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THAI CLOSED CAPTIONING: CASE STUDY OF THAI CLOSED CAPTION'S PROTOTYPE FOR EDUCATIONAL FILM

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ABSTRACT

This research study primarily focuses on the topic of the caption that is suitable for the Deaf's educational film. The pre experiment is applied 15 students, that is designed to the first prototype captioning. The 15 students, is designed to watch another prototype captioning. This research with a higher education students and a diploma students. The Means, percentage, frequency, and t - test were applied to analyses.

The resulted of the experiment is the first prototype captioning is better than the another prototype captioning. The first one is the Edited Captioning and another one is the Verbatim Captioning.

The Edited Captioning appropriate caption for use in the educational film. Because of able to reduce a character for reading caption. The finding of this because the educational film is a visual communication media then the deaf's able to perceive. And the last reason is because visual communication is more important in the Deaf's perception.

Keywords: Closed Caption, Deaf, Educational film

Introduction

Hearing impaired or Deaf who was a people with disabilities meaningful. In fact, Deaf had an organ voiced but senses of hearing was impaired. Then they were losing the perception of sounds. It made the Deaf cannot say. For this reason, the Deaf were looked like a moron. In spite of the brain could function normally. (Ministry of Social Development and Human Security sited (2549) Wuthiastarn, Waiyawut, The formal teaching to deaf people could communicated with another was a special study. Sometimes we used inclusive education when the Deaf students learned with the normal students in the same class room. But teaching the Deaf was very hard to worked. Now a day the informal teaching is useful. This education approach makes the Deaf learn by voluntary. It can be done on a regular basis as required. A suitable media for learning experience with the new education is a film. The film is a medium rise to feelings of interactive audience. It can stimulate feelings of people effectively.

In the United States, the deaf has seen a character appears on the top or bottom of the screen, the character on screen to display a dialogue or narrative voice and some music it is called the Open Caption. (Konigsberg,1987, p. 274) In addition to television overlay subtitles on the screen from special decoder that called Closed Captioning. People who are Deaf or hearing impaired access the sound or the conversation by the character on the bottom of the television screen. (Lazzaro, J., 2001, p. 50) So the film for educational must be suitable for Deaf or hearing impaired to access the media.

Since 1980 the United States government has the invention for Deaf and since 1960, the branch of special education was taught Deaf with open caption in a 18 mm. film. And the Federal Communications Commission (FCC) support Captioning by "The Television Decoder Circuitry Act of 1990" This act to force the TV screen size larger 32 inch will be set a closed caption decoder installed inside all of them in the United States. Then Deaf people can see the conversations or narrative sound through the text in TV. Screen. The subtitle for the movie (film for instruction) that can be viewed in many local libraries and the movie for entertainment too. The Deaf people in can access both film in the United States. (Thomas M. Shea, 1997, p.190.)

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The system of captioning include the words to make people who are Deaf or who have hearing impaired access the messages. The characters of subtitles at the bottom of the television are watched with the picture movement on the screen. The content of subtitling are include a dialogues, a narration, a music or special effects, or the sound of atmospheres. Because the Deaf can not hear the sound, then his or her eyes are a channel that is very important. The human visual system is a process that requires numerous components of the both of human eye and brain. Focusing images is captured the things outside like the film's role in photography but the brain interpret the sing to decoding in the mind. Then a characters of words are a factor in this study.

The system's capabilities include repeated the words of the move (captioning systems) can make people who are deaf or who have hearing impaired access messages in a dialogue conversation in television. The form of subtitles at the bottom of television screen are important. Captioning are at least three lines, which are Unlike subtitles in foreign films are only visible words, There are sound effects, music and the environment of sounds are used in it. Essentially, this narrative can be divided into two Type. The first is closed caption and the second is open caption, there are all to use the term of captioning. The Television Decoder Circuitry Act of 1990. Applicable to television with a screen size larger than 32-inch all vending machines in the United States. There will be a closed caption decoder installed inside the TV. (Lazzaro, Joseph J., 2001, p.50-51.) Deaf people able to see the text in screen through the TV and Transcoding to response the sounds. They get a sign from closed captions or captioning. Subtitles for movies Classes (film for instruction) or to entertain them. Can be seen in many local libraries in United States of America. (Thomas M. Shea, 1997, p.190.)

The idea of creating closed captions can use the ICT3. The ICT3 set subtitles allow sufficient time for reading this. The number of words or 140 words per minute, with a total of 690 characters. It takes two minutes and a half seconds per line. Eliminate the obstacles to the audience by trying to use words that have meaning to the word without censorship. Use words that can be read easily in speech and The relationship with the image of the sound (Sound Effects). The time and position (Space) by the presence of subtitles. The regulations of OFCOM from England applied to Thai Captioning because of Thai does not have a Guidance subtitles for the Closed Captions for Thai Deaf. The hearing impaired and Deaf therefore must be considered about the Thai Character and the Structure of Thai letter which Vertical and which 3 lines in Horizontal, First line, Second line, and Third line. (See Fig. 1)

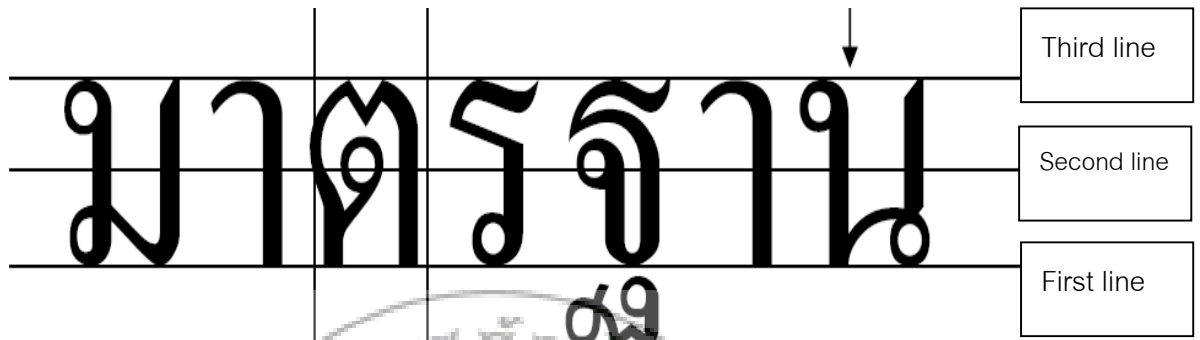


Fig.1: The Structure of Thai Character

Thai Characters are different from another because they are 3 lines while 1-2 line in US characters or Roman characters. There are used only 2 Lines, one is the Under line and 2 is the Top line (See Fig. 2)



Fig.2: The US Characters

In addition, Thailand's uniqueness structural characters are more things to be seen, which the characters may be displayed clearly or covert enough to read the letter. This is the Captioning Idea in the prototype of Thai Captioning. Because The font of Thai characters have many texture. There are head in the 3 lines while US characters or Roman characters are only in the top or the under line. (See Fig. 3)



Fig.3: The Thai Characters

In addition to the characters already is the right thing to test. The size of the letters on the captioning and the number of lines are useful to recall the letters of the alphabet and the last factor, which colors of subtitles alphabet to fit in the media an educational film for the hearing Impaired or the Deaf in Thailand.

Objective

To make the prototype of Closed Caption suitable Thai letter in Educational film for Hearing Impaired

Methodology

This research study primarily focuses on the topic of the caption that is suitable for the deaf’s educational film. The quasi experiment is applied by using group post – test only design method. The experiment performs into the same groups. The first experimental, 15 students, is designed to the prototype 1 caption . The second experimental,15 students, is designed to watch the prototype 2 caption . The data is collected from the deaf student by 15 higher education students and 15 diploma students. The result is collected immediately after watching of the educational film. Means of percentage, frequency, t - test were used to analysis the data.

Results

The results of the testing the elements of the Character’s Prototype of Caption In Thai letter. There are the 5 factors. 1.The font, 2. The number of letter, 3. The size, 4. The color, and 5. The number of lines in The Thai characters. To test the prototype subtitle in Thai font to suitable for the Thai hearing impaired and Thai Deaf.

1. The font

The Thai characters letters subtitles that test by the hearing impaired in the field. Fonts considering the uniqueness of the Thailand is the alphabet letters, so the design experiments using subtitles alphabet Thai characters letters notched on the educational film. Compared with the alphabet of Thai characters letters witch headless. The description of statistics shown that Thai characters letters witch the notched that using a font Cordia provides recognition of the Hearing Impaired best. (Sompong,Narong, 2527, p.186)

2. The number of letters

The result of the test from the hearing Impaired or Deaf people about the number of a character based on one line. To compare with the number of letters in This is different from the others. I found that the Thai characters letters number are less than 30 alphabets that is the best numbers for recognition. There are few than the US Deaf can recall the amounts of alphabets because Thai Language is the second language in Deaf people in Thailand. They use the Thai Sign Language in the mother language or Native and Thai Reading is the second. The different of grammar or vocabulary is a boundary to cross the edge of Thai language because of the mother tongue was developed from another. The history of Thai Sign Language was born in US Sign Language for 60s year, this is more complex for read and catch up the Thai characters letters on screen.(See Thomas M. Shea. , (1997))

3. The size

The test of Thai characters letters on screen by size. To comparison, the size in Thailand character font. The size ½ inch is the best in the result of statistics test. This result is likely to the research form The Thai Workshop about Video production for Educational Media Production. That seminar Narong said that the Thai font may be 3 – 5 cm or ½ inch for Title.(Sompong, Narong, 2527, p.186)

4. The color

The color of the font bulk of the light is white colored gives the perception of hearing impaired as well. The research test form the qualitative in interview the deaf people and shown Thai characters letters subtitles more than 5 colors witch the hearing impaired in the field. They asked the bright color of font example light blue, light green, but the white is the best. Sometime fill black edge color witch a white alphabets to separate the characters from the background in the screen. (Pitchayadeja, Patt, Interviewing)

5. The number of lines

The test letters subtitles for the hearing impaired in Thailand. The number of lines By interviewing hearing impaired in the field. The number of lines, one line for the hearing impaired perception may be best, but considering adding a second line in the event of a long sentence. (Pitchayadeja, Patt, Interviewing)

Discussion and Conclusion

When a character is appropriate I super imposed by editing to insert subtitles in the educational film title “Film Processing” And then test with the Deaf students. The results of students in vocational education shown that “The Edited Captioning caption appropriate for use in the educational film.” . Then researcher test by the deaf students by 15 higher education, the result are same. This is affected by the 5 elements of factors 1.The font, 2. The number of letter, 3. The size, 4. The color, and 5. The number of lines in The Thai characters. Because of there are able to suit to read the alphabet easily by clear character(The font and size) by reduce a character for reading caption (The number of letter and The number of lines). The Prototype of Thai Character Captioning finding of this white alphabets to separate the characters from the background because the educational film has many message or information on the screen. It is a visual communication media then the deaf’s able to perceive and learn with the captioning system together. And the last reason is the visual is important to see but the sounds that contain the message are important too. Deaf saw Visual communication on screen but they could not received the information example Narration, Dialogue or the Environments from sounds. Captioning is the tool was encoded that sound to “Latters” and they can decoded that sounds by “Reading”

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IMPROVEMENT OF THE SAOPRATEEB PROGRAM CHULACHOMKLAO ROYAL MILITARY ACADEMY

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ABSTRACT

This study was conducted to examine the teaching method implemented in Saoprateeb Program of Chulachomklao Royal Military Academy (“Program”) and to present the improvements made to the Program by the author. The author conducted a thorough qualitative study by conducting in-depth interview and focus group discussion, and drew conclusions from logically analyzed information gathered thereby.

The study indicated that the teaching method so implemented at present yielded with the low learning effectiveness. Students were found to lack critical thinking capability and self-motivated learning skills. Moreover, the institution itself was found having inadequate information management, lacked of learning monitoring and lacked of presence in the education quality improvement. Teachers were unable to encourage self-motivated analytical thinking of the students.

The improvements made to the Program effectively improved the characteristics of the students, i.e., the students exhibited behaviors that were indicative of being disciplined in both their actions and conversations. Students were able to conduct themselves according to applicable customs and to maintain discipline among their subordinates. Moreover, it was clearly noted that students have internally and strongly adhere to their discipline which bars them from any misconduct or associations with all vices.

Keywords: Improvement, Saoprateeb, Chulachomklao Royal Military Academy

Introduction

Thailand has entered into the era of digital information where the entire world is linked together by the internet making available of a tremendous load of information and boundless sharing of knowledge. The youth of this era must then actively seek to equip themselves with adequate information to accomplish a personalized goal of learning which in turns could enhance their competitiveness in the world of information technology.

In this regard, educational institutions need to adapt to accommodate the changing of learning methods. For examples, the implemented learning method that used to be a fact-based learning may need to evolve into an idea-based learning. More to the point, the level of class participation which used to be low in the passive learning or transmitted learning regimes may need to be increased by way of implementing active learning or mentoring learning regimes.

Furthermore, the learning method should encourage the establishment of a self-determined purpose through real life implementation of theories. This can be achieved by, *inter alia*, giving project assignments in which students could experiment on the theories learned.

The Saoprateeb Program was established in 1987 (B.E. 2530) under the royal patronage of H.R.H. Princess Maha Chakri Sirindhorn with the aim to provide academic tutoring and discipline for children of the personnel of Chulachomkiao Royal Military Academy through Saturday school. The Program can be regarded as a community education for community development which is a social phenomenon that needs dynamic improvements. The program thus serves to encourage learning of the community as a whole in order to derive true understanding of the problems and needs of the community and to instill discipline, morals, loyalty to the country, religions and the King to the youth attending the Program along the way. Enrollment also avails access to academic tutoring to the youth in the area surrounding the Academy. Residually, the Program also trains cadets in communicating and collaborating with the local community which creates a strong tie between the community and the cadets.

