Al-Kwifi, O.S., U Ahmed, Z., & Khoa Tran, D. (2021). Qatar Airways: Building a global brand. *Journal of Economic and Administrative Sciences, 37*(3), 319-336.

Hasoh, A., Seanyen, T., Choyprasit, W., Premmnisakul, V., & Srayudh, K. (2021). Qatar Airways business plan analysis (SWOT). *Nimitmai Review Journal, 4*(1), 34-37.

Hassett, M.E., & Paavilainen-Mäntymäki, E. (2013). Longitudinal research in organizations: An introduction. In: M.E. Hassett & E. Paavilainen-Mäntymäki (Eds.), *Handbook of Longitudinal Research Methods in Organisation and Business Studies.* Cheltenham: Edward Elgar Publishing.

Hätty, H., & Hollmeier, H. (2003). Airline strategy in the 2001/2002 crisis—The Lufthansa example. *Journal of Air Transport Management, 9*(1), 51-55.

Holloway, S. (2016). *Straight and Level: Practical Airline Economics* (3rd ed.). Abingdon: Routledge.

Iatrou, K., & Tsitsiragou, E. (2016). Leisure travel, network carriers and alliances. In A. Graham, A. Papatheodorou & P. Forsyth (Eds.), Aviation and tourism: Implications for leisure travel. Abingdon: Routledge.

Inkson, C., & Minnaert, L. (2022). *Tourism Management: An Introduction* (3rd ed.). London: Sage Publications. Ltd.

Juniper, C. (2022). Qatar Airways boosts Adelaide flight frequency, putting South Australia at the top of the holiday list for international visitors. Retrieved 6 January, 2022 from https://showcasesa.com.au/qatar-airways-boosts-adelaide-flight-frequency-putting-south-australia-at-the-top-of-the-holiday-list-for-international-visitors/.

Kalaian, S.A., & Kasim, R.M. (2008). Longitudinal Studies. In: P.J. Lavrakas (Ed.), *Encyclopedia of Survey Research Methods*. Thousand Oaks: SAGE Publications.

Koch, B. (2010). Aviation strategy and business models. In A.Wald, C. Fay, & R. Gleich (Eds), *Introduction to aviation management.* Münster: LIT Verlag.

Kuljanin, J., & Kalić, N. (2016). The uprise of the Middle East carriers – emirate's path towards success. In O. Jaško & S. Marinković (Eds.), *Proceedings of the XV International Symposium Reshaping the Future Through Sustainable Business Development and Entrepreneurship, Ziatibor, Serbia.* Belgrade: University of Belgrade.

Law, C.C.H., & Lin, E. (2022). Do ultra long haul flights attract more premium class passengers? In K. Kankaew (Ed.), *Global air transport management and reshaping business models for the new era.* Hershey: IGI Global.

Lohmann, G., & Spasojevic, B. (2018). Airline business strategy. In N. Halpern & A. Graham (Eds.), *The Routledge companion to air transport management* (pp. 139-153). Abingdon: Routledge.

Liu, J. (2020). *Qatar Airways Brisbane / Auckland Sep/Oct 2020 aircraft changes.* Retrieved 10 January, 2022 from https://www.routesonline.com/news/38/airlineroute/293794/qatar-airways-brisbane-auckland-sepoct-2020-aircraft-changes/.

Maslen, R. (2016). *Qatar Airways boosts capacity into Melbourne with A380 deployment.* Retrieved May 8, 2018 from https://www.routesonline.com/news/29/breaking-news/270376/qatar-airways-boosts-capacity-into-melbourne-with-a380-deployment/.

McCutchen, D.M. & Meredith, J.R. (1993). Conducting case study research in operations management. *Journal of Operations Management, 11*(3), 239-256.

Mentzer, J.T., & Flint, D.J. (1997). Validity in logistics research. *Journal of Business Logistics, 18*(1), 199-216.

Miller, R. (2016). *Desert kingdoms to global powers.* Ceredigion: Gomer Press Limited.

Milne, S. (2020) *Qatar Airways to resume Brisbane Services.* Retrieved 8 January, 2022 from https://australianaviation.com.au/2020/05/qatar-airways-to-resume-brisbane-services/.

Morrell, P.S. (2021). *Airline Finance* (5th ed.). Abingdon: Routledge.

Neale, B. (2019). *What is Qualitative Longitudinal Research?* London: Bloomsbury Academic.

O'Connell, J.F. (2011). The Rise of the Arabian Gulf Carriers: An Insight into the Business Model of Emirates Airline. *Journal of Air Transport Management, 17*(6), 339-346.

O'Connell, J.F. (2018). The Global Airline Industry. In N. Halpern & A. Graham (Eds.), *The Routledge Companion to Air Transport Management.* Abingdon: Routledge.

Ojogiwa, O. T. (2021). The crux of strategic leadership for a transformed public sector management in Nigeria. *International Journal of Business and Management Studies, 13*(1), 83-96.

Pearson, J. (2022). *Qatar Airways confirms the Airbus A380's return to Perth.* Retrieved 10 January, 2023 from https://simpleflying.com/qatar-airways-perth-airbus-a380- return/.

Petcu, C. (2021). The role of Qatar Airways in the economic development of Qatar: Before and during the Gulf crisis. In M. Zweiri, M.M. Rahman & A. Kamal (Eds,) *The 2017 Gulf crisis. Gulf studies.* Volume 3. Singapore: Springer.

Piccioni, C., Stolfa, A., & Musso, A. (2022). Exogenous shocks on the air transport business: The effects of a global emergency. In R. Maćario & E. Van den Voorde (Eds.), *The air transportation industry: Economic conflict and competition.* Amsterdam: Elsevier.

Qatar Airways. (2009). *Qatar Airways flies into Australia.* Retrieved May 20, 2018 from https://www.qatarairways.com/en-ch/press-releases/2009/Dec/PressRelease_07Dec09.html.

Qatar Airways. (2020). *Qatar Airways becomes the only international airline to service five major Australian cities, with flights resuming to Adelaide.* Retrieved 8 January, 2022 from https://www.qatarairways.com/en/press-releases/2020/August/ADL.html.

Qatar Airways. (2022). *Our fleet.* Retrieved 10 January, 2023 from https://www.qatarairways.com/en/fleet.html.

Remenyi, D., Williams, B., Money, A., & Swartz, E. A. (2010). *Doing Research in Business and Management: An Introduction to Process and Method.* London: SAGE Publications.

Reynolds-Feighan, A. J. (1994). The E.U. and U.S. Air Freight Markets: Network Organization in a Deregulated Environment. *Transport Reviews, 14*(3), 193-217.

Sarilgan, A.E (2016). Impact of Low-cost Carriers on Turkish Tourism Industry. *International Journal of Academic Research in Business and Social Sciences, 6*(4), 176-188.

Scott, J. (2014). *A Dictionary of Sociology* (4th ed.). Oxford: Oxford University Press.

Scott, J., & Marshall, G. (2009). *A Dictionary of sociology* (3rd ed.). New York: Oxford University Press.

Soni, Y.P. (2016). *Organization restructuring.* London: Xlibrius Publishing Company.

Srisaeng, P., & Baxter, G. (2017). Modelling Australia's outbound passenger demand using an artificial neural network approach. *International Journal for Traffic and Transport Engineering, 7*(4), 406 – 423.

Sulistya, I.A.P., & Ginaya, G. (2020). Corporate social responsibility implementation on aviation company: A case study in Qatar Airways. *International Journal of Green Tourism Research and Applications, 2*(1), 41-46.

Thorn, A. (2020). *Qatar Airways increases capacity to Australia, adds Brisbane.* Retrieved 10 January, 2022 from https://australianaviation.com.au/2020/03/qatar-airways-increases-capacity-to-australia-adds-brisbane/.

Thorn, A. (2022). *Qatar hits 97% seats full as COVID gamble pays off.* Retrieved 10 January, 2023 from https://australianaviation.com.au/2022/10/exclusive-qatar-hits-97-seats-full-as-covid-gamble-pays-off/.

Tourism Council Western Australia. (2012). *Perth connects with Qatar and beyond.* Retrieved May 10, 2018 from https://tourismcouncilwa.com.au/advocacy-research/media-releases/perth-connects-qatar-and-beyond.

Tsiotas, D., Erdem, U., & Mert Cubukcu, K. (2020). Outlining the historical framework of the aviation sector in Turkey: A spatiotemporal approach. *Regional Statistics, 10*(2), 117–141.

Tunali, R. E. (2022). Impacts of the COVID-19 outbreak on the aviation industry: The case of Qatar Airways during the COVID-19 pandemic. *İktisat İşletme ve Uluslararası İlişkiler Dergisi, 1*(1), 88-116.

Vasigh, B., & Azadian, F. (2022). *Aircraft valuation in volatile market conditions: Guiding towards profitability and prosperity.* Cham: Springer Nature Switzerland.

Vespermann, J., & Holztrattner, S. (2010). The air transport system. In A. Wald, C. Fay & R. Gleich (Eds), *Introduction to Aviation Management.* Münster: LIT Verlag.

Vowles, T. M. (2000). The geographic effects of US Airline alliances. *Journal of Transport Geography, 8*(4), 277-285.

Wald, A. (2016). Low-cost carriers in the Middle East. In S. Gross & M. Lück (Eds.). *The Low-cost carrier worldwide.* Abingdon: Routledge.

Whyte, R., & Lohmann, G. (2017). Airline business models. In L. Budd & S. Ison (Eds), *Air transport management: An international perspective.* Abingdon: Routledge.

Xuan, X., Khan, K., Su, C.W., & Khurshid, A. (2021). Will COVID-19 Threaten the survival of the airline industry? *Sustainability, 13*(21), 11666.

Yan, S., Tang, C.H., & Lee, M.C. (2007). A Flight scheduling model for Taiwan Airlines under market competitions. *Omega, 35*(1), 61-74.

Yavuz, N., Olgaç, S., Günay Aktaş, S., & Mert Kantar, Y. (2020). Passenger satisfaction in European airports. In I. Coşkun, N. Othman, M. Aslam & A. Lew (Eds.), *Travel and Tourism: Sustainability, Economics, and Management Issues* (pp. 223-237). Singapore: Springer.

Yin, R.K. (2018). *Case Study Research and Applications* (6th ed.). Thousand Oaks: SAGE Publications.

The Indebtedness and Debt Repayment Capability of Civil Service Teachers in Thailand

Narisara Peungposop[a]* Wilailak Langka[b] & Onuma Charoensuk[b]

Behavioral Science Research Institute, Srinakharinwirot University, Bangkok, 10110 Thailand
Faculty of Education, Srinakharinwirot University, Bangkok, 10110 Thailand

Article info

Abstract

The increase of a personal debt burden implies greater financial vulnerability and threats for economic stability. The aim of this qualitative study is to explain indebtedness and debt repayment capability of civil service teachers. The semi-structured interview was employed for data collection with 31 teachers categorized into three groups: debt-free, general debt, and over-indebted teachers. Content analysis revealed that the debt-free teachers passed three stages of indebtedness, namely, before indebtedness, during indebtedness, and after debt-free. Meanwhile, over-indebted teachers and general debt teachers passed two stages of indebtedness; before and during indebtedness. However, the over-indebted teachers also faced the debt crisis stage. In the case of indebtedness, the findings indicated that the life before being in debt, decision making for getting into debt, life during indebtedness, and debt repayment of over-indebted teachers had considerable differences from general indebted teachers and debt-free teachers. Increasing the amount of pay off debt and planning debt management were strategies for debt repayment of general indebted teachers and debt-free teachers. The findings contributes to policy and practical implication depending on the level of indebtedness.

Introduction

Currently, Thai people are burdened with personal and household liabilities as well as continual increase in the levels and terms of indebtedness. The recent survey from 1,500 families relating household debt indicated that although financial discipline is well-acknowledged and considered the sustainable solution for an indebted person or family, the breakdown of financial discipline still occurs, contributing to family indebtedness. This position is caused by overspending behaviour and high living expenses such as home rental, transportation fare, and car leasing. These expenses also reflect the social living condition in which Thai people are struggling. (Sommarat et al., 2017).

Indebtedness is not wrong nor guilty if there are necessary expenditures to use money from the future income. However, the family should have careful liability management and know their debt affordability, which will incur a few bad debts. A lack of financial discipline is considered the major cause of having heavy debt (Chunchoksan et al., 2019). The main cause of a debt cycle and the inability to end the debt cycle is from

---

a lack of financial discipline and financial literacy (Sommarat et al., 2017; Yomsin, 2021).

The teacher is considered one of the professional careers that play a significant role in enhancing knowledge and raising desirable and correct consciousness in children. However, if the teacher has debt itmay affect their work performance due to anxiety (Permsook & Nilapornkul, 2021). The percentage of indebted teachers in Thailand is eighty percent, and this figure informally highlights that teachers are the most indebted career among the whole civil service officials. The major loan source for teachers is the loan facility provided by Teacher's Cooperative Savings, and 1,253,830 baht is the average amount of loan per teacher. The approximate monthly repayment is 14,000 baht for a ten-year payment plan with a six percent interest rate. Yomsin (2021) analyzed the financial situation of civil service teachers and educational personnel and indicated that their debt to asset ratio of 11.15 means close to insolvent, leading to non-performing loans (NPL). When considering all types of loans, indebted teachers can be categorized into three groups: First, general indebted teachers. They are able to repay the loan without problems and still have remaining earnings for daily-life expenditures. Second, heavily indebted teachers still have no concern with loan repayment, but they do not have enough money to spend on the other monthly expenses, which is the cause of relying on loan sharks. The last group is insolvent indebted teachers. This group is in a crisis situation when they are unable to repay their loan, together with having no money to pay monthly expenses. Moreover, some teachers have to pay the debt that another person took the loan but was unable to pay because they signed as a loan guarantor.

The indebtedness of civil service teachers is an accumulated problem that is identified as an essential structural problem and has been a challenging and unsolved issue for Thai education personnel for many years. According to the national survey regarding the debt of civil service teachers and education personnel in 2021, their loan applications could be classified into four categories: 1) loan for basic needs and securities, 2) loan for advancing career, 3) loan for an extravagant lifestyle, and 4) loan to support cost of living (Edu News Siam, 2020). The main reasons for teacher indebtedness are lacking financial literacy and it is too easy to qualify for a loan as teacher. The Thai social value to the teacher who has received much respect and credibility makes it easier to obtain loan approval. Besides, The materialism

philosophy has negatively influenced Thai people's behaviour to be exhibitionismcausing overspending (Changlao & Saenpakdee, 2019; Yanyongkasemsuk, 2017; Chunchoksan et al., 2019).

The reports also indicated that the indebtedness of civil service teachers and education personnel have also unavoidably affected their working performances, social respect, profession standards, and the development of teacher's profession institutes (Buatong et al., 2020; Peakamen et al., 2020). If a teacher initially applied for their first loan application without financial knowledge and careful consideration then their debts will accumulate as they age and they will be heavily indebted in the elderly stage. (Yomsin, 2021)

From previous studies, there were several papers relating to teachers' indebtedness, such as the causes and consequences of indebtedness. (Changlao & Saenpakdee, 2019; Peakamen et al., 2020; Tanomchat et al., 2020; Chunchoksan et al., 2019), and solution guideline for the teacher's debt (Phrakhru Prapatwatcharapong, 2019; Wiyaporn et al., 2018; Channarong et al., 2018). Despite interest in this broad topic, there is a dearth of studies that have reflected understanding from the debtor's perspective. To fill the gap, this study aims to explore the process of getting into debt of three categorizeof teachers, namely, debt-free, general debt, and over-indebted teachers. This research used the case study approach through interviews to collect data in both breadth and depth. The theoretical framework, such as the behavioral economics and the philosophy of sufficiency economy, were applied to understand the current situation of teacher indebtedness in Thailand. The results of this study are expected to influence the policy and practical implication to solve civil service teachers' debt effectively.

Research objective

This research aims to explain the indebtedness and repayment capability of civil service teacher.

Literature Review

The life-cycle theory of consumption and saving, behavioral economics, and philosophy of sufficiency economy were applied to explain the process of getting into debt, and debt repayment.

Life-cycle theory of consumption and saving is defined as an economic framework that explains human decisions for getting maximum utility. Although this theory concentrates on consumption and saving

behaviour, some explanations cover loan application behavior which is the cause of indebtedness. The key concept can be summarized into three points which support the overall description of indebtedness behaviour as follows; a) When people have earnings than consumption expenses, the difference will be divided as savings. But, when earnings are less than expenses, people will apply for a loan to have sufficient money for household consumption, b) There is a bell curve for age and income. This relation means people receive less income when they are young and get higher pay when they are older, and their revenue turns down again when they are elderly. Therefore, the life span with insufficient income needs to ask for the loan instead of having estimated savings, c) Personal or household consumption level will be explicitly specified by present and expected future incomes. The amount of these estimated earnings will be considered a factor in the appropriate spending level, which causes the loaner-debtor market and process.

Although some persons carried strong financial credibility, they seemed to avoid getting into a debt circumstances, technically called debt aversion. Another conclusion that Behavioral Economics can explicitly explain indebtedness behaviour is that lifelong personal wealth needed to be calculated using demographic information such as age, income level, education level, and health condition. These factors play significant roles in forecasting the level of savings and consumption (Modigliani, 1976; Deaton, 2005). However, there are still limitations for Life-Cycle of Consumption and Saving Theory, which only focus on the relationship between income and consumption but still lack psychological factors in explaining the dynamic of household consumption and indebtedness. Therefore, the research team has determined to apply the concept of behavioral economics to additionally support the research assumption that deciding on personal or household consumption does not only rely on the income level but is also influenced by emotional and psychological factors

Behavioral economics theory was applied by using the point of Present Bias to explain the indebtedness behaviour of civil service teachers. Thaler & Shefrin (1981) demonstrated that individuals preferred to receive short-term satisfaction without concern about the long-term effects. Behavioral economists hold different viewpoints from the mainstream economist, clarified that rational decision-making is totally used in consumption. Still, Irrationality also powerfully influenced people's decision-making process, although the outcome might be mistaken and sometimes lead to an unpleasant situation. The concept of Personal Bias can be summarized into three main points. First, Confirmation Bias means the tendency to process information by looking for, or interpreting, data consistent with each person's existing beliefs (Oswald & Grosjean, 2004). Confirmation Bias tends to increase when older people have higher income, education level, or experience. Second, Hindsight Bias is the tendency upon learning an outcome of an event (Pohl, 2004). Finally, Continued Influence Effect (CIE) the way that people still feel guilty and falsehoods persist in our thinking (Johnson, & Seifert, 1994; Seifert, 2014).

Philosophy of sufficiency economy. This theory provides the concept of a sustainable way of life that pays attention to sufficiency, rationality and creating a protective living environment formed by several characteristics such as knowledge-base thinking, carefulness, and consciousness (Peampongsan et al., 2005). When applying sufficiency economy approach to explain the teacher's indebtedness behaviour, It can conclude that people will avoid overspending behaviour and are able to be debt-free if they use knowledge based thinking, are reasonable spenders, and have sufficient protection from impacts arising from internal and external changes under social morality (Office of the National Economic and Social Development Council, 2007).

Besides the theory review, we also used literature review to analyze the factors of indebtedness. The findings revealed that financial literacy, risk perception, materialism, emotion also play crucial roles in indebtedness behaviour (Rahman et al., 2020). Acquiring financial literacy promoted the positive effects of long-term financial planning (Flores & Vieira, 2014; Darriet et al., 2020). Risk perception was another variable when people tried to make the decision (Nguyen et al., 2019; Caetano et al., 2019). Meanwhile, people's materialism tended to be expressed from spending behaviour on extravagant items. But, some people who deny the materialistic society tend to save and invest their money in stock, mutual funds, and real estate (Chatterjee et al., 2019; Stock & Mark, 2003). The last indebtedness factor is emotion stimulant regarding financial decisions (Huy & Zott, 2019; Flores & Vieira, 2014).

Based on theories and previous research, the research conceptual framework is illustrated as figure xx
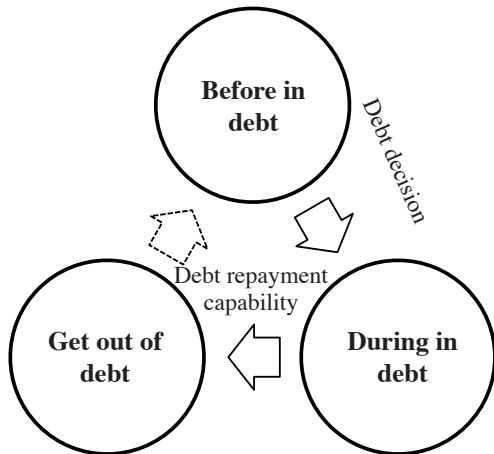
Methodology

This study was approved and certified by the Ethics Review Board from the Strategic Wisdom and Research Institute, Srinakharinwirot University, No. SWUEC/E-076/2018. The researchers respect the protection and the rights of subjects, such as asking for consent from the subjects, reserving confidential information, and concealing names and specific traits of subjects to avoid disturbances. The research was designed based on the paradigm of constructivism. A case study approach was employed to understand the phenomenon of indebtedness and debt repayment.

Participants

The participants were civil servant teachers living in four different regions: the central, the northern, the northeastern, and the southern regions of Thailand. The researchers initially invited 40 teachers to participate in the study. However, the point of saturation was regarded on the 31st participant. Both purposive and snowball sampling were employed in this study. For the purposive sampling, the researcher included civil servant teachers that had work experience for more than 5 years, had various indebtedness status: over-indebted teachers (pending litigation), normal indebted teachers (having good repayment records), and debt-free teachers (debt cleared). For the snowball sampling, the researcher used referrals to identify teachers who had experience with debt. With using purposive and snowball sampling, 31 civil servant teachers volunteered to participate; 5 over-indebted teachers, 19 general indebted teachers, and 7 debt-free teachers were interviewed

Instruments

The semi-structured interview was employed as the data collection method. . The interview questions involved three major parts: 1) The attitude of debt. This part aimed to understand the respondents' attitude towards debt. For example, "In your opinion, what is debt?" "What does debt mean for your life?", 2) The debt process. This part concentrated on the stage of having debt. For example, "Why did you decide to go into debt? And do you think you made the right decision?" "How did you get into debt?" "What are the reasons for getting into debt?" "How do you feel when you are in debt?" "How do you live while in debt?", And 3) Debt Repayment Capability. This part sought to understand the ability of respondents to pay debt. For example, "please assess your ability to pay your debt and why do you think like that?" "What are the factors that facilitate your debt repayment?" "What are the obstacles to pay off your debt faster?"

To assure the work's credibility and validity, the researchers invited qualitative research specialists and the experts in behavioral economics to comment on the study procedures and interview questions.

Data collection

An invitation letter was initially sent to the participants so that they could make their decision about volunteering to participate. After that, a consent form was provided for them to sign before interviewing. The date, time, and location of the interview were all dependent on the participants. Four researchers who had prior experience in the qualitative research conducted the interviews. Before the actual interviews, the researcher asked the participants for permission to audio-recorded. The duration of in-person interview took between 45 minutes to 1 hour.

Data analysis

This study employed an inductive content analysis method to analyze the data. Content analysis is a research method for the subject interpretation of the content of text data through the systematic classification process of coding and identifying themes and pattern. (Miles, & Huberman, 1994). The analysis began with open coding, focusing on relevant data for addressing the study questions. The code were then categorized into subthemes, with each subtheme having an applicable code. The two researchers carried out the comprehension process separately to ensure the reliability of the analysis. The third researcher aided in case of inconsistencies in the coding schemes on order to finalize the themes and

subthemes. To ensure the trustworthiness in qualitative research, this study used several strategies; prolonged engagement by means of various interactions with participant throughout the data collection; triangulation of the researchers; member checking after transcribe completion; and a full description. By using these strategies, we addressed the following trustworthiness criteria; confirmability, credibility, transferability (Lincoln, & Guba, 1985; Maxwell, 2005).

Results

Based on the in-depth interviews, the debt-free teachers passed three stages of indebtedness, before indebtedness, during indebtedness, and after debt-free. Meanwhile, over-indebted teachers and general indebted teachers passed two stages of indebtedness before and during indebtedness. However, the over-indebted teacher will also face the debt crisis stage, as summarized in Table 1 below

The debt-free teacher

Before getting in debt, the teacher categorized in this group had a simple lifestyle and well-managed financial planning. The main reason for getting in debt for these teachers was carefully considered and evaluated from the necessity more than any other reasons. This indebted teacher is a single source of the loan, and most loans are from the teachers' saving cooperative. In this case, if the teacher would like to ask for a new loan, the existing loan must be paid before as appeared in the conversation below.

"We've spent very carefully and safely as our family had to strugge a lot in the past." (Teacher No.5 from the S44outhern region)

"My parents have always instructed me that if we gain not much income, we have to spend less too." (Teacher No.5 from the Southern region)

"Depending on the necessity, we apply for a loan because we have the necessity, not for extravagant spending." (Teacher No.12 from the Northern region)

Table 1 The indebtedness process of civil service teacher

| | Process | Debt-free teacher | Indebted teachers | | Over-indebted teachers |
			Type I general indebted teacher	Type II Risk in over-indebted teacher	
Pre-indebtedness	Life before indebtedness	▪ live with simple lifestyle ▪ do financial planning ▪ handle financial management effectively	▪ desire to have progression in the life ▪ desire to have good life quality ▪ desire to pay for the important person	▪ desire to have things like the others ▪ Desire to be the head of the family	▪ overspending ▪ live with extravagant lifestyle
	The decision for indebtedness involvement	▪ evaluate the necessity for getting the loan ▪ single source and single person loan	▪ plan for the loan and pay the loan	▪ accept to be indebted for owing the assets ▪ meet entire debt ceiling	▪ apply for the loan with full ceiling ▪ lack of determination on clearing debt
During indebtedness	Life during indebtedness	▪ live with simple lifestyle ▪ have single loan source ▪ have a precise payment plan ▪ well-planned spending ▪ find extra income	▪ accept the truth of indebtedness ▪ live with careful lifestyle and conscious spending	▪ find another loaner to pay the remaining debt ▪ live on negligence	▪ be incapable of managing loan - pay the debt with the minimum amount - *apply for new loan sources* - *have insufficient income to pay the debt*
	Debt payment capability	▪ pay for single loan source ▪ increase the amount of repayment paid per time.	▪ pay debt regularly ▪ pay debt and make savings regularly	▪ find another loaner to pay the remaining debt ▪ be capable of paying the debt but have no remaining savings	▪ find a new loaner to close the remained debt ▪ deduct from the salary ▪ have no money, no money left after debt payment
During debt crisis	Life during debt crisis				▪ avoid the problem ▪ feel guilty, unhappy, depressed ▪ accept the truth ▪ have sufficient lifestyle by reducing unnecessary expenses, finding more additional income
Debt Free	Life after the indebtedness	▪ live with simple lifestyle ▪ having income from the investment loan			

During the indebtedness, the teacher categorized in this group explicitly expressed their lifestyles with five characteristics, simple lifestyle, owing only a single loan, having an explicit re-payment plan, well-managed spender, and finding extra income. The loan is from only one source, and if the teacher would like to ask for new loan, the existing loan must be re-paid. Moreover, the larger amount of money paid for the principal or increasing monthly payment is the technique used to clear all remaining debt. When the debt is cleared, the ex-debtor had a simple lifestyle and income from investment loan, as appeared in the conversations below;

"We were really concerned about paying for necessary things only in our lives which there are not many things to pay." (Teacher No.12 from the Northern region)

"We've increased the minimum monthly payment every month, the loaner requires us to pay 7,000 THB as the minimum, but we've paid not less than 15,000 THB." (Teacher No.6 from the Central region)

From the interviews of the debt-free teachers, it is understandable that the loan was positively meaningful in many cases. Not for the extravagant spending purpose, but having debt was necessary for buying requisite items or for primary investment fund such as land purchasing for continuing extra agricultural work or paying for the educational fee to promote the progression of life. Moreover, some positive characteristics were discovered, and these behaviours support repayment capacity such as debt consciousness, well financial planning, and avoiding being a materialistic person, as appeared in the interview dialogues;

"Taking out a loan depends on the necessity; we apply for a loan because we have the necessity, not for extravagant spending." (Teacher No.12 from the Northern region)

General Indebted Teachers

The indebted teachers were categorized into 2 cases, general indebted teacher and heavily indebted teacher, which have different reasons for having debt as follows;

Before having debt, the teacher categorized in this group desired to seek life progression, better living conditions, and express gratitude to an important person. In terms of risky indebted teachers, they looked for need fulfillment and being the head of the family. So, they decided to take a loan for owing asset reason and required full debt ceiling as appeared in the interview dialogues;

"The money that I borrowed is to continue my

studying. Any loan that upgrades and guarantees better life in the future sound acceptable, and I'm glad to pay it back after finishing the degree." (Teacher No.3 from the Southern region)

"The payment plan is already set; continually deducted from my salary until I cover all of the remaining loan but before completely clearing that debt, I have to plan to find another loan." (Teacher No.3 from the Southern region)

During the indebtedness, the teacher categorized in this group expressed three noticeable behaviors, accepting the truth of indebtedness and telling the indebted life condition to the family, having reasonable thoughts and spending carefully with well-financial plans and living within their means. Moreover, their debt payment allowed them to also pay into their savings. Nevertheless, finding an additional loan must not be made in this case. Meanwhile, the risky indebted teachers spent their lives oppositely than the normal indebted teachers. They asked for the maximum amount of money that met the debt ceiling, together with spending their lives carelessly and extravagantly, being incapable of planning and managing personal finance, and owing to many loan sources. So, after clearing all minimum debts, the remaining money is insufficient for spending on daily life.

"My kids know well that their mother has debt, and I have always told my kids that my debt has made us struggle finaically." (Teacher No.3 from the Northern region)

"We can afford for the long-term loan as we have to think about the daily life spending. If we pay a lot each time, it's getting to be the problem." (Teacher No.6 from the Northeastern region)

From the interviews of general indebted teachers, the findings show that the debts have positively and negatively affected their lives. In terms of beneficial prospects, indebtedness has brought happiness and foundation assets to create family security for the present and the future. In case of drawbacks, getting indebted can create inconvenience and mental toughness. Financial management, self-controlled expenses, and payment support are the contributing factors that support repayment capability. The constructive factors were increasing interests in each month as appeared in the interview dialogues;

"We live as we have. When we got much more money, we did the account and record. If we found some unnecessary expenses, we cut them off too." (Teacher

No.3 from the Northern region)

"My husband has an extra job as a gardener in the school and a satellite mechanic. He got around 2,000 THB and did everything for his extra job." (Teacher No.2 from the Southern region)

Over-indebted teacher

Before becoming in debt, the over-indebted teachers mostly lived their lives by overspending and having extravagant behaviors. When they decided to ask for the loan, they lacked a definite payment plan and had a full debt ceiling permitted by each loaner. Moreover, during indebtedness, they cannot manage their personal finances efficiently. Their behaviors explicitly found that this teacher had minimum loan payment, asking for new loans repeatedly; from both accredited financial institutes and loan sharks to pay other existing debt, having insufficient income to pay the remaining debts. Finally, the teacher's financial situation became a crisis. Another reason for having the crisis was the failure to manage investment loans. The teachers received the loan but lost the funds received due to a careful risk assessment. The unpleasant outcomes of these incidents are being sued, sequestrating, or compromising with the creditors. In some cases, when the teacher realizes that they are in a financial crisis, they try to avoid the problem or have emotional complexity.

"When we need to use the money, we're pleased to ask for the loan, and we ask more and more." (Teacher No.2 from the northeastern region)

"We don't know about personal financial management. When our income is not enough, we applied for the new loan to pay the already existing loan, and continue like this." (Teacher No.1 from the northern region)

The interviews with the over-indebted teachers concluded that loan and indebtedness have positively and negatively affected their lives. In terms of beneficial prospects, indebtedness means having credibility and can make other people have compassion and let them distress at the same time. The constructive factors for supporting repayment capability are the family's positive encouragement to stop applying for new loans and pay debt by using the money from their kids. Other assisting policies provide four solutions for over-indebted teachers: reducing the amount of money paid per time, interest reduction with dividend, subsistence allowance, and debt consolidation. The obstructive factors for debt payment are loan re-application and risk for loan application as appeared in the dialogue;

"There is debt restructure campaign, We can extent the payment plan from 60 to 80 months so that we can have money to pay for other expenses." (Teacher No.1 from the Northern region)

"When we got income, we have to pay debt and interest, with other expenses. If our income is not enough, we have to ask for a new loan." (Teacher no.2 from the Northeasten region)

Conclusion and Discussion

Based on the results, the discussion was divided into two main parts according to the research objectives.

1. The teacher decided to apply for the loan which is the beginning of indebtedness. The purposes for loan application of general indebted and debt free teachers are different from over-indebted teachers. The relevant prior studies and theoretical perspectives can interpret these indebtedness behaviours as follows;

1.1 In the case of over and heavily indebted teachers, the root causes are extravagance and overspending behaviour. When they want to buy something, they will apply the loan that meets the debt ceiling. These loans are for multiple purposes that respond to materialistic behaviour such as buying a car, television or mobile. When they have financial problems, less income than expenses, they will apply for the loan, from financial institutes and informal loaners. Moreover, If the debt payment plan is unclear, the teacher will pay the debt at the minimum rate which causes loan-reapplication from another loaner to pay for the previous loan. The concept of Present Bias and Behavioral Economics can explain behaviours of over and heavily indebted teachers. The heavily indebted teachers decided without a concern of the long-term effects., They favoured short-term satisfaction. The needs of a human is naturally unlimited by consuming goods or services for survival and a desire to express high position for social status (Almeida, 2016). This statement can imply that the actual consumption purpose of people, showing self-identity by the need for others responsiveness. Besides, financial decision-making also reflected personal beliefs and social values (Azma et al., 2019; Eberhardt et al., 2019; Vitt, 2004). In other words, this behaviour can be interpreted as materialism as a method to achieve high social status (Chatterjee et al., 2019; Stock & Mark, 2003).

1.2 The debt-free and general indebted teachers were looking for life progression and decided to apply the loan for investment. They spent carefully on financial planning, discipline, and a definite debt payment

plan during their indebtedness. Therefore, they can repay the debt on due dates and build up savings. The crucial condition is loan reapplication avoidance. This conduct reflected teacher's financial literacy and debt management ability (Williams & Oumlil, 2015; Abdullah et al., 2019; Kondratjeva et al., 2020; Gunhild & Bilal, 2017). Likewise, the indebtedness perception played a significant role for decision making about loan application. Therefore, more accurate indebtedness perception tended to have low debt level (Nguyen et al., 2019; Caetano et al., 2019; Barros & Botelho, 2012). Moreover, The teachers who followed the sufficiency economy approach, consisting of knowledge base thinking, rationality, and self-immunities for sufficient protection, could lead their lives with greater happiness (Office of the National Economic and Social Development Council, 2007).

2. The debt repayment capability of civil service teachers is that although the ratio of debt repayment and debt to asset ratio is acceptable, some discovered supportive and obstructive factors in debt repayment. In the case of supportive factors, they can be categorized into two level: personal and environmental factors. The personal supportive factors in debt repayment are indebtedness consideration, financial management capability, and self-control ability. These supportive factors were discovered in debt-free teachers and general indebted teachers. In terms of supportive environmental factors, they have a sufficient lifestyle family, having no responsibility in taking care of other relatives. In the general indebted teachers, the obstructive factors in debt repayment are high-interest rate and indirect responsibility in taking care of other relatives. Meanwhile, loan reapplication is considered as obstruction for debt repayment among over-indebted teachers. Prakotang (2013) revealed that extra revenue of the family would increase the debt repayment capability of the teachers who have loan agreements with the teacher cooperatives. Changlao and Saenpakdee (2019) also identified that if the teacher borrowed money from the teacher's cooperatives and did not have other more important expenses, they tend to pay the debt consistently within the due date and the teacher could clear current debt before applying for a new loan.

Suggestions
Suggestion for research implication
The suggestion for the research implication can be divided into three measures, classified by the severity of the indebtedness condition for each group of civil service teachers. The suggestions are solvable measures for over-indebted teachers and preventive measures for non-existing indebted teachers and general indebted teachers.

The measures for over-indebted teachers are divided into 2 three-levels, personal and organizational scales.

Personal scale solutions
1. Most over-indebted teachers highly responded to every offer for a loan from the financial institute with the maximum loan ceiling although they sometimes had no necessity to meet the condition. When they could not pay the loan on time, they will find new loans, sometimes from loan-sharks. Therefore, to solve this problem, the principle of "3 NOs" are introduced and they are no large amount of money (asking for only a necessary loan and avoid full loan ceiling), no loan extension and do not find a new loan (avoid finding more money by borrowing or looking for a new lender).) If the over-indebted teacher cannot find the solution, they will inevitably experience the financial crisis that normally ends with being sued and the sequestrating processes.

2. Another important reason for the indebtedness of civil service teachers is the belief that "having debt means having credibility." An extravagant lifestyle is forthcoming inappropriate behaviour. Therefore, a teacher's mindset must be changed with the principle of "adjust the thought and close the money pocket" this idea can apply to the self-sufficiency economy theory. Nowadays, most civil service teachers know this theory well from the campaign and promotion of public and private sectors. However, in case of over-indebted teachers, it is quite difficult for them to apply this knowledge in their lives.

Organizational Scale solutions
The teacher cooperative must have the monitoring system for tracking loans, and preventing the guarantor must be established. This requires suitable qualifications for taking a loan such as the person requesting the loan should have assets or cooperative stocks at least 30 percent as the collateral for applying for the loan, in case of failure of loan payment. Moreover, when the loaner changes their residence or workplace, there should be a monitoring system to track and record the financial and payment information by conducting the central database, consisting of loan information in accredited financial institutes of nationwide civil service teachers. This system may be regulated by working together between

the teacher cooperatives and the allied financial institutes to track the income of the loaner and deduct the pay for the remaining debt without causing any trouble with the guarantor.

The preventive measures for general indebted teachers are also divided into personal and organizational scales.

Personal scale solutions

1. From the study it was revealed that the general indebted teacher could afford the teacher cooperative loan without application expiration or constraints, and this is the significant reason for the indebtedness. Therefore, the principle of the solution is "Reduce the risk, Avoid the need," which means the necessity evaluation must be undertaken before applying for the loan. The approved loan should have purposes for creating life progression or development in the future. The loan application should not be for spending extravagantly, and the correct mindset of the indebtedness should be together instructed to the loaner at the same time.

2. Household accounting and financial management are also preventive measures to support the civil service teachers to pay the remaining debt on time and monitor the expenditure, which will reduce unnecessary expenses and not cause the over-indebtedness in the future.

Organizational Scale Solution

The government should set the project or campaign that relieves the teacher like the debt accumulation from many financial institutes to be only one creditor and create the payment system by salary deduction. Moreover, the paying of instalment each time should not be too much, and the length of the total loan payment may be extended. These applications will make teachers have sufficient daily life spending and prevent borrowing money from a new financial institute or even from loan-sharks.

The waived interest campaign is another good initiation. In the case of a good loaner profile, the principal payment may be offered with the waiving of the interest. If the remaining principal continually decreases, the teacher is enabled to clear all remaining debt in a shorter time. Also, there is still other recommended policy, such as the financial advisory, which provides appropriate solutions and knowledge regarding financial management to the loaner.

Suggestions for further studies

This study has limitations. It investigates the indebtedness in the context of civil servant teachers in Thailand. The finding could not generalize and apply to other context which is different setting from this study. Further studies should be expanded to other contexts by examining larger education staff or other civil servant occupations. Additionally, this study employed qualitative design to understand the different condition of indebtedness status. Future research should be a mix of qualitative and quantitative research design to find the exact reasons or the behaviour patterns regarding money spending or indebtedness. Also, the experiment study will be further conducted in the pre-service teachers to change mindsets, attitudes, and risk behaviour on debt.

References

Abdullah, N., Fazli, S. M., & Arif, A. M. M. (2019). The relationship between attitude towards money, financial literacy, and debt management with young worker's financial well-being. *Pertanika Journal of Social Sciences and Humanities, 27*(1), 361-387.

Almeida, F. (2016). Society and brain: A complementary approach to Thorstein Veblen's conspicuous consumer based on Tibor Scitovsky's neuropsychology. *Nova Economia, 26*(2), 347-367.

Azma, N., Rahman, M., Adeyemi, A. A., & Rahman, M. K. (2019). Propensity toward indebtedness: evidence from Malaysia. *Review of Behavioral Finance, 11*(2), 188-200.

Barros, L., & Botelho, D. (2012). Hope, risk perception and propensity to indebtedness. *BAR, Rio de Janeiro, 9*(4), 454-474.

Buatong, S., Pratoomta, N., & Boonsong, K. (2020). Guidelines for managing debt problems of teachers in Phetchaburi province. *SSRU Graduate Studies Journal, 13*(1), 18-28. Buatong et al. (2020) (Buatong et al., 2020)

Caetano, G., Palacios, M., & Patrinos, H. A. (2019). Measuring aversion to debt: An experiment among student loan candidates. *Journal of Family and Economic Issues, 40,* 117–131. https://doi.org/10.1007/s10834-018-9601-8

Changlao, J., & Saenpakdee, S. (2019). Debt status and management of the members of Khon Kaen teacher saving cooperative limited. *Journal of Roi Et Rajabhat University, 13*(1), 174-183. Changlao and Saenpakdee (2019) (Changlao & Saenpakdee, 2019)

Channarong, Y., Thepsamritporn, W., & Suksamran, S. (2018). Guidelines to develop the management of the teachers' savings and credit cooperatives in the southern provinces of the Andaman coast. *Phuket Rajabhat University Academic Journal, 14*(2), 42-70.

Chatterjee, D., Kumar, M., & Dayma, K. K. (2019). Income security, social comparisons and materialism. *International Journal of Bank Marketing, 37,* 1041-1061.

Chunchoksan, S., Suvannik, S., & Suksumek, T. (2019). Thai household's debt: BOT-Nielsen Household Financial Survey. *BOT Institutional Repository.* https://content.botlc.or.th/mm-info/BOTCollection/BOTFAQ/FAQ143.pdf Chunchoksan. (2019) (Chunchoksan et al., 2019)

Darriet, E., Marianne G., Jean-Christophe, V., & Mariko, S. (2020). Money illusion, financial literacy and numeracy: Experimental evidence. *Journal of Economic Psychology, 76.* https://doi.org/10.1016/j.joep.2019.102211

Deaton, A. S. (2005, February 17-18). Franco Modigliani and the Life Cycle Theory of Consumption. In the *Convegno Internazionale Franco Modgliani,* Accademia Nazionale dei Lincei, Rome. http://dx.doi.org/10.2139/ssrn.686475

Eberhardt, W., de Bruin, W. B., & JoNell, S. (2019). Age differences in financial decision making: The benefits of more experience and less negative emotions. *Journal of Behavioral Decision Making, 32*(1), 79-93.

Edu News Siam. (2020). Teachers' debt problems and comprehensive solution from the member of the House of Representatives. *EDUNEWSSIAM Online.* https://www.edunewssiam.com/th/articles/210733 Edu News Siam (2020) (Edu News Siam, 2020).

Flores, S. A., & Vieira, K. (2014). Propensity toward indebtedness: An analysis using behavioral factors. *Journal of Behavioral and Experimental Finance, 3,* 1-10.

Gunhild, B., & Bilal, Z. (2017). Harnessing Emotional Connections to Improve Financial Decisions: Evaluating the Impact of Financial Education in Mainstream Media. *Journal of the European Economic Association, 15*(5), 1025–1055.

Huy, Q., & Zott, C. (2019). Exploring the affective underpinnings of dynamic managerial capabilities: How managers' emotion regulation behaviors mobilize resources for their firms. *Strategic Management Journal, 40,* 28-54.

Johnson, H. M., & Seifert, C. M. (1994). Sources of the continued influence effect: When misinformation in memory affects later inferences. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 20*(6), 1420-1436.

Kondratjeva, O., Roll, S., Bufe, S., & Grinstein-Weiss, M. (2020). Using Financial Tips to Guide Debt Repayment: Experimental Evidence from Low- and Moderate-Income Tax Filers. *SSRN.* http://dx.doi.org/10.2139/ssrn.3619104

Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. Sage. https://doi.org/10.1016/0147-1767(85)90062-8

Maxwell, J.A. (2005). *Qualitative research design: An interactive approach.* (2nd ed.). Thousand Oaks, CA; Sage.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd ed.). Sage Publications. Modigliani, F. (1976). Life-cycle, individual thrift, and the wealth of nations. *American Economic Review, 76*(3), 297–313.

Nguyen, L., Gallery, G., & Newton, C. (2019). The joint influence of financial risk perception and risk tolerance on individual investment decision-making. *Accounting & Finance, 59*(S1), 747-771. https://doi.org/10.1111/acfi.12295

Office of the National Economic and Social Development Council. (2007). *Philosophy of Sufficiency Economy.* Century.

