



Department of *Western Languages* Faculty of Humanities

SRIAKHARINWIROT UNIVERSITY

*The Conference on
Language and Social Development*



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The Conference on

Language and Social Development

Wednesday, 16th July 2008.

*At the Graduate School Building, Srinakharinwirot
University, Bangkok, Thailand*

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Department of Western Languages

Faculty of Humanities

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Message from the Conference Co-ordinator

In the increasingly integrated and globalized culture of today's world, language learning is no longer merely concerned with the study of language itself, and the purposes of communication are no longer limited to conversing with others and sending messages. The current paradigm of ELT focuses on the orality of standard English—in other words, the language verbalized by native speakers. But foreign language learning has a far greater significance for us than the mere ability to talk with foreigners. Language learning has become part of an unstoppable worldwide process that is bringing about greater freedom and understanding. Language acquisition enables all of us to become critically literate human beings, capable of using our developed language skills to gain and to reflect upon new knowledge, to interact with texts and people of different cultures, and, through better communicative abilities, to promote cross-cultural exchanges and human progress. Truly understood, language learning is a most powerful tool—a tool that promises to overcome artificial linguistic barriers to a deeper understanding of our common humanity. Language learning will undoubtedly help us to prosper in an ever more complex and challenging world and, we confidently hope, contribute to the development of a more civilized, free, and just global society.

Bearing this fact in mind, the Department of Western Languages is very pleased to organize a conference on “Language and Social Development.” The objective of this conference is to enhance teacher's professional development by bringing together scholars, educators, and researchers to consider and discuss issues facing EFL teachers and learners in this century.

We hope that the papers presented in our conference and published in the proceedings will contribute to the development of collaborative language education networks among our native and foreign Thai university scholars—networks which will be instrumental in the further development of English language teaching and study in the Kingdom of Thailand. We also hope that our conference will strengthen your understanding of how the field of foreign language education can contribute meaningfully to the development of the society in which we live.

On this occasion, I would like to express my heartfelt appreciation to all the speakers, participants and, especially, to the dedicated organizing staff who took such painstaking care and effort to ensure the success of this academic conference.

Supaporn Yimwilai

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Language and Social Development
Srinakharinwirot University, Bangkok, Thailand

Time	Program	Room
08.30 – 09.00	Registration	1 st Fl.
09.00 – 09.15	Opening Ceremony	201
09.15 – 11.00	Panel Discussion “ELT and ELT Research in Thailand: The Perspectives from Foreigners” by Associate Professor Dr. Richard Watson Todd, Ajarn William Cater Handrich and Mr. Clyde Fowl	201
11.00 – 11.15	Coffee Break	3 rd Fl.
11.15 – 11.45	Oral Presentations 1	
	Dr. Prapaipan Aimchoo <i>Marxist Ideology and Consciousness Raising in Thai and American Fiction</i>	201
	Ajarn Nattha Kaewcha <i>A Study of Writing Achievement of English Major Freshmen after Practicing Error Correction</i>	301
	Ajarn Natthicha Chansri <i>Effect of Topic Familiarity and Gender Differences on English Reading Comprehension Related to Vocabulary Gain and Retention of Rajabhat University Students in the Northeastern Thailand</i>	401
	Ajarn Nittaya Wangkangwan <i>Contrastive Structures between English and Thai: Their Applications to Translation</i>	405
11.45 – 12.15	Oral Presentations 2	
	Assoc. Prof. Dr. Rapin Subaneg <i>Whose English?</i>	201
	Ajarn Sopin Chantakloi <i>The Rhetorical Pattern Structured by Some Thai University Students</i>	301
	Ajarn Yuwadee Yoosabai <i>The Effects of Reciprocal Teaching on Thai High-School Students' English Reading Comprehension and Metacognitive Reading Strategies</i>	401
	Ajarn Kriengkai Yaikong <i>An Analysis of Racial Prejudice in Paul Laurence Dunbar's "The Lynching of Jube Benson"</i>	405
12.15 – 13.00	Lunch	3 rd Fl.
13.00 – 14.15	“English Language in Thai Society” by Associate Professor Dr. Tipa Thep-Ackarpong	201



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Time	Program	Room
14.15 – 14.30	Coffee Break	3 rd Fl.
14.30 – 15.00	Oral Presentations 3	
	Dr. Arnon Chaisuriya <i>English for E-commerce: The Rhetorical Structures and Elements in the Apparel Section of Walmart.com</i>	201
	Ajarn Patcharee Srisang <i>To the Horizon: Black Women's Liberation in Zora Neale Hurston's <u>Their Eyes Were Watching God</u></i>	301
	Dr. Intira Charuchinda <i>Mother Is the Origin of Woman's Subjectivity in Amy Tan's <u>The Bonesetter's Daughter</u></i>	401
	Ajarn Nattanan Lengluan <i>An Analysis of Conversational Exchanges between 12th Grade Thai Students and Native English Speakers via a Chat Program: Strategies of Negotiating for Meanings</i>	405
	Ajarn Suchitra Arayaphan <i>Thai 12th Graders' English Reading Comprehension and Performance Language Skills: A Comparative Study between the Top-Level Structure Instruction with Concentrated Language Encounter Activities and Teaching after the Teacher's Manual</i>	403
15.00 – 15.30	Oral Presentations 4	
	Assoc. Prof. Yaowaluck Tantanapornchai <i>Newspaper English: A Variety of Information</i>	201
	Dr. Jongkit Wongpinit <i>The Origins of Desire in Toni Morrison's "<u>The Bluest Eyes</u>"</i>	301
	Ajarn Somchai Watcharapunyawong <i>The Development of Racial Identity in Sui Sin Far's Short Story "<u>Its Wavering Image</u>"</i>	401
	Ajarn Payupol Suthathothon <i>A Study of Humanities and Social Sciences Students' Attitudes towards Foundation English Courses in the General Education Curriculum at Chiang Mai University</i>	405
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15.30 – 15.45	Closing Ceremony	201

Effects of Using Error Correction in a Writing Classroom

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Srinakharinwirot University

Abstract

The purposes of the research were to study the effects of using error correction in a writing classroom in terms of grammatical knowledge, types and amount of errors in students' writing. The sample used in this study was 35 English major freshmen at Srinakharinwirot University in the academic year 2007. The experimental group received indirect feedback (coded feedback) and practiced correcting errors in their work within one semester. The research instruments were a multiple choice grammar test and the pretest-posttest written works. The data were analyzed by frequency of errors, mean scores of the pretest and posttest, standard deviation, and t-test for dependent samples. The results of the study revealed the following.

1. From the grammar test, the scores of students before and after the experiment were significantly different at the level of .05.

2. From the writing test, the total number of errors in the pretest and posttest was significantly different at the level of .05. The mean number of errors per 100 words of students' writing in the pretest and posttest were 7.64 and 5.58 respectively.

Introduction

In language learning, writing seems to be a difficult skill for Thai learners as in writing learners should have both ideas for the content and good grammar to express their ideas appropriately. These two things should go together to create a good piece of writing. Sometimes we have the ideas to express; however, we cannot convey them through the correct grammar. This makes the meaning of our writing different from what we intend to express or sometimes errors in our writing may hinder the understanding of the message. Therefore, it seems that grammar plays an important role in English writing. This is the reason why teachers of EFL writing should find ways for lessening grammatical errors in students' writing. Generally, there are many ways to correct grammatical errors in students' work. Teachers may give direct feedback in which correction is provided by teachers or they may give indirect feedback on students' work and let students correct errors on their own. However, in this study coded feedback was chosen as a means to improve students' writing. The results of the study will be beneficial for EFL writing teachers in choosing the appropriate way to decrease grammatical errors in students' work.

Objectives of the Study

1. To examine 13 types of grammatical errors in students' work and find the amount of each type of error.

2. To study the effects of coded error feedback analyzed from written works and a multiple - choice test of grammar.

Significance of the Study

1. The study will make teachers realize the grammatical errors and the number of each type of error in students' work. Also the study will indicate the types of error with highest frequency and the kinds of error which affect the meaning of the message and should be corrected beforehand.
2. This study will reveal the effect of coded feedback on students' work and this will help teachers find the appropriate way for giving feedback in order to lessen the grammatical errors in students' writing.
3. The results of the study will provide information for further study on error correction by other techniques.

Scope of the Study

1. The sample used in this study was 35 English major freshmen at Srinakharinwirot University enrolled in Basic Writing course (EN 231) in the second semester of academic year 2007.
2. The study lasted for one semester (three hours per week). During the semester, students practiced writing and correcting errors in their work after receiving feedback from their teacher.

Definition of Terms

1. Errors refer to incorrect use of language, particularly in second language learning. It is a sign that the learner has not mastered the code of the target language. Normally, errors will not be found in native speakers' use of the language (Brown, 2000).

2. Types of error

- A. Global errors refer to the kind of errors which seem serious and affect the meaning of the message as a whole. This might lead to misunderstanding in communication.
- B. Local errors refer to minor errors which do not affect the meaning of the message as a whole.

In this study, 13 types of grammatical error in students' work were investigated.

- Five kinds of global errors were studied: verb tense, verb form, sentence structure, word order and connecting words.

- Eight kinds of local errors were studied: subject-verb agreement, articles, singular / plural, word choice, word form, prepositions, punctuation and pronouns.

Error Codes

- | | |
|----------|--|
| 1. vt | incorrect verb tense |
| 2. vf | verb incorrectly formed / incorrect use of modal verb and passive form |
| 3. ss | - incorrect use or formation of sentences / clauses
- fragments, run-ons, comma splices |
| 4. wo | incorrect or awkward word order |
| 5. conn | incorrect or missing connecting word(s) |
| 6. sv | incorrect subject-verb agreement |
| 7. art | incorrect or missing article |
| 8. s/pl | problem with the singular or plural of a noun |
| 9. wc | incorrect word choice |
| 10. wf | incorrect word form |
| 11. prep | incorrect use of a preposition |
| 12. p | incorrect or missing punctuation |
| 13. pro | incorrect pronoun reference/ agreement |

(Lane and Lange,1999).

Review of Literature about Error Feedback

Kepner (1991) studied error correction between two groups of students in one semester. There were 60 students in this study. The first group received no error feedback while the other received message related comments. The finding of the study was that the error correction group made 15% fewer errors than the other group. However, progress over time was not measured (cited in Ferris, 2004, p.53).

Lalande (1982) studied differences between two groups of students receiving direct and indirect error feedback. The data were collected from 60 students in one

quarter. The group receiving indirect feedback had to rewrite their essays. There were a pretest and a posttest in order to see improvement. The finding was that the group receiving indirect feedback made more progress over time (cited in Ferris, 2004, p.53).

Robb et al. (1986) studied differences across groups receiving four types of error correction in one academic year. One group received direct feedback, whereas the other three groups received three different types of indirect feedback. There were 134 students in this study and a pretest and a posttest were designed for it. The finding was that all groups improved over time and there was no major difference across treatment types (cited in Ferris, 2004, p.53).

Ferris and Roberts (2001) studied differences among groups of students who self-edited their texts under three feedback conditions. The data were collected from 72 university students. The first group received coded feedback of five error types, the second group received underlined but not coded feedback of the same five error categories and the last group received no feedback at all. The finding was that the two groups who received feedback significantly outperformed the group receiving no feedback on the self-editing task. However, there were no significant differences between the “code” and “no-code” groups. Therefore, less explicit feedback seemed to help these students edit their texts just as well as coded feedback did.

Methodology

1. Instruments

1. A multiple choice grammar test of 40 items was used as one of the instruments in this study. This grammar test paper was approved by three experts and was tested with another group of students before being used with the group of students in this study.

2. A written work of about 150 words in the pretest and posttest on the topics “My Favorite Person” and “My Role Model” respectively was the other instrument.

2. Procedures

1. The students did the grammar test and had to write a paragraph of about 150 words on the topic given as a pretest.

2. During the semester, the students had to write ten pieces of work and the teacher gave coded error feedback and let them practice correcting their errors.

3. After the students handed in the rewritten work, the teacher would mark their papers again and have a conference with them if they still had any questions about their correction.

4. After practicing correcting errors in the ten writing assignments, at the end of the semester the students had to take the posttest. They had to write a paragraph on the assigned topic and did the same grammar test.

5. Both the grammar and writing tests in the pretest and posttest were analyzed in order to see the effectiveness of coded error feedback.

3. Data Analysis

The data were analyzed as follows:

1. The grammar tests in the pretest and posttest were marked (one point per item) in order to compare the scores before and after the treatment.
2. The mean scores of the pretest and posttest, standard deviation, and t-test for dependent samples were employed to analyze the data from the grammar tests.
3. The written work in both the pretest and posttest was counted for number of errors per 100 words according to 13 types of error.
4. The mean number of errors per 100 words, standard deviations and t-test for dependent samples were employed to analyze the data.
5. The results were discussed and presented.

Findings

After practicing correcting errors in the ten writing assignments, the students took the posttest. The findings were as follows:

1. The grammar test

There was some improvement in the grammar test as the mean score in the pretest was 20.54 while in the posttest it was 23.91. Therefore, the mean scores of students before and after the experiment were significantly different at the level of .05.

Table 1 Means and standard deviations of the pretest and posttest

	Pretest	Posttest
Mean scores	20.54	23.91
Standard deviations	3.88	5.01

2. The writing test

In the writing test there was some improvement in accuracy as the total number of errors per 100 words in the posttest was fewer than in the pretest. The mean number of errors per 100 words and standard deviations in the pretest and the posttest are shown in the table below.

Table 2 Means and standard deviations in errors per 100 words in the pretest and posttest.

	Pretest	Posttest
Mean number of errors	7.64	5.58
Standard deviations	2.99	1.98

Table 3 Types of error and number of errors per 100 words in the pretest and posttest

Error Types	Number of Errors	
	Pretest	Posttest
1. Verb tense	14.86	13.20
2. Verb form	34.59	33.57
3. Sentence structure	52.71	33.83
4. Word order	3.03	4.84
5. Connecting words	1.83	1.41
6. Subject-verb agreement	37.37	45.70
7. Article	14.62	7.41
8. Singular/ plural	21.65	12.23
9. Word choice	24.52	12.22
10. Word form	14.97	12.42
11. Preposition	15.58	6.04
12. Punctuation	28.96	10.70
13. Pronoun	2.77	1.88
Total	267.46	195.45

As shown in table 3, the total number of errors per 100 words of students' writing in the pretest and posttest were 267.46 and 195.45 respectively. The mean numbers of errors per 100 words were 7.64 in the pretest and 5.58 in the posttest and were significantly different at the level of .05 (see Table 2). Eleven types of errors (verb tense, verb form, sentence structure, connecting words, article, singular/plural, word choice, word form, preposition, punctuation and pronoun) had fewer numbers of errors in the posttest. Only two types of errors (word order and subject- verb agreement) had higher numbers of errors.

The type of error in which students improved most was sentence structure as the number of errors per 100 words reduced from 52.71 in the pretest to 33.83 in the posttest. Plausibly students showed some improvement and more understanding about sentence boundaries as they could write more complete sentences and made fewer errors about comma splices, run-on sentences and fragments. However, they still had some problems with complex sentences. Frequently they made mistakes in constructing noun clauses, adjective clauses, and adverb clauses. The most frequent error was using *but* and *although* in the same sentence, as in *Although she works hard, but she is poor*. Regarding simple and compound sentences the problems seem less serious.

The error type that had the least improvement was connecting words. As shown in table 3, the number of errors reduced from 1.83 in the pretest to 1.41 in the posttest. However, the types of error that increased in number were word order and subject-verb agreement. The number of errors for word order rose from 3.03 in the pretest to 4.84 in the posttest, whereas the number of errors for subject- verb agreement increased from 37.37 to 45.70. The reason why students made more mistakes might have been because patterns of word order were not used much in their writing; therefore, they were not familiar with using them and did not have much chance in correcting this kind of error. Therefore, it is understandable that they made more word-order mistakes in the posttest. In the case of subject-verb agreement, it seemed that students just focused on more important kinds of error; therefore, they might have overlooked this minor error or might not have been careful enough with it.

Discussion

From the research findings, it seems that coded feedback is beneficial for students' writing as it can help students realize their errors and try to correct them. Even though they still made errors in the rewritten work, at least they became more aware of their errors and perhaps took greater care with what they wrote.

Some researchers, such as Truscott (1996; 1999), do not agree with the way teachers give error feedback to students. He thinks that error correction has a negative effect on students as it may discourage students from experimenting with new forms and just simplify their writing in order to avoid being corrected. However, in the process of language learning, making a mistake seems to be a simple step in learning something. Therefore, to let students write and ignore their grammatical errors might not be good for them as this will not help them to improve their writing at all. They might have good ideas for their writing but not know how to express them correctly. So how can their writing be effective? That is why grammatical errors should not be neglected by learners.

However, in providing students with feedback, there are still some points of concern. For example, should all the errors be corrected? Or should teachers pay attention to only some particular types of error? In my study, I found that some students were still confused by the error codes given to them. Because of the limited time for practicing, they still were not familiar with the error codes. Therefore, they could not correct their errors accurately; sometimes they just ignored their errors and wrote the same thing in the subsequent draft or omitted the sentences that contained errors. For this, teachers should focus only on some important types of error. After students work well with the types of error we provide, then we might continue focusing on the more complicated types of error in their writing.

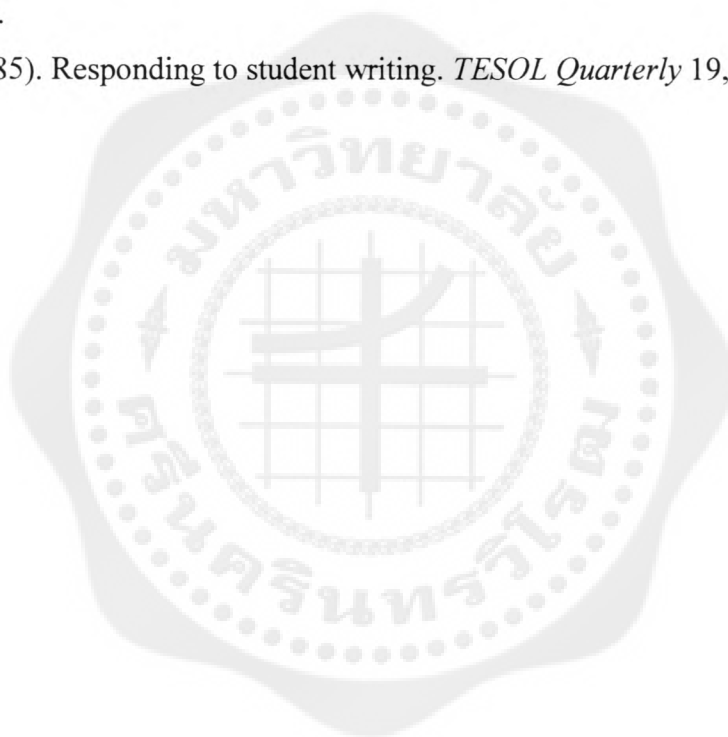
Moreover, in giving feedback sometimes it is difficult to categorize the errors according to the marking codes. For example, sometimes there is confusion between categorizing errors as verb tense or verb form. Therefore, instructors have to be certain about the error type given to students since giving them incorrect error codes can lead to confusion and wrong correction. It seems that instructors themselves need some time to become familiar with giving error codes in order that error coded feedback given to students will be correct and consistent.

All in all, we see that coded feedback is beneficial for students as it can reduce their grammatical errors. However, to find the best way to give error feedback, teachers may have to further study various types of feedback methods in order to find the most beneficial one for them.

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Comparative Structures between English and Thai: Their Applications to Translation

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Abstract

The purpose of the study was to find a method to teach translation effectively to English majors. The study was undertaken in two phases, the first one with 38 English majors in the first semester and the second with 34 students in the second semester in the academic year 2007. In the first phase, 38 students were taught with five translation lessons focusing on comparative English and Thai structures. In the second phase, 34 students were divided into two groups: 21 in the experimental and 13 in the control group. The students in the experimental group were taught five translation lessons on comparative English and Thai structures, while those in the control group were taught after a translation book. In the first phase, the results of the *t-test* obtained from comparing the pre and posttests showed that there was a significant difference at .05 level. In the second phase, the gain between the pre and posttests of the two groups were obtained, and then they were compared using *t-test*. The results from both phases of the experiment imply that lessons focusing on the source and target languages can enhance student's ability in translation.

Introduction

Translation is a means to transfer information from one language to another in this rapid moving globalization age. Translation is also considered an important language skill, as Naimushin (2002) points out that it should be included as the fifth skill along with others such as listening, speaking, reading and writing. Though translation has been taught in Thailand for a long time, problems found with Thai students translating between Thai and English still exist. Two major types of problems are that students tend to literally translate from the source to the target language and that students use bilingual dictionaries carelessly. In the first regard, Thai students literally translate target language words without paying attention to its obligatory context. For example, ยิ่งคิดยิ่งแค้น is translated to The more think, the more angry. In another instance, students tend to use the Thai structure to produce an English sentence. For example, การบ้านทำเสร็จแล้ว is translated to Homework has been done already. In some cases, when consulting a bilingual dictionary, some students are not aware of the target language restrictions. As a result, translation errors are made. For example, ขโมยอยู่ในครัว is translated to Thiefs are in the kitchen. (Appendix 1) One way to address these problems are to teach students comparative structures between the source and target languages. Fries (1945) proposes that when adults learn

a language the most effective materials for them are the scientific description of the foreign language compared with the native language of the learner. These descriptions must be organized into system for teaching and student practicing. Lado (1983) suggests that the comparison of the foreign language with the native language is important list for teaching, testing, research and understanding. There are three steps in the procedure in the comparison: clearly describe the structures of form, meaning and distributions of both languages; summarize in compact outline form all the structures; and compare two language structure pattern by pattern. Freeman & Long (1991) state that the linguistic differences between two languages could be used to predict learning difficulty and could lead to the contrastive analysis hypothesis (CAH). It is believed that where two languages were similar, positive transfer would occur; where they are different, negative transfer or inference would result. In order to prevent negative transfer, students should be familiarized with contrastive structure analysis of the native language and the target language. Wardhaugh (1983) points out that the most efficient materials teaching translation are those based upon the language to be learned carefully compared with a parallel description of the learners' native language. What needs to be taught is discovered by comparing the two languages and subtracting what is common to the students. Bao (1999) also suggests that a good translator well aware of the source and target linguistic features can easily acquire the translation skills which result in rendering a translation achieving better comprehension and better representation in the translating process. Woranart (1994) suggests that in a basic translation class, practicing translation at the sentence level is recommended

Aims

1. To see if there is any difference in translation ability between the pre and post tests.
2. To see if there is any difference between the translating from English into Thai in the pre and post tests.
3. To see if there is any difference between the translating from Thai into English in the pre and post tests.