However, the teaching and learning method of the Program were not satisfactorily effective. The students were unable to conduct critical thinking which resulted from unpreparedness of the institution and its teaching staff. The author thus conducted a thorough investigation into the problem in order to offer solutions that would improve the Program and to, in turns, derive the aforesaid intended outcome.

Research Objectives

1. To examine the teaching and learning methods implemented in the Saoprateeb Program at Chulachomkiao Royal Military Academy.
2. To present the improvements made to the Saoprateeb Program at Chulachomkiao Royal Military Academy.

Methodology

The author conducted a qualitative study by reviewing related documents (documentary research), theories and paradigms including interviewing related parties (focus group) and experts in order to deeply comprehend related social phenomenon. Information gathered was logically analyzed and the author was able to draw intuitive conclusions to make further suggestions.

Furthermore, in order to include the students in the course of research, the author has assigned teamwork activities such as book reviews and class presentations. The success of learning improvement was evaluated by the improvement in class attendance, successful assignments, and class participation and presentation.

Research Results

1. The teaching and learning method of the Program was not effective to encourage real-life applications of classroom preaching. Students were behind in their language skills and lacked of enthusiasm to involve themselves in the surrounding communities and neighboring countries. The author shall further present the solutions as follows.

2. The improvement of the Saoprateeb Program

In making improvements to the Program, especially the improvement of learning effectiveness and the integration with the community, the author has studied and analyzed the solutions implemented to improve the situations of the very same nature in the schools surrounding military bases. These schools are the institutions established to create a good understanding and a strong tie between the military and the

communities along the boarder where people of foreign tongues and ethnicity live so that the military staff may carry out their duty smoothly. The author found that the said solutions could be adapted to improve the Saoprateeb Program in the following ways.

2.1 Providing and promoting interdisciplinary education by changing the teaching method and focusing on social studies, moral education and language skills in Thai and foreign languages such as English to prepare the younger generation for multinational society. This solution has also availed the Program to be the center of knowledge in art, culture and racial diversity for the community.

Furthermore, in order to include the community into the Program and the Academy, the author has included the teaching of local wisdom into the Program. Children were taught of their forefather's wisdom and ways to preserve it. This also allowed cadets to understand the locals and thus were able to approach and treat them properly. And, in order to ensure proper treatment among all, discipline should be instilled to promote harmony and willingness to learn and understand one another.

2.2 Proving and promoting vocational learning by creating vocational learning programs that suited the true needs of the community whereby the skills learned were applicable in real-life. Employment for every skill was ensured, e.g., permanent repair and construction centers were established in schools to make jobs for mechanics and foremen. The promotion of vocational learning should be implemented together with raising awareness in preserving the nature and environment in order to create a sense of social responsibility among the younger generations.

2.3 Leveling the management of surrounding schools to the standard by making the Saoprateeb Program the community learning center and promoting other schools to be the example in different areas. This task must be done in parallel with the improvement of teaching staff. Teachers should be encouraged to pursue higher academic credentials by making available scholarships for both undergraduate and post graduate studies. Teachers would then have resources to better their teaching. Moreover, their remunerations and welfare should be made competitive to that of the teachers under the Ministry of Education which would greatly better their living condition and give them strong moral support to carry on with their work.

This solution conformed to the study conducted by Wilailuk Khemwong (B.E. 2547) on the correlations between personal factors and teaching behavior of the teachers in the schools established under association with the Border Patrol Police in the southern part of Thailand. Her study indicated that personal factors, characteristics, attitude towards their profession, their motivations and health have positive correlations with their teaching behavior which in turns positively improved the students learning.

2.4 Building educational collaborations by organizing knowledge exchange activities and creating social ground where members of the community could creatively come together.

Summary and Recommendations

As mentioned above that the aims of the Saoprateeb Program are to instill discipline and morals, and, to academically educate the children of the personnel of Chulachomklao Royal Military Academy in order to equip them with real-life applicable knowledge and to groom them into a successful member of a community. The author strongly believes that to derive these intended outcomes, students must be disciplined and taught to adhere to morals.

1. Being disciplined means to promptly follow a given order or to take a proper action without a given order. It is a state of mind of obedience and compliance expressed willingly and collectively.

In comparison with military principles, the discipline of the soldiers is the guarantee of stability when operating under pressure. A disciplined platoon will be able to carry out successful operations with or without surveillance. This is a result of good training and good leadership that stand to push soldiers forward in combat and prepare them to endure all the hardship. To accomplish this outcome, a leader must set himself as an example by being just and impartial in both punishing and promoting a subordinate. In this regard, a subordinate must monitor and maintain his own discipline, encourage one another to improve and raise awareness in any disruptions of discipline.

2. Adhering to morals means to treat everyone with equal fairness and to show love and kindness to all regardless of their race, gender, religion, status or any differences. Using polite language and avoiding acting on anger. One shall not speak ill of others nor talk behind their backs. To achieve this, the student may rely on religious principles, the laws or customs when deciding fairness in all matters including when deciding upon a promotion in order to derive a decision clean of all biases.

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**TRANSLATION STRATEGIES OF FIRST AND SECOND-PERSON
SINGULAR PRONOUNS BASED ON SOCIAL FACTORS FROM ENGLISH
INTO THAI IN
JONATHAN LIVINGSTON SEAGULL**

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ABSTRACT

The aims of this research are to investigate and study the strategies which M.R. Kukrit Pramoch, the translator of Jonathan Livingston Seagull, adopted in the translation of first and second-person singular pronouns. Here, the social factors which include specific characteristics of interlocutors, relationships between interlocutors, and various situations in which the conversations take place are collectively considered when analyzing the target text. The data on the translation strategies were collected through 51 translation pairs, focusing only on first and second-person singular pronouns. The pairs were analyzed if the pronouns used in the target text (Thai) is equivalent to those appear in the source text (English), in terms of social meanings. Then, similar pronouns used in the target text were classified into groups for a better understanding of the reader. The results reveal that the most frequent strategies which the translators used for handling the translation of second-person singular pronouns from English into Thai include the use of Thai pronouns: “เจ้า [τ]α↓ω], เอ็ง [?ε□N], ท่าน [τHα↓v], เธอ [τHΦ□], เรา [ρα□□ω]”, a kin term: “ลูก” [ล๖↓κ], an occupation term: “ครู” [κHρ๖□], and omission. Regarding the strategies which the translator used for translating first-person singular pronouns from English into Thai, they include the use of Thai pronouns: “ผม [πHο&μ], ท่าน [τHα↓v], เธอ [τHΦ□], ฉัน [τ]α&v)” and the use of an occupation term: “ครู” [κHρ๖□].

Keywords: translation strategies, social factors, first-person singular pronouns, second-person singular pronouns

Introduction

A person cannot use the language of the same pattern in all conversations taking place in various situations. Language can vary upon several factors: specific characteristics of each speaker, relationships between the speaker and listener (interlocutors), contexts and situations in which the conversations take place. These factors give rise to linguistic variations which account for different surface structures of a term that represent the same concept.

Regarding specific characteristics of a speaker, there are a lot of factors that are involved in causing linguistic variations, e.g. gender, age, social class, region, ethnicity, etc. For example, women tend to use higher-standard English compared to men. Furthermore, the language adopted by most women is generally polite and sounds sweet, characterized by the social norms and values expecting them to be a role model

for their children. On the contrary, men commonly use different language features to show their strength and courage for they have been believed to be the leader and guardian of the family (Prasithrathsint, 1998).

The relationship between the speaker and listener also play a pivotal role in bringing about linguistic variation. This factor refers to the relationship between the speaker and listener when compared. It affects social reactions between the speaker and listener and the way they use several forms of language in conversations. Relationships between the listener and speaker can be characterized by various factors such as social roles (parents and children, teacher and student), social statuses (members of the royal family and ordinary people), age (grandparents and grandchildren), etc. (Prasithrathsint, 1998: 104) In addition, Brown and Gilman (1960) (referred by Prasithrathsint, 1998: 106) also pointed out the social factors causing different patterns of relationship: power and solidarity. Such factors result in three patterns of relationships: balanced (the speaker and listener are of the same social status), imbalanced (the speaker and listener are of different social statuses), and neutral (such as the relationship between service providers and customers). These affect different linguistic variants to be selected when creating a conversation, e.g. terms of address, pronouns, kin terms, final particles (when translated into Thai), and so on.

On top of that, contexts and situations are the major focus that the researcher will discuss in more detail along with some examples excerpted from “Jonathan Livingston Seagull”. The concept of such factors underlines a variety of language used by a particular speaker in various conversations, depending on topics or subject matters, settings, purposes of communication, and characteristics of interlocutors which vary upon age, gender, status, role, and the relationship between the speaker and listener. (Srinarawat, 2008: 67) In the researcher’s point of view, these factors are very crucial since they can give rise to language registers and other specific language features which are often overlooked by most translators when an English text is translated into Thai. Regarding to this, Saeng-aramruang (1999: 257) summarized the errors found in the translation of a text from English into Thai, including grammatical errors, semantic errors, stylistic errors, etc.

According to the results of Jahanshahi and Kafipour’s study of Error Analysis of English Translation of Islamic Texts by Iranian Translators, published in Journal of Applied Linguistics and Language Research Volume 2, Issue 3, 2015, pp. 238-252, it reveals that the register category was the most frequent error area. In the same way, it can also be stated, when an English text is translated into Thai, that a variety of language caused by social contexts and situations are generally unconsciously overlooked by a majority of translators or students studying translation courses.

From all the three cardinal factors which have previously discussed, they create a lot of translation problems when a translator needs to convey or transfer meanings into Thai, especially the Thai pronouns which are considered a kind of address terms which can be categorized into 11 types according to Palakornkul (1972: 34-35). This kind of grammatical components is numerous and various in Thai, the language rich in expressive terms, depending on social factors: specific characteristics of interlocutors, relationships between interlocutors, and situations. However, some of the researches conducted in this area generally focus on the study on linguistic variation caused from specific characteristics of speakers: gender, age, social class, region, ethnicity, etc. Accordingly, it is required that a research which further focuses on social

contexts and relationships between the interlocutors should be created to provide translators, who are interested in exploring common errors regarding registers and other variants which vary upon social contexts and situations, with useful translation strategies so that they can produce the ideal translation which has the qualities of accuracy, clarity, and naturalness based on the criteria of Larson (1984).

Research Objectives

1. To investigate and study the strategies adopted by M.R. Kukrit Pramoch, the translator, when translating pronouns in Jonathan Livingston Seagull from the English text written by Richard Bach into Thai
2. To investigate and study the translation strategies that the translator adopted when facing problems arising from different specific features of English and Thai

Methodology

The researcher collected the data on the strategies used in translating first and second-person singular pronouns from “จอนะจัน ลีวิงสตัน นางนวล, the Thai version of “Jonathan Livingston Seagull” translated by M.R. Kukrit Pramoch. Here, 51 translation pairs were analyzed, one by one, to investigate the strategies that the translator used in conveying the equivalent meaning of each first and second-person singular pronoun into Thai, based on social factors. Then, the translation strategies were studied and compared with the strategies provided by several translation theorists or professional translators to see if they are in the same or different fashion. Finally, the data were classified into groups with descriptions and explanations for a better understanding of the readers, as presented in this particular research.

Research Results

From the story, it can be noticed that there are several types of relationship reflected in every single conversation. Some remarkable relationships between the characters which can be classified include the relationship between the speaker and a superordinate: parents, teacher, leader, the elder, and the relationship between the speaker and a subordinate: student, member of the family, member of the flock. Besides, there is also the neutral relationship found in this research, for example, the relationship between strangers meeting for the first time. Different types of relationships, varying upon level of closeness, power, and solidarity, can cause translation problems. Here, the researcher will only focused on two types of pronouns: first and second-person singular pronouns for the findings can be beneficial to both foreigners and Thai people who are interested in translating such problematic grammatical components. The content provided below are the findings regarding the translation of first and second-person singular pronouns presented in the form of translation pairs (English and Thai) with explanations and analyses.

1. “เจ้า” [τ|α↓ω] is a common term that a superordinate generally uses to address a subordinate. The term was used as a second-person singular pronoun in two major different contexts in the TT as follows:

1.1 According to the Royal Institute Dictionary, it is a second-person singular pronoun used by a superordinate to politely address an affectionate subordinate as can be seen in the following example excerpted below.

Relationship: Mother and son

Mother: Why can't you leave low flying to the pelicans, the albatross? Why don't you eat? Jon, you're bone and feathers!"

แม่: ทำไมไม่ทิ้งการบินต่างๆ เอาไว้ให้พวกนกกระทงและนกอัลบารอส เขาทำกัน? ทำไม เจ้าไม่กินอะไรเลย? จอน เจ้าปลอมจนเหลือแต่ขนกับกระดูกแล้ว

From the given example, the language used in the target text is quite polite, showing the features of standard forms of language used among women. This generally stems from the reasons suggested by Holmes (2008: 164-172) explaining that "Women are more status-conscious than men: they have to play the role as guardian of society values and tend to use polite language to reflect their subordinate social status compared to men." In addition, the tone that the mother spoke to her son in the target text sounds very soft and comfort, showing great love and care a mother could give to her son.

In responding to the requests, Jonathan answered his mother politely using the tone of voice that expresses respect to his mother. Here, the term "ผม" in Thai which refers to a polite first-person singular pronoun used among men, according to the Royal Thai Dictionary, was selected by the translator as can be seen in the example excerpted below.

Relationship: Jonathan and his mother

Jonathan: "I don't mind being bone and feathers, Mum. I just want to know what I can do in the air and what I can't, that's all. I just want to know."