Oswald, M. E., & Grosjean, S. (2004). Confirmation bias. In R. F. Pohl (Ed.). Cognitive illusion: *A Handbook on Fallacies and Biases in Thinking, Judgement, and Memory* (pp. 79-96). Psychology Press.

Peakamen, S., Phra Soponphattanabundit, Phrakhru Sudhikhambhirayan, Phramaha Samrong Saññato. (2020). The guidelines for application of Buddhist principles in resolving the problem of teachers debt under the Khon Kaen primary educational service area office 5. *Journal of Modern Learning Development, 5*(3), 60-77.

Peampongsan, P., Pantasen, S. T., & Peamyad, S. (2005, January 6-7). The synthesis on sufficiency economy. The proceeding of the 10th of Kasetsart-Thammasat-Mahidol-Royal Thai Navy Academic conference (pp. 20-35). Bangkean Campus, Kasetsart University.

Permsook, N., & Nilapornkul, N. (2021). Financial literacy affecting the wealth of teaching professionals in the Bangkok metropolitan region. *EAU Heritage Journal Social Science and Humanities, 11*(1), 68-82.

Phrakhru Prapatwatcharapong. (2019). An application to use the Buddhadhamma to cure diabetes patients: A cast study of Ban Don Sak community, hang-Chat District, Lampang Province. *Academic Journal of Mahamakut Buddhist University Roi Et Campus, 8*(1), 241-251.

Prakotang, J. (2013). Factors affecting to debt payment ability of the member of Khon Kaen Teacher saving cooperative limited (Independent Study). Khon Kaen University.

Pohl, R. F. (Ed). (2004). *Cognitive Illusions: A Handbook on Fallacies and Biases in Thinking, Judgement and Memory.* Psychology Press.

Rahman, M., Azma, N., Masud, M. A. K., & Ismail, Y. (2020). Determinants of Indebtedness: Influence of Behavioral and Demographic Factors. *International Journal of Financial Studies, 8*(1), 8. https://doi.org/10.3390/ijfs8010008

Seifert, C. M. (2014). The continued influence effect: The persistence of misinformation in memory and reasoning following correction. In D. N. Rapp & J. L. G. Braasch (Eds.), *Processing inaccurate information: Theoretical and applied perspectives from cognitive science and the educational sciences* (pp. 39–71). Boston Review.

Sommarat, C., Atchana, L., Krislert, S., & Bhumjai, T. (2017). *Thailand's Household Debt Through the Lens of Credit Bureau Data: Debt and Delinquency.* Puey Ungphakorn Institute for Economic Research.

Stock, J. H., & Mark, W. W. (2003). Forecasting Output and Inflation: The role of asset prices. *Journal of Economic Literature, 41*(3), 788-829.

Tanomchat, W., Jaroenwiriyakul, S., & Chienwattanasook, K. (2020). Causes that allow informal debt to remain in Thai society. *Burapha Journal of Business Management, 9*(2), 1-13.

Thaler, R. H., & Shefrin, H. M. (1981). An Economic Theory of Self-Control. *Journal of Political Economy, 89*(2), 392–406. http://www.jstor.org/stable/1833317

Vitt, L. A. (2004). Consumers' financial decisions and the psychology of values. *Journal of Financial Services Professionals, 58,* 68-77.

Williams, A. J. & Oumlil, B. (2015). College student financial capability: A framework for public policy, research and managerial action for financial exclusion prevention. *International Journal of Bank Marketing, 33*(5), 637-653. https://doi.org/10.1108/IJBM-06-2014-0081

Wiyaporn, P., & Chenaksara, N., & Intarak, P. (2018). The solving process of the financial liabilities problems of teachers and education personnel. *Technical Education Journal King Mongkut's University of Technology North Bangkok, 9*(1), 88-89.

Yanyongkasemsuk, R. (2017). Debt and consumption. *Kasetsart University Political Science Review Journal, 4*(1), 91-113.

Yomsin, A. (2021). Teachers' Debt Problems and Knowledge in Debt Management. *Journal of Business Administration, 10*(1), 103-122.

Factors Impacting Trust, Satisfaction, and Purchase Intention Via Social Live Stream Commerce with Thai Influencers

Noppachamai Chavee* & Rawin Vongurai

Graduation School of Business and Advanced Technology Management, Assumption University, Samut Prakan, 10570 Thailand.

A b s t r a c t

Due to the impact of COVID-19 pandemic, live streaming has become a popular feature for social media users to participate in real-time broadcasting and purchasing activities. Marketers, brands, and social influencers are utilizing this feature as a new social commerce channel to drive awareness and sales to their products or services. Thailand is one of the leading countries in social live stream commerce from the increasing numbers of users' engagement, sales, and overall gross merchant value. Therefore, the objective of this study was to investigate factors impacting trust, satisfaction, and purchase intention of users via live streaming commerce conducted by Thai social influencers. The quantitative approach was applied with non-probability sampling techniques to collect data through online questionnaire distribution. Samples of 480 sets were collected from Thais who had experience in purchasing from Thai influencers via social live streaming. Data was analyzed using the Confirmatory Factor Analysis (CFA) and Structural Equation Model (SEM) for model fitness and hypotheses testing. CFA result showed that data was reliable to affirm measurement model fitness and SEM has proven that purchase intention can be explained by the structural model. Trust, engagement, perceived value, and social presence have direct and significant impact on purchase intention, which confirm the theory of stimulus-organism-response. It is suggested that marketers, brands, and influencers focus on earning trust from users, establishing high levels of interaction at live stream commerce to boost viewer engagement, create values from live stream shopping, and build social-friendly personality to stimulate potential buyers.

Introduction

Live streaming has crucially shifted the behaviors and interactions of e-sellers and buyers (Wongkitrungrueng & Assarut, 2020). Traditional e-commerce only allows buyers to view product information in text and image format, while live streaming commerce allows e-sellers to interact, present and demonstrate product usage with buyers in real-time . Not only e-sellers, social influencers such as celebrities and key opinion leaders can also become well-known live streamers and earn engagement

* Corresponding Author
e-mail: noppachamai@gmail.com

from their expertise and knowledge in the specific field of products (Geng, Wang, Chen, Song & Yu, 2020). Live streamers or influencers demonstrate product features, attributes, and usages in order for the viewers to get actual, dynamic and detailed information to encourage their purchase decisions (Sun, Shao, Li, Guo, & Nie, 2019). Hence, product brands have recently utilized social influencers to drive brand awareness, promote marketing campaigns and consumers' purchase intentions, or so-called influencer marketing (Lou & Yuan, 2018). Social influencers can be categorized in different ways, based on number of followers, type of streaming content, or influence level. For example, mid-tier influencers (50K-500K followers), macro influencers (500K- 1 million followers), or mega influencers (more than 1 million followers) (I-dac Bangkok, 2021). Social influencers can be brand endorser, product reviewer, or e-sellers of their own merchandise via live stream commerce.

The success of live streaming commerce has been shown in various platforms and markets globally. Especially in China where its Gross Merchandise Value (GMV) has predicted to reach 423 billion USD by 2022 (McKinsey, 2021). As well as Thailand, one of the leaders in social media users, that has high adoption rate and significant growth in social live stream. Thai social commerce is expected to reach 70 percent of the total Thailand's e-commerce market share in 2024 from its current market share of 62 percent (Leesa-nguansuk, 2021). Research by YouGov has found that 56 percent of Thais has engaged in social commerce via the top three platforms with built-in commercial features, namely, Facebook at 58 percent, Line at 35 percent, and Instagram at 21 percent (Ramadila, 2021).

The growth in adoption of live stream commerce has implied a huge opportunity for businesses and marketing practitioners to further examine consumer purchasing behavior constructed in live stream commerce for improvement in their marketing strategies that ultimately induce users' purchase intention. This research has examined factors impacting purchase intentions via Facebook live streaming commerce conducted by Thai influencers. Facebook as the focus in this study is based on Facebook being the largest social commerce platform in Thailand (Ramadila, 2021). The research topic of live streaming commerce and influencer marketing in Thailand are still at an early stage. Also, with the interesting predictions for growth in this market, it is important to understand the factors impacting users'

purchase intentions via stimulation of live streaming commerce by Thai influencers. The literature review underlined that there are many factors influencing buyers behavior, attitude and purchase intention when participating in live streaming commerce. Hence, this study aimed on investigating factors based on the related research theories of Stimulus-Organism-Response (S-O-R) framework, Uses and Gratification Theory (UGT), Flow Theory, and Value based Adoption Model (VAM) that impact trust, satisfaction, and purchase intention. The factors studied comprise of social presence, engagement, flow, and perceived value.

Social presence is capturing of user-experience in communication or interaction between users in social environments (Pratama, Meiyanti, Noprisson, Ramadhan, & Hidayanto, 2017). Current technologies of social media or e-commerce platforms have enhanced the communication and interaction, which can significantly affect trust and purchase intention of users (Attar, Amidi, & Hajli, 2022; Hajli, 2015). Real-time interactions during live streaming commerce create social presence that portray interpersonal communication and reduce psychological distance between buyers and influencer live streamers (Ming, Jianqiu, Bilal, Akram, & Fan 2021). The shorter distance and media richness from social presence can easily form trust as live stream commerce mimics face-to-face interaction between e-seller and buyers (Al-Adwan & Kokash, 2019; Chong, Lacka, Li, & Chan, 2018; Fan, Zhou, Yang, Li, and Xiang, 2019). In which, trust can predict the purchasing intention of social commerce consumers from the products' credibility and goodwill (Farivar, Turel, & Yuan, 2017; Hajli, Sims, Zadeh, & Richard, 2017; McLean, Osei-Frimpong, Wilson, & Pitardi, 2020). Satisfaction during buying experience also proved to be a result of social presence and trust while favorable response also suggested to influence positive buying intention (Gan & Wang, 2017; Wang, Huang, & Davison, 2020; Zhu, Li, Wang, He, & Tian, 2020). The positive correlations between social presence and trust gained from credibility and quality of information with user satisfaction were also mentioned in various past studies (Attar, Shanmugam, & Hajli, 2021; Chou, Chen, & Lin, 2015; Nisar & Prabhakar, 2017)

Another common construct in live streaming commerce is engagement (Yu & Zheng, 2021). Engagement is the intensity of consumers' connection, interest, and participation with online brand activities. In live streams, viewers can engage with live streamers by using functions of like, comment, or chat while live

streamers can see those engagement in real-time to react back. Engaged consumers have higher potential to endorse service or purchase (Hsu, 2017; Rahman, Moghavvemmi, Suberamanaian, Zanuddin, & Bin Md Nasir, 2018; Toor, 2017; Ziadkhani & Palmet, 2019). These ongoing interactions also stimulate flow for live stream viewers to concentrate on product pitching activities (Ming et al., 2021). Consumers who are intensely involved in the virtual environment activities are more likely to feel the urge to purchase products online (Chang, Chih, Liou, & Yang, 2016). Greater level of flow can help entertained and involved in continuous action on social behavior which has stated to positively influence purchase intention of users (Chen, Hsiao, & Wu, 2018; Chen & Lin, 2018).

Live streaming commerce also allows buyers to perceive more value of products as they have more time and more detail to consume on product information compared to other e-commerce channels (Sun et al., 2019). Yang (2020) claimed that customers who received useful information for online shopping offered by social recommenders, customers' purchase intention also increased. Likewise, Chen et al.(2018) and Permatasari and Kuswadi (2017) have confirmed that perceived value had a significant positive impact on social commerce purchase intention.

The following sections of this study have outlined the research objectives, conceptual framework, research methodology, and results from data analysis that derive research finding to suggest influencers, e-vendors, marketers, streaming platform developers to enhance consumers' trust, satisfaction, and purchase intention via social live stream commerce.

Objectives

1. To examine the significant impact of social presence on trust in live stream commerce conducted by social influencers (H1).

2. To examine the significant impact of social presence and trust on satisfaction in live stream commerce conducted by social influencers (H2 - H3).

3. To examine the significant impact of social presence, trust, satisfaction, engagement, flow, perceived value on purchase intention in live stream commerce conducted by social influencers (H4 - H9).

Conceptual Framework

The conceptual framework of this research as shown in Figure 1 was developed from related theories

of Stimulus-Organism-Response (S-O-R) framework, Uses and Gratification Theory (UGT), Flow Theory, Value based Adoption Model (VAM), and relevant empirical previous studies. S-O-R framework suggests that the environment is able to create a stimulus (S) which can trigger user organisms (O), and later incite users' response (R) of a certain behavior (Mehrabian & Russell, 1974). In this conceptual framework, social presence is studied as a stimulation to influence trust and satisfaction as organisms which later create responses of purchase intention (Zhu et al., 2020).

UGT is a commonly used concept in social media studies that users' behavior and purchase intention can be predicted by gratification such as social presence and social interaction and engagement (Khan, 2016; Wang, Yang, & Chen, 2016). Engagement is suggested to be a factor impacting business performance and significantly related to purchase intention (Brodie, Hollebeek, Jurić, & Ilić, 2011; Toor, Husnain, & Hussain, 2017).

Flow theory has been used to describe the immersive experience when users participate in activities with an extreme focus. The relationship between flow and purchase intention has been studied and confirmed by social commerce researchers (Gao & Bai, 2014).

VAM explains purchasing behavior of users under influence of value perception (Gupta & Kim, 2010). The theory suggested that when perceived value is positive, it would also create a positive effect on purchase intention (Dodds, Monroe, & Grewal, 1991). This relationship is also supported in the context of social commerce from the study of Chen et al., (2018).

From the mentioned theories and previous studies, seven variables and nine hypothesis statements were proposed to study the relationship among variables and purchasing behavior of social media users during live stream commerce. The proposed hypothesis statements are:

H1: Social presence has a significant impact on trust

H2: Social presence has a significant impact on satisfaction

H3: Trust has a significant impact on satisfaction

H4: Social presence has a significant impact on purchase intention

H5: Trust has a significant impact on purchase intention

H6: Satisfaction has a significant impact on purchase intention

H7: Engagement has a significant impact on

purchase intention

H8: Flow has a significant impact on purchase intention

H9: Perceived value has a significant impact on purchase intention
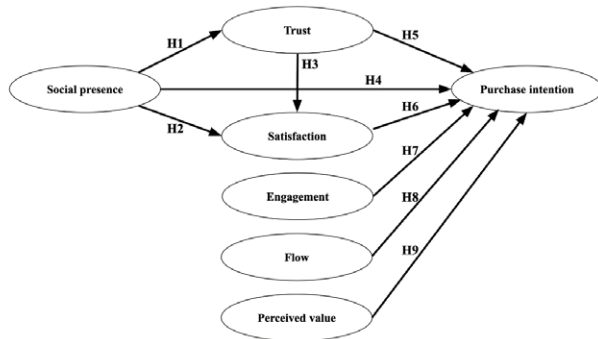
Figure 1 Conceptual Framework

Research Methodology

This research adopted a quantitative approach as a systematic and measurable method. The data of study was collected by using online questionnaires as a survey instrument which the measurement items were adapted from previous research with similar context of study. The adapted questionnaires were reviewed by three experts to validate content consistency under the Item Objective Congruence (IOC) process. The researcher also conducted pilot testing of verified questionnaires with 50 test participants before distributing the actual survey. Sampling techniques applied for data collection were purposive or judgmental sampling, and convenience sampling. The collected data was then analyzed using confirmatory factor analysis (CFA) and structural equation model (SEM) to test the construct and discriminant validity, fitness of research model, as well as research hypotheses.

1. Population and Samples

The selected target population of this research needs to pass qualifications of being Thai people aged above 18 who are experienced in purchasing products or services via live streaming on Facebook conducted by social influencers with followers more than 10,000. The sample size was determined by using the calculation tool on DanielSoper.com. For 7 latent variables, 28 observed variables, and a probability level at 0.05, the result has suggested a minimum sample size of 425 participants (Soper, 2021). The researcher has obtained 480 samples to cover the minimum.

The researcher has then applied three steps of non-probability sampling techniques to reach target respondents. First step was judgmental sampling to select Facebook as a social commerce platform for the study. Facebook is a social media platform that ranked 1st in social commerce engagement in Thailand and registered by more than 50 million users (Ramadila, 2021). Second step was also judgmental sampling to select tiers of Thai social influencer. The researcher targeted only mid-tier and above influencers who have over 10,000 followers. The number of followers reflected that these influencers are key opinion leaders and have sufficient buyers for measuring their attitude during live stream commerce. Third, convenience sampling was applied. The questionnaire was distributed online to Thai people aged over 18 and willing to participate. Online channel was chosen as it is the most convenient channel for the researcher to obtain data during the Covid-19 pandemic.

2. Research Instrument

After the questionnaire was verified for internal consistency with IOC and pilot test, online questionnaire form was created by using Google Form. The questionnaire consisted of three sections. The first section was screening questions where the respondent is asked to answer yes or no in order to filter target respondents. In case that the response is no this means that the respondent is not qualified and asked to end completing the questionnaire. In the second section, six demographic information questions are listed to indicate background and preferences of the respondents. Lastly, 28 measurement items of seven variables were assessed by using a five-point Likert scale to rate level of agreement or disagreement.

3. Collection of Data

The questionnaire was distributed online by posting the Google form link on social media groups and accounts such as Facebook and Twitter as well as chat platforms such as LINE. The data were collected during January to April 2022. In total 503 answers from respondents were received but only 480 were qualified to proceed for data analysis.

4. Data Analysis

Preliminary data analysis was conducted with the data obtained for data screening and preparation. At this stage, normality, outlier, data transformations, multicollinearity, linearity, and homoscedasticity of the data was verified. Normality of data was guaranteed with values for skewness and kurtosis between -2 and +2 (George & Mallery, 2010). Data transformation was not

done as outliers from multivariate calculation was not found. In addition, the researcher also examined Multicollinearity's problem via correlation coefficient and found that all strengths of correlation between two variables were less than 0.8. According to Studenmund (1992), this reflected that no multicollinearity's problem was found.

Then the data was assessed by CFA and SEM to find construct validity, convergent validity (factor loading, composite reliability, average variance extracted), discriminant validity and model fit.

Results

1. Demographic Results

Seven demographic aspects were obtained from 480 valid respondents. Majority of respondents' were aged between 18-24 years old (36.7%), followed by 25-34 years old (30.8%), 35-44 years old (16.5%), 45-54 years old (12%), and age above 55 (4%). Over half of respondents were female (62%) compared to male (25.5%) and the rest prefer not to identify their gender (12.5%). In terms of education level, respondents had graduated with bachelor's degree at 56.2%, master's degree at 38.8%, and doctoral degree at 5%. Income range of respondents were grouped as 0.9% with below 15,000 THB per month, 14.2% within the range of 15,001-30,000 THB, 29.3% within the range of 30,001-50,000 THB, 29.0% within the range of 50,001-70,000 THB, 19.1% within the range of 70,001-100,000 THB, and 7.5% had over 100,000 THB per month.

Questions regarding live stream commerce behaviors showed that most respondents shopped from social live streaming around 1-3 times per month (64.7%) while others have monthly frequency of purchase at 4-6 times (31.3%), 7-9 times (3%), and over 9 times (1%), respectively. Their preference on tiers of social influencers they purchase with, by the highest to the lowest, were Mega influencers (31.8%), Macro influencers (27.9%), Mid-tier influencers (27.4%), and Micro influencers (12.9%). The top three out of nine most frequent purchase categories were beauty items such as makeup and skincare at 24.8%, fashion and clothing at 19.4%, and food and cookery at 18.0%.

2. Confirmatory Factor Analysis (CFA)

In order to analyze the validity of variable items and the result for the measurement model, Confirmatory Factor Analysis was conducted. Construct validity of this study was measured by verification of convergent validity and discriminant validity. Convergent validity

tests the interaction between the constructs in the conceptual framework (Carlson & Herdman, 2012). It was verified with Cronbach's alpha (CA) value above 0.6 (Cronbach, 1951), factor loading at value higher than 0.5 (Chen & Tsai, 2007), Composite Reliability (CR) at value high than 0.6, and Average Variance Extracted (AVE) at value higher than 0.4 (Fornell & Larcker, 1981). According to Fornell and Larcker (1981), even AVE is less than 0.5, but composite reliability is higher than 0.6, the convergent validity of the construct is still suggested to be supportive. The statistical result of construct validity from CFA is presented in Table 1.

Table 1 Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of items	Cron-bach's alpha	Factor Loading	CR	AVE
Social presence (SP)	Sun et al. (2019)	4	0.770	0.644-0.710	0.772	0.459
Trust (TR)	Zhu et al. (2020)	3	0.886	0.830-0.879	0.887	0.723
Satisfaction (ST)	Zhu et al. (2020)	3	0.772	0.613-0.810	0.777	0.541
Engagement (EG)	Toor et al. (2017)	6	0.857	0.682-0.740	0.857	0.500
Flow (FL)	Chen et al. (2018)	3	0.858	0.761-0.865	0.861	0.675
Perceived value (PV)	Chen et al. (2018)	4	0.814	0.645-0.794	0.816	0.527
Purchase intention (PI)	Toor et al. (2017)	5	0.804	0.635-0.706	0.807	0.456

Note: Composite Reliability (CR); and Average Variance Extracted (AVE)

Discriminant validity in this study applied Fornell and Larcker (1981) technique which calculates square root of each AVE and compares with coefficient of intercorrelated variable. Based on the result of calculation, the AVE square root of each variable was larger than all inter-construct/factor correlations as shown in Table 2. Thus, discriminant validity of this study is confirmative.

Table 2 Discriminant validity

	ST	SP	TR	EG	FL	PV	PI
ST	0.736						
SP	0.508	0.677					
TR	0.339	0.643	0.850				
EG	0.162	0.532	0.542	0.707			
FL	0.223	0.265	0.304	0.213	0.821		
PV	0.356	0.552	0.512	0.549	0.253	0.726	
PI	0.311	0.653	0.661	0.240	0.671	0.675	

Note: The diagonally listed value is the AVE square roots of the variables. Satisfaction (ST), Social Presence (SP), Trust (TR), Engagement (EG), Flow (FL), Perceived Value (PV); and Purchase Intention (PI).

3. Structural Equation Model (SEM)

This research has applied AMOS, a statistical tool which is able to run structural equation models distributed by SPSS and specify the fit of the structural research model. The Goodness of Fit (GoF) determines the degree to which the structural equation model fits the collected data (Schermelleh-Engel, Moosbrugger, & Müller, 2003). The fitness was evaluated by comparing the acceptable value of each GoF index referenced from previous literature with the statistical value from this study. The results in Table 3 showed that the value of CMIN/DF, GFI, AGFI, NFI, CFI, TLI, and RMSEA were greater than the acceptable value. In other words, the fitness of research conceptual model was affirmative.

Table 3 Goodness of Fit

Goodness-of-Fit Indices	Criterion	Acceptable Values	Value of Measurement Model	Value of Structural Model
CMIN/DF	Hair, Black, Babin, Anderson, and Tatham (2006)	< 3.00	1.508	2.514
GFI	Sica and Ghisi (2007)	≥ 0.85	0.934	0.885
AGFI	Sica and Ghisi (2007)	≥ 0.80	0.918	0.862
NFI	Al-Mamary and Shamsuddin (2015)	≥ 0.80	0.920	0.862
CFI	Hair et al. (2006)	≥ 0.90	0.971	0.912
TLI	Hair et al. (2006)	≥ 0.90	0.967	0.902
RMSEA	Pedroso et al. (2016)	< 0.08	0.033	0.056

Note: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, NFI = Normed fit index, CFI = Comparative fit index, TLI = Tucker-Lewis index, and RMSEA = Root mean square error of approximation

4. Research Hypotheses Testing

The significant impacts between variables were measured and resulted in hypothesis confirmation. The findings reported that H1, H2, H4, H5, H7, and H9 were supported at t-value greater than 1.98 and the significant level of probability at p=0.05 while H3, H6, and H9 were not supported. T-value represents the variation size of sample, hence the higher magnitude, the greater evidence supporting the hypothesis.

H1 is supported that social presence has a significant impact on trust with standardized path coefficients at 0.691 and t-value of 11.369. This confirmatory result is also found in previous literature related to social commerce, social community platform, and ecommerce by Zhu et al. (2020), Fan et al. (2019), Al-Adwan and Kokash (2019), and Weisberg, Te'eni, and Arman (2011). This implies that social presence of influencers conducting live streams is related to the viewers' attitude of trust. Key social presences such as warmth and friendliness, sense of personality and human contact are important to construct feelings of trust and confidence over the influencers who are the sellers of the live stream commerce.

H2 is supported that social presence has a significant impact on satisfaction. The standardized path coefficients and t-value between these two variables were 0.524 and 5.623, respectively. This similar finding is also found in research by Zhu et al. (2020), Park, Jung, and Cho (2018), Foroudi, Cuomo, and Foroudi (2019), and Mirkovski, Jia, Liu, and Chen (2018) in research context related to social commerce and mobile social platforms. It can be interpreted that the feeling of being satisfied and pleased with the influencers and the experience of viewing and shopping from live commerce are influenced by viewers' attitudes on social presence of influencers.

H3 is not supported that trust has a significant impact on satisfaction due to standardized path coefficient between these two variables was -0.011 and t-value -0.273. Thus, the viewers' trust on social influencer live stream commerce has no impact on their satisfaction. This is contradicting results from researchers in social commerce and ecommerce context by Zhu et al. (2020), Lin, Wang, and Hajli (2019), Beyari and Abareshi (2018), and Shirazi, Adam, Shanmugam, and Schultz (2020). However, the similar result of insignificant relationship between trust and satisfaction was found in the research of Sikdar and Makkad (2015) in the field of online banking adoption and Pappas, Pateli, Giannakos, and Chrissikopoulos (2014) who found that trust and satisfaction does not matter or relate for high or low experienced online shopping customers.

H4 is supported that social presence has a significant impact on purchase intention with standardized path coefficients at 0.205 and t-value of 2.298. This reflected that social presence could construct purchase intention behavior for the viewers of live stream commerce conducted by social influencers. The result is supported with previous studies conducted by Sun et al. (2019) in live stream shopping, Weisberg et al. (2011), and Hajli et al. (2017) in social commerce.

H5 is supported that trust has a significant impact on purchase intention. The standardized path coefficients and t-value between these two variables were 0.381 and 4.877, respectively. This finding showed that a feeling of trust created by influencer through live streaming is able to create confidence and willingness to purchase which was confirmed by previous studies such

as Farivar et al. (2017), Li, Peng, Jiang, and Law (2017), Al-Adwan and Kokash (2019). If trust was increased, the intentions to purchase on social network platform also increased accordingly.

H6 is not supported that satisfaction has a significant impact on purchase intention due to standardized path coefficients between these two variables was -0.011 and t-value -0.181. Thus, satisfaction toward influencer of live stream commerce has no impact on purchase intention. This is inconsistent with previous studies in subjects of online commerce and social media such as Gan and Wang (2017), and Chen and Chang (2018). However, the relationship between satisfaction and purchasing behavioral intention was also found as not supportive in some other studies. For example, Wang et al. (2020), Chang, Hsu, and Yang (2018), Lee and Wu (2017), and Kabadayi and Gupta (2011). The affection of viewers toward social live influencers and satisfaction in this live commerce activity could not directly influence their purchasing intention.

H7 is supported that engagement has a significant impact on purchase intention with standardized path coefficient of 0.346 and t-value of 6.429. This result implied that engagement is the strongest predictor on behavioral intention of purchasing with influencers' live stream commerce. This result also confirmed consumer engagement studies conducted by Toor et al. (2017), Hollebeek, Glynn, and Brodie (2014), Hsu (2017) and Erdogmus and Tatar (2015). Engagement behaviors of live stream viewers and influencers' fans, such as following and visiting the fanpage, frequently watch and interact in live stream (comments and likes) and participate in activities as part of the influencers' social community were proven to have strong influence over purchase intention.

H8 is not supported that flow has a significant impact on purchase intention due to standardized path coefficient between these two variables was -0.004 and t-value -0.083. This finding revealed that flow cannot determine purchase intention. No matter to what degree the viewers focuses during the live stream, it could not lead to purchasing intention. This is contradicted with flow theory proved by Animesh, Pinsonneault, Yang, and Oh (2011), Gao and Bai (2014), Novak, Hoffman, and Yung (2000), Smith and Sivakumar (2004), and Huang (2012). However, flow theory on behavioral intention was found not related in some studies such as Bittner and Shipper (2014), Hsu and Lin (2021). While in some studies the relationship of flow and purchase intention

was found to be only partially supported, such as research by Wu and Chang (2005), Wang, Ko, and Wang (2022), and Mustafi and Hosain (2020).

H9 is supported that perceived value has a significant impact on purchase intention by standardized path coefficients of 0.342 and t-value of 6.273. The interpretation of this result means that perceived value was a significant construct to create purchase intention. Viewers who perceived that the amount of time and money spent with influencer live stream commerce were valuable and beneficial experiences are likely to become buyers. This result was similar to past studies of Chen et al. (2018), Permatasari and Kuswadi (2017), Mao, Zhu, and Sang (2014), and Chen (2012).

The summary of nine hypotheses are presented in Table 4 and the relationships between constructs is illustrated as a structural model in Figure 2.

Table 4 Hypotheses Result

Hypotheses	Path	Standard-ized path Coeffi-cients	T-Value >1.98	Results
H1	Social presence → Trust	0.691	11.369*	Supported
H2	Social presence → Satisfaction	0.524	5.623*	Supported
H3	Trust → Satisfaction	-0.011	-0.273	Not Supported
H4	Social presence → Purchase intention	0.205	2.298*	Supported
H5	Trust → Purchase intention	0.381	4.877*	Supported
H6	Satisfaction → Purchase intention	-0.011	-0.181	Not Supported
H7	Engagement → Purchase intention	0.346	6.429*	Supported
H8	Flow → Purchase intention	-0.004	-0.083	Not Supported
H9	Perceived value → Purchase intention	0.342	6.273*	Supported

Note: *Significant at p-value, p<0.05.
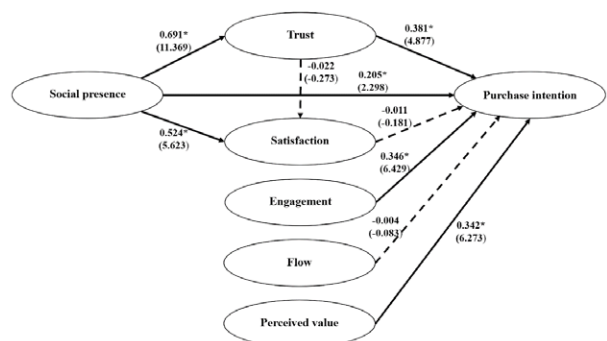
Figure 2 The Results of Structural Model
Note: Solid line reports the Standardized Coefficient with * as p<0.05, and t-value in Parentheses; Dash line reports Not Significant

Discussion

The research conceptual framework was developed from previous studies related to social platform and social commerce. The key objective of this study was to examine factors impacting social commerce users' trust, satisfaction and purchasing intention from social live stream commerce by influencers. The research has examined the relationship among seven factors, which are social presence, trust, satisfaction, engagement, flow, perceived value, and purchase intention. A total of nine hypotheses were tested by a quantitative method. The questionnaire was adapted from previous research, tested its validity and reliability with IOC and pilot test before collecting data from 480 targeted respondents. The target respondents for this study were Thais aged above 18 and had experience in purchasing from Facebook live streams conducted by influencers with over 10,000 followers. The data obtained from this empirical study was analyzed by applying Confirmatory Factor Analysis (CFA) and the Structural Equation Model (SEM). The results found that six of nine hypotheses were supported.

According to S-O-R framework, social presence can stimulate two organism factors of trust and satisfaction in live stream commerce. However, the suggested relationship between trust and satisfaction was found insignificant. Relationship between trust and purchase intention was found significant. This means that the path of social presence (stimulus), trust (organism), and purchase intention (response) was confirmed with similar results from Zhu et al. (2020). In contrast, the path of social presence (stimulus), satisfaction (organism), and purchase intention (response) was not supported due to an insignificant result of satisfaction on purchase intention. Other factors which directly impacted purchase intention in live stream commerce were social presence, engagement, and perceived value. Especially engagement which was the most substantial factor to construct purchase intention of live stream users followed by perceived value. These findings supported the theories of Uses and Gratification Theory (Katz & Blumler, 1974) and Value based Adoption Model (Monroe & Krishnan, 1985). However, flow theory was not supported in this research context. Flow during the live stream was found to be insignificant toward purchase intention in live stream commerce. This may be due to the nature of live streaming that is similar to other mass media and streaming such as video streaming and TV programs where users view the programs for satisfaction and entertainment only. Users can still be interacting with other activities simultaneously and not completely concentratinf on the flow state of live stream commerce to generate purchase intention.

Based on the six supported hypotheses, trust has the strongest impact on live stream users' purchase intention, followed by engagement, perceived value, and social presence. Trust has proven to be a vital factor in online purchase context, consistent with previous studies such as Farivar et al. (2017), Li et al. (2017), Al-Adwan and Kokash (2019). There are risk and uncertainty that sellers may behave in harmful or unpredictable ways. Trust gained from reliability and credibility of sellers, products, and social community can help reduce uncertainty and perceived risk (Zhu et al., 2020). Engaged users can also effectively build emotional bond between users and live streamers or social influencers, supported by the studies of Toor et al. (2017) and Hsu (2017). The users' connection to the product, brand, or social influencers can ultimately lead to purchase intention as they would be willing to support. Another important driver of purchase intention is perceived value. Social live streaming would allow sellers or influencers to demonstrate product information to support users' decision making. This product information would enable users to weigh the cost and benefits. With sufficient information and the values as perceived, consumers may increase their purchase intention. The result was consistent with past studies of Chen et al. (2018) and Permatasari and Kuswadi (2017). Lastly, social presence contributed to purchase intention directly and indirectly through trust. Gefen and Straub (2004) has argued that social presence can increase purchase intentions in online platforms as it elevates honesty, predictability, capability, and generosity of the users.

Suggestion

This research has investigated and revealed significant factors impacting users' attitudes of trust, satisfaction, and behavioral intention to purchase product or service from social influencers' live streams on Facebook in Thailand. The finding of this study can offer suggestions to influencers, e-vendors, marketers, as well as live streaming platform developers.

Marketers, influencers, and e-vendors can adapt findings from this study to improve their live stream commerce experience and business performance. Users' purchase intention via live stream is actions and behaviors of buying decision making, increasing interest to buy, preferring to buy, and intending to continue

purchase. This study has identified that purchase intention during live streaming in Thailand can be influenced by trust, engagement, perceived value, and social presence, respectively. Trust on social influencers and confidence to purchase need to be constructed if the aim is to enhance users' purchasing intention. Trust is vital in online setting in order to reduce users' perceived risk and uncertainty in purchasing. Marketers, influencers, and e-vendors should ensure that users can rely on the information, demonstration and reviews received from the product and services to earn trust from influencers or e-vendors, community, and products. For example, portray the skills and expertise in the field of product or service for credibility. Users' engagement with live streamers can be found in different actions such as following, commenting, reacting with likes, and frequent visiting pages of live streamers. The more engagement behaviors presented, the higher purchase intentions were constructed. Therefore, the marketers, influencers, and e-vendors can encourage participation activities to gain user engagement such as recognize their engagement during live stream or give discounts and promotions for following, commenting, or reacting. Live stream users perceive the value of live stream commerce by evaluating benefits and value of time or money they spend during the live stream experience. This perception is found to be directly impacting their purchase intention. Therefore, the product presentation during live stream should ensure that the benefits and actual usage of product are accurately and completely demonstrated to support decision making. Lastly, social presence should be established from the sense of human contact and personality of live streamers. Influencers or live streamers should present their warmth, friendliness, positive attitudes, and enthusiasm in having real-time interaction with the audiences. As the impact of social presence was found on trust, satisfaction, as well as purchase intention, marketers, influencers, and e-vendors should pay deep attention in constructing their social presence with users during live stream commerce.

For live streaming platform developers, engagement that significantly impact users' purchase intention can also be driven from the features of social platform. The live streaming platform developers should make effort to ensure that the visual and operations of the platform or application are simple and easy for user to be engaged and socialized within the community. For example, users should be able to comment, read comments and react easily without disrupting the live stream. The continuous improvement in live stream features can help enhance user experience, engagement and interactions between live streamers and users.

In addition, further studies were suggested as this study contained research limitations. First, the research framework and its variables was adopted from previous studies which were mainly grounded from S-O-R framework, UGT, and VAM theories. Thus, the researcher recommends further exploration of literatures in order to apply different research theories to the social commerce study as it may derive with different significant impacting factors or antecedents of users' purchasing behavior. Second, the population for study can be chosen differently, or widen to other social commerce platforms to ensure the findings can represent purchasing behaviors of all Thais. Further studies may also compare the results of users' purchasing behavior between various social commerce platforms or explore more alternatives platforms and applications. Finally, due to resource constraints, this research only focused on Thai live stream users and buyers. Therefore, a suggestion would be to further investigate in different locations or settings as acceptance and attitude toward live streaming commerce can vary with different audiences.

Reference

Al-Adwan, A.S., & Kokash, H. (2019). The driving forces of Facebook social commerce. *Journal of Theoretical and Applied Electronic Commerce Research, 14*(2), 15-32.

Animesh, A., Pinsonneault, A., Yang, S. B., & Oh, W. (2011). An odyssey into virtual worlds: Exploring the impacts of technological and spatial environments on intention to purchase virtual products. *Management Information Systems Quarterly, 35*(3), 789-810.

Attar, R.W., Amidi, A., & Hajli, N. (2022). The role of social presence and trust on customer loyalty. *British Food Journal.* Advance online publication. https://doi.org/10.1108/BFJ-11-2021-1218

Attar, R.W., Shanmugam, M., & Hajli, N. (2021). Investigating the antecedents of e-commerce satisfaction in social commerce context. *British Food Journal, 123*(3), 849-868.

Beyari, H., & Abareshi, A. (2018). Consumer satisfaction in social commerce: An exploration of its antecedents and consequences. *The Journal of developing areas, 52*(2), 55-72.

Bittner, J.V. & Shipper, J. (2014). Motivational effects and age differences of gamification in product advertising. *Journal of Consumer Marketing, 31*(5), 391-400. https://doi.org/10.1108/JCM-04-2014-0945

Brodie, R.J., Hollebeek, L.D., Jurić, B., & Ilić, A. (2011). Customer engagement: Conceptual domain, fundamental propositions, and implications for research. *Journal of Service Research, 14*(3), 252–271. https://doi.org/10.1177/1094670511411703

Carlson, K.D., & Herdman, A.O. (2012). Understanding the impact of convergent validity on research results. *Organizational Research Methods, 15*(1), 17-32.

Chang, S.-H., Chih, W.-H., Liou, D.-K., & Yang, Y.-T. (2016). The mediation of cognitive attitude for online shopping. *Information Technology & People, 29*(3), 618-646. https://doi.org/10.1108/ITP-08-2014-0172

Chang, Y.W., Hsu, P.Y., & Yang, Q.M. (2018). Integration of online and offline channels: A view of O2O commerce. *Internet Research, 28*(4), 926-945. https://doi.org/10.1108/IntR-01-2017-0023

Chen, C.C., & Chang, Y.C. (2018). What drives purchase intention on Airbnb? Perspectives of consumer reviews, information quality, and media richness. *Telematics and Informatics, 35*(5), 1512-1523.

Chen, C.C., & Lin, Y.C. (2018). What drives live-stream usage intention? The perspectives of flow, entertainment, social interaction, and endorsement. *Telematics and Informatics, 35*(1), 293-303.

Chen, C.C., Hsiao, K.L., & Wu, S.J. (2018). Purchase intention in social commerce: An empirical examination of perceived value and social awareness. *Library Hi Tech, 36*(4), 583-604. https://doi.org/10.1108/LHT-01-2018-0007

Chen, C.F., & Tsai, D.C. (2007). How destination image and evaluative factors affect behavioral intentions? *Tourism Management, 28*(4), 1115-1122. https://doi.org/10.1016/j.tourman.2006.07.007

Chen, H. (2012). The influence of perceived value and trust on online buying intention. *Journal of Computational Physics, 7*(7), 1655-1662.

Chong, A.Y.L., Lacka, E., Li, B. & Chan, H.K., (2018). The role of social media in enhancing guanxi and perceived effectiveness of E-commerce institutional mechanisms in online marketplace. *Information and Management, 55*(5), 621-632.

Chou, S., Chen, C., & Lin, J. (2015). Female online shoppers. *Internet Research, 25*(4), 542-561.

Cronbach, L.J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*(3), 297-334.

Dodds, W.B., Monroe, K.B., & Grewal, D. (1991). Effects of price, brand, and store information on buyers' product evaluations. *Journal of Marketing Research, 28*(3), 307-319.

Erdogmus, I., & Tatar, S. (2015). Drivers of social commerce through brand engagement. *Procedia-Social and Behavioral Sciences, 207,* 189-195.

Fan, J., Zhou, W., Yang, X., Li, B., & Xiang, Y. (2019). Impact of social support and presence on swift guanxi and trust in social commerce. *Industrial Management & Data Systems, 119*(9), 2033-2054. https://doi.org/10.1108/IMDS-05-2019-0293

Farivar, S., Turel, O., & Yuan, Y. (2017). A trust-risk perspective on social commerce use: An examination of the biasing role of habit. *Internet Research, 27*(3), 586-607. https://doi.org/10.1108/IntR-06-2016-0175

Fornell, C., & Larcker, D.F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*(1), 39-50.

Foroudi, P., Cuomo, M.T., & Foroudi, M.M. (2019). Continuance interaction intention in retailing: Relations between customer values, satisfaction, loyalty, and identification. *Information Technology & People, 33*(4), 1303-1326. https://doi.org/10.1108/ITP-09-2018-0421

Gan, C., & Wang, W. (2017). The influence of perceived value on purchase intention in social commerce context. *Internet Research, 27*(4), 772-785. https://doi.org/10.1108/IntR-06-2016-0164

Gao, L., & Bai, X. (2014). Online consumer behaviour and its relationship to website atmospheric induced flow: Insights into online travel agencies in China. *Journal of Retailing and Consumer Services, 21*(4), 653-665.

Gefen, D., & Straub, D. W. (2004). Consumer trust in B2C e-Commerce and the importance of social presence: experiments in e-Products and e-Services. *Omega, 32*(6), 407-424.

Geng, R., Wang, S., Chen, X., Song, D., & Yu, J. (2020). Content marketing in e-commerce platforms in the internet celebrity economy. *Industrial Management & Data Systems, 120*(3), 464-485.

George, D., & Mallery, P. (2010). *SPSS for Windows step by step. A simple study guide and reference.* Boston: Pearson Education.

Gupta, S., & Kim, H.W. (2010). Value-driven Internet shopping: The mental accounting theory perspective. *Psychology and Marketing, 27*(1), 13-35.

Hajli, N., Sims, J., Zadeh, A.H., & Richard, M.O. (2017). A social commerce investigation of the role of trust in a social networking site on purchase intentions. *Journal of Business Research, 71,* 133-141.

Hollebeek, L. D., Glynn, M.S., & Brodie, R.J. (2014). Consumer brand engagement in social media: Conceptualization, scale development and validation. *Journal of Interactive Marketing, 28*(2), 149-165.

Hsu, C.L. & Lin, J.C.-C. (2021). The effects of gratifications, flow and satisfaction on the usage of livestreaming services. Library Hi Tech. Advance online publication. https://doi.org/10.1108/LHT-02-2021-0069

Hsu, L.-C. (2017). Investigating community members' purchase intention on Facebook fan page: From a dualistic perspective of trust relationships. *Industrial Management & Data Systems, 117*(5), 766-800. https://doi.org/10.1108/IMDS-05-2016-0180

Huang, E. (2012). Online experiences and virtual goods purchase intention. *Internet Research, 22*(3), 252-274. https://doi.org/10.1108/10662241211235644

I-dac Bangkok. (2021, Dec 8). The age of influence: How influencer marketing is evolving in Thailand. Retrieved from https://www.warc.com/newsandopinion/opinion/the-age-of-influence-how-influencer-marketing-is-evolving-in-thailand/5528

Kabadayi, S., & Gupta, R. (2011). Managing motives and design to influence web site revisits. *Journal of Research in Interactive Marketing, 5*(2/3), 153-169. https://doi.org/10.1108/17505931111187785

Katz, E., & Blumler, J. (1974). *The uses of mass communications: Current perspectives on gratifications research.* Beverly Hills, CA: Sage Publications.

Khan, M.L. (2016). Social media engagement: What motivates user participation and consumption on YouTube? *Computers in Human Behavior, 66,* 236-247. https://doi.org/10.1016/j.chb.2016.09.024

Lee, C.-H. & Wu, J.J. (2017). Consumer online flow experience: The relationship between utilitarian and hedonic value, satisfaction and unplanned purchase. *Industrial Management & Data Systems, 117*(10), 2452-2467. https://doi.org/10.1108/IMDS-11-2016-0500

Leesa-nguansuk S. (2021, March 11). Line touts social commerce. Retrieved from https://www.bangkokpost.com/tech/2081651/line-touts-social-commerce

Li, L., Peng, M., Jiang, N., & Law, R. (2017). An empirical study on the influence of economy hotel website quality on online booking intentions. *International Journal of Hospitality Management, 63,* 1-10.