Material and Method

Teaching materials

Prior to the experiment, teaching materials (Appendix 2) were prepared based on the comparative structures between Thai and English. The five lessons included phrase structures, clause structures, sentence structures, sentence connectors, and sentence revision. The lessons were based on a Thai grammar book (ไวยากรณ์ไทย นววรรณ พันธุเมธา พ.ศ. 2525) and *The Structure of English Clauses* (1980).

The test

The test consisted of 30 items, 15 of which were devoted to translating from English to Thai and the rest from Thai to English. Mostly the test was a sentence either in Thai or English and the informants were asked to translate into the target language accordingly. The test contents were approved by two translation teaching experts. Originally the test had 40 items, but after it had been applied to a pilot study of 15 informants, any items that were not significantly correlated were eliminated, leaving only 30 items. The reliability of the test calculated by Kuder-Richardson 20 was 0.77. Students got one mark for each item if the sentence is in correct structure and appropriate meaning.

The experiment

The study had two phases. The first phase, 38 English majors took the pretest at the beginning of the first semester in June 2007. After that the students were taught the comparative structures of both English and Thai for seven weeks. Then at the end of the semester in October 2007, the same test was administered as the post test. In the second phase, 34 students were divided into two groups of which the number was formerly set by the department. The experiment group consisted of 21 students, while the control group had 13 students. Students in the experimental group were taught five lessons focusing on comparative structures of English and Thai for seven weeks. Students in the control group were taught after a translation textbook. At the end of the second semester of 2007, both groups took the posttest.

Statistical Analysis

The pre and post tests were rated by two raters. The coefficient correlation was significant at .01 level. Then the scores rated in the pre and post test of one rater

was calculated using a paired-sample t-test to find out if there was a gain in the post test. There was a significant gain in the pretest at the level of .05.

Results and Discussion

In the first phase from the paired-sample t-test, the results showed that the mean score of the post test in the section of translation from English to Thai was higher than that of the section from Thai into English. The English to Thai translation mean score was 10.32 and the Thai to English was 6.03.

In the second phase, the paired sample t-test showed that the mean score of the posttest of translation from English to Thai of the experimental group was 3.7, while the control group was 0.38. For Thai to English translation, the mean score of the posttest of the experimental group was 2.6, but the control group was 0.00

The research results showed that the sentence structure plays an important role in translation. Through comparative analysis between English and Thai, the informants could produce correct sentential structures of the target language. Moreover, from the results which showed that the students could do better in translating from English into Thai than in translating from Thai into English, it is recommended that more practice should be devoted for translating from Thai into English. Also, practicing writing grammatical sentences can enhance the translating ability.

Comparative analysis between the source and target languages should be applied as a teaching method in a translation class so that the students can see the differences in word order, modifiers and head nouns, tenses, active and passive constructions, sentence connectors. With an awareness of the linguistic differences between the source and target languages, the students would realize that a word to word translation is not possible.

Regarding the curriculum, a translation course should not be divided into English to Thai or Thai to English. Students will benefit more when they practice two structures at the same time. In terms of dictionaries, their use is recommended. Bilingual dictionaries can be used, but the teacher should caution the students that they should double check the vocabulary with an English monolingual dictionary so that they can see English sample sentences.

วัฒนธรรมทางศาสนา	the cultural of religion (the religious culture)
การทำธุรกิจ	make business (do the business)
ทำงานหนักขึ้น	should more work hard (work harder)
แก้ปัญหาด้วยสันติวิธี	solve problem with a peaceful (in peace)
ไม่มีเป้าหมายในชีวิต	have no the goal (have no goals in life)

ยิ่งเธอสวยเท่าไร เธอก็ยิ่งเนื้อหอมมากเท่านั้น

She has more beautiful, she has more attractive.

(The more beautiful she is, the more attractive she becomes)

เราเคยเป็นเพื่อนกันสมัยยังเด็ก

We had been a friend when we were childhood. (when we were young)

เศรษฐกิจพอเพียงคือปรัชญาที่คนทุกระดับสามารถนำไปปรับใช้กับตนเองได้

Sufficient economy is the philosophy which everyone can adapt itself to your daily life. (adapt to use in our daily life)

การเป็นผู้ให้ เป็นเสน่ห์ และการเป็นผู้ให้ที่มีความสุขอย่างแท้จริงคือ ให้โดยไม่ต้องหวังการตอบแทน

Giving is charming. And to be absolutely happy offering is to give without expectancy for payment. (...to be a really happy giver is to give without expecting any returns)

Appendix 2

โครงสร้างวลี (Phrase structure)

วลีคือ กลุ่มคำซึ่งมีความหมายรวมกันอยู่ตั้งแต่ 2 คำขึ้นไป มีความหมายในตัวเอง เป็นส่วนประกอบของประโยคมี ชนิดดังนี้

1. นามวลี (Noun Phrase) ประกอบด้วย นามที่สำคัญ (Head Noun) แล้วมีคำอื่น เช่น N, Adj, Ving, Ved มาขยาย

			N	
(N ขยาย N)	The	school	bus	รถโรงเรียน
			Head N	
(Adj ขยาย N)	The	white	house	บ้านสีขาว
			N	
(Ving ขยาย N)	The	running	boy	เด็กผู้ชายที่กำลังวิ่ง
			N	
(Ved ขยาย N)	The	written	paper	กระดาษที่เขียนแล้ว
			N	
(Ved ขยาย N)	The	frightened	child	เด็กที่ตกใจกลัว
			Head N	
(N of N)	The	cost	of living	ค่าครองชีพ

การแปลนามวลีต้องแปลนามสำคัญ (Head Noun) ก่อนเพราะภาษาไทยส่วนขยายอยู่หลัง N แต่ในภาษาอังกฤษส่วนขยายอยู่หน้า N

The prisoner's	Head N	
	execution	
	การประหารชีวิต	ของนักโทษ

	Head N	
healthy weight loss	plan	
	แผน	ลดน้ำหนักที่ดีต่อสุขภาพ

	Head N	
family literacy	program	
	โครงการ	รู้หนังสือของครอบครัว

ถ้าเป็น N of N ภาษาไทย จะแปลตามภาษาอังกฤษ และ Head N จะเป็น N คำแรกหน้า of ไม่ใช่

N คำสุดท้าย

	Head N	
The management	of	the office
การจัดการ		สำนักงาน
	Head N	
The employment	of	highly qualified workers
การจ้าง		คนงานที่มีความสามารถ

การแปลนามวลีที่มีคำขยายหลายคำต้องการ Head N ให้ได้ก่อนแล้วมักใช้ที่ ซึ่ง อัน มาขยาย Head N

ดังตัวอย่าง

	Head N	
women	seeking second opinion	
ผู้หญิง	ที่	ที่ถามหาความเห็นครั้งที่สอง

	Head N	
200	consultants ที่ปรึกษา 200 คน	involved in road planning ที่เกี่ยวข้องกับการวางแผนทำถนน

	Head N	
The various	expense ค่าใช้จ่ายต่างๆ	involved ที่เกี่ยวข้อง

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Whose English?

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Abstract

The paper focuses upon the commonly acknowledged challenge of globalization with respect to the field of English language teaching and, more particularly, teaching English to speakers of foreign languages, especially Thais. Some of the primary issues involved concern the increasing role of technology and communication in modern societies and the looming conflict between local needs and the decision-making bodies involved in shaping policy in this regard.

The paper includes a discussion of the emerging concept of English as an international language (EIL) and the concomitant issue as to who actually 'owns' such a language. The roles and defining characteristics of both native and non-native speaker of English are then considered, the various occasions when communication and learning take place discussed, and the benefits to social and national development are briefly reviewed. The paper culminates with an appreciation of the pedagogical, ethical and methodological considerations that are suggested as a means of sensitizing TESOL teacher education *vis a vis* the global status of English, also with a Thai context in mind, although the lessons may apply equally to other countries in the Southeast Asian region.

The past two decades have witnessed the explosive growth of English as a global or international language, an explosion, as David Crystal notes, "more explosive than at any time in the last 400 years" ("New Linguistic World" 228). Given the fact that English is being embraced by a vast population of new users, it seems inevitable that at some point the language will acquire a new status as a truly international language, shorn of its current anchor in British and American English; and according to Crystal and others, new forms that will render it "as different from what we speak and write today as modern English is from the language of Shakespeare" (Crystal, "New Linguistic World" 228).

The numbers, although by necessity approximate, speak for themselves: By the beginning of the new millennium, English had, to one degree or another, gained a foothold in virtually every country in the world. It boasted around 400 million speakers of English as a first language, most of them in the USA, Canada, Britain, Ireland, Australia, New Zealand and South Africa (with the USA representing the largest native-speaking English community).

Apart from that, English was—and is—accorded special status as a "second" language in more than 70 countries, such as Ghana, Nigeria, India, Singapore, and Vanuatu, adding a further 400 million to this figure. Elsewhere, including Thailand, it had become the foreign language that children were most likely to learn in schools, both government and private, and "the language that parents would encourage their

children to learn” (Crystal, “New Linguistic World” 228) at one of the thousands of private language centers that have sprung up over the past decade or so. According to Crystal, this means that the number of foreign learners may now exceed a billion. In consequence, taking these three categories of speakers together (first-, second- and foreign-language speakers) — it is easy to see why English has already achieved the de facto status of a, if not *the*, world language. As Graddol notes, English is the working language of the Asian trade group ASEAN. It is the de facto working language of 98 percent of German research physicists and 83 percent of German research chemists. It is the official language of the European Central Bank, despite the fact that the bank is located in Frankfurt and neither Britain nor any other predominantly English-speaking country enjoys membership of the European Monetary Union. It is also the language in which black parents in South Africa overwhelmingly wish their children to be educated (Graddol, *English Next* 11).

Consequently, it is estimated that 1.5 billion or more people are competent communicators in English. As Crystal points out: “That is a quarter of the world’s population. Of course, we must not overstate the case: if one in four of the world’s population speaks English, three out of four do not. One in four is nonetheless an impressive total.” (“New Linguistic World” 228). These are made up of speakers of English as a first, second and foreign language, a significant distinction in itself in that where English is a first or second language it develops local standards and norms. India, for instance, publishes dictionaries of Indian English, whereas Denmark and Sweden tend to look across the North Sea or the Atlantic to Britain or the United States with regard to setting standards of English pronunciation and usage. The distinction is also of enormous significance in terms of how entrenched English is in any given place, and how easy – or how difficult – that place would find it to abandon the language altogether.

As Crystal observes, when a language spreads, it is subject to what he terms “centrifugal forces” (“New Linguistic World” 228), implying that when a language spreads further from its original center, it inevitably undergoes certain changes, as was the case with British English in its former colonies. Unfamiliar fauna and flora require new words to describe them, as do features of the landscape that simply do not exist in the British Isles. Then, there are the diverse cultural domains in such places as West Africa, Singapore, India, or South Africa, for which speakers are likely to

generate new vocabulary. Again as Crystal notes time and time again, speakers adapt the language to meet their own communicative needs — not just native speakers, of course, but those who learn it as a second or foreign language as well. The centrifugal nature of the global community of English speakers is frequently represented in terms of Braj Kachru’s three circles (1985) (see Fig. 1). As envisioned by the celebrated Indian sociolinguist, the ‘inner’ circle represents native speakers, while the ‘outer circle’ consists of second-language speakers in countries such as India. Finally, the ‘expanding circle’ represents the ever-increasing number of people around the world who are learning English as a foreign language. According to Graddol (*Future of English* 10), however, the model fails to capture the growing significance of the outer circle, and the extent “to which ‘foreign language’ learners in some countries — especially Europe — were becoming more like second language users.” The author goes on to comment further that the conventional wisdom regarding “second-language users” (as individuals who use the language for communication within the confines of their own country) no longer applies in today’s world. Also, with regard to the “inner circle,” Kachru himself has stated that this should actually be seen as “the group of highly proficient speakers of English — those who have ‘functional nativeness’ regardless of how they learned or use the language” (Kachru, qtd. Graddol, *English Next* 12).

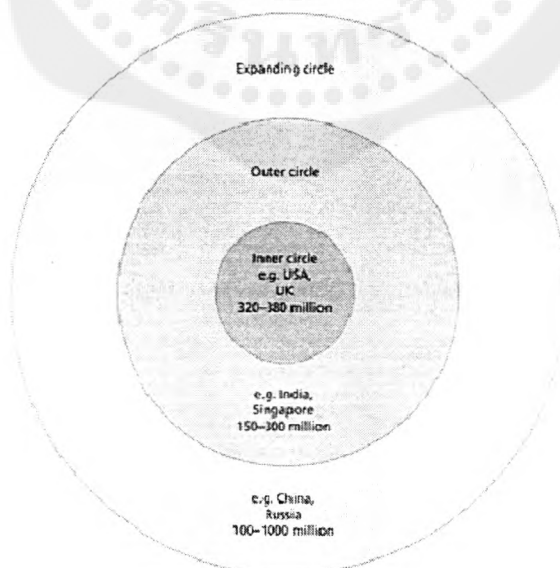


Fig 1: Braj Kachru’s Three Circles (1985)
(Graddol, *The Future of English* 10)

Over time, therefore, a language which has come to be spoken by as many people as English has ceased to be owned by any of its individual speech communities — not the British, among whom the language originated 1,500 years ago, nor the Americans, who now comprise its largest mother-tongue community. The total number of mother-tongue speakers in the world, approximately 400 million, is actually declining, as a proportion of world English users, which probably now totals around 1.5 billion — a quarter of the world’s population. More importantly, however, all of them have a stake in the future of English, “first-language, second-language, and foreign-language speakers alike.” As Crystal states: “To have learned a language is immediately to have rights in it.” (Crystal, “New Linguistic World” 229); in other words, one becomes a legitimate stakeholder in its usage and ongoing development. “You may add to it, modify it, play with it, create in it, ignore bits of it, as you will. And it is just as likely that the future course of English is going to be influenced by those who speak it as a second or foreign language as by those who speak it as a mother-tongue” (Crystal, “New Linguistic World” 228).

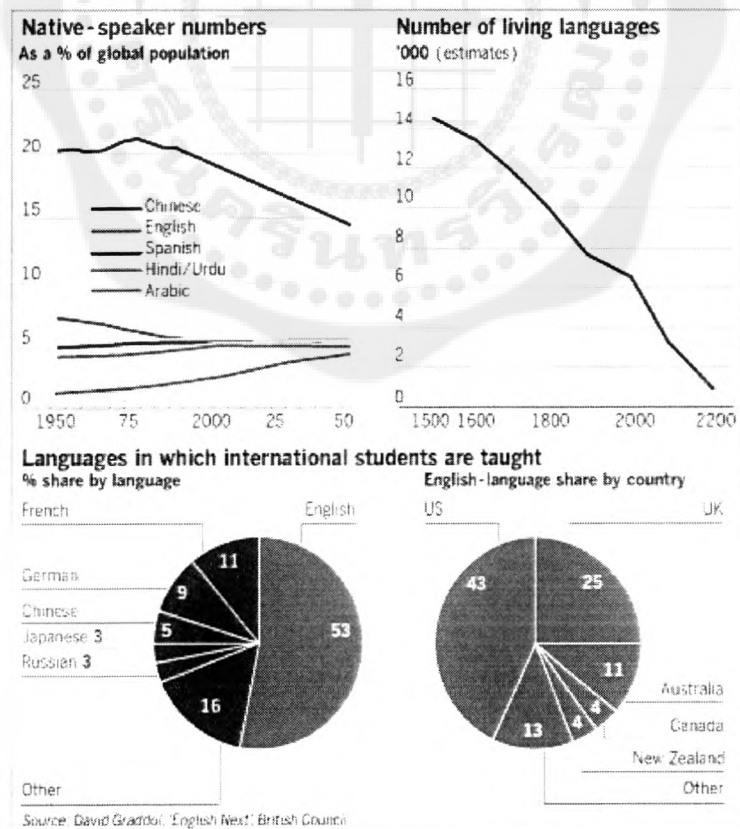


Fig. 2: English share of world languages (Graddol, *English Next*, 10)

Of course, those countries in which English is the native tongue are still fiercely proud of their own particular brand of English, reflecting as it does their own distinct culture and history. As the renowned linguist David Crystal states (*Encyclopaedia*, 310), "Each country where English is a first language is aware of its linguistic identity, and is anxious to preserve it from the influence of others. New Zealanders don't want to be Australians, Canadians don't want to be Americans, and Americanism is perceived as a danger signal by usage guardians everywhere." Accordingly, native speakers of English have gone to great lengths to promote the learning of their particular brand of the language overseas, as can be seen here in Thailand, for example, by the continuing presence of the British Council and the AUA, and by the emergence of a variety of franchises promoting both British and American English, or one or the other, or even Australian English. As Graddol notes: "By the end of the 20th century...learning English became seen no longer as an option but as an urgent economic need. Native speakers were regarded as the gold standard; as final arbiters of quality and authority" (Graddol, 2006). This is still largely the case, but the paradigm is shifting throughout South, Southeast, and East Asia, certainly in China, but also to a certain extent here in Thailand as well. By extension, as Graddol points out, "The myth of a pedagogically tidy model is much more difficult to sustain now that many dictionaries and grammars are based on corpus research. Native-speaker reference books may be developing as better guides to native-speaker usage, but are less useful as models for learners... As the English-speaking world becomes less formal, and more democratic, the myth of a standard language becomes more difficult to maintain" (Graddol, *English Next*, 87).

For most people, of course, the question of which type of English to learn still revolves around two main choices: British English or American English. However, standards of English are regularly mixed, even among native speakers, as can be seen by the following examples of essay sentences taken from Hart ("What Is Standard English?"):

She emerged from the elevator in the computer shop and went to make an inquiry regarding the despatch of her colour monitor. (American, British, American, British, British)

He opened the boot and took out the grey garbage bag, and then parked his car in the lot. (British, British, American)

Thus, the rather simplistic division of English into British and American is somewhat illusory, as a brief glance at the following list of regional standards illustrates, taking into account English spoken as both a first and second language (Crystal, *Encyclopedia* 111):

1. British and Irish
2. American
3. Canadian
4. Australian, New Zealand and the South Pacific
5. Caribbean
6. West, East and South African (Nigeria, Ghana, Kenya)
7. South Asian (India, Pakistan, Sri Lanka, Nepal, Bangladesh)
8. East Asian (Malaysia, Singapore, Philippines, Hong Kong)

As implied by Gill Hart in “What Is Standard English?,” beyond the requirements of each country’s national curriculum, the particular standard of English that students should learn depends on a number of factors relating to their current and future academic needs regarding employment, their social needs and their particular geographical location. In other words, it depends on one’s place of work (whether one works for an American, British or Australian company), one’s customer or client base (mainly Americans, British, Indian, Australian, etc.), and one’s country of destination for purposes of further study. In the case of Thailand, as Hart rightly notes: “These days, we can also add the Australian variety, as where I live in Asia, learners are exposed to more Australian English than in other parts of the world and are more likely to study there than in the States or the UK.”

In “A New Linguistic World,” Crystal points to the influence of fashion in its general sense, noting that in terms of language as anywhere else “fashions count,” adding that the latter “are a function of numbers.” Linguistic fashions may be started by second- or foreign-language learners, or “by those who speak a creole or pidgin variety, which then catches on among mother-tongue speakers.” And as numbers grow and second/foreign-language speakers gain in national and international prestige, usages which were previously viewed in an adverse manner as “foreign” can become part of the standard educated speech of a locality, and eventually appear in writing. Crystal cites the ubiquitous spread of rap music, and with it its fashions and

its linguistic idiosyncrasies as a case in point, but could just as easily have looked at the influence of African culture via African-American (and Caribbean) music (jazz, blues, R & B, etc.) on the English linguistic landscape. As William Labov, speaking of Ebonics, noted: “This African American Vernacular English (AAVE) shares most of its grammar and vocabulary with other dialects of English. But it is distinct in many ways, and it is more different from standard English than any other dialect spoken in continental North America” (Labov, “US Senate Hearing on Ebonics”). Any investigation of the terms popularized during the traditional and modern jazz era yield examples of words and expressions that surface in an underground subculture, many falling by the wayside (such as square) and just as many gradually working their way into the mainstream (hot, cool, jazzed up, chill out, jazzy, laid back, rock (as a verb), blue, down, and so on).

The following quote by Crystal makes specific reference to Great Britain, but the ongoing process he describes could just as well apply to ELF around the world

As Britain becomes increasingly multicultural, so its English will take on an ethnically varied flavor, not only in vocabulary but also in pronunciation and, to some extent, in grammar and styles of discourse. New accents and dialects will emerge, replacing the rural voices of the past and diversifying the urban voices of the big cities (Crystal, “A New English World” 230).