จอนะจัน: "ผมไม่ถือหรือคุณแม่ว่าผมจะเหลือแต่ขนกับกระดูก ผมเพียงแต่อยากรู้ว่าผมจะทำอะไรได้บ้างและทำอะไรไม่ได้บ้างในอากาศ ผมอยากรู้เท่านั้นเอง"

1.2 According to the definition given by Sipachai (2016), "เจ้า" [τ]α↓ω] has the same meaning as "มึง" [mūŋ] in Thai. Both can be used as impolite or rude address terms in the situation where the addresser is not pleased with or has a sense of discrimination against the addressee. However, the term "เจ้า" [τ]α↓ω] is quite less rude, to some degree, when compared with "มึง" [mūŋ]. In other words, it can be said that "เจ้า" [τ]α↓ω] is a more polite version of "มึง" [mūŋ] in the classic Thai language as can be seen in the following example.

Relationship: The leader of the flock and Jonathan, a member of the flock

The Elder: "Jonathan Livingston Seagull," said the Elder, "Stand to Centre for shame in the sight of your fellow gulls!"

“... one day, Jonathan Livingston Seagull, you shall learn that irresponsibility does not pay. Life is the unknown and the unknowable, except that we are put into this world to eat, to stay alive as long as we possibly can.”

ผู้ใหญ่นก: “จอนะธัน ลิวิงสตัน นางนวล” ผู้ใหญ่นกพูดขึ้น “ยืนตรงกลางด้วยความอับอายต่อหน้าเพื่อนนกนางนวลทั้งปวงของเจ้า!”
“...วันหนึ่ง จอนะธัน ลิวิงสตัน นางนวล เจ้าจะต้องรู้ว่าการขาดความรับผิดชอบนั้นไม่เกิดประโยชน์แก่ตนอย่างใดเลย ชีวิตเป็นสิ่งที่เราไม่รู้และรู้ไม่ได้ นอกจากว่าเราเกิดมาในโลกนี้เพื่อกิน เพื่อมีชีวิตอยู่ให้นานที่สุดที่เราจะอยู่ได้”

In responding to the accusation of the leader, Jonathan who was standing and receiving the sentence in front of all the flock members, spoke politely to the leader. In this case, he used the consultative register because it is a two-way communication. It can be noticed that the term “ผม” was selected as the first-person singular pronoun to refer to Jonathan because he was speaking to a superordinate, the leader of the flock, in a quite formal setting. Therefore, he had to speak politely and use high-standard forms of language as can be seen in the example excerpted below.

Jonathan: “Give me one chance, let me show you what I’ve found ...”

จอนะธัน: “ขอโอกาสให้ผมสักครั้ง ขอให้ผมได้ชี้แจงว่าผมได้พบอะไรเข้า...”

2. “ลูก” [ลว↓]ก] which has the denotative meaning as “child” in Thai. This term is commonly used by a mother or a father as a second-person singular pronoun to affectionately address their children. Moreover, other people can also use this term in affectionately addressing a child, though he or she has no direct relationship with them. An example where this term appears in the TT is when Jonathan’s mother asked him to behave like the rest of the flock as can be seen below.

Interlocutors: Jonathan’s mother and Jonathan

Mother: “Why, Jon, why?” his mother asked. “Why is it so hard to be like the rest of the flock, Jon?”

แม่: “ทำไม จอน ทำไม?” แม่ของเขาถาม “ทำไมเจ้าจึงทำตัวให้เหมือนนกอื่นในฝูงเขาไม่ได้? มันยากนักหรือลูก?”

In responding to this question of his mother, Jonathan used the same term and form of polite and standard language as previously discussed in 1.1.

3. “เอ็ง” [ʔε□N] is generally an impolite term in Thai used to address a second person who the addresser is not pleased with. However, it can also be used by a superordinate to affectionately address a subordinate in close relationships. It is obvious that the term is widely used among men (father and son in this case)

to show their maturity, truthfulness, strength, virility, and a remarkably close relationship as the following example.

Interlocutors: Jonathan’s father and Jonathan

Father: “See here, Jonathan,” said his father, not unkindly. “Winter isn’t far away. Boats will be few, and the surface fish will be swimming deep. If you must study, then study food, and how to get it. This flying business is all very well, but you can’t eat a glide, you know. Don’t you forget that the reason you fly is to eat.”

พ่อ: “ฟังทางนี้บ้าง จอห์นสัน” พ่อเขาพูดอย่างไม่ดุต้นัก “หน้าหนาวจะมาถึงอีกไม่นานนัก เรือปลาก็จะมีน้อยลง ปลาที่เคียว่ายบนผิวน้ำก็จะลจลลิก ถ้าเอ็งอยากจเรียนอะไรก็ควรจเรียนเรื่องอาหารและการหากิน เรื่องการบินมันก็ดีอยู่หรอก แต่เอ็งจะกินการรอนเข้าไปไม่ได้ อย่าลืมว่า เหตุที่เอ็งต้องบินก็เพื่อหากินเท่านั้น”

From the conversation above, it can be noticed that the tone used by the father was quite different from those used by the mother, which have already discussed in 1.1 and 2. That is to say, the language used among men tends to be in a vernacular form, which is not admired overtly by the society as a whole (Holmes, 2008: 163). This includes the use of impolite pronouns such as “เอ็ง” [ʔɛŋ] and “มึง” [mūŋ] which are normally used with people who the addressers are not pleased with to address a second person, even with the ones they love, like their children or close friends. However, in responding to this conversation, Jonathan, his son, used a form of language “ผม” that is polite, showing respect to his father in the same fashion as those discussed in 1.1.

4. “ท่าน” [tʰɑŋ] is a very polite address term in Thai which has the meaning close to “thou”. According to the Royal Institute Dictionary, this term can actually be used in the two following ways:

- 4.1 It can be used as a neutral term to address a person meeting for the first time as can be seen in the example below.

Interlocutors: Jonathan and two seagulls who he had never met before

Jonathan: He recovered to level flight and was quiet for a time before he spoke. “Very well,” he said, “who are you?”

จอห์นสัน: เขาคืนตัวมาเป็นการบินระดับและนิ่งเงียบอยู่พักหนึ่งก่อนที่จะพูด “เออละ” เขาพูดขึ้น “ท่านเป็นใคร?”

In responding to the conversation created by a stranger (Jonathan) who they met for the first time, the two seagulls used a consultative register, which is appropriate for addressing a stranger, in the two-way communication. This includes the use of appropriate pronouns that show respect and politeness to the addressee such as the ones appearing in the example provided below.

Interlocutors: Two seagulls and Jonathan

Seagulls: “We’re from your Flock, Jonathan. We are your brothers.” The words were strong and calm. “We’ve come to take you higher, to take you home.”

นางนวล: “เรามาจากฝูงของท่าน จอนะฉัน เราเป็นพี่น้องท่าน” คำพูดนั้นเป็นคำพูดที่หนักแน่นและสงบ “เรามาเพื่อนำตัวท่านให้ไปอยู่สูงกว่านี้ เรามาพาท่านกลับบ้าน”

In responding to the polite pronoun “ท่าน” [τHα↓v], the two seagulls used the same pronoun “ท่าน” [τHα↓v] to show as polite tone and register as that used by Jonathan. This normally happens when people meet for the first time, though the equivalent and more widely used pronoun in the current Thai language tends to be “คุณ” [k^huⁿ].

4.2 It can also be used as an extremely polite address term when meeting highly respectful superordinate, regardless of how close the relationship is.

Interlocutors: Jonathan and Chiang, one of Jonathan’s teachers

Jonathan: “Can you teach me to fly like that?” Jonathan Seagull trembled to conquer another unknown

จอนะฉัน: “ท่านจะสอนให้ผมบินอย่างนั้นได้ไหมครับ?” จอนะฉันนกกนางนวลตัวสั้นเพิ่มที่จะเอาชนะสิ่งที่ตนยังไม่รู้จักอย่างหนึ่ง

In responding to this conversation, the elder seagull used “เธอ” [τHΦ□] as a second-person pronoun to show that he is superordinate to Jonathan, his student, as can be seen in the example excerpted below.

Interlocutors: Chiang and Jonathan, his student

Chiang: “Of course, if you wish to learn.”

เจียง: “ได้ซี จะเป็นไรมี ถ้าเธออยากเรียน”

The reason behind such adoption of the term “เธอ” [τHΦ□] in this context will be explained in the translation strategy shown below.

5. “เธอ” [τHΦ□] is the address term typically used among women. However, according to the Royal Institute Dictionary, this term are commonly used to address an affectionate subordinate, regardless of gender, as appearing in the following example.

Interlocutors: Sullivan, a seagull who taught Jonathan flying tips, and Jonathan

Sullivan: “I wonder about that, Jon,” said Sullivan, standing near. “You have less fear of learning than any gull I’ve seen in ten thousand years.” The Flock fell silent, and Jonathan fidgeted in embarrassment.

ซัลลิวัน: “ฉันไม่แน่ใจในเรื่องนั้น จอน” ซัลลิวันพูดขึ้นขณะที่เข้ามายืนอยู่ใกล้ เธอมีความกลัวการเรียนรู้น้อยกว่านกนางนวลตัวโตที่ฉันเคยรู้จักมาเป็นเวลาหมื่นปี” ฟุ๊งนกหนึ่งเจียง และจอนะฉันยืนปิดปีกปิดเท้าไปมาด้วยความเขิน

In responding to this conversation, Jonathan, his student used the occupation term “ครู” [kHpu] which means “teacher” for the supporting reasons which will be discussed later in the seventh translation strategy.

6. “เรา” [pa] can be a first-person singular or plural pronoun. According to the Royal Institute Dictionary, this term is generally used to address a person of the same social status: age, social class, educational background, etc. However, this term can also be used as a second-person singular pronoun for an authorized or powerful person to address a subordinate under his or her control, e.g. the police and accused people, or for a merciful superordinate to address an affectionate subordinate as can be seen the following example.

Interlocutors: Jonathan and Chiang, his teacher

Chiang: “Well, of course it works, Jon,” said Chiang. “It always works, when you know what you’re doing. Now about your control ...”

เจียง: “ก็แน่ละซี จอน” เจียงกล่าว “ใช้การได้เสมอเมื่อเรามีสติรู้ว่าเรากำลังทำอะไรอยู่ที่นี่พูดกันเรื่องการควบคุม...”

In responding to this conversation, Jonathan used the term “ผม”, which has already been discussed in 1, as the first-person singular pronoun to show respect to a superordinate, a teacher in this particular case.

7. “Occupation terms” are considered a type of pronoun used in addressing a second person (Palakornkul, 1972: 34-35). Some occupation terms which sound familiar to Thai people are such as “อาจารย์ (lecturer), สารวัตร (inspector), จ่า (sergeant), หมอ (doctor), ผู้จัดการ (manager), etc. An example of the occupation term which was used as a second-person pronoun be the translator is “ครู” [kHpu] which has the denotative meaning as “teacher” in the Thai language as shown below.

Interlocutors: Fletcher Lynd, Jonathan’s student, and Jonathan

Fletcher Lynd: “You’re wasting your time with me, Jonathan! I’m too dumb! I’m too stupid! I try and try, but I’ll never get it!”

เฟล็ตเซอร์ ลินด์: “ครูเสียเวลากับผมเปล่าๆ ครับ ผมมันเซ่อเกินไป โง่เกินไป ผมพยายามแล้วพยายามอีก แต่ผมคงไม่มีวันเรียนได้!”

In responding to several conversations created by Fletcher Lynd, Jonathan always used the term “ฉัน”, a quite polite first-person singular pronoun which is generally used when talking with a person of the same social status or a subordinate, according to the Royal Institute Dictionary. The use of such first-person singular pronoun in Thai can be noticed in the following example.

Interlocutors: Jonathan and Fletcher Lynd, his student

- Jonathan: “Oh, Fletch, come on. Think. If you are talking to me now, then obviously you didn’t die, did you?”
จอนะธัน: “โธ่! เฟล็ตช์! เอาอีกแล้ว รู้จักคิดเสียบ้างซี ก็เมื่อเธอยังพูดอยู่กับฉันแท้ๆ แล้วเธอจะตายได้อย่างไร ใช้ไหม?”

Furthermore, Jonathan also used the occupation term “ครู” [κHpu□] as a first-person singular pronoun in responding to this conversation to show his superordinate status compared to Fletcher Lynd as can be seen in the following example provided below.

Interlocutors: Jonathan and Fletcher Lynd, his student

Jonathan: “... the only Son of the Great Gull, I suppose?” Jonathan sighed and looked out to sea. “You don’t need me any longer.

จอนะธัน: “...บุตรคนเดียวของนกนางนวลใหญ่กระมัง?” จอนะธันถอนหายใจใหญ่แล้วมองออกไปทางทะเล “เธอไม่จำเป็นต้องมีครูอีกต่อไปแล้ว”

According to Palakornkul (1972: 34-35), personal names are also considered second-person singular pronouns. Interestingly, there are some examples found in this translated version showing the strategy that the translator used to convey meanings of second-person singular pronouns into Thai, which is the use of occupation terms in replace of personal names as can be seen in the examples excerpted below.

Interlocutors: Jonathan and Sullivan, one of Jonathan’s teachers

Jonathan: “Sully, I must go back,” he said at last. “Your students are doing well. They can help you bring the newcomers along.”

จอนะธัน: “ครูครับ ผมต้องกลับไป” เขาบอกกับซัลลิวันเป็นครั้งสุดท้าย “ลูกศิษย์ครูเรียนกันเก่งหมดแล้วเขาจะช่วยครูสอนนกที่ใหม่ได้ต่อไป”

Interlocutors: Jonathan and Sullivan, one of Jonathan’s teachers

Jonathan: “Sully, for shame!” Jonathan said in reproach, “and don’t be foolish! What are we trying to practise every day?”