Lin, X., Wang, X., & Hajli, N. (2019). Building e-commerce satisfaction and boosting sales: The role of social commerce trust and its antecedents. *International Journal of Electronic Commerce, 23*(3), 328-363.

Lou, C., & Yuan, S. (2018). Influencer marketing: How message value and credibility affect consumer trust of branded content on social media. *Journal of Interactive Advertising, 19*(1), 1-45.

Mao, Y., Zhu, J.X., & Sang, Y. (2014). Consumer purchase intention research based on social media marketing. *International Journal of Business and Social Science, 5*(10), 92-97.

McKinsey. (2021, July 21) It's showtime! How live commerce is transforming the shopping experience. Retrieved from https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/its-showtime-how-live-commerce-is-transforming-the-shopping-experience

McLean, G., Osei-Frimpong, K., Wilson, A., & Pitardi, V. (2020). How live char assistants drive travel consumers' attitudes, trust, and purchase intentions: The role of human touch. *International Journal of Contemporary Hospitality Management, 32*(5), 1795-1812.

Mehrabian, A., & Russell, J.A. (1974). *An approach to environmental psychology.* Cambridge, MA: The MIT Press.

Ming, J., Jianqiu, Z., Bilal, M., Akram, U., & Fan, M. (2021). How social presence influences impulse buying behavior in live streaming commerce? *The role of SOR theory. International Journal of Web Information Systems, 17*(4), 300-320. https://doi.org/10.1108/IJWIS-02-2021-0012

Mirkovski, K., Jia, Y., Liu, L., & Chen, K. (2018). Understanding microblogging continuance intention. *Information Technology & People, 31*(1), 215-238. https://doi.org/10.1108/ITP-07-2015-0168

Monroe, K.B., & Krishnan, R. (1985). The effect of price on subjective product evaluations. In J. Jacoby & J.C. Olson, (Eds.), *Perceived quality: How consumers view stores and merchandise* (pp. 209-232). Lexington, MA: Lexington Books.

Mustafi, M.A.A., & Hosain, M.S. (2020). The role of online advertising on purchase intention of smartphones: Mediating effects of flow experience and advertising value. *Journal of Contemporary Marketing Science, 3*(3), 385-410. https://doi.org/10.1108/JCMARS-05-2020-0024

Nisar, T., & Prabhakar, G. (2017). What factors determine e-satisfaction and consumer spending in e-commerce retailing? *Journal of Retailing and Consumer Services, 39,* 135-144.

Novak, T.P., Hoffman, D.L., & Yung, Y.F. (2000). Measuring the customer experience in online environments: A structural modeling approach. *Marketing Science, 19*(1), 22-42.

Pappas, I.O., Pateli, A.G., Giannakos, M.N., & Chrissikopoulos, V. (2014), Moderating effects of online shopping experience on customer satisfaction and repurchase intentions. *International Journal of Retail & Distribution Management, 42*(3), 187-204. https://doi.org/10.1108/IJRDM-03-2012-0034

Permatasari, A., & Kuswadi, E. (2017). The impact of social media on consumers' purchase intention: A study of ecommerce sites in Jakarta, Indonesia. *Review of Integrative Business and Economics Research, 6,* 321-335.

Pratama, M. O., Meiyanti, R., Noprisson, H., Ramadhan, A., & Hidayanto, A. N. (2017). *Influencing factors of consumer purchase intention based on social commerce paradigm.* Paper presented at the International Conference on Advanced Computer Science and Information Systems (ICACSIS), Bali, Indonesia. Retrieved from https://doi.org/73-80.10.1109/ICACSIS.2017.8355015

Rahman, Z., Moghavvemmi, S., Suberamanaian, K., Zanuddin, H., & Bin Md Nasir, H.N. (2018). Mediating impact of fan-page engagement on social media connectedness and followers purchase intention. *Online Information Review, 42*(7), 1082-1105. https://doi.org/10.1108/OIR-05-2017-0150

Ramadila N. (2021, May 21). Social commerce usage in Thailand during COVID. Retrieved from https://business.yougov.com/content/36058-TH-Social-Commerce

Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of psychological research online, 8*(2), 23-74.

Shirazi, F., Adam, N.A., Shanmugam, M., & Schultz, C. D. (2020). The importance of trust for electronic commerce satisfaction: An entrepreneurial perspective. *British Food Journal, 123*(2), 789-802. https://doi.org/10.1108/BFJ-07-2020-0626

Sikdar, P., & Makkad, M. (2015). Online banking adoption: A factor validation and satisfaction causation study in the context of Indian banking customer. International *Journal of Bank Marketing, 33*(6), 760-785. https://doi.org/10.1108/IJBM-11-2014-0161

Smith, D.N., & Sivakumar, K. (2004). Flow and Internet shopping behavior: A conceptual model and research propositions. *Journal of Business Research, 57*(10), 1199-1208.

Soper, D.S. (2021). A-priori sample size calculator for structural equation models. Retrieved from https://www.danielsoper.com/statcalc/calculator.aspx?id=89

Studenmund, A.H. (1992). *Using econometrics: A practical guide.* New York: Harper Collins.

Sun, Y., Shao, X., Li, X., Guo, Y., & Nie, K. (2019). How live streaming influences purchase intentions in social commerce: An IT affordance perspective. *Electronic Commerce Research and Applications, 37,* 100886. https://doi.org/10.1016/j.elerap.2019.100886

Toor, A., Husnain, M., & Hussain, T. (2017). The impact of social network marketing on consumer purchase intention in Pakistan: Consumer engagement as a mediator. *Asian Journal of Business and Accounting, 10*(1), 167-199.

Wang, P., Huang, Q., & Davison, R. M. (2020). How do digital influencers affect social commerce intention? The roles of social power and satisfaction. *Information Technology & People, 34*(3), 1065-1086.

Wang, Y., Ko, E., & Wang, H. (2022). Augmented reality (AR) app use in the beauty product industry and consumer purchase intention. *Asia Pacific Journal of Marketing and Logistics, 34*(1), 110-131. https://doi.org/10.1108/APJML-11-2019-06844

Weisberg, J., Te'eni, D., & Arman, L. (2011). Past purchase and intention to purchase in e-commerce: The mediation of social presence and trust. *Internet Research, 21*(1), 82-96. https://doi.org/10.1108/10662241111104893

Wongkitrungrueng, A., & Assarut, N. (2020). The role of live streaming in building consumer trust and engagement with social commerce sellers. *Journal of Business Research, 117,* 543-556.

Wu, J., & Chang, Y. (2005). Towards understanding members' interactivity, trust, and flow in online travel community. *Industrial Management & Data Systems, 105*(7), 937-954. https://doi.org/10.1108/02635570510616120

Yang, X. (2020). Influence of informational factors on purchase intention in social recommender systems. *Online Information Review, 44*(2), 417-431. https://doi.org/10.1108/OIR-12-2016-0360

Yu, F., & Zheng, R. (2021). The effects of perceived luxury value on customer engagement and purchase intention in live streaming shopping. *Asia Pacific Journal of Marketing and Logistics. Advance online publication.* https://doi.org/10.1108/APJML-08-2021-0564

Zhu, L., Li, H., Wang, F.K., He, W., & Tian, Z. (2020). How online reviews affect purchase intention: A new model based on the stimulus-organism-response (S-O-R) framework. *Aslib Journal of Information Management, 72*(4), 463-488. https://doi.org/10.1108/AJIM-11-2019-0308

Ziadkhani, G.S., & Palmet, M. (2019). *Driving online brand engagement, trust, and purchase intention on instagram: The effect of social commerce marketing stimuli* (Master dissertation). Mälardalen University, Sweden.

JMSS
Journal of Multidisciplinary
in Social Sciences

Journal of Multidisciplinary in Social Sciences
Journal homepage : https://so03.tci-thaijo.org/index.php/sduhs

A Study of Foreign Tourists' Attitudes toward English Communication Problems of the Staff at Tourist Assistance Center at Phuket International Airport

Awatif Hayiwani* & Pairote Bennui

Faculty of Humanities and Social Sciences, Thaksin University, Songkhla, 9000 Thailand

A r t i c l e   i n f o

A b s t r a c t

This qualitative research examined the attitudes of foreign tourists toward oral English communication problems of Thai staff working for the Tourist Assistance Center (TAC) at Phuket International Airport. Moreover, the research was able to obtain the foreign tourists' recommendations about English communication for the staff. The participants of this study were seven foreign tourists who asked for help at the tourist assistance center. The main instrument used was a semi-structured interview. The results showed that the foreign tourists had various views toward the English communication problems faced by the Thai staff. The problems were about listening and speaking skills, accents, pronunciation, speaking speed, and vocabulary usage. Further, all the foreign tourists provided several recommendations to improve the staff's English ability in order to increase the effectiveness of TAC staff communication.

Introduction

At present, it is undeniable that English is the most important lingua franca used in the global society (Nishanthi, 2018). With the advanced technology, English appears on every menu on the computer screen. No matter where you are, you need to attain information in English. English also plays a major role in many sectors: medicine, engineering, science-technology, and education. Although every country has its own national language, English is still necessary for the locals to communicate with foreign visitors for facilitating tourism functions. This is a phenomenon in which English is used by people worldwide, especially in the tourism sector.

English is a linguistic vehicle used for contributing to the international tourism achievement. It is very vital for the locals in different areas to have proficiency in English in order to assist the foreign tourists. This will impress the visitors who will come back to particular countries or tourist attractions again (Astawa et al., 2019). The more warmth the host welcomes visitors, the more English is used by the local people. Moreover, English is needed even in small locations, where people do not speak English as a native language but they have to practice English because they are living in a popular tourist attraction area. Therefore, English is not only spoken or written in one specific place, but it has the greatest impact on global tourism.

In Southern Thailand, Phuket is an outstanding province of tourism. It is considered the pearl of the Andaman Sea. Moreover, Phuket is surrounded by

A Study of Foreign Tourists' Attitudes toward English Communication Problems of the Staff
at Tourist Assistance Center at Phuket International Airport

* Corresponding Author
e-mail: bpairote@tsu.ac.th

beautiful mountains, where tourists can perform a wide range of activities. For instance, Phromthep Cape is a viewpoint offering tourist to watch the most beautiful sunset in Thailand. There are a number of stunning sandy beaches such as Patong, Rawai, Karon, Kamala, Kata Yai, Kata Noi, and Mai Khao (Amazing Thailand, n.d.). With the magnificent tourist attractions on offer, Phuket is the first choice to visit, particularly for foreign tourists who like natural places. Phuket is also regarded by UNESCO as gastronomy tourism due to the prominent traditional culinary culture (UNESCO, n.d.). Many tourists visit Phuket to indulge in the nature and consume a variety of local foods. Therefore, it is inevitable that Thai officers in all areas of Phuket need to use English for communicating with the foreign visitors. Tourists to Phuket come from various countries such as Russia, Germany, Turkey, and are not native English speakers, yet English is the main language for communication for all tourist in Phuket.

As Phuket is one of the most popular tourist attractions, this island is full of tourists who are native and non-native English speakers. Consequently, the host, Phuket people and other Thais from different provinces working here, have to be able to communicate in English with the foreign tourists. Many Thais in different careers on this island have a wide range of English proficiency, from the highest to the lowest level. Thai people working among Phuket's tourist attractions, such as vendors, security guards, riders, and taxi drivers, need to use particular English expressions for their professional survival. In the government sector, some departments are relevant to local and foreign tourists. The officers of those government departments need to have a satisfactory level of English competence to serve in this function. Outstandingly, the Tourist Assistance Center (TAC) in Phuket, was established on October 3, 2002, representing the government sector. TAC is under-control of the Department of the Thai Ministry of Tourism and Sports, which is mostly responsible for foreign tourists. According to the Royal Thai Embassy (2020), TAC has the important duty to solve the related problems, to handle tourists' complaints during their vacation in Thailand, to facilitate foreign tourists, as well as to coordinate with the public and private sectors regarding safety issues. Thus, it is compulsory for the staff of this center to attain English proficiency.

English is a must for the TAC staff. At least basic words or sentence patterns or expressions are crucial for them to negotiate with tourists in specific cases.

Additionally, the expectation of the TAC staff to speak English perfectly is the most significant factor to support and assist the foreign tourists during their vacation in Phuket. However, as an intern of this workplace, the researcher has observed that a number of staff have problems in communicating with foreign tourists at the airport. It is interesting to study these problems through attitudes evaluated by the foreign tourists who encountered the communication with these Thai officers. This will appear into useful points of views for understanding the TAC staff's English communication barriers.

Basically, the TAC staff are stationed in three locations in Phuket Province, but the researcher only focused on the staff at the Phuket International Airport where foreign tourists arrive from the long flight and the last place before they depart to their countries. Hence, there are a number of foreign tourists, both native and non-native English speakers, who come to ask for help at the TAC. The researcher had been working as a trainee at this center since November 29, 2021 to March 18, 2022, so she had a chance to interact with tourists. Thus, it is worthwhile for this study to directly understand the Thai staff's English communication problems through tourists' attitudes. The attitudes will be a reflection on English proficiency of the local officers of TAC. Their positive and negative attitudes as well as their recommendations are to be revealed in this study. Thus, the results will directly benefit the TAC that will be aware of their officers' English use problems, leading to further solutions. Moreover, this study will also be significant for many other relevant organizations and the governmental sectors that facilitate the foreign visitors to Thailand. They can use the findings of this study to launch training courses to develop their staff's English competence.

Objectives

This study consists of two main research objectives as follows:

1. To examine the attitudes of foreign tourists towards problems of oral English communication by Tourist Assistance Center staff at Phuket International Airport.

2. To obtain the foreign tourists' recommendations toward oral English communication problems of Tourist Assistance Center staff at Phuket International Airport.

Literature Review

Literature or previous studies are relevant to the study are somewhat rare. Firstly, Leelaviriyawong (2015) studied the satisfaction of the foreign tourists towards English oral communication with Thai vendors along Khaosan Road, Bangkok. This study investigated the satisfaction of 100 foreign tourists who vacationed in Bangkok from April 23-30, 2016, through the use of a questionnaire. The findings showed that most of them were moderately satisfied with the English skills, especially the listening skills of Thai vendors although they were not native English speakers. Additionally, this study also mentioned the main problems which the tourists faced, for instance, pronunciation, confidence, English grammar, and vocabulary. Besides, the speaking speed and the accents of the tourists were problems to the vendors. This study is directly relevant to the present research as it elicits the foreign tourists' views toward Thai people's use of English.

Secondly, Young and Faux (2012) compared native and non-native English speakers' points of views regarding ineffectiveness and inappropriateness in difficult conversation. This study was conducted through native and non-native English students at a regional state university in America with the use of a questionnaire about a recent, difficult, face-to-face conversation. There were 168 participants of this study – 114 native speakers of English and 54 non-native English speakers. Through the covariance analysis, the findings showed that native English speakers' ratings of ineffectiveness and inappropriateness were significantly higher than non-native English speakers. In this regard, the latter group of the participants seemed to blame themselves due to their difficulty in English conversation. Further, it was found that the non-native English speaker group was being overwhelmed based on the native English speakers' use of slang, jargon, regional accents, idioms, intensive questions, and rude nonverbal responses. Besides, the non-native speakers could not understand the native culture which led to misunderstanding in the use of the English language.

Lastly, Chaichana, Cheawchan, & Thongnen (2017) investigated foreign tourists' perspectives towards English communication problems of receptionists at hotels in Nan Province through using a questionnaire. The subjects were 30 foreign tourists who stayed at hotels in Nan. The findings were interpreted to find the problems in speaking and listening skills of the Thai receptionists based on foreign tourists' perspective. In

the international visitors' views, the speaking skill was the main problem of the local receptionists, mostly for telephone conversations because they were mostly new receptionists who lacked the confidence in using English and were afraid of having conversation with foreigners. Moreover, they also had listening problems, especially when they had to listen to foreign tourist speak about their problems in English. Indeed, accents were a problem for listening skills of the receptionists because not all of the tourists were native English speakers. This made the receptionists struggle with listening comprehension because of various accents in English spoken by the foreign visitors.

These three studies employed a questionnaire in studying the listening-speaking communication problems of English by Thai speakers and other non-native speakers based on foreigner's perspective. Thus, there is a need to study the problems of these skills through an alternative instrument, namely an interview, as conducted in this research.

Conceptual Framework

Theoretical Framework of this study concerns language attitudes, listening comprehension, communication between native and non-native speakers.

The concept of language attitudes by Garrett's (2007) is considered. Attitudes are a personal way of thinking about someone or something reflected in a person's behavior. Attitudes are seen via human socialization and experience that one person had faced before it became an attitude on something, with the early life span, childhood, as well as language attitudes. As attitudes are mentally contextualized and as such "nobody could see", there are three significant o approaches to survey language attitudes: the societal treatment approach, the direct approach, and the indirect approach.

The societal treatment approach is a somewhat broad category because it is the way to survey ones' attitudes by observational studies, educational policy documents, employment and consumer advertisements, novels, television programs, cartoons, style, and even etiquette books. This approach could lead the researcher to get insufficient information for this study because of the different mainstream reviews.

The other approach is the direct approach; it is the way to collect the information by asking the participant simple questions to report self-analytically and to see what are their attitudes. Further, it is used on

larger-scale surveys to save time. Indeed, the attitudes include responses that could be biased since people may give responses they feel the researchers are looking for.

The last category, the indirect approach, refers to survey by attitude-rating scales to allow some sophisticated statistical analysis. There are three primary dimensions to survey, firstly, superiority refers to characteristics such as prestige, intelligence, and competence. Secondly, social attractiveness which mentions the friendliness and trustworthiness of the respondents. Lastly, a dynamism which refers to enthusiasm and liveliness (Garette, 2007, as cited in Zahn & Hopper, 1985).

Eventually, the language attitude theory is very useful for this study to collect data and examine the attitudes of foreign tourists who were the interviewees. Furthermore, it is the significant theory that is related to the term "attitudes", which is the concept of this study, in order to obtain the target information.

Theory of listening comprehension by Richards's (1983) is pointed out. There are three dimensions of conceptualization of listening comprehension theory which consists of approach, design, and procedure. This theory is that the participants understand English well (or not) by the three dimensions above.

The first dimension is an approach which refers to listening comprehension. Most linguists and psycholinguists recommend that proposition is the basic unit that is involved in comprehension and listeners' goals. The proposition represents the indirectness of the surface of utterances, and the listeners can use two kinds of knowledge to identify proposition. The first is the knowledge of the syntax of the target language which consists of intonation, stress, words, grammar, sentences, and language unit. Additionally, the listeners can gather incoming discourse into segments. Another is the real-world knowledge which mentions that listeners can also use to help identify propositions and it enables listeners to sometimes bypass the constituent identification process. However, some listeners remember by syntactic proposition by form while some listeners remember and understand with long-term memory by meaning (Clark & Clark, 1977; Foss & Haikes, 1978, as cited in Richard, 1983).

The second dimension is the design indicating the operation of information and theory into a form; listeners are able to identify the component of micro-skills which provides the focus for instructional activities. The design phase in curriculum development consists of the

following: (i) assessment of learner needs: the procedure that identifies the listening skills that listeners required such as situations and purposes that the listeners will encounter with i.e., lectures and conversation; (ii) diagnostic testing: the proficiency ability of the listeners into micro-skills. In addition, the particular micro-skills from the skills taxonomy are then selected; and (iii) formulation of instructional objectives: the last phase to use information from diagnostic testing and instructional objectives for a listening comprehension program that can be developed.

Finally, the last dimension of listening comprehension theory is a procedure that refers to three steps which are input, micro-skill, and task. There are two variables manipulations which both are used to develop ability in particular skills areas. Firstly, input is the language that the listeners hear and control for selected features, for instance, grammatical complexity, topic, and the rate of delivery. The other is tasks that can be manipulated for the learner. Indeed, manipulation of both input and tasks is directed toward developing particular micro-skills of listeners. This theory of listening is useful for the present study as it provides useful details to be considered for designing interview questions about listening comprehension regarding ability in oral communication.

Theory of oral communication between native and non-native speakers by Young and Faux (2020) focuses on "competency" which contains two main components: effectiveness and appropriateness. This theory is that 'in-group' refers to English native speakers while 'out-group' refers to non-native English speakers, and the communication of each are navigated through conversational and cultural interactions. The in-group speakers perceive themselves to be competent and effective communicators of the English language whereas the out-group speakers think that this perception is somewhat rude and inappropriate. Additionally, the in-group speakers are more likely to judge the out-group speakers by their English communication that it is ineffective and inappropriate due to their cultural comprehension. Besides, the in-group speakers also have great feelings of misunderstanding that the out-group speakers have ineffective and inappropriate ways of English communication. Overall, this theory provides useful perceptions regarding English competence of non-native speakers affecting their oral communication and intercultural communication with native English speakers. This perception seems to display non-native

speakers' inability of oral communication in English because of ineffectiveness and inappropriateness of language ability.

As a whole, these three notions of the framework are based on language attitudes, listening comprehension, and oral communication between native and non-native English speakers. They are thus to be observed in the findings.

Research Methodology

1. Population and Samples

The population of the study are foreign tourists. Based on the researchers internship at TAC in the Phuket International Airport, the researcher could observe that around 2-3 foreign tourists a day asked for help at the center. Because an in-depth interview was needed for this qualitative study, the researcher used a small number of the foreign tourists as interviewees, that is, seven persons. The sampling of these participants is based on a convenience according to a set of criteria which are as follows: (i) they can be male or female; (ii) No specificity on any nationality; they could be native and non-native English speakers; and (iii) they had to be willing to give the in-person interview for joining this research study.

In this respect, the background information of the selected foreign tourists, is revealed. All the participants were males. Moreover, their age ranged from 19 to 55 years. Further, they were from different countries in Asia, Europe, South Africa, and Australia. They had various nationalities – Australian, British, Brazilian, Dutch, German, Indian and Belgian. Hence, they were divided into two native English speakers and five non-native English speakers. With the particular nationalities, they have their own mother tongue. Most of them had university education and the rest graduated from high school. In addition, they all had occupations, except for one participant who was unemployed. Overall, the main reason for visiting Phuket was for vacation and travel.

2. Research Instruments

This research used a semi-structured interview and interviews were recorded through a smart phone. The semi-structured interview is more flexible to orally use to examine the attitudes of foreign tourists' attitudes toward English communication problems of the staff at TAC in the Phuket International Airport. Crucial steps were followed to design and develop the interview questions before the actual use with the foreign tourists.

These process are as follows:

(i) The researcher had observed a number of foreign tourists at the airport for 1 month during her internship in order to guide the direction of the study;

(ii) She preliminary gathered the important information related to the study by talking to the local staff and some foreign tourists;

(iii) She read the previous studies on foreign tourists' attitudes towards English used by non-native speakers and the theories to gain insights into the context of the study;

(iv) She designed the question items by considering particular problems and attitudes of foreign tourists noted in a file of her work diary as well as her observation and experience in answering the foreign tourists' questions while helping them. She developed the questions into general and specific perspectives on oral communication as well as listening comprehension by considering the literature review using the semi-structured style of interview for a flexible atmosphere. The interview questions consisted of three parts. Part I was about foreign tourists' background information. Part II was about foreign tourists' attitudes toward English communication problems of tourist assistance staff. Part 3 was about suggestions from the respondents towards the staff's English communication.

(v) She submitted all the questions designed to the research advisor.

(vi) She edited the questions according to the advisor's comments.

To facilitate the interview, the researcher used her smartphone for recording the interviewees' attitudes and recommendations to avoid mistakes. Besides, this instrument was helpful to analyze the voice tone of the interviewees to understand what exactly they wanted to share about their attitudes without prejudice.

3. Collection of Data

Data collection concerns a pilot study and actual data collection. Each is summarized.

The researcher used the pilot study procedure to examine whether the questions were appropriate and effective before the actual data collection. Since this study contains some very sensitive issues of attitudes in which the chosen tourists need to evaluate oral English communication problems of the staff through their own opinion, it is very crucial to prove the questions are relevant by three persons: the research advisor as well as two head officers of TAC. The interview questions were asked and proved by the research advisor on 17

February 2022, and by the two head officers of TAC on 19 February 2022 through E-mail due to the COVID-19 pandemic. As many questions were designed, the researcher tried to choose only the main items and categorized them from general to specific ones. The two head officers had intensive experiences in dealing with foreign tourists' problems, so their reading through the question items contributed to the content of the interview. Meanwhile, the research advisor helped in organizing the questions and proof the language used regarding the problem of oral communication and listening comprehension. After this, the researcher corrected the questions, for instance, grammar and vocabulary use which made the questions became more polite and direct to the point. In addition, this helped to ensure there were no mistakes before the actual interview.

The actual data collection procedure is explained. Because the majority of the interviewees were not native English speakers, the researcher realized the accurate information which leads to precise results. Therefore, she prepared the approved interview questions to do an in-person interview, and prepared her smartphone to record all the answers to avoid any mistakes during the process. She spent from 16 – 25 minutes for each interviewee. The date of the interview was on February 22 – March 2, 2022 due to the convenience of the selected interviewees.

4. Data Analysis

Data analysis. entailed replaying the recorded interviews several times for understanding the answers of the participants. In the nexts step, the researcher used transcription of the oral interview. That is, the interviewed data was transcribed into written texts. The researcher coded the oral interview data by using content analysis. Each file of the transcript, Interviews A-G, was reread and investigated, so each answer for each question was rechecked, compared, and contrasted. Certain similar and different points of views were highlighted for discussion. The interviewees' answers on Part I had been revealed in the background information of the population. Thus, their answers on Parts II and III highlight the study objectives. In this regard, the theoretical framework and previous studies were also used for the discussion section.

Results and Discussion

The findings present two main areas based on the objectives of the study – the attitudes of foreign tourists towards staff's communication problems as well as the recommendations about English communication for the staff.

1. The Attitudes of Foreign Tourists toward Oral English Communication Problems of Tourist Assistants

In this part, there are 10 aspects of the attitudes which are both positive and negative regarding the ability of the TAC staff. These perspectives are generally based on issues of oral communication and listening comprehension.

1.1 General problems in communication

This issue concerns oral and aural communication. There were two groups of the answer. For the first group, Interviewees A, B, C, F, and G said that the staff had no communication problems, neither speaking nor listening skills. These foreigners could understand well when the staff communicated with them in a short period of time during asking for help. Interviewee B, who was the native English speaker, explained that he had an effective communication with the Thai officers even if they were not native English speakers. Moreover, he could guess what the officers were telling him about the information he requested because they used gestures during speaking to make the conversation more natural and understandable.

However, Interviewees D and E said that the staff had some English communication problems. Interviewee D stated that he did not understand what the Thai staff said the first time. That is, he had difficulty in understanding the different English accents of the staff. Besides, he had to pay more attention to reach the point of what the staff said because it was emergency assistance. Interviewee E also mentioned that the staff had an English communication problem during speaking, especially about the sentences; the staff could not complete the sentences well, for instance, the staff said, "I save for you" instead of "I will save and take care of your bags".

1.2 Accent problems

This issue involves Thai English accents. Only Interview D viewed that the Thai staff's English accent was a problem that totally affected his oral English communication. This interviewee said that it was hard to understand the different accents which were somewhat strange, so he had to pay much attention to understand the conversation in which the staff was speaking to give him information. Interviewees B, C, E, F, and G, all had the same answer, which was the staff's accent was not a problem while they were communicating. They could understand what the staff said perfectly; furthermore,

they realized a variety of English accents were influenced by local languages of each country.

However, Interviewee A had a different opinion from the others. He mentioned about the staff' English accent that slightly affected his communication. He did not understand at first, but he attempted to listen carefully until the end of the conversation, and he finally attained all the information he needed from the staff.

1.3 Good pronunciation with Thai English accents

This issue was a clarification of the previous one. There were no problems on this aspect because all the interviewees had similar perception about the staff's Thai accent of English, but they did mention that the staff's pronunciation was somewhat good. They all acknowledged that a variety of English accents exist in the world. Further, they realized that accent was not the most important factor for English communication. Interviewee B answered that he had no problem with the Thai English accent of the staff. Besides, he appreciated the staff's pronunciation stating they had a good and correct stress during communication which helped to avoid any misunderstanding, especially the interviewee who was a native English speaker.

1.4 Unclear pronunciation

Clear pronunciation is necessary for Thai staff's communication in English, and all the interviewees totally agreed with this aspect. Interviewee B disclosed that "It was not only necessary in English, but all languages need clear pronunciation in order to give more understanding to the listener regarding what the speaker is trying to speak accurately, and also to avoid confusion."

As this study was conducted during the COVID-19 pandemic, only Interviewee A mentioned that, "it is very important to have clear pronunciation even if it is fast or slow speaking, however, it would be better if people have communication without masks." This vital factor of unclear pronunciation during the pandemic was an issue because people had to wear facial masks leading to mistakes and misunderstanding of English oral communication.

The use of facial masks was the Thai national policy. This is a physical factor that contributes to the unclear pronunciation of the Thai staff who spoke in English. It is difficult to solve due to the COVID- 19 pandemic.

1.5 Pronunciation problems leading to misunderstanding

Since the staff were not native English speakers, their English pronunciation was surely imperfect and their pronunciation needed to be fixed which would lead to a better skill of communication. This is related to what Interviewee D stated, "I could remember only one word which was about Thailand pass. The word that the staff was supposed to say was Thailand pass. The last spelling should be pronounced as "SS", but the staff pronounced is as Thailand past which lasted by "ST" instead. Hence, it made me really confused for a moment and then I realized the point later." Similarly, Interviewee G said the staff had English pronunciation problems, stating that, "the staff sometimes had wrong pronunciation for some words, and I did not get them, especially when they made mistakes in the word stress it made me unable to understand them correctly."

On the other hand, Interviewees A, B, C, E, and F stated that the Thai staff had no pronunciation problems. Interviewee A gave the compliment to the staff that they had pretty good pronunciation while Interviewee B said that the staff pronunciation was very understandable. This is similar to the perception of Interviewees C, E, and F who could guess what the staff would like to say from the full sentence.

1.6 Speaking speed

All seven interviewees similarly viewed that the Thai staff had no problem with the speaking speed. Interviewee A stated that the staff's speaking speed was not too slow or too fast, it was medium which was quite good for the listener while they were asking for help. Similarly, Interviewees B, C, E, F, and G viewed that the staff's speaking speed was not a problem because they understood that the staff were not native English speakers, so it was very understandable in this context. Moreover, Interviewee D also said "I don't think that this is a problem. I understand that they are not native speakers, the same as me. It is a good effect for me to have much more time to think while they are speaking, and the conversation was perfect. Because all the information I asked was answered completely. I didn't have to take so much time to ask them to repeat the answer again and again."

1.7 Difficulty in word-by-word communication

Word-by-word communication is the way to communicate without completing sentences perfectly, and all the interviewees had the same perception that the staff had no this problem. Because the staff had to deal with foreign tourists who asked for help every day, they automatically needed the skill to complete sentences

A Study of Foreign Tourists' Attitudes toward English Communication Problems of the Staff at Tourist Assistance Center at Phuket International Airport

Hayiwani & Bennui

before having communication with foreigners. Therefore, all the interviewees mentioned that the staff had a good English skill at completing full sentences because they had no word-by-word communication at all during the conversation. Further, the staff answered the questions and gave the information completely. This was very important because the communication would be completed if the listener understood what the speaker tried to say, and the staff did a good job at it. In addition, there was no misunderstanding or mistakes during communication.

1.8 Some confusing words

Some words are confusing to the foreigners. There were two aspects on this issue. The first was the interviewees who said that the staff had no problems with confusing words while the other was that the interviewees said the staff had a problem with confusing words and remembered what that word was.

According to Interviewee B, a British English speaker, there were many different words. Since British English and American English have different ways of calling things, not all vocabulary of these two varieties of English are the same. He asked the staff for help with his lost buggy, but the staff could not understand what the buggy was. This staff was familiar with American English, so the word "buggy" was not very common in this context.

1.9 The use of technical terms

Technical terms for airport communication. Interviewees A and B had similar opinions towards the staff while they were speaking to the interviewees. Interviewee A said that "I do not think that the staff have the technical term problems because they are working at the airport, also they know the technical terms very well to communicate with me." Likewise, Interviewee B said that the staff knew the technical term regarding the airport perfectly except the word "buggy" which was already described for the confusing problem. Furthermore, Interviewee C said that the staff communicated understandably while they were speaking. Additionally, Interviewees E, F, and G stated that there were no technical term problems during communication. On the contrary, Interviewee D viewed that he remembered the technical term problems of the staff. He said that "I could remember some of them. For example, they said "arrive instead of arrival", they said "airplane instead of airline or airways". It was really confusing but I could understand them because the staff had gestures while we communicated which is very important."

1.10 Thinking of word choices in communication

The problem in thinking of using specific words for oral communication is raised. Only Interviewee C found that it was a problem that the staff took much time to think about the words to communicate because it was hard to understand and it led to unreliable conversation. Moreover, this communication was for emergency help, so the staff should not take much time. Meanwhile, Interviewee D said that "It is not really a big problem because of some other tourists who are not native English speakers are the same as the staff. Thus, they have to take time for thinking about the next words in the conversation."

Interviewees A, B, E, and F understood that the staff were not native English speakers, so it was normal for taking time to think about words or sentences or to look for the most appropriate word. Likewise, the staff had to have a double thinking process before speaking out; the staff had Thai as their native language, so they had to translate from Thai to English before speaking.

Most of the foreign tourists in this study had the similar opinion that the main English communication problem of the TAC's staff was speaking skills because they were non-native English speakers. Moreover, they had a difficulty in listening to the problem faced by the foreigners when they were asking for help since they had different accents as well as the trouble of listening to various accents of the foreign tourists who did not use English as the first language. This result is related to the study of Chaichana et al. (2017) that the receptionists had mostly English communication problems in speaking and listening because of the tourists' accents and the difficulty of listening skills in which English proficiency was not as high as that of the TAC's staff.

The attitudes of the foreign tourists, both native and non-native English speakers in this study, indicated that the Thai staff did not have many problems because they could communicate and assist tourists effectively. However, the problems above were mostly about vocabulary usage that the staff did not have sufficiency to convey the information to the tourists. This is related to the study of Leelaviriyawong (2015). The staff did not have enough confidence to communicate in English due to their low knowledge of words leading to their ineffective English usage as similar to problems faced by the Thai vendors in Leelaviriyawong's (2015) study.

Based on the theoretical framework, this study utilized the direct approach of language attitudes by Garrette (2007). The answers of the findings were taken by a direct response between the foreigners and the researcher at the airport using the set of questions in the interview. Their responses were not biased. That is, they revealed the truth of real problems in English faced by the TAC staff. Those problems which are supported by Richards (1983), namely the first dimension, are about listening skills due to the factor of intonation, stress, and words. The TAC staff had incorrect pronunciation of English, insufficient awareness of English vocabulary, and inability in comprehending non-native varieties of English. Regarding Young and Faux (2020), it was found from the present study that the foreign interviewees did not act as the in-group speakers, however. They understood that that the Thai staff at TAC merely had incompetency in English because of linguistic factors.

2. The Suggestions of Foreign Tourists toward Oral English Communication Problems of TAC staff.

The results of this part were taken from Part III of the interviews.

All the interviewees had various recommendations for the staff, except Interviewee G. Firstly, Interviewee A suggested the staff use the gestures which was necessary for successful communication in English. . This interviewee also recommended communication without wearing a mask because this study was conducted during the the COVID-19 pandemic. Secondly, practicing word lists, learning more technical terms, and speaking with more confidence were recommended by Interviewee B. Interviewee B advised the staff to practice more with a word list, especially vocabulary items about services in the airport, which could lead to easier communication with foreign tourists. Moreover, the technical terms used in the airport were familiar to the staff, but they would be more useful for the staff to learn more and regularly use them. This interviewee recommended the last trick for the staff to be more confident by speaking louder and speaking faster because it could convince the foreign tourists to be more willing to ask for help at the center. Additionally, Interviewee C suggested the staff to have more practice speaking with foreigners and listening to music more often. Meanwhile, Interviewees D and E made the same suggestions as Interviewee C but added a different tip about the speaking skill by shadowing to improve word pronunciation correctly. Interviewee F recommended the staff should try to speak without fillers which sometimes led to misunderstanding and impolite issues.

According to the findings above, all the interviewees had various suggestions or tips for the staff about English communication,, but mostly about the word lists and technical terms which could lead the staff to be more professional and reliable. Besides, it is the way to make the tourists more willing to ask for help and information from the staff. This is related to Leelaviriyawong (2015) findings, in which suggestions by the tourists for Thai vendors was to practice more vocabulary and use word lists to obtain the effectiveness of English communication.

Suggestions

It can be concluded that through foreign tourists' attitudes, the Thai tourist assistant staff at Phuket International Airport seemed to have English communication problems with regard to listening and speaking skills, accents, pronunciation, speaking speed, technical terms, and word choices. Most of the staff had these problems that differently affected their oral communication with foreign tourists. Outstandingly, Thai English accents were not totally a problem for the foreign tourists during asking for help or information, but they recommended the Thai staff to fix it to be better for the reliable and comfortable conversation in English. This recommendation would lead to the effective competence and English proficiency for non-native speakers.

This research studied only the attitudes of the foreign tourists who vacationed in Phuket towards the English oral communication problems of the staff at the tourist assistance center in the Phuket International Airport. Thus, further studies can be conducted employing a number of foreign tourists at two other locations of TAC in Phuket Province. This would cover a wider range of attitudes regarding the Thai staff's oral communication. Moreover, further research can be conducted with similar aspects of the language attitudes using a questionnaire to study other foreign tourists' views toward other Thai officers at other tourist assistance centers in other major provinces in Thailand. In addition, the findings of this study can be useful for the Ministry of Tourism and Sport that involves the policymaker of tourism operation to plan a training course to help solve aural-oral communication problems in English faced by local staff., It is recommended that a course in airline communication taught by native-English and non-native English instructors from the colleges or universities in the local area be engaged. The staff will have more

opportunities to learn how to communicate in English and to understand native and non-native varieties of English.

References

Amazing Thailand. (n.d.) *Phuket.* Retrieved February 28, 2022, from https://www.tourismthailand.org/Destinations/Provinces/Phuket/350

Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2019). *Communicative English language test: A prospective measuring device for tourism practitioners' employability.* Proceedings of The 9th International Conference of Rural Research and Planning Group, Universitas Mahasaraswati Denpasar Bali Indonesia. Retrieved March 2, 2022, from https://e-journal.unmas.ac.id/index.php/IC-RRPG/article/view/251

Chaichana, M., Cheawchan, S., & Thongnen, S. (2017). *English communication problems of receptionists at hotels in Nan in foreign tourists' perspective.* Proceedings of the 9th Conference of Creative RMUT and Sustainable Innovation for Thailand 4.0, RMUT Lanna, Nan, 321-328. Retrieved March 11, 2022, from http://repository.rmutr.ac.th/? fbclid=IwAR1kCksHk2QbnQWefhRjJLxaYFGgW-jx18d91rRmumBB4uD0AB-Fw4urbnQ

Clark, H. H., & Clark, E. V. (1977). *Psychology and language.* New York: Harcourt Brace Jovanovitch.

Foss, D. J., & Hakes, D. T. (1978). *Psycholinguistics.* Englewood Cliffs, NJ: Prentice-Hall.

Garrett, P. (2007). Language attitudes. In C. Llamas, L. Mullany, & P. Stockwell (Eds.), *The Routledge companion to sociolinguistics* (pp. 116-121). London: Routledge.

Leelaviriyawong, S. (2015). *Foreign tourists' satisfaction towards English oral communication with Thai vendors in Bangkok.* Unpublished independent study paper of MA (English for Careers), Thammasat University. Retrieved February 3, 2022, from http://ethesisarchive.library.tu.ac.th/thesis/2015 /TU_2015_5721040870_4515_2506.pdf

Nishanthi, R. (2018). The Importance of learning English in today world. *International Journal of Trend in Scientific Research and Development, 3*(1), 871-874.

Richards, J. C. (1983). Listening comprehension: Approach, design, procedure. *TESOL Quarterly. 17*(2), 219-240.

Royal Thai Embassy. (2020). *Tourist assistance center: Ministry of tourism and sports.* Retrieved February 27, 2022, from https://lima.thaiembassy.org/en/ content/tourist-assistance-center-ministry-of-tourismand?page=5d846 a0415e39c31dc00 6013&menu=5d846a 0415e39c31dc006014

UNESCO. (n.d). *Phuket.* Retrieved March 5, 2022, from https://en.unesco.org/creative-cities/phuket

Young, R. W., & Faux, W. V. (2012). Native and non-native English speakers' perspectives of ineffectiveness and inappropriateness in difficult conversations. *Communication Research Reports, 29*(3), 185-192.

Zahn, C. J., & Hopper, R. (1985). Measuring language attitudes: The speech evaluation instrument. *Journal of Language and Social Psychology. 4*(2), 113–123.

Teachers' and Students' Perceptions towards the Use of Translanguaging in English Language Classrooms in Thailand

Shijing Xiao[a] * & Supinda Lertlit[b]

[a] Bilingual Education Program, Suryadhep Teachers College, Rangsit University, Pathum Thani,12000 Thailand
[b] Doctoral Program Department, Suryadhep Teachers College, Rangsit University, Pathum Thani, 12000 Thailand

A b s t r a c t

This research focuses on secondary school teachers' and students' perceptions towards the use of translanguaging in English language classrooms in Thailand. The research questions are: 1. What are secondary level students' perceptions towards the use of translanguaging in English language classrooms? 2. What are native English speaker teachers' perceptions towards the use of translanguaging by secondary level students in English language classrooms? The participants were 363 Thai students and 9 native English speaker teachers. The 363 Thai students who were in secondary level 1, 2, and 3 (equivalent to grade 7, 8, and 9, respectively) were requested to complete the online questionnaire. To obtain qualitative data, nine Thai students and six native English speaker teachers were requested to participate in the online text-based interview. A mixed method approach was used in this study. The instrument for collecting quantitative data was an online 5-Likert scale questionnaire whereas the instrument for collecting qualitative data was an online text-based interview. According to the findings, both Thai students and native English speaker teachers had positive perceptions towards the use of translanguaging in English language classrooms. In addition, translanguaging helped students to understand complex lessons and improve their English communication skills. However, students did not use the native language to respond to the teacher's questions or ask permission from the teacher very often. The research recommends that teachers implement translanguaging to enhance their English teaching effectiveness, and students were suggested to use translanguaging to enhance their English learning competency.

Introduction

With the development of globalization, all countries worldwide are connected tightly in economy, politics, and culture. People from all over the world are communicating more and more closely. In order to connect with different countries' people, a common language needs to become the core of communication. As one of the most widely used languages globally,

English plays a vital role in globalization. People use English in daily life and the workplace, in science, and in academics. It was said that more than 50% of the millions of academic papers were published in English each year (Choklap, 2015). Therefore, globally more and more people tend to acquire English proficiency. Richards (2015) pointed out different terms to refer to the status of English in various parts of countries: English as a native language (ENL) was used to refer to English in those countries where people speak English as their mother tongue; English as a second language (ESL) was used to describe English where people widely use English in their multilingual environment such as Pakistan, India, Singapore and elsewhere; And in other parts of countries like China, Japan, and Russia where English was studied in school for specific purposes, English was described as a foreign language(EFL). In addition, English was also used as a lingua franca (ELF) when people do not share a common language using English as a communicative tool, which was also described English as an international language (EIL). Based on the foundation of ELF and EIL, Bolton (2018) further mentioned the term World Englishes (WE) for a narrower or broader application. Although the English language discussion in the world is developing and changing, the primary trend of English language teaching is in EFL and ESL.

In Thailand, the development of globalization has promoted the country's development in all domains, such as tourism, culture, and education. As more and more foreigners can be seen in Thailand, English as the international language has become the connecting bridge between Thais and foreigners for better communication. The government has also strongly supported English learning in Thai schools. According to Laoriandee (2014), English is the only foreign language taught until Grade 9 in Thailand's primary education. More English learners are increasing from primary school to university in Thailand. For instance, international schools and English programs are developed. Teachers and students tend to use English as a foreign language in the classroom. Thus, in this study, English language teaching is connected with teaching English as Foreign Language (EFL). EFL usually refers to teaching English in those places where people are not commonly using English. In these places, learning English is regarded as a subject in school, and students mostly use English just inside the classroom (Safargalina, 2018). To develop English teaching and learning in Thailand, Thai people attempt to search for

practical approaches to help EFL learners master English better in the classroom. As they studied on various approaches, translanguaging was barely mentioned in Thailand. Thus, this research focused on the use of translanguaging, which provided another possibility for Thai people on teaching and learning English.