Crystal comments further that “new varieties of regional speech “will be increasingly heard on radio and television, with programs — from soaps to news broadcasts — adopting accents felt to be more ‘audience-friendly’” (Crystal, “New English World” 229). This phenomenon can readily be seen, for example, on BBC and CNN news, where a variety of accents –Australian, Irish, Pakistani, Scots, South African, Filipino and so on – can be heard nightly, which was definitely not the case 30 or 50 years ago (particularly where the BBC was concerned).

The English Language: Changing Dynamics

When a language becomes a world language, it undergoes dramatic changes as it responds to the needs of its new users — wherever they may be on the globe. In

particular, its vocabulary grows. In this English has proven the ultimate magpie (or as Crystal describes it, “a vacuum-cleaner of a language”), borrowing words from virtually every major language — and many minority languages — from the four corners of the globe. Or again, as the Afro-American writer Booker T. Washington famously put it: “We don't just borrow words; on occasion, English has pursued other languages down alleyways to beat them unconscious and rifle their pockets for new vocabulary” (Washington, qtd. Haeri, “Arabs Need To Find Their Tongue”).

The Oxford English Dictionary already contains over half a million entries, but according to Crystal, this number will double in the next century as new words pour into English from all four corners of the world. The bulk of the new distinctiveness of English is going to lie in the area of vocabulary—by which I mean not just new words, but new meanings of words, and new idiomatic phrases. This isn't surprising, when you think of the range of domains likely to generate such vocabulary in parts of the world where English is being freshly used” (Crystal, “The Future of English” 4). Japan is a good example of this, in that it is a country where a huge number of English words have been adapted, some more recognizably so than others. For example, the word “supermarket” has been adapted and shortened into “*supa*,” melons are *meron*, beer is *bia*, radio *rajio* and so on. During the recent European Cup, a whole host of English “loan words” could be heard on Japanese TV, including the following: soccer-*sakkaa*; goalkeeper-*kiipaa*; ball-*booru*, half-time-*haafu taimu* and so on. A similar process can be seen in Thai where many English loan words have been adopted into Thai, but with a distinctly Thai pronunciation, e.g., plastic-*pat-tik*, style-*sa-taay* and strike-*sa-tray*. Another process (cited above by Crystal) involves the incorporation of English words in terms of form, but not meaning. In other words, English words are absorbed into the vocabulary of the host culture but are given a meaning which is unique to the adoptive language. Sometimes the semantic link is clear, sometimes not. In Italian for example, the word *fiction* means “TV series,” the word *discount* is used to describe a cheap supermarket and an *after-hours* is a club which is open all night long. In Polish, the word *billing* refers to “itemized bill,” and in Dutch, a *lunchroom* is a café that sells sandwiches rather than serves lunch. At other times the link is more tenuous, as in Italian *lifting*, referring to “face lift,” Polish *adapter*, meaning “record player” and Dutch *coffeeshop*, which describes a café that sells not only coffee, but also marijuana. Occasionally, another language's use of an

English word brings with it very specific connotations as well. For example, in Dutch, being *single* strongly implies a conscious decision not to be in a relationship. All these exemplify Crystal's observation that: "So, when a community adopts a new language, and starts to use it in relation to all areas of life, there is inevitably going to be a great deal of lexical adaptation" (Crystal, "The Future of English" 4).

Given the current dynamic of the English language around the globe and the growing number of English speakers in Krachu's outer and expanding circles, it is perhaps not surprising that an increasing amount of serious research is being conducted into non-native speaker interactions. The Vienna Oxford International Corpus of English (VOICE) project, for instance, led by Barbara Seidlhofer, is just one of a whole host of research initiatives aimed at enhancing our understanding of how nonnative speakers use English among themselves. Seidlhofer's team is engaged in developing a computerized corpus of lingua franca interactions. This should aid linguists in achieving a better understanding of ELF in addition to providing help for EFL users in schools. This, in turn, allows researchers to identify a Lingua Franca Core (LFC) which provides guidelines for creating syllabuses and assessment materials (Jenkins and Seidlhofer, "Bringing Europe's Lingua Franca into the Classroom").

Proponents of English as a Lingua Franca (ELF) have made a number of suggestions as to how they believe conventional approaches to EFL should be modified. Several scholars, among them Jenkins for example, make the case for different priorities in teaching English pronunciation.

Teaching of certain pronunciation features, such as the articulation of 'th' as an interdental fricative, appears to be a waste of time whereas other common pronunciation problems (such as simplifying consonant clusters) contribute to problems of understanding (Jenkins, "The Phonology of English").

(Already course materials from major publishers such as Longman, Oxford, Cambridge etc. take a multicultural approach, including listening comprehension dialogues featuring a wide variety of accents, including those of non-native speakers.)
With such proponents of ELF, the issue of native-like accuracy gives way to

communicative competence in terms of primary importance.

Unlike the conventional approach to TEFL, ELF focuses also on pragmatic strategies required in intercultural communication. The target model of English, within the ELF framework, is not a native speaker but a fluent bilingual speaker, who retains a national identity in terms of accent, and who also has the special skills required to negotiate understanding with another nonnative speaker.

The Issue of Bilingualism

“In fact, the sea change in attitudes to the learning of English which has occurred in very recent years is not simply a new fashion in language learning but has deeper causes” (Graddol, *The Future of English* 8). In many parts of the world, including the PRC, projects have been established aimed at English for Young Learners (EYL) which, as Graddol notes, possess a variety of political and economic implications. In “English Next,” he also mentions a number of governments that have projects in place aimed at making their country’s citizens bilingual.

The European project is to create pluri-lingual citizens. Colombia’s ‘Social Programme for Foreign Languages without Borders’ is a government initiative to make the country bilingual in 10 years. In Mongolia in 2004, the then Prime Minister declared that the country should become bilingual in English. In Chile, the government has embarked on an ambitious programme to make the population of 15 million ‘bilingual within a generation’. South Korea intends to make English an official language in new enterprise zones. In Taiwan, a public opinion survey published in January 2006 found that ‘80% of the respondents said they hope that the government will designate English the second official language’” (Graddol, *English Next* 89).

The significant factor here is that many countries which have embraced the notion of bilingualism no longer perceive speakers from the UK, or the USA as *the* model to follow, but rather look to such places as Singapore, Finland, the Netherlands, and the Philippines.. Furthermore, they are increasingly likely to

consider English teachers from bilingual countries to help them in their task, rather than to monolingual native speakers of English. Although in Thailand, bilingual schools have begun to make an appearance in the private sector in recent years, they still tend to prefer to employ native speakers as instructors, as do many public schools throughout Thailand. For the past three years, however, the Chief Executive of Nonthaburi in conjunction with Ramkhamhaeng University has been conducting an ambitious program aimed at enhancing the communicative competence of students in that borough. Interestingly, by far the largest number of instructors comes from the Philippines, a move which in the beginning met with a measure of resistance in some schools. Three years into the project, however, the Filipinos are largely accepted, an indicator perhaps that native speakers will no longer be viewed “as the gold standard; as final arbiters of quality and authority” (Graddol, *The Future of English?* 28).

Paradigm Shift in TEFL in Asia

A number of countries in the South and South-East Asian region are taking advantage of their English-speaking colonial heritage to establish and/or build upon their links to the global economy, including Pakistan, Bangladesh, Sri Lanka, Malaysia, Singapore, Brunei, and the Philippines. This is related above all to trade and development goals, as Graddol notes: “As regional trade grows, encouraged by ASEAN, English is becoming an ever more valuable lingua franca in Asia” (Graddol, 94). Interestingly, Graddol goes on to argue that “...it is likely that it will be China who will determine the speed at which other Asian countries, such as Thailand, shift to a global English model” (Graddol, *The Future of English* 94).

India has demonstrated the huge economic benefits of speaking English, but it is China which is now setting the pace of change in the region. More people are now learning English in China than in any other country. Within the formal education sector an estimated 176.7 million Chinese were studying English in 2005. Furthermore, Kachru (*Asian Englishes* 14) estimates that there were 200 million Chinese English users in 1995. As a result of the new policy, China now produces over 20 million new users of English each year. It seems possible that within a few years, English speakers in China could greatly outnumber those in India.

China’s decision to make English a key part of its strategy for economic development has had something of a knock-on effect on neighboring countries

throughout the region. By the end of 2005, Thailand, the Philippines, Japan, and Taiwan were all expressing deep anxiety regarding their national proficiency in English and had announced new educational initiatives. Thailand announced a new teacher training program and a switch to communicative methodology because its 1996 policy to introduce English at Grade 1 (Prathom 1) was failing. The Philippines is debating whether to make English the medium of education at all levels.

An interesting feature of the Chinese approach is cited by David Graddol, who mentions one particular English-curriculum project in China (one involving teaching engineers in the steel industry) in which a local Chinese university had chosen a Belgian company to develop lessons for it. The Chinese explained they saw their choice of Belgians as an advantage in that the Belgians, like the Chinese, are not native speakers. The Belgians, they argued, would be likely “to have a feel both for the intricacies of learning the language in adulthood and for using it to communicate with other non-native speakers” (Graddol, *The Future of English* 15).

Thus, native speakers may no longer be regarded as “the gold standard; as final arbiters of quality and authority” (cited above). Indeed, as Graddol notes, native speakers may increasingly be perceived as “part of the problem rather than the source of a solution.” Ancillary cultural baggage and difficult English accents can become so burdensome that they may well prove to be barriers to the teaching of English primarily as an international language, and as an integral part of an overall policy to achieve bilingualism (Graddol, *The Future of English* 114).

In any event, research also shows that non-native speakers are far more comfortable interacting with other non-native speakers, and in general find it much more difficult to communicate with native speakers. The reason for this is not simply because non-native speakers are uncomfortable in the presence of a native speaker, but as Graddol points out: “Increasingly, the problem may be that few native speakers belong to the community of practice which is developing amongst lingua franca users. Their presence hinders communication. In short, native speaker accents – and attitudes – may seem too remote from the people with whom learners expect to communicate; and as teachers, native speakers may not possess some of the skills required by bilingual speakers, such as those of translation and interpreting” (Graddol, *The Future of English*, 114). Furthermore, the bulk of interactions will be with other non-native speakers. Consequently, as Michael Skapinker wrote, “Why should non-

native speakers bother with what native speakers regard as correct? Their main aim, after all, is to be understood by one another" (Skapinker, "Whose Language?" 2).

Graddol points out that "As English proficiency becomes more widespread, so do potential sources of teachers" (Graddol, *The Future of English* 115) and goes on to comment that since Asia as a whole represents the single largest market for English, countries in the region are already looking for regional sources of supply. As has been noted above, in the 1990s, China made a conscious decision to employ Belgian teacher-trainers of English because of their experience in bilingual education. Also, in several progressive Asian countries, the term "native-speaker teacher" has been redefined somewhat to include teachers from India, Singapore, and the Philippines (as noted in the author's brief allusion to the English project currently underway in the borough of Nonthaburi in Bangkok). According to Graddol (Graddol, "English Next"), this is not simply because of the enormous difficulty in finding sufficient numbers of (qualified) native speakers, but "represents a re-evaluation of the needs and aspirations of learners." In other words, it addresses the need for new learners of English to survive (and hopefully thrive) in the current climate of globalization, in a world that is increasingly interconnected on all levels, in terms of trade, academic exchange and so on.

Conclusion

There is no question that at this moment in history, English has become the de facto lingua franca of global communication, and the key to economic – and by extension social – development around the world.

With regard to developments in China, Luchini notes, learning a foreign language (including, but not only, English) is essential in the current global climate. "Nowadays, pushed mainly by economic and political needs almost all trades and professions around the world demand people who are able to use a foreign language effectively as an essential tool for establishing meaningful communication, and an essential condition to be able to work in today's global context" (Luchini, qtd. Smith, "The Contribution of EFL Programs" 2).

According to Albert Breton in 1978:

The acquisition of a second language requires time, effort and money. Since these resources are not abundant, they have economic value, or scarcity. The benefits resulting from knowledge of a second language are spread over time. Learning a second language therefore is an investment or the acquisition of an asset. More specifically, it can be said that a second (third or fourth) language is a form of human capital, capable, like all capital, of being increased or depreciating—although, unlike material goods, it does not deteriorate with use—or even of becoming outdated. (qtd..in Breton 1-2)

As has been noted above, a good example of a country that has recognized the economic and developmental value of English and acted upon it is China. As long ago as 1983, for example, Deng Xiaoping officially recognizing the critical importance of national development and cooperation with the rest of the world, promulgated what was for China a new and groundbreaking principle, namely that, “Education should be geared to the needs of modernization of the world and of the future” (Deng, “Message Written for Jingshan School”). And again, as noted elsewhere, “there has been a great push in China to educate children in the English language with Chinese leaders advocating EFL study as a necessity in acquiring global technological expertise and fostering international trade” (Adamson and Morris, “English Curriculum in the People's Republic of China”).

In countries such as China, the high priority accorded to EFL programs and the government’s willingness to allocate large sums of money to such programs are generally due to the perceived global importance of English. Graddol (*English Next* 9), for example, argues that language and economic development on a global scale share a distinctly symbiotic relationship, maintaining that economic globalization fosters the spread of English while at the same time the spread of English encourages globalization. As Crystal has observed:

English has at last come of age as a global language. It is a phenomenon which lies at the heart of globalization; English is now redefining national and individual identities world-wide; shifting political fault lines; creating new global patterns of wealth and social exclusion; and suggesting new notions of human rights and responsibilities of citizenship (Crystal, *English Next* 12).

The question arises as to what model of TEFL to follow, based on the shifting trends noted elsewhere in this paper regarding the teaching of ELF, the new varieties of English that are emerging in other parts of the world, as well as the willingness to recognize those varieties as equally viable, and at the same time to embrace the notion of bilingualism. To cite Braj Krachu's Three Circle Model one more time, since the outer circle is spreading at an astonishing rate, and the inner circle is being redefined as "highly proficient speakers of English – those who have 'functional nativeness' regardless of how they learned or use the language," a process of "leveling" can be seen (as Crystal calls it), the democratization of the English language in which all may be viewed as stakeholders. Non-native speakers already vastly outnumber those for whom English is their mother tongue, a phenomenon that has already given rise to the demand for a more globally friendly version: ELF or EIL. As regards the teaching of English overseas, this will have a huge impact on the definition of what constitutes a native-English-speaking instructor, which in turn will impact upon the definition of the need for accuracy in terms of grammar and syntax, not to mention what constitutes acceptable pronunciation. This will also give rise to the emergence of new regional vocabularies and to a certain degree of cross-pollination with regard to lexis in the form of new loanwords. Ultimately, this will also influence the teaching of English here in Asia, which will witness a slow but sure movement away from the native-speaking model and the increasing influence of the highly successful Chinese model cited elsewhere in this paper.

Crystal envisions a potential future (a century or so down the line admittedly) in which everyone will be bilingual with their own language being used along with a "home variety" of English. In this scenario, such home varieties of English would co-exist "with an English international lingua franca" (*English as a Global Language*

294). “Bilingualism” would then become the order of the day, given the likelihood that the home varieties will branch out and “develop along different lines from those followed by this lingua franca.” However, even if these regional varieties eventually become mutually unintelligible, the whole community of English speakers would still be bound together by the continuing existence of the lingua franca. Such an understanding of English as an international lingua franca needs to be promoted here in Thailand – both at the highest policy levels and at the grass-roots levels in our public schools – if the country is to enjoy the same benefits of internationalization that other nations in the region are already reaping or are poised to reap through forward-looking language policies.

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The Rhetorical Pattern Structured by Thai University Students

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Abstract

This study was aimed to explore the rhetorical pattern structured by some Thai university students. The informants of this study were twenty Thai English majors who were studying in their second year at Srinakharinwirot University, Bangkok, Thailand. The essays were final exams of the paragraph writing course. The exam question was “What is your favorite subject?” This study was aimed at finding the following: 1) Do Thai students, under this study, put their writing into three parts: an introduction, a body, and a conclusion?, 2) Does each paragraph have a topic sentence, supporting details, and examples?, and 3) Do they have a summary or a comment in their conclusion? The data were analyzed as follows: the essays were parsed into ideas; the introduction, body, and conclusion were identified in diagrams; grammatical structure and vocabularies were ignored; results of the analysis were discussed and implications of the study result were included. The study reveals some points that weakened the students writing. First, most of the written products in this study were considered free writing as they were neither well organized nor shaped for particular purposes. They lacked a good organization, unity, and coherence. Second, narrative structure was found to be frequently used. Last, the students transferred some culture aspects to their writing in target language.

Background of teaching English in Thailand

In Thailand, English is taught as a foreign language. Most of Thai students are exposed to English only at school, and mostly Thai is the medium of instruction. Four language skills – listening, speaking, reading and writing – are practiced in class; nevertheless, reading and grammatical structure are mostly emphasized. Writing seems to be the least practiced skill. Circumstantially, English writing skill becomes the least necessary for Thai students because they do not need it much in their daily life. There are not many opportunities for Thais using English writing for daily communication, except for those who need this skill in their careers such as educators, international businessmen, and English newspaper reporters. In addition, Thai students do not have much motivation to be skilful in writing since English essays are not required when they take a university entrance exam. Therefore, the secondary school students do not worry much if they are not able to write good English essays.

Statement of the problem

The arrangement of content in an essay grows out of a complex mixture of the author’s purpose, his or her knowledge of the subject and the formal expectations of the audience. The most widely accepted method of rhetorical arrangement is the

three-part arrangement. According to Aristotle, a complete discourse has three parts: an introduction, a body of some length, and a conclusion (Connors, 1992, p.205).

Generally, the practice employed in the English writing class in Thailand by most Thai teachers is writing a three-part essay. However, there seems to be a lot of problems involved in helping Thai students develop their writing skill, and one of the crucial aspects concerning a well-organized essay is rhetorical pattern. Therefore, the study of the basic rhetorical pattern – the very basic problem in second language writing – of Thai students was explored and analyzed.

Research questions

This study was aimed at finding the following:

1. Do Thai students, under this study, put their writing into three parts: an introduction, a body and a conclusion?
2. Does each paragraph have a topic sentence, supporting details and examples?
3. Do they have a summary or a comment in their conclusion?

Methodology and procedures

Participants

The informants of this study were twenty Thai English majors who were studying in their second year at Srinakharinwirot University, Bangkok, Thailand. They were in a basic writing class and had been practicing the organization and the process of writing including the three-part essay throughout the semester. After the completion of the course, the students were supposed to be able to write various types of well-organized paragraphs or short compositions.

Data collection

The data of this study were derived from the final-exam essays of twenty students of a basic writing course. The exam question was “What is your favorite subject?” The time available for the essay writing was one hour.

Data analysis

The data of the study were analyzed as follows:

- The essays were parsed into ideas.

- The introduction, body and conclusion were identified in diagrams.
- Grammatical structure and vocabularies were ignored.

This study was aimed to investigate the rhetorical pattern structured by Thai university students; therefore, the students' essays were examined in terms of introduction, body and conclusion. Each piece of the writing was parsed into ideas, and each topic sentence was examined whether it was well supported with relevant supporting details and/or whether the writer used any concrete examples as the evidence. Regarding the conclusion, the researcher studied if the student writer ended his/her essay with a conclusion, and what kind of conclusion was used – a comment or a summary. Finally, results of the analysis were discussed and implications of the study result were included (see Appendix A).

Review of Literature

There are three parts of different literature included in this section. The first one, the English rhetorical pattern, is included to give and outline of basic pattern when one writes an English essay. Second, the research in second language composing is reviewed in order to see the research related in the same area. The last part is the research in English composition of Thai students writes which can suggest come insightful ideas for future study of Thai students' writing.

The English Rhetorical Pattern

The most widely accepted method of rhetorical arrangement is the three-part arrangement. According to Aristotle, a complete discourse has three parts: an introduction, a body of some length, and a conclusion (Connors, 1992, p.205).

In the three-part essay, the introduction must catch and hold the reader's attention. It can open with anecdote, and argumentative observation, or a quotation. It must quickly focus the attention of the reader on the thesis statement. The thesis or central idea of the essay is determined by the writer's purpose, subject, and audience. It should be general enough to announce what the following essay plans to do, yet specific enough to suggest what the essay will not do (Connors, 1992, p.206).

The body of the three-part essay can be in many forms; writers can develop their essays spatially, chronologically, logically. Whatever organizational plan writers choose, they will want to be sure that the main points of the body relate not

only to the thesis but to one another (Connors, 1992, pp.206-7). The development of the idea in the topic sentence of each paragraph is marked by unity, coherence, and development. Unity means that the content in the paragraph does not stray from the main idea; coherence means that each sentence in the paragraph is related to those around it and to the topic sentence; and development means that the elements of the main idea are given at enough length to handle them adequately (Connors, 1992, p.284).

A conclusion is an indication that a full discussion has taken place. It can be a restatement of the thesis followed by a more general statements that grow out of it as the writer assumes that the reader have read all the points presented in the body. Moreover, the conclusion gives the writer a chance to be certain that a shared context, a sense of agreement and understanding, has developed between writer and reader. It enables the writer to tie the ideas presented in the paper into one final point (Hughey et al., 1983, p.118).

Research in Second Language Composing

There exists a large body of literature discussing pedagogical consideration of ESL writing. Most of these in the past have stressed either controlled or free composition. Indeed, as Zamel (1983) and Raimes (1983) note, very little process-oriented research of ESL composers has taken place. Zamel's 1983 and 1983 studies are pioneering investigations in this area.