จอนะธัน: “โธ่! ครูก็!” จอนะธันพ้อขึ้น “ครูอย่าพูดอย่างนั้นซีครับ! ทุกวันนี้เราพยายามฝึกอะไรกันอยู่?”

8. “Omission” of the pronoun in the target text is another translation strategy that the translator sometimes chose to make the conversation sounds concise and natural to the target reader, as appearing the following example.

Interlocutors: Jonathan and Chiang, his teacher

Chiang: “You can go to any place and to any time that you wish to go,” the Elder said. “I’ve gone everywhere and everywhen I can think of.”

เจียง: “ไปถึงได้ทุกแห่ง และทุกกาลที่เราต้องการจะไป” ผู้มีอาวุโสกล่าวตอบ “เราไปได้ถึงทุกแห่งและทุกหนที่เราสามารถจะนึกได้มาแล้ว”

In responding to this conversation, the translator chose the term “ท่าน” [τHα↓v] to show respect to Chiang, his teacher, as previously discussed in 4.2.

Summary and Recommendation

According to the research results presented above, there are 4 major strategies the translator used in translating second person singular pronouns into Thai. These strategies are in line with Holmes’ concept of language variation (2008: 235) explaining that “Language can vary upon its specific uses, users, where it is used, and to whom it is used. Therefore, different addressers’ relationships to the addressees are responsible for determining various appropriate speaking styles.” as can be seen below.

1. Use several Thai pronouns as the translation of “you” in English, depending on the closeness of relationships between interlocutors. Common Thai pronouns used by M.R. Kukrit Pramoch, the translator, can be listed below.
 - 1.1 “เจ้า” [τ]α↓ω], a common term that a superordinate which was generally used in addressing a subordinate, was adopted. Here, the term was used as a second person singular pronoun in two major different contexts:
 - 1.1.1 It was used as a second-person singular pronoun by a superordinate to politely address an affectionate subordinate.
 - 1.1.2 It was used as an impolite or rude address term in the situation where the speaker is not pleased with or has a sense of discrimination against the listener. That is to say, this address term has a close meaning to “มึง” [mūŋ] but more polite to some degree.
 - 1.2 “เอ็ง” [ʔeŋ] is another impolite term that the translator used in addressing a second person who the addresser is not pleased with. However, it can also be used by a superordinate to affectionately address a subordinate in close relationships. It is obvious that the term is widely used among men (father and son in this case) to show their maturity, truthfulness, strength, virility, and a remarkably close relationship.
 - 1.3 “ท่าน” [τHα↓v] is a very polite address term which has the meaning close to “thou”. According to the Royal Institute Dictionary, this term was used by the translator in the two following ways:
 - 1.3.1 It was used as a neutral term to address a person when meeting for the first time.
 - 1.3.2 It was also used as an extremely polite address term when meeting highly respectful superordinate, such as teachers and the leader of the flock in this case.

- 1.4 “เธอ” [τΗΦ□], the address term which is typically used among women, was used by the translator to address an affectionate subordinate, regardless of gender.
- 1.5 “เรา” [pα□□ω], which can be either used as a first-person singular or plural pronoun, was used by the translator to address a person of the same social status: age, social class, educational background, etc. However, this the term was also used as a second-person singular pronoun for an authorized or powerful person to address a subordinate under his or her control, a teacher and a student in this particular case.
2. Use Thai kin terms in replace of the denotative meaning of “you” in English, depending on the status of the listener in the family. The only kin term found in Jonathan Livingston Seagull was “ลูก” [λυ↓]κ], which has the denotative meaning as “a child” in Thai. Actually, this term can either be used by parents as a second-person singular pronoun to affectionately address their children or by other people in affectionately addressing a child, though he or she has no direct relationship with the addresser.
3. Use occupation terms in replace of the denotative meaning of “you” in English. The occupation term found in this particular research was “ครู” [κΗρυ□], which has the denotative meaning as “teacher” in English. It was adopted to show the relationship between a superordinate and a subordinate, Jonathan and his teachers as well as Jonathan and his students in several situations.
4. Use the strategy called “omission” as a mean of translation in some contexts. This may stem from the fact that the use of several pronouns in a sentence may result in unnatural language in the target language. Besides, such method can also bring about the target text that is concise and communicative to the reader.

According to Holmes’ concept of language variation (2008: 236), there are many factors which determine the degree of social distance and solidarity between people. They influence the addressees to consider selecting the style of language that reflects their specific characteristics: age, gender, etc., relationships between him or her and the addresser, and the situations in which the conversations took place. This requires the consideration of several social factors that result in variants appropriate or each particular speaker. The first-person singular pronouns in Thai, which vary upon social factors, found in Jonathan Livingston Seagull include the following:

1. “ผม” was selected as the first-person singular pronoun when speaking to a superordinate, the leader of the flock, in a quite formal setting. Therefore, Jonathan had to speak politely and use high-standard forms of language.
2. “ท่าน” [τΗα↓ν] was used to show as polite tone and register as that used by Jonathan. As a real, this normally happens when people meet for the first time, regardless of gender.

3. “เธอ” [τΗΦ□] was used as a second-person pronoun by the translator to show that the speaker is superordinate to the addressee, a student in this case.
4. “ฉัน” , a quite polite first-person singular pronoun, was generally used when talking with a person of the same social status or a subordinate, according to the Royal Institute Dictionary.
5. “ครู” [κΗρυ□], an occupation term, was used by the translator as a first-person singular pronoun to show the addresser’s superordinate status compared to the addressee.

This particular research study is conducted on the basis of M.R. Kukrit Pramoch’s literary style of writing. Thus, the strategies found in the Thai version of Jonathan Livingston Seagull cannot represent all the strategies used in translating this kind of text. However, the researcher really hopes that this particular research study can benefit the readers or researchers who are interested in linguistic variation caused by social factors and their effects on the way people speak differently in a variety of situations. On top of that, such knowledge and findings gained from this particular research can also be extended to the study of other language units and components which can vary upon social factors such as third-person singular or plural pronouns, lexical items, final particles, etc.

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THE STUDY OF PERSONAL PRONOUN FORMS USED IN WOMEN'S TALK IN ALL-FEMALE GROUPS

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ABSTRACT

The objective of this research is to study personal pronoun form used in women's talk in all-female groups. Ten conversations were collected by using a recorder. Three out of ten conversations recorded were collected by sample random sampling. Each conversation consists of at least three participants who are intimate and familiar. The result found that women use a large variety of personal pronoun within same-sex conversation. The overall result shows that the personal pronoun of the third person are most frequently used at the rate of 54.64 percent, followed by the personal pronoun of the first person and the second person at the rate of 33.63 and 11.73 percent, respectively. The most frequent form of the first personal pronoun used in the conversation is kinship term at the rate of 71.86 percent, followed by the form *ra*↔*w* at the rate of 9.90 percent. The form *nickname* and *ku*↔*u* is followed at the rate of 12 percent equally. In addition, the most frequent form of the second personal pronoun is the kinship term + *nickname* at the rate of 77.61 percent, followed by the form *m*↔*N* and *nickname* at the rate of 8 and 7 percent, respectively. The most frequent form of the third personal pronoun is the form *kHa*↔*w* at the rate of 26.60 percent, followed by the *nickname* at the rate of 25.96 percent. The form *kHa*↔*o* is used at the rate of 14.42 percent. The findings reflect that the participants realize the relationships between the speaker and listener. It shows that Thai people recognize the social factors, especially seniority. In addition, a large variety of the third personal pronouns represents women's talk in all-female groups that emphasizes the solidarity and friendship which lead to intimacy among the groups.

Keywords: personal pronoun, women's talk

Introduction

In everyday conversation, it cannot deny that Thais do not use personal pronoun referring to someone. Panupong (1995) defined the personal pronouns that there are three pronouns; the first person, the second person and the third person. The first person indicates speaker. The second person indicates addressee or listener whereas the third person indicates someone that we talk about.

There are many previous studies of personal pronoun. The previous studies focus on historical linguistics of Thai personal pronoun, for example, Sangsod (1988) studied the usage of personal pronoun since the Sukhothai period. It found that there is a change of personal pronoun usage in each period. Giaphong (2007) studied the system of personal pronoun in the traditional Thai literature. It found that the personal pronouns tend to be similar to Sukhothai period's spoken language.

In addition, there are some studies focused on personal pronoun in different dialects. Jiapong (2010) studied personal pronouns in four Thai dialects; Central, Southern, Northern and North-Eastern. The result showed that there are the largest number of personal pronouns in Central Thai dialect.

Rhekhailit (2014) studied the system of personal pronoun in Tai Lue spoken in three countries, such as Thailand, the Lao People's Democratic Republic and the People's Republic of China. The result showed that personal pronouns vary on not only three grammatical meanings; person, gender and number, but also four social meanings; age, gender, status and intimacy between participants.

Moreover, the study by Chanaphiban (2011) focused on the usage of forms address terms used with unfamiliar addressees. The results show that there are two structures used; one-unit structure and two-unit structure. The one-unit structure contains kinship terms, name, foreign loan word, pronoun and positional term while the two-unit structure contains kinship term + name and pronoun + name.

From the studies mentioned above, there is no study about the personal pronoun forms, especially of familiar participants. Therefore, in this study the researcher would like to study the forms of personal pronoun used in women's talk in same-sex conversations.

Research Objectives

The objective of the research is to study personal pronoun form used in women's talk in same-sex conversations.

Methodology

The methodology of this research is divided into three topics; sample group as in 3.1, data collecting as in 3.2 and data analysis as in 3.3, as following.

3.1 Sample group

The sample groups are collected by using following criteria.

- 3.1.1 They are all female.
- 3.1.2 They are 20-30 years old.
- 3.1.3 They are intimate and familiar.
- 3.1.4 They study in the same university.

These criteria are considered because they should have the same background knowledge and feel comfortable to make a conversation.

3.2 Data collecting

The data were collected during lunch time by using a recorder. Three out of ten conversations recorded were collected by sample random sampling. There are various length in each conversation. The first conversation is a conversation about a participant's boyfriend. It lasts about 24 minutes and consists of three participants. The second conversation is about the drama. It lasts about eight minutes and consists of eight participants. The last conversation is about the celebrities from the entertainment group. It lasts six minutes and consists of three participants. Total length of the conversation is about 38 minutes. After the data collecting, all data are transcribed into Thai alphabets by using the system of Jefferson (2004).

3.3 Data Analysis

The data of personal pronoun forms were analyzed and also showed the frequency and the percentage of occurring as presented in the tables.

Research Results

The results found that within same-sex conversation, women use personal pronoun variously. In this part, there are four topics mentioned as in 4.1 overall results of the personal pronoun form used in the conversation, 4.2 the result of the first personal pronoun form used in the conversation, 4.3 the result of the second personal pronoun form used in the conversation and 4.4 the result of the third personal pronoun form used in the conversation as follows.

4.1 Overall results of the personal pronoun form used in the conversation

The overall result of the personal pronoun form used in the conversation and its frequency and percentage of occurring are shown in table 1.

Table 1: The overall result of the personal pronoun form

Types of Personal Pronoun	frequency	percent
1 st person	192	33.63
2 nd person	67	11.73
3 rd person	312	54.64
Total	571	100

Table 1 shows the overall result of the personal pronoun used in conversations of all female groups. The personal pronoun of the third person are most frequently used at the rate of 54.64 percent, followed by the personal pronoun of the first person and the second person at the rate of 33.63 and 11.73 percent, respectively.

4.2 The result of the first personal pronoun form used in the conversation

The result of the first personal pronoun form used in the conversation and its frequency and percentage of occurring are shown in table 2.

Table 2: The result of the first personal pronoun form

Types of Personal Pronoun	Personal Pronoun Form	frequency	percent
1 st person	kinship term	138	71.86
	nickname	12	6.25
	kinship term + nickname	2	1.04
	kHa↔w	2	1.04
	ra↔w	19	9.90
	ku↔u	12	6.25
	τ)Ha↔n	2	1.04
	nu∅u	5	2.60
Total		192	100

Table 2 shows that there are several personal pronouns to refer to the speaker or the addresser. The most frequent form used in the conversation is kinship term at the rate of 71.86 percent, followed by the form ra←w at the rate of 9.90 percent. The form nickname and ku←u is followed at the rate of 12 percent equally.

Here is the example of the first personal pronoun form in conversation.

Example 1

- (187) A : tHi↓↓i τ|ι←N pHi□□ mE↓E pHi↓↓i μα↓φ κHΦ←Φφ τHa∂αμ
λΦ←Φφ να←? τ|ο←v BE↑Eπ pHi↓↓i τ|α↑? πHu↓↓τ ?α↑ρα←φ
φα↑↑NNι←α ?Φ#Φ ωα↓α φα↑αN τ|Hε↓β BE↑Eπ τHi↓↓i
τHa#μβυ#v ?α↑?↑ μ←αωα#αν τHi↓↓i τHa#μβυ#v βα↓αν πα#φ
pHi↓↓i β□#□ρι↑φα↑ακ ?Φ←φ μ←αν κα↑π ωα↓α pHi↓↓i
τ|Hu↓αφ τHa#μβυ#v βα↓αν πα#φ σ□□N πα#v βα↑ατ
τ□#□vρE↓Ek ?α↑?↑ να≒τ τ|α↑? ηα↓φ pHi↓↓i vα∃N πα#v βα↑ατ
pHi↓↓i β□↑□κ pHi↓↓i δα∃α λΦ←Φφ=
Actually, my parents never asked me until I said, for example, a case of making merit. Yesterday it was a making merit ceremony in my house. I donated for 2,000 baht but her boyfriend gave her 1,000 baht so it made her angry and she scolded him.
- (188) C : ?α#α
Umm.
- (189) A : = πH□←? ωα↓α μα↓φ δα↓αφ ρ←αN τHa#μβυ#v φα∃α μα#α
No←κ ?α↑ρα←φ φα↑↑NNι←α φα∃αN τHi↓↓i κHΦ#Φ β□↑□κ πα#φ
?α↑ρα←φ φα↑↑NNι←α BE↑Eπ να#αν να#αν ρα#ω δα↓αφ
τHa#μβυ#v vΦ←?=
It is because when making merit, do not be stingy. As I said, I did not have much chance to do.
- (190) C : ?α#α::
Umm.
- (191) A : =κHα#α pHi↓↓i μα↓φ κH□↓φ pHi↓↓i μα↓φ κH□↓φ δα↓αφ
τHa←μ βυ←v κα↑π τHa←N σα↑ατσα↑να∂α pHi↓↓i φΦ←?
δυ↓αφ Nα←φ =
It is that I do not have much chance to make merit for my religion.
- (192) C : ?α#α::
Umm.