Thai people have been learning English in Thai schools for a long time. Based on curriculum reforms, bilingual or English programs have been established as Thai educators pointed out that the number of private bilingual schools increasing. Government schools support English learning by offering English programs for students. Moreover, the curricula in the bilingual schools are not just done in English but also in Thai, which follows the instruction of the Ministry of Education. Thus, Thailand provides a suitable environment for students to use two languages in the classroom (Nonthaisong, 2015). Moreover, English language teaching had been based on rote memorization and grammar-translation at the beginning, and later it changed to focus on communicative skills. The change shows that Thai people acknowledge English as a vital skill in daily life.

In order to improve English language teaching and learning, the Thai educational system has adopted various approaches, such as the learner-centered approach, Task-Based learning approach, and Self-Access learning approach. Although the learner-centered approach was practiced in various forms, the common point is that Thai teachers tried to combine it with the communicative language teaching approach to make more meaningful lessons for students (Darasawang, 2007). The learner-centered approach provides a foundation for translanguaging in an English language classroom. According to Castaño (2017), translanguaging classrooms are learner-centered, in which language and content are integrated so that students are able to use the language in daily life and not just to learn academic vocabulary. The Thai educational system supports diverse approaches to English language teaching so that English language classrooms can be more meaningful for teachers and students.

For a long time, teachers and students were encouraged to use English only in the classroom (Escobar, 2019; Nambisan, 2014). However, it is not easy for both teachers and students. In Thailand, English teachers are mainly divided into Thais and native speakers of English teachers who try to teach students English by using English only. However, some complex

terms are challenging to explain in English due to the different cultural and language backgrounds between English countries and Thailand (Kampittayakul, 2019). English and Thai are in different language families. The former is categorized in the Indo-European language family, and the latter is regarded in the Sino-Tibetan language family (Pechapan-Hammond, 2020). Therefore, it is difficult for Thai people to study English as a foreign language. Thus, the Thai language was used by students to make complex contents much clearer in the English classroom. In order to promote the teaching and learning of English, English teachers in Thailand tried to learn meaningful teaching methods from Western scholars and educators. As Welsh educators provided Welsh students with opportunities to use two languages in the classroom, more sense was carried out for translanguaging. Later on, García and Kleyn (2016) tried to figure out how translanguaging could strengthen the use of students' home languages and their bilingualism. In their study, they found the values of translanguaging. In this regard, to improve the quality of English classes in Thailand, new teaching methods, translanguaging, could be taken to promote English teaching and learning in Thailand.

Translanguaging

Translanguaging, first used in Welsh by Welsh educators, is a new learning and teaching method for second language acquisition. According to Jenks and Lee (2020), translingualism and translanguaging have been regarded as significant concepts in language and communication. It can be defined as an approach in which students are allowed to use their first language, making meaning in learning a language (Ortega, 2019). When referring to the context in Thailand, bilingual students can refer to those who speak both English and Thai language and translanguaging can refer to Thai students' use of English and Thai in the English learning classrooms. In recent decades, translanguaging has been regarded as a helpful instruction in bilingualism and multilingualism areas. At the end of the 20th century, children were encouraged to use the two languages in interrelationship within one space, which showed translanguaging practices in bilingualism. With the development, translanguaging became popular in language learning classes, which can also benefit English language classrooms. Translanguaging promotes the education of bilingual students and builds a more equitable society by recognizing bilingual students' entire language repertoire and their translanguaging abilities (García and Kleyn, 2016). As a new instruction method

in the English classroom, translanguaging has been studied by many scholars.

According to Cook (2001), promoting English-only practices in English language classrooms was famous for many English teachers, while using the native language or mother tongue was regarded as unprofessional. However, he also pointed out the significance of using the first language in the English classroom in his study. He believed that using the first language in an English classroom can help students connect and build linguistic knowledge with the target language. As Welsh educators provided Welsh students with opportunities to use two languages in the classroom, more sense was carried out for translanguaging.

Translanguaging is an approach used in the English language classroom that shows its advantages and benefits for language learners. It is also said that translanguaging has the capacity and potential to promote language teaching and learning (García & Wei, 2020). Baker (2001) listed out that translanguaging has the advantage of promoting a more profound understanding of concepts, strengthening students' weaker language, building home-school links and cooperation for students, and integrating fluent students with beginner students. Apart from these advantages, Nambisan (2014) further described the benefits of translanguaging for students as well as instructors that it is a helpful strategy for students navigating conversation to build a bridge between their native language and English. Moreover, it also helps instructors cultivate students' knowledge and linguistic repertoires. Undoubtedly, translanguaging brings some advantages and benefits to both teachers and students in the English language classroom. However, it does not mean that all teachers and students will own positive perceptions of the use of translanguaging in the classrooms.

Despite the benefits of translanguaging, some challenges also can be found when using translanguaging in English classrooms (Anouk, Elma, Paul & Sarah, 2021). According to Anouk, Elma, Paul, and Sarah (2021), different stakeholders, including language education researchers, teachers, and multilingual learners, faced seven challenges when establishing meaningful translanguaging in multilingual classrooms: (1) Side effects; (2) Goal formulation; (3) Learning the language of schooling; (4) English and other semiotic resources; (5) Affective functions; (6) Effort; and (7) Confusion. Significantly, it was challenging for teachers and students to spend more effort structurally using translanguaging,

especially for those students who do not speak their native language fluently. In addition, teachers and students stated that they did feel confused when using translanguaging. Different kinds of challenges create difficulties for teachers and students when using translanguaging. Teachers and students are the principal subjects in classrooms. Their perceptions and challenges are the most importance issues. Therefore, this research focuses on teachers' and students' perceptions in order to find effective ways to implement translanguaging in the classrooms.

Bilingual students

As it was shown, bilingual students are tightly connected with translanguaging in their learning. Cenoz and Gorte (2019) mentioned that emergent bilingual students would adjust their repertories to learn an additional language, and the use of languages with softening boundaries can refer to the concept of translanguaging. In addition, Kleyn and García (2019) mentioned that translanguaging provides bilingual individuals a way to communicate by leveraging their entire linguistic repertoire. It showed the relationship between translanguaging and bilingual students again.

Bartolomé (2016) believed that bilingualism refers to the ability to use two languages not only at the societal level but also at the individual level. Wei (2020) also agreed that bilingualism occurs as both a societal and unique phenomenon, but he emphasized the coexistence and co-use of two languages in bilingualism. All in all, the keyword of bilingual or bilingualism is two languages. In Thailand, those students who learn English as a foreign language can also be regarded as bilingual students because they are in a two-language environment when they are learning in English language classrooms.

As an essential factor of bilingualism, bilingual students earn lots of attention from scholars. Scholars attempted to study bilingual classrooms from various perspectives to find an effective way for bilingual students to improve their language repertoires. For instance, Cain (2018) listed seven tips for teachers to handle the situation when a newcomer emergent bilingual student arrives in the classroom: 1) keep in mind the need to understand students' perceptions; 2) take the initiative to learn about students' home language(s); 3) look for ways to connect with students in speaking, reading, and writing; 4) become acquainted with funds of knowledge of students' families; 5) consider situations that might be especially challenging for newcomers; 6) consider preparing a newcomer kit for classroom teachers;

7) exemplify a yes face. The author mentioned that awareness of students' first language and making connections between English and their first language can help reduce stress for newcomers and teachers to create a peaceful environment for bilingual students. In addition, some scholars (Rebecca et al., 2013) were wondering whether teachers' instruction can influence students' vocabulary and comprehension, especially for the English monolingual and Spanish-English bilingual students. Furthermore, the finding showed that teachers' instruction with comprehension strategies provided a more significant positive influence on bilingual students than on monolingual students. That means bilingual students might catch up with teachers' instruction better than monolingual students, which shows some advantages when learning in a language classroom. Relyea and Amendum (2020) also found that bilingual students who develop higher proficiency in their native language can gain higher proficiency in the English language. This finding revealed that bilingual students' first language or native language plays a positive role in learning English.

In Thailand, the Ministry of Education by the Office of Non-formal and Informal Education (ONIE) aims to develop Thai students into bilingual students by studying in the bilingual program using English as a medium (Laksanasut, 2020). The Ministry of Education hopes Thai bilingual students are able to achieve four primary objectives: 1) achieving academic proficiency in all subjects; 2) promoting and developing their understanding of other cultures and traditions through cultivating a positive attitude; 3) developing and maintaining their skills through their primary language and their second language; 4) becoming bilingual or bi-literate and lifelong learners (Wongboonsin, 2006). Therefore, Thai bilingual students will be able to use the Thai and English languages.

Bilingual students and translanguaging

Due to bilingual's coexist-language or two-language context and the focus on using the first language in a bilingual context, some scholars tried to link bilingual students with translanguaging. Rowe (2018) supported students to use translation which can create a space for students using translanguaging skills in multilingual classrooms and believed that these bilingual students could bring the ability of translanguaging to the classroom because these students were able to use their full linguistic repertoires freely when writing and recording their stories. Later, Suárez (2020) investigated emergent bilingual students' translanguaging practices in the

situation of problematizing electrical phenomena, which showed bilingual students' abilities of multiple linguistic and various translanguaging practices in a science learning environment. Unlike Suárez (2020), Lopez et al. (2017) attempted to conceptualize the use of translanguaging to assess the academic knowledge of bilingual students. They believed it is beneficial for teaching and learning when teachers implement translanguaging in content assessments. Except for assessment, translanguaging makes a significant difference in another aspect for bilingual students when they study English as a foreign language. For example, Osorio (2020) built culturally and linguistically sustaining spaces for his first-grade bilingual students in Spanish and English to use translanguaging in the reading text, which positively affected bilingual students creating knowledge by using translanguaging. These studies showed bilingual students' abilities and benefits of using translanguaging in the classrooms. Thus, it is also possible for Thai bilingual students to use translanguaging in the classrooms since they can use both the Thai and English languages.

In the meantime, some scholars tried to convince those teachers that using translanguaging can contribute to bilingual or multilingual students (Mbirimi-Hungwe, 2019). In addition to studying experienced teachers' practice of translanguaging, some scholars focused their research on pre-service teachers. Caldas (2019) investigated pre-service bilingual teachers' perceptions of the use of translanguaging in teaching and learning. The finding showed that these participants were willing to use translanguaging in their future careers. Teachers' perceptions of translanguaging play a significant role in bilingual students because teachers' teaching strategies can influence what students can do in the classrooms.

Perceptions of teachers and students

In the classroom, teachers and students are the primary participants. Their opinions and perceptions towards teaching methods are significant. To figure out the effectiveness and practicality of teaching methods, scholars tend to study teachers' and students' perceptions in the classroom. Kitjaroonchai (2019) aimed to investigate Thai students' perceptions towards the use of their mother tongue (L1), Thai, in English classrooms and found that most students believed that using L1 brings some advantages for explaining complex grammatical points, defining new vocabulary items, and clarifying complex concepts or ideas even though they prefer to use English in their classroom. In addition, it was found

that those students who relied on using their mother tongue too much got a lower score. Thus, students should adequately use their native language, and their perceptions toward the use of translanguaging help adjust the way of using translanguaging.

In another research, Saisoonthornwatthana and Saengboon (2016) examined the teaching method used in an EFL tutorial school in Thailand and teachers' as well as students' perceptions towards these teaching methods. They found that both teachers and students are facing numerous contemporary teaching methods. Therefore, it was suggested that traditional and contemporary methods should be combined. It also showed that teachers' and students' perceptions influence the implementation of teaching methods in the classroom.

A deeper understanding of teachers' and students' perceptions is necessary because knowing teachers' and students' opinions and views can help adjust the use and practice of new teaching methods in the classroom. Since translanguaging has become popular in the bilingual classroom, many areas tried to adopt translanguaging for English language classrooms. For example, Nambisan (2014) investigate teachers' attitudes towards and uses of translanguaging in English language classrooms in Iowa to find out translanguaging's value in Iowa. This research tried to investigate teachers' and students' perceptions towards the use of translanguaging by students in English language classrooms in Thailand to find out whether translanguaging can be valuable to the English language classroom in Thailand.

Objectives

The objectives of this study are:

1) To investigate secondary level students' perceptions towards the use of translanguaging in English language classrooms.

2) To investigate native English speaker teachers' perceptions towards the use of translanguaging by secondary level students in English language classrooms.

Conceptual Framework

In an English language classroom, students tend to use two languages, English and Thai, to learn English, which allows the use of translanguaging. Teachers and students, as the prominent participants in the classrooms, held their perceptions, positive or negative perceptions, towards the use of translanguaging by students.

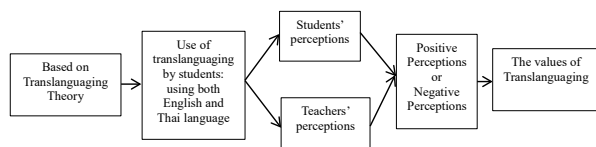The conceptual framework is shown in Figure 1.

Figure 1 Illustration of Conceptual Framework

Research Methodology

This study used a mixed-method approach by conducting online survey as a quantitative research and an interview as a qualitative research, which aimed to investigate secondary teachers' and students' perceptions toward translanguaging in English language classrooms in Thailand. The justification was that the survey collects data on personal perceptions, attitudes, and preferences (Cohen, Manion, and Morrison, 2018). It brought advantages on gathering data economically and efficiently, generating numerical data. Thus, survey-style research was selected. However, it needs large-scale data more than small-scale data. Thus, the samples tended to be large. In addition, compared with single methods approaches, using a mixed-method approach could help comprehend and understand phenomena better to gain more meaningful answers for detailed research questions.

Therefore, this study adopted a mixed method approach as a research method due to the advantage and strength of both the quantitative and qualitative method. The quantitative method was used to investigate a larger number of samples while the qualitative method was suitable for exploring personal experience, opinion, and concept in English language teaching and learning (Wang, 2018). In addition, quantitative research could collect extensive data quickly, which was convenient to collect students' perceptions. Qualitative research could better understand samples' perspectives. Mix-method answers the research questions from diverse aspects, providing more reliable evidence for the study.

1. Population and Samples

The population included Thai secondary level students and native English speaker teachers: 519 secondary level students studying in an Intensive English program consisted of three groups: Grade 7 (163 students), Grade 8 (179 students), and Grade 9 (177 students); six native English speaker teachers. All attended a secondary school in Thailand.

Two kinds of samples were required for this research: secondary level students and native English speaker teachers. Firstly, a stratified random sampling technique was adopted to decide the samples of secondary-level students for the questionnaire. The sample size of the students for the questionnaire was 363 from three different groups: grade 7 (116 students), grade 8 (124 students), and grade 9 (123 students), with a confidence level of 95% and ±5% precision. In addition, nine students were samples to be interviewed by selection in a volunteer method. In this research, there were three grades of students. Different grades of students might hold various perceptions towards the use of translanguaging due to different age and language level. Using stratified random sampling can figure out different grades of students' perceptions which could be more meaningful and representative. Secondly, the six native English speaker teachers were included as samples due to the small number and the need for the study.

2. Research Instrument

Due to the Covid-19 epidemic, most schools were required to teach and learn online. Hence, this study used online questionnaires and online interviews to collect quantitative and qualitative data. Firstly, the online questionnaire included two parts: one part focused on personal information, such as gender and grade; the other part concentrated on the situation that students tended to use translanguaging, and how students felt about the use of translanguaging in the classroom, which contained 16 items using a 5-Likert scale, where 1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Agree, 5= Strongly Agree.

Secondly, an online interview was conducted by Google Forms. Two parts of the interview were arranged: students and English native-speaker teachers. The interview with secondary school students contained two parts: demographic information and perception questions. The whole interview had 11 questions. The interview with native speaker teachers included two parts: demographic information, such as age, gender, and experience of teaching in Thailand; the other was personal perceptions towards the use of translanguaging by students. The whole interview included 14 questions.

In order to gain effective research, validity and reliability should be a concern. Three experts were sent the questionnaires to check the connection between the items and objectives. Hence, Index of Item Objective Congruence (IOC) points of congruence were rated to evaluate questionnaire items. After collecting the IOC form, the questionnaire was revised and modified according to experts' suggestions. The item scores must have a consistency value equal to or above 0.67 (Rovinelli & Hambleton, 1977), which were reserved.

Nevertheless, if the item scores lower than 0.67, the items were corrected. According to the feedback of three experts, most items gained scores of 0.67, which corresponded with the required score. Two items gained a score of 0.33, which were revised and modified.

After modifying the questionnaire, a pilot study was conducted to guarantee reliability by asking a trial group of ten students (who were not in the sample group) to answer the survey questionnaire. Then, Kuder-Richardson (KR-21) was used to calculate reliability scores, which show stability when rtt ³ 0.70 (Thankdenchai, 2017). Based on the pilot study, the reliability values should be equal to 0.70 or higher, which showed the reliability of the questionnaire. If the reliability was lower than 0.70, the questionnaire should be revised. According to the Cronbach's Alpha, the pilot study of this research gained a score of 0.95, which was higher than 0.70. Thus, the questionnaire was reliable.

3. Collection of Data

Firstly, the quantitative data by administrating online questionnaires were conducted in November 2021 at a secondary school in Thailand with 363 students completing the questionnaires. Before conducting questionnaires, a permission letter was sent to the secondary level school to gain permission for questionnaire administration. Then, with kind permission and valuable help, the researcher started data collecting. With the assistance of the head teacher, the researcher distributed the online questionnaires to each group of participants: grade 7, grade 8, and grade 9, which were presented bilingually in English and Thai language so that students could understand the questionnaires better. The researcher made it clear to the participants that their responses were analyzed and studied anonymously. In addition, specific numbers were used to replace participants' names to guarantee anonymity and protect participants' privacy.

Secondly, the qualitative data was collected in two parts of the interview, including students' interviews and teachers' interviews in November 2021 at a secondary level school in Thailand. The interviews were conducted online via Google forms due to the Covid-19 epidemic. Nine secondary students and six native English speaker teachers completed the online interviews. Nine students were selected in a purposive and volunteer way: each group provided three students for the interview. This method ensured that participants had a great willingness to be interviewed. The students' level of English was considered and it was uncertain that

students could understand all interview questions. The interview questions in both English and Thai, which the Thai teacher translated, were conducted online to avoid misunderstanding. Then, six native English speaker teachers were interviewed. The interview questions for teachers were conducted in English, which was the principal language in this study.

4. Data Analysis

This study used Mean, Standard Deviation, and One-way ANOVA to analyze the quantitative data by leveraging a computer program (SPSS) for the statistical analysis. Then, the content analysis was used to summarize and report written data to analyze qualitative data. In order to process content analysis, Denscombe's method (2014) was adapted. Firstly, qualitative data obtained from interviewees were used to analyze teachers' and students' perceptions towards the use of translanguaging. Secondly, after collecting data, the researcher broke down the text into several units or categories related to the perceptions towards translanguaging. Thirdly, the researcher coded the units and chose appropriate samples to fit the categories. After that, the collected data were addressed into suitable categories using the MAXQDA program, which aims to help researchers analyze all kinds of data, to code and categorize the collected data. Finally, the results were analyzed and concluded.

Results

1. Secondary level students' perceptions towards the use of translanguaging in the English classroom

Concerning the first research question, the descriptive statistics of the use of translanguaging of the three different grades of students were calculated. To present Thai students' perceptions toward the use of translanguaging, the researcher presented an overall table that showed the whole mean values and standard deviations of grade 7, grade 8, and grade 9 students. Table 1 shows the perceptions of the three grades of students.

The table above showed that secondary level students hold positive perceptions towards the use of translanguaging in English classrooms since the summary of its mean score value was 3.61, with a 0.97 standard deviation. However, respondents also hold neutral perceptions towards some specific items such as item one, "use native language (L1) in English classroom", item seven, "use native language (L1) to respond to teacher's question", item eight, "use native

Table 1 Descriptive Statistics of Grade 7, 8, 9 Students (n=363)

Item	Mean	S.D.	Degree
1. I use native language (L1) in English classroom.	3.26	1.07	Neutral
2. I use native language (L1) to discuss content or activities in small groups.	3.66	0.97	Positive
3. I use native language (L1) to provide assistance to peers during activities.	4.13	0.77	Positive
4. I use native language (L1) to brainstorm during class activities.	4.01	0.81	Positive
5. I use native language (L1) to explain problems not related to content.	3.65	1.09	Positive
6. I use native language (L1) to help me to understand teacher's instruction.	3.78	1.02	Positive
7. I use native language (L1) to respond to teacher's question.	2.62	1.20	Neutral
8. I use native language (L1) to ask permission from teacher.	2.68	1.23	Neutral
9. It will be useful for me to use native language (L1) alongside English.	3.90	1.05	Positive
10. It is important to use native language (L1) for discussing content or activities in small groups.	3.96	0.85	Positive
11. It is important to use native language (L1) for providing assistance to peers during activities.	4.12	0.69	Positive
12. It is important to use native language (L1) for brainstorming during class activities.	3.92	0.78	Positive
13. It is important to use native language (L1) for explaining problems.	3.86	0.91	Positive
14. It is important to use native language (L1) for translating for a lower proficiency student.	4.21	0.83	Positive
15. It is important to use native language (L1) for responding to teacher's question.	2.98	1.13	Neutral
16. It is important to use native language (L1) for asking permission from teacher.	3.04	1.15	Neutral
Summary	**3.61**	**0.97**	**Positive**

language (L1) to ask permission from teacher", item fifteen, "important to use native language (L1) for responding to teacher's question", item sixteen, "important to use native language (L1) for asking permission from teacher" acquiring the mean values of 3.26 (SD=1.07), 2.62 (SD=1.20), 2.68 (SD=1.23), 2.98 (SD=1.13) and 3.04 (SD=1.15), respectively. The mean scores were in the range of positive scores for the remaining items.

Table 2 demonstrats the overall mean scores, standard deviations and One-way ANOVA analysis of the three different grades.

From Table 2, both Grade 7 and Grade 8 students revealed positive perceptions towards the use of translanguaging in English classrooms, receiving the mean scores of 3.77 and 3.65, while Grade 9 students had a 3.41, showing their neutral perceptions. It is important to note that item seven, "use native language (L1) to respond to teacher's question" and item eight, "use native language (L1) to ask permission from teacher" had the lowest mean values of 2.91, 2.73, 2.23 and 2.97, 2.85, 2.22, which indicated secondary students have more negative perceptions towards using translanguaging with their teacher compared with other situations. Apart from these two items, all of three grades students revealed neutral perceptions towards item one, "use native language (L1) in English classroom" with the mean scores of 3.49, 3.31, and 2.98, item fifteen, "important to use native language (L1) for responding to teacher's

Table 2 The One-way ANOVA analysis of the three grades and students' perceptions towards the use of translanguaging in English classroom (n=363)

Item	Grade 7 (n=116)		Grade 8 (n=124)		Grade 9 (n=123)		F	P
	M	S.D.	M	S.D.	M	S.D.		
1. I use native language (L1) in English classroom.	3.49	0.92	3.31	1.08	2.98	1.14	7.19	0.001**
2. I use native language (L1) to discuss content or activities in small groups.	3.82	0.88	3.76	0.9	3.42	1.08	6.30	0.002**
3. I use native language (L1) to provide assistance to peers during activities.	4.16	0.76	4.21	0.63	4.02	0.9	1.87	0.155
4. I use native language (L1) to brainstorm during class activities.	4.07	0.74	4.08	0.68	3.88	0.96	2.43	0.089
5. I use native language (L1) to explain problems not related to content.	3.78	1	3.69	0.97	3.46	1.25	2.81	0.061
6. I use native language (L1) to help me to understand teacher's instruction.	4.02	0.93	3.66	1.02	3.68	1.06	4.66	0.010*
7. I use native language (L1) to respond to teacher's question.	2.91	1.12	2.73	1.14	2.23	1.23	11.25	0.000**
8. I use native language (L1) to ask permission from teacher.	2.97	1.18	2.85	1.19	2.22	1.2	13.91	0.000**
9. It will be useful for me to use native language (L1) alongside English.	4.13	0.95	3.81	1.01	3.78	1.15	4.13	0.017*
10. It is important to use native language (L1) for discussing content or activities in small groups.	4.03	0.81	4.01	0.86	3.85	0.87	1.51	0.222
11. It is important to use native language (L1) for providing assistance to peers during activities.	4.18	0.64	4.19	0.64	4.00	0.76	2.93	0.055
12. It is important to use native language (L1) for brainstorming during class activities.	3.93	0.79	3.94	0.73	3.88	0.83	0.20	0.815
13. It is important to use native language (L1) for explaining problems.	4.01	0.85	3.88	0.89	3.69	0.96	3.76	0.024*
14. It is important to use native language (L1) for translating for a lower proficiency student.	4.31	0.88	4.2	0.79	4.12	0.83	1.55	0.214
15. It is important to use native language (L1) for responding to teacher's question.	3.21	1.04	3.05	1.1	2.68	1.18	7.10	0.001**
16. It is important to use native language (L1) for asking permission from teacher.	3.34	1.05	3.08	1.11	2.71	1.21	9.46	0.000**
Summary	**3.77**	**0.91**	**3.65**	**0.92**	**3.41**	**1.03**	**5.07**	**0.235**

$*p<0.05$ $**p<0.01$

question" with the mean scores of 3.21, 3.05 and 2.68, and item sixteen, "important to use native language (L1) for asking permission from teacher" with the mean scores of 3.34, 3.08 and 2.71. Especially, item two, "use native language (L1) to discuss content or activities in small groups" and item five, "use native language (L1) to explain problems not related to content," receiving the positive mean values of 3.82, 3.76, and 3.78, 3.69 from Grade 7 and Grade 8 students, but receiving the negative mean values of 3.42 and 3.46 from Grade 9 students. As for the remaining items, every item displayed positive perceptions from three different grades because their mean scores were all in the range of positive points (3.51 - 4.50).

In addition, the output of the One-way ANOVA analysis was used to analyze the difference in students' perceptions towards the use of translanguaging among three different grades. Table 2 shows that: item six "use native language (L1) to help me to understand teacher's instruction" with the p-value of 0.010; item nine "useful for me to use native language (L1) alongside English" with the p-value of 0.017; and item thirteen "important to use native language (L1) for explaining problems" with the p-value of 0.024, were less than 0.05, which showed the difference among three grades of students. Besides, six items showed significant differences since all of their p-values were less than 0.01: item one "use native language (L1) in English classroom" with the p-value of 0.001, item two "use native language (L1) to discuss content or activities in small groups" with the p-value of 0.002, item seven "use native language (L1) to respond to teacher's question" with the p-value of 0.000, item eight "use native language (L1) to ask permission from teacher" with the p-value of 0.000, item fifteen "important to use native language (L1) for responding to teacher's question" with the p-value of 0.001 and item sixteen "important to use native language (L1) for asking permission from teacher" with the p-value of 0.000. However, the result of the total p-value of variance was 0.235, more than 0.05. Therefore, there were no significant differences among the perceptions of Grade 7, Grade 8, and Grade 9 students.

Based on the first research question, the researcher could generalize that secondary students' perceptions towards the use of translanguaging in English classrooms were positive by achieving a total mean value of 3.61, which was at the level of positive.

In order to explore students' perceptions deeply, online interviews were conducted. Table 3 presents the frequency of students' responses.

Table 3 Frequency of students' responses from MAXQDA

Students' responses	Frequency	Percentage
Question 1: Does your teacher allow you to use your native language in the classroom? Why or why not?		
Allow due to English level	5	45.5
Allow for communication	2	18.2
Not be allowed to use translanguaging	2	18.2
Allow for understanding the content	1	9.1
Allow for interacting with teacher	1	9.1
Total	**11**	**100.0**
Question 2: Do you consider the teacher should allow students to use native language in the classroom? Why or why not?		
No, focus on learning English	4	40.0
Yes, because of English level	3	30.0
Yes, for understanding the content	3	30.0
Total	**10**	**100.0**
Question 3: When will you use native language in the classroom? Why?		
Don't understand the content	3	30.0
Communicate with peers	3	30.0
Ask teacher questions	2	20.0
Chat with teacher	2	20.0
Total	**10**	**100.0**
Question 4: What do you think about the situation when you use your native language in the classroom?		
Beneficial and useful	6	66.7
Convenient but unnecessary	2	22.2
Confusing	1	11.1
Total	**9**	**100.0**
Question 5: How can you benefit by using native language alongside English in the classroom?		
Beneficial for understanding content	4	44.4
Beneficial for communication	2	22.2
Not any benefit	2	22.2
Beneficial for exchanging culture	1	11.1
Total	**9**	**100.0**
Question 6: Why is it beneficial for you to use native language alongside English in the classroom?		
Help to understand content	5	55.5
Help to communicate	3	33.3
Useless	1	11.1
Total	**9**	**100.0**
Question 7: Do you consider translanguaging as a tool which can enhance your learning experience and develop your identity? Why or why not?		
Yes, beneficial and useful for learning	7	77.7
No, interruptive for English learning	2	22.2
Total	**9**	**100.0**
Question 8: How does translanguaging create obstacle for you while developing your target language?		
No obstacle	5	55.6
Interrupt English learning	4	44.4
Total	**9**	**100.0**

From Table 3, most students held positive perceptions toward the use of translanguaging in English classrooms. In addition, they believed that using translanguaging can be beneficial for their English learning in different aspects. From interview questions one and two, it was found that the majority of students

were allowed to use translanguaging in English class for different reasons: communication, understanding content, interacting with the teacher, and English level. At the same time, most students believed that they should be allowed to use translanguaging. Secondary students tend to use translanguaging to communicate with peers or understand the content because of their low proficiency level in English. In addition, interview questions three and four found that students probably used translanguaging when they did not understand the content, communicated with peers, and interacted with their teacher because most of them took advantage of using translanguaging. It showed that the students used translanguaging most frequently when they did not understand the content and wanted to communicate with peers. From interview questions five to seven, students' perceptions proved the significance of translanguaging. Most students believe that using translanguaging is beneficial and useful for communication or understanding content, although few students could not see any benefit of using translanguaging. The last interview questions showed that few students met some obstacles when using translanguaging in the English classroom. For instance, using too much native language will occupy their time learning English. However, according to students' answers to the whole seven interview questions, secondary students hold more positive perceptions than negative perceptions towards the use of translanguaging even though they met some obstacles.

2. Native English speaker teachers' perceptions towards the use of translanguaging by secondary level students in English language classrooms

Based on the second research question, six native English speaker teachers were invited to answer online interview questions, which consisted of thirteen questions. Questions one to six aimed to collect demographic information to describe participants. Questions seven to thirteen aimed to investigate participants' perceptions and opinions to answer the second research question. Table 4 displayed the data analysis of teachers' interviews guided by interview questions.

Teachers' responses to these seven interview questions could answer the second research question: what are native English speaker teachers' perceptions towards the use of translanguaging by secondary level students in English language classrooms? It should be noted that interview question seven reflected that teachers discovered that students use translanguaging

Table 4 Frequency of teachers' responses from MAXQDA

Teachers' responses	Frequency	Percentage
Question 7: When will your students use their native language in the classroom?		
Communicate with peers	3	75.0
Don't understand the instructions	1	25.0
Total	**4**	**100.0**
Question 8: How do you think about the situation when your students use their native language in the classroom?		
Beneficial and useful sometimes	4	66.7
Unnecessary	2	33.3
Total	**6**	**100.0**
Question 9: Do you believe the use of the students' native language is beneficial in English language classroom? Why or why not?		
Yes, but it's critical	4	66.7
No, better to use English only	2	33.3
Total	**6**	**100.0**
Question 10: Why is it important for the students to use native language alongside target language in the classroom?		
For explaining complex content	3	50.0
Not necessary	2	33.3
For communication	1	16.7
Total	**6**	**100.0**
Question 11: How can students benefit by using translanguaging in the classroom?		
Improve academic skills	2	33.3
Understand complex content	2	33.3
No benefits	2	33.3
Total	**6**	**100.0**
Question 12: How does translanguaging create obstacle for the students while developing their target language?		
Cause misunderstanding	2	33.3
Delay the progress of learning	2	33.3
Be dependent to use native language	2	33.3
Total	**6**	**100.0**
Question 13: Do you consider translanguaging as a tool which can enhance students' learning experience and develop their identity? Why or why not?		
Yes, beneficial and useful	3	50.0
No, interrupt English learning	3	50.0
Total	**6**	**100.0**

most frequently when they do not know teachers' instructions or when they want to communicate with their peers. When referring to the benefits of using translanguaging, the participants in this study displayed positive perceptions. According to interview questions eight and nine, although few teachers insisted that using translanguaging was unnecessary and preferred students to use English only, most teachers indicated that using translanguaging can benefit students. Interview questions ten and eleven showed that most teachers admitted the importance of translanguaging for explaining complex content and communication and its benefits on improving students' academic skills and understanding complex content. Only a few teachers saw no importance or

benefits of using translanguaging by students. From interview question twelve, some obstacles can be found when students use translanguaging: cause misunderstanding, delay the progress of learning, and dependent on using the native language. From the last interview question, it was found that half of the teachers hold positive perceptions towards translanguaging while the other half of teachers have a negative perception. Overall, it can be seen that most teachers have positive perceptions towards the use of translanguaging by students according to their responses.

Discussion

With the utilization of the online questionnaire and interview, the quantitative and qualitative data results found that secondary level students held positive perceptions towards the use of translanguaging in English classrooms since the total mean value of the three grades of students was at the level of positive. This agrees with the study of Kitjaroonchai (2019) who found that most Thai students believed that using their native language, Thai language, in English class can be beneficial and useful for them. In addition, it was found that students did not use their native language to respond to the teacher's question or ask permission from the teacher very often since these two items had the lowest mean values, which showed consistency with Nambisan (2014) who found that teachers in Iowa did not observe their students use translanguaging for responding to the teachers' questions very often.

It was found that the majority of students were allowed to use translanguaging in English class for different reasons: communication, understanding content, interacting with the teacher, and English level. At the same time, most students believed that they should be allowed to use translanguaging. According to the results of qualitative analysis, the researcher found that secondary students tend to use translanguaging to communicate with peers or understand the content because of their low proficiency level in English. In addition, it found that students probably used translanguaging when they did not understand the content, communicated with peers, and interacted with their teacher because most of them took advantage of using translanguaging. It showed that the students used translanguaging most frequently when they did not understand the content and wanted to communicate with peers, which was similar to Escobar (2019) who found the five most frequent purposes for using translanguaging

were referencing key content, giving an opinion, referring to graffiti, offering explanations, and offering a critique. Mujiono (2016) also presented a similar opinion that using translanguaging is helpful for students to carry out personal viewpoints and build knowledge concepts. Students tend to use translanguaging when confused about complex concepts and intricate knowledge.

Another finding is that students' perceptions proved the significance of translanguaging. Most students believe that using translanguaging is beneficial and useful for communication or understanding content, although few students cannot see any benefit of using translanguaging. About the benefits of using translanguaging, the results showed that students believed that they gained the most benefits for understanding the content, consistent with Baker (2001) who found that translanguaging had the advantage of promoting a more profound understanding of concepts.

According to the online interview with native English speaker teachers, the results revealed that native English speaker teachers held positive perceptions towards the use of translanguaging by secondary level students in English language classrooms, which was consistent with students' perceptions in this study. However, this finding differed from Wang (2019) who reported that teachers and students had opposing views on using translanguaging, with teachers having negative perceptions and students having positive perceptions. In addition, the findings reflected that teachers discovered that students use translanguaging most frequently when they do not know teachers' instructions or when they want to communicate with their peers.

When referring to the benefits of using translanguaging, the participants in this study displayed positive perceptions. Although few teachers insisted that using translanguaging was unnecessary and preferred students to use English only, most teachers indicated that using translanguaging can benefit students. They pointed out that using translanguaging was beneficial for improving students' academic skills and helped students understand complex content.

Although some obstacles can be found when students use translanguaging: cause misunderstanding, delay the progress of learning, and dependent on using the native language, most teachers admitted the importance of translanguaging for explaining complex content and communication and its benefits on improving students' academic skills and understanding complex content. Only a few teachers saw no importance or

benefits of using translanguaging by students. This finding is similar with Ortega (2019) who reflected that translanguaging provides a balance among languages that can be used with flexibility, which reduces some stress of those EFL teachers who are thinking about the exclusive use of English. Overall, most teachers have positive perceptions towards the use of translanguaging by students according to their responses.

The results of this research can be beneficial for improving English teaching and learning in Thailand by using translanguaging.

Students can better understand the use of translanguaging in English classrooms, and they can take advantage of their native language and English ability in the classroom. For instance, they can use translanguaging in appropriate situation such as understanding the content and communication with peers. Therefore, they can learn a foreign language effectively and improve their language skills.

Teachers can know whether using translanguaging in the English language classroom is worthy. They can also pay attention to the specific aspects when designing translanguaging for teaching English. They can use translanguaging for certain aspects appropriately. Therefore, teachers can make their lessons more meaningful for students. At the same time, they can develop their language teaching skills and language proficiency.

The school can also obtain ideas when it comes to adjusting the teaching plan. Based on the findings, the school can adjust the foreign language through understanding the benefits of translanguaging as instruction in English learning class, which will help further develop the school curriculum.

Suggestion

This study had a few limitations. Firstly, the interview was conducted online to collect students' and teachers' perceptions. The respondents might have answered the questions briefly or not sufficiently expressed their views and experience. In order to collect the perceptions of samples, a face-to-face interview might be better. Thus, the researcher can guide the samples to express their opinions and feelings sufficiently and truly. Secondly, this study was only conducted with the students and teachers from the same school in Bangkok, Thailand. Hence, the samples may share similar experiences or teaching and learning methods, which cause a low diversity level and may not sufficiently represent the research population. To collect more representative data of the entire Thai population of secondary level students and native speakers of the English language, greater diversity in sampling is needed. Future researchers may select the samples from different schools instead of the same school.

This study used content analysis and a program MAXQDA to analyze qualitative data without inter-coding. Thus, the results of coding may be subjective. In order to analyze qualitative data more objectively, it is recommended that experts should be invited as inter-coders to confirm the findings.

Reference

Anouk, T., Elma, B., Paul, L. & Sarah, M. (2021). Translanguaging Challenges in Multilingual Classrooms: Scholar, Teacher and Student Perspectives. *International Journal of Multilingualism, 18*(3), 491-514.

Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism* (3rd ed.). Toronto, CA: Multilingual Matters.

Bartolomé, L.I. (2016). Bilingualism. In G. Ritzer (Ed.), *The Blackwell Encyclopedia of Sociology.* Retrieved from https://doi.org/10.1002/978140 5165518.wbeos b021. pub2

Bolton, K. (2018). World Englishes and Second Language Acquisition. *World Englishes, 37*(1), 5-18.

Cain, A.A. (2018). Seven Tips for Teachers of Newcomer Emergent Bilingual Students. *The Reading Teacher, 71*(4), 485– 490.

Caldas, B. (2019). To Switch or not to Switch: Bilingual Preservice Teachers and Translanguaging in Teaching and Learning. *TESOL Journal, 10*(4), 485.

Castaño, H. M. (2017). *English Language Learners' Perceptions of Translanguaging as An Instructional Method: A case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 10685492).

Cenoz, J., & Gorter, D. (2019), Multilingualism, Translanguaging, and Minority Languages in SLA. *The Modern Language Journal, 103*(S1), 130-135.

Choklap, R. (2015). *The Experiences of Native Speaking Teachers (NSTs) When Teaching English as A Second Language to Students (ESLs) in Thailand* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3703518).

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (Eighth edition).* New York: Routledge.

Cook, V. (2001). Using the First Language in the Classroom. *Canadian Modern Language Review, 57*(3), 402-423.

Darasawang, P. (2007). English Language Teaching and Education in Thailand: A Decade of Change. In N. D. Prescott (Ed.), *English in Southeast Asia: Varieties, literacies and literatures.* Cambridge: Cambridge Scholars Publishing.

Denscombe, M. (2014) *The Good Research Guide (fourth edition).* Maidenhead: Open University Press.

Escobar, F. C. (2019). Translanguaging by Design in EFL Classrooms. *Classroom Discourse, 10*(3-4), 290-305.

García, O., & Kleyn, T. (2016). *Translanguaging with Multilingual Students: Learning from Classroom Moments.* New York: Routledge.

García, O., & Wei, L. (2020). Translanguaging. In Chapelle, C.A. (Ed.), *The Encyclopedia of Applied Linguistics.* Retrieved from https://doi.org/10.1002/9781405198431.wbeal1488

Jenks, C., & Lee, JW. (2020). Translanguaging and World Englishes. *World Englishes, 39*(2), 218-221.

Kampittayakul, T. (2019). The Role of Translanguaging in Improving Thai Learners' Interactional Competence in Dyadic "English as a Foreign Language" Tutorial Sessions. *Journal of Language Teaching and Learning in Thailand, 56,* 80-111.

Kitjaroonchai, T. (2019). Perceptions of Students towards the Use of Thai in English Classrooms. *CATALYST, Journal of the Institute for Interdisciplinary Studies. 13*(1), 15 – 27.

Laksanasut, S. (2020). Bilingual Education in Thailand: Background, Implementation, Limitation, and Case Study. *Office of the Education Council Journal, 17,* 54-59.

Laoriandee, W. (2014). *The ASEAN Community Establishment and the English Higher Education in Thailand: A Case Study of Chulalongkorn University Language Institute* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3669430).

Lopez, A.A., Turkan, S. & Guzman-Orth, D. (2017), Conceptualizing the Use of Translanguaging in Initial Content Assessments for Newly Arrived Emergent Bilingual Students. *ETS Research Report Series, 2017*(1).1-12.

Mbirimi-Hungwe, V. (2019). Stepping beyond Linguistic Boundaries in Multilingual Science Education: Lecturer's Perceptions of the Use of Translanguaging. *Southern African Linguistics and Applied Language Studies, 37*(1), 15-26.

Nambisan, K. (2014). *Teachers' Attitudes towards and Uses of Translanguaging in English Language Classrooms in Iowa* (Master's thesis). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 1584648).

Nonthaisong, K. (2015). *The Impact of the English Language Policy in the Basic Education Core Curriculum B.E. 2551(A.D. 2008) on English Instruction of Thai Secondary EFL Teachers: A Multiple Case Study in Northeast Thailand* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3726116).

Mujiono. (2016). Code Switching in English Instruction and Factors Affecting the Language Attitude of Indonesian EFL Learners in Using It. *International Journal of Social Sciences & Educational Studies, 2*(4), 12-24.

Ortega, Y. (2019). "Teacher, ¿Puedo hablar en español?" A Reflection on Plurilingualism and Translanguaging Practices in EFL. *Profile, 21*(2), 155-170.

Osorio, S.L. (2020). Building Culturally and Linguistically Sustaining Spaces for Emergent Bilinguals: Using Read-Alouds to Promote Translanguaging. *The Reading Teacher, 74*(2), 127-135.

Pechapan-Hammond, S. (2020). English in Thailand. In Bolton, K., Botha, W. & Kirkpatrick, A. (Eds.), *The Handbook of Asian Englishes.* doi:10.1002/978 1118791882.ch27

Rebecca, D. S., Patrick, P. C., Jefferey. R., Doyle, B., Marisa A., & Anna, G. (2013). Teachers' Instruction and Students' Vocabulary and Comprehension: An Exploratory Study with English Monolingual and Spanish–English Bilingual Students in Grades 3-5. *Reading Research Quarterly, 49*(1), 31-60.

Relyea, J.E., & Amendum, S.J. (2020), English Reading Growth in Spanish-Speaking Bilingual Students: Moderating Effect of English Proficiency on Cross-Linguistic Influence. *Child Dev, 91*(4), 1150-1165.

Richards, J. C. (2015). *Key Issues in Language Teaching.* Cambridge: Cambridge University Press.

Rovinelli, R.J., & Hambleton, R.K. (1977). On the Use of Content Specialists in the Assessment of Criterion-referenced Test Item Validity. *Dutch Journal of Educational Research, 2*(2), 49-60.

Rowe, L.W. (2018). Say It in Your Language: Supporting Translanguaging in Multilingual Classes. *The Reading Teacher, 72*(1), 31-38.

Safargalina, A. (2018). Teaching Speaking in EFL Environments. *The TESOL Encyclopedia of English Language Teaching.* Retrieved from https://doi. org/10.1002/9781 118784235.eelt0699

Saisoonthornwatthana, M., & Saengboon, S. (2016). A Qualitative Case Study of English Tutorial School in Thailand: Teachers' and Students' Perceptions. *Language Education and Acquisition Research Network,* 9(2), 68-82

Suárez, E. (2020). "Estoy Explorando Science": Emergent Bilingual Students Problematizing Electrical Phenomena through Translanguaging. *Science Education. 104*(5), 791-826.

Wang, D. (2019). Translanguaging in Chinese Foreign Language Classrooms: Students and Teachers' Attitudes and Practices, *International Journal of Bilingual Education and Bilingualism, 22*(2), 138-149

Wang, J. (2018). Qualitative Research in English Language Teaching and Learning. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature. 4*(2), 116-132.

Wei, L. (2020). Bilingualism and Multilingualism. In Stanlaw, J. (Ed.), *The International Encyclopedia of Linguistic Anthropology.* Retrieved from https://doi.org/10.1002/9781118786093.iela0034

Wongboonsin, P. (2006). *Current Educational Reform in Thailand.* Thailand Monitor.