Through observations Zamel made of the students while composing and through informal discussions with the students, she felt that the writers "understood that composing involves the constant interplay of thinking, writing and rewriting" and that their writing consistently appeared recursive and generative (Zamel, 1983, p.172). Pre-planning in the form of notes or lists was important for the writers. While composing, frequent pauses occurred to review generated text against intended meaning. Most revision work of the skilled writers was global, and they paid attention to meaning and intent while reserving surface level revisions for the end of the process. The least skilled writer attended to smaller problems of changing words or phrases earlier during the process.

In a study of intercultural thought patterns, Kaplan (1966) defines the Oriental thought pattern in an expository paragraph as circular and indirect whereas the

English paragraph is dominantly linear in its development. Furthermore, paragraphs in Oriental writing usually do not contain topic sentences with relevant supporting ideas. Hence, Kaplan concludes that each language and each culture has a paragraph order unique to itself and that sequence of thought and grammar are related in a given language.

According to the assumption of cultural thought patterns introduced by Kaplan (1966), researches' interest and emphasis have been significantly influenced, and since then cultural thought patterns and rhetorical styles in ESL students' written English have been observed. Interestingly, Oriental students, especially Chinese and Japanese, become ones of the major research subject groups whose writing is continuously investigated.

A variety of research pertaining to the problems in the English writing of ESL students have been conducted by ESL teachers as well as several researchers investigated errors made by ESL college students. For example, a study conducted by Izzo (1995) reveals that paragraph development is an identified writing weakness of Japanese students. The study also found that the majority of the reported errors were related to paragraph development. Organizing and presenting ideas in logical and coherent manner appeared to be one or the most frequent problems students encountered.

Chen (2001) explored writing of Chinese college students in Taiwan. The study aimed to identify characteristics and problems of ESL students' writing. The data were obtained from self-reflective reports written by 28 students on the topic: My Problems when Writing in English. It was found that understanding an English organization was one of the major problems the students perceived. The informants informed that they had trouble in getting used to English discourse patterns because of the differences of English and Chinese writing organization. In addition, some of them stated that they did not know how to combine sentences together in a paragraph due to their unfamiliarity with English writing organization. The students sometimes lacked topic sentences, unity, or coherence, and this resulted in the lack of connection with the topic of the paragraph. Convincingly, presentation of ideas and organization caused some confusion for the students.

Research in English Composition of Thai Student Writers

Numerous studies have been conducted to analyze Thai student writings regarding the writing process and their written discourse. Some studies related to the current research are discussed as follows.

Seedokmai (1999) analyzed the rhetorical pattern applied by SWU English majors. The study aimed to investigate if their rhetorical patterns deviated from the norms expected by the English-native speaking audience. Seventy of students' in-class essays were rated and analyzed by the use of topical structure approach to study differences in high- and low-rated essays. The 10 highest-rated and the other 10 of the lowest-rated essays were included in the study. The findings revealed difference between the two groups. That is the high-rated essay writers wrote more t-units in sequential progression. The results indicated that the writers in the high-rated group were aware of the introduced topic, while the low-rated writers were not.

Another study emphasizing the rhetorical pattern of English writing produced by Thai university students was conducted by Raksasat (2006) to investigate if Thai student writers were able to follow the preferable English overall organization; introduction, body, and conclusion, and how the informants addressed and developed the topic within a paragraph. In the study, sixteen English majors were assigned to write a compare and contrast essay. Then each essay was parsed into t-units. The findings showed that informants understood and were able to follow the conventional overall organization of the English essay; however, they were unable to provide adequate specific support in the paragraph.

Findings and conclusion

The essays analyzed in this study suggested several points concerning Thai students' writing patterns and organization of ideas. The research questions can be answered as follow:

Question 1:

Seventeen out of twenty students tried to put their writings into three parts: an introduction, a body, and a conclusion. Of the three remainders, one student had an introduction, but she ended the writing without a conclusion while another one wrote

without an introduction, but she had a conclusion at the end. The other student had neither an introduction nor a conclusion in her writing.

Although the students tried to write an introduction at the beginning of their essays, neither were they able to write a good introduction to arouse the reader's attention nor to write a thesis statement to suit their purposes and audience.

In summary, seventeen pieces of the writing were put into three parts, but they were not well organized or developed into good written products. Other two pieces missed either an introduction or a conclusion while the other one had neither of these.

Question 2:

From the study, there were ten students who stated their topic sentences before giving the supporting ideas, the others did not. Seven out of twenty tried to give some details to support some of their ideas, but they were not the topic sentences of the paragraphs. There were three students who did not give supporting ideas or examples at all.

However, the topic sentences the students made were not good ones. Most of the supposed to be topic sentences were only the answers to the exam question, "What is your favorite subject?" Only five students stated the topic sentences to specify the theme of the entire paragraph. Seven out of twenty could generate each given reason by giving at least one supporting detail although they rarely used concrete examples to strengthen their points. Also, ten students tried to write with supporting details, but they could not do it adequately; they put one or two supporting details for one idea while the other ideas neither had any details nor examples.

To conclude, ten out of twenty students put a topic sentence before generating the ideas. Some supporting ideas were used to support some of their ideas, but they were not well balanced – not all ideas were supported. Moreover, concrete examples were rarely used.

The others neither stated a topic sentence nor gave supporting ideas or examples

Question 3:

There was some evidence that students frequently made comments as their conclusions. Thirteen out of twenty students made comments as their conclusions. Four students summarized their idea at the end. Two students ended the writing

without a conclusion, while another one could not make a conclusion when she changed her main idea at the end.

Thirteen students, who made comments at the end, preferred to make comments expressing the hope or commitment for their future, while four students, who wrote summaries, wrote one short statement for their conclusion.

In short, Thai students preferred to make comments rather than summarize the content at the end of the writing, and most of the comments were focused on themselves.

Discussion

The study reveals some points that weakened the students writing. First, most of the writings were not well organized. Second, narrative structure was found to be frequently used. Last, the students transferred some culture aspects to their writing in target language. The weaknesses of the writing may be explained as follows:

Most of the written products in this study were considered free writing as they were neither well organized nor shaped for particular purposes. They lacked a good organization, unity and coherence. Incoherence was commonly found among the students' writing. Their ideas skipped from one to another, resulting in a jumbled information. This may be resulted from the writing without revising and editing, and the students' composing process may not be well developed enough to produce a good written product. Teachers can help reduce each weak point of the students' writing by focusing on developing their composing process. Practicing writing multiple drafts with constructive comments can also help develop the organization of their writing.

Narrative language was frequently used by Thai student writers since it was easy to put their thoughts into words by narrating. According to Flower (1979), narrative structure is narrative discussion of a writer thinking through a problem instead of analyzing a problem. Inexperienced writers use it to talk about the history of their mental process in their writing and thus produce what Flower called "writer-based" prose. Experienced writers use this structure; however, for rhetorical purposes; they bring themselves into the text to talk with the reader but the structure is not dominant one in their writing. Flower points out that the prose of beginning student writers is writer-based because instead of analyzing a problem for the reader,

they rely on the narrative structure to walk through the problem. This may explain why narrative structure was often used by Thai students who, we can say, were inexperienced writers.

There is also some culture bound in Thai students' writing. Indrasuta (1988) points out that when Thai writers write in a target language, they may bring with them the appropriateness of language use and the conventional rhetorical style in their first language, because they have steadily been enculturated into their own culture. In this study, transfer occurred when Thai students conveyed a pattern or model of writing in Thai into writing in English. In Thai essays, the writers prefer defining terms and listing the various aspects of people's behavior regarding the topic under discussion. They like to tell the reader about their background or experience they have had, as they can express their thoughts well by narrating those events. Furthermore, Thais generally make comments expressing the hope or the commitment for their future; for example, they say "I will do my best to ...", "I hope to be successful in ...", "I will not give up although ..." This is one of the Thai cultural aspects, as they believe that there always is hope in future. This may explain why the students in this study preferred to state the background of their study as an introduction and to make comments, the same way they wrote in Thai.

To conclude, this study is based on very small sample of writing, but the results suggest that a broader study would be of interests. It would be useful to study of the writing of other group, different age and major of study, to determine other aspects related to writing abilities of ESL/EFL students.

Classroom Implications

The study results can be applied in a class of writing for Thai/EFL students as follows:

1. Incoherence is commonly found among inexperienced writers' products. Problems with incoherence can often be solved by attending to the composing process and by multiple-draft revisions. Students should learn how to use coherent devices: transitional markers, repetition, parallel structure, and pronoun reference in order to create a coherent paragraph. In addition, teachers need to show the students as clearly as possible how to go about shaping discourse for their particular purposes. We can assure them that it is necessary to get thoughts down first, in any form, and then revise

for purposes of shaping. We should also encourage them to produce a well organized written product by allowing multiple drafts with constructive comments to help them see the weaknesses in their writing. Then they can organize their idea and put their writing into an accepted rhetorical pattern. In other words, composing process and multiple-draft revisions should be continually emphasized in EFL class. Students should practice until they acquire the composing process and can produce a well-organized product.

2. Students should learn how to edit their written product before the final draft. After the first draft has been written, an outlining can be successfully used as an editorial technique. Teachers can ask the students to draw on outline of the paragraphs in their drafts when they have completed their first drafts of papers. They will have a much clearer idea of what changes need to be made in the paragraph arrangement of a rough draft before it is finalized. Generally, adding a few paragraphs, cutting a few, or rearranging a few will yield a much more organized final draft.

3. Writing a good topic sentence and developing a paragraph should be adequately introduced to the class. Students will need to know that the topic sentence, the master-sentence of the paragraph, has three characteristics: (1) it isolates and specifies the topic or idea of the entire paragraph; (2) it acts as a general heading for all of the other sentences; (3) it usually incorporates a transition from or to the paragraph that precedes or follows it. In addition, students should learn how to develop a paragraph. The most common methods of paragraph development are deductive, general to specific, and inductive, specific to general. In brief, teachers should provide students enough practice in writing topic sentence and paragraph development. We can show them that topic sentence is often the most obvious starting place for checking a paragraph for its wholeness, and development paragraph is another way to create a coherent written product.

In conclusion, revising, editing and process of writing play an important role in developing EFL students' writing abilities. Teachers should study the students' weaknesses and provide them enough practice to strengthen each point. Hughey et al. (1983) suggests that teachers must realize that ESL/EFL students have many constraints, that they do not automatically know how to shape a piece of writing in

English, that they are constantly monitoring, and that the choices become even more difficult if they are uneasy about mastery of what is acceptable. Therefore, the writing teachers' job is to facilitate the best strategy to help develop the students' writing skill.



Appendix A

An example of Thai university students' writing on the topic, "What is your favorite subject?" and the analysis is as follows:

Table 1: Student A's writing

(1) There are many subjects that I have studied. For instance, Thai, Mathematics, Social, Arts, and English.

(2) I am fond of English very much because I think English is interesting. (3) Moreover, I loves its pronunciation and intonation. I thinks its sounds like a melody of music. There are low and high level of voices in each sentence. These voices can tell what the speaker feel. In the same sentence, if you stress and pronounce in different word, the meanings are different too. (4) Sometimes, we can't explain or definite something in Thai, but we can do it in English; for example, in a medical term or a technical and scientific term.

(5) One reason why I choose to study like a student of major English is it is my favorite subject, and I love it.

(6) I want to know how to write, read, and speak correctly. (7) Furthermore, in my opinion English is very useful in all careers.

We can use English as international language. (8) I intend to do my best to succeed in my English studying.

The writing can be parsed into 8 ideas.

The following diagram shows the student A's ideas in the writing:

- | | | | | | | | |
|---|---|---|--|---|--|--|--|
| <p>(1) Background
<i>I studied many subjects.</i></p> | <p>(2) <i>I am fond of English.</i></p> | <p>(3) reason 1
- <i>I love its pronunciation for and intonation.</i>
- <i>It sounds like melody.</i>
- <i>It has low and high levels.</i>
- <i>It can tell what the speaker feel.</i>
- <i>Stress makes meaning different.</i></p> | <p>(4) reason 2
- <i>English is used in technical terms.</i></p> | <p>(5) redundant statement
- <i>English is my favorite subject.</i></p> | <p>(6) reason 3
- <i>I want to know how to write, read and speak</i></p> | <p>(7) reason 4
- <i>It is useful all careers.</i></p> | |
| <p>(8) a comment
- <i>I intend to do my best in studying English.</i></p> | | | | | | | |

Analysis:

(1) could be interpreted as a background of her study. The writer did not write a topic sentence but she answered the question what subject she liked in (2). Then she

went on with the first reason in (3) with four supporting details. She stated other reasons in (4), (6) and (7) without any supporting details. She added a redundant statement saying she liked English again in (5). She did not make a summary for the whole passage, but she gave a comment in (8).

Comments:

This writing has some evidence that the student tried to write with an introduction, body and conclusion. However, it was not a well-organized passage as she did not organize her ideas properly. It was a free writing. There was no topic sentence and the writer went on from the first reason with four supporting details then proceeding to the second, third, and fourth ideas with no supporting details. She did not balance the supporting ideas adequately. It was a writer-based passage and the reader had to work hard to understand it. The writer should reorganize and rewrite multiple drafts to organize the idea in the written product.

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The Effects of Reciprocal Teaching on Thai High-School Students' English Reading Comprehension Ability and Metacognitive Reading Strategies

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Abstract

This study aimed to investigate the effects of reciprocal teaching modified from Palincsar and Brown's (1984) on the English reading comprehension and metacognitive reading strategies used of twelfth grade students in a Thai high-school classroom. The experimental group was taught by reciprocal teaching while the control group was instructed through skill-based teaching. Reciprocal teaching involves four main reading strategies: predicting, questioning, clarifying, and summarizing. The results indicated that reciprocal teaching had significantly positive effects on the English reading comprehension and metacognitive reading strategies of Thai high-school students. The posttest's mean score of the experimental group was significantly higher than that of the control group. The reciprocal teaching also enhanced the reading ability of both proficient and less proficient students. Moreover, the students employed more metacognitive reading strategies after reciprocal teaching. The implications of these results for developing students' reading comprehension are also discussed.

Introduction

In Thailand, English is taught as a foreign language, and the purpose of learning English is for communication. To communicate efficiently, learners need four skills of English: listening, speaking, reading, and writing. Of all the four skills, reading is regarded as the most vital and necessary skill for second language (SL) and foreign language (FL) students both in the classroom context and out-of-class environment (Carrell, 1989, and Grabe & Stoller, 2002). However, students do not have much opportunity to develop their English reading abilities. In addition, teachers rarely give much time to develop strong reading abilities since most of the time the emphasis is on linguistic knowledge such as grammar points and vocabulary (Chandavimol, 1998). Results from previous studies revealed that Thai students' English reading ability did not reach a very high level of efficiency. This may result from several causes including the large class size, the limitation of reading strategies, and the methods of teaching reading comprehension in Thai classrooms (Chandavimol, 1998 and Mejang, 2004).

Reciprocal Teaching and Its Theoretical Framework

Theoretically, reciprocal teaching is based on Vygotsky's Zone of Proximal Development (1978) and proleptic model of teaching (Wood, Bruner, & Ross, 1976 as cited in Manning & Payne, 1996). According to Vygotsky's concept, children can

develop their learning to reach the actual developmental level by independent problem solving. The level of potential development can be achieved under adult guidance or expert scaffolding and in collaboration with more capable peers. That is, learners can be encouraged to learn from one's lower level to a higher level of their proficiency if they are supported and provided appropriate situations or conditions in which they become involved or interact. For language teachers, it is, therefore, necessary to provide learners the type of scaffolding or tools including effective intervention, language learning strategies and then removes the scaffold part by part when the students can use those tools or the scaffolding on their own.

The goal of reciprocal teaching is to improve students' specific strategies that they can apply to new texts (Auerbach & Paxton, 1997; Carrell, 1989; Carrell, Pharis & Liberto, 1989; Cotteral, 1990; and Palincsar & Brown, 1984). According to Palincsar and Brown (1984), reciprocal teaching is an instructional approach that can be best characterized by three main features: (a) the scaffolding and explicit instruction to which the teacher uses the guided practice or models how the comprehension-fostering strategies can be applied to text and enhances comprehension, (b) four main reading strategies which are predicting, generating questions, clarifying, and summarizing, and (c) social interaction which provides opportunities for students to improve their cognitive, metacognitive and affective strategies.

As mentioned above, most studies on the reciprocal teaching approach have been done in the L1 language classrooms, just some studies carried out in the EFL university or college classrooms in Thailand. However, few studies on the reciprocal teaching approach have been conducted on EFL high-school learners in Thailand (Soonthornmanee, 2002). It appeared that the reciprocal teaching approach had positive results for all age groups in L1 classrooms and in EFL mostly in university or college classrooms. The researchers were interested in adapting Palincsar and Brown's reciprocal teaching approach to Thai high school students to explore the effects of reciprocal teaching on students' reading proficiency. This study addresses the following research questions:

1. Do the twelfth grade students in a Thai high-school improve their reading comprehension ability after the reciprocal teaching?

2. Does reciprocal teaching enhance the English reading ability of proficient and less proficient students?
3. Is the posttest's mean score of the experimental group (those participating in the reciprocal teaching) significantly higher than the mean score of the control group (those participating in the skill-based teaching)?
4. What metacognitive reading strategies do twelfth grade students in a Thai high-school employ prior and after reciprocal teaching?

Method

1. Participants

The participants of this study were purposely selected from students in a high-school in Bangkok, Thailand. They were 66 twelfth grade students from two intact classes enrolled in *Reading for Further Study* (ENG 40201) as an elective course in the second semester of the academic year 2007. They were Thai native speakers with mixed-gender and mixed-ability group. They were then divided into two groups: the experimental group and the control group. Students in the experimental group were divided into groups of six. Each group consisted of two proficient readers, two average proficient readers, and two less proficient readers according to the final scores of the English Reading Course of the first semester of the academic year 2007.

2. Procedure

This study was an experimental study with a mixed method design consisting both quantitative and qualitative data collection and analysis. For quantitative data, before the instruction, the reading section of the National English Entrance Examination used as the reading pretest was administered to the participants of both groups to examine their English reading proficiency level. The participants in the experimental group were asked to answer the pre-questionnaire to examine metacognitive reading strategies they employed when they read the text before receiving the reciprocal teaching. Then the experimental group was taught through the reciprocal teaching while the control group was taught through the skill-based teaching. After the instruction, the reading posttest was employed to investigate whether the students improve their reading comprehension and whether the reciprocal instruction enhances proficient and less proficient students' reading ability. In

addition, the interview data were triangulated the data from the reading test. Finally, the post- questionnaire was employed to investigate whether the students improve their metacognitive strategies after the reciprocal instruction. The data obtained from the mentioned research instruments was analyzed both quantitatively and qualitatively regarding the research questions.

3. Instruments

The research instruments used to collect the data were the reading comprehension part of the National English Entrance Examination 2004, questionnaire, and interview.

3.1 The Reading Part of National English Entrance Examination 2004

There are four parts of the National English Entrance Examination: situational dialogues (25 items), cloze-letter (10 items), cloze-passage (25 items), and reading (40 items). The test time is 120 minutes for 100 items. The purpose of the whole test is to assess high-school students' English ability which is the requirement for the students who apply to study for higher education in Thai state-run universities. In this study, only English reading comprehension part of the National English Entrance Examination 2004 (40 items/50 minutes) was used as both the pretest and posttest to investigate the participants' reading ability.

3.2 Metacognitive Reading Strategies Questionnaire (MRSQ)

The purpose of the Reading Strategies Questionnaire was to investigate the metacognitive reading strategies students employed. The RSQ was developed from Anderson's (2003) and Phakiti's (2003) questionnaires. To develop the RSQ, the researcher selected only the strategies that were related to the four main strategies of the reciprocal teaching approach. Following the three main metacognitive processes of planning, monitoring, and evaluating, the 20 sub-metacognitive strategies on the questionnaire were categorized into 10 metacognitive strategies: Prediction, Activation of background knowledge, Verification of predictions/guesses, Self-management, Goal setting, Note-taking, Inferring, Selective attention, Summarization, Self-evaluation (Wenden, 1991; and Chamot, Barnhard, El – Dinary, & Robbins, 1999).

3.3 Interview

The interview was applied at the end of the course after the instruction of the experimental group. The participants were asked how they used the four strategies of reciprocal teaching (metacognitive reading strategies) when reading the texts and their views on the four main reading strategies, their procedure to complete the tasks and group working. The interview was conducted in Thai so that the participants would not have difficulties understanding and answering the questions.

Results

The findings were based on the mean scores of the pretest and posttest taken by both the experimental group and the control group. Mean scores and standard deviations of students in reciprocal teaching group on the pretest and posttest are shown in Table 1. Table 2 shows mean scores and standard deviation of proficient students, average proficient students and less proficient students in reciprocal teaching group for reading comprehension ability. Table 3 shows mean scores and standard deviations of reciprocal and skill-based groups for reading comprehension on the posttest. Table 4 shows mean scores, standard deviation, and level of use of metacognitive strategies employed before and after the instruction of reciprocal teaching.

In order to investigate whether students in the reciprocal teaching group improved their reading ability, the mean score of the pretest and posttest from English reading comprehension part of the National English Entrance Examination of the experimental group were calculated to determine whether there was a significant difference by using dependent t-test. The results are presented below.

Table1

Reading Comprehension Mean Scores and Standard Deviation of Students in Reciprocal Teaching Group

Teaching method	Pretest Mean (SD)	Posttest Mean (SD)	t
Reciprocal teaching (N =30)	14.73 (5.55)	17.70 (5.56)	5.783*

*p < .05

As shown in Table 1 the posttest mean scores of students in the reciprocal teaching group were significantly higher than the pretest mean scores at 0.05 level. This indicates the participants in reciprocal teaching group developed their English reading ability. It implies that reciprocal teaching is an effective reading strategy instruction and can be employed to enhance students' reading comprehension.