This example conversation shows the talk about A's donation. The speaker A seems to use the kinship term by using the word 'pHi↓↓i' to express her relationship between the speaker and listeners and also show her status and seniority that she is older than listeners.

4.3 The result of the second personal pronoun form used in the conversation

The result of the second personal pronoun form used in the conversation and its frequency and percentage of occurring are shown in table 3.

Table 3: The result of the second personal pronoun form

Types of Personal Pronoun	Personal Pronoun Form	frequency	percent
2 nd person	kinship term + nickname	52	77.61
	m∞#N	8	11.94
	nickname	7	10.46
Total		67	100

Table 3 represents the second personal pronoun used in the conversation to refer to the listener or addressee. There are three forms used in the conversation. The most frequent form is the kinship term + nickname at the rate of 77.61 percent, followed by the form m∞#N and nickname at the rate of 8 and 7 percent, respectively.

Here is the example of the second personal pronoun form in conversation.

Example 2

(125) A : κ□↓? κη∞#∞ ?α←ι ρ∞↓αN κε∃π τα←N ?ο←ο κηε ?Φ←Φ ma←n
νι∂αω=

It's o.k. to save money. It's stingy.

(126) C : [ma←n νι∂αω

It's stingy

(127) B : [νι∂αω κΦ←Φν

too stingy

(128) C : =?∞#∞ τ|ι←N τ|ι←N να⊥α τ|αί? ηα⊥φ ρHi↓↓ι ni←ι τ|Hα↔φ
βα⊥αN ?αί|ρα←φ φαί|ιNNι←α

Umm. Actually he should give some money for you.

(129) B : μα⊥φ τ|Hα⊥φ κH□□ δι←ι να↔α ρHi↓↓ι ni←ι νι∂αω μα⊥ακ

μα⊥φ τ|Hα⊥φ δι←ι=

This is not a good point, sis. Too stingy is not good.

(130) C : =τ|Hα⊥φ

Yes.

This example conversation is about A's boyfriend habit. In this conversation, the speakers B and C use the form kinship term + nickname as in phi↓↓ι ni←ι. Both of the speakers B and C recognized that they are younger than A and also realize that they should respect someone older. Therefore, they express to A by using kinship term + nickname.

4.4 The result of the third personal pronoun form used in the conversation

The result of the third personal pronoun form used in the conversation and its frequency and percentage of occurring as in table 4.

Table 4: The result of the third personal pronoun form

Types of Personal Pronoun	Personal Pronoun Form	frequency	percent
3 rd person	nickname	81	25.96
	kinship term	42	13.46
	kinship term + nickname	15	4.81
	κHαδω	45	14.42
	kHa↔w	83	26.60
	kE#E	4	1.28
	?t←i	8	2.56
	vα←N	6	1.92
	ma#n	4	1.28
	she	24	7.69
Total		312	100

Table 4 shows that there are various personal pronouns to refer to the third person who is absent in the conversation. The form kHa↔w is the most frequent at the rate of 26.60 percent, followed by the nickname at the rate of 25.96 percent. The form κHαδω is used at the rate of 14.42 percent.

Here is the example of the third personal pronoun form in conversation.

Example 3

- (79) A : =πε#ν κHo#ν ?αί#ν κ□↓? κHα#α μα↓ακ□□ν pHi↓↓i μα↓φ κΦ#Φφ β□#□ριίφαίακ pHi↓↓i κ□↓? βEίEπ ηΦ↔φ ρα#ω τ|αί? ωα↔φτ|α#φ κHα↔ω δαα↓φ ρ□□ ωα↔? =
It was like I never donated. I felt like can we trust him?
- (80) B : ?α#α
Umm
- (81) A : =ρα#ω ηα↓φ NΦ#ν κHα↔ω πα#φ λE↔Eω κHα↔ω τ|αί? σα↔α τ|i#N πλαίω ?αίρα↔φ Nι↔α =
I gave money to him but we did not know that he would buy or not.
- (82) B : ?α#α::
Umm
- (83) A : =τEίE κ□↓? κHα#α ρα#ω τHa#μβυ#ν λE↔Eω ?αί? κ□↓? μα↓φ ρυ↔ ρ□□κ μα↔ν κ□↓? πα#φ φυίτ τHi↓ κHα↔ω λE↔Eω ?αί?
However, we had made merit so we did not know. It was with him.

The conversation is about the friend's donating money. This conversation is from the third conversation. It shows the usage of the form kHa↔w to refer to the third person who is absent from the conversation.

Summary and Recommendation

This study aims to compare personal pronoun form used in all female groups' conversations. Three out of ten conversations were collected and transcribe into

alphabets. The results found that women use personal pronoun variously within same-sex conversation.

For the first personal pronoun, there are several personal pronouns to refer to the speaker. The most frequent form used in the conversation is kinship term at the rate of 71.86 percent, followed by the form ra↔w at the rate of 9.90 percent. The form nickname and ku↔u is followed at the rate of 12 percent equally. In addition, the second personal pronoun used in the conversation to refer to the listener. The most frequent form is the kinship term + nickname at the rate of 77.61 percent, followed by the form m↔#N and nickname at the rate of 8 and 7 percent, respectively.

In this case, using the kinship term seems quite common in Thailand. The kinship term reveals the relationships between the speaker and listener. It indicates that in Thai society Thai people recognize the social factors especially seniority. They respect someone older and know how to speak to senior people. It is said that seniority is a part of Thai society. This supports the studies of Agha (2007), Brown & Gilman (1960), Siewierska (2004) and Rhekhalilit (2014) that the usage of personal pronoun requires the social relations between participants. However, the result of Chanaphiban (2011) shows that the participants used kinship term + name and also the usage of address terms with unfamiliar addressees depends on social factors of addressees and those of speakers. This research reveals that the usage of kinship term is not only for the unfamiliar addressees but also the familiar addressees.

For the third personal pronoun, the form kHa↔w is the most frequent at the rate of 26.60 percent, followed by the nickname at the rate of 25.96 percent. The form kHa↔o is used at the rate of 14.42 percent. Moreover, the overview of this research result shows that the personal pronoun of the third person are most frequently used at the rate of 54.64 percent. The findings of the third personal pronoun are most frequently used in the all-female groups reflect that women tend to talk about their life or gossip about someone who is absent. In this case, sharing their life or storytelling plays an important role to the society. Nicholson (2001) indicated that the function of gossip is to help the participant intimate. Sharing their lives or some secrets leads to the trustworthiness among the groups. Moreover, Tannen (1990) indicated that talking about their life creates the solidarity between participants. Women seem to make friends by sharing their lives to their friends. The women's talk in all-female groups emphasizes the promotion of solidarity and friendship that leads to intimacy among the groups.

In this research, the results provide many advantages for understanding language which is affected by social factors such as seniority and gender. Moreover, it is helpful for understand culture of women, especially Thai women, who realize that the values of solidarity and friendship are very important. Therefore, this research will be useful for teaching Sociolinguistics or cultural study.

For further research, the researcher suggest that it should investigate the personal pronoun used in all-male groups and compare to those of all-female groups. Moreover, it is a good idea to investigate different social factors that have an effect upon the conversation.

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Appendix

The system of transcription

- :: To prolong the sound
= Simultaneous speech
[Interrupt

GENRE ANALYSIS OF ONLINE BIOGRAPHY

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ABSTRACT

This study aims to analyze the structure, the article length and cohesion of online biography. By searching the word biography on Google, the researchers randomly selected biographies of five famous people. The methodology was done under the genre analysis approach. It was found that the discourse structure of online biography consist of at least two parts: career and famous work. There are also more parts of childhood, former work, and turning point of success. The mean of words per one online biography is 280.2 words. The additive conjunction is the cohesive device which is used most frequent in online biography.

Keywords: biography, genre analysis, cohesion, reference

Introduction

A biography is simply a written account telling a story of life. The term biography connotes an artful genre that contains a wide range of sources, strategies and insights. It deals with the intimate, inconsistent textures of personality and experience. A biography is mostly viewed as an art rather than as a science. Stauffer (1970) gave the reason that individual pieces are to be judged according to their success in conveying the sense of a life being lived, rather than according to the quantity or the accuracy of the facts they contain.

Schwarz (1990) gave reason that curiosity, the human nature, may be the reason why biographies happened. For thousands of years, humans have been interested in both sharing the stories of their own lives and reading about the lives of others. Over the centuries people have become more literate. Instead of drawing, biographies were written for many of the records relating to both government and religious leaders. Nowadays the biography has become the most popular source of non-fiction reading.

Several types of biographies are available. Writing about an individual who is currently alive, is classified as either an authorized or an unauthorized biographies. An authorized biography has the subject's cooperation. He or she will grant one or more interviews. The unauthorized biographies may or may not be written with the aid of interview from the subject. This type of biography might be considered to be more accurate than unauthorized biographies because there is no interference on the part of

those biased in the subject's favor. On the other hand, they are probably inaccurate as the subject refuses to be interviewed and the people who could give a balance story are unwilling to speak.

Not only that, there are the "literary" biographies and the biographies of individuals long dead. The former may involve going through the writing of the subject and those with whom he or she interacted. The latter can be called historical biographies. Needed information can be researched in any way possible, such as newspapers.

There are many ways to select a subject for a biography. A good biography presents the facts about the person's life, including what the subject did and how they influenced their world. It should describe the person's personality and provide an explanation for why he or she acted in certain ways. Most biographies are interpretive: they do not only present the facts, but also clarify what those facts mean. Biographers make their writings accurate by learning as much as possible about their subjects. They study materials such as diaries, personal letters, and autobiographies. A good biography should be objective and balanced, but those lofty goals are not always achieved. Some biographers present a biased view by selectively presenting only the facts that portray the subject in either a favorable or sometimes an unflattering way.

Biography is defined as a literary genre. Biography is crucial. The biography is clearer to reveal great artists or scientists through biography than the original work of them. It is a created history and determined by the culture of the moment. Biographies reveal the ways in which an individual in the past faced obstacles, brought about social change, questioned existing boundaries and endured through times.

The term genre is widely used in rhetoric, literary theory, media theory and linguistics. Genre analysis examines fundamental questions about how our lives are ordered. Chandler (2000) categorized it as one kind of discourse analysis. Discourse analysis study the organization of language above sentences and clauses. Swales (1990) explained that in the field of English for Specific Purpose, genre is a type of communicative event and regulated by shared purposes among members.

Sheehan (1987) defined as the pattern of organization and the arrangement of interrelated part with in the text. A type of structure generate ideas and hierarchical concepts. The macrostructure of articles are interested by many researchers.

Discourse structure is a basis of how units in the text precede and follow. Discourse such as written text can be broke into parts. Studying discourse structure is useful to explain what happens in text; moreover, it helps to explain what parts are tentatively to be and how they tend to be arranged.

Some texts seem to be more interesting than others because they cohere better. This means the word, phrases and sentences fit the idea better. Holliday and Hasan (1976) studied cohesion as a unity-creative device in texts. Cohesion is classified by Holliday and Hasan (1976) into five major categories. They are reference cohesion, substitution, ellipsis, conjunctive cohesion and lexical cohesion.

Reference cohesion is a semantic relation in which the information to be retrieved is the referential meaning. The identity of the particular thing that is being referred to. Substitution is one of the cohesion which achieved by the replacement of one item by another. Ellipsis is cohesion which is the omission of the item. Whereby, lexical cohesion is established through the structure of vocabulary. They are two types, reiteration and collection. Reiteration is the repetition of the lexical item by using

synonym. Colocation cohesive words share the same lexical environment. They appear in similar context.

Research Objectives

The purpose of the study is to analyze the genre of Biography Webpages on official websites of famous people in three aspects:

1. The discourse structure of biography webpage.
2. The article length.
3. The cohesion.

Methodology

1. The setting is the written text of biography from www.google.com. By typing the word biography, the researchers randomly selected five biographies from search results. The contents were retrieved during August 2016-October 2016.
2. Data collection is as follow.
 - a. Randomly select five biographies from Google search engine.
 - b. Serve through the webpages then print out the biography articles.

The biographies which are collected are as follow.

- Aaron Swartz whose biography webpage is <http://www.aaronsw.com/>
- David Quay whose biography webpage is <http://davidquaydesign.com/category/biography/>
- Aubrey Drake whose biography webpage is <http://www.drakeofficial.com/biography>
- Garth Turner whose biography webpage is <http://www.garthturner.ca/>
- Taylor Swift whose biography is <http://taylorswift.com/about>

Research Results

The structure of online biography from the collected data is varied. The moves and steps are different. The data is shown below.