The Transfer of Knowledge and Design to Create Added Value of Products from Reed.

Korakot Phaetlakfa* & Wipoosana Supanakorn

Faculty of Agriculture, Department of Home Economics, Kasetsart University Bangkok, 10900 Thailand

A r t i c l e   i n f o

A b s t r a c t

This research studied the process of the transfer of knowledge; factors and conditions of the reed mat weaver industry and researched the design to create added value of products from Reeds in order to develop the economy of the community of Bangsakao, Laemsing, Chanthaburi. The study was conducted using the theory of transfer of knowledge and the concept of participatory design. Participation and data collection was obtained from focus groups of 25 people. The research found that the transfer of knowledge process is managed by many methods such as the knowledge transfer in the family, the knowledge transfer in the community, the knowledge transfer by developing the curriculum between the local community and school, the knowledge transfer by exchanging the knowledge between designers and local technicians. Then together the transfer of knowledge and promotion through online channels, which expanded the method of the transfer of knowledge. From the design to the creation of the added value of products, the community studied customers' demands, developed the products according to their demands, and developed the quality of the products to reach the standards. The focus group between locals and other participants, caused the exchange of knowledge in terms of concept to modernize the products that meet the current demands and the participants designed the craftsmanship pieces to preserve and inherit the mat pattern of The Queen Rambhai Barni, called "Craftsmanship on Mat" in 21 pieces. The study concluded by finding that the participating craftsmanship development process became the prototype to develop Chanthaboon Reed Mat in other communities.

Introduction

Thailand's development in the past four decades, under the capitalist economy, accelerated the industrial assembly with the trade liberalization that caused high trade competition. The economic and social system in Thailand has changed from the economic system led by the agricultural sector to the manufacturing sector, thus creating income and employment for the trade and service industry. Even though it continues to create high economic growth quantitively, it also has a lack of quality as well as being unbalanced and unsustainable development (Office of the National Economics and

---

* Corresponding Author
  email: wipoosana.s@ku.th

Social Development Council, No.13, 2021). Minor strategy No. 2.5, promotes learning to create circular economy knowledge in the community and promotes creating the prototype community with a circular economy that responds to the way of life and local wisdom. The prototype community is promoted for other communities to study from as well as to enhance the quality of life and to create a sustainable networks between communities. The strategy promotes local cultures with unique inherit local materials in their surroundings to create benefit for the community. The focus is on the knowledge and the experience of the community and the ability to transfer knowledge from their past; called Popular Wisdom or Local Wisdom. Currently, Thailand's government policy is to promote local development in order for the local community to be self-reliant. This is achieved by involving locals in their own job creation that can create income by using popular wisdom and local resources to create added value for local handicrafts. Popular wisdom or local wisdom is an important concept in Thai society that values family and community. Each local community according to their way of life and local surroundings has their own culture that is inherit sustainable. Local wisdom, the transferring of past knowledge, is involved with creatively developing local handicrafts that have been created for daily appliances and reflects the Thainess that shows the civilization of Thai society. The preservation and development of the handicrafts is based on changes in the way of life from the economic condition and the social condition; from the production for the usage in the household to the production for trading. This can be observed in the community of Bangsakao, Laemsing, Chanthaburi where the majority of the population's main job is working in shrimp farming or fishery and planting reeds and weaving reed mats as a side job, The weaving of reed mats has continued from generation to generation. The community is located around Chanthaboon River, called "Chanthaboon Reed Mat".

Handicraft production has evolved over time, driven by changes in its objectives and the use of technology. Modern producers rely more on industrial materials rather than natural ones, which were used in the past. For instance, pre-made Reed thread for mat weaving is now produced with sizing, length, and quality that meet the standards of large-scale farming. Chemicals such as fertilizers and insecticides are used in its production, unlike in the past when natural

conditions sufficed. As a result, a raw material produced for trading is now sufficient to sustain livelihoods, eliminating the need for agriculture or handicraft production from natural materials. This shift has wider implications for traditional forms of production and livelihoods. (Poonphon, D. et al., 2005).

Wuttichai Withatanang (2016) said that the necessity that changed the form of handicraft is the economic condition. For example, some of the craftsmanship and handicraft changed to become souvenirs, artifacts, or home decorations. They were created by the producers that developed them for other benefits, so the handicrafts have changed their role (Reference Leesuwan, V.).

The government promotes the campaign "One Tambon, One Product" which is a project according to an expedited policy for the community to use local wisdom to develop their products. With the support from the government in terms of modernizing knowledge and management skills to connect the community's product to the market both in the country and internationally (Department of Agriculture Extension. 2019).

The Ministry of Industry (Thailand) has the policy to promote Thai handicraft development, for the progress of the Thai handicraft in the future. With the guideline to support, develop and solve the problems of handicraft trading objectively in order to create jobs, added value, and distribute income to the population in the countryside; increase income from the foreign currency, and support the Thai craftsmanship.

Issara Chupakdee (2021), owner of the "Korkok" brand said that nowadays the Reed Mat productions in Chanthaburi are located in four Subdistricts, around the riverside areas where a lot of reeds are planted because of the quality condition of the soil condition such as sandy clay, brackish water that is suited well for reed planting. The subdistricts are named: Tha Chalaeb Subdistrict in Mueang District, Koh Kwang Subdistrict, Nong Bua Subdistrict, and Bangsakao Subdistrict in Laemsing District. The Bangsakao Subdistrict, Laemsing District, in Chanthaburi was the origin of the Reed Mat production and took the development of the Reed Mat production from The Suan Ban Kaew Palace to develop the products of the community.

(Kanchan, Interview, December 18, 2021). Interview., a member of the Bangsakao Reed Mat producer group stated that in 1972, there were separate production groups such as the planting group, the reed thread producer group, the weaver group, and the sewing

group. The former started by created to be bags, glass mats, and folding mats by using patterns from The Suan Ban Kaew Palace, adapted according to the customer demand. Then expanded the production in 1978-1981 due to increase interest from customers. The reed mat was developed to be the mat sewn with a lining sponge in 1983 and was produced for international trade such as in Japan. The market for handicraft products like the reed mat inside the country is in Bangkok and other major cities because the products can be both for self-use and souvenirs. And the international market is throughout Asia and America, with product offerings such as jewelry boxes and souvenirs, in mainly black and red colors. (The development of the uniqueness and local wisdom in Chanthaburi. 2001: 113-115)

It shows that participants understand the importance of the development of Chanthaboon Reed Mat production that transfers craftsmanship skills from the older generations to younger generations. But after the changes in the economy and society system, the locals in subdistricts such as The Chalaeb Subdistrict in Mueang District and Koh Kwang Subdistrict, Nong Bua Subdistrict, Bangsakao Subdistrict in Laemsing District, and Bangsakao Subdistrict, Laemsing District, Chanthaburi are working less in the reed mat production and focused on working in shrimp farming especially in 1995-2014 because of the ability to obtain higher income. Some locals are working in the shrimp sorting department even though it creates an unstable income but without any investment and it creates income faster than the reed mat production which is a local handicraft product. One day, local handicrafts like The Chanthaboon Reed Mat production will be neglected and will disappear. Nowadays, even though there is still many reed mat farming but has been reduced from before. Also the locals are mostly working in industrial factories. The potential analysis of communities in subdistricts found that locals have household debt which is a big problem that has been accumulating for some time, even though the government promoted policies to solve problems but it's not enough to solve all the problems. Also, the employment that the most of population is involved with has low income that does not offer enough for the cost of living and is unpredictable income that depends on a market mechanism. (Community Development Department. 2010)

With these problems, the researcher is interested in researching the reed mat production situation, the transfer of knowledge of the community; conditions of the occupation, and the guideline to promote designs to create added value of products from reeds. The research is conducted as a method to develop the economic system of the community of Chanthaburi, to create the guideline to promote the community to be sustainable and self-reliant and to create a guideline to conserve, inherit, and develop the reed mat production.

Objective

1. To study the transfer of knowledge; factors and conditions of the reed mat production in the community of Bangsakao, Laemsing, Chanthaburi.

2. To study the design to create added value for products from reeds, to develop the economic system of the community.

Conceptual Framework
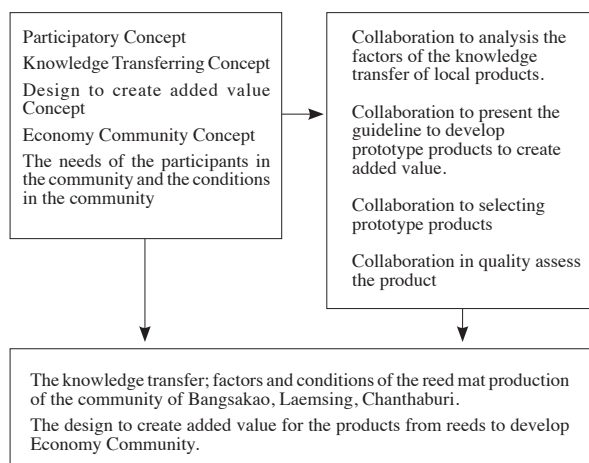
Research Methodology

1. Population and Samples

To collect and analyze data, the transfer of knowledge, and design to create added value for products from reed, the researcher studied the group sample population by choosing experienced people, that experienced in the handicraft knowledge transfer and the design to create added value to the product of the community of Bangsakao, Laemsing, Chanthaburi for more than 10 years. By interviewing the sample population both official and unofficial. A total of 25 people such as 5 chiefs of the handicraft center of the community, 5 academicians, 3 teachers that teach in the school with a curriculum of the local handicraft from Reed, 4 community leaders, 4 government representatives

and private company representatives, and 3 business owners that are representatives of the consumer. Research was conducted by in-depth interviews and focus groups to collaboratively create the guidelines to transfer the knowledge and develop the design to create added value for the products of the community, with the time frame of 12 months to collect the data.

   2. Research Instrument Analysis

        The research methodology of the transfer of knowledge and design to create added value for products from reeds of the community of Bangsakao, Laemsing, Chanthaburi was conducted by collection and analyze data with the Addie Model (Thongpanit, P., 2019). To study the transfer of knowledge and design to create added value for products from reed, the researcher created the research instrument to analyze data by studying papers on the theory and prior research that was related. In addition field visits were taken to study and observe the transfer of knowledge and design to create added value for products from reed along with unofficially interviews with the chief of the handicraft center of the community, community leaders, locals, and government representatives and private company representatives that participate in the promoting of the development of handicraft products of the community. The interviews were used as the guideline for future interview topics and to create the topics for the focus group.,

   3. Design the focus group for the collection of data

        From the unofficial interviews and focus groups.. Collaboratively develop the design of the prototype product and quality assess the products with the focus group, to create the division of tasks for participants of design to create the innovative guideline to transfer the knowledge of handicraft products in the community and draft the prototype of the product from reed.

   4. Create a meeting between participants for the development of the guideline to transfer the knowledge in the community and present the prototype product to discuss the strength, the weakness, and the guideline to develop the quality of the innovation by holding 6 meetings.

   5. The implementation of the innovation to transfer the knowledge to the community and the use of guidelines of the design to create added value for products:

        - Collect data with the innovation to transfer the knowledge to the community. Create the prototype product in the community which is the Brocade mat pattern, following the collaboratively selected pattern from the experiment for the new way of dying according to the setting of the products and mixing the colors based on the customer demands.

        - Test marketing by offering to the shop owners and exhibiting.

        Collect the qualitative data and Participatory Action Research.

   6. Evaluation of the data analysis

        Through the fieldwork to collect data and Participatory Action Research, the researcher spent 12 months collecting the data and analyzing the data in the field by observing the conditions and the demands. Collected data about the transfer of the knowledge in the community and design to create added value of products from reed. The focus groups were held 6 times with participants about the process to transfer the knowledge in the community and for the design to create added value of products from reed by using the potential of the community such as community leaders, community members, local technicians, consumers, and designers with the following concepts:

        1) The knowledge transferring theory

        2) The participatory concept

        3) The networking concept

        4) The design to create added value to the products in the community concept

        5) The economy community concept

        6) The social impact concept

        7) Analysis of data

        Then the analysis of the data from the focus group, concludes the results of the experimental to create guidelines for the transfer of knowledge and design to create added value of products from reed to develop the economy of the community and collaboratively design the prototype products for the community to create added value to the products, evaluate the procedure as a method to create the guideline for further development.

Results

        The results from the research of the transfer of knowledge by studying factors and conditions of the reed mat production in the community of Bangsakao, Laemsing, Chanthaburi found that the condition that influences the continuation of The Chanthaboon Reed Mat is the participation of the community such as locals, community leader, the chief of government officials and the business outside, all working together with their

specialty and by volunteering. Through the division of tasks, collaboratively managing the funding, control of the quality of the local material, and developing skillset by promoting technical learning that entwines modernized technology with the local know-how and develops the equipment to facilitate the production process. The data collection was separated into 3 forms:

1. The knowledge transfer in the household, transferring the skillset from the elderly in the community by exchanging skillset between each community through unofficial contacts.

2. The knowledge transfer through the curriculum of the local handicraft to develop the mat weaving skills for the youth collaborate with other curriculums such as Mathematics, Arts, and Social Studies.

3. The knowledge transfer that was created from the focus group, created the experimental to transfer the knowledge in terms of quality, history of the Brocade mat production that was designed by The Queen Rambhai Barni or called Somdej Pattern through short video clips and promotes the knowledge transferring from weavers, designers, the handicraft center, and the

community learning center by posting online, through creating the QR Code placed under the handicraft on mat pieces or placed on the tag label. The QR code promotes the reed mat for people who are interested in the product and for the next generations to understand the production of the craftsmanship, history, and the guideline to conserve and develop the craftsmanship in the community.

The results, from the interviews and the participatory focus group, found that nowadays the community has studied the demand of the customers and the design to create added value and created a guideline to develop the quality of the products in terms of collaboration between locals to create products with high standards. Knowledge was exchanged in the terms of creative design of the products that were modernized between the handicraft center in the community and the younger designers with the ability to respond to current demand. Also, the focus group achieved collaborative design and experimented to change the handicraft product in the community by developing the design into the art pieces called "Handicrafts on Mat".
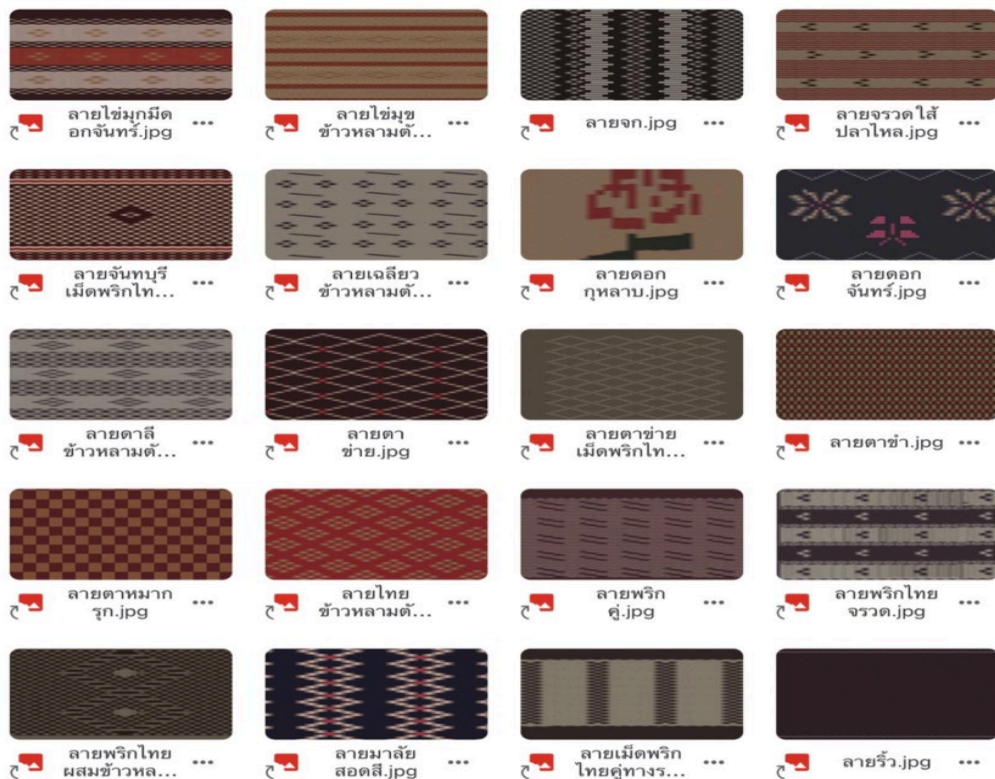
Picture 1: The Sample of QR Code Label

Theyconsidered the harmony related to the settings, to conserve the historical value by transferring the knowledge through the craftsmanship pieces, with the result of the Brocade mat pattern that was created by The Queen Rambhai Barni and was recorded at The Suan Ban Kaew Palace, Rambhai Barni Rajabhat University. By replicating the pattern with a computer program they were able to obtain sample patterns that related to the settings and then participants selected 21 patterns to develop by rotating, changing sizes, and dying colors. The aim is to exhibit the Craftmanship on Mat products. This process was arranged by the focus group of participants such as locals, community leaders, academicians, designers, and the hotel owner that will exhibit the Craftsmanship on Mat pieces in the hotel rooms and the other areas in the hotel. From the focus group meetings, local producers suggested changing colors and sizes to follow the hotel settings. They also collaborated on setting the proper price and discussed the drafting design before the final products and replication of the Brocade pattern for the local technicians to produce for the "Craftsmanship on Mat" pieces.

Picture 2: The Brocade Mat pattern

Development

    The transfer of knowledge and design to create added value of products from reed is to study factors and conditions of the reed mat weaver industry and to study the design to create added value of products from reed to develop the economy of the community of Bangsakao, Laemsing, Chanthaburi, by the following stages:

    1. Field studies were conducted three times, as the primary study for the factors and conditions of the Reed Mat production industry. By studying papers, surroundings, and community management; the local handicraft learning center. At this stage, the researcher understood the primary conditions and demands in the Reed Mat production industry, meeting with a community leader, locals in the Reed Mat production, and networking in the community.

    2. Analysis of factors and conditions of the Reed Mat production from the unofficial interview. At this stage, the researcher primarily analyzed defragmenting according to the priority of the data to raise topics for the interviews and focus groups.

    3. Conducted field studies two times, networking with the participants from the primary studies; created the meetings and collaborate the networking between participants such as locals, community leaders, the chief of handicraft center, designers, academicians, the government representatives, the business outside the community, and the consumers; owner of the business that were interested in the handicraft products from the community.

    4. Conducted field studies two times, to unofficially interviews for the focus group. At this stage, the researcher understood the demands and conditions of each participant for defragmenting the demands and collaboratively create a guideline to solve the problems by the focus group.

    5. Conducted field studies three times, to create the focus group meetings. At this stage was to create meetings between participants to discuss the transfer of the knowledge and design to create added value for the products from the community. Collect methods and processes from previous, present the demands, create the guideline to collaboratively network the participants, and divide the tasks to develop the knowledge transfer process, and create the draft of product prototypes. At this stage, the researcher held 5 focus groups; with the 4th and 5th being online meetings based on the Covid-19 epidemic situation.

    6. Created the guideline to transfer the knowledge and present the prototype to create added value to the products. At this stage, the researcher created the QR Code that collects the knowledge transfer in the community. Collaborated to select the prototype product to prepare for the exhibition and sales of community products with processes.

    6.1 Created drafts of the mat with patterns and colors according to the agreement of participants on paper by the designer student.

    6.2 Collaboration to select drafts of the mat with patterns, colors, and sizes from the advice of the business owner or the consumer.

    6.3 Produced the selected pattern by the local technicians, sizes, and experimented with the dying colors

according to the settings and divided tasks according to the skills of each technician.

6.4 Collaboration to check the quality of the prototype product before framing and preparing for the exhibition.

Discussion

The Chanthaboon Reed Mat production is an occupation that is the way of living for the Chanthaburi population throughout their history until today, creating products that show the local craftsmanship that has been transferred through generations. The community of Bangsakao Subdistrict in Laemsing District is one of the communities in Chanthaburi that conserve the local wisdom in The Chanthaboon Reed Mat until today, also creating the balance between the conservative and the development of the products from Reeds. The key factor is the collaborative working between the participants and collaboration to manage the cultural resources of the community such as human resources, material resources, and equipment resources.

Another key factor is the knowledge transferring process that reached continuously to the local wisdom and The Chanthaburi Reed Mat production that continues passing from generation to generation with the understanding of the local wisdom in craftmanship skills. The use of the local wisdom was to create added value to the products from the reeds of the community with the consideration of the balance between conservation and development of the local wisdom. According to the theory of Thip Srisakulchairak (2016) stating:

"If the knowledge transfer would be successful to conserve, not just to create the locals to understand the history of the community's ancestor but together with economic that has influences to the participants."

The processes of the knowledge transfer about the occupation and the local wisdom of the Reed Mat production and the design of the Chanthaboon Reed products of the community of Bangsakao are in many forms such as the knowledge transfer in the household, the knowledge transfer between the communities, the knowledge transfer by creating curriculum about local wisdom in the school, and the knowledge transfer through being on online. These processes needed participation to create interaction both at the household level and community level to appreciate the craftsmanship skills in Chanthaboon Reed Mat production and to influence the terms of the creative economy. Chukiat Leesuwan (1992:62) explained about the knowledge transfer of the

occupation in the community such as

"The resources and the way of living in local are key influences to the learning choices, also the success of the ancestor will support to transfer the knowledge for the household or the limitation of the communication is another reason. The key groups that support the knowledge transfer are the household, neighborhood, local technician, and temple. This process of knowledge transfer is developed step by step and continues to suit the social situation."

The process of the knowledge transfer about the occupation and the local wisdom of the Reed Mat production of the community of Bangsakao has the objective of the participatory study of the knowledge transfer in the community and collaborative present the guideline to transfer the knowledge such as from the participant's focus group to raise the topics that will transfer the knowledge. The participants have studied the process to transfer knowledge in both official and unofficial ways of the community. Collaborated to analyze the problems of transferring knowledge and found that even though the knowledge transfer is continuing but some processes of knowledge transfer such as the knowledge transfer in the household, the knowledge transfer in the community, local wisdom curriculum in school still lack influences for the children and teenagers to understand the importance of the craftsmanship skills and the Chanthaboon Reed Mat production. The expansion of the occupations in Chanthaburi, offering more choices of the occupation that influences the children and teenagers to be less interested in the Reed Mat production.

The process of knowledge transfer that exchanges knowledge between communities creates learning and creates the understanding of the importance of local wisdom in the Chanthaboon Reed Mat production but still lacks the continues and lack of communication channel that is successful. (Shupakdi, Interview, November 14, 2021) said that,

"The knowledge transfer between the communities in Chanthaburi for the Chanthaboon Reed mat production is important because each community receives a chance to exchange techniques from the planting techniques to the weaving techniques and the new line of products. With the support of the Commercial Officer, the Ministry of Commerce allocated the budget to provide the training but the lack of continuing caused the development to be deemed not as successful as it should be."

In terms of the product design found that the community of Bangsakao is attempting to continue to develop the products from reeds. Nowadays, the products from reeds in the community are developed according to the demand of the market. The product has better sales, creating a better economic community. However, the production process still lacks the design process that creates added value to the product strategically i.e. the product that is produced still lacks the relation to its historically, aesthetically, and utility according to the taste of the consumer, and lacks branding that reaches the standard system. According to (Prapot, Interview, December 25, 2021).

"The development of handicraft products in the community of Bangsakao is developing according to the demand of the customer, but the problem is, that teenagers are not interested to create the design in the terms of history and conserve to the products to create added value for products. Some of the younger designers that are interested in developing a design that modernizes the product of the community, but the community still produces the same form of products or the product that made to order by the customer."

Conclusion

The result of the study of the knowledge transfer by studying the factors and conditions of the Reed Mat production of the community of Bangsakao, Laemsing, Chanthaburi, the participant suggested the transfer of knowledge and design to create added value of products from Reed such as

The transfer of the knowledge

- Set up the issue of collaborative knowledge transferring for the children and teenagers by prioritizing the Chanthaboon Reed Mat in the terms of historical value and socializing value.

- Set up the issue of the process to transfer the knowledge about the handicraft learning center of the community.

- Present the processes of the production in the terms of conservation and the development of the product from Reeds systematically.

- Present the knowledge through online technology that is accessible.

The design to create added value

- Upgrade the value of the product from the normal product to handicraft products.

- Develop the product for utility according to the customer demand.

- Upgrade the standard of the product by

strategically creating the branding.

Concluded into 2 issues such as

1. The transfer of knowledge for the community handicraft has three ways that has been stated above but impossible to create the development in terms of awareness and inheritance. Because of the occupational condition that expanding, the knowledge transferred in the community isn't successful. From the participatory focus group, the participant reached the conclusion that the knowledge transferring should be in a new way that responds to the social, by transferring every aspect of the knowledge such as history, cultural background, the knowledge in the Handicraft Learning Center of the community, the production process in terms of conservation and the development of the product from reeds through the online technology that is accessible; in the form of Videoclip, QR Code, and the channel of the community to raise the awareness of children, teenagers, and people that interesting.

2. In terms of the design to create added value to the product from reeds, from the issue in the focus group reached the conclusion that participants will collaborate to design the prototype product of the handicraft that uses the Brocade pattern from the design of The Queen Rambhai Barni to develop to be art pieces that experimented designing and dying the reed thread according to the settings; surroundings and conditions of the settings. From the draft and participatory selection, the draft to be produced to be art pieces called "The Craftmanship on Mat", 20 pieces. Promoting the knowledge through the QR Code placed under each piece to transfer the knowledge.

Suggestions

From this study, researchers have suggested that craftsmanship in every part of Thailand will continue with the connections and network management system of the community. There should also have a cycle system of knowledge transferring through generations. By promoting the artistic local craftsmanship through the online platforms for the easy access of the younger people and to promote the craftsmanship of the local in terms of historical value and artistic value to the public, due to the pride of the locals that is unique and continues over time. So, communities should be supported in the terms of modern product design, supported to have the transfer of knowledge activities in the terms of technique from both government and private business as well as support the community to be sustainable and self-reliant,

and to be the prototype to develop the country in the future.

References

Nartsupha, C. (2001). *Communitarianism: suggestion in the theory of differences societies.* Bangkok: Vithitat Institute.

Leesuwan, C. (1992). *A study on indigenous learning in rural villages.* (Text). Chiangmai University.

Withatanang, W. (2001). *Development of standards of basketry products for export. VRU Research and Development Journal. Science and Technology, 10*(2), 67-83.

Department of Agricultural Extension. (2001). *Thailand Service Learning Program.* Kasetsart University, Bangkhen Campus.

Thongpanit, P. (2019). *Instructional System Design: by ADDIE (ADDIE Model).* Retrieved June 1, 2019, from http://adi2learn.blogspot.com/2018/ 01/addie-model.htm.

Archives. (2001). *The development of the uniqueness and Local Wisdom in Chanthaburi.* The archives. Chanthaburi.

Srisakulchairak, T. (2016). *The development of Residential Community in Worthy of Preservation in Tha Muang Old Market Community, Tha Muang District, Kanchanaburi Province.* Bangkok: Arsom Silp Institute of Arts.

Prapot, C. (December 25, 2021). Interview.

Kanchan, S. (December 18, 2021). Interview.

Shupakdi, I. (November 14, 2021). Interview.

The New Southbound Policy and Moving Abroad Trend among Thai Students' Decision to Further Study and Resettlement in Taiwan

Polwasit Lhakard*

Faculty of Liberal Arts and Management Sciences, Prince of Songkla University Surat Thani Campus , Surat Thani, 84000 Thailand

Article info

Abstract

The New Southbound Policy is one way for Taiwan to adapt to changes in the political geography and society in today's world. This is considered as a soft power strategy to attract more students from Thailand to study in Taiwan. The study was conducted to understand the factors influencing Thai student's choice of studying in Taiwan and to resettle in Taiwan by using qualitative research and collecting data through in-depth interviews. There were 12 key informants which included Thai students who were studying in Taiwan, who were on the way to study, and who had already graduated and were currently working in Taiwan. Data analysis was done through content analysis. The results of this research showed that there are 3 factors influencing students' decision to choose Taiwan for their further study and resettlement. First , regarding education, a wide variety of courses are offered in both English and Chinese. There are scholarships, public relations from the ROC (Taiwan) government agencies and Taiwan education agencies. Secondly, it is about job opportunities and a long-term stay such as job opportunities after graduation. Finally, it is related to political problems such as government administration. These factors attract students to choose Taiwan as their destination for further study and resettlement.

Introduction

In the face of economic globalization, Taiwan has made significant adjustments to balance the economic development along with the country's democracy and governance processes towards cooperation in various regions across the world, especially in ASEAN (Acharya, 1997). As for the country's manufacturing, it has transitioned from labor-intensive industries to high-tech industries. Additionally, Taiwan's ROC government has put an emphasis on cooperation through the New Southbound Policy (NSP) in four areas: 1) Economic and trade collaboration 2) Talent exchange 3) Resource sharing, and 4) Regional connectivity, to create business opportunities for entrepreneurs who are interested in investing in ASEAN and South Asian countries. Expansion of the future economic and trade collaboration for Taiwanese entrepreneurs has been emphasized. The Executive Yuan or the Legislative assembly then

* Corresponding Author
e-mail: Polwasitlhakard@gmail.com

presented an action plan to implement the New Southbound Policy on September 5th, 2017. In terms of education, building mutual understanding in the areas of language and culture, student exchange for both short-term programs and academic degree programs, collaborative research projects in various fields, and joint training of highly skilled people needed for Industrial 4.0 (Ministry of Education, 2017a), along with Thailand's development policy focusing more on science and technology and the granting of more study abroad scholarships, have created an opportunity for Thai students. As a result, the number of Thai students going to study in Taiwan is increasing every year as well as the number of scholarships.

The researcher conducted this research by bringing the conceptual framework of Taiwan's NSP integrated with social phenomenon in order to apply the universal principles of management to analyze the research that is useful to studying concepts and behaviors of the new generation in Thailand (Ritzen, 2016). The researcher focused on the factors influencing the choice of further study and resettlement of Thai students. Certain questions were formed such as does the New Southbound Policy help to encourage students to become more interested in Taiwan? Furthermore, does the social phenomenon happening in Thailand today motivate students to select further study and resettlement in Taiwan? Therefore, Taiwan's policy implementation is interesting in terms of planning strategies and tactics internationally for building long-term soft power in the region (Yang, 2018).

Objectives

1. To study the factors supporting Thai students' decision to choose Taiwan for their further study and resettlement according to the New Southbound Policy.

2. To study Thai students' decision to choose Taiwan for their further study and resettlement according to the phenomenon of moving abroad.

Literature Review

This section aims to review the idea of New Southbound Policy (NSP) and the phenomenon of moving abroad to explore Thai students' decision to select Taiwan for their further study and resettlement.

New Southbound Policy

The "New Southbound Policy" is based on building strong relationships with Taiwan's partners by leveraging Taiwan's culture, education, technology, and

economic and agricultural assets to expand its power among ASEAN, South Asia, Australia and New Zealand. In 1994, Former Taiwanese President Lee Teng-hui encouraged state-owned enterprises to invest in ASEAN countries, as part of the Go South Policy 1.0. Later, in 2003, Former President Chen Shui-bian continued the Go South Policy 2.0, but no public participation, resulting in limited success. In 2016, Taiwan's NSP was implemented and driven (Chan, Yang, & Tai, 2020). The first and recent creation of this policy is that it was people-centered. Second, there was cultural diversity and people were involved. As for Taiwan, this policy's focus is to help the country adapt to changes in the political geography and society in the world today by seeking new cooperation, especially with 18 southbound countries, including 10 ASEAN countries, 6 South Asian countries, Australia and New Zealand. This NSP has been successful in many areas (Lin & Sung, 2020) such as educational projects, tourism, medicine and also regional connectivity through a large number of agreements with target countries. Additionally, its success can be seen through the continuous increase in budgets for the NSP since 2017 from 4.4 billion baht to 7.4 billion baht in 2019, with the ability to attract more investments from target countries from 6.9 billion baht in 2016 to 11.7 billion baht in 2018, or up to 66% (Hou, Chen, & Tsai, 2016), Taiwan's various exchanges with Thailand are driven and the most important one is educational exchanges. The Taiwan government has provided scholarships to more Thai students and Southeast Asian countries to study in Taiwan, known as the New Southbound Scholarship. Due to such a policy, more Thai students are coming to study in Taiwan. In 2017, it was found that there were 2,125 Thai students attending higher education in Taiwan, and in 2018 the number increased to 3,236 students. This is because the Thai government is pushing the Thailand policy 4.0 forward in order to develop basic industries and heading towards 10 core industries. These industries include the automotive sector, smart electronics, processed agricultural products, high-value tourism, food, machinery and robots, digital economy, biochemicals, medical hub, aviation and logistics. Therefore, this year, the Taipei Economic and Cultural Office in Thailand has responded to the need of Taiwanese businessmen in Thailand by selecting scholarship students who wish to study in Taiwan in accordance with the need of such personnel in the future. It is considered the collaboration by both sides to promote education, economy and

industrial development (Focus Taiwan News Channel, 2018).

The Social Phenomenon, "Moving Abroad" Trend

The social phenomenon of the new generation's moving abroad trend is connected to the emergence of a Facebook group called, "Let's Move Abroad" (later renamed, "Move, Let's Move Our Hips") at the beginning of the month. This has become a shocking phenomenon as more than 700,000 new members have joined the group in just 3 days, and today the number has already surpassed 1 million people as of May 13, 2021. It has also become a topic in the online world with both support and criticism from people widely across society. According to the survey results among this group, the number one reason for this trend includes politics, livelihood, and dissatisfaction with the government's management, especially anemic handling of the COVID-19 situation at that time. This led to the new generation, that included high school students and university students, to exchange their ideas about what steps must be taken for moving abroad. This creates a unique exchange phenomenon that has never happened before in Thailand through the questions related to the economy for their security and career advancement in life, attainment of a better quality of life, safety and good mental health as well as receiving proper management and welfare, free from political conflicts or wars that affect one's own welfare, and staying in a place with the least effects of weather variations and natural disasters. (Olssen & Peters, 2005). This makes the phenomenon of the new generation wishing to move abroad become a concern, and this can lead to a "brain drain" or substantial emigration of workforce which can seriously affect the country's economy (Docquier & Rapoport, 2012). Therefore, the building of good quality of political climate is an important part of alleviating this problem. This is a political expression of the new generation who cannot use political institutions as a channel to express their demands to the authorities or they have already done that but have not yet received any response back. Currently, there has been no research conducted to explore the factors influencing the decisions of Thai students in Taiwan on their decisions for further study and resettlement, reflecting accumulated political problems in Thailand. Since the political structure cannot be changed now, then the new generation has expressed and released their frustration by looking for opportunities to leave Thailand. They also want to show how they feel and to find inspiration and ways to exchange conversations in moving abroad, whether it is about further study or work.
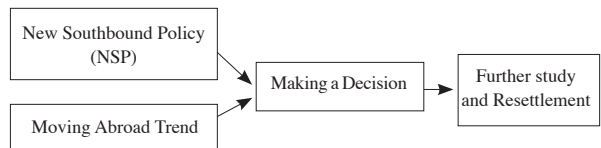
Conceptual Framework

Fig. 1 Conceptual Framework

Research Methodology

The qualitative case study was conducted in this research to understand the phenomenon involved and explore the factors supporting Thai students' decision to choose Taiwan for their further study and resettlement through an analysis of the New Southbound Policy and Moving Abroad phenomenon.

Unit of Analysis

The population includes Thai students who are studying in Taiwan, who are coming to study in Taiwan, who have already graduated and are working in Taiwan, and other people involved. Selecting samples or key informants was done by using purposive sampling. This study was based on the results of qualitative study in order to develop a complete understanding of the NSP and moving abroad trend. Therefore, the study focused on key informants who had direct or indirect experience with these events. Key informants were selected using purposive sampling. The students were divided into bachelor's degree, master's degree, and doctor's degree in both social sciences and sciences, as well as Thai and Taiwan education officers and Taiwan education agent. This allows us to see the issues involved in making decisions on further study and resettlement together with Taiwan's policy formulation. They were divided into 2 groups: 1) Key informants: 9 students, and 2) Secondary key informants: 1 Taiwan education agent, 1 Taiwan government officer, and 1 Thai government officer. The demographic characteristics of the participants are shown in Table 1. The data given by these informants plays an important part in clarifying the phenomenon.

The New Southbound Policy and Moving Abroad Trend among Thai Students' Decision to Further Study and Resettlement in Taiwan

Lhakard

Table 1 Thai students studying in Taiwan and people involved

No.	Age	Position	Levels of Education	Faculties
1	19	Student	Bachelor's degree	Business Administration
2	25	Student	Master's degree	Data science
3	21	Student	Bachelor's degree	International Relations
4	35	Student	Master's degree	Computer Engineering
5	22	Student	Master's degree	Computer Engineering
6	29	Student	Doctor's degree	Medical Science
7	30	Student	Master's degree	Information Engineering
8	30	Student	Doctor's degree	Chemistry
9	34	Student	Master's degree	Business Administration
10	41	Thai government officer		
11	28	Taiwan government officer		
12	36	Taiwan education agent		

Research Tools

The researcher used a semi-structured interview as a tool to collect data from three groups of key informants. The research tools to validate the content by experts on studies and migration were used. They contained questions for in-depth interviews. Face-to-face interviews were available at the convenience of the participants. The narrative interview consisted of open-ended questions about the factors supporting Thai students' decision about their further study and resettlement. There were questions about the New Southbound Policy in terms of providing the information about universities, faculties, scholarships, public relations, and a survey of the factors influencing the choice of further study and resettlement regarding economy, society and politics. An interview lasted between 20 and 40 minutes (30 minutes on average). The data was collected from September 1st, 2021 to November 30th, 2021.

Data Analysis

This study used data synthesis based on a tertiary source using documents along with content analysis and thematic analysis according to the data obtained from in-depth interviews and participant observation and a focus group.

Ethical Considerations

The study protocol was consistent with the ethical guidelines of the 1975 Declaration of Helsinki as reflected in a prior approval by the Institution's Human Research Committee.

Results

The researcher divided presentation of the findings according to 3 factors that support or influence Thai students to choose Taiwan for their further study and resettlement. In order to get a clearer picture, there will be sub-headings under each topic divided into tables and details as follows:

Table 1 : The Tables Presenting the Research Findings of The New Southbound Policy and Moving Abroad Trend & Thai Students' Decision to Further Study and Resettlement in Taiwan.

Main points	Subpoints	Findings
1. Education system	- A wide variety of courses offered in both English and Chinese. - Scholarships - Public relations from Taiwan government agencies and Taiwan education agencies.	There is an English curriculum in addition to Chinese. According to the New Southbound Policy, Taiwan's government has promoted scholarships using public relations through agencies and social media, which are resources for finding courses and universities.
2. Job opportunities and a long-term stay	- Job opportunities after graduation	There is a demand for high-potential individuals especially in technology by giving an opportunity to attract high-skilled manpower using the Employment Gold Card, accumulating years of employment for foreigners in Taiwan with permanent residence permits.
2. Political problems	- Government administration	According to the economic and political problems, people in the country feel that there is no opportunity to grow in life, leading the new generation unable to cope with the inefficient political structure. Therefore, they have to find a way out by making decision to go abroad.

1. Education system

According to the study and data collection, it was found that the education system, scholarships and public relations are the main influencing factors because all of the interviewees referred to a quality education system. As for rankings, Taiwan's education system is among the top world-class education. In Asia with the QS Asia University Rankings 2020, 11 Taiwan's universities ranked in the top 100 Asian universities. In addition, up to 33 Taiwan's universities ranked in Times Higher Education World University Rankings among the top 250 universities in the Asia- Pacific region. Moreover, Taiwan's cost of living is low. This then attracts more and more people from many countries to come and study in Taiwan every year (Marginson, 2007).

A wide variety of courses offered in both English and Chinese: In Taiwan, there are courses taught in English for bachelor's degree, master's degree and doctoral degree, with 54 universities offering more than

100 courses covering all fields of study. Many of these courses have been accredited by the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) and many have been given internationally recognized accreditation. For example, business administration programs are accredited by AACSB, acronym for Association to Advance Collegiate Schools of Business, which is a global organization providing internationally recognized accreditation for business management and accounting programs. Currently, only 5% of educational institutions worldwide have been accredited by this organization (Mohamed, Chang, & Huang, 2020). The accreditation provided by AACSB will help confirm that graduates from those institutions have a higher chance of being employed (Hunter, 2018). There are more than 34 faculties in universities in Taiwan and courses offered are popular among Thai students. In addition, there are various levels of language proficiency offered for the courses taught in Chinese as many universities in Taiwan offer specialized courses in education, business and medicine. This allows international students ability to choose appropriate courses that match their language proficiency level. According to the New Southbound Policy, the Taiwan government has created the website, 'Study in Taiwan', as an information source for courses and universities. Students can find any course suitable for them. Besides, levels of language proficiency used in teaching are given, this then allows them to assess and choose a course that is right for them (MOE in Taiwan, 2001).

"I have chosen to study a Master of Business Administration which is accredited by AACSB, in which there are only a few institutions in Thailand accredited by this organization. In addition to study abroad helps us understand more about business, studying in a Chinese-speaking country also leads us to take additional Chinese language courses, allowing us to obtain Chinese language skills. As we all know and cannot deny that the Chinese language will play a major role in the near future." (Student No. 9)

"Approximately eighty percent of courses are taught in English, but some are taught in Chinese. Even though we do not have foundation skills in Chinese, textbooks are in English or assignments can be submitted in English. At first, I was worried about studying, but after I was able to adapt myself, my Chinese language skills have improved as I can learn more vocabulary from listening to lectures, and also teachers see that we are foreigners, so they really try to help and care for us. This

makes me feel like I can improve my Chinese language skills." (Student No. 2)

Scholarships: A scholarship is a top factor for consideration when Thai students choose to study abroad, especially in Taiwan. Due to the need to attract students and top talents to study in Taiwan, the New Southbound Policy then offers scholarships to many ASEAN countries (Tiezzi, 2018) including Thailand. The number of Thai students studying in Taiwan is increasing every year. According to the data from the Ministry of Science and Technology (MOST) (2021), 3,236 Thai students came to study in Taiwan, compared to only 952 students in 2015. There are 8 main types of scholarships as follows: Huayu Enrichment Scholarship for Thai students, which is a scholarship for studying Chinese; MOE Taiwan Scholarship, which is a degree scholarship offered by the Ministry of Education (MOE); International Higher Education Scholarship Programs of Taiwan lCDF; Academia Sinica Taiwan International Graduate Program (TIGP); Scholarship programs offered by universities and each university supports its own scholarships; MOFA Taiwan Fellowship offered by the Ministry of Foreign Affairs; MOE Short Term Research Award; and Research Grant for Foreign Scholars in Chinese Studies. Supporting students through the various and large number of scholarships is the result of the Taiwan government's commitment to building relationships with foreign countries, including Thailand. Additionally, Taiwan's education quality has been recognized internationally more and more. This is a key reason leading to more Thai students applying for those scholarships. Besides, Taiwan government's promotion of education using the Southbound Policy, which began in 1990 and was revised into the New Southbound Policy in 2016, has been enhanced to create opportunities for international relations in the areas of trade, investment and culture. This offers students more opportunities to study in Taiwan (Yang, 2016).

"I decided to study in Taiwan because of scholarships. They are tuition fee waiver scholarships, with living allowance and dormitory fee exemption. It is really worthwhile to study here. In addition, when considering the scholarship competition with other scholarships offered by more popular countries such as Japan, the UK or America, I felt that applications and interviews are less stressful and not as many applicants as in other countries." (Student No. 4)

"In addition to scholarships offered by the university, there are also research studies that allow

students to become research assistants and get paid hourly. Therefore, not only don't you have to pay tuition fees, but you also can earn money while studying. It makes me feel that coming to study here is definitely worthwhile; to gain knowledge and not to be a burden to my family as they do not have to send me money." (Student No. 5)

Public relations from Taiwan government agencies and Taiwan education agencies: According to the New Southbound Policy, the expansion of cooperation in the education sector has been implemented and the Taipei Economic and Cultural Office in Thailand has increasingly applied social media to make it easier for interested people to access more information, including building an information service for education through the LINE app at the beginning of 2018 under the account name of TTedu. It is used as a source of information for education while you also can use Thai language to ask for more information (Hsieh, 2016). In addition, the complicated process of document authentication from the Consular Department, Ministry of Foreign Affairs has been made easier such as graduation certificate from Thai to English. More convenient visa application is also provided, that is, no need to show financial statements. Besides, previously there were only 6 hospitals that conducted medical examinations for students before going to study in Taiwan but this year the number has increased to 48 hospitals. Furthermore, there is a website created by the Ministry of Education (Taiwan) (Tang, 2019), a Taiwan Education Center in Thailand to provide guidance to Thai students applying to study in Taiwan which is operated under the program of recruiting foreign students to study in the Republic of China (Taiwan), and the policy of promoting teaching Chinese as a foreign language by the Ministry of Education. Currently, there are 3 Taiwan Education Centers in Thailand. The Bangkok Office is located in Kasetsart University (Bangkhen Campus). The Northern Office is located at Mae Jo University in Chiang Mai and the Northeastern Office is located at Rajamangala University of Technology Isan in Nakhon Ratchasima. As a result of such implementation, more and more Thai students come to study in Taiwan. Today, there are also Taiwan specialized education agencies such as JNJ, Orimos, Taipei Connection and Hooray Taiwan, and many more study overseas education agencies. According to statistics in 2017, the number of Thai students enrolled in higher education in Taiwan was 2,125 and then in 2020 it increased to 3,236. China is the country with the largest number of students choosing to study further education in Taiwan at 30,000 students in total last year, followed by 17,000 students from Malaysia, 13,000 students from Vietnam, 12,000 students from Indonesia, 9,000 students from Japan, and Thailand was ranked 10th in this list. The popular fields of study for Thai students are business administration and engineering (Statistical Bureau of MOE in Taiwan, 2019).