Table 2
Reading Comprehension Mean Scores and Standard Deviation of Proficient and Less Proficient Students in Reciprocal Teaching Group

Students' Ability	Pretest	Posttest	t
Less Proficient Students (N=10)	9.50	13.10	3.959*
Average Proficient Students (N=10)	13.70	16.50	2.806*
Proficient Students (N=10)	21.00	23.80	3.698*

*p < .05

As shown in Table 2, proficient, average proficient and less proficient students in the experimental group gained significantly higher scores in the posttest mean scores than the pretest's. The mean scores in the posttest were significantly different from the mean scores in the pretest at a 0.05 level. This indicates that the reciprocal teaching enhanced the English reading ability of both proficient and less proficient students.

Table 3
Mean Scores, Standard Deviation of Students in Reciprocal and Skill-Based Teaching Groups for Reading Comprehension

Teaching Method	Posttest	SD	t
Reciprocal Teaching	17.73	5.620	4.537*
Skill-based Teaching	14.86	4.067	

*p < .05

As shown in Table 3, there was a significant difference between the mean scores of the posttest of the experimental group and the control group at 0.05 level. Students in the reciprocal teaching group achieved higher mean scores than those in skill-based teaching group. It can be concluded that the reciprocal teaching assisted the students in enhancing their English reading ability than the skill-based teaching did.

Questionnaire Results

In order to investigate how students in the reciprocal teaching group employed their metacognitive reading strategies, the mean score of the metacognitive strategies used from the pre-questionnaire and post-questionnaire of the experimental group were calculated to determine whether there was a significant difference by using dependent t-test. The results are presented below.

Table 4
Mean, Standard Deviation, and Level of Use of Metacognitive Strategies Employed Before and After the Instruction of Reciprocal Teaching

Main Metacognitive Strategies	Participants in the Experimental Group (N = 30)						t	P
	Before training			After training				
	Mean	SD	Level	Mean	SD	Level		
Predicting	3.37	.70	M	4.02	.57	H	-7.197	.000*
Activating								
Background	3.37	.97	M	4.20	.75	H	-4.209	.000*
Verifying Prediction	3.37	1.0	M	4.07	.78	H	-4.826	.000*
Self-management	3.00	.91	M	3.57	.73	H	-3.616	.001*
Setting Goals	3.40	.79	M	3.97	.70	H	-7.223	.000*
Taking Notes	3.10	1.1	M	3.97	.69	H	-4.878	.000*
Making an Inference	3.70	1.0	H	4.00	.74	H	-3.525	.048*
Selective Attention	3.40	.56	M	3.80	.50	H	-5.425	.000*
Summarizing	3.30	.69	M	3.90	.57	H	-6.238	.000*
Self Evaluation	3.90	.76	H	4.40	.67	H	-5.298	.000*

Table 4.5 shows the mean scores, standard deviation, and level of the use of metacognitive strategies students used before and after they were taught through

reciprocal teaching. Before training, they employed the high level of the use of metacognitive only in *Making an Inference and Self Evaluation* (the mean scores were 3.7 and 3.9). The rest were in the medium level of use of metacognitive strategies: *Self-management, Taking Notes, Predicting, Activating Background, Verifying Prediction, Summarizing, Setting Goals, and Selective Attention* (the mean scores were between 3.0-3.4). After the training, the highest metacognitive strategy students used was *Self Evaluation*. All strategies used, before and after the training, were significantly differences at the 0.5 level. ($p < 0.05$).

Interview Results

The finding from the interview supports the statistical analysis results. Before reading students in the reciprocal group planned to find the main idea of each paragraph starting from predicting and then questioning, clarifying, and ending with summarizing. Some students viewed that if the reading text consisted of questions, they would read the questions first in order to view the scope of the text. Besides questions, they will make prediction of the text from the title. These are the examples of their views:

- Set the goal of reading such as finding the main idea, clarifying and writing a conclusion
- Check the reading passage. If there are questions or exercises, I will read them first and then plan to read the passage to find out the answers.
- Planning to find the main idea of the paragraph, first predict the text from the title and then check the prediction by reading for the main idea and then for important details.
- Predict and analyze the title by using background knowledge.

Regarding *while reading stage*, the students indicated that they planned what to do while reading and controlled themselves to reach their plans. All of them knew that finding main idea was their main purpose of reading each paragraph. Moreover, they knew that to find main idea, they had to ask some questions about the content of the paragraph. They asked the questions that relate to the main point. When they had problems with some key words or references, they clarified them. Moreover, they knew how to clarify the unknown words such as using context clues and word formation. They evaluated themselves for their understanding. If they did not

understand the text, they reread it. That means they planned, controlled and evaluated themselves while they were reading the text. The following quotes are some examples of students' views they were reading the passages:

- While reading, I planned to find out the main idea of the paragraph by using predicting, questioning, clarifying, and summarizing.
- Questioning helps me to understand each paragraph and to find the main idea.
- Clarifying helps me a lot in reading. If I didn't know the words, I used context clues and my own knowledge.
- Summarizing helps me comprehend the text better. I summarized by connecting each main idea.

Regarding *after reading stage*, all students agreed that summarizing was important for reading because they could see the whole picture of the reading passage. Moreover they could evaluate themselves for their understanding. Additionally, when students did the exercises and they could not answer the questions, they went back to the text that related to the questions to find out the answers.

For their working group, they enjoyed working with their friends and helped each other. They could reflect and share their own ideas with others when they worked in group. They experienced the leader role and also as the member of the group. Moreover they could learn from their friends. Some students pointed out that they prepared themselves for the leader role by thinking of teacher' explicit model as well as their friends who were leaders previously. The following are the examples of students' views.

- We could help each other in group. It was enjoyable and I felt relaxed. We worked together to complete our task. Working in group also helped my weak friends to comprehend the text.
- Working in group helped me to be the leader and know what I should do while being a leader in my group. I was eager to act like a teacher and prepared myself to help my friends understand the passage. After being a leader, I made a conclusion or asked my friend to make it in order to evaluate their understanding.

Findings from the interview suggested that students in the reciprocal teaching group developed their metacognitive awareness (planning, monitoring, and

evaluating) when they read the reading passage. After the teacher modeled the procedure of reciprocal approach, they organized their own thought in their cooperative group. Everyone in the group had a chance to be a leader and reflected directly on their own and others' performances. The stages of reciprocal approach guided them how to achieve the meaning of the reading passage in order to improve their reading ability. As mentioned in the interview students in the reciprocal teaching group developed their reading skill by using four main reading strategies consciously. Consequently, most of them improved their reading comprehension.

Conclusion and Discussion

This study investigated if metacognitive training as employed in the reciprocal teaching helped EFL students to better comprehend the texts. It was found that EFL students in the reciprocal teaching group had greater gain on the posttest than pretest. Both proficient and less proficient students in the reciprocal teaching group enhanced their reading ability. They obtained significantly higher reading mean scores across the posttest than mean scores of the pretest. The EFL students in reciprocal teaching group had greater gains on the posttest mean scores than those receiving the skill-based teaching. Moreover, the participants in the experimental group employed more metacognitive strategies after the instruction of reciprocal teaching. after they studied through reciprocal teaching.

According to the findings, it can be concluded that reciprocal teaching was an effective reading strategy instruction. These results support Palincsar and Brown's (1984) assertion that reciprocal teaching can be an effective approach to improve metacognitive awareness and reading comprehension skills. The concept of reciprocal teaching differs from the skill-based teaching. In reciprocal teaching procedures, teacher model or provide direct explanation of what, how, when, and why, not only mention what the strategies are. After students have enough practice, teachers gradually and slowly release teachers' role and responsibility to students. The students complete the task in their own cooperative group. Finally they are able to do the task on their own. This method helps EFL students understand the texts and learn consciously. They learn to plan, monitor or control themselves while reading and evaluate their planning and understanding. Finally, students create new knowledge

from what they internalize with their old knowledge to reach their potential development level.

Suggestions

Students need time to implement four main strategies and to get used to the reciprocal procedure. They need enough practice to help them work by their own and know what, when, how, and why to use each strategy. Furthermore, teachers should provide students some feedback, guidance, and help while they are doing the task. After the task, teachers may raise the points of problems while they were working and give them suggestion for the next task. Therefore, teachers should be active and attentive listeners while students are doing their tasks.

In conclusion, this study proposes one reading strategy instruction for improving EFL students in reading skill. For EFL teachers, this study may serve as a starting point to adapt the procedure of reciprocal teaching to help their students build metacognitive awareness, improve their students' reading comprehension, and finally to become independent readers.

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**An Analysis of Racial Prejudice in Paul Laurence Dunbar's
"The Lynching of Jube Benson"**

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Abstract

This research aimed at analyzing the racial prejudice against the protagonist in Paul Laurence Dunbar's "The Lynching of Jube Benson" according to the racial concepts based on the theories of Carolus Linnaeus, Sir Francis Galton, Charles Darwin, as well as Whites' traditional belief about Blacks.

Upon analyzing, it indicated that the protagonist in "The Lynching of Jube Benson" was judged guilty as charged with committing the crime of rape of a white woman. Whites were conditioned that Blacks were members of an inferior race. Blacks still possessed animal characteristics resulting in their criminal behavior and strong sexual desire. Whites believed that the protagonist, Jube, was the person who raped a white woman because of his Black race believed to be inferior. Therefore, he was judged guilty and then lynched by a white mob without any trials.

Obviously, racial prejudice had significant impact on causing the protagonist to be accused as the man who raped a white woman.

Blacks were traded to Americans for plantation workers from 1620 to the early 1800s. They were treated by Whites as slaves and simultaneously considered biologically inferior (Weinstein and Gatell 79). Hence, Blacks were marginalized by Whites and set apart from Whites' community. Because of the Emancipation Proclamation in 1863, blacks were set free from their bondage and they were granted right to occupy land in the American South at the duration of the Civil War, 1861-1865. During those times, Blacks seemed to have social equality like Whites and some were enfranchised, and offered opportunities in public offices. This social equality caused Whites, especially the white supremacists to express their deep hatred towards Blacks because of the fear that Blacks might outnumber Whites, causing white pure race to be tainted by black race. Even worse, due to the Jim Crow Laws confirmed in 1896, Blacks were racially segregated and intimidated by Whites. They also were accused of committing crime and then judged to be lynched.

Racial prejudice against Blacks was perceived by people in the world wide. This prejudice stimulated many Black writers to depict inequality between Blacks and Whites, and at the same time called for liberty, and right through words in their pieces of writing. Having read many novels regarding Whites' discrimination against Blacks, I, the researcher, yearned for reasons why Whites discriminated Blacks and what made them to accuse Blacks of committing crime on Whites. Why lynching was

used as a tool to punish Blacks, especially Black males accused of committing crime.

Accordingly, I was interested in conducting this research based on Paul Laurence Dunbar's short story entitled "The lynching of Jube Benson". In this research, the researcher analyzed the protagonist who was lynched by a white mob according to the racial concepts and the theories of Carolus Linnaeus's "General System of Nature", Sir Francis Galton's "Heredity Genius", Charles Darwin's "The Theory of Evolution", and Whites' traditional belief about Blacks.

Paul Laurence Dunbar was born to Joshua and Matilda Murphy Dunbar on June 27, 1872, in Dayton, Ohio. Both were slaves in Kentucky. Joshua was a fugitive slave who had fought in the Union Army. Matilda was an ex-slave who earned her living in Dayton as a servant. She encouraged Dunbar's literary talents. Dunbar began writing verse at the age of six. He was best known for poetry in the Negro dialect. The poems in dialect were of a higher quality, than his other verses. Dunbar poetic talents tempted many writers, both Whites and Blacks to imitate him.

Paul Laurence Dunbar "The Lynching of Jube Benson" was in Dunbar's first collection of stories entitled The Heart of Happy Hallow, published in 1904. In this short story, Dunbar depicted Jube Benson was lynched by Whites who ignored common virtue and whose racism originated from traditional beliefs about Blacks. In the story, Jube, a black man, lived in a little town of Bradford and became a reliable friend of all Whites. He once worked for Annie, Mr. Hiram's beautiful daughter. His loyalty to Annie changed to Dr. Melville, a white physician who rented two rooms of Mr. Hiram's house when knowing that Dr. Melville cared for Annie. Jube later befriended Dr. Melville and helped the doctor with his office work. Jube made the doctor's relationship with Annie develop considerably. He was even an important person who looked after the doctor when he was sick. One day after returning from visiting his friend, Dr. Melville found Annie seriously injured. Her face and dress were torn from struggling. Before dying, Annie exclaimed "that black _____." With the absence of Jube in that event, everyone agreed that Jube was the criminal and the rapist, and he later was hunted, and brought back to the town. He was taken to the yard and then lynched by Dr. Melville and a white mob. Ben, Jube's brother, and another Negro captured the white ruffian who blackened himself to imitate a Negro and took him to the yard to prove Jube's innocence. The rope was cut and Jube fell lifelessly on the ground. Jube had already died.

In this research, the researcher analyzed “The Lynching of Jube Benson” in the four following parts: the myth of inferiority, the myth of criminality, the myth of Black rapist, and the lynching.

The Myth of Inferiority

As portrayed in “The Lynching of Jube Benson,” Blacks are isolated from Whites because they are inferior, and have different status from Whites. As Dr. Melville says “Here I boarded and here also came my patients-white and black-whites from every section, and blacks from ‘nigger town,’ as the west portion of the place was called” (Dunbar, 526). This rises from the Christian European presupposition. According to this presupposition, Blacks are not considered to belong to a white society. They are considered “others” who are exploited by Whites. This leads to the inequality resulting in caste status between white race and black race. As a black man, Jube is not equal to Whites socially. Besides, Jube, a black man, is inferior to all Whites in the small town of Bradford. As Jube is believed to be inferior, so he is considered as a servant in the society of Whites. In the story, Jube is described as “the black man of all work about the place” (Dunbar, 526). Moreover, this traditional belief also rises from Jewish tradition and the Bible. According to Jewish tradition and the Bible, Blacks according to Talmudic and Midrashic were born to be enslaved by Whites because Noah cursed on Canaan, Ham’s son that “he would be a servant of servants unto his brothers” (Jordan 11). This Christian belief connected Canaan to Blacks who were enslaved by Whites. Because Jube is a black, he is treated by Whites as a servant. Considered as the black man of all work about the place, Jube does all types of work in order to please Annie and other whites.

In addition, Jube’s inferiority to all Whites could be attributed to Darwin’s notion. Charles Robert Darwin, an English naturalist, in the nineteenth century and the early twentieth century, set a hypothesis to explain the development and the evolution of each species of living organisms. This was called the “Theory of Evolution” by natural selection. According to this theory, each species of living organisms had to adapt themselves to best suit to the changing environments so that they could survive. This idea was later known as “The Survival of the Fittest.” Through his theory, Darwin revealed that races of men had evolved over hundreds of thousands, even millions of years, and that races of men had diverged while adapting

to the particularities of local conditions (Bergman). Under the natural conditions, men had to struggle for survival and those who survived were considered as the fittest. By this notion, it came to the conclusion that the fittest possessed favorably racial traits indicating superiority to other races of men. Also, this notion concluded that the fittest race was Caucasian whereas the weakest race was African (qtd. in Bergman). This account spurred many scientific racists to form knowledge to prove the superiority of white race and the inferiority of black race. According to scientific racists' views, Blacks' race was defined as "a species of men (sic) as different from ours...as the breed of spaniels is from that of greyhounds" (qtd. in Omi and Winant 63). In the story, as Jube is a black man, an African descendant, he is therefore considered inferior among Whites. Believed to be inferior, Jube is apparently considered as a servant in the society of Whites. Jube does all types of work in order to please Annie and other Whites. Jube works at Mr. Daly's house and fetches and carries for Annie, Mr. Daly's beautiful daughter. Jube pays respect and loyalty to her. Dr. Melville, a white physician, later moves to Mr. Daly's house and rents two rooms of his house for his office. After staying there for a while, Dr. Melville begins to care for Annie. Realizing that Dr. Melville cares for Annie, Jube turns his loyalty to Dr. Melville. Dr. Melville says, "As soon as he saw that I began to care for Annie, and anybody could see that, he transferred some faithful allegiance to me and became my faithful servitor..." (526). Jube helps Dr. Melville with his office work and then pays respect and loyalty to him. Dr. Melville with his status as a doctor, becomes a respected person among Whites and Blacks. Hence, he gains power over ordinary Whites and Blacks especially over Jube who is his servant. Consequently, Dr. Melville, with his status as a doctor, becomes an intimidating person. Compared to Dr. Melville's status and other whites', Jube's status is very inferior to theirs. Because of his inferiority depriving him of intelligence, Jube's status is merely a servant. This portrayed that Dr. Melville is the fittest while Jube the weakest. Jube is powerless, and is under the control of Annie and Dr. Melville. Obviously, Jube's role as a black man of all work about the place and Dr. Melville's role as a physician crystallize the idea that Blacks intellectually inferior to Whites. The inferiority leads Blacks to be dominated by Whites. Jube himself realizes his inferiority and simultaneously feels fear of white power. He therefore submits to Dr. Melville. Jube's allegiance to Annie and then to Dr. Melville is precisely ascribed to the dominance of Whites over Blacks.

It is apparent that Blacks' inferiority causes them to be dominated by Whites believed to be the fittest having racial traits indicating superiority to other races of men.

Besides, the totally different status between Doctor Melville and Jube can account for the Linnaeus's notion that Blacks were ranked between men and apes. Men were assumed to be Whites who were ranked higher than Blacks. As Blacks and Whites are not ranked the same, Jube's status is therefore unequal to Dr. Melville, a white man. Moreover, according to the racial concept, Blacks were supposed to be descendants of apes. They, therefore, were deficient in intellectual faculty and mental ability. This is also validated by Galton's notion that heredity could have effect on individual and racial characteristics resulting in inherited superiority in one race and inferiority in another. As Blacks were believed to be apes' relatives, their racial characteristics represented animal traits which hindered their intellectual faculty development. Accordingly, Jube is considered deficient in intellectual faculty causing him to be merely a worker who serves Whites.

The Myth of Criminality

The consequence of the belief that Blacks are inferior not only causes Whites to degrade Jube but also to speculate him as a criminal. In "The Lynching of Jube Benson," despite the fact that Jube has become Dr. Melville's beloved friend, Dr. Melville still speculates that Jube possesses criminal characteristics causing him to commit a crime on Annie. When Annie is found injured, Dr. Melville believes that Jube is a person who commits a crime on her. Because Jube is absent when Annie is found injured so his absence becomes solid evidence for whites in the town to accuse Jube of committing a crime. Before dying, Annie exclaims, "that black ____." After Annie dies, Annie's father says, "It is enough. Jube has disappeared" (528). Even Dr. Melville believes that Jube is the real criminal. This can be discerned through Dr. Melville's sentiment: "As if by intuition the knowledge had passed among the men that Jube Benson had disappeared, and he, by common consent, was to be the object of our search" (528). Jube then is searched for in order to be captured and brought back for punishment. Also, Dr. Melville expresses his desire to capture Jube after Annie dies. Dr. Melville portrays his desire to capture Jube as follows: "'To the wood! To the wood!' that was the cry, and away we went, each with determination not to shoot, but to bring the culprit alive into town, and then to deal with him as his

crime deserved” (528). The reason that all whites believes that Jube is a criminal who injures Annie is influenced by the traveler tales, traditional belief. In the traveler tale, around the early sixteenth century, European explorers encountered Blacks who lived among apes (Jordan 229). As Blacks had a close relationship with apes that possessed human-like traits, the European explorers came to the conclusion that Blacks were descendants of apes. Because of this assumption, Whites believed that Blacks were heathen, savages, and beast-like men. Under the influence of this belief, Jube is believed to have criminal characteristic making him brutish and bestial. Black savagery leading to their criminality makes Dr. Melville believe that Blacks have criminal characteristics. This has become an ingrained belief for him and makes him denounce Jube as a criminal. Despite the fact that Dr. Melville has a strong relationship with Jube, he has determination to take revenge against Jube. Accordingly, Jube is judged guilty as charged with committing a crime on Annie.

Here Paul Laurence Dunbar shows audiences that Jube is actually innocent but whites are guilty to murder him. Jube does nothing to be guilty about but only his black skin, along with the false belief about Blacks makes Whites to judge him guilty. Instead of Jube, Whites, therefore, are real criminals who murder an innocent black man.

The Myth of Black Rapist

In “The Lynching of Jube Benson,” Annie is found injured and her dress is torn from fighting after Dr. Melville returns from visiting his friend, Dr. Tom. Before Annie dies, Dr. Melville asks her that who is a criminal. Before dying, she exclaims “That black ____.” Because of the word “That black ____,” everybody agrees that Jube is a person who rapes Annie. The cause of this accusation is that Jube once works for her and cares for her secretly. Moreover, he is only a black man who goes in and out Annie’s house to work for Dr. Melville. Most importantly, because he is a black man, so he is accused of raping Annie. The word “black” has immense impact on Whites to assure them to believe that Jube is the rapist. According to white views, the word “black” have become their ingrained value that represents a devil, evil, wickedness, and lechery. As mentioned in the traveler tale, Blacks have affinity with apes, therefore Blacks and apes was interpreted not only in terms of racial line but also in terms of sexuality. Because Blacks were found among apes, which were

assumed to be their progenitors and have strong sexual desire, they were regarded to have strong sexual desire. Blacks' lust causes them to be rapists. Furthermore, the notion of Carolus Linnaeus, a Swedish biological scientist, who believed in a set of hierarchy among living organisms with his theory, General System of Nature, in 1735 reinforces the belief that Blacks are real rapists. This theory gave details about the identification and ranking of living organisms. Owing to the influence of his theory, apes were placed between men and other living organisms. This idea went together well with the traveler tales and manifested that Blacks were ranked between men and apes. As such, the connection of the traveler tale and the concept of the Chain were correlative: the fact that "Negroes and apes sometimes had a beastly copulation or conjecture" (Jordan 229). This served to account for the affinity of Blacks and beasts and had much influence on European thoughts to justify Blacks as brutish, bestial, or beastly. With the absence of Jube when Annie is found injured and her dress is torn from fighting, everyone is certain that Jube is the real rapist.