Table 1 Structure of online biography

Aaron Swartz	Garth Turner	Taylor Swift	David Quay	Aubrey Drake
Jobs or careers	Jobs or careers	Born	Short biography	Famous work and career
Famous work	Famous work	Famous work and career	Study	Born and Childhood
		Other Achievement	Previous jobs	Turning point of success
			Turning points of success	Charity work
			Famous work	Recent work and success

Table 1 provides macro structure of online biography of famous people in various filed. Biographies were composed of at least two parts which were found in Aaron Swartz, and Garth Turner biography. They are jobs and career and famous work. The other three biographies are composed of three to five parts. The moves and sequence of each biography are different. In David Quay's biography, it is an only one which its sequence is in order chronologically. It started from studying until the recent success. Biography of Aubrey Drake is an only one which consists of childhood information.

Article length

It was found that article length varies from 224 to 548 words while the mean of total words is 382.8 words. Mean of total sentences of one online biography is 18 and the mean of total paragraphs is 8.6 paragraphs. Mean of words per one sentence is also calculated at 21.08 words per sentence. A paragraph contains an average of 47.51 words. Lastly by mean, there are 2.206 sentences per paragraph. Table 2 presents details of the length of online biography.

Table 2 Quantitative analysis of online biography components

	Aaron Swartz	David Quay	Aubrey Drake	Garth Turner	Taylor Swift	Mean
Total words	224	452	399	291	548	382.8
Total sentences	12	22	17	19	20	18
Total paragraphs	5	11	6	12	9	8.6
Mean of words per sentence	18.66	20.55	23.47	15.32	27.4	21.08

	Aaron Swartz	David Quay	Aubrey Drake	Garth Turner	Taylor Swift	Mean
Mean of word per paragraph	44.8	41.09	66.5	24.25	60.89	47.506
Mean sentence per paragraph	2.4	2	2.83	1.58	2.22	2.206

Cohesion

The researchers are interested in cohesion of the main parts and within the same part. So the study aims at finding the type of cohesion which is frequently used among the typical main sequence. The analysis focuses on the type of cohesive ties of the main parts from the first sequence to the second sequence, the second sequence to the third and so on.

In biography of each person, there are details in cohesion which are significant. The main cohesive ties or cohesion are subdivided. There are three cues found in reference which is a type of cohesion. The cues which are found are third person pronominal, demonstrative and comparative. The third person pronominals in the study are *he, she, him, her, his, it* and *their*. The pronominal *their* is found only two times in all five biography whereas *theirs* is not occurred. Table 3 shows frequency of cues to cohesion used in each biography. From Table 3, means of pronoun used per total words are very low. This implies that third person pronominals are seldom used as cohesion.

Table 3 Frequency of third person pronominals as cohesive ties in online biography

Reference	Aaron Swartz	David Quay	Aubrey Drake	Garth Turner	Taylor Swift
Third person pronominals					
<i>She</i>	0	0	0	0	19
<i>He</i>	17	15	4	2	0
<i>Him</i>	0	0	0	0	0
<i>his</i>	2	3	12	1	0
<i>it</i>	0	1	4	0	7
<i>her</i>	0	0	0	0	8
<i>hers</i>	0	0	0	0	0
<i>their</i>	0	0	0	1	1
<i>its</i>	0	1	0	0	0
Mean per total words	0.085	0.044	0.050	0.014	0.0639

The demonstratives which are used to cohere the main parts are found as follow. There are 4 demonstratives found. They are *this*, *these*, *that*, and *those*. Comparing to the third person pronomials, demonstratives used as cohesion marker are rarely used. Table 4 shows the frequency of them.

Table 4 Frequency of demonstratives as cohesive ties in online biography

Reference	Aaron Swartz	David Quay	Aubrey Drake	Garth Turner	Taylor Swift
Demonstratives					
<i>this</i>	0	0	1	3	1
<i>these</i>	1	0	0	0	0
<i>those</i>	0	1	0	0	0
<i>that</i>	0	0	0	0	2

Conjunction is the cohesion marker which is used mostly in the online biography, especially additive conjunction like *and*. The word *and* is found seventy nine times totally from five biography. Table 5 provides frequency of collected conjunction.

Table 5 Frequency of conjunction as cohesive ties from five online biographies.

Conjunction	Frequency of conjunction from five biography
Additive conjunction	
<i>And</i>	79
Adversative conjunction	
<i>But</i>	7
<i>Yet</i>	2
Temporal conjunction	
<i>Then</i>	1
<i>Next</i>	3
<i>First</i>	1

Summary and Recommendation

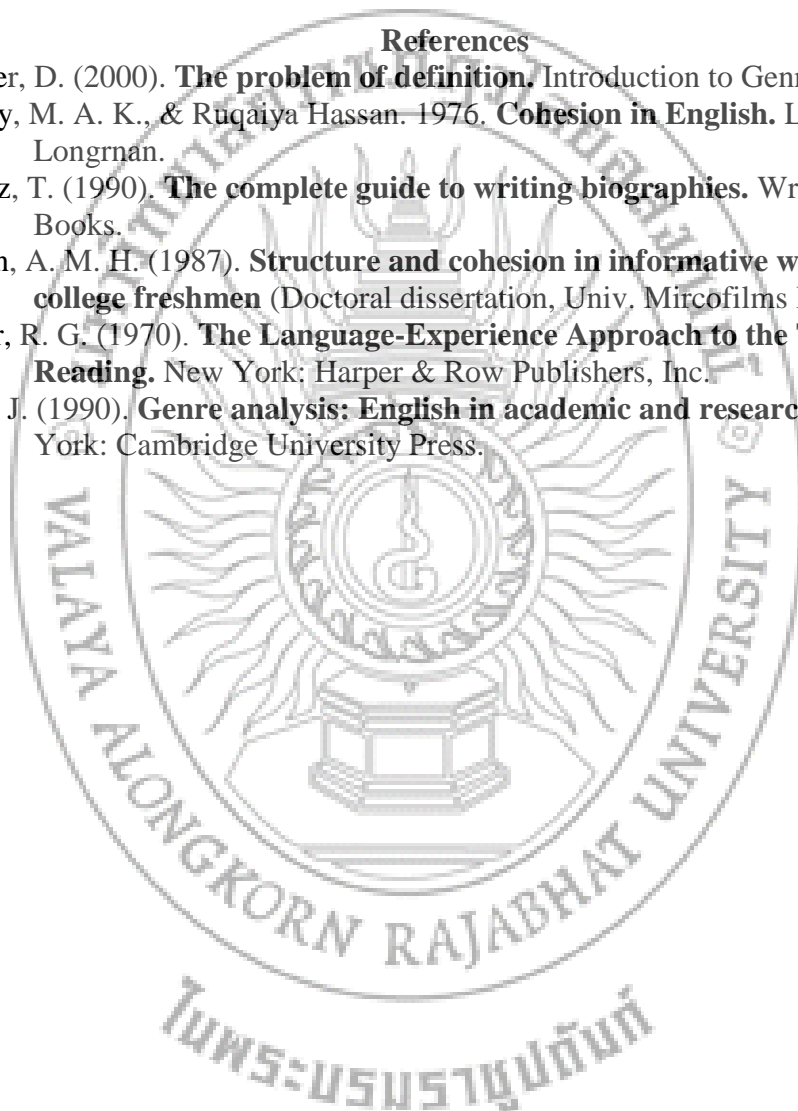
The structure of five online biographies is not written exactly similar. However, there are typical moves and steps. All of biography contains jobs/career and famous work or achievement. Some of them provide information about childhood. The article length is only 382.8 on average which is quite short for the traditional biography structure.

The results shows that additive conjunction is the cohesive tie which is used the most often among the text. The third person pronominals are surprisingly rarely used in online biography. The substation cohesion and ellipsis cohesion are not used in these online biographies.

Since only five online biographies are analyzed in this study, further studies should be done by collecting more data to make more consistency and supportive results.

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THE CO-OCCURRENCE, SEMANTIC AND CONTEXTUAL ANALYSIS OF MOOD

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ABSTRACT

The purpose of this article is to analyze the co-occurrence behavior and semantic and contextual analysis of the word *mood*. The study was conducted by analyzing co-occurrence, semantic and context which mood was used in sentences. The data was collected from the Corpus of Contemporary American English. The results revealed eight syntactic patterns of *mood* from the limited data. The word *mood* in each pattern occurs with verbs, adjectives and nouns which contain specific semantic identities. Verbs collocating with mood hold common feature in the sense of 'change' or 'cause to be happen/change'. Adjectives were categorized into five groups: adjectives about groups of people, feelings, and fields of studies, polarity adjectives, and others. Noun phrases found in the pattern are abstract and some are referred to food or beverages. There were seven contexts which *mood* occurred. It can be implied from the structure, semantic and contextual analysis that *mood* was dynamic and abstract. It is also resemblance with emotional feelings, attitude or opinion which is not only for expressions of individual but groups of people. Moreover, *mood*, as co-occurred with both words connoted positive or negative meanings.

Keywords: mood, co-occurrence, semantic analysis, contextual analysis

Introduction

Using the word *mood* is very confusing, especially for the non-native speakers. For non-native speakers, such as Thais, there are some doubts of what context should *mood* be used and what the co-occurrence pattern of *mood*. This is because in Thai language, we have an only one word อารมณ์/*aro:m/* which can be meant as *emotion*, *mood* or *affection*. For example, it is confusing to translate the sentence เขาอารมณ์ดี into English as it is possible be in (1) or (2).

(1) *He is happy.*

(2) *He is in a good mood.*

A corpus is now a primary resource to investigate common pattern in language use. Although, the meanings and examples which are in the dictionary guides in how to use the word *mood* in sentences, it does not provide enough contexts and usages.

In this study, corpus is used as a resource to find out the co-occurrence or most frequent combinations of words as be known as collocation. Collocation is classified in the field of lexico-grammar which is about descriptions of how vocabulary and grammar are interrelated. According to Firth (1968: 181), ‘collocations of a given word are statements of the habitual or customary places of that word’.

In noun co-occurrence study, members of the same semantic category are expected to be co-occurred in the same context. Roark and Charniak (1998) explained that there are four noun constructions which nouns in the same construction are expected to be in the same semantic class. The four constructions are followed. The pattern of noun phrase with conjunction as in [noun + conjunction + noun], a noun phrase as a list as in [noun, noun, and noun], appositives construction such as *the plane, a twin-engine Cessna* and noun compounds such as *pickup truck*.

Moreover, position of word in sentence indicates semantic relation. Lancia, (2007) stated that two or more words are likely to occur in similar linguistic contexts tend to be positioned closer.

Knowing how to use the word *mood* in sentences or context would improve fluency in English using for Thais. Moreover, it is hoped to be useful in the Thai-English and English Thai translation.

Research Objectives

1. To analyze the co-occurrence behavior of the word *mood*.
2. To do the semantic and contextual analysis of the word *mood*.

Methodology

The methodology in this study is as follows.

1. Collect the one hundred co-occurrence data of *mood* from Corpus of Contemporary American English.
2. Study syntactic phrases of *mood* from the collected data with the frequency.
3. Classify phrases into groups then study the verbs, adjectives and noun phrases with is commonly used with *mood*.
4. Analyze semantic and contextual properties of *mood* from the co-occurrences.

Research Results

The co-occurrence patterns

The co-occurrence patterns of *mood* from the one hundred sentences collected from the corpus are classified in to eight patterns. They are shown below in Table 1 with the frequency. In these eight patterns, four of them are noun phrases, three of them are preposition phrases and another pattern is verb phrase.

Table 1 The co-occurrence patterns of *mood*

Pattern of <i>mood</i>	Frequency
1. [Determiner + <i>mood</i>]	13
2. [Determiner + adjective + <i>mood</i>]	26
3. [Possessive adjective + <i>mood</i> and NP's + <i>mood</i>]	17
4. [<i>in the mood</i> +to infinitive]	22
5. [<i>in the mood of</i> + noun phrase]	10
6. [<i>in the mood for</i> + noun phrase]	5
7. [verb to be+ <i>no mood</i> +to infinitive]	4
8. [Determiner + <i>mood</i> + noun phrase]	3

1. Pattern of [Determiner + *mood*]

The pattern of [*a/the* + *mood*] was both precedes and follows verb. As been shown in an examples of (3) and (4).

(3) *This mood* changed somewhat after Prime Minister Lee Kuan Yew's visit to China in 1976.

(4) *In a mood* like this, the only blog she can read is called Emily Dickinson's *Stiletto*s.

2. Pattern of [Determiner + adjective + *mood*]

In one hundred sentences collected, there are twenty six sentences which *mood* is modified by adjectives. The adjectives which are placed before *mood* are presented in the table below.

Table 2 Adjectives which are collocated with mood

	Adjectives	Frequency of occurrence
1.	bad	2
2.	casual	1
3.	delightful	1
4.	depressed	1
5.	depressive	1
6.	desperate	1
7.	fighting	1
8.	good	1
9.	herbal	1
10.	ideological	1
11.	introperspective	1
12.	melodramatic	1
13.	national	3
14.	negative	1
15.	ongoing	1
16.	political	1
17.	positive	1
18.	prevailing	1
19.	public	1
20.	rare	1
21.	ridiculous	1
22.	sour	1

	Adjectives	Frequency of occurrence
23.	surly	1
24.	general	1
25.	touchy	1
26.	mod	1

3. Pattern of [possessive adjective + mood]and [NP's + mood]

Possessive adjectives which occur with the word *mood* are *my, his, her, your* and *their*. Moreover, it was found that a possession form with apostrophe s ('s) is used. An example is shown in (5)-(7).

(5) *The family's mood.*

(6) *the crowd's mood*

(7) *people's mood*

4. Pattern of [in the mood +to infinitive]

The pattern *in the mood* +to infinitive was found four out of one hundred sentences. They are shown in (8) and (9). The pattern implies the future events or the feeling of planning to do something.