"Nowadays, many students are interested in Taiwan. Due to Taiwan's shortage of students studying in their own country, and together with the policy in need of building relationships with ASEAN countries; this has led to an increase in international courses for students from all over the world to come to study. The main reason that motivates students to decide to study in Taiwan is all about a large number of scholarships offered and the cost of living that is not much different from Bangkok." (Taiwan education agent)

"To follow their New Southbound Policy, the Taiwan government has provided services for students who want to study further through either LINE App or Youtube for both students and those who are interested in finding more information. It must be admitted that from such policy, more work is proactively operated. In addition, Taiwan government agencies would like to cooperate with more Thai educational institutions to promote more knowledge exchange and student/staff exchange." (Taiwan government officer)

According to the findings, Taiwan's education system using the New Southbound Policy combine with the quality education system results in the need to increase educational internationalization. There is then a clear educational policy from the creation of the environment for students from different countries to learn together and internationalization support in higher education. This has been done by providing scholarships to countries in Southeast Asia, resulting in the increasing number of foreign students coming to study in Taiwan every year The total number of scholarships issued is also increasing. At the same time, Taiwan government has developed an information system to disseminate education in Thai that covers all subjects in education. The more the learning is convenient for students, the more it attracts students to to study in Taiwan.

2. Job opportunities and a long-term stay

From the research findings, Taiwan has attracted skilled people to come to work in the country, especially in technology by relaxing visa, residence, and work permit rules/requirements. In addition, benefits

Lhakard

The New Southbound Policy and Moving Abroad Trend among Thai Students' Decision to Further Study and Resettlement in Taiwan

such as insurance, taxation and retirement are added to create better working environment. Job opportunities and a long-term stay is one of the factors that Thai students use in their consideration of going to study in Taiwan, since the opportunity to work abroad is not only to get an average income higher than in Thailand, but also to gain experience. In addition, when years of employment are accumulated, there is an opportunity for foreigners in Taiwan to apply for Employment Gold Card and an Alien Permanent Resident Certificate (APRC) that requires the applicant to be residing in Taiwan for 5 consecutive years. It is a 4-in-1card, which includes a work permit, visa, Alien Resident Certificate (ARC) and multiple re-entry permit in the same card.

Job opportunities after graduation: Taiwan needs high-potential people especially in the technology field. That is because of the declining birth rate. Besides boosting fertility rates, migrant workers are also one of the keys to increase population growth. The government has extended their measures to attract skilled workers and enable them to continue working in Taiwan in three areas which include new foreign workers' importation to Taiwan, allowing skilled workers to continue working in Taiwan, as well as expanding sources of employment for migrant workers. Today, labor importation from outside country is also considered as another way to increase population growth. There are more than 700,000 foreign workers in industrial and household sectors combined (Science, Technology Policy Research & Information Center, 2015). How to enable skilled workers who adapt to Taiwanese society and accept Taiwanese values to continue working and residing in Taiwan is the key to importing the foreign workforce. This also includes over 50,000 foreign students and overseas Chinese students studying in Taiwan. Originally, the opportunity to work in Taiwan was already opened up for them. Over 80% of international students applying for a work permit in Taiwan were approved. Currently, more than 10,000 international students graduated each year, and nearly half of them choose to work in Taiwan after graduation. Today, Taiwan has started the entry for international students to senior high school in Taiwan in the hope that students will have the opportunity to study in universities in Taiwan and choose to continue living in Taiwan, generating motivation to attract more talents to further stay in Taiwan (Klimaviciute, 2017).

"I chose to study computer engineering because not only is Taiwan the best and well-known for this field, but it also gives me the opportunity to find a job here at

a salary that is higher than in Thailand and the cost of living is not that much different. There is also the opportunity to stay longer and apply for a long-stay visa. It is easier to build up a fortune in Taiwan than in Thailand. Due to the fact that there is a good public transport system, there is no need to buy a car. There are also a lot more opportunities to work with well-known technology companies. As Taiwan's population is shrinking, this provides an opportunity to find the way to work and stay in Taiwan after graduation." (Student No. 7)

"Before coming here, I had the intention of finding a job while studying and after graduation because I thought staying here would allow us to learn Chinese quickly and to practice speaking with local people by being in a Chinese speaking environment. With knowledge and skills in Thai, Chinese and English, I think finding a job here will not be difficult. Since there are many Taiwanese companies that run their businesses in Thailand, and also many companies and factories here import Thai workers, this makes me think that working here should not be difficult and I can earn more in salary than in Thailand." (Student No. 1)

Nowadays, Taiwan offers opportunities for high-potential individuals who work in the fields of sciences and technology, economics, education, arts, culture, sports, finance, law, and architectural design to apply for the Employment Gold Card. They can apply through online system without going to the government office themselves. This card is valid for 1-3 years depending on applicant's qualifications and it can be renewed. The nations that received the most Employment Gold Cards are as follows: the United States with 103 people, Hong Kong with 44 people, England with 35 people, Denmark with 24 people, Malaysia with 23 people, Korea with 20 people, Singapore with 19 people and others.

3. Political problems

It cannot be denied that the moving abroad trend for Thais has something to do with politics because political problems are the cause of brain drain which refers to the phenomenon in which a country loses individuals who have received advanced training at home. It is a large-scale emigration of skilled and talented individuals from one country to another country. In the past, this phenomenon often occurred in developing or underdeveloped countries that have both economic and political problems, causing people in the country to look for new opportunities and opportunities in life. This

makes the new generation unable to deal with an inefficient political system, and therefore show their decision by leaving and moving abroad more and more (Rukumnuaykit, 2009).

Government administration: Administration is one of the factors that leads students to decide to leave the country and to seek resettlement. This happens especially in countries with "bad politics" and "high inequality" (Saxer, 2014). Bad politics also creates high inequality because the political sector is the one that allocates resources and set the rules and regulations in the country. It is undeniable that inequality occurs in our country because many resources are fixed to a few capitalist groups, and capital groups are like supporters of political parties to gain privilege access or to manage resources, seemingly resulting in monopoly. There are a few privileged groups, so this leaves a vast majority of people who are unable to access or receive inefficient services especially in resource ownership. This makes the new generation feel that they have no dreams (Pasuk & Baker, 2012) as they do not have the same social capital as some groups. They then have to depend on the patronage system, which leads to corruption. Management in the welfare state still does not improve people's quality of life as good as it should be. Looking to the future, the new generation cannot see their own future if they are still in the country when compared to countries with better quality of life, such as retirement benefits that rely on social security payments or old-age allowance if compared to the rising cost of living (Chang, 2011). This is an important issue since Thailand is preparing to enter an aging society. How does the Thai government plan to handle this? It makes the new generation unable to see their future. However, they know that it is not always easy and beautiful in another country because of the culture, weather, food and a status of being a second-class citizen, and fear of taking over the jobs of its citizens. Nonetheless, the government administration creates sharing of emotions for most people who feel hopeless and want to risk or go for it rather than living without knowing whether in the future they will be able to break free from the income trap and to have good quality of life (Mazzarol & Souta, 2002).

"It is frustrating before the emergence of the moving abroad trend. After a military coup, the administration and authoritarian concepts only facilitate a small group of people which is contrary to the reality that there are still poor people in the country. Therefore, the younger generation who cannot see their own future

like me, want to study and work abroad. With the fact that Taiwan has a course that I want to study and offers a scholarship, then it is not difficult for me to decide to study in Taiwan. I also intend to work here and if there is a chance, I want to change my nationality because for me it is unacceptable that the government runs the country with such administration, especially during COVID- 19 outbreak." (Student No. 3)

"Actually, it is a very unfortunate situation for Thailand as the new generation of Thai people are just as talented as foreigners. However, it is a pity that we have inefficient and ineffective political and administrative system. Instead, it drives these young people to live abroad and pushes them to find a way to study abroad and find a job there and do not want to return to their home country. That reflects the new generation's trust towards the government. These people do not have trust and confidence to encourage themselves to continue staying in this country. As for me, I want to continue working in Taiwan because there are labs, tools and more stable income than in Thailand. I feel that living here is happier than living in Thailand, instead of watching the news or seeing the government's operation failures." (Student No. 8)

According to the findings, the main reasons can be because of injustice, social opportunity, lack of basic welfare, poverty, low employment rate, political stability, no safety in life, and the crime rate. Based on the data from Boston Consulting Group (2020), it was found that the 10 countries where Thais are most interested in moving to work are as follows: 1. South Korea, 2. China, 3. Switzerland, 4. Canada, 5. Taiwan, 6. England, 7. The United States, 8. Singapore, 9. Australia, and 10. Japan. These countries are viewed as having political stability, large economy, and a standard political system in taking care of the people in their country. Currently, there is a problem with the political system in Thailand, causing people in the country feel that there is quite a problem in their government administration in terms of living in Thailand today.

Discussion

By using a conceptual framework to expand more cooperation with countries in ASEAN and South Asia, Taiwan has developed a more international education system by offering courses taught in English covering all fields of study in order to attract foreign students. There is a total of 164 higher education institutions in

Taiwan; they are differently outstanding in academic research, teaching methods and techniques. Of these institutions, there are 105 universities (42 public universities) and 59 colleges (12 public colleges) with 93 vocational schools. Education in Taiwan consists of 22 formal educational levels, generally starting from 2 years in preschool education, 6 years in elementary school, 3 years in junior high school, 3 years in senior high school, 4 years in college or university (7 years for medical school), 2-4 years for a master's degree, and 4-7 years for a doctorate (MOE in Taiwan, 2019a).

As Taiwan has high-skilled professionals, therefore advanced ideas have been developed continuously. According to the World Economic Forum's Competitiveness Report 2018, Taiwan ranked the 5th country in investing the most in research and development, and the 2nd country with the most patent applications. It also ranked the 4th country in terms of creativity and innovation. These outcomes cannot be achieved without a broad vision, a clear policy, and a serious and continuous joint action. Apart from being a country with cutting-edge technology, study in Taiwan is continuously developed, including teaching methods and strategies as well as the strengths of each institution committed to researches and teaching. Thus, Taiwan is a good place for further study. In addition, the government also encourages foreign students to study further in Taiwan by providing annual scholarships along with the New Southbound Policy in conjunction with the "Thailand 4.0" policy to leverage existing industries and develop new industries targeting 10 key industries: automobiles, electronics, smart agriculture, value added of tourism, foods, robotics, automation, digital economy, fuels, biochemistry, medical care and aviation. Therefore, Taiwan offers opportunities for international students to study in universities in Taiwan focusing on 10 targeted industries in accord with the Thailand 4.0 policy (Kumpa, 2016). There will be degree scholarships and short-term scholarships for exchange students as a first step to help Thai students understand advantages of studying in Taiwan and considering the country as the top choice in Asia for their further study, and to encourage Thai students to study in Taiwan. This resulted in, before the New Southbound Policy being implementation, more than 1,500 Thai students going to study in Taiwan. After the New Southbound Policy implementation, the number of Thai students going to study in Taiwan has been significantly increased. In 2016, there were 1,771 students (a 11.3% increase), 2,125 students (a 20.0% increase) in

2017, 3,236 students (a 52.3% increase) in 2018 and 4,001 students (a 24.0% increase) in 2019. According to the number of international students who come to study in Taiwan, Thai students moved up 2 places from 10th to be ranked 8th, which is an obvious result of the said policy (Taipei Economic and Cultural Office in Thailand, 2021).

As for job opportunities and a long-term stay, Taiwan's New Southbound Policy aims to build up the relationship between Taiwan government and the ten ASEAN member countries and six South Asian countries. The above-mentioned policy is designed to leverage Taiwan's culture, education, technology and economic and agricultural assets to strengthen Taiwan's unification and also to benefit Taiwan in attracting high-potential people to become resources of the country in various areas and to work in Taiwan for the long-term (Harwood, 2010). Taiwan stated that this creates a new model where all countries and people can join its benefits together according to the goals of the New Southbound Policy, evidently following Nye Jr's conceptual framework (2011 as cited in Bumrungsuk, 2014). Taiwan has amended its "Nationality law". There are 149 foreign professionals, from 5 continents of the world, who specialize in different fields. They are granted the Republic of China (Taiwan) citizenship. Currently, the Ministry of the Interior (Taiwan) has expedited a draft amendment easing conditions for foreign professionals who love Taiwan to fully become Taiwanese citizens. A number of foreign professionals applying for the Republic of China (Taiwan) citizenship is increasing every year. Of these 149 people, 65 people specialize in education which is the largest group, followed by economics and medicine, 24 in each field (Glaser, Kennedy, & Mitchell, 2018). Foreign professionals who are skilled and specialize in different fields have created various new models and images for Taiwan's industry and culture. According to MOI statistics report, foreign professionals who are granted the Republic of China (Taiwan) citizenship are at the average age of 50, while the most common age range is 40 to 44 at 28 people. Then, 27 people are in between the age of 45 and 49 and 27 people are in between the age of 55 and 59. While the youngest group is only 32 years old and most of them are youth and working-age groups. In terms of nationality, Americans is the largest group with 38 people granted, followed by Malaysians with 37 people granted. When being divided by continents, it was found that Asia was the continent with the largest number of naturalized R.O.C. citizens, a total

of 61 people, accounted for 40.9%. Besides Malaysia, this number also includes Thailand, Indonesia, Vietnam, India, etc., then followed by the Americas with 46 people, accounted for 30.9%. Currently they are residing in various cities in Taiwan, with 121 people living all over 6 cities, accounted for 81.2 %. Of these people, 53 live in Taipei which accounts for 35.6% (MOE in Taiwan, 2017b). This is in accordance with the study from Oxford Economics (2021), shown in Global Talent 2021 report, forecasting that Taiwan's talent in 2021 will be ranked the largest shortage of all 46 countries surveyed. In addition, IMD's World Competitiveness Center revealed in the IMD World Talent Report 2016 that Taiwan was ranked 24th out of 61 countries with readiness and investment attractiveness. This shows that Taiwan needs to improve recruitment and employment of foreign professionals to attract potential people to work and live in Taiwan. The Act for the Recruitment and Employment of Foreign Professionals ("Foreign Professionals Act") aims to attract foreign professionals to work and live in Taiwan in order to fill talent and skill gaps in the country. These people will help Taiwanese companies scaling internationally and build relationships with other countries in terms of politics and economy, as well as to increase trade negotiations. The government has amended the Act to ease some requirements on visa, work and living. The act also offers improved health insurance, taxation and retirement benefits for three main groups: 1) Foreign professionals, 2) Foreign special professionals, and 3) Foreign senior professionals. As to the success of the New Southbound Policy in order to attract foreign professionals from different countries to work in Taiwan, under "The Act for the Recruitment and Employment of Foreign Professionals", many privilege policies such as "Employment Gold Card", which is a combination of four different certificates or a 4-in-1 card (including work permit, a resident visa, Alien Resident Certificate (ARC) and re-entry permit allowing unlimited entry and exit from Taiwan) have been issued. Regarding the number of approved card applications, more than 500 cards were granted in the first quarter of 2021, the highest in several years. Americans accounted for the largest part of these cards at 933 people, of which about 800 applicants hailed from backgrounds in economics and technology. Most of them are in "Taiwan's Silicon Valley" (Ho, 2014). In addition, to attract foreign professionals from various fields to come to Taiwan, the National Development Council (Taiwan) proposed the "draft Amendments to the Act for the Recruitment and

Employment of Professionals" to relax regulations on work permit, shortening the required length of continuous residence to 3 years and extending the preferential tax period for foreign special professionals from 3 years to 5 years in the following year (MOE in Taiwan, 2019b). The said draft was reviewed by the Executive Yuan and has already been submitted to the Legislative Yuan for consideration. Due to Taiwan government's New Southbound Policy, online gaming and e-commerce industries in Taiwan are looking for huge business opportunities in Southeast Asia. As a result, these markets need more talents from ASEAN countries. With readiness to offer a good rate of pay and decent fringe benefits, they are now also recruiting professionals who are proficient in Thai and enthusiastic in the service industry. This makes such jobs one of the top choices among new immigrants (Mok & Lo, 2001).

As for political problems, it is the factor that leads many countries to face brain drain. The younger generation tries to escape from political problems by relocating to other countries with a better quality of life. The political problems have caused manpower drain and human capital drain. It takes a lot of time and money for a person to get education, equipped with skills and knowledge but after they graduate, they just choose to go abroad. The problems of brain drain occurs when people have the opportunity to leave their country and do not return. Generally, emigration is normal for humans since ancient times, whether moving after finding new areas or leaving a country because of the wars such as Chinese immigration, which is becoming a big wave of overseas Chinese in many countries. However, the phenomenon that has been discussed lately and many countries consider it important as a policy is the phenomenon of 'brain drain'. It is a large-scale overseas migration of people with specific skills or knowledge. In the past, this phenomenon often occurred in developing or underdeveloped countries with economic and political problems that led people who lived in the country to look for new opportunities (Mahmoud, Rapoport, Steinmayr, & Trebesch, 2014). Even in Taiwan, in the late 1960s and 1980s, many Taiwanese students began to study in the United States. Most of them studied in science and engineering. The statistics showed that only 10% in the 1970s and 20% in the 1980s of those students returned to Taiwan (Chetpayark, 2021). At that time, these overseas Chinese students grew up in a repressive political climate under martial law in Taiwan, controlled by military regime which lasted 38 years, including the

Kuomintang- led Government of the Republic of China regime. As for politics at the time, authorities deprived academic freedom. Researchers and academics who criticized the government were all affected with their jobs and wereblacklisted. These factors encouraged students, during that authoritarian era, to escape from political instability as well as conflict over uncertain relations with mainland China and to settle in a new country. The Taiwan government sees the problem of this brain drain phenomenon and has urgently improved its policies focusing not only by investing in new technology, but also improving the political climate that was once ruled by a one-party military dictatorship and under martial law transition to become a democratic nation. What Taiwan did was to accept the fact that this problem existed and then the government set up a committee to address this issue. Opinion polls were conducted to get the answer why Taiwanese people went to study in the US and chose not to return. It was found that there were pull factors, especially better career advancement and income in the United States, and also politics which was a fundamental driving force in the country. In that era, the Kuomintang was still a strong dictatorship. As there were pressures from student movements and periodic labor movements (Pfutze, 2014), Taiwan government decided to ease the political climate instead of using tough repression. This happened in parallel with open politics, democracy, reversing brain drain (Bhula-or, 2020) and technological advances. Taiwan has now become a high-income country along with being a democratic nation. This lesson reflects Miller and Peters' work (2020) saying that if citizens emigrate to democratic countries and learn about civil rights and democratic society of destination countries as well as understand the tools to develop democracy, that will be a threat to authoritarianism itself. A diaspora can create 'Political Transnationalism'. As Taiwan gets high marks for its democracy, its progressive political institutions and the long history of fighting authoritarianism, which encourages Thai students to choose Taiwan for a location in order to study and to understand the concept of democracy through the past political attitudes for the new generation (Ahmed, 2012).

According to the above findings, further study and resettlement are likely to happen more and more. Additionally, Taiwan has the New Southbound Policy, aiming at expanding both bilateral and multilateral cooperations. This gives Thai students the opportunity to choose Taiwan as their destination for further study because of its quality education system, international curriculum, scholarships, and the opportunity to work after graduation. As Taiwan itself also has a shortage of skilled workers, especially in technology, this makes Taiwan open to immigration. The researchers' viewis that if this trend continues, there will be a significant brain drain, especially for the working age population. When looking at the demographic aspect, Thailand is now entering an aging society and, in the future, will become a super- aged society where the government welfare may not be able to support it, along with fewer workers in the market. This causes the new generation to acknowledge the obstacles or no opportunity to build their wealth or to change their social status. This study allows us to see the conditions and factors in such a phenomenon. In addition, it shows that developed countries have the opportunity to attract professionals from developing countries as they have good economic status, stable and efficient political systems which create security for people in their country. This then leads to the opportunities of migration, starting from further study and then continue with work after graduation. This is in line with the Boston Consulting Group's (2020) survey results that showed that even though the popularity of Thais working overseas reduced to 46%, among adolescents it turned out to be up to 60%. While less than 45% of people with higher education are likely to work abroad. This is in accordance with the trend of Thai students studying abroad as well as seeking employment after graduation.

Recommendations

1. Future studies should be conducted in a broader range with students who go to study and emigrate to other countries and see whether they make the same or different decisions?

2. This study can be broadly extended through studying the prevention of brain drain.

3. This study can be used to analyze and investigate the skills for Thai students in the digital world.

4. This study can be used for policy design to attract high-potential workers into the country.

Reference

Acharya, A. (1997). Ideas, identity, and institution-building: From the 'ASEAN way' to the 'Asia-Pacific way'?. *The Pacific Review, 10*(3), 319-346.

Ahmed, F. Z. (2012). The perils of unearned foreign income: Aid, remittances, and government survival. *American Political Science Review, 106*(1), 146-165.

Bhula-or, R. (2020). Migration and sustainable development in Thailand. *Asian Education and Development Studies, 10,* 83-94.

Boston Consulting Group (2020). Global talent survey report. Retrieved 3 March, 2019 from https://th.jobsdb.com/en-th/cms/employer/wpcontent/themes/jobsdb/assets/pdf/gts/Global_Talent_Survey_TH_EN_2.pdf

Bumrungsuk, S. (2014). *Soft power.* Bangkok: National Intelligence Agency.

Chan, S. J., Yang, C. Y., & Tai, H. C. (2020). Knowledge production and internationalisation of research in Taiwan: A new watershed? *Journal of Higher Education Policy and Management, 42*(2), 245–260.

Chang, C. T. (2011). Internationalization development of Thailand's higher education: Positioning Thailand as an international education center for the ASEAN region. Country Report. Retrieved May 7, 2020 from http://www.spu.ac.th/ intl/files/2011/02/Article-3.pdf

Chetpayark, K. (2021). Explore the phenomenon of brain drain and how to attract people to their homeland abroad. Retrieved June 20, 2019 from https://thematter.co/social/brain-drain-and-reverse/142260.

Docquier, Frédéric, and Hillel Rapoport. (2012). Globalization, brain drain, and development. *Journal of Economic Literature, 50*(3), 681-730.

Focus Taiwan News Channel (2018). Taiwan universities see rise in number of Southeast Asian students. Retrieved June 20, 2020 from http://focustaiwan.tw/news/aftr/201810050024.aspx

Glaser, B. S., Kennedy, S., & Mitchell, D. (2018). *The new southbound policy: Deepening Taiwan's regional integration.* Lanham, MD: Rowman & Littlefield.

Harwood, J. (2010). Understanding academic drift: On the institutional dynamics of higher technical and professional education. *Minerva, 48*(4), 413–427.

Ho, S. S. (2014). The feasibility of the multi-career pathway and promotion system for faculty in Taiwan. *Journal of Soochow University, 2*(4), 119–124.

Hou, A. Y. C., Chen, K. H. J., & Tsai, S. (2016). *A report on the study of international top universities in Taiwan and worldwide.* Taipei: Ministry of Education.

Hsieh, M. Y. (2016). The most potential principles of social media. *Computers & Electrical Engineering, 51,* 376-388.

Hunter, F. (2018). Administrative staff as key players in the internationalization of higher education. In P. Teixeira & J. Shin (Eds.), *Encyclopedia of International Higher Education Systems and Institutions* (เลขหน้า). Dordrecht: Springer.

Klimaviciute, L. (2017). *To stay or not to stay: The Calculus for international STEM students in the United States.* Retrieved June 12, 2019 from http://www.migration policy.org/article/stay-or-not-stay-calculus-international-stem-students- united-states

Kumpa, L. (2016). Agenda 2030 sustainable development goals: Thailand's perspectives. Office of the National Economic & Social Development Board (NESDB). Retrieved from http://tinyurl.com/grwh42l

Lin, H. M., & Sung, Y. H. (2020). Experiences of international students from the new southbound policy countries in Taiwan: Their motivations and negotiations of cultural differences. *Journal of Research in Education Sciences, 65*(3), 81-122.

Mahmoud, T. O., Rapoport, H., Steinmayr, A., & Trebesch, C., (2014). The Effect of Labor Migration on the Diffusion of Democracy: Evidence from a Former Soviet Republic: IZA Discussion Paper.

Marginson, S. (2007). Global university ranking. In S. Marginson (Ed.), *Prospects of higher education: Globalization, market competition, public goods and the future of the university.* Rotterdam, the Netherlands: Sense Publishers.

Mazzarol, T., & Soutar, G. N. (2002). Push-pull factors influencing international student destination choice. *International Journal of Educational Management, 16*(2), 82-90.

Miller, M. K., & Peters, M. E. (2020). Restraining the huddled masses: Migration policy and autocratic survival. *British Journal of Political Science, 50*(2), 403-433.

Ministry of Education (MOE). (2017a). *Higher education sprout project.* Retrieved July 19, 2020 from https://ws.moe.edu.tw/Download.ashx?u=C099358C81D4876CE33C455F1B761E1E9C1B1C9D4C5C3D01ED1F01045F87B75A0C21A1990C0BCA46F73083A0A42FFACAD73BC4EF42D42576E6D5F39B5FE6F9BCB11EAEF937E207AC00525E8BE02873A7&n=3C0C23F9F9B4C9538F9BB24E39E8EF221AF166041B49B293790A31F4A5F4AF626367D 98BC677BC05B70C59F0D9FB2ADF&icon=pdf

Ministry of Education in Taiwan (MOE). (2017b). Industrial-university cooperation in cultivation of doctoral R&D talents project: Briefing and related. Retrieved June 10, 2021 from https://depart.moe.edu.tw/ED2200/News_Content.aspx? n=5E9ABCBC24AC1122&s=C60F83253F1D7812

Ministry of Education (MOE). (2018). *Higher education sprout project: Sustained progress and rise of universities in Taiwan.* Retrieved May 15, 2019 from http://english.moe.gov.tw/public/Attachment/71219 17593271.pdf

Ministry of Education in Taiwan (MOE). (2001). *White paper on university education policy.* Retrieved from https://ws.moe.edu.tw/001/Upload/3/RelFile/6315/6936/90.07%E5%A4%A7%E5%AD%B8%E6%95%99%E8%82%B2%E6%94%BF%E7%AD%96%E7%99%BD%E7%9A%AE%E6%9B%B8. Pdf

Ministry of Education in Taiwan (MOE). (2019a). *Basic information about universities and colleges in Taiwan: 1991-2018.* Retrieved January 12, 2020 from https://depart.moe.edu.tw/ed4500/cp.aspx?n=1B58E0B736635285&s=D04C74553DB6 0CAD

Ministry of Education in Taiwan (MOE). (2019b). *Department of higher education.* Retrieved July 2, 2019 from https://english. moe.gov.tw/cpview-4-15155-8F594-1.html

Mohamed, T. Z. F., Chang, C. H., & Huang, Y. C. (2020). AA CSB assurance for STUST quality and competitiveness: Balanced scorecard roadmap. *Journal of International Education in Business, 14*(2), 320-337.

Mok, K. H., & Lo, H. C. (2001, April). Marketization and the changing governance in higher education: A comparative studies of Hong Kong and Taiwan. In *International Conference on Marketization and Higher Education in East Asia* (pp. 7-8). สถานที่พิมพ์: สำนักพิมพ์.

Olssen, M., & Peters, M. A. (2005). Neoliberalism, higher education and the knowledge economy: From the free market to knowledge capitalism. *Journal of Education Policy, 20*(3), 313–345.

Oxford Economics. (2021). *Global talent 2021 how the new geography of talent will transform human resource strategies.* Retrieved May 2, 2019 from https://www.oxfordeconomics.com/Media/Default/Landing%20 pages/Talent%2 0UCLA/global-talent-executive-summary.pdf

Pasuk, P., & Baker, C. (2012). Thailand in trouble: Revolt of the downtrodden or conflict among elites. In M.J. Montesano, C. Pavin, & C. Aekapol (Eds.), *Bangkok, May 2010: Perspectives on a divided Thailand* (pp. 214–229). Singapore, Institute of Southeast Asian Studies: ISEAS Publishing.

Pfutze, T. (2014). Clientelism versus social learning: The electoral effects of international migration. *International Studies Quarterly, 58*(2), 295-307.

Ritzen, J. (2016). University autonomy: Improving educational output. *IZA World of Labor, 240,* 1–10.

Rukumnuaykit, P. (2009). *A synthesis report on labour migration policies, management and immigration pressure in Thailand.* Bangkok: International Labour Organization.

Saxer, M. (2014). *Fighting Corruption in Transformation Societies.* Bangkok: Friedrich Ebert Stiftung.

Science and Technology Policy Research and Information Center (STPI). (2015). *Aspects of R & D resources: Policy research indicators database e-paper.* Retrieved June 12, 2022 from https://pride.stpi.narl.org.tw/epaper /app/preview/52

Statistical Bureau of MOE in Taiwan. (2019). *Estimation report of first year students of university education in Taiwan (2019–2034).* Retrieved January 25, 2020 from http:// stats.moe.gov.tw/files/analysis/ 108higherstudent.pdf

Taipei Economic and Cultural Office in Thailand. (2021). *Consular services in various fields to attract Thai students to study in Taiwan.* Retrieved June 20, 2021 from https://www.roc-taiwan.org/th_th/post/93.html ใน เนื้อหาเป็น 2021

Tang, C. W. (2019). To be a first-class department in a first-class university: Perceived effects of a world-class initiative in two departments in a Taiwanese university. *Journal of Higher Education Policy and Management, 41*(3), 275-291.

Tiezzi, S. (2018). *Facing Chinese pressure, Taiwan's president Tsai seeks 'Survival Niche'. the diplomat.* Retrieved June 15, 2019 from https://thediplomat.com/2018/10/ facing-chinese-pressure-taiwans-president-tsai-seeks-survival-niche/

Yang, A. H. (2016). Contextualizing Taiwan's new southbound policy in ASEAN community: The need to prioritize mutual interests. *Prospect Journal, 16,* 25–48.

Yang, A. H. (2018). Unpacking Taiwan's presence in Southeast Asia: The international socialization of the new southbound policy. *Issues & Studies, 54,* 1840003.

The New Southbound Policy and Moving Abroad Trend among Thai Students' Decision to Further Study and Resettlement in Taiwan

Lhakard

Journal of Multidisciplinary in Social Sciences

An Appropriate Model and Method of Senators' Selection for Thailand

Somchai Swangkarn*

Faculty of Law, Thammasat University, Bangkok, 10200 Thailand

Abstract

This research was conducted to study the development of senator acquisition models, to compare them with other countries, to study factors influencing the success of the model and method of acquisition of senators in Thailand, and to develop a model of acquisition of senators suitable for Thailand. This research work is conducted by collecting data from interviews with 14 informants, 2 focus group discussions, and a questionnaire survey of 645 respondents, for analysis. The results from the research are as follows.

1) The development of the model of the acquisition of Thai senators begun with the appointment and change to all elected senators according to the 1997 Constitution, but there was a problem of interference from political influence. Thus, the method was changed to some elected senators and some appointed senators, but there were problems in performing duties. However, there were problems of the origin of power. Thus, the 2017 Constitution changed so that all senators are appointed. .

2) As for the models for senator acquisition for the United States, France, Japan and Malaysia, it has been found that the models can be divided into two models, namely, elected senators, namely the United States, France, Japan, and as for England and Malaysia, the method is the appointment. The model of election or appointment will have different details in each country.

3) From the study of factors influencing the success of the model of senator acquisition in Thailand, it was found to consist of three factors, namely, the candidate factor, which is especially related to the freedom from the domination by the political party, the factor of the process for obtaining senators which is the participation of the people, and the factor related to the people, the important aspect of which is readiness in terms of knowledge and understanding about senators.

4) As for the development of the model for senator acquisition suitable for Thailand, it has been found that roles and duties of senator are in accordance with the 2017 Constitution, and the feasible approach was used for nomination of senator, but there were additional issues added: 1) the nomination model by the senator selection committee that is relevant to the people; 2) the selection among themselves within the expertise group instead of cross-selection; and 3) the consideration of the group of experts suitable for Thai society.

* Corresponding Author
  email: swangkarn_somchai@yahoo.com

Introduction

Thailand has a democratic system of government with His Majesty the King as the Ruler of State in the form of the parliamentary system. In 1932 the change of government from absolute monarchy to democracy occurred. Because it was the beginning of the change, many senate members still lacked the knowledge and understanding of such a system. Therefore, the bicameral system was introduced (Phum Munsilp, 2015). This system consisted of a House of Representatives and the Senate, which was called the 'Phruethisapha', acting as a mentoring council and was specified in the 1946 Constitution onwards. A role of the Senate, that people often think about, is the consideration and approval of legal matters or scrutiny of the law which has been an important role of senators since the change of government polity.

However, there is an issue about the origin of the senators in connection with the people, and therefore the election of the senators according to the 1997 Constitution is a direct election by the people. i The 1997 Constitution gives more important powers and duties to senators, such as giving advice, approving the appointment and dismissal of personnel in various organizations as required by law. As for the acquisition of senators by such means, although in line with democratic principles, but in practice, the election of senators has been criticized concerning the influences from political parties on elected senators. It is said that the parliament is characterized as "Husband and Wife Council", meaning that the husband is a member of the House of Representatives and has a wife or children or relatives elected senates who often have relationships with politicians, especially local representatives, which are the political parties' voting base in elections. However, by its powers, the Senate is a semi-auditing agency responsible for inspecting the work of these organizations. Therefore, senators cannot act independently as per the intention of the Constitution. As a result, the legislative review process is inefficient until a parliamentary dictatorship emerged. This senator election problem is fundamentally a problem from the social system of Thailand that is characterized as a patronizing society. The election has been based on a voter system with local voters and the Constitution designating provinces as constituencies. Therefore, it is an opportunity for political parties which subject to election to nominate their people, although the Constitution has stipulated that senators are not

affiliated with any political party. This causes people with knowledge, no matter how good they are, not able to win the election because of the establishment of a voting base through people representing a political party in elections. Another cause of the problem is the selection of people who are their own allies to take important positions. This lacks checks and balances on the administrative side, with the senate becoming a "rubber stamp senate" to support the legitimacy of the operations by the administration until it has become a parliamentary dictatorship as mentioned before.

The 2007 Constitution attempted to solve the problem by having the senators come from a mixed method. That is some members of the Senate is directly elected by the people of each province and others come from the selection by the Nomination Committee. This method has led to problems due to Pla Song Nam" nature and the lack of attachment to the people, causing the 2007 Constitution to be seen as lacking the legitimacy of democratic practices. In addition, the nomination process by the Nomination Committee was seen as not having transparency, which has greatly diminished the credibility of the senator selection process. Problems with acquisition of senators in a mixed model is based on the basic concept of different responsibilities and the lack of unity in the performance of duties, which has led to conflicts among senators.

However, in the 2017 Constitution, the 250-member senator appointment model has been reinstated, which has greatly raised questions about the suitability of the senators' backgrounds in the society, including the selection of senators and the performance of duties that might be inclined towards some side in order to benefit their relatives. This is because it still has the power to consider, give advice, and approve the appointment of personnel in various organizations, similar to the 1997 Constitution and the 2007 Constitution. Also, the 2017 Constitution aims that the Senate is the mentor, or an organization that will coordinate opinions from many groups of people, not under the influence of political parties, by setting up a new method for acquiring senators, emphasizing the importance of the general public who can apply without expenses, which are too high for ordinary people, splitting senators into groups with different characteristics as much as possible in order to allow people with all qualifications to apply for the position, and to allow the candidates to have true initial participation. People are required to choose among themselves, as provided in section 107. In addition, the

2017 Constitution has also provided that each senator has a term of 5 years in office, from the date of announcement of the election results, and can hold the position for only 1 term (Constitution of the Kingdom of Thailand B.E. 2560 (A.D. 2017), 2018).

However, according to the Transitory Provision, in the first 5 years, the Senate has the duties and authority to follow up on the national reform and national strategy for the first five years, and the Senate should play a part in the selection of Prime Minister in the first 5 years as well, which has been greatly attacked by political parties and members of the House of Representatives and there has been an attempt to amend this part of the Constitution. Another problem is that after the 5-year transitory period, the alerted 200 senators can conspire with one another very easily. Thus, according to the main chapter regarding senators, after the Transitory Provision is over, senators may be elected in the form of the Economic and Social Advisory Council that has been dissolved before. It can be seen that the origin of the senators has changed from appointment to election and mixed model. However, no matter how the senators are seated, the concept that is the main foundation of the Senate consists of (Wissanu Krea-ngam, 1987):

1. Having the Senate monitor the use of the majority of votes by the House of Representatives due to distrust of the use of majority of votes;

2. Having the Senate balance or inhibit the operation by the House of Representatives due to the distrust that the House of Representatives will not work with efficiency or neatness;

3. Having the Senate scrutinize or object to the legislation of each law to be more present and accurate;

4. Having the Senate provide political opportunities for certain groups of people that may cause issues or changes in the economy, society and politics, which is considered a distribution and balance of power; and

5. Having the Senate so that different localities have their own representatives or have the Senate as their representatives directly from different localities.

In addition, the senators have the role of considering, advising and approving the appointment of personnel in organizations involved in the justice process, even if they are not directly involved in the justice process as police, prosecutors or judges. The Senate has the power to appoint high-level personnel of judicial organizations such as judges of the Supreme Administrative Court, the President of the Supreme Administrative Court, Attorney General, the Chairman of the Auditor General and the Chairman and members of the Anti-Corruption Commission (The Secretariat of the Senate, 2015). In this regard, as a result, the provision of advice and the agreement on the appointment and dismissal of high-level personnel in judicial organizations would have impacts on policies and guidelines for personnel in the organizations inevitably. Hence, it can be said that the Senate indirectly sets policies and guidelines of justice organizations through the approval of appointment and removal of senior officers of the organizations. Including considering draft laws related to the judicial process, such as the Organic Act on the Procedures of the Constitutional Court Organic Act on Ombudsmen and the Organic Act on the Prevention and Suppression of Corruption (The Secretariat of the Senate, 2020).

The Senate has made several changes to the acquisition of senators in order to achieve greater political impartiality and independence in working. The acquisition of senators can be from appointment, election and the combination of appointment and election. However, in the provisions of the Constitution of Kingdom of Thailand B.E. 2560 (A.D. 2017), there have been discussions on the issue of the roles and authority, especially the role of the Senate in the nomination of persons for the position of the outsider prime minister. The second issue is the origin and legitimacy of the process for acquiring senators, which raises doubts about its conformity with democratic principles and representation or connection with the people. Thus, the study on the acquisition of senators appropriate to the specific context of Thailand, as well as the broader look at the factors influencing the success of the development of the model and method of senator acquisition that can help to develop the country.

Objectives

1. To study and analyze the development of models and methods for acquiring senators in Thailand.

2. To study and compare the models and methods of acquisition of senators in foreign countries.

3. To study the factors influencing the success of the model and method for acquiring the senators in Thailand.

4. To develop a model and method of senator acquisition that is suitable within the context of Thailand.
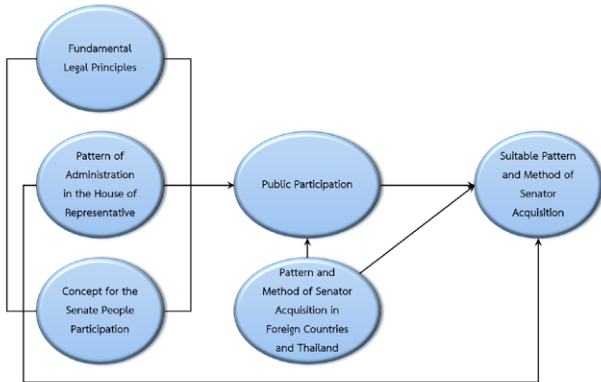
Conceptual Framework

Figure 1: Conceptual Framework

       Figure 1 shows the relationship among concepts included in the study such as fundamental legal principles relating to the parliamentary democracy polity, the governance model in the parliament system, the approach of the Senate, the model and method of senator acquisition in foreign countries and Thailand and the concept of participation of the people, which can lead to the proposal of model and method for senator acquisition that fits the context of Thailand.

Research Methodology

       This research uses the sequential exploratory mixed design with the following details.

       1. Population and Samples: The population in this study are divided into three groups, namely, academics, stakeholders in the acquisition of senators such as senators, representatives , electoral commission and drafters of the Constitution, and the last group is the public in general. The qualitative data was attained from 14 samples selected with purposive sampling technique consisting of members of the Constituent Assembly. senator and former senator of the House of Representatives, legal scholar and scholars in political science whilst the quantitative samples are 645 people selected with convenient random sampling technique.

       2. Research Instruments: In this research, data was collected by questionnaire and interview script, which have been checked and modified in accordance with the Advisor.

       3. Collection of Data: Qualitative data was collected by in-depth interviews with all of the 3 groups of informants according to the triangulation principle. The quantitative data were collected from the participants

in the activities by the Senate during May 2022 and October 2022, for 645 people in total. The information obtained was used for the arrangements of 2 focus group discussions, the first was a discussion with the group of people who give in-depth interviews and the other a discussion for the public.

       4. Data Analysis: The analysis consisted of content analysis, analytic induction, and typology and taxonomy techniques. Meanwhile, quantitative data were analyzed by regression analysis. All the data were summarized together in order to obtain the model and method of senator acquisition suitable for the context of Thailand.

Results

       1. Results of the analysis of the development of the model and method of senator acquisition for the Senate of Thailand

       The development of models and methods of the acquisition of Thai senators can be divided into two important periods. The first period was after the change of polity in 1932 and before the 1997 Constitution, i.e., at the beginning period. The original change was to establish in the form of a unicameral parliament with the House of Assembly as a mentor council and later in the 1946 Constitution, the Senate was established. The model and method of the acquisition of Thai senators in the early stages was the appointment by His Majesty the King. The senators in this period had a duty that focused on scrutinizing the law.

       The second period is from the 1997 Constitution onwards, in which the 1997 Constitution stipulated the model of acquisition. The 200 senators were elected and the essential powers and responsibilities were set. The Senate would consider, give advice and give opinions on the appointment and removal of personnel in various organizations such as the Election Commission, judges of constitutional court and judges of the Administrative Court. The election of senators was criticized for the bias towards political parties, which was an important reason for selecting people who were members of their own parties to hold important positions. Later, the 2007 Constitution was implemented in order to solve problems from the election as in 1997 Constitution. All 150 senators held positions in the office in 2 ways, namely, from direct election by the people in each province and from the selection by the Nomination Committee. However, the model and method as in the 2007 Constitution had problems and caused inconsistency in

the operation, due to the nature of the so-called, "Pla Song Nam (fish of two water)" and the lack of attachment to the people who own sovereign power, but the senators still had the same power as the senators who came from the election, with the powers and duties as in the 1997 Constitution still existing and increasingly present in the 2007 Constitution.

The 2017 Constitution reverted to the 250-member senator appointment model, which has raised questions about its suitability, including the performance of duties that may favor the allies because there are still the power to consider, give advice and approve the appointment of persons in important positions. The 2017 Constitution returns to using the model of appointing senators with the intention that the Senate will be the mentor council. It is an organization that coordinates opinions from diverse people, bringing their knowledge and experiences together to improve and develop the country, not subject to the political ideology of a political party. In order that the enactment of the law will be considered from various aspects, it should be considered that at the end of the Transitory Provision, the nomination of senators must be from a cross-selection among 20 professional groups. It has been noticeable whether people from different occupational groups know and can select truly competent people from other professional groups or not. Another important issue is the blocking of political votes as has already happened in the selection of senators according to the 2007 Constitution.

All methods of senator acquisition, including appointment, election, recruitment, and mixed methods, have been used, leaving only the British form of heredity or office that has not yet been applied. One thing that the drafter of the 1997 Constitution has sought to achieve was public participation. From the interviews, focus group discussions and questionnaire surveys, it is clear that no matter what form of information, the public always wants to be involved very much. Therefore, it is an important issue that must be taken into account in order to facilitate the public participation and to build the acceptance of the model and method of senator acquisition in the future.