The Lynching

Most victims of lynching were Blacks rather than Whites. According to Cammie Michelle Sublette, "Historians note that as the slavery ended, the lynching of black Americans began to rise, reaching its peak in the 1890s" (3). Lynching occurred often in areas of high black population, especially in the Deep South, where Whites were more threatened by higher numbers of Blacks. In lynching, the victims, specifically black men, were not only hung but sometimes whipped or beaten, and shot thousands of times in front of thousands of watchers. Victims were occasionally put on fire prepared by a lynching mob and were shot by watchers who had rifles and handguns. To some victims, before being lynched, their fingers and toes were cut off, and teeth pulled out by pliers. For male victims, they were always castrated before being lynched. After being lynched, corpses were mutilated, cut into pieces so that they could be taken and kept as souvenirs.

Blacks actually could be lynched for the following offences: registering to vote, organizing with a white man, disrespect to white women, shoplifting, drunkenness, elopement, insulting Whites, refusing to give evidences, and vagrancy. Later, lynching became a mean to punish black men who were alleged to have raped white women. Lynching gave rise to white mythology that Blacks were lynched

because they dare to touch the bodies of white women. This mythology caused many black men to become scapegoats.

In the “The Lynching of Jube Benson,” after Annie is found injured, many men gather around Annie’s house in order to know who is the real criminal. After Annie dies, Mr. Daly announces her death to those men. Those men become angry and begin assembling. Knowing that Jube disappears, they agree that Jube is the real criminal. Then they set out to search for Jube. After being captured, Jube then is tied upon a horse. A white mob fires a few shots to announce the capture. Later many Whites come from all directions and follow the mob to Annie’s house. When reaching there, Jube is taken into to behold Annie’s body. After beholding it, Jube screams as he realizes why he has been captured. All Whites then help each other to carry Jube outside to the yard where the rope is prepared on the tree. Then Dr. Melville, along with Mr. Hiram Daly and other whites pull upon Jube.

After Jube is lynched, Ben, Jube’s brother, along with another Negro brings Tom Skinner, a white ruffian to the mob to prove Jube’s innocence. Tom Skinner who blackens himself to imitate Negro’s is captured in the barn. Upon the emergence of Tom Skinner, the rope is cut down and Jube has already died. To Dr. Melville, the emergence of Tom Skinner causes him to resuscitate Jube and simultaneously to inspect the body of the rape victim: Carefully, carefully, I searched underneath her broken finger nails. There was skin there. I took it out, the little curled pieces...It was the skin of a white man, and in it were embedded strands of short, brown hair or beard” (530). After examining the skin, Dr. Melville finds that it is the skin of a white man. This makes Dr. Melville realize Jube’s innocence and he simultaneously feel guilty for lynching him. So, he does not dare announce the truth to the crowd who is outside. The cry of the crowd “Blood guilty! Blood guilty!” regains the full understanding of his guilt all the time. At this stage Dr. Melville is aware of his prejudice against Jube that caused him to judge Jube guilty as charged with committing a crime and raping on Annie. He eventually confirms to the white gentlemen (Fairfax and Gay) sitting in the library listening to his story that it is his last lynching.

The lynching is traditionally created by the white supremacists who are influenced by the notion of pure blood. These white supremacists base his belief on the notion of Sir Francis Galton, an English eugenicist. He asserted that heredity

could have effect on individual, and racial characteristics resulting in inherited in superiority in one race and inferiority in another (Landrine and Klonoff, 6). Accordingly, the superior racial characteristics resulted from the blood's quality of civilized races and vice versa. The blood of civilized races kept prospering but it would be degenerated when the blood of inferior races tainted it. Being primitive and inferior, black race, according to Galton, was considered innate characteristics that could be genetically transferred to relatives (6). These racial characteristics represented animal traits and savagery hindering black race from developing their own culture and civilization. Therefore Whites denied these weak and inferior characteristics. They don't want to share them with Blacks and try to keep their blood pure and do everything to prevent miscegenation between Blacks and Whites. Because of the fear for this, Whites were carried away with the belief that Blacks had strong sexual desire. They believed that most rapists on white women were probably black males. To hinder doing so, lynching is introduced to mostly use to punish black males who are accused of committing rape on white women. To maintain their pure blood, Whites employ lynching as tool to intimidate black males. Jube is a black so Whites believe that he is the rapist so he then is lynched by Dr. Melville and the white mob.

In conclusion, the protagonist, Jube, in the story is discriminated by Whites because Whites have ingrained belief that Blacks have affinity with apes. This affinity leads to the wrong notions that Blacks have apes' racial traits which result in Blacks' inferiority, lacking a sense of moral and intellectual faculty, lechery, and lust. This belief becomes real with the support of racial concepts including legend in the Bible and theories of Linnaneus, Darwin, and Galton. All these shape White view to discriminate, enslave and lynch Blacks. To me, it seems unreasonable to judge people on the basis of traditional beliefs. Once we haven't proven by ourselves, we cannot jump to the conclusion. This will make us the wrong doers instead. According to my view, we should treat all men equally so we can help each other and this will lead to a peaceful world.

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**To the Horizon: Black Women's Liberation in Zora Neale Hurston's
Their Eyes Were Watching God**

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Abstract

This paper explored black women's liberation through Janie Crawford, the female protagonist, in Zora Neale Hurston's Their Eyes Were Watching God. This study was conducted by employing Patricia Hill Collins's concept of black women's liberation. The result of the study showed that the protagonist was able to reach three levels of liberation. First, she realized her self-valuation and self-definition. At this stage, she saw her self-worth and voiced her rights against the unjust dominant power and conventional belief about black women. Next, she connected to other oppressed black women and shared their life experiences. At this point, the power of sisterhood was strengthened. The female protagonist's relationship to other black female characters empowered her to realize her inner power and she was able to pass that power to other black women. Finally, the Afro-American women's cultures including oral cultures and blues tradition assisted her to liberate herself. From learning and joining in cultural activities, the protagonist understood her roots. She applied the cultural knowledge to her real life situation. Thus, she became self-satisfied and lived with other people as a happy woman

Throughout time, black women are subjects in the sexual discriminatory society (Siriwong 20). Although black women takes major roles in children upbringing, doing domestic work, and working outside the house more recently, black men still control more powerful social institutions. Black women's thought and desire are devalued as they are only looked at as the followers of the society. The women live to serve their family's needs and sometimes they are exploited by people who live under the same roofs. The domestic violence causes black women to be oppressed, passive, and hopeless.

Zora Neale Hurston's Their Eyes Were Watching God is the novel that presents a life of an oppressed black woman, Janie Crawford, who is raised by her conventional grandmother, Nanny. Janie is forced by her grandmother to marry an old man for protection. Because of his attempt to place her under his power, the protagonist decides to leave him. Janie marries an ambitious man, Jody Starks, who offers her a change in life. With Starks, the protagonist faces worse oppression as Hurston describes that "she lived between her hat and her heels" (92). Under Starks's power, the protagonist becomes fully speechless. However, Janie finally finds her true love in a young man named Tea Cake in her third marriage after her second husband passes away. Each of Janie's marriage lives changes the protagonist's perspective in life but it does not change who she is. Hurston portrays a spirit of a pioneer in her

protagonist's heart. As the novel unfolds, Janie, The protagonist battles and struggles in the direction of her dreams to the horizon. The theme of the horizon is important in the novel because it directly connects to Janie's development to reach her self-liberation.

There are many theorists who create their works to support black women's movement. Patricia Hill Collins is outstanding among them. In her writing, Learning from the Outsider Within: the Sociological Significance of Black Feminist Thought, Collins states that there are three key themes to reach black women's liberation including an emphasis of self-valuation and self-definition, the interlocking nature of oppression, and the importance of Afro-American women's culture (120).

Self-valuation or what can be called self-worth is the first step to free black women. It is a strategy that individuals use to pursue their rights. Janie's liberation is firstly increased when she realizes her self-valuation and self-definition. Living in a conventional society, Janie needs to be strong and independent to voice for her self-worth. The presence of the protagonist's strength is shown through her conversation with Killicks, her first husband.

Ah'm just as stiff as you is stout. If you can stand not to chop and tote wood
Ah reckon you can stand not to git no dinner.'Scuse mah freezolyty,
Mist' Killicks, but Ah don't mean to chop de first chip (33)

From the above citation, Janie reminds Killicks about the different roles of women and men in the family. She refuses to do Killicks's work in the field because she values herself as his wife not his laborer. Janie attempts to create equality in her marriage life. In addition, she values herself higher than Killicks's property. Although Killicks tries to tie Janie to his property and protection, she shows him that wealthy is not the aim of her life. Moreover, the protagonist realizes that marriage does not bring love so she decides to leave him. Up to this point, Janie reaches her self-valuation; the first step to her freedom.

Unfortunately, with her second husband, Jody Starks, Janie faces major life struggle. Janie's life with Jody starts beautifully but soon Janie notices a negative change because ambitious Jody aims only for success and he cares less on Janie's desire. Janie is kept from sharing any of her ideas. When the town people ask her to speak in public as Mrs. Mayor, Jody forbids it by saying that

Thank yuh fuh yo' compliments, but mah wife don't know nothing 'bout no speech-making'. Ah never married her for nothin' lak dat. She's uh woman and her place is in de home (53)

The situation of being controlled leads Janie to become speechless. In addition, the position of a mayor's wife keeps her from being independent. Janie at Eatonville, the black town community, is defined as a high black woman who has honor and money weighs on her shoulders. Janie is treated as a valuable property that belongs to Jody. Her inner needs are covered by expensive clothes and money. She cannot share any idea to her friends and she finally loses her connection to them. Janie feels isolated, used and unloved. In order to reach her self-definition, Janie needs to re-define herself to have a place and voice as a member of a community against negative external definition given by powerful people as Jody and the black town people.

Against Jody, Janie tries to define herself and black women as capable people who can think. She says "Ah knows uh few things, and womenfolks think sometimes too!" (86). Moreover, Janie wears her hair down as a symbol of her power and unconventional identity. Jealous Jody notices that and he realizes himself getting older so he forces Janie to tie her hair up and dress like an old black woman. Janie's freedom comes to an end here. Then, it increases again after Jody passes away.

Moreover, the protagonist tries to talk back to voice her thought. As when her husband criticizes her appearance in public Janie feels like somebody snatches off part of her clothes. She immediately talks back to him. She does not only define her womanhood to Jody but also emphasizes her pride of being a black woman to the town people. At that point, Janie is ready to show other oppressed black women how to survive under any social prejudice. It leads to the next stage of reaching self-liberation which is the interlocking nature of oppression among black women.

According to Patricia Hill Collins's concept of black women's liberation, the interlocking nature of oppression is the process of passing experiences and life lessons among the oppressed black women. The process aims for black women's better lives. The interlocking nature of oppression emphasizes the power of sisterhood-- the connections among black women that will empower each of them to reach for their liberation.

In *Their Eyes Were Watching God*, Hurston presents three black women who connect to the protagonist in different ways. They are Nanny Crawford, Annie Tyler,

and Pheoby Watson. The connection and relationship with these black women increase Janie's strength.

The protagonist's first life lesson comes from her grandmother, Nanny. Nanny is old, oppressed and conventional. She lives through slavery pain which has haunted her and influences her to see this world too dangerous for any black woman to live alone. Old Nanny believes marriage can save any black woman from living miserable life so she forces her granddaughter to marry Logan Killicks.

However, the protagonist does not let herself to be like other oppressed black women. She learns lesson from Nanny. She becomes matured and is able to see the differences between her romance and real life. Although Janie marries Killick because of Nanny, she makes her first decision to leave him and seeks her true self. The first decision of her leads to another as she tells her friend, Pheoby, that "Ah done lived Grandma's way, now Ah means tuh live mine" (138). The protagonist decides to marry Tea Cake, a young man with no money. Finally, she proves that Nanny's idea about young trashy niggers is wrong because she finds true love in Tea Cake who is considered to be one of them.

The second female character who has a big influence on the protagonist's self-liberation is Anne Tyler, a widow who is fifty-two years old. Mrs. Tyler is cheated by a young lover, Who Fung, who takes all her money and leaves her. When Janie leaves Eatonville with Tea Cake, the town people believes she will face the same situation as Mrs. Tyler.

Mrs. Tyler's miserable experience makes Janie become more careful with Tea Cake. She hides the money that she brings with her from Eatonville from him when they leave the town together. From the exploited experience of Mrs. Tyler, Janie learns to love wisely.

The third female character who is connected to Janie is Pheoby, a black female character who is Janie's long love friend at Eatonville. The two female characters are different. Pheoby is a typical black woman who works hard to support her family while Janie is rich, beautiful, and independent. Janie always has a will to risk for a dream while Pheoby serves her family and community as a good conventional black woman. Pheoby sometimes wishes to be like Janie. Being a mayor's wife, having expensive clothes to wear, and living in a big white house all of which are considered to be like heaven to Pheoby and other black women in town (138).

After a long life journey, Janie comes back home and shares what she experiences with Phoeby. Janie's ability to reach her dream awakens:

Ah done growed ten feet higher jus' listenin' tuh you, Janie. Ah ain't satisfied with myself no mo'. Ah means tuh make Sam take me fishin' wid him after this. Nobody better not criticize you in mah hearin' (230)

Phoeby, from her words above, reveals her self-growth after listening to Janie's story. She says she is not satisfied with herself being an oppressed wife at home anymore. The character mentions that she is going to join any activities that Sam, her husband, does. It clearly presents the seed of gender equity that Janie grows in Phoeby's heart by just sharing her life story.

However, Janie does not want her friend to follow her thought without thinking as she says that although it is an experience that can be passed through to other people by telling, everybody still needs to take a life journey to experience it (230). Although Phoeby learns from Janie's life, she still has to make decision about her own life that is different from Janie's.

The life experience that the protagonist gains and shares with other black women has major influence on her self-liberation. In addition, it creates major change on other women's lives. The life stories that she shares with other black women enriches black women's oral culture and related cultural activities. It creates a set of knowledge that empowers the protagonist to reach not only personal liberation but also the liberation of all women.

The last key theme that is presented in Collins's writing is the importance of Afro-American women's culture. Collins states that the advantage of focusing on power of culture is that it may assist black women to see the circumstances that shape their oppressions and it is possible for them to find ways to end the issues (163).

The oral culture or oral tradition is believed to be one way of expressing the pain of being ruled under slavery of the black people in the past. Because of their poor education, black slaves use their speech to reveal their lives. Throughout times they tell stories. Hurston in her novel presents the power of southern culture on black women's liberation by using southern setting, dialect, and folkloric materials. The characters' speech symbolizes the richness of Afro-American oral culture.

In *Their Eyes Were Watching God*, Hurston presents the black oral culture in a scene at Eatonville when people celebrate their new town. Black people in the town

tell many stories and sing songs (55). The examples of the stories that presented in the novels are the story of the moles at Eatonville and the stories of people from many cultural backgrounds at Everglades. The unity of black people is presented through their oral culture activities at the party. The black characters pass on their stories through different methods such as acting, gesturing, and singing. It is clear the oral culture creates knowledge sharing among black people. It strengthens black community.

Hurston not only presents the story telling culture of the black people in her novel but also reveals the lively tone of blues. The novel, Their Eyes Were Watching God, is widely considered to be a blues romance with a mixture of gospel music because of its character of being sensitive, lively and powerful. It presents black people strong belief in God and hope. The song that black people sing when they gather to celebrate having their first light lamp in Eatonville town is a good evidence of the power of blues.

We will walk in de light, de beautiful light
 Come where the dew drops of mercy shine bright
 Shine all around us by day and by night
 Jesus, the light of the world (56)

The song above talks about light, which can be interpreted as freedom and happiness. The song is not only considered to be a blues song but also viewed as a mixture of gospel and blues music. In Frank Taylor's book, he stated a blues singer; Alberta Hunter's perspective on the power of blues that

“The blues are like spirituals, almost sacred. When we sing blues, we're singing out our hearts, we're singing out our feelings. Maybe we're hurt and just can't answer back, then we sing or maybe even hum the blues”
 (85)

Blues itself rises from the slaves who live such miserable lives and they create blues to release the pain of their suffering. The blues culture is presented in many parts of the story even on the nickname of Tea Cake, the charming male character. Tea Cake literally means sweet. Tea Cake, in the novel, always appears on the scene with sounds of music. Sometimes, he mimics the sound of musical instruments, and many times he sings to let Janie knows that he is around. From the novel, Tea Cake fulfills Janie's lost love and gives her delight and joy as blues did to black slaves in the past.

The protagonist benefits from blues tradition that Tea Cake brings to her life. It is clear that Janie cannot resist dancing along with the lively tunes of love. She starts breaking some rules and enjoys living. Blues tradition turns Janie to be more carefree but self-satisfied. She decides to marry Tea Cake, leaving a rich life in Eatonville to discover new life in Everglades with him. Janie finally finds her way out of the social expectation. She says “her soul crawls out from its hiding and she feels so self-crushing love” (155).

Conclusion

During her journey to the horizon, Janie clashes with the values that others impose upon her. However, as the novel is progressed, the protagonist’s self-liberation is revealed. Janie, who trusts in her dream, successfully reaches her self-liberation. She finds her place of happiness. The protagonist feels satisfied with what she has and what she can pass to others. Janie mentions that she is back to her house and she is going to live the rest of her life with no regrets. Hurston’s significant passage on black women’s liberation issue to her readers is successfully presented through her last words about Janie.

She pulled in her horizon like a great fish-net. Pulled it from around the waist of the world and draped it over her shoulder. So much of life in its meshes! She called in her soul to come and see (231)

Janie finally meets the horizon, and her journey to discover herself is finally over. By ending her novel happily, the writer seems to encourage her readers to reach their own horizon as well. Hurston beautifully closes the curtain by emphasizing the success of her protagonist in reaching her spiritual fulfillment and becoming a happy woman.

In conclusion, the story of Janie Crawford leaves a significant notion on the importance of self-worth, power of sisterhood, and knowledge and culture sharing which provides black women with the strength to reaching their liberation.

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**Motherhood Is the Origin of Woman's Subjectivity
in Amy Tan's The Bonesetter's Daughter**

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Abstract

This study explores the implications of a feminist critical perspective as reflected in Amy Tan's *The Bonesetter's Daughter* (2001) by focusing on mother-daughter relationships. It finds that the relationships between women constructed out of true alliances provide a fresh perspective leading to a consideration of this work as an allegorical revision. In contrast to some male dominant discourse, this work illustrates that women are not defined by men. This work makes a case that the strong emotional bonds exist between mothers and daughters. In particular, Precious Auntie, placed at the center of critical attention, can be considered as the origin of woman's subjectivity which is formulated through her experience of motherhood. Thus, the implication is that the recognition of mother's flesh, blood, and bone in the female body develops a woman's sense of self. In addition, as Amy Tan implies, the acknowledgement of the oppressive experience of their mothers and their resistance against the patriarchy allows daughters to hear their own voices. Therefore, Precious Auntie is considered a real bonesetter who is not only the bone for her daughter's and granddaughter's bodies but also provides the essentials for them to construct their own subjectivity.

In a patriarchy, most women are seen to be wives and mothers or as bearers of sons. According to Mary Wollstonecraft (1972), in the patriarchal society, women's values are measured by their connections with men. She writes: "Connected with man as daughters, wives, and mothers, their moral character may be estimated by their manners of fulfilling those simple duties" (8). In order to subvert the patriarchal power, Adrienne Rich (1986) tells us that motherhood can release the creation of male-domination, and lead women into the same realm of decision, struggle, and surprise, imagination and conscious intelligence. Motherhood itself would become a transformed and a transforming experience for women (280). In this sense, Adrienne Rich's ideas could be a means to the changing identities of women which have been defined by the patriarchal discourse as claimed by Mary Wollstonecraft. This proposition becomes tangible in *The Bonesetter's Daughter*, which exemplifies women of different generations detaching themselves from the bondage of male-domination by re-defining themselves in their bond.

The story is presented as an alternative to the traditional narrative. In the Old Testament, a woman had been created for man: "And the rib, which the Lord God had taken from man, made he a woman and brought her unto the man. And Adam said, This is now bone of my bone, and flesh of my flesh; She shall be called Woman, because she was taken out of Man (Genesis 2:22-23). Therefore, there has

always been an underlying, and unspoken belief that women are defined by men because they are created from some part of the man's body instead of being created "whole" by God as man was. The use of a part of man to create a woman bespeaks a certain obligation that women have toward men, a sense almost of guilt that she must obey man because she owes her very existence to the male of the species. In Amy Tan's *The Bonesetter's Daughter*, women owe men nothing, but they owe only their mothers. Hence, this new perspective leads to a consideration of this work as an allegorical revision. Particularly, Amy Tan's Precious Auntie— a main female protagonist in this story-- is characterized as a mother whose experience of motherhood is passed on to her daughter and granddaughter. As a result, her descendants learn that women are neither created from a man's rib as depicted in the Bible, nor can they be defined by men. In fact, they are bodily and mentally created by their mothers. This article argues that Amy Tan's *The Bonesetter's Daughter* proposes an allegorical revision in which Precious Auntie is presented as the origin of woman's subjectivity in later generations.