(8) *Besides, my divorce had just become final, and I was in the mood to do some celebrating.*

(9) *She was in the mood to pay one more visit to the Lady and the Unicorn.*

5. Pattern of [in/by the mood of + noun phrase]

The pattern *in/by the mood of* + noun phrase was found ten out of one hundred. Noun phrases which are in the pattern can be categorized into two groups. The first one is the noun phrase referring to a group of people. The second one is noun phrases which denote abstract entities. They are shown as in (10) – (11)

(10) *To make us suffer humankind's misery is sweet because this is a mood of brotherhood, of compassion, and of realism, of embracing the world.*

(11) *The one who, tempted by the mood of the buccaneer and the drifter.*

6. Pattern of [in the mood for + NP]

The pattern [*in the mood for* + NP] is used in the meaning of 'want to have, consume something or to do something'. As in (12) – (13). From the collected data, noun phrase which is referred to food or drinks were mostly used.

(12) *If you're in the mood for a cocktail, feel free - but have only one alcoholic beverage before switching.*

(13) *I'm suddenly in the mood for some mustard.*

(14) *The country is in the mood for political reform, not an Egyptian-style revolution.*

7. The pattern [verb to be no mood + to infinitive]

This pattern is implied as 'do not want to do something'. This is an only one pattern which is negative. An example of the collocation is in (15).

(15) I'm in no mood to watch a cat fight tonight.

8. The pattern [Determiner + mood + noun phrase]

The pattern [Determiner + mood + noun phrase] is an only one pattern which mood is used as noun modifier. It is compound noun. The example is *the mood problems* or *mood disorder*.

Words which are used with mood

In this part, the verbs, nouns and adjectives which stand with mood are reported. Those types of words which place in the same sentence of mood are all collected then were classified into groups. The main collocations are verbs, adjectives and nouns which are explained below.

1. Verbs or verb phrases

This study is focused on verbs or verb phrases which occur in the same phrase structure with mood. To be clearer, verbs which need mood as an argument were collected. As in (16)-(17), the verb *felt* and *want* were not included in the data because mood was not their argument.

(16) *I felt responsible for my students' mood.*

(17) *I didn't want them leaving that classroom under a cloud of Sylvia Plath.*

The verbs which are after the mood or need the mood as the nominative case are *change*, *turn*, *swing*, *suit*, *strike* and *last*.

The verbs which were placed before mood need mood as direct or indirect object. All verbs are shown below.

Table 3 Verbs which co-occurred with mood and their examples

Verbs	Examples
<i>Affect</i>	(18) <i>I did, because actually color really does <u>affect mood</u>.</i>
<i>Change</i>	(19) <i>He <u>changes mood</u> suddenly and comes across as quite unpredictable.</i>
<i>Describe</i>	(20) <i>Alabama center Ryan Kelly admitted as much as he <u>described the Crimson Tide's mood</u>.</i>
<i>Determine</i>	(21) <i>Most of it was <u>dictated, determined</u> (as he tells us) his mood on any particular day.</i>
<i>Dictate</i>	(22) <i>Most of it was dictated, determined (as he tells us) his mood on any particular day.</i>
<i>Elevate</i>	(23) <i>His mood was no longer <u>elevated</u>.</i>
<i>Evoke</i>	(24) <i>and its meticulous use of physical description to <u>evoke the mood</u>.</i>
<i>Gauge</i>	(25) <i>Jamie had crossed the river to <u>gauge the mood</u> within the City of London</i>
<i>Improve</i>	(26) <i>Several factors had contributed to the <u>improving mood</u>.</i>
<i>keep _____ light</i>	(27) <i>Kept the mood <u>light and hopeful</u>.</i>
<i>Kill</i>	(28) <i>He'll joke around or even make fun of me and totally <u>kill the mood</u>.</i>
<i>Lighten</i>	(29) <i>Ron Shuster <u>lightened the mood</u> with a joke about death.</i>
<i>Modulate</i>	(30) <i>Translucent wall panels will block UV rays and <u>modulate mood</u>.</i>
<i>Recall</i>	(31) <i>Buck <u>recalls the mood</u> as somewhere between disheartening and catastrophic.</i>
<i>Set</i>	(32) <i>Nothing <u>sets the mood</u> quite like Warren Miller or some Teton Gravity Research.</i>
<i>turn _____ around</i>	(33) <i><u>Turning your mood around</u></i>

Those verbs are classified into three main groups. They are verbs which indicate 'change', such as *change*, *improve*, *elevate*, *lighten*, and *turn around*. This group of verb can be subdivided into four kinds of 'change'. The 'change' in this meaning is without direction as *change* and 'change into an upper way' such as *improve* and *elevate*. There also be 'change from motion to stop' as in the verbs, *kill* and *last*. The *swing* in the phrase *a mood swing* expresses 'change back and forth'.

The second group is meant 'cause something happen'. They are *set*, *evoke*, *recall*, *dictate*, *modulate*, *strike* and *affect*. The last category is verbs which cannot be put in the first two groups. They are *describe* and *gauge*.

From all the verbs which are found in this study, it can be implied that *mood* is dynamic. This is because verbs which are collocated with *mood* indicate 'happen and change'. However, there is no evidence from the data that *mood* are permanent stage because there were no verbs signified 'permanent property' occur with *mood*. Verbs which represent continuing actions were not either found with *mood*.

2. Adjectives or adjective phrases

Adjectives occur with *mood* in two structures. They are [Determiners + adjective + *mood*] and [Determiner + *mood* + verb to be + adjective].

The adjectives which precede *mood* are varied. However, they are classified into five groups. Firstly, they are adjectives concerning group of people such as *national* and *public*. Secondly, they are adjectives about feelings. They are *depress*, *depressive*, *depressed* and *delightful*. Thirdly, they are polarity adjectives. They are *good*, *bad*, *positive* and *negative*. Fourthly, they are adjectives related to fields of study. They are *political* and *melodramatic*. Lastly, they are miscellaneous adjectives such as *casual*, *fighting* and *herbal*.

In addition, there were also adjectives which were used to modified *mood*. They occur in verb phrases as in the pattern; [*the mood* + verb + adjective]. The list of adjectives used in this structure is *festive*, *idyllic*, *relaxed*, and *frustrated*.

From the adjectives used, it can be entailed that *mood* are defined in three ways. The *mood* is abstract emotional feeling as it collocated with emotion terms for instance, *a depressed mood*. The *mood* is not only individual but collective as it can be seen in a *national mood* and *public mood*. Moreover, *mood* can be evaluated as *good* or *bad*, *positive* or *negative*.

3. Noun or noun phrases

Noun phrases which co-occur with *in the mood of* are abstract and mostly about feeling or attitudes. This structure is found twenty nine sentences out of the corpus. As shown in (34)– (36).

(34) *the mood of frustration*

(35) *in a mood of strict confidentiality*

(36) *in a mood of acceptance*

On the other hand, noun phrase which follow *in the mood for* are mainly related to food and drinks.

Semantic and contextual analysis of *mood*

The hypothesis of this study is that noun phrases co-occurring with the word *mood* contain conceptual closeness with the word *mood*. These noun phrases may be the contextual clues which provide guidelines of which topic should *mood* be used in.

Noun phrases found in the pattern of [NP or/and a mood], [mood and/or NP], and noun phrases which stood in the same sentence were collected and treated as data. Noun phrases which occurred in the structure were classified and labeled. The result showed that mood was used in seven contexts as listed with examples below.

Context which <i>mood</i> is used	Example
Music, film or literature context	(37) <i>James Taylor in 1968 to Hourglass in 1997, is of a piece in both <u>mood and lyrics</u>.</i>
	(38) <i>that becomes increasingly irrelevant as <u>the mood and filmmaking heat up</u>.</i>
	(39) <i>This opening to a novel wins <u>points for mood and atmosphere</u>, but falters on point of view</i>
	(40) <i><u>The mood and tone</u> established in the beginning foreshadow the general mood and tone of <u>the entire story</u>.</i>
Feelings of group or public context	(41) <i>that they became <u>thermometers of the public mood and the great racial divisions in our society</u>.</i>
Physical or chemical organism context	(42) <i>She was "normal," in <u>mood and level of energy alike</u>, but her place on the normal spectrum had changed</i>
	(43) <i>Studies show that doing so for just three weeks will improve <u>your mood and strengthen your immune system</u>.</i>
Political and society context	(44) <i>It says something about the <u>political mood and the landscape politically of the country</u>.</i>
Attitude and opinion	(45) <i>Elizabeth Bowen was officially employed by the British Government to report on the <u>mood and attitudes of the Irish</u>.</i>
Psychological, emotion or feeling context	(46) <i>In stage two, <u>mood and personality disorders</u> often emerged alongside</i>
	(47) <i>that tries to factor how <u>mood and emotion</u> might tie into the liking picture</i>
	(48) <i>no other relationships were found between thoughts and <u>mood and feeling change</u>.</i>
Interior design context	(49) <i>from her fifth-floor Philadelphia <u>studio</u>, Ingersoll painted isolated city buildings reminiscent in <u>mood and motif</u> of the work of earlier American artists such as Edward Hopper and Charles.</i>

Summary and Recommendation

In this study, eight patterns of the word *mood* were found. *Mood* can be used in noun phrases, preposition phrases, and noun modifiers. Noun phrases with *mood* can be either subject or object of verb.

Verbs collocating with *mood* shared common meanings in the sense of 'change' or 'cause to be happen/change'.

Adjectives used with *mood* were varied. Researchers categorized them into five groups: adjectives about groups of people, feelings, and fields of studies, polarity adjectives, and others.

Noun phrases found in the pattern [*in the mood of*] and [*in the mood for*] are all abstract. The word *mood* in the pattern [*in the mood for*] is mostly referred to food or beverages.

Mood can be used to express feelings of individual groups such as *public's mood* or *family's mood*. Moreover it can be used to express individual's feelings as seen in the pattern of [*someone's mood*].

For its semantic and contextual analysis, there were seven contexts which *mood* occurred. Interestingly, *mood* was used in the same senses of meanings in all context. Firstly, it can be implied that *mood* was dynamic. The *mood* was abstract, concerning emotional feelings, and indicated not only individual but collective feelings. Moreover, *mood*, as co-occurred with both words *good* and *bad*, connoted positive or negative meanings. It can be used interchangeably with attitude or opinion.

This study of *mood* should be compared with the study of mood in other fields. As in Robbins (2001), mood is defined as feelings that tend to be less intense than emotions and lacks of contextual stimulus. Moreover, *mood* is believed to take long duration. The usage and semantic pattern found in this study, however, is different from the definition of *mood* in scientific definitions. No sense of intense or temporal focuses were found in this study.

In conclusion, the word *mood* in this study shows patterns of structure, meaning and usages. The patterns found are not accounted as a principles or rules of mood but to expand the non-native people's understandings of this word. Future researches might examine more data of *mood* used.

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THE EFFECTS OF TEACHING READING COMPREHENSION BY USING READING PACKAGES OF PRATHOMSUKSA 4 STUDENTS

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ABSTRACT

The purposes of this study were to 1) study the efficiency of teaching reading comprehension by using reading packages of the Prathomsuksa 4 student studying at Bankudhin School. The efficiency is set at 75/75. 2) compare the reading comprehension achievement of students before and after learning reading comprehension by using reading packages. 3) study the effectiveness index of students' learning reading comprehension by using reading packages and 4) survey the student's satisfaction toward learning reading comprehension by using reading packages. The samples of this study were 7 Prathomsuksa 4 students who were studying Fundamental English subject in the first semester of academic year 2016 at Bankudhin School, Sakaow Province, with the One Group Pretest-Posttest design. The reading packages were constructed by the researcher. This study found that 1) the efficiency of teaching reading comprehension by using reading packages was 82.86/87.44; 2) the reading comprehension scores of the students after studying with the reading packages were higher than before studying at .01 level of statistical significant difference; 3) the Effectiveness Index of reading packages was .77; and 4) the students' satisfaction towards learning reading packages was 4.48. The efficiency of the reading packages was higher than the set criteria because each package included clear explanation, interesting material, and exercises. The students' posttest scores were higher than the pretest scores; and the effectiveness index was 77% because the students learned reading through reading packages. The packages were joyful, easy to understand, interesting and they can apply in daily life.

Keywords: Reading packages, Reading comprehension, Efficiency, Effectiveness Index, Satisfaction

Introduction

Reading is one of the most important skills for English language and its one of the four necessary important language skills. When students read, they use a variety of strategies to comprehend what they read. Reading is a valuable way of self -educating because reading is the best way to improve readers' mind and if readers want to get smart and stay smart, they can search over the average person that they need to learn new things. Reading is one of the best ways to learn and expand readers' knowledge. Reading can also help the readers' brain sharp and

active which will help readers to develop their mind instead of allowing it to become stale, dormant and unused.

In the field of teaching, reading is considered as one of the important areas of teaching. It is one of the most important academic skills. It is also a major pillar upon which teaching and learning process are built. Reading ability plays a central role in teaching and learning success at all education. The students need to improve their English skills in order to understand the teaching and learning materials. The students will be on the road to academic failure, if they could not read.

As we know, English has been taught as a foreign language in Thailand. In educational institutes or schools, English is the fundamental subject or core subject which comprise students have to study. For this situation, most teachers practice the students' reading skill more than the other skills and (Eskey, 1998 : 21). Thanyaporn Tantidanai (2007) stated that among the four skills of English skill that is used most was reading skill. According to Dubin (1982 : 7) and Juttiwattara (1998 : 1), good readers had more opportunities to get information from varieties of books because they read correctly, fast and read a lot. Chatwirote (2006 : 1) pointed out that reading is essential in daily life of human being. People who read better can search for more knowledge information and develop themselves more in every area. They can study to gain more knowledge and more opportunities for career in the future if they were trained when they were young.