2. Results from the study on and the comparisons with the pattern and method of senator acquisition in foreign countries

From the study of models and methods of senator acquisition in foreign countries such as England, the United States, France, Japan and Malaysia, the

findings are as follows.

1. Models and methods of senator acquisition have included the appointment by family line, office, direct election and election by local representatives. The model used by each country has been studied and analyzed to be suitable for that country. The models of appointment in England and Malaysia are different in details. It can be said that England senators come from the appointment, characterized as the "council of bureaucrats" that come from the descendants of nobles and high ranking priests. It is an appointment using blood relations which is different from principles commonly used today. Meanwhile, senators in Malaysia are from the elections and appointments on behalf of representatives from various states in the Federation of Malaysia. At the same time, the other countries, which are the United States, France and Japan use the election method with differences that can be summarized as follows. In the United States, two members of the Senate are elected in each state. In France, senators are elected through local representatives. In Japan, the elected senators are divided into two groups. Senators in the first group come from provincial zoning system based on the proportion of the populations in each province, and senators in the second group are from national election through the proportional system under the proportional representation system. However, the aforementioned models and methods cannot be directly applied to Thailand, as there are empirical problems in the 1997, 2007 and 2017 Constitutions that Thailand cannot use any model in particular and cannot use 2 methods to acquire senators. All senators must come from the same method and have connections with the people.

2. The powers and duties of senators can be summarized into 4 aspects. The first aspect is the legislative powers or duty to propose and scrutinize drafted laws, which is regarded as the main duty for the Senate in every country. As for the power and duty to amend and complement the Constitutions as in England and Malaysia, such roles of senators must mainly be collaborated with the House of Representatives. As for the authority to check and control the administration of state, it is usually done by questioning and establishing committees. However, there are differences in details; for instance, the Senate in the United States will have the authority of approving and controlling the use of the budget whilst the Senate in France will have the jurisdiction authority to inspect and control the Criminal High Court, and the Senate in Japan has the power to

investigate and make inquiries to the cabinet in the event of corruption. In relation to the judiciary, it is especially clear in case of the Senate in England that has power to act as the highest court in civil and criminal cases, to investigate and make judgment on corruption of ministers, and to be a member of parliament. In addition, in every country, the Senate also has the power to nominate people for important positions in the judicial process. As for other functions, they are similar such as giving opinions on the making of treaties with foreign countries or declaration of war.

3. Results from the study on the success of the model and method of senator acquisition in Thailand

Factors affecting success of the acquisition of senators can be divided into 3 important areas. The first area is the applicant. The applicant should be over 40 years old so that they will have the experiences and maturity in work, including matters of expertise, which requires time to practice in order to acquire expertise. There is also an issue to be noted, which is if the selected senator is a competent expert, the provision that a senator can serve only one term may cause the country to lose the opportunity to get talented and good people to work. The next issue is the independence of candidates, which means they must not be associated with political parties. If candidates for senators are not under the influence of political parties, it is the best way. However, it is extremely difficult in practice, which makes the election of senators unsuitable for the context of Thai politic.

The second area is the process of acquiring senators, which is clear that elections at this time has not yet been suitable for Thailand. However, even by the selection by the nomination committee, there are always doubts concerning the nomination committee's honesty and the senators' connection with people. This results in a lack of legitimacy in performing duties. This study has presented an example of the model and method of senator acquisition in Section 4 of the research results. In addition, in accordance with the 2017 Constitution, it is possible to recruit senators from 20 groups of expertise. It is therefore noted whether 20 groups are appropriate and cover all the expertise necessary to screen, inspect or perform duties as senators in the context of today's society of Thailand or not.

The last area concerns the public or people. It is about participation. Even though the model and method is the recruitment or indirect election, it must allow people to participate in representing themselves,

which is the demonstration and delegation of their rights to the person they authorize as senate selection committee is one way to alleviate criticism about the lack of participation of the public in the process of acquisition of senators. In addition, when amending the constitution or proposing laws related to roles and responsibilities and the acquisition of senators, which may include the voting to allow people to certify this process. However, information, knowledge and understanding of the roles and responsibilities of senators in all aspects must be provided thoroughly, as well as clear differences with representatives because it will be a variable that makes people understand and accept or reject the process rationally, not as directed by political parties or influential people.

As for regression analysis, the prediction equations are as follows:

1) The unnormalized equation is $SUC = 1.249 + 0.170ROL - 0.163CAD + 0.522PAR + 0.210PRO + e$

2) The normalized equation is $SUC = 0.172ROL - 0.189CAD + 0.470PAR + 0.251PRO + e$

Where ROL means an opinion about the role and authority;

CAD means senate candidate factor;

PAR means Public Participation Factor;

PRO means Senate Acquisition Factor; and

SUC means Probability of Success.

All independent variables could explain 47.60% of the variance of SUC.

4. Development of model and method of acquisition of senators suitable for Thailand

The results from the analysis of the model and method for the acquisition of the senators suitable for Thailand show that there are 6 important issues that should be considered: 1) Roles and responsibilities of senators must be clear and people must understand the differences between senators and representatives; 2) The origins of senators should be linked to people; 3) The method of senator acquisition must be the same for all senators; 4) The senators must be experts in various fields necessary for the development of the country and the solving of the nation's problems; 5) The method of the senator acquisition must be influenced by political parties as little as possible; and 6) Only the direct election by the people or the appointment is inappropriate for the context and needs of the people in Thailand. I, the researcher, has presented 2 models and methods of senator acquisition that are suitable for Thailand as shown in Figures 1 and 2.
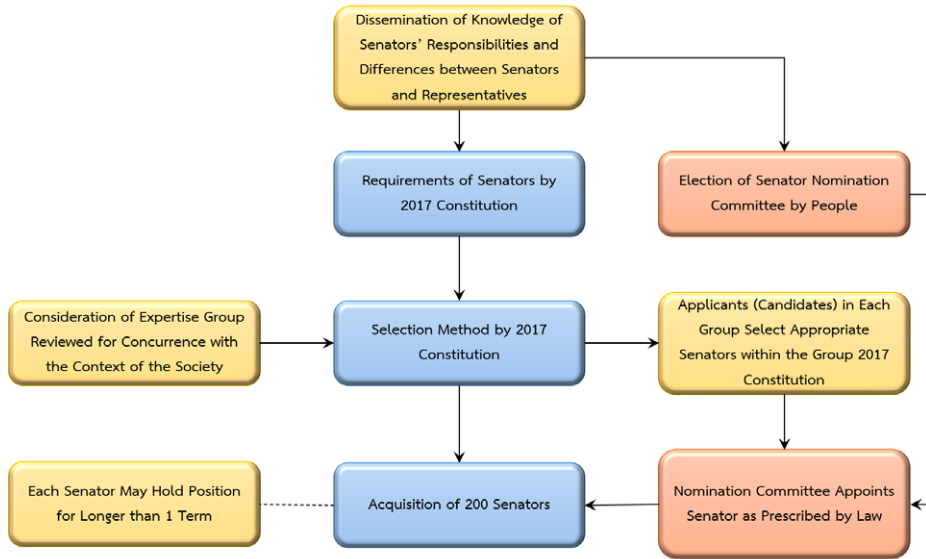
Figure 1: Diagram of the model and method of senator acquisition suitable for Thailand by "the election of senators by the people"
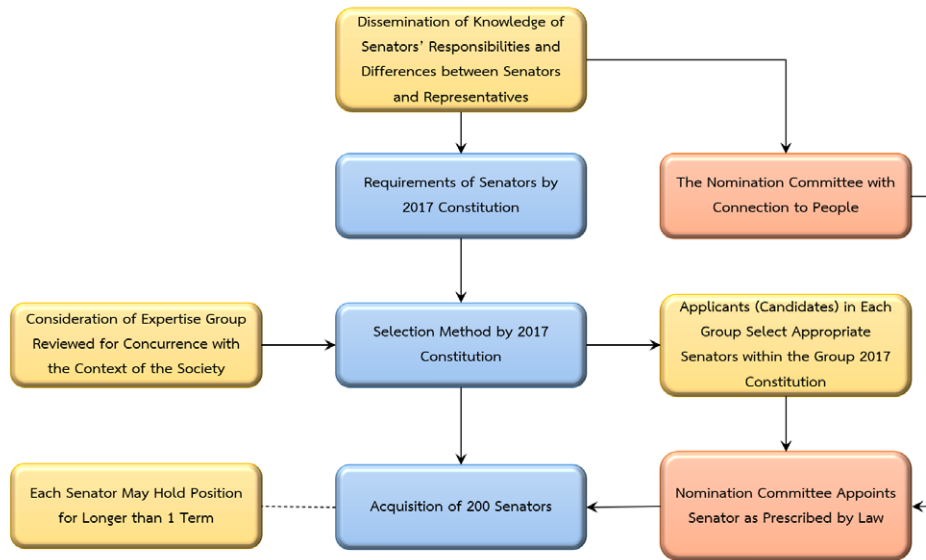

Figure 2: Diagram of the model and method of senator acquisition suitable for Thailand by "the appointment of senators by the Nomination Committee with connection to people"

From Figures 1 and 2, the models and methods of the acquisition of senators suitable within the context of Thailand are still based on the 2017 Constitution. However, some recommendations have been added to address key points from the data collection, such as the election of the Senator Nomination Committee, which creates public participation or the appointment of the Nomination Committee by people who are connected with the public, in-group selection instead of cross-selection and the permission for each senator to hold the position for more than 1 term.

Discussion

The models and methods of the acquisition of senators that are suitable for the Thai contexts include the following considerations.

1. Considerations for the application of the concepts of the models and methods of senator acquisition between foreign countries and Thailand with important issues as follows.

1.1 Roles and duties of senators: It was found that the four most important roles of senators are as follows. The role as the screening council: A common role of the Senates of all the five studied is the role as a legislative screening party to consider and give opinions on pros and cons of various drafted laws from the House of Representatives. In addition, some countries have the Senate consider bills jointly between the two parties. This screening role is the exercise of legislative power, which includes scrutinizing both Acts and laws in general, consideration a bill relating to finance that increases or affects the budget, and proposing constitutional amendments. As for the power and responsibility to amend the constitution in England and Malaysia, senators must primarily act in conjunction with the House of Representatives. This is consistent with Wissanu Krea-ngam (1987) who has concluded that to have the Senate is to have a party to inspect or critique laws to be more circumspect and accurate. Even though members of the House of Representatives are highly competent at present, they are still in interest groups called political parties, which sometimes, and in some cases, the proposal of certain laws may not be for the benefit of the people but only for the benefit of certain groups. This is the duty of the Senate to screen and prevent damage to the country as a whole. In the past, many bills have been scrutinized, such as the Justice Fund Act B.E. 2558, the Act on Establishment of the Criminal Court for Corruption and Misconduct, B.E. 2559, the Organic Act on Criminal Procedure for Persons Holding Political Positions. 2017, the Organic Act on the Procedures of the Constitutional Court, 2018, the Court Police Officer Act, 2019, and the Criminal Procedure Code Amendment Act, etc. ((The Secretariat of the Senate, 2019; The Secretariat of the Senate, 2020)

1.2 Role as an audit council. This is another important role that the public highly expects the outcomes. It is a role in checking the utilization of power of the representatives in passing a bill such as checking the use of legislative power. This role also balances the use of power or restrain the exercise of power of the House of Representatives or the government in order to prevent them from causing risk to individuals or society as a whole. However, concerning the exercise of the legislative power, sometimes the government with

the majority votes in the parliament often relies on voting for a resolution, which may be called "parliamentary dictatorship" because that law may cause trouble or benefit specific individuals or groups. Hence, it is the duty of the Senate to point out the disadvantages and effects of these to the National Assembly and the people and to take into account the good governance that the National Assembly should have and practice properly. Concerning the use of administrative authority, both the representatives and the government need be audited. In foreign countries, the audit can be performed in two ways. The first way is as a commission which has been set according to the mission of the government, both as a general commission to operate throughout the term of the Senate and as a special committee to examine a particular matter. Regardless of the form, the main functions of the committee include auditing, collecting information and forwarding it to those who have the next duty to take action. From this performance, many people may misunderstand that the Senate's main job is solving problems. However, the Senate can call for and make inquiries from those agencies to be followed-up. The second performance is to create topics or discussions without consensus, which is a form that the Senates of many countries often undertake to investigate certain issues that arise at that moment, which the state must clarify not only to the Senate but also to the public. Thus, this can be seen as a role and duty for a quasi-inspection council, which is an important role. It is very important because it leads to benefits for or impacts on people from the operation of the state. It is a counterbalance to the power of the legislative and administrative parties to ensure that all parties exercise their power according to intentions of the people truly.

1.3 Role of using judicial power and giving various opinions. This role is unique. In other words, responsibilities related to the jurisdiction is extremely clear, especially in case of the Senate in England where the Senate serves as the supreme court in civil and criminal cases. and the investigation and determination of corruption by ministers and parliamentarians. However, as for other countries, the Senates only act by summoning the relevant parties to give information and to present their opinions to the National Assembly so that the agency that use the judicial authority will make further consideration. In addition, with respect to the provision of opinions, all countries that have been studied in this research project, also give the Senate the power to nominate people for important positions in the

justice system such as judges and prosecutors, as well as the power concerning the making of treaties with foreign countries. Thus, it is apparent that concerning the use of judiciary power by the Senate, apart from England, the other countries in this study require the Senate to collect and provide opinions for punishment or dismissal before transferring the matter to the in-charge agency.

1.4 The role as the council to represent the local is particularly prominent in France where the Senate represents provinces and areas that are under the administration by France and citizens outside the country. This role of the Senates of other countries is not prominent because each country has local representative in a decentralized manner to work for the local area only, whether the representation is in the scale of provinces, cities or territories. However, a local representative is not in the capacity of national representation like the Senate. Their roles have been clearly separated from each other. Therefore, this model does not exist in other countries.

2. Origin of the Senate: From the study on data of the five foreign countries, the findings are as follows.

2.1 The Senators from the appointment. Regardless of the source of the appointment, the missing key point that is the importance of democracy is "Participation." This is because there has been no connection with the people. However, there are some powers to decide the offense or discharge those whom people have chosen; for example, the Senate or the House of Lords in England is the highest court to make judgment for the offenses of the members. The House of Representatives, who have been elected by the people. Therefore, there has been a conflict concerning the use of power which has created dissatisfaction for those adherent to democracy in which elections are highly desirable. The appointment may be easy and it is not wasting the budget. If people who are good, competent, talented, moral and ethical, primarily focus on building and maintaining the interests of the country, are appointed, the Senate will become good and work with efficiency and quality. On the contrary, if the senators who put their personal interests before the common interests, and have no ability or morality, the operations of the Senate would be difficult and cause damage to the country accordingly. Therefore, it can be seen that the model of appointment of the senators is extremely important because it will determine the quality and direction of the Senate.

2.2 The Senators from Election. Countries with elected senators in this study include the United States, France and Japan. There are some differences that can be summarized as follows. In the United States, the senators are directly elected by the people representing an equal number of states. Each state has 2 senators whether it is a large state or a small state. As for France, the election of the senators is partial, using the province as a constituency and there are also senators representing French people outside the country, which is a special method. The high commission of French people outside the country nominates people and lets the Senate vote to accept or to deny the 12 nominees. As for Japan, senators who come from the election will be divided into two groups, the first group of senators come from province-based local zoning system, and based on the number of populations in each province. The other group of senators are elected with the proportional system in the national level.

Thus, it can be noted that, regardless of the country's electoral model, the power to elect members of the Senate rests with the people, however, there are differences in details of different acquisition methods. Nevertheless, it is important for the acquired senators to understand the roles of the Senate to represent the entire country, not just particular local areas. This is an important point that the Senate has to clarify to the public. The acquisition of senators through the election method have issues that should be considered. First, a large budget is spent on each election. The high cost of election is borne to the state, compared with the appointment.

The second point is that elections cannot guarantee the acquisition of senators with the proper expertise, but it ensures the acquisition of senators whom the public likes. This issue is important because the expectation toward the senators is quite high. They need to be good, capable and virtuous; but the election is about the base of interest groups like political parties. Therefore, even those who are good and capable can lose to professional politicians. This may be regarded as a failure of the acquisition of senators from full election because the acquired senators will fall under the influence of the political parties.

The third issue is the domination of the political party. This is because in an election, it is inevitable to rely on political bases of a political party in an area, no matter what level the election is. Consequently, the use of the base of a political party leads to reciprocal

benefits. Political contributions from representatives for senators reduces the strictness in the scrutiny on laws for the benefit of allies. The reduction of strictness of the scrutiny reduces the strictness in monitoring the use of administrative power of the state and reduces efficiency in monitoring the National Assembly. Finally, it will lead to "parliamentary dictatorship" and corruption. All that happened is not for the benefit of the people but only for the benefit of certain individuals and certain groups. The Senate must consider freedom and the welfare of the people is of paramount importance (Menser, 2018).

Therefore, from the review of the acquisition of senators in the aforementioned countries, it has been found that there are two main models of senator acquisition: appointment and election. However, regardless of the models implemented in the 5 countries, there are different strengths and weaknesses that affect the acquisition of senators, especially the issue of people and influences from political parties on the Senate.

3. Concerning Thai political context and model of acquisition of senators in Thailand

The essences of political context of Thailand that have led to the model and method of acquisition of senators consist of some issues to consider. The first issue is the readiness of the public for the regime of a dual chamber with the Senate to balance the exercise of legislative power and to check the exercise of administrative power. Many people often say that "I want democracy. I want an election," but when asked further whether they want the senators to be elected like what happened according to the 1997 Constitution or not, they will answer that they do not nor do they want a "Husband and wife council" like what happened in the past. Therefore, it is necessary to explain and build public understanding that if people still have attitudes and understanding that are under the influence of the political parties in any way, the election of senators will give the people who are no different from the members of the House of Representatives, who are related to political parties, and have political bases from the political parties. Eventually, such senators will lead to failure in performing duties and occurrence of "parliamentary dictatorship." From the context of Thai society, it cannot be denied that political parties have influences extremely important to the election, and people's attitude towards elections is not different from the past. It is necessary to wait for younger people in the next generation to understand the necessity and become aware of the roles and responsibilities of the senators that are genuine and

not under the influence of any political party, in order to make the election truly concur with the intentions of the law. Furthermore, it also cannot be denied that huge amounts of money are spent on each election. This includes buying votes. Although there is no clear official evidence, in fact, villagers and people in the provinces know the truth clearly and firmly, assuring that when the votes are sold the buyer will get something in return, whether by secretly paneling in policies, bills, or projects.

The second issue concerning the context of Thai society is the building of people's understanding of the roles and responsibilities of the senators and how they are different from the roles of members of the House of Representatives. Many people understand that the Senate must listen to villagers and solve their problems. Some people have even said, "Nowadays, I still don't know who the senator of their province or district is," which shows that there are many people that have greatly misunderstood the acquisition and the roles of senators. This is especially true for people in rural areas in the provinces. It is therefore important for relevant agencies to publicize the roles, duties and purposes of having the Senate. People must understand that senators are only intermediaries for receiving complaints from the people, seeking accurate and reliable information and forwarding this information to relevant agencies for further actions, and also responsible for the amendments and screening of laws along with members of the House of Representatives and the checking of the works of the administrative party in the form of a committee through interrogation only. The Senate does not perform the same function as the members of the House of Representatives who actually go to local areas to help the locals directly. Therefore, it is apparent that the duties of the Senate members are the duties as representatives of the country (Panarat Maschamadol , 2017), not any particular group or community. Therefore, the dissemination of information through both formal and non-formal education is an important solution to this problem and to make people aware of the importance of the quality of the Senate, including the impact that will happen if there is any corruption in the course of the acquisition of senators. This should be implanted in people since their young ages. It is seen that this problem has truly occurred at the foundation of society, which not only affects the administration and politic but also affects the overall operation and the development of the country as well.

The third factor is the cooperation of political

parties in blocking votes in the selection of senators. This has happened in the nomination of senators by the 2007 Constitution. Even though it was the selection within the group of experts, it was not possible to avoid the interference from people from political parties. There was the offer or promise of benefits in order that people from the political parties would be elected senators. which is an issue that had arisen and was widely known by the public. As a result, some of the appointed senators were under the influence of political parties as elected senators.

For the above reasons and the consideration of the model of senator acquisition according to the 2017 Constitution, it has been found that in the main provision, the senator acquisition model attempts to be the recruitment from a cross of expertise groups whereby 20 expertise groups are defined as professional groups. The first problematic issue concerns the division of the groups because it was intended to be based on expertise so that the acquired senators will have knowledge and competence that match with the need for the development of the country. However, at present we have to admit that the changes in the social context are dramatic and rapid, but it has been found that the aforementioned division has led to the acquisition of a great number of state officials, compared with other professional groups. Thus, the 20 professional groups may need be revised for the next nomination. In addition, the qualifications and expertise of people who will be added in each group must be clear and empirical; for example, some candidates have served as state officials, such as police officers for their entire lives until their retirement, but they apply as representatives of the farmers' group. The second issue is the selection of candidates among groups. As for this issue, even though the constitutional drafters intended to prevent the upcoming blocking against vote, at the same time it creates a new problem. That is people from the same professional group should know who is really good and has real expertise. However, how can people outside the group or industry know what important aspects that a person has expertise in and how to know who is really competent. This may affect the selection of the right person to become a senator. The final issue concerns the vote blocking, as happened in the 2007 Constitutional nomination. Even though the 2017 Constitution attempts to allow cross-selection in order to prevent vote blocking, in reality, it seems to be difficult to do and may not be practical. From the inquiry for opinions from academics and related people, vote blocking can be carried out as well as internal recruitment in the 2550 Constitutional

nomination, by contacting and rewarding candidates in a sufficient number whilst the number of the candidates is not great compared with the number of people to give votes. This is easier to do and the results of the nomination can be controlled in a better manner than the people's election. Therefore, it can be seen that the model of the selection of senators in accordance with Article 102 of the 2017 Constitution cannot truly solve the vote blocking problem from the cross selection among groups.

The last issue is the patronage system in Thai society. Thai society is a society of kinship. There have been mutual assistance and a network of voters as the base in an election. There is the brotherly system where assistances are provided in the hierarchical manner. Thus, the repayment to show gratitude, the consideration and even the fear to powerful people who can be both advantageous and disadvantageous is inevitable. This has led to the agreement for benefits in exchange for choosing or not choosing anyone to become a senator in the model of nomination according to the 2017 Constitution that tries to find a solution to problems concerning reciprocal benefits that will occur. The patronage system has been with Thai society for a long period of time and is difficult to avoid in the actual working environs. Even though there are criticism, if it is not a force majeure or a social concern, it is difficult to become an issue in society. However, this situation may improve slightly with the presence of online communities with more access to information, which will lead to the fact that can be used for accusing some people or groups of people that give benefits to their allies and take national benefits as their personal benefits (Bangkokbiznews, 2019).

In summary, the social and political contexts of Thailand have great effects on the acquisition of senators. In terms of people's knowledge and understanding of the roles and responsibilities of senators and their differences from members of the House of Representatives, models of nomination in which vote blocking can occur and patronage system in Thai society with reciprocal benefits.

Suggestion

1. Legal Suggestion: Guidelines for the acquisition of senators according to research findings are that it is necessary to amend two important laws are as follows: 1) the Constitution of the Kingdom of Thailand B.E. 2560 (A.D. 2017), with the key Article that must be amended first being Article 107; and 2) the Constitutional Act on

Acquisition of Senators, B.E. 2561 (A.D. 2018), with the key Articles that must be amended first being Article 4, Article 11, Article 24 with the complementation of Item (4) with the content concerning the appointment of the nomination committee that is connected to the people and the new Article to follow Article 30, specifying the duties of the Nominating Committee that are related to the public. However, if there is any amendment, it is necessary to review the content of all the relevant Articles, with this suggestion presenting the Articles to be amended in the early phase.

    2. Suggestions for the Application of the Findings from the Study

      2.1 Data from this research can be used as information for consideration in the drafting of laws, rules or regulations, designing of a model and method of acquisition of senators suitable for Thailand.

      2.2 The information from this research can be used as guidelines for the preparation of policy or plan to encourage people participation in the acquisition of senators suitable for Thailand.

      2.3 The data from this research has suggested an issue to consider, which is the understanding of the people regarding the roles, powers and duties of the senators and the representatives, which can cause confusion to certain extents. Therefore, there should be plans or projects to publicize and make the aforementioned roles and responsibilities to be clearer, so that people can understand the differences between the Senate and the House of Representatives.

    3. Recommendation for Further Studies

      1. In any further study, the researcher may study additional information from other countries with contexts or political and governance styles similar to Thailand.

      2. In any further research work, the researcher may conduct the synthesis of factors influencing the success of senator acquisition model and method in Thailand, in order to be more diversified and comprehensive, and to be analyzed in a structure, which will lead to the understanding of more diversified and comprehensive dimensions.

References

Bangkokbiznews. (2019), *Revealing the 'Top 10' political problems in Thailand that bother people today., 25-29 June 2019.* Retrieved October 23, 2021 from https://www.bangkokbiznews.com/news/detail/839296.

Constitution of the Kingdom of Thailand B.E. 2560 (2561). *Section 3: The Senate, Article 107.* Bangkok: Printing Group, Secretariat of the Senate Printing Press.

Maschamadol, P. (2017). *Roles and Duties of the Senate According to the Constitution of the Kingdom of Thailand B.E. 2560.* Retrieved October 22, 2021 from http://wiki.kpi.ac.th/

Munsilp, P. (2015). *Forms of Acquisition of Senators in Thailand.* Bangkok: A.P. Graphic Design and Printing Co., Ltd.

Menser, M. (2018). We Decide!: *Theories and Cases in Participatory Democracy.* Philadelphia: Temple University Press.

The Secretariat of the Senate. (2015). *Summary of the Performance of the National Legislative Assembly for Years 2014-2015.* Bangkok: Wong Sawang Publishing and Printing Co., Ltd.

The Secretariat of the Senate. (2020). *Summary of the Performance of the National Legislative Assembly for Years 2019-2020.* Bangkok: Wong Sawang Publishing and Printing Co., Ltd.

The Secretariat of the Senate. (2020). *Summary of the Performance of the National Legislative Assembly for Years 2020-2021.* Bangkok: Wong Sawang Publishing and Printing Co., Ltd.

Krea-ngam, W. (1987). *Constitutional law.* Bangkok: Niti Bunnakarn Publishing House.

A Review of Lexico-grammatical Features and their Functions in an Academic Discourse

Woravit Kitjaroenpaiboon*, Samniang Fahkrajang, Prissana Fongsarun & Wilasinee Ploylermsaeng

Faculty of Humanities and Social Sciences, Suan Dusit University, Bangkok, 10300, Thailand

Article info

Abstract

Successful academic and research writings require correct comprehension of lexical and grammatical uses as a method to understandthe meanings as well as the specific functions in the texts. Woravit Kitjaroenpaiboon and Kanyarat Getkham stated that academic and research writings are not a skill naturally acquired, but needs to be learnt and practiced.. Furthermore, plentiful scholars have proven that some lexical features and grammatical features are found predominantly in the classification not in ordinary language. The lexico-grammatical in this category do not adhere to and are somewhat different from what have been explained in the traditional grammar book. The above statements prove that if one wants to draft an effectively communicative academic or research papers, we should understand how lexico- grammatical function in the particular texts. This paper hence reviews both of related literatures and research studies particularly viewed 23 lexico-grammatical characteristics (i.e. tenses and aspects, passive voice, private, public and suasive verbs, pronouns, downtoners and hedges, possibility, necessity, and prediction modals, synthetic and analytic negations, 'be' as main verbs, emphatics, causative subordinations, 'that' compliment clauses, wh-clauses, 'that' deletion, coordinating conjunctions, sentence relatives, nouns, average word length, type/token ration, predicative and attributive adjectives, adverbs, split auxiliaries, infinitives, gerunds, and participial clauses) in academic and research writings. This review article can benefit researchers who are conducting academic or research papers or others intrigued in investigating specifically underlying communicative functions of a lexico- grammatical feature(s).

Introduction

Lexico-grammatical features are typical of academic language. Several research studies investigated lexico- grammatical features in various research papers. For instance, in 2009, Douglas Biber and Susan Conrad discovered that, in research papers, nominalizations, prepositional phrase and attributive adjectives are commonly used, while personal pronouns are scarcely applied. Present tense is much more frequently used than past tense. Modal auxiliaries are uncommon in research papers. Passives are found about a quarter of all verbs. Time and place adverbials are rare in research papers

(Biber & Conrad, 2009). In 2010, Turo Hiltunen investigated functions of lexico-grammatical constructions in research articles and found differences in the usage of declarative and interrogative clauses and as-predicative constructions (Hiltunen, 2010). Back to 1994, Douglas Biber and Edward Finegan investigated lexico-grammatical attributes in academic texts and analyzed their micro-purpose (Biber & Finegan, 1994). In 2004, John Swales investigated communicative functions of lexico-grammatical details (i.e. hedging, past tense, present tense, passive voice, and that verb complement) in research articles (Swales, 2004). In 2003, Bussaba Kanoksilapatham examined lexico-grammatical features and how they communicatively function in academic context (Kanoksilapatham, 2003). Kanyarat Getkham compared application of lexico-grammatical feature in academic texts (Getkham, 2010). In 2015, Zhang Baoya explored lexico-grammatical features in academic texts and found that each feature particularly in academic category has its own communicative function differing from what it has been explained in the basic grammar. In 2016, Kitjaroenpaiboon & Getkham (2016a; 2016b) together analyzed lexico- grammatical features in academic context and similarly found that the bases of those occurred in academic context are quite different from ones in general language. Mentioned evidences show that, in academic context, lexico-grammatical features do not adhere to the traditional grammar, but have their own communicative functions depending on a context where the lexico-grammatical features occur. Some provide specific communicative functions in academic texts (Baoya, 2015; Getkham, 2010; Kanoksilapatham, 2003; Kolln, 2009). These studies show that while it is possible to see general trends on the prominent grammatical features of academic discourse, there are still considerable variations inside the academic language. This paper offers anoverview of functions of the lexico-grammatical features in academic texts.

Review of the Related Literatures

1) Tenses and Their Aspects: Tenses and aspects are the most discussed features, expressing time at, during, or over which a state or action denoted by a verb occurs. The change of tense choices can indicate a change in meaning. Tense use is not only about transforming one verb form to another but it is also a temporal implicature (Halliday, 2013). Numerous scholars have investigated tenses and their aspects in research articles and unveiled

a complicated view of them (e.g. Biber, Conrad & Reppen, 1998; Celce-Murcia & Larsen-Freeman, 1999; Getkham, 2010; Gunawardena, 1989; Halliday & James, 1993; Hanania & Akhtar, 1985; Hawes & Thomas, 1997; Heslot, 1982; Kanoksilapatham, 2003; Malcolm, 1987; Oster, 1981; Rizzo, 2009; Swale & Feak, 2004; White, 2004). The native English researcher relies on three main aspects of tenses (past simple, present simple, and present perfect) to write their research articles (Hartwell & Jacques, 2014; Taylor, 2001)

Present Simple: Present simple provides two main communicative functions in the research article. One is to situate a particular event and another is to mark a particular proposition as a generalization (Swales, 2004). In the latter case, the use of 'present simple' indicates that the propositional information is valid regardless of time. Several studies established that 'present simple' is frequently used in the Introduction to describe established knowledge and in the Discussion to discuss results, as well as to emphasize the generality of their specific findings. Sometimes, it can be used to explain or discuss figures, tables, or graphs and discuss the significance of the findings in the Results. (Biber, Conrad, & Reppen, 1998; Charak & Norouzi, 2013; Getkham, 2010; Gledhill, 2000; Hanania & Akhtar, 1985; Hawes & Thomas, 1997; Heslot, 1982; Hyland, 1994; Li & Ge, 2009; Malcolm, 1987; Matthews & Matthews, 2007; Rizzo, 2009; Salager-Meyer, 1992; Smith & Bernhardt; 1997; Swale & Feak, 2004; Taylor, 2001; Trimble & Trimble, 1982; White, 2004).

Past Simple: Past simple provides two communicative functions in the research article, namely to claim non- generality about views expressed by previous studies, and to describe research activities or procedures performed (Kanoksilapatham, 2003). It is frequently used in the Methods regarding to methodology, and in the Results presenting the findings (Barber, 1962 as cited in Rizzo, 2009; Burrough- Boenish, 2003; Charak & Norouzi, 2013; Biber, Conrad & Reppen, 1998; Gerbert, 1970; Getkham, 2010; Gledhill, 2000; Hanania & Akhtar, 1985; Hawes & Thomas, 1997; Heslot, 1982; Hyland, 1994; Malcolm, 1987; Matthews & Matthews, 2007; Salager- Meyer, 1992; Smith & Bernhardt; 1997; Swale & Feak, 2004; Taylor, 2001; Trimble & Trimble, 1982; White, 2004).

Present Perfect: Present perfect is mostly used for areas of studies (Swales & Feak, 2004). It predominates in the Introduction and the Discussion (Gunawardena, 1989; Matthews & Matthews, 2007;

Schramm, 1996; Swales & Feak, 2004; Taylor, 2001).

2) Passive Voices: English sentences can be either in active or passive voice. In terms of passive voice structure, the process done is placed first and the actor is sometimes added at the end preceded by the word 'by'. Passive voice might be used in cases, for example, where the actor is unknown or irrelevant, the writer wants to be vague about who is responsible, or to highlight the process or action done. Passive voice is frequently employed to writing academic and research papers. Several studies were conducted to investigate both the active and passive voices as well as their rhetorical functions (e.g. Alvin, 2014; Amdur, Kirwan, & Morris, 2010; Corson & Smollett, 2013, 2014; Getkham, 2010; Gross, Harmon & Reidy, 2002; Kespratoom & Kitjaroenpaiboon, 2007; Kirkman, 1975; Martin- martin, 2003; Millar, Budgell & Fuller, 2013; Seoane, 2013; Sigel, 2009; Tarone et al., 1981, 1998; Weissberg & Buker, 1990). Passive voice provides a communicative function called 'depersonalization' (Gross, Harmon, & Riedy, 2002). It is frequently used to describe what was done in the Methods and the Findings of research articles since researchers want to emphasize the materials and methods more than themselves (Alvin, 2014; Amdur, Kirwan, & Morris, 2010; Kespratoom and Kitjaroenpaiboon, 2007; Martın-martin, 2003; Swales & Feak, 2004, Tarone et al., 1981, 1998). The possible reasons why passive voice is frequently used in research articles are to avoid using the first-person pronouns, to reflect objectivity, to avoid being responsible for, and to appear scholarly sophisticated (Amdur, Kirwan, & Morris, 2010). However, studies found a decline of passive voice in research articles (Millar, Budgell & Fuller, 2013; Seoane, 2013). The decline might be because the researcher tends to write the research article as unquestionably and concisely as possible (Corson & Smollett, 2014; Kirkman, 1975; Seoane, 2013; Sigel, 2009).

3) Private, Public, and Suasive Verbs: Private verbs refer to unobservable states or activities that the speaker alone is aware of (Hawes & Thomas, 1997; Quirk et al., 1985). They usually occur with the non-progressive forms. Biber (1995) listed some private verbs, namely assume, ascertain, anticipate, accept, believe, check, conclude, calculate, consider, conjecture, deduce, decide, determine, demonstrate, deem, etc. 'Public verbs' imply the idea of speaking. They often co-occur with a that-clause to express a factual notion (Ayers, 2008; Baoya, 2015; Harwes & Thomas, 1997; Quirk et al.,

1985). Public verbs are such as add, acknowledge, affirm, admit, etc. 'Suasive verbs' are persuading verbs, often accompanied by a that- clause, together with the mandative subjunctive, or with the putative 'should' (Biber, 1995). Biber listed some suasive verbs, such as agree, allow, arrange, ask, beg, etc. In research articles, public verbs are used to report generalized conclusions of cited studies and report scientific results and experimental findings of the studies while private verbs are used to introduce cited research (Hawes & Thomas, 1997) while private and public verbs function to 'frame claims' (Biber, 1995; Kanoksilapatham, 2003). As can be seen, various verbs play their roles in research articles and could provide different communicative functions.

4) Pronouns: Pronouns are words used for substituting aforementioned nouns. They can refer to the participants in the discourse or to someone or something mentioned elsewhere.

First Person Pronouns: Most scholars proposed that first person pronouns are important in written dialogue or discourse because they can perform an authorial standpoint, engagement, and convey power (Hartwell & Jacques, 2014; Hyland, 2002; Swales & Feak, 2004). The first-person pronouns frequently used in research articles are 'we', 'us', 'our', or 'ours' (Bazerman, 1988). 'We' is a rhetorical device, allowing a user to distance himself from what is being said or written. In research articles, 'we' is more acceptable because it serves as the group rather than an individual (Muhlhausler & Harre, 1990). Several scholars found that 'we' is used in most research articles even in singularly authored articles (Biber & Gray, 2010; Glasman-Deal, 2010; Hyland, 2001; Kanoksilapatham, 2003). 'We' can be divided into two sub- categories namely inclusive (readers are included) and exclusive (readers are excluded). The inclusive 'we' helps engage the readers into the discourse and creates solidarity (Flottum et al., 2006). The exclusive 'we' helps the authorial self-reference and is used to describe actions or reasoning of the researcher in the research article (Flottum et al., 2006; Hyland, 2006, 2012).

Third Person Pronouns: third person pronouns are employed particularly in scientific articles to refer to the population being studied or other researchers when citing related studies to the research (Kuo, 1999).

Pronoun 'It': Pronoun 'it' provides two functions, namely referring and non-referring ones. The referring 'it' (or impersonal pronoun 'it') is employed to refer to inanimate objects, uncountable substances,

singular collections of people, and singular abstractions (a general idea not based on any particular real person, thing, or situation). The non-referring 'it' (extraposed 'it') is used as a support or prop subject, especially in expressions denoting atmospheric conditions, distance, and time (Biber et al., 1999; Quirk et al., 1985). Simply put, the extraposed 'it' refers to the use of the pronoun 'it' in the grammatical subject position, followed by 'that' or 'to' complementary clauses governed by either verbs or adjectives (Hewings & Hewings, 2002; Hunston & Sinclair, 2000; Martin, Matthiessen, & Painter, 1997; Quirk et. al., 1985; Rodman, 1994). In research articles, the extraposed 'it', followed by a verb or an adjective, is principally used to present the author's comment (e.g. it is possible that, it suggests that), to catch the readers' attention (e.g. it is noteworthy that) and to mark the authors' attitude (e.g. it is preferable that) (Rodman, 1994). The extraposed 'it' can also work as confining, expressing attitude, expressing attribution, and emphasizing (Hewings & Hewings, 2002; Kanoksilapatham, 2003).

   Demonstrative Pronouns: Demonstrative pronouns have their own referential meaning and depends on the context they occur. Also, their uses may be considered as reference to an earlier part of the discourse (anaphoric), as reference to a later part of the discourse (cataphoric), or as reference to the extra-linguistic situation (situational reference) (Halliday & Hasan, 1996). For example, 'this' and 'that' are used to refer to a single thing or idea. 'These' and those' are used to refer to things or ideas. However, 'this' and 'these' are used when a thing or things are near in distance or time while 'that' and 'those' are far (Quirk et al., 1985). The demonstrative pronoun in the research article mark referential cohesion and refer to the immediately preceding text or the immediate textual context (Biber et al., 1999). They aid in the establishment of shared knowledge between readers and the authors (Kanoksilapatham, 2003).

   5) Downtoners and Hedges: Biber's hedges (1995) and Quirk's et al., downtoners (1985) show similarities, where, both lower the effect on the force of the predication or verb. Several studies have been conducted to investigate hedges (e.g. Biber, 1995; Chismore & Vande Kopple, 1997; Grabe & Kaplan, 1997; Kanoksilapatham, 2003; Myers, 1997; Precht, 2000; Salager- Meyer, 1997), and it was agreed upon that the use of hedges used in research discourse are not impersonal. Hedges allow authors to express doubt or uncertainty and to present their idea or proposition cautiously, accurately, and modestly (Hyland, 1996; Salager- Meyer, 1997). Hedges can be found in important or ample parts of speech. Hyland (1996) showed some samples of verb hedges (e.g. propose, appear, seem, indicate, suggest), adverb hedges (e.g. almost, quite, probably, fairly, possibly), adjective hedges (e.g. likely, probable) and modals that is used with another verb to express an idea such as possibility that is not expressed by the main verb of a sentence: (may, might, can, could, would). Some hedges can be used in conditional clauses (e.g. under these circumstances) and sentences (e.g. nothing is shown about). In research articles, hedges help protect researchers' statements (a definite or clear expression of something in speech or writing), and are frequently found in the Introduction and the Discussion. This is due to their purpose to convince readers that more research work needs to be pursued in the area of inquiry and to show the work being presented is justified (Salager- Meyer, 1997).

   6) Possibility, Necessity, and Prediction Modals: Modals are well established in ESP as devices marking the author's assessment of propositions (Biber et al., 1999; Salager-Meyer, 1994). Modals consist of possibility, necessity, and prediction modals (Kanoksilapatham, 2003). Possibility modals (can, could, may, might) denote the authors' assessment of the possibility of the propositions presented in hypothetical contexts or scenarios. Necessity modals (must, should, ought to) convey personal obligation of certain events (Biber et al., 1999). Prediction modals (will, would, shall) mark predictions of events or outcomes (Hyland, 1994; Salager-Meyer, 1994).

   7) Synthetic and Analytic Negation: 'synthetic negation' refers to 'no' and 'analytic negation' refer to 'not' (Biber, 1995). 'No' negation can be used as pronouns and determiners, while 'not' is an adverb (Biber et al., 1999). However, 'not' has a special characteristic, where the main use of 'not' is to negate a sentence. This can be done by adding a negator after the operator of the verb phrase (Quirk et al., 1985). In research articles, analytic negation denotes negativity for the purpose of exclusion, negation, denial, rejections, and questioning (Kanoksilapatham, 2003).

   8) 'Be' as Main Verbs: In an academic discourse, 'be' is the fundamental verb used to indicate the existence of an entity or to relate an entity to its qualities or characteristics. In linguistics, it is sometimes known as a copula (a type of verb, of which the most common is

"be", that joins the subject of the verb with a complement: In the sentence "You smell nice", "smell" is a copula). Unlike transitive verbs, it does not take a direct object, but a complement, since the subject and complement of the verb 'be' relate to the same entity. The complement of 'be' can be a noun, a noun group, an adjective, or a prepositional phrase (Biber et al., 1999).

9) Emphatics: Emphatics consist of numerous grammatical features in an academic discourse. They include the emphasizer (for sure), the intensifying (such), the booster (a lot), the auxiliary (do) in an emphatic function or the periphrastic comparison with 'more, most' (Biber et al., 1999). In linguistics, periphrasis is the use of one or more function words to express meaning that otherwise may be expressed by attaching an affix or clitic to a word. The emphatics reinforce effect on the truth value of the clause, denote a high degree, a high point on the scale, and emphasize the meaning of the whole following predicate (Hyland, 2004; Quirk et al., 1985).

10) Causative Subordinations: In an academic discourse, subordinators or subordinating conjunctions are words introducing dependent clauses (Biber et al., 1999). They have syntactic roles. This distinguishes them from other clause initiators (wh-words), which can also have a role as subject, object, adverbial, etc. Biber (1995) also stated that 'because' is the only subordinator to function unambiguously as a causative adverbial. Other forms, such as 'as, for, and since', can have a range of functions, including causative.

11) 'That' Complement Clauses: The use of 'that' complement clauses can be applied in different syntactic categories relating to the grammatical arrangement of words in a sentence: (e.g. nouns, verbs, adjectives). The 'that' complement clause controlled by verbs, index information, integration and expansion of the idea-unit. Specifically, the 'that' complement clauses controlled by verbs provide a means to talk about the information in 'that' clauses. The verbs commonly controlling 'that' complement clauses are likelihood verbs (e.g. appear, seem, presume, think, consider), factual verbs (e.g. demonstrate, confirm, find, show, decide), and attitudinal verbs (e.g. agree, expect, hope, feel). The 'that' complement clauses controlled by adjectives, index expression of the user's agreement, opposition, evaluation, and interpretation of propositions. The adjectives controlling 'that' complement clauses are likelihood adjectives (e.g. likely, possible, probable), attitudinal adjectives (e.g. interesting, acceptable,

necessary), and factual / certainty adjectives (e.g. impossible, evident, obvious) (Biber, 1995; Kanoksilapatham, 2003).