Precious Auntie is brought up to be a woman who demands on equal status to men. She grows up in a family that is characterized by gender equality. In particular, her bonesetter father teaches her to be capable of what is traditionally associated with males, such as reading and writing, playing with riddles, walking alone, as well as curing bone injuries. He does not prepare his daughter to be property in a man's realm, nor to submit to the demand of male authorities. Rather, her father teaches her to be decisive, like men. For example, Precious Auntie decides to marry her love without fear male dominated society. Apparently, she is given two marriage proposals, one from her lover and the other from the coffin-maker. She chooses to marry her love, Baby Uncle of the ink-maker's family. She talks back to the coffin-maker: "You asked me to be your concubine, a servant of your wife. I'm not interested in being a slave in a feudal marriage" (Tan 164). Thus, she regards herself as equal to men and has her own rights to marry one of her choice, rather than valuing herself as property in anyone's domain.

The result of following her own desire, the identity as being only the bonesetter's daughter is negated. Precious Auntie is doomed to tragedy because she refuses to conform to the gender stereotype which decrees she be subordinate to men. In particular, her wedding is ruined by the coffin-maker. Thus, she is not considered as

wife of Baby Uncle of the ink-maker's family. Accordingly, she is not legitimately recognized as the mother of her own daughter, but demeaning seen as her daughter's nursemaid. Additionally, in the aftermath of losing her social identities as wife of Baby Uncle and as the mother of her daughter, the Precious Auntie's voice, face, and name are also intertwined in the loss of her identity. More specifically, her vocal organs, and her face are damaged in her attempted suicide. Her name is no longer uttered in her community because they do not want to treat, or recognize her as a person. Consequently, her name is gradually obliterated by a new insulting nickname—"shooting star."

However, the loss of social identity bears no relation to Precious Auntie's subjectivity which is formulated on her motherhood experience. Drawing upon, Adrienne Rich's theory of motherhood as experience and institution (1986), she tells us that, to destroy the 'institution' of motherhood according to male-dominant discourse does not mean to reject motherhood. Adrienne Rich makes a feminist analysis of motherhood by dividing the concept of motherhood into 'experience' and 'institution.' This distinction enables her to discuss what is done to a woman, as mother, under the patriarchy, as a different matter from what might be the experience of woman in motherhood when it is detached from, and freed of the bondage by male-domination (13). According to Rich's idea, social identity is a different matter from Precious Auntie's self-defined consciousness which is formed out of her connection with her daughter. In the midst of social negation of her true identity, her sense of self has been formulated out of her motherhood which is not perceived by the world at large, but by herself and her daughter.

To assert that Precious Auntie has formulated her sense of self out of her motherhood, we need only examine the communication between herself and her daughter. Her soundless language reflects that she is an exceptionally strong woman for her times. Despite not having social identities as wife and mother, she does not have any feeling of worthlessness or despair. On the contrary, Precious Auntie emboldens herself to assume her maternal role. She makes herself worthy through her status as a nursemaid, as we can see in the way she brings up her daughter through her soundless language, namely hand talk, face talk, and chalk talk. Her daughter, LuLing, says: "I grew up with soundless and strong [language]" (Tan 2). Unlike Jesus who renders the traditional discourse to help his people, Precious Auntie subverts this

tradition using her inventive and original means of language in order to perform her maternal role. As a result, not only does she set herself outside of the patriarchal discourse, but she also defines herself and her daughter in a new light. This affirms the interpretation of Precious Auntie as the allegorical revision.

In this mother-daughter relationship, LuLing is molded into a whole and self-actualized person, in contrast to the gender stereotype. While external authorities demand that LuLing behave submissively, Precious Auntie teaches her daughter to be a full person who realizes her own desires. In Chinese tradition, women are expected to conform to male supremacy, and their interest can be trivialized and denied. For instance, Old Widow Lau, a matchmaker, instructs LuLing how to behave during the meeting with her prospective in-laws: “[Eat] little of each dish to show you are not picky but don’t be greedy. Let others be served first and act like you are the least important” (Tan 187). As opposed to Old Widow Lau’s instruction, Precious Auntie molds LuLing to be a self-actualized woman, like herself, as LuLing recounts: “Precious Auntie taught me to be naughty, just like her. She taught me to be curious, just like her. She taught me to be spoiled. And because I was all these things, she could not teach me to be a better daughter” (Tan 160). That is to say, Precious Auntie introduces an idea of the full human being to LuLing and puts an end to the taken-for-granted perspective that causes women’s subordination. She teaches LuLing to be concerned about her needs instead of pretending to trivialize them.

Similar to living for her daughter without any social recognition, the revelation of her true identity in public is also propelled by her motherhood spirit. More specifically, when her daughter is going to marry a son of the coffin-maker who has killed Precious Auntie’s father and her groom, Precious Auntie reveals her true identity, as the biological mother. In order to protect her daughter, Precious Auntie writes the truth, then kills herself. This means her true identity is used as a last resort to prevent her daughter from a disastrous married life. Based on the Chinese belief of afterlife, ghosts can become so powerful that they can return to take their revenge in the earthly world. Precious Auntie’s letter says if LuLing joined the Chang household, she would come to stay as a live-in ghost (Tan 204). Hence, Precious Auntie’s suicide is viewed as sacrifice for her daughter, not death in despair of her daughter. The point is that the patriarchal authority cannot subdue Precious Auntie’s subjectivity which is derived from the experience of her motherhood.

However, there is no violation of patriarchal ideology without a negative result. Precious Auntie's vehement resistance results in the complete loss of her identity. Adrienne Rich asserts: "in a world where language and naming are power, silence is oppression, is violence" (as cited in Herrick 257). To paraphrase Adrienne Rich's statement, whereas language and naming are powers which the patriarchal society employ to oppress women, women's silence on the outside does not mean total submission. In the other side of silence lies women's roar. Inside their minds, they struggle vehemently against the patriarchal power. Therefore, the fact that Precious Auntie resists the betrothal of her daughter to the coffin-makers' family by revealing her true identity and committing suicide is viewed as a violent outburst. As a result, the patriarchal society once again penalizes her by the power of language and naming. This makes her identity totally disappear. Her name no longer exists in anyone's memory, even her daughter's. Her voice is no longer heard, even her grasp, wheezing, and banging sounds. Her dead body is disposed of at the End of the world. Even her spirit is confined in a smelly vinegar jar, according to the belief of the ink-maker's family. Her identity is completely buried behind the times. Even after her death, Precious Auntie is abusively named 'shooting star.' It is worse than calling her 'nursemaid.'

Apart from viewing Precious Auntie's suicide as a fervent protest against the patriarchy, it can be interpreted that she sets herself outside the patriarchal discourse in the most extreme manner. In the first of the Ten Commandments, it says "Thou shalt not kill not even oneself." This means human beings are neither allowed to kill others nor commit suicide. Ridiculously, the patriarchal society in which she lives has already killed the person she was, or has robbed her of her identity and nullified it repeatedly. Paradoxically, her suicide, despite being a sin which cannot be forgiven in the Bible, marks a beginning of her identity as a person and as a woman. Through her death, her daughter—LuLing—recognizes Precious Auntie as her true mother, and she begins to become a strong woman like Precious Auntie. Furthermore, Precious Auntie's death can be interpreted as serving to protect women from oppression in a patriarchal ideology, in parallel to Jesus who dies to redeem the sins of mankind.

Whereas the death of Precious Auntie leads to her total disappearance from this society, it contributes to the emergence of her daughter's identity in a milieu that concerns the issue of gender equality. Drawing on Jean Baker Miller's view about the

source of women's strength, the crucial ingredients in the creation of new women come from the traditional strengths of women which have been developed during the long period of their subordination (as cited in Eisenstein 66). In this respect, the strength of LuLing derives from her realization about Precious Auntie's subordination in society throughout LuLing's maturation period. And when this subordination is beyond LuLing's tolerance, LuLing needs to cast herself as a new woman by using her strong character, inherited from Precious Auntie. What LuLing learns from the oppressive experience of Precious Auntie is used as an important ingredient. Like a relay race, this ending of Precious Auntie's journey in this very narrow band of acceptable behavior is also a starting point of her daughter to travel in a broader array of two cultures in an American-run orphanage in China.

Establishing an alliance with Precious Auntie, LuLing challenges the patriarchal vision in which women are analogously viewed as beings functioning to give birth. According to Luce Irigaray's reflection of a women's status, the woman exists only as an occasion for mediation, transaction, transition, transference between man and his offspring (as cited in Siegel 8). Apparently, in this story, LuLing does not equate Precious Auntie in the same way as the society. Instead, Precious Auntie, in LuLing's view, becomes a figure of power rather than an object between herself and the authority because her maternal roles of nurturing are affectionate in LuLing's memory. In her mind's eye, she does not see Precious Auntie as an ugly-faced woman. Her motherhood makes Precious Auntie adorable for LuLing. She does not consider Precious Auntie as a nursemaid. Motherhood of Precious Auntie has freed LuLing from the male-dominant restrictions.

Overwhelmed with the loss of Precious Auntie, LuLing wants to be her good daughter, not in the light of Chinese definition of good woman, though. LuLing identifies herself as a good daughter in the feminist fashion. According to Denise Thompson in her essay '*Defining Feminism*' in order to create a human status for women, women are required to seek recognition from each other in ways which are outside male control and definition (13). In this story, LuLing does not submit herself to the oppressive tradition which rejects Precious Auntie's identity. Rather, she struggles to recover it. Her attempt to remember Precious Auntie's true name suggests that LuLing defines not only Precious Auntie but also herself as Precious

Auntie's daughter. Consequently, LuLing excludes herself from the patriarchal ideology.

The fact that Precious Auntie labors, nurtures, and teaches LuLing to be like her, leads to the interpretation that Precious Auntie, herself, is *the bonesetter* in the figurative sense. There are, in fact, two kinds of meanings for 'bonesetter.' This novel concerns the figurative meanings, namely the notions of nature and nurture in motherhood and daughterhood. Regarding nature, LuLing is born of Precious Auntie. Hence, Precious Auntie's genes have been biologically transmitted to her daughter. Simultaneously, LuLing receives bones, blood, flesh and everything else about her body from Precious Auntie. Therefore, Precious Auntie is compared to 'the bonesetter' or a person who sets bones in human body through the biological formation. With respect to the nurturing process, LuLing, who grows up out of Precious Auntie's caring hands, inevitably receives Precious Auntie's perspective on the world, especially woman's subjectivity. Thus, in these two figurative senses, Precious Auntie proves herself to be the bonesetter and LuLing the bonesetter's daughter. This also foreshadows that LuLing, as a bonesetter's daughter, will be the next woman who challenges patriarchy with her own subjectivity.

Whereas Precious Auntie and LuLing recognized women's oppression through explicit Chinese sexist practices, Ruth—LuLing's American-born daughter — deals with deceptive emancipation in America. Ruth has human's rights which are given to her as a complimentary gift because she was born as an American citizen. However, Emma Goldman in her essay *The Tragedy of Woman's Emancipation* points out: "Now women are confronted with the necessity of emancipating themselves from emancipation, if they really desire to be free" (215). Among the mainstream of woman's emancipation in America, women can be trapped in deceptive emancipation because true emancipation has to begin in their inner desires, not from social givens. Following Goldman's assertion, Ruth's emancipation is considered deceptive because she has no vital rights to choose her own destiny. Her everyday life and social relations are constructed through inequality. She is so concerned about others that she diminishes her own need. Her career as a ghostwriter leaves her with no stories of her own to tell. In addition, she cannot speak about her anxiety that she and Art, her husband, fail to be a family because she is convinced that it is more her fault than his (Tan 95). This means her talents of using words do not bring her a true sense of

emancipation. It can be explained that the social givens of emancipation are synonymous with the ridiculous notion of being both a responsible ghostwriter and the sweetheart for Art. These conditions offer her no chance to move outside the social givens.

Not only does LuLing attain her subjectivity in her bonds with Precious Auntie, Ruth's recognition of Precious Auntie's story helps her to construct her own subjectivity in a real talk with her mother. Drawing on Belenky et al. in *Women's Ways of Knowing* (1986) 'real talk' requires careful listening. Also listening to others no longer diminishes women's capacity to hear their own voices. The capacity for speaking with and listening to others while simultaneously speaking and listening to the self is an achievement that allows a conversation to open between constructivist listeners and the world (145). In this story, Ruth's acquisition of subjectivism is a case in point. Through real talk with her mother, Ruth discovers that her mother's and grandmother's experiences are similar to hers. Listening to their voices is like listening to her insides. Apparently, her grandmother lives in the oppressive culture where her identity is not recognized. Like Precious Auntie, Ruth's professional success is not recognized. Hence, the story of Precious Auntie urges Ruth to achieve her own voice. Even Precious Auntie, who does not have physical voice to talk about her subjectivity in the rigid patriarchal society, can live her life with subjectivity. Thus, Ruth, who has both a physical voice to articulate and wording talent, should have a better chance to attain woman's subjectivity.

Regarding LuLing's revealing her connectedness with Precious Auntie, Ruth's self-transformation correspondingly relies on the connection with her mother and Precious Auntie. According to the findings of Belenky et al. on maternal authority and the transition to subjectivism, women are no longer willing to rely on higher status, powerful authority in public domain for knowledge and truth. Instead, they consider turning to mothers and grandmothers, who have a similar experience to their own (60). In the same fashion, Ruth's discovery of her maternal ancestral origins in China enables Ruth to achieve her sense of subjectivity, and gives her a sense that she is part of a story larger than her own. Therefore, she attains a sense of belonging in her maternal ancestral roots. The author narrates the scene in which Precious Auntie's name is recovered: "Gu Liu Xin. She had existed. She still existed. Precious Auntie belonged to a family. LuLing belonged to that same family and Ruth belonged to them

both” (Tan 336). At this point, her self-identification with her maternal ancestral roots makes Ruth come to fulfillment.

The affirmation of Ruth’s subjectivity can be seen in her writing in the position of outsider. Drawing upon Vivian Gornick in her essay *Woman as Outsider*, the literary concept of outsider speaks about the idea of a human being who, for mysterious reasons, is outside the circle of ordinary human experience. Instead of embracing oneself into a circle, the writer stands beyond it (126). In following Gornick’s claim, Ruth—as writer—speaks from her position beyond the circle of common experience. As a result, her writing provides an alternative which challenges a conventional patriarchal assumption that women are created for the benefit of men. On this grounded position, Ruth thinks of herself, her mother, and her grandmother as subjects. She writes out of her subjectivity, using stories of her mother and her grandmother as important elements, with her writing talent as a means. Consequently, Ruth can establish her niche in disassociation from conventional attitudes, but association with her maternal ancestral roots.

Virginia Woolf asserts that it is necessary for a woman to have a room of her own. In Woolf’s essay of *A Room of One’s Own*, she implies that a woman needs private space to be herself. And to lock the door of her room means to have the power to think for herself (354). Ruth’s discovery of her grandmother’s and mother’s stories can be compared to a psychological room where Ruth is allowed to have the power to think about herself. Her room is free from the pervasiveness of external authorities. At this point, her cubbyhole is no longer an arena for her to work as ghostwriter to compete with a deadline. Rather, it has changed into a place where her writing constructed out of her psychological room can be expressed. Within this space, Ruth can write as a woman to represent her voice as distinct from others but in unison with Precious Auntie and LuLing. Precious Auntie writes to establish her identity, as a bonesetter’s daughter and LuLing’s mother. LuLing writes to recover Precious Auntie’s identity, and identify herself as Precious Auntie’s daughter. Both Precious Auntie’s and LuLing’s writings pave the way for Ruth to psychologically attain her own room where Ruth can think and learn about herself through the bonds with her mother and her grandmother.

It is appropriate to conclude that the experience of motherhood empowers women to release themselves from the shackles of patriarchal authority. With her

experience of motherhood, Precious Auntie becomes a subjectivist woman. Not only does she shift into subjectivism, her motherhood opens the door for her daughter, and granddaughter to subvert a male dominant ideology. In particular, Precious Auntie's motherhood not only awakens LuLing from the blind submission but also enables Ruth to acknowledge the meaning of true emancipation from the pervasive external authority. These three women define themselves through their mother-daughter relationships. In reading it allegorically, *The Bonesetter's Daughter* offers hope to a woman who is confined in a male-dominated ideology that she too will experience emancipation if she can acknowledge the motherhood experience.

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An Analysis of Conversational Exchanges between Grade 12 Thai Students and Native English Speakers via a Chat Program:

Strategies of Negotiating for Meanings

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Abstract

Teaching and learning English in Thailand have evolved beyond the limits of face to face interaction. As computer technology is widely used in the era of globalization, it is possible to conveniently bring learners and native English speakers together for interaction. Consequently, a *chat program*, a form of synchronous computer-mediated communication (S-CMC) technology was used in this study as a medium of conversational exchanges between fifteen grade 12 Thai students and native English speaker volunteers. The study is conducted for 8 weeks where students and native English speakers meet online for the total of 16 chat sessions. The transcripts of chat windows are used for data analysis to investigate 1) the strategies of negotiation of meanings students use in transmitting and receiving messages 2) the indications of improving language ability during online interaction 3) students opinions toward using a chat program as a tool in language learning. The results from this research confirm that a chat program can provide Thai students with increased opportunities to engage in meaning negotiation in the target language. In addition, it creates interactive learning environment and as well as facilitates successful communication and English language development.

Introduction

In the past decade, opportunities for language learning have evolved beyond the limits of time and place that are inherent in face-to-face (FTF) interaction (Blake, 2000). As computers are becoming an increasingly significant element in the teaching and learning environment, it is suggested that computer technology can be used as a tool in language learning and as a new medium of language and literacy practices alongside face-to-face communication and the printed page. Computer-mediated communication (CMC), an application of computer technology, has been employed in language learning classrooms and seems to have many benefits in second language learning (Blake, 2000; Beauvois, 1997; Kern, 1995; Schneider & Kötter, 2001; Warschauer, 1997). CMC has the potential to bring about effective foreign language learning. In addition, communication exchanges, the ultimate goal of language instruction, are permitted in different ways via CMC, synchronous communication or real-time chat is an example. Thus, it is interesting to investigate whether or not it fosters language learning that affects linguistic competence.

English is a major language used in international communication, it is, therefore, taught as a foreign language in Thai schools purposefully to prepare students to be ready to exploit English in the era of globalization. According to the

ultimate goal of language instruction, students are expected to be able to express themselves effectively and appropriately during conversational exchanges with native speakers and/or non-native speakers in the target language. Nevertheless, teaching English in Thai schools appear to be unsuccessful in promoting English proficiency for communication. Only a few students are able to use English to communicate, whereas the majority of learners still lack the confidence to express themselves in English. The deficiency of communicative English competence seems to result from the lack of interpersonal interaction in English which is claimed to be essential to language learning (Long, 1983, 1996; Pica, 1994). With the enormous numbers of students in classrooms, there are only limited opportunities for authentic language interaction. Moreover, it is very difficult to be exposed to a target language outside the classroom since English is not used as a means of communication in Thailand. Krashen (1986) states that conversations with sympathetic native speakers in the real world are very helpful for learners in improving their English. Also, Ellis (1986) points out that a one-to-one native speaker to non-native speaker linguistic environment is superior to a language classroom in providing opportunities for negotiated interaction. It is, therefore, a challenge for teachers to include pedagogical approaches and instructional activities into language classroom that provide students with opportunities to engage in meaningful interaction with native speakers.

Interpersonal interaction is regarded as a fundamental requirement of second language acquisition (SLA) and the key to language teaching for communication (Ellis, 1988; Kramsch, 1986; Rivers, 1987). Some researchers in SLA assume that a great deal of language learning takes place through social interaction (Schmitt, 2002). The interactive perspectives place attention on the role of interaction in general, and meaning negotiation in particular, which are considered theoretically important conditions for SLA. In this view, meaning negotiation can be accomplished for SLA by 1) helping learners make input comprehensible and modify their own output and 2) by providing opportunities for them to access second language (L2) forms and meanings (Pica; 1994). Thereby conditions for SLA are crucially enhanced by having L2 learners negotiate meaning (i.e. resolve their miscommunications) with other speakers, native or otherwise (Long & Robinson, 1998, cited in Blake, 2000). Thus the interactive learning environment, where speakers in the target language and

negotiate meanings through interaction, is considered to be very important in helping learners use the language effectively.

As a learning environment becomes more technology rich, it is suggested in some research that computer-mediated communication (CMC) can be used as a means of supporting instruction in classrooms. It may facilitate conditions for optimal language learning environments (Egbert & Hanson-Smith, 1999). In Thailand, Information Technology (IT) has become an important part of education. Internet is a global resource of information that both students and teachers can freely access (Charupan, Soranastaporn & Suwattananand, 2001). Real-time chat is one of the components of synchronous CMC in which learners become familiar with and access the program at school. Using a chat program, therefore, is challenging for language teachers as they try to bring it into their English language classrooms. Providing learners opportunities to interact with native speakers would help learners improve their communicative competence. Tudini (2003) reported in his study that though chatting with native speakers in chat rooms can neither replace oral interaction in real life nor provide the physical aspects of oral discourse, the opportunity to negotiate supports learners the external use of the target language. In addition, it provides an authentic and purposeful cross-cultural experience which is limited in the traditional learning environment.

With interactional perspectives as the fundamental element of second language learning, and with respect to the benefits of synchronous CMC, it is assumed that a chat program, an application of synchronous CMC will meet the needs of the teaching of English as a foreign language in the Thai context. It will provide students with more opportunities for meaning negotiation and the use of other linguistic features. Though there have been many studies conducted in foreign countries investigating the effectiveness of using synchronous CMC in language learning, little research has been conducted to examine the strategies used for meaning negotiation and the effects of synchronous CMC in the Thai context. Consequently, this study will investigate whether synchronous CMC is worthwhile in providing students' opportunities to engage in meaningful negotiation by designing an online learning environment between native speakers (NSs) of English and learners who are non-native speakers (NNSs) via a chat program in the Thai context.