According to the importance of reading, learners must develop their reading skill. Ridchan (2003 : 3) stated that the learners take time to read most both in the classroom and outside the classroom. Gebhard (1987: 24-25) said that the readers can apply their reading knowledge to use in the daily life because the importance of reading skills. It was essential to train the children from infancy, preschool age, preadolescents, reproductive age, adulthood, and old age. Every age must be instilled in the form of reading process which comprises of decoding skills, word processing skills, comprehension reading skills and critical reading skills; Therefore, they can use various reading strategies and read varieties of books. Continue reading brings reading behaviors to children and the most importance is the students are eager to seek for knowledge and stay in learning social. Chatwirote (2006 : 1) stated that teaching English reading skill must improve daily life of learners.

Children who have reading problem may be the results from the following reasons. First, the material may be written at a level that is beyond their current independent reading skill level. Second, they may have limited prior knowledge about the content being read or have limited vocabulary knowledge. This can lead to confusion during reading and in class discussion about what is being read. Third, they may not be aware of how the reading material is structured as in the elements of story structure, the organization of the material in a text book, or the characteristics of the genre of literature being read. Fourth, the meaning of sentences and passages may become lost as the reader struggle with the mechanics of reading. This leads to difficulty remembering what was read. Fifth, they may have difficulty determining what information is important in written passages.

Reading is an active process because it involves interaction between the reader and the text. In reading a text, the reader needs to process the information that he/she gets from the text in his/her brain. Students are constantly confronted with new information, particularly once they progress to the upper elementary grades and transition from “learning to read” to “reading to learn” (Chall, 1983). To read to learn effectively students need to integrate new material into their existing knowledge base, construct new understanding, and adapt existing conceptions and beliefs as needed.

According to a study by Pearson, Rochler, Dole, and Duffy (1992) on “Developing expertise in reading comprehension”, a good reader usually use prior knowledge to make sense of new information; ask question about the text before during, and after reading; draw inferences from text; monitor comprehension; use fix up strategies when meaning breaks down; determine what is important; and synthesize information to create sensory image.

Effectively addressing these factors affecting comprehension may require the use of various strategies.

Reading comprehension is considered as the real core for reading process. Durkin (1993) assumed that comprehension is the peak of the reading skills and the bases for all reading processes. Teaching students to read with a good comprehension must be teachers’ highest priority. Most of EFL teacher have wondered what they might do to improve their students’ reading comprehension achievement. The students can read words with lack of understanding of what they read. Without comprehension, reading for pleasure or knowledge is impossible. The teachers of English often assume that students will learn to comprehend merely by reading. Students with good comprehension use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge to the passages as well as wisdom; but many students fail in doing these things. According to Cuesta (2003: 171-206), many students take reading for granted. They feel too busy to read, or they may not enjoy reading. Generally, EFL students can only read without being able to correlate the reading they have just read with the knowledge they have.

In my own experience of teaching reading comprehension at Phattaraborbhit School and Buriram Agriculture and Technology, students’ ability in reading comprehension is low, they cannot understand the reading passage well because of their low linguistic competence, this appears to be the main problem in reading comprehension for students.

When the researcher was studying at Buriram Rajabhat University, the researcher learned the teaching reading method – task – based method. It seems reading interesting and possible to be used with my students. The idea of this method was presented in reading packages that the researcher would like to teach reading comprehension by using reading packages with my students. Samuel Kirk and the board (1965) support that reading package are designed primary to aid children who have become restarted in reading. In general, the reading packages are most effective with children having the following characteristics: (1) the reading status of the child is below the fourth grade; (2) the child has a severe special reading disability; (3) the child is educable in sound blending; (4) any extreme visual or auditory defects have been corrected; (5) the child is motivated and cooperative. In many cases cooperation may

be difficult until some degree of success has been attained. However, the researcher believe that the advantage of reading packages help the students benefit or able to apply knowledge through interaction. Students connect with the material when they work with texts and concepts beyond a one-time exposure. When students practice using the knowledge through application, they connect information on a deeper level. There are potential drawbacks to practice with exercise. Teachers need to make sure that when having students practice, there is a clear link between concept and action. Students must be able to relate what they are doing to what they are learning. For the teachers, when planning appropriately, they include practice time for students. Students in all grades benefit practice from exercise packages because they deepen their understanding and increase familiarity with the material. Similarly, drills or instructions are useful to reinforce and practice more rote knowledge and skills. With this method students are activating knowledge through application.

Research Objectives

This study comprises 4 objectives.

1. To study the efficiency of teaching reading comprehension by using reading packages of the Prathomsuksa 4 student studying at Bankudhin School. The efficiency is set at 75/75.
2. To compare the reading comprehension achievement of students before and after learning reading comprehension by using reading packages.
3. To study the index of effectiveness of students' learning reading comprehension by using reading packages.
4. To survey the student's satisfaction toward learning reading comprehension by using reading packages.

Methodology

3.1 Population and Samples

The population is 7 students who were studying in Prathomsuksa 4 at Bankudhin School in the first semester of academic year 2016 and they were the samples of this study because the author is teaching in this school and there are only 7 students.

3.2 Research Instruments

This study had 4 research instruments: 1) 7 reading packages, 2) lesson plans, 3) an achievement test (pretest and posttest) and 4) satisfaction questionnaire. Five lesson plans and seven reading packages were written by researcher. The pretest and posttest were 4 multiple choices test with 25 questions each and the satisfaction questionnaire was employed to check the students' satisfaction through reading packages.

3.3 Data Collection

The procedures for collecting data were as following.

3.3.1 Take the reading packages to the three experts to give comments and suggestions, try out with the three steps of the pre-trials before studying with the samples.

3.3.2 A study was done with a pre-test. A pre-test was given to all of sample at the beginning of a class for 1 period.

3.3.3 The samples were orientated to understand about learning via reading

package and did the activities for 14 periods.

3.3.4 A post-test was administered with all of the samples after the class for 1 period.

3.3.5 Survey the students' satisfaction by the questionnaire.

3.4 Data Analysis

The students' pretest and posttest scores were analyzed by the statistics percentage, mean and standard deviation, while the satisfaction was analyzed only by mean and standard deviation.

4. Research Results

The results of this study were shown in accordance with the research purposes.

4.1 The efficiency of reading packages, researcher employed the quantitative data from the test and achievement test based on criterion set at 75/75. The quantitative data consisted of the activities scores from all reading packages and score of the achievement test or post-test was 25 score.

Table 1 Mean and Standard Deviation, and Percentage for each Reading Packages

No.	Activities Scores of Learning through Reading Packages (Efficiency of the Process)							Total (70)	Post- test (25)
	1	2	3	4	5	6	7		
1	8	7	8	6	9	7	5	50	18
2	9	9	6	8	9	7	7	55	20
3	7	9	10	8	8	9	8	59	22
4	8	8	7	9	7	6	6	51	20
5	10	10	9	9	8	8	10	64	24
6	10	8	9	9	10	10	9	65	25
7	10	9	9	8	9	8	9	62	24
Total	62	60	58	57	60	55	54	406	153
(\bar{X})	8.86	8.57	8.29	8.14	8.57	7.86	7.71	58.00	21.86

Table 1 Continued

No.	Activities Scores of Learning through Reading Packages (Efficiency of the Process)							Total (70)	Post- test (25)
	1	2	3	4	5	6	7		
S.D.	1.22	0.97	1.38	1.07	0.97	1.35	1.80	6.11	2.61
%	88.57	85.71	82.86	81.43	85.71	78.57	77.14	82.86	87.44

As shown in Table 1, the efficiency of reading packages were 82.86/87.44 which was higher than the criterion set at 75/75.

4.2 The comparison of the difference between pre-test and post-test mean scores. The posttest mean score was higher statistically than the pretest mean score for this study.

Table 2 Difference between Pre-test and Post-test Mean Scores

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1 Pre-test	11.2857	1.11270	.42056	-13.014	6	.000
Post-test	21.8571	2.60951	.098630			

From the Table 2, the posttest mean score was higher than the pretest mean score. It was statistical significant different at .01 level.

4.3 The effectiveness index (E.I.) of the students who learn reading comprehension by using reading packages. The pre-test scores (25 items) and post-test scores (25 items) were calculated to find out the effectiveness index of reading packages.

Table 3 The Effectiveness Index of Reading Packages

Number of Students (n)	Total Scores	Total Scores of All Samples' Pre-test	Total Scores of All Samples' post-test	The Effectiveness Index (E.I.)
7	25	77	153	0.7755

As shown in Table 3, the effectiveness index of reading packages of reading comprehension for Prathomsuksa 4 students, which were conducted by the researcher, is at 0.7755. It showed that students progressed from learning through reading packages at 77.55%

4.4 The satisfaction of the students towards learning reading comprehension by using reading packages. The researcher surveyed the satisfaction by having the students answer the five rating scale questionnaire; then the researcher found the following results.

Table 4 Learners' Satisfaction towards Learning Reading Packages

No	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		(\bar{X})	S.D.		
1	I enjoy the activities provided in the reading packages.	5.00	0.00	The Most Satisfactory	1
2	I learned from reading packages and could apply them in my daily life.	4.57	.53	The Most Satisfactory	4
3	Practicing various activities from reading packages was interesting.	4.71	.48	The Most Satisfactory	3
4	The reading packages were understand and easy to do.	4.57	.53	The Most Satisfactory	4
5	The contents and activities were relevant.	3.85	.69	Very satisfactory	9
6	The contents and activities are suitable with my English level.	4.00	.81	Very satisfactory	8
7	Learning through using reading packages technique helped improve my reading ability.	4.42	.78	Very satisfactory	6
8	Learning through using a reading packages technique helped me understand the contents well.	4.57	.78	The Most Satisfactory	4
9	The examples in the contents and activities of the lesson were interesting.	4.42	.53	Very satisfactory	6
10	Learning reading comprehension by using reading packages was useful for my future.	4.57	.78	The Most Satisfactory	4
11	I feel motivated when learning English by doing and practicing the reading packages.	4.42	.53	Very satisfactory	6
12	Learning through lessons enhanced my learning.	4.42	.89	Very satisfactory	7
13	Learning through a reading packages technique helped me improve my critical thinking.	4.14	.48	The Most Satisfactory	3
		4.71	.78	Very satisfactory	6

Table 4 Continued

No	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		(\bar{X})	S.D.		
14	Learning reading comprehension through using a reading packages technique helped me improve speaking skill.	4.42			
15	I have a positive attitude toward learning English after learning reading packages.	4.85	.37	The Most Satisfactory	2
	Grand Total	4.48	.29	Very satisfactory	

Table 4 indicated that the students' satisfactions in learning reading comprehension by using reading packages as a whole were at "very satisfactory" level (\bar{X}) = 4.48, S.D. = .29.

Discussion

The discussion will be based on the research objectives and results; therefore, there were 4 issues of discussion.

5.1 The efficiency of reading packages was 82.86/87.44 which was higher than the criterion set at 75/75 because the reading packages were developed appropriately step by step in three trails; an individual, a small group, and field trail to see both good and bad points of reading packages, its might be the students were interested in doing activities in the reading packages. The students' attention on the content of the text through open mean-based questions about the text and expository learning probes McKeon, Beck and Blake (2009). The purpose of this study investigation was to investigate whether the students can increase their reading comprehension achievement after participating in a reading Singtuen (2009), however the students also perceived the ideas of reading process and specific skills related to reading comprehension process.

5.2 The result reveals that the achievement of the students' post-test mean scores were higher than the pre-test mean scores towards teaching reading comprehension by using reading packages with statistically significant difference at .05 level. This could be concluded that reading package had the efficiency because it could make the students achieve higher learning. It is quite new for the students to learn reading comprehension by using reading package. It can motivate the students to learn and interested in the content more than they used to be. This research supported by Nuttall (1996) compared a higher-level process, readers are concerned primarily with integration of textual information in their experiences to understand the text to make conscious to use the approach like an eagle's eyes view of the landscape and to see the overall purpose of

the text, the eagle can see a wide area spread out below, it's seem like to understanding the nature of whole better than an observer on the ground.

5.3 The effectiveness index of the students learned reading comprehension by using reading packages was 0.7755 that mean the students' learning progress was 77.55%. For the results was calculated from the total of pretest and posttest scores and the number of the students, if the posttest score were statistical significant different than the pretest score the students' progress will be high. The 77.55% progress is the result of the reading packages and learning, teaching activities. Hovland (1949) supported that the relationship of the study will be done properly, the baseline of scores are different, so the indicator the scope and efficiency of the media are the effectiveness index.

5.4 The result illustrates that students' satisfactions of teaching reading comprehension by using reading package were at very satisfactory level. The findings show that $(\bar{X}) = 4.48$, S.D. = .29. They enjoyed the activities provided in the reading packages. This could be explained that the students happy and they have positive feelings towards their learning activities, Chen Hsiao and Lee (2007). Learning through the reading packages technique helped me improve my critical thinking that the satisfaction is perception towards certain learning events or learners' attitudes expectation, Tough (1982)

Conclusion

This study met all the 4 objective set: 1) efficiency of the reading packages was 82.86/87.44; 2) The posttest scores were statistical significant different from the pretest scores at .01 level ; 3) The effectiveness index was 77.55% and 4) The students' satisfaction was at very satisfactory level.

Recommendations

As a result of the findings from the study, the researcher made useful pedagogical implications as following.

7.1 The reading packages support learning achievement of students. Accordingly, administrators, teachers, and related persons in learning management should apply the lesson plans, and learning reading comprehension by using reading package on Prathomsuksa 4 students to develop instruction in other contents or departments.

7.2 Learning via reading comprehension, teachers should make suggestions and comment, to the students on the use reading package step by step by focusing on discipline, faithfulness, and patience.

7.3 Persons concerned with learning management should hold workshop in conduction educational innovation and supervise to solve the instructional obstacles. Furthermore, they should support teachers to use reading package in development of students' learning, which make students achieve in learning.

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