12) Wh-clauses: In an academic discourse, a Wh-clause is a relative clause, acting as a modifier for a noun or noun phrase (Richards et al., 1992) and is usually introduced by a relative pronoun such as that, which, who, when, or where. A relative clause gives additional information about the head nouns (Bazerman, 1984, 1988; Eastwood, 1999; Swan, 1996; Thomson & Martinet, 1993)

13) 'That' Deletion: 'That' is deleted when a that-clause becomes a complement or direct object and when a subject of that-clause is extraposed (shifted (a syntactic construction) to the end of a sentence) 'it' (Quirk et al., 1985). Biber (1995) restricts his definition to the subordinator-that deletion and found the following three rules:

Rule I) SUA or PUB or PRV + PRO or N + AUX or V
Example:

I	think	(that)	you	can	do	that
PRON	PRV		PRO	AUX	V	PRON

Rule II) SUA or PUB or PRV + ADJ or ADV or DET or POSSPRO + (ADJ) + N + N + AUX or V
Example:

I	explained	the thing	(that)	you	told	me
PRON	PUB	DET + N		N	V	PRON

Rule III) SUA or PUB or PRV + demonstrative pronoun or SUBJPRO.
Example:

The news	reported	(that)	this	drug	is	illegal
N	PUB		Demonstrative PRON	N	V	ADJ

14) Coordinating Conjunctions: Coordinating conjunctions are applied to build coordinate structures, in both phrases and clauses (Biber et al., 1999). Unlike prepositions and subordinators, coordinating conjunctions link elements which have the same syntactic (relating to the grammatical arrangement of words in a sentence) role. The main coordinators are and, but, and or, with a core meaning of addition, contrast, and alternative respectively. Coordinating conjunctions are divided into 'phrasal' and 'clausal' coordination. If the coordinated elements cannot be identified to be extending a simple noun phrase, we speak of 'clausal coordination'. This feature provides functions of expanding and connecting idea units at different levels of clauses and phrases (Biber et al., 1999). The complexity of phrases and clauses in research articles reflect the typical complexity of the subject matter and the density of information (Biber et al., 1999).

15) Sentence Relatives: Biber et al. (1999) noted that some types of relative clauses, in an academic discourse, are not used as postmodifiers (a word or phrase that is used after another word to limit or add to its meaning: Postpositive adjectives, for example "general" in "secretary general", are the post-modifiers of noun phrases) of nouns. This is true of nominal relative clauses, where the wh-word can be regarded as representing both the antecedent and the relativizer. It also applies to so- called sentential relative clauses or sentence relatives, introduced by 'which'. In addition to this, Quirk et al. (1985) observed a syntactic feature that is very important for automatic parsing of sentence relatives. Sentential relative clauses parallel nonrestrictive postmodifying (to modify the sense of (a word or phrase) by being placed after it) clauses in noun phrases in that they are separated by intonation or punctuation from their antecedent. They are commonly introduced by the relative word 'which'.

16) Nouns: Nouns can function as subject, object, including complement of clauses and prepositional phrases (Quirk et al., 1985). Nouns fall into different sub-classes. Quirk et al. (ibid) described the subclasses of nouns with the following diagram.
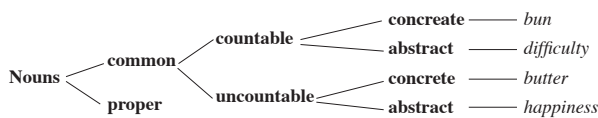

Figure 1: Different Classes of Nouns

Proper and common nouns are the principal means by which the researcher refers to entities or concepts (Kanoksilapatham, 2003). Nominal elements are used as a main lexical means of referential specification or to establish what the text is about (Biber et al., 1999).

17) Average Word Length: Average word length refers to the mean length of the words in a text, in orthographic letters (Biber, 1995). Biber also stated that the higher the average word length of text, the higher the informational weight or density. Hence, this feature indexes a focus on information (Kanoksilapatham, 2003).

18) Type / Token Ratio: Type / token ratio (TTR) is the ratio between the number of different lexical items in a text and the total number of words in that text (Biber, 1995). TTR is a percentage = (types / token) x100. Longer text tends to have more repeated words and thus a much lower TTR. If TTR in the text is low, it means

there are many more repeated words in the text. If TTR is high in the discourse, it means that the text has fewer repeated words and greater lexical density. High TTR in a text indicates that the discourse has a greater variety of word types and an integrated higher amount information.

19) Predicative and Attributive Adjectives: Predicative adjectives and attributive adjectives are used to modify nouns (especially of an adjective) restrict or add to the sense of (a noun). (Biber et al., 1999). The attributive adjective is significant in the research article. It allows the researcher to describe, clarify, and qualify additional information about scientific phenomena or entities (Biber et al., 1999; Kanoksilapatham, 2003) while predicative adjectives provide the researcher with a means to express their stance (Auria, 2008; Charles, 2006a; 2006b; Hunston & Thompson, 2001; Getkham, 2010; Soler, 2002; Tutin, 2009).

20) Adverbs: Adverbs: Adverbs can provide different communicative purposes or functions. They usually mark the writers' attitudes and feelings to the proposition. They indicate some degree or quantity of the quality represented by the verb, adjective or the adverb that they pre-modify (make partial or minor changes to (something) in advance, typically to improve it or to make it less extreme). (Baoya, 2015; Hyland, 1998; Varttala, 1999; Ventola, 1997).

21) Split Auxiliaries: Split auxiliary is when an adverb is placed between an auxiliary and a following verb (Quirk et al., 1985). It marks the user's attempt to persuade (cause (someone) to do something through reasoning or argument) the readers (Biber, 1995). It can create emphasizing effects (Quirk et al., 1985).

22) Infinitives: Infinitives can be used in an academic discourse to integrate or expand ideas- units in both written and spoken dialogue or discourse to introduce an aim, goal, objective, and purpose, to introduce a method, to frame points in a discussion, to introduce a complement and as an adverbial purpose clause (Niko, 1994; Getkham, 2010).

22) Gerunds: Gerunds are a type of verbal that ends in 'ing' and is used like a noun. Similar to infinitives and nominalization (the process of making a noun from a verb or adjective), gerunds can, in an academic discourse, also function as the subject of the sentence, the direct object, or as the subject complement. Gerunds can also act as an object of a preposition. (Grieve et al., 2008). With a gerund, the user tries to focus more on the action (Halliday, 1998).

23) Participial Clauses: Participial clauses are shortened, dependent clauses and a form of adverbial clauses, enabling the user to provide information economically in an academic discourse (Biber, 2004).

To ease understanding, Table I helps recapitulate communicative functions of each lexico-grammatical feature used in research articles.

Table 1 summarizes communicative functions of each lexico-grammatical feature used in research articles.

Lexico-grammatical Feature	Rhetorical Function (s)	Cited Scholar (s)
Present simple	To represent observations, descriptions, definitions, repeated actions, material properties, universal laws, and processes.	Lackstrom et al. (1973), Oster (1981)
	To represent 'timelessness' and emphasizes objective experience and the abstract, subjective ideas.	Malcolm (1987)
	To emphasize the relation of previous research.	Salager-Meyer (1992)
	To describe reported past research. To discuss the results.	Trimble and Trimble (1982)
	To talk about given information.	Halliday (2013)
	To mention previous facts or statements. To mention precedent knowledge.	Smith and Bernhardt (1997)
	To address background information and the importance of the study in the introduction sections. To indicate that the writers believe the research findings are still true and relevant, even though those research studies may have been conducted long time ago. To explain or discuss about figures, tables, or graphs in the findings section. To explain significance of the results.	Swales and Feak (2004)
	To describe what is contained or shown in the paper. To describe an action that is accomplished by the uttering of it. To represent the writer's present mental state or what the writer avers to be truth. To add a timeless dimension to enhance generalizability; depicts unchanging entities. To describe procedures habitually used.	Taylor (2001)
	To emphasize previously ratified knowledge in most of the introduction and the discussion sections. To indicate that the propositional information is valid regardless of time. To situate a particular event in the present tense and the other is to mark a particular proposition as a generalization.	Hartwell and Jacques (2014)
	To express generality.	Swales (2004)
	To mention precedent knowledge or universal truth. To emphasize the generality of their specific findings in the discussion section.	Getkham (2010)
	To discuss or quoting some established knowledge especially in the introduction and discussion section.	Li and Ge (2009)
Past simple	To represent 'time boundedness'. To emphasize the current experiment.	Malcolm (1987)
	To indicate the undeveloped previous results.	Salager-Meyer (1992)
	To describe apparatus in the methods sections. To present research results in the result section.	Trimble and Trimble (1982)
	To talk about new information.	Halliday (2013)
	To report the methods and findings of the current research. To provide unprecedented knowledge.	Smith and Bernhardt (1997)
	To describe what was done in the current study in the methods section (with 'passive voice'). To detail the obtained results in the findings section.	Swales and Feak (2004)

Table 1 (Continue)

Lexico-grammatical Feature	Rhetorical Function (s)	Cited Scholar (s)
	--- To explain events, actions, or processes completed in the past: To describe apparatus designed for a specific experiment.	Taylor (2001)
	--- To describe what they did and what they found in the methods and the results sections.	Hartwell and Jacques (2014)
	--- To claim non-generality about views expressed by previous studies. To describe research activities or procedures performed.	Kanoksilapatham (2003)
	--- To mark particular events, activities occurring during the study. To report research findings. To mark generality to science.	Getkham (2010), Charak and Norouzi (2013)
	--- To report results or provide some current knowledge gained from the current study. To describe the methods and data of the experiment.	Gradhill (2000), Burrough-Boenish (2003), Matthew and Matthew (2007)
Present prefect	To describe a group of past experiment relevant to the current study.	Gunawardena (1987)
	--- To talk about precedent knowledge which is relevant to unprecedented knowledge is reported.	Schramm (1996)
	--- To mention previous facts or statements (precedent knowledge) that affect the researcher' current study.	Smith and Bernhardt (1997)
	--- To communicate the 'recency' or 'currency' of previous research studies.	Swales and Feak (2004)
	--- To relate a past situation to the present moment: To refer to a prior situation with current relevance.	Taylor (2001)
	--- To refer to other previous research. To imply that the result of previous studies is still true and relevant today. To connect the previous research with the present study.	Matthews and Matthews (2007)
Active voices	To explain the author's own work.	Tarone et al. (1981)
	--- To describe an apparatus built or employed in the reported research (with 'simple present tense').	Wingard (1981)
Passive voices	To avoid mentioning who did the titrating and the dissolving.	Corson and Smollett (2014)
	--- To report the methods and materials of their studies (with 'simple past tense').	Martın (2003)
	--- To describe what was done methods section (with 'simple past tense'). To discuss previous research. To describe the work of other researchers.	Swales and Feak (2004), Tarone et al. (1981)
	--- To describe the sequential procedures of the current research. ---	Baoya (2015), Bazerman (1988), Hannia and Akhtar (1985), Getkham (2010), Kanoksilapatham (2003), Riley (1991), Swales (2004), Trimble and Trimble (1982), Wilkinson (1992), Wingard (1981)
	To depersonalize the author himself from the writing.	Gross, Harmon and Reidy (2002)
Type/Token Ratio	To indicate that the discourse has a greater variety of word types and integrated a higher amount information (If high TTR in a text is shown).	Biber (1995)
Gerunds	To function as the subject of the sentence, the direct object, or as the subject complement. To act as an object of a preposition. To focus on action rather than doers.	Biber (1995), Grieve et al. (2008), Halliday (1994; 1988), Halliday and Martin (1993), Myers (1994)

Table 1 (Continue)

Lexico-grammatical Feature	Rhetorical Function (s)	Cited Scholar (s)
Public verbs	To express a factual proposition (with that-clause).	Quirk et al. (1985)
	To report generalized conclusions of cited studies whereas the certainty verbs (e.g. state, report, note) are used to report scientific results and experimental findings of the studies. To frame claims.	Hawes and Thomas (1994)
	To state the propositions in reported speech.	Baoya (2015)
	To talk about evaluation, information or findings.	Ayers (2008)
Private verbs	To introduce cited research. To recount views or ideas generally held by the research community. To frame claims.	Hawes and Thomas (1994)
First Person Pronouns	To reflect the active role of the authors and the personalizing characteristics of research discourse.	Bazerman (1988)
	To reflect the active role of the authors and the personalizing characteristics of research discourse. To exert authors' authority in addressing intellectual research questions and constructing relevant strategies to answer those questions.	Kanoksilapatham (2003)
	To perform authorial stance. To describe actions or arguments of the authors and not a positioning of the reader through the use of an all-inclusive pronoun.	Hartwell and Jacques (2014)
Third Person Pronouns	To refer to other researchers when writers cite studies related to their research. To create a research space.	Kuo (1999)
Pronoun 'It'	To provide a mean for authors to express their comments and attitudes without making their identification explicit.	Quirk et al. (1985), Biber et al. (1999), Hewings and Hewings (2002), Hunstun and Sinclair (2000), Martin, Matthiesssen, and Painter (1996)
Demonstrative Pronouns	To signal high focus on the referent to which the writer wants to draw the reader's attention.	Rodman (1991)
	To signal a focus and topicality in texts.	Strauss (2002)
	To reduce potential ambiguities that often result from the use of pronominal this and also to endow the text a more professional style.	McCarthy (1994)
	To be used as pronouns as well as determiners.	Swales and Feak (2004)
	To refer to a complex predication.	Gray (2010)
Downtoners and Hedges	To allow authors to express uncertain scientific propositions, conveying the truth of the statement as far as can be determined as well as the authors' attempt to express their propositions as precisely as they can. To prevent the author from direct responsibility.	Hyland (1996)
	To allow authors to be accurate in expressing their propositions, to cover themselves and to avoid direct personal responsibility for their statements. To allow authors to be modest in stating their propositions especially in specialized journals whose readers are expert in the field. To protect author's statements. To convey precision, imprecision, and interpersonal positive politeness.	Salager-Meyer (1997)
Possibility Modals Necessity Modals Prediction Modals	To express permission and possibility and ability.	Quirk et al. (1985)
	To be used as devices marking the author's assessment of propositions.	Biber et al. (1999), Ventora (1997), Salager-Meyer (1994)
	Possibility modals denote the authors' assessment of the possibility of the propositions presented in hypothetical scenarios.	Kanoksilapatham (2003)

Table 1 (Continue)

Lexico-grammatical Feature	Rhetorical Function (s)	Cited Scholar (s)
	Necessity modals convey personal obligation of certain events.	Biber et al. (1999)

	Prediction modals mark predictions of events or outcomes.	Hyland (1994), Salager-Meyer (1994)
Synthetic and Analytic Negation	To denote negativity in research articles for the purpose of exclusion, negation, denial, rejections, and questioning. To index the authors' expression of non-substantiated findings.	Baoya (2015), Kanoksilapatham (2003)
'Be' as a Main Verb	To be used as an aspect auxiliary. To be used as a passive auxiliary. To be used as a main verb. To link the subject noun phrase with a subject predicative or obligatory adverbial.	Biber et al. (1999)
Emphatics	To reinforce effect on the truth value of the clause or part of the clause in which they are applied.	Hyland (2004), Quirk et al. (1985)

	To emphasize the meaning.	Biber et al. (1999)
Causative Subordinations	To introduce dependent clauses.	Biber et al. (1999)
That and WH Clauses	To modify key aspects of how journals are presented, both providing additional information and, very often, imparting a positive 'spin' to that information. To delineate a specialized area of expertise and claiming a central significance in this area.	Tse and Hyland (2010)

	To index information integration to expand idea-unit.	Biber (1995)

	To talk about the information in the independent clause (the authors' stance is given in the main clause and the propositional information is given in the 'that' complement clause).	Winter (1984)

	To index information integration and expansion of the idea-unit. To talk about the information in 'that' independent clause.	Kanoksilapatham (2003)
'That' Deletion	To shorten the complex sentence (adjective clause).	Biber et al. (1999)
Non-phrasal Coordinating Conjunctions	To build coordinate structures, both phrases and clauses. To link elements which have the same syntactic role. To expand an idea unit which is more complex (the complexity of phrases and clauses in research articles reflects the typical complexity of the subject matter and the density of information in research studies).	Biber et al. (1999)
Sentence Relatives	To represent both the antecedent and the relativizer.	Biber et al. (1999)
Place Adverbials	To express positional condition.	Quirk et al. (1985)
Time adverbials	To express temporal condition.	Quirk et al. (1985)
Predicative and Attributive Adjectives	To be used as subject predicative complementing a copular verb or object predicative following a direct object. To modify nominal expressions, preceding the head noun or pronoun. To provide descriptive details about the intended referents.	Biber et al. (1999)

	To describe, clarify, and qualify additional information about scientific phenomena or entities.	Kanoksilapatham (2003)

	To provide the authors with a mean to express their stance.	Auria (2008), Charles (2006), Hunston and Thompson (2001), Getkham (2010), Soler (2002), Tutin (2009)
Adverbs	To mark the writers' assessment (attitudes and feelings) of the proposition. To index the writers' attitude and degree of certainty towards the proposition in the clause, its generalizability or its expectedness. To indicate some degree or quantity of the quality represented by the verb, adjective or the adverb that they pre-modify. To provide, including focusing, viewpoint, and evaluative.	Baoya (2015), Carter and McCarthy (2006), Hyland (1998), Sack (1971), Skelton (1997), Varttala (1999), Ventola (1997)

Table 1 (Continue)

Lexico-grammatical Feature	Rhetorical Function (s)	Cited Scholar (s)
That Verb Complements	To facilitate the expression of value assessment of the propositional information and fulfill function of evaluating statement.	Baoya, (2015), Getkham (2010), Kanoksilapatham (2003)
Prepositional Phrases	To function as adverbials at clause level, or as postmodifiers of noun phrases or complements of adjectives / adverbs at phrase level. To pack large amounts of information and are used as a device integrating referential information in a discourse.	Hasselgard, Lysvag, and Johansson, (2012), Baoya (2015), Chafe (as cited in Niko, 1994)
Adverbial Subordinators	To show slight and major contrast, give reasons and comparisons and, indicate time relationships, place, and conditions in the research.	Baoya (2015)
Participial Clauses	To provide information in an economical way.	Biber (2004)
Adverbs	To mark the writers' assessment (attitudes and feelings) of the proposition. To index the writers' attitude and degree of certainty towards the proposition in the clause. To indicate some degree or quantity of the quality represented by the verb, adjective or the adverb that they pre-modify. To provide, including focusing, viewpoint, and evaluative.	Hyland (1998), Skelton (1997), Varttala (1999), Ventola (1997), Baoya (2015), Sack (1971), Carter and McCarthy (2006)
Split Auxiliaries	To explicate marking of the writers' own persuasion or argumentative discourse designed to persuade the readers.	Biber (1995), Quirk et al. (1985)
To Infinitives	To integrate or expand ideas-unit in both written and spoken discourse to introduce an aim, goal, objective, and purpose, to introduce a method, to frame points in a discussion, to introduce a complement and as an adverbial purpose clause.	Chafe (as cited in Niko, 1994), Getkham (2010), Kanoksilapatham (2003)
Word Length	The higher the average word length of text, the higher its informational density. --- To express that the text is a focus on information (if word length is high).	Biber (1995) Kanoksilapatham (2003)
Nouns	To refer to entities, concepts, or nominal elements. To establish what the text is about.	Quirk et al. (1985)

Conclusion

Lexico-grammatical features have been a focus of several studies. Some studies investigated only one lexico-grammatical characteristic or feature to find its communicative purposes while others studied sets of features. These review of literatures on lexico-grammatical features showed that lexico-grammatical features in research articles are no longer restricted to the functions as described in traditional grammar, but can have their particular or specific communicative functions. Both general language and academic language similarly uses the same lexico-grammatical features but the functions of some features are found to be different. Generally academic texts, particularly in research articles, are characterized by a nominal style with relatively few finite verbs. They have relatively simple clause structure but highly complex noun phrase structure. They use a narrow range of tenses and modals in specialized ways. Personal agency is often backgrounded so that disciplinary concepts and entities appear in thematized positions, for example as subjects, and this leads to frequent use of the passive voice. This style has been called 'synoptic' in contrast to the 'dynamic' style of conversation, with many dependent clauses and fairly simply noun phrases. As student writing becomes more mature it adopts more of these synoptic characteristics (Philip, 2021).

Acknowledgement

References

Alvin, L. P. (2014). The passive voice in scientific writing: The current norm in science journals. *Science Communication, 13*(1), 1-16.

Amdur, R., Kirwan, J., & Morris, C. G. (2010). Use of the passive voice in medical journal articles, *American Medical Writers Association Journal, 25*(3), 98-110.

Auria, M. P. (2008). Stance and Academic Promotionalism: A cross-disciplinary comparison in the soft sciences. *Journal of the Spanish Association of Anglo-American studies, 30*(1), 129-145.

Ayers, G. (2008). The evolutionary nature of genre: An investigation of the short texts accompanying research articles in the scientific journal Nature. *English for Specific Purposes, 27*(1), 22-41.

Baoya, Z. (2015). *Moves and inter-move linguistic variation in education research articles* (Unpublished doctoral dissertation). Suranaree University of Technology. Nakornrachaseema, Thailand.

Barber, C. L. (1962). Some measurable characteristics of modern scientific prose in contributions to english syntax and phonology. *Gothenburg Studies in Linguistics, 14*(3), 1-14.

Bazerman, C. (1984). The writing of scientific non-fiction. *Pre Text, 5*(1), 39-74.

Bazerman, C. (1988). Modern evolution of the experimental report in physics: Spectroscopic articles in physical review 1893-1980. *Social Studies of Science, 14*(1), 163-196.

Biber, D., & Conrad, S. (2009). *Register, genre, and style.* Cambridge: Cambridge University Press.

Biber, D., & Finegan, E. (1994). *Intra-textual variation within medical research articles.* Amsterdam: Rodopi.

Biber, D., & Gray, B. (2010). Challenging stereotypes about academic writing: complexity, elaboration, and explicitness. *Journal of English for Academic Purposes, 9*(1), 2-20.

Biber, D. (1995). *Variation across speech and writing.* Cambridge: Cambridge University Press.

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use.* Cambridge: Cambridge University Press.

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English.* London: Longman.

Burrough-Boenisch, J. (2003). Shapers of published NNS research articles. *Journal of Second Language Writing, 12*(3), 223-243.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book.* Boston: Heinle & Heinle.

Charak, A., & Norouzi, Z. (2013). Rhetorical moves and verb tense in abstracts: A comparative analysis of American and Iranian academic writing. *International Journal of Language Studies, 7*(4), 101-110.

Charles, M. (2006a). Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines. *English for Specific Purposes, 25*(3), 310-331.

Charles, M. (2006b). The construction of stance in reporting clauses: A cross-disciplinary study of theses. *Applied Linguistics, 27*(3), 492-518.

Corson, T., & Smollett, R. (2013). *Passive voice: When to use it and when to avoid it.* Toronto: University of Toronto.

Corson, T., & Smollett, R. (2014). *Writing at the university of Toronto.* Retrieved January 20, 2022 from http://www.writing.utoronto.ca/advice/style-and-editing/passive-voice

Crismore, A., & Vande Kopple, W.J. (1997). *Hedges and readers: Effects on attitudes and learning.* Berlin: Walter de Gruyter.

Eastwood, J. (1999). Oxford practice grammar. Oxford: Oxford University Press.

Flottum, K., Dahl, T., & Kinn, T. (2006). *Academic voices: Across languages and disciplines.* Philadelphia: John Benjamins.

Gerbert, M. (1970). *Besonderheiten der syntax in der technischen fachsprashe des englischen.* Halle: Niemeyer.

Getkham, K. (2010). *A corpus-based study of applied linguistic research articles: A multidimensional analysis.* National Institute of Development Administration.

Glasman-Deal, H. (2010). *Science research writing: for non-native speakers of English.* London: World Scientific.

Gledhill, C. (2000). The discourse function of collocation in research article introductions. *English for Specific Purposes, 19*(2), 115-135.

Grabe, W., & Kaplan, R.B. (1997). *Theory and practice of writing: An applied linguistic perspective.* London: Longman.

Grieve, J. Biber, D., Friginal, E., & Nekrasova, T. (2008). *Variation among blogs: A multidimensional analysis.* New York: Springer-Verlag.

Gross, A. G., Harmon, J. E., & Reidy, M. (2002). *Communicating science: The scientific article from the 17th century to the present.* Oxford: Oxford University Press.

Gunawardena, C. N. (1989). The present perfect in the rhetorical divisions of biology and biochemistry journal articles. *English for Specific Purposes Journal, 8*(2), 265-273.

Halliday, M. A. K. (1998). *Introduction to functional grammar.* London: Arnold.

Halliday, M. A. K., & Hasan, R. (1996). *Cohesion in English.* London: Longman.

Halliday, M.A. K., & James, Z. L. (1993). *A quantitative study of polarity and primary tense in the English finite clause.* London: Routledge.

Halliday, M. A. K. (2013). *Halliday's introduction to functional grammar.* London: Routledge.

Hanania, E., & Akhtar, K. (1985). Verb form and rhetorical function in science writing: A study of MS theses in biology, chemistry and physics. *English for Specific Purpose Journal, 4*(1), 49-58.

Hartwell, L. M., & Jacques, M. (2014). Authorial presence in French and English: "Pronoun + verb" patterns in biology and medicine research articles. *Discourse, 15*(1), 213-245.

Hawes, T. & Thomas, S. (1997). Tense choices in citations. *Research in the Teaching of English, 31*(1), 394-414.

Heslot, J. (1982). *Tense and other indexical markers in the typology of scientific texts in English.* Copenhagen: Copenhagen School for Economics.

Hewings, M., & Hewings, A. (2002). It is interesting to note that: A comparative study of anticipatory 'it' in student and published writing. *English for Specific Purposes, 21*(4), 367-383.

Hiltunen, T. (2010). *Grammar and disciplinary culture: A corpus-based study.* Helsinki: University of Helsinki.

Hunston, S. & Sinclair, J. (2000). *A local grammar of evaluation.* Oxford: Oxford University Press.

Hunston, S., & Thompson, G. (2001). *Evaluation in text: Authorial stance and the construction of discourse.* Oxford: OUP.

Hyland, K. (1994). Hedging in academic writing and EAP textbooks. *English for Specific Purposes, 13*(3), 239-256.

Hyland, K. (1998). *Hedging in scientific research articles.* Amsterdam: John Benjamins.

Hyland, K. (2001). Humble servants of the discipline: Self-mention in research articles. *English for Specific Purposes, 20*(3), 207-226.

Hyland, K. (2002). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics, 34*(1), 109-112.

Hyland, K. (2004). Disciplinary interactions: Metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing, 13*(1), 133-151.

Hyland, K. (2006). *Disciplinary differences: Language variation in academic discourses.* New York: Peter Lang.

Hyland, K. (2012). *Disciplinary identities.* Cambridge: Cambridge University Press.

Kanoksilapatham, B. (2003) Kanoksilapatham. *A corpus-based investigation of scientific research articles: Linking move analysis with multidimensional analysis* (Unpublished doctoral dissertation). Georgetown University, Washington, D.C.

Kespratoom, S., & Kitjaroenpaiboon, W. (2007). *A study of passive and active voice constructions in educational administration research articles.* Suan Dusit University. Bangkok, Thailand.

Kirkman, J. (1975). That pernicious passive voice. *Physical Technology, 6*(1), 197-200.

Kitjaroenpaiboon, W., & Getkham, K. (2015). An Analysis of Interactional Meta-discourse Devices in Communication Arts Research Articles. *International Journal of Management and Applied Science, 1*(9), 125-131.

Kitjaroenpaiboon, W., & Getkham, K. (2016a). Patterns of linguistic feature and their communicative functions in nursing research articles. *International Journal of Management and Applied Science, 3*(3), 98-103.

Kitjaroenpaiboon, W., & Getkham, K. (2016b). Stylistic patterns in language teaching research articles: A multidimensional analysis. *PASAA, 52*(1). 169-208.

Kitjaroenpaiboon, W., Wongwiseskul, S., Puksa, T., & Khamsakul, B. (2021a). A multidisciplinary corpus-based comparative analysis: Lexical bundles in language teaching, health sciences, and business management research articles. *NIDA Journal of Language and Communication, 26*(40). 41-68.

Kitjaroenpaiboon, W., Khamsakul, B., Fahkrajang, S., Kesprathum, S., & Fongsarun, P. (2021b). Rhetorical move and multidimensional analyses of applied linguistics research articles abstracts. *Journal of Language and Culture, 40*(2), 137-165.

Kolln, M. (2009). Rhetorical grammar. *English Journal, 4*(1), 25-30.

Kuo, C.H. (1999). The use of person pronouns: Role relationships in scientific journal articles. *English for Specific Purposes, 18*(2), 121-138.

Li, L. J., & Ge, G. C. (2009). Genre analysis: Structural and linguistic evolution of the English-medium medical research articles (1995-2004). *English for Specific Purposes, 28*(2), 93-104.

Malcolm, L. (1987). What rules govern tense usage in scientific articles? *English for Specific Purposes Journal, 6*(1), 31-43.

Martin, J. R., Matthiessen, M. I. M., & Painter, C. (1997). *Working with functional grammar.* London: Hodder Arnold.

Martin-Martin, P. (2003). A genre analysis of English and Spanish research paper abstracts in experimental social sciences. *English for Specific Purposes, 22*(1), 25-43.

Matthews, J. R., & Matthews, R.W. (2007). *Successful scientific writing: A step-by-step guide for the biological and science writing.* Cambridge: Cambridge University Press.

Millar, N., Budgell, B., & Fuller, K. (2013). Use the active voice whenever possible: The impact of style guidelines in medical journals. *Applied Linguistics, 34*(4), 393-414.

Muhlhausler, P., & Harre, R. (1990). *Pronouns and people: The linguistic construction of social and personal identity.* Oxford: Blackwell.

Myers, G. (1997). The pragmatics of politeness in scientific articles. *Applied Linguistics, 10*(1), 1-35.

Niko, B. (1994). Involvement in linguistic practice: An ethnographic appraisal. *Journal of Pragmatics, 22*(2), 279-299.

Oster, S. (1981). The use of tenses in reporting past literature in EST. *English for Specific Purposes, 26*(1), 25-38.

Philip, M.S. (2021). Grammar in academic writing. Scotland: Edinburgh.

Precht, K. (2000). *Patterns of stance in English.* Washington, D.C.: Northern Arizona University.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A grammar of contemporary English language.* Harlow: Longman.

Richards, J., Platt, J., & Platt, H. (1992). *Dictionary of language teaching and applied linguistics.* Harlow: Pearson Education Limited.

Rizzo, C. R. (2009). Wireless: Some facts and figures from a corpus-driven study. *International Journal of English Studies, 7*(2), 91-114.

Rodman, L. (1994). The active voice in scientific articles: Frequency and discourse functions. *Journal of Technical Writing and Communication, 24*(3), 309-331.

Salager-Meyer, F. (1997). *I think that perhaps you should: A study of hedges in written scientific discourse.* Washington: United States Information Agency English Language Programs.

Salager-Meyer, F. (1992). A text-type and move analysis study of verb tense and modality distribution in medical English abstracts. *English for Specific Purposes, 11*(2), 93-113.

Salager-Meyer, F. (1994). Hedges and textual communicative function in medical English written discourse. *English for Specific Purposes, 13*(2), 149-170.

Schramm A. (1996). Using aspect to express viewpoint in EST text. *English for Specific Purposes, 15*(2), 141-168.

Seoane, E. (2013). On the conventionalization and loss of pragmatic function of the passive in late modern English scientific discourse, *Journal of Historical Pragmatics, 14*(1), 70-99.

Sigel, T. (2009). How passive voice weakens your scholarly argument. *Journal of Management Development, 28*(5), 478-480.

Smith, E., & Bernhardt, S. (1997). *Writing at work.* New York: McGraw-Hill.

Soler, V. (2002). Analyzing adjectives in scientific discourse: An exploratory study with educational applications for Spanish speakers at advance university level. *English for Specific Purposes, 21*(2), 145-165.

Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students.* Ann Arbor: University of Michigan Press.

Swales, J. M. (2004). *Genre analysis: English in academic and research settings.* Cambridge: Cambridge University Press.

Swan, M. (1996). *Practical English usage.* Oxford: Oxford University Press.

Tarone, E., Dwyer, S., Gillette, S., & Icke, V. (1998). On the use of the passive and active voice in astrophysics journal papers: With extensions to other languages and other fields. *English for Specific Purposes, 17*(1), 113-132.

Tarone, E., Sharon, D., Susan, G., & Vincent, I. (1981). On the use passive in two astrophysics journal papers. *English for Specific Purposes, 1*(2), 123-140.

Taylor, J. R. (2001). *Linguistic categorization: Prototypes in linguistic theory.* Beijing: Foreign Language Teaching and Research Press.

Thompson, A. J., & Martinet, A.V. (1993). *A practical English grammar.* New York: Oxford University Press.

Trimble, M. T., & Trimble, L. (1982). Rhetorical-grammatical features of scientific and technical texts as a major factor in written ESP communication. *Proceedings of the Third European Symposium on LSP,* 199-216.

Tutin, A. (2009). Evaluative adjectives in academic writing in the humanities and social sciences. Retrieved January 10, 2022 from http://w3u-grenoble3.fr/lidilem/lobo/file/evalative_adjectives 2008_tutin.pdf.

Varttala, T. (1999). Remarks on the communicative functions of hedging in popular scientific and specialist research articles on medicine. *English for Specific Purposes, 18*(2), 177-200.

Ventola, E. (1997). *Abstracts as an object of linguistic study.* Tubingen: Gunter Narr.

Weissberg, R., & Buker, S. (1990). *Writing up research: Experimental research report writing for students of English.* New Jersey: Prentice Hall.

White, H. D. (2004). Citation analysis and discourse analysis revisited. *Applied Linguistics, 25*(1), 89-116.

Book Review: Business Marketing

Rose M. C. P. Lagon

West Visayas State University, Calinog Campus, Iloilo, 5040 Philippines
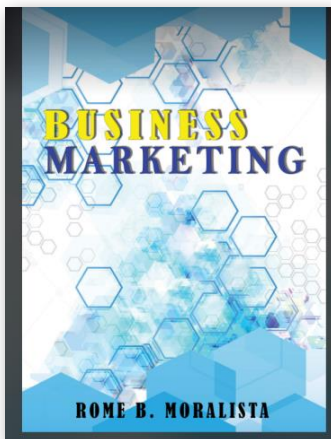
Book Title:	Business Marketing
Author:	Dr. Rome B. Moralista
Publication Date:	2022
Publisher:	Pinas Publishing House
ISBN:	978-621-463-044-8

Dr. Rome B. Moralista "Business Marketing" is a comprehensive textbook written by Dr. Rome B. Moralista that introduces senior high school students in the Philippines to the world of marketing in a business context. The book is designed to provide students with a foundational understanding of the key principles, strategies, and tools used in business marketing. The author starts by defining business marketing and differentiating it from consumer marketing. The book covers a wide range of topics, including market segmentation, product development, pricing strategies, distribution channels, and promotional tactics. Throughout the book, Moralista provides real-world examples of businesses that have effectively implemented these marketing techniques. One of the strengths of this book is its clear and concise writing style. The author uses simple language and avoids technical jargon, making it easy for students to understand the concepts. The book also includes case studies and review questions at the end of each chapter, which provide students with an opportunity to apply what they have learned and test their understanding of the material. Overall, "Business Marketing" is an excellent resource for senior high school students who are interested in pursuing a career in marketing or business. The book is well-organized, easy to read, and provides a solid foundation for further study in this field. I highly recommend it to any student who wants to learn more about the exciting world of business marketing.

Guidelines for Writing and Submitting Original Manuscripts for Publication in Journal of Multidisciplinary in Social Sciences

Journal of Multidisciplinary in Social Sciences is an academic publication that aims to publish manuscripts such as original articles, review articles, and book reviews concerning multidisciplinary knowledge related to the field of humanity and Social Science and other related fields. The journal is published thrice annually. All manuscripts accepted for publication are copyrighted by Suan Dusit University; reproduction, in whole or in part, requires written approval from Suan Dusit Unversity. Excluding errors incurred during the printing process, all content contained within articles is the author's responsibility.

Publication Process

1. The journal accepts original manuscripts for consideration, from January to December.

2. The editorial board adjourns to consider the merits or submitted manuscripts and the scope of the journal. During this phase the integrity and accuracy of the manuscripts content is assessed.

3. An editorial letter is issued to the author for manuscripts that the editorial board deems inappropriate for publication. If the editorial board approves the manuscripts, an editorial letter will be sent to the author and the article will be subjected to peer review.

4. Articles that are deemed appropriate for publication are subjected to peer review by a panel of three experts in the appropriate field. In order to be deemed appropriate for publication, an article must be by recommended two of the three experts.

5. The qualitative assessments of the expert panel returned by the manuscript's author. The author is expected to make the appropriate alterations indicated by the experts' feedback.

6. The author returns the edited document; the editorial staff examines the changes to make sure they are congruent with the experts' recommendations as well as the journal format.

7. The revised version is granted the University's recognition of "Accepted" for publication status with the Journal of Multidisciplinary in Social Sciences Stamp on every page. Information regarding publication status (Accepted) is located on the journal's website (http/ research dusit ac.th/new/e-Journal)

8. The editorial tearm conducts an accuracy check for all articles before sending the manuscripts to the printer to create a draft journal issue.

9. The editorial board conducts a review of the draft journal issue before publication on the journal's website (http://research.dusit.ac.th/new/e-Journal). Suan Dusit University will place their official seal of approval on each page of the manuscript and to verify before formal publication.

10. Upon approval by each author, the final version of the journal will be published as a online publication, accessible on website (http://research.dusit.ac.th/new/e-Journal).

Publication Criteria

1. The original manuscript is concise and interesting to the academic community.

2. The content of the manuscript represents quality and theory of the discipline and also possesses knowledge with practical applications.

3. The manuscript's content is consistent with the aim and scope of the journal.

4. Manuscripts submitted to Journal of Multidisciplinary in Social Sciences must not have been published previously in or actively involved in the publication process of another journal.

5. All content within the manuscript must be the product of the author himself. Any use of intellectual property within must be appropriately credited to its original authors.

6. The author must comply with the writing style established by Journal of Multidisciplinary in Social Sciences.

7. There are four levels of assessments given to reviewed manuscripts:
    7.1 Requires minor or no revisions prior to publication.
    7.2 Requires moderate revisions prior to publication.
    7.3 Requires intensive editing and revisions followed by a future evaluation.
    7.4 Unsuitable for publication

In order to be assigned the "Accepted" status, an article must be assessed as "Requires minor or no modification prior to publication" by two of the three experts from the peer review process.

Formatting Guidelines

It is the author's responsibility to format manuscripts to the standards of Journal of Multidisciplinary in Social Sciences. The details of format style are contained herein,

1. Format

1.1 Single page printing on A4 paper with a width of 19 cm and height of 26.5 cm. The vertical and horizontal spacing from the margins must be 3.5 cm and 2.5 cm, respectively.

1.2 Typefaces and layout: English must be typed using TH SarabunPSK using Microsoft word. Specific font format guidelines are as follows.

1.2.1 The header contains the page number, aligned on the right side, in 12 pt. font.

1.2.2 The title in English languages must be 16 pt. font, bolded, and center aligned. The title should not exceed two lines of text.

1.2.3 The author's name in English language must be typed 14.5 pt. font and centered below the title. Asterisks (*) should proceed the authors' names which is correspond to the appropriate author.

1.2.4 Affiliations should match each author with their appropriate affiliated institutions and organizations. In case of different affiliations, superscript numbers should follow the surname1 and affliation1.

1.2.5 A footnote must be placed on the first page of the article with the text "*Corresponding Author", the next line of text should contain "e-mail", and the final line "**Affiliations" which specifies funding sources and agencies, for example "This research was supported by research grants from Suan Dusit University".

1.2.6 "Abstract" in English must be 14.5 pt. font, bolded, left aligned, and placed below the Thai keywords section. Abstract text must be 14 pt. font, with 1 tab indentation from left and right margins.

1.2.7 "Keywords:" should appear in English language in 14.5 pt. font, placed beneath the English abstract text and be aligned with the left margin. English keywords must be 14 pt. font, and should not exceed four words. Each keyword should be separated by a comma (,) and space.

1.2.8 Regardless of language choice, the main text headings used throughout the paper must be 14.5 pt. font, bolded, and aligned with the left margin.

1.2.9 Bulleted items must appear as 14 pt. font, bolded, and be indented 1.5 tabs from the left margin.

1.2.10 Body text must appear as 14 pt. normal font, and be indented 1 tab from the left and right margins.

1.2.11 "References" must be 14.5 pt. font, bolded, and be aligned with the left margin. Individual entries must be 14 pt. font and should follow American Psychological Association (APA) formatting guidelines. Any lines of text for a single entry that exceed the first line should use a "hanging indent" of 1.5 tabs from the left margin.

1.2.12 Authors' names in Thai must be 14.5 pt. font, bolded and be aligned with the left margin. Name should contain Mr., Mrs. and academic title for each author. Affiliations should be below in both Thai and English as 14 pt. font. An address must be listed for each author.

1.3 An appropriate page length for publication in the Journal is approximately 15 pages.

2. Citing

Should follow American Psychological Association (APA) formatting guidelines. Guidelines for references can be found on the journal's website: http//research dusit ac.th/new/th/pr/

3. Ordering of Titles in Journal of Multidisciplinary in Social Sciences

The written manuscript may contain only English. The content should be easy to understand and clear. If the author uses abbreviation, full word must appear before any abbreviation.

3.1 The title should be brief, the length should not exceed 100 characters.

3.2 The authors if there are more than six authors only the first author is listed, followed by "et al."

3.3 Affiliated entities associated with the author should appear in English languages.

3.4 The abstract must be written in English language. The abstract should briefly summarize the research and not exceed 250 words or 15 lines of text.

3.5 The "Keywords" section must contain no more than four keywords that allow for appropriate searching and selection based upon the article's topic.

3.6 The "Introduction" section should provide background information relevant to the research and provide information regarding the manuscript's content.

3.7 A statement of purpose should accompany the article to explicitly state the purpose of the study.

3.8 The framework clarifies the dependent and independent variables examined in the study.

3.9 The "Methodology" section delineates the procedures, how the research was conducted, sampling method (i.e. simple random samples) and population, and the creation and development of research tools used for data collection and analysis.

3.10 The "Results" section presents data obtained during the research and may be displayed as tables, graphs, illustrations, and accompanying explanations. Tables should be not have left and right borders and are normally black and white printed. No more than five tables should be present in the "Results" section. Pictures within the section should be clear and use simple black and white coloring with an accompanying caption, the author wishes to use colors for any item they may do so; however, the author will be responsible for the additional costs of color printing.

3.11 The "Discussion" section should include a summary of the findings and address whether or not the data support the research hypothesis and compare research findings to other similar research works.

3.12 The "Suggestions" section should provide recommendations for the application of the current work as well as potential areas for future research inquiries.

3.13 A final section should include contact information, address and e-mail, for each author. The list of authors should match the same order presented below the title on the title page.

Sending Original manuscript

1. Compose the manuscript using the format of the Journal of Multidisciplinary in Social Sciences.
2. Send the manuscript via the R-Sytem research database website http://research.dusit.ac.th/r-system.

Journal of Multidisciplinary in Social Sciences Publication Ethics

Editorial Regulations

• The duty of editors is to consider and evaluate the submitted manuscripts related to field of the multidisciplinary body of knowledge in Social Sciences based on the content only. The ethnicity, country of origin, gender, sexual orientation, political affiliation, or religious belief of authors will have nothing to do with the editor's decision.

• The editors shall not share the information about the submissions to anyone except the authors, reviewers and JMSS staffs throughout the processes.

• Editors always make sure the manuscript has no substantial vested interests authors or affiliated organizations.

• It is the duty of editorial staff to assure that the manuscript has been peer-reviewed by at least two reviewers in the field of Social Sciences or other related field appropriate for each manuscript. The editorial staffs also have to be careful about the copyright Infringement, falsification of data, and plagiarisms. If there is an offense according to the said regulations, the editor must investigate and seek for evidence before consider reject the manuscript.

• If the Editors suspect that the manuscript might has been published elsewhere, the editor should investigate and consider reject.

• In case of unethical publishing practices that are later uncovered, the action will still be taken seriously.

Reviewer Regulations

• Reviewer should give constructive and professional comments. Improper criticism must be avoided.

• If the manuscript given is not in the area of expertise, the reviewers should inform the staff immediately.

• Reviewers must not share any information of the manuscript to anyone other than the editorial staff.

• If other works contained in the manuscript are not properly credited, reviewers are required to inform the editorial staff.

• If there are conflicts of interests, reviewers should inform the editorial staff. Editors will decide whether the reviewer is appropriate for the manuscript or not.

Author Regulations

• The authors should write the manuscript related to the theme of multidisciplinary in Social Sciences. The research manuscript should contained relevant background information, proper methodology, APA style citation, accurate results, and reasonable discussion.

• The authors should follow the journal guidelines strictly.

• Any opinion or perspective made in the manuscript must be explicitly highlighted as "opinion" or "perspective"

• The authors must be aware that fraudulent information and omission of important information are unethical author behaviors.

• The authors must be able to provide research data if the Editor see needed.

• Authors must reference other works properly. Any work involved in the manuscript also must be well credited.

• The authors must make sure that the manuscript has not been published elsewhere before and is not currently in the publication process in other journals.