Objective of the Study

This study aims at examining the strategies of negotiating meanings that students initiated during the conversational exchanges via a chat program. Additionally, the chat program itself is evaluated as to whether or not it is useful and should be adopted into language classrooms as well as if it helps students grow linguistic skills.

Research Questions

- 1 What types of meaning negotiation strategies do students employ during online interaction via a chat application?
- 2 Is there any indication of improving students' language ability during online interaction?
- 3 What are the students' opinions toward using real-time chat as a tool in English language learning?

Significance of the Study

This study investigated whether or not real time chat, synchronous CMC, provides students' opportunities to employ strategies of negotiation for meanings in conveying and receiving information. It is expected to benefit teachers and educators in realizing the effectiveness of using chat programs, synchronous CMC, in teaching and learning English. This study can then be a guideline for those teachers in adapting teaching instructions. They can then bring this back to their classrooms and promote their students communicative competence.

Research Methodology

Participants

The participants in this study were Matayom 6 (the twelfth grade) students of Rasanupradit-anusorn School, Trang. There were 12 students, male and female, whose ages range from 17-18 who have volunteered to participate in the research project. Most of them were at a pre-intermediate level of English proficiency.

Native English speakers also participated in this study and interacted with Thai students during the online communications. These native speakers were 12

educators from Vermont, USA, who volunteered to help in the study. They met and chat with students on specific topics within the given timetable.

Procedure

The study conducted for eight weeks in the middle of February – the beginning of April 2007. During the experimental stages, the participants (students) and their partners (native English speakers), met online twice a week for a total of 16 chat sessions. Another two sessions provided for instruction and feedback on students chat experiences. As native speakers were asked to give feedback on students learning, each student had the same partner throughout the study. Before beginning chatting in each session, instructions for the given task were explained to help ensure clarity of task directions. In each round, students were asked to chat with their native speaking partners for 45 minutes using a synchronous chat program, Yahoo Messenger. All written discourses entered in the chat window were recorded and all the written transcripts were printed for data analysis. At the final stage after the chat and feedback sessions (week 8), all participants were surveyed with a questionnaire to gather opinions about perceived advantages and disadvantages of learning English via the chat program. A semi-structured interview was administered to encourage students to share experiences they have engaged in during the chat.

Data Analysis

Pre- and post-questionnaires

Quantitative data in this study came from pre- and post-questionnaire surveys. The questionnaires were comprised of two rating scale parts which were used to assess students' English ability and to gather their opinions towards using a chat program in language learning (see Appendix A and B). In addition, three open ended questions were added to the post-questionnaire to acquire more useful information about the study. A t-test for correlated samples was performed on the Likert scale ratings for pre- and post- model questions with the same or very similar wording in order to determine whether there were statistically significant differences between the pre-model and post-model mean scores.

Semi-structured interviews

The majority of qualitative data came from formal semi-structured interview which was audio recorded during the last week of the study. Students' feedback during the interview was examined qualitatively for students learning experiences and

language development on synchronous CMC, real-time chat. In addition, native speakers' feedback on student learning and language development during online interaction was recorded and qualitatively examined.

Learner Profiles (Transcripts of Written Discourse)

The transcripts of written discourse from each chat session were recorded as a profile of each student for total of 16 sessions. The conversation exchanges that appear in the chat window were examined quantitatively and qualitatively for the following aspects.

1) Negotiation of meanings

Strategies of negotiating for meanings are categorized in light of meaning negotiation based on Long's (1996). Number of total turns and negotiations made by each student from each chat session were frequency counted for quantitative analysis.

2) Language Improvements

Engaging in a communication task provides students with opportunities to develop insights from their interactions into linguistic form that will enable them to extend their linguistic skills to the performance of new tasks. Consequently, it is assumed that by participating in this study, students would improve their English later on. To answer this question, data from two sources of information were analyzed. First, the selection of transcripts from week 1, 4 and 8 were qualitatively analyzed for whether or not students' language competence is developed. The evidence counted were forms, self-correction and quality of negotiation in each chat session. Forms, self-correction and quality of negotiation produced in each chat session were qualitatively analyzed using a descriptive method. Secondly, feedback from native English was analyzed to see if it supported the evidence.

Findings

The results from this research showed that

1. a chat program, as shown in the table, could provide Thai students with increasing opportunities to engage in meaning negotiation in the target language. With a total of 4,587 turns submitted by students during the on-line interaction, 178 negotiations were evident. In addition, clarification requests were employed the most (33.70%) whereas confirmation checks was generated the least during the conversational exchanges (5.05%).

2.

Students	Total Turns 16 sessions	Types of negotiation					Total	%
		Comprehension checks (COMP C)	Clarification requests (CR)	Confirmation checks (CC)	Self-repetition (SR/P)	Incorporations (I)		
1	571	-	7	1	2	6	18	3.15
2	803	2	12	2	16	13	49	6.10
3	567	-	5	-	11	2	18	3.17
4	496	2	4	1	7	4	18	3.63
5	624	-	10	1	9	2	22	3.53
6	487	4	10	1	2	5	22	4.52
7	451	-	8	2	4	6	20	4.43
8	588	2	4	1	3	1	11	1.87
Total	4587	10	60	9	54	39	178	3.88
%		5.62	33.70	5.05	30.34	21.91		

3. there was obvious evidence indicated that students' language skills were improved. Along the chat sessions, students subsequently produced and developed their discourses which facilitated successful communication. Also, their partners, native English speakers, assented that students improved their English skills. They noticed that students had more confident and could transmit the messages better later on.
4. the students strongly concurred with the pedagogic method of using a chat program as a tool in language classroom. The post questionnaire mean score was significantly higher than that of the pre questionnaire at the 0.001 level.

Conclusion

The results of this study demonstrate that a chat program could provide the students with increasing opportunities to engage in meaning negotiation in the target language. Also, through negotiation routines, students were more able to make their input comprehensible and produce interlanguage modifications towards comprehensible output which are eventually bringing about comprehension. In

addition, it created interactive learning environment and as well as facilitates successful communication and English language development.

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Appendix A

Pre-questionnaire

First Name _____ Last Name _____

Age _____ Sex _____ Year in School _____

Instruction: Please read each statement carefully, and then put a tick (✓) in the column that best describe how you feel and give a rating from 1-5.

Part A: Your English Ability		Excellent (5)	Very good (4)	Good (3)	Average (2)	Poor (1)
1	My English speaking is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	My English reading is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	My English writing is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B: Your opinions on using a chat program in language learning		Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
4	Chat is a useful tool in language learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Using the Internet is a good way to learn about different people and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	It's easier for me to contact people via text online chat than in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Interacting with native speakers via a chat program can improve my English writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Interacting with native speakers via a chat program can improve my English reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Interacting with native speakers via a chat program can improve my English speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Learning English via a chat program is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Learning English via a chat program is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B

Post-questionnaire

First Name _____ Last Name _____

Age _____ Sex _____ Year in School _____

Instruction: Please read each statement carefully, and then put a tick (✓) in the column that best describe how you feel and give a rating from 1-5.

Part A: Your English Ability		Excellent (5)	Very good (4)	Good (3)	Average (2)	Poor (1)
1	My English speaking is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	My English reading is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	My English writing is.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B: Your opinions on using a chat program in language learning		Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	Chat is a useful tool in language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Using the Internet is a good way to learn about different people and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	It's easier for me to contact people via text online chat than in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Interacting with native speakers via a chat program can improve my English writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Interacting with native speakers via a chat program can improve my English reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Interacting with native speakers via a chat program can improve my English speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Learning English via a chat program is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Learning English via a chat program is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part C: Please answer the following questions.

9. What do you think of this study? (You may select more than one answer.)

- Useful
- Discouraging
- Challenging
- Boring

How? (please explain).....

10. Do you prefer learning English with computers without computers?

Please briefly explain, why?

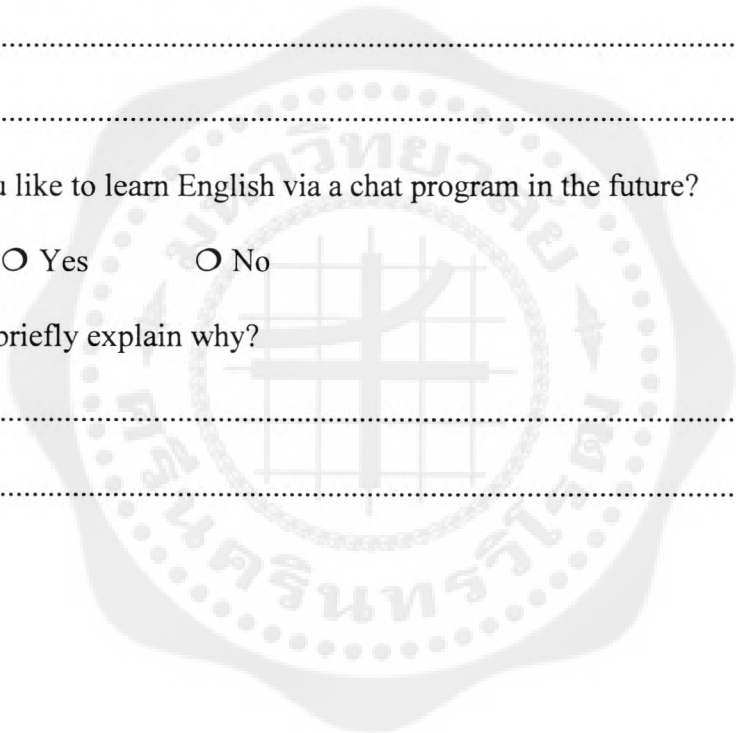
.....
.....

11. Would you like to learn English via a chat program in the future?

- Yes
- No

Please briefly explain why?

.....
.....



Newspaper English: A Variety of Information

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Abstract

Newspapers are a source of current information and play an important role as medium of effective communication in society. In particular, the English found in newspapers is a global language which learners can appreciate and absorb, and which conveys a wide spectrum of information in order to inform, comment, persuade, instruct, and entertain, etc. Also, English-language newspapers impact upon the perceptions of society in a variety of ways -- socially economically, politically, culturally, environmentally, educationally and so on. On these grounds, this paper will explore how the English language used in newspapers is employed in a precise manner as an effective medium of communication that truly develops a society of information consumption.

Newspaper as Medium of Information

Mass media, including radio, television, film, book publishing, sound recording, newspapers and magazines (Dominick, 1994, p.28), are the major component of today's rapid communication on which the vast majority of people in society are increasingly dependent as L. Jonh Marlin and Anju Grover Chaudhary claim in their book *Comparative Mass Media Systems*: "... without mass media, the social, political, and economic interaction that creates a society could not exist on a modern scale (Martin and Chaudhary. 1983, p. 17). More comparatively and specifically, newspapers, thanks to their tangible and precise form, approach the vast public more directly, successfully and effectively than any other media on the grounds that they equip the readers and audiences with a wide range of timeless and ever-present information that makes the present period differ from that in the past as confirmed by Hanlid Mowlana in his book *Global Information and World Communication*:

'With the spread of modern technology, especially, in the field of communication, the last decade or so has witnessed countless books and articles on such topics as "the age of information," "information society," or "informatic society" —separating them neatly from the old categories of "agrarian society," "industrial society," and "post-industrial society," assigning them functional paradigm~" (Mowlana, 1997, p.5)

English as a Vehicle of Information

To help spread news information globally, newspapers that are written in English are the most popular medium of communication because English is a world language understood by educated people of most nationalities. English newspapers are the main source of information for many aspects of human affairs, providing the readers interesting and current information as well as manifesting the uniqueness of the journalistic English language through the writers' craftsmanship and mastery of style that convey a variety of messages relevant to society, the environment, the economy, politics, culture, education, and the world at large. More remarkably, with English as the vehicle or medium of communication and presentation, readers consume news content regardless of time, place, condition and belief in accordance with western literature on the subject that defines news in terms of interest, proximity, importance, size, novelty and timeliness. (Martin and Chaudhary. 1983, p. 3).

Take the top English - language newspapers in Thailand, *The Bangkok Post* and *the Nation* for example; one may find that they contain an abundance of information for the reader to skim, read, learn, understand, absorb and analyze. Not only is the subject matter one of the main ingredients of news stories, which must be written concisely, objectively, simply and clearly, but also the style of language employed in news reports, such as structure, word choice, metaphor and simplicity. These elements are meant to attract the readers' attention, ensuring their enjoyment of the information they are seeking, especially students studying English who certainly can take advantage of learning English through newspapers. However it is clear that reading a copy of an English newspaper may be a time-consuming process for people whose English is not good enough. On the contrary, for those who excel at English, they will discover that English newspapers are like a treasure trove that provides them with much of value, such as up-to-date information and language writing skills, as well as news stories written in English by a journalist whose English must be of a high standard. Thus it may be argued, as claimed by Donald L. Ferguson and Jim Patten, that "the proper study of journalism begins not in the journalism class but in the English class" (Ferguson and Patten, 1993, p. 100). Basically, the mechanical things a writer or reader of English newspapers should be familiar with are those fundamentals such as spelling, grammar, punctuation and differentiation a good sentence from a bad sentence (Ferguson and Fatten, 1993 p. 100). To examine the

English language displayed in a newspaper, which communicates amazing information, this paper will discuss certain elements that are necessarily employed and shown through the structure and vocabulary so as to achieve the successful consumption of information on the part of the reader.

Precise Information

Traditionally, there are many factors involved in deciding what kind of information becomes news and how it is expressed, presented or re-arranged so as to capture the reader's attention and interest without wasting their time. Among those components necessary for newsworthiness, precision is one of the elements mostly found in English newspapers since it is necessary in making news reports and stories accurate, precise, real and interesting on the ground that news can be defined as an account of something real" (Martin and Chaudhary, 1983, p. 33). Unlike other printed media such as magazines and entertainment sheets news items should be those that can be proved true, reliable and exact. Through this particular dimension, readers and learners of English come across English structure and vocabulary that are precise, accurate and non-redundant in most newspapers because newspapers are said to make people want to be informed, persuaded and entertained" (Martin and Chaudhary, 1983, p. 12). Writers of English news stories should come to the main point quickly and honestly, using precise words to lure the reader into the rest of the news story. The following are the headlines and leads drawn from quality English-language newspapers. They constitute examples of news of important public figures, such as the prime minister, government, domestic and international happenings, social conditions, the economy, crime, the environment and science (Dominick, 1994p, 341):

Precise Headlines and Leads

Below are headlines and leads that are precise and not particularly complex, especially since each lead contains only one sentence and constitutes the first paragraph of the news story. According to Donald L. Ferguson and Jim Patten, the lead "is do-or-die paragraph, the place which you win or lose your reader (Ferguson and Patten, 1993, p.101).

Samak claims **plot** to seize him at airport

Prime Minister Samak Sundaravej yesterday claimed someone had plotted to capture him the instant his plane made a landing at Bangkok airport yesterday.
(*The Bangkok Post*, July 4, 2008)

The precise word ‘plot’ is suitably used in this news report to describe the prime minister’s suspicion of a dirty or secretive plan to get him as soon as he arrives at the airport.

Police uncover **plot** to attack Western targets

JAKARTA: a GROUP OF 10 SUSPECTED Muslim, militants detained in raids on Sumatra Island by Indonesia’s anti-terrorism unit was plotting to attack Western targets, a police source said yesterday.
(*The Bangkok Post*, July 4, 2008)

Again, the precision is seen here using the word ‘plot’ conveying a bad meaning because the word plot is often used in negative news stories to convey the meaning of a secret plan by a group of people to do something harmful or illegal

Wall Street **zigzags** on first day of 3rd quarter

NEW YORK: Wall Street began the third quarter with an erratic session and modest gain Tuesday after a mix of news made it clear the US is still deep in economic problems but may have some positive trends—including some better than expected sales for General Motors Corp.
(*The Bangkok Post*, July 3, 2008)

Here, the word ‘zigzag’ is definitely the correct word to use, in this case to explain the economic situation, because it means to move to the left and then to the right which indicates the irregularity and randomness of the economy.

Blast in volatile tribal region kills seven

PESHAWAR: An **explosion** destroyed the home of militant in Pakistan’s Khyber region yesterday, killing seven residents said on the third day of an offensive against Islamists threatening the city of Peshawar
(*The Bangkok Post*, July 1, 2008)

The word ‘blast,’ an American English word, is a short and more precise word used to mean an explosion.

Simplicity and Length

Another factor that makes up the worthiness of newspaper is the employment of simple language so as to make it easy for readers to understand and get across the intended message quickly and easily. In order to communicate information to the reader in a correct and economical manner, the lead should be short, as pointed out by Ferguson and Patten; because most newspaper columns are narrow—just over two inches wide—paragraphs must be kept short, usually about three or four typewritten lines (Ferguson and Patten, 1993, p. 113). The simple treatment of news language and proper length are, therefore, necessary for reader to get information; as Hamid Moalana points out in his book *Global Information and World Communication* the definition of “information” :

“In medieval Latin, *information* had the sense of image, instruction, and formation, while in classic French the word *information* was used in the singular term *une information* to mean processing and collecting facts in legal investigation. In its common and everyday usage, information is associated with a human situation, with a communication medium, with something that can be added and accumulated, with something factual, valuable, useful, useless, or with knowledge. Thus it is said that information is good, and more information is better, that information is power, information is lost; that a book, a letter, a newspaper, or a conference contain information” (Mowlana, 1997, p. 25).

Here are some headlines and leads that are written in simple English structure and vocabulary (as well as being of a suitable length) so that readers have no difficulty grasping the information quickly without wasting their time puzzling over the meanings of unfamiliar words, phrases or clauses:

Weak words	Word choice	
	man, woman person, people	activist, bottler, burglar, robber, thief, caretaker, contestant inmate, investigator, model motorist, rebel, stalker, vendor fund-raiser, maverick, veteran, tenant, resident, insurgent, protester coalition or interim government, etc
	do, does, make	ban, rise, hatch a plot, vie, sky-rocket, curb, tumble, protest against, avert, agree, sign, tackle, crank down, cooperate, etc.
	something	scheme, plot, conspiracy, inflation, hike, downturn, pro—democracy, anti-democracy, crash, tire, flood holocaust, summit, sanction, bomb, explosive, swap, row, typhoon, cyclone, tornado, turmoil, nod, violence, deadlock, poll, gun control, demonstration, march, protest, refuge, exile, capital, rooftop, charter, constitution, handgun, threat, ransom, measure, reshuffle, budget, red cards, yellow cards, cabinet, etc.
	place	hideout, firm, government house, the proper names of places, etc.
	time	yesterday, today, tomorrow, a decade ago, on the evening of, etc

For a better understanding of this category, compare the following headlines. The first one contains a too general meaning of what happens while the second one specifically labels who it really is in the news story:

Community wants monk out Community wants abbot out

The word ‘abbot’ refers to a Buddhist monk who is in charge of a monastery whereas the word monk’ means a male member who lives in a monastery

Study the following lead where there are words that are specifically chosen to create information impact on the readers so that every bit of news is clear for the readers to understand what really happens:

Residents of Wat Kanlaya community in Thou Bun yesterday **kicked off a** campaign to oust the temple's abbot who has cleared many historical structures at the temple and attempted to evict tenants from temple land.

(The Bangkok Post, June 30, 2008)

The word choice in the category of 'persons' here includes: 'residents, abbot, and tenants' while the words that refer to places are: 'community and historical structure.' As for disputed or controversial actions, such strong verbs as 'kick off,' 'oust,' 'clear' attempt,' and 'evict' are shown. The impact, therefore, is tremendous.

Informal Words vs. Formal Words

One of the factors that most newspapers should consider is the impact on the target audience that consumes news stories. How can a newspaper capture its audience so as that sale does not drop off? The answer is simple: the use of informal language or "small words" instead of "big words". The readership -- both old and young -- want to read a newspaper whose language is lively, eye-catching and easy to understand. The following are headlines and leads containing informal language that exerts a tremendous impact on a newspaper's readership:

Court takes up temple petitions.

The Constitution Court accepted the two petitions seeking a ruling on the constitutionality of the joint communiqué with Cambodia on the proposed listing of the Preah Vihear temple as a World Heritage site.

(The Bangkok Post, July 4, 2008)

The phrasal verb 'take up' (informal) means 'accept' (formal).

Mongolia clamps down after five die

ULAN BATOR: Armed soldiers patrolled the streets of Mongolia's capital yesterday amid a state of emergency that was imposed after protests over alleged vote-rigging left five people dead.

(The Bangkok Post, July 3, 2008)

The phrase 'clamp down' (informal) means 'suppress' (formal).

Marubeni scales down textile business

The Japanese trading giant Marubeni Group has been downsizing its textile business in Thailand due to the shrinking market and the strong baht, which has affected its export competitiveness.

(The Bangkok Post, July 3, 2008)

The phrase ‘scale down’ (informal) means ‘reduce’ (the amount) (formal).

Pakistanis honour Butto

Supporters of Pakistan’s slain former prime minister Benezir Butto yesterday absented her 55’S birthday in ceremonies across the country.

(The Bangkok Post,, June 22, 2008)

This headline and lead are simple enough for the readers to understand what is happening in Pakistan when people still take Butto as their martyr who becomes 55 years old if she were still alive.

Main parties score big in by-elections

The two major parties in Pakistan’s coalition government swept to victory in by—elections to till 33 vacant seats is: the national and provincial assemblies, an official said yesterday.

(The Nation, June 28-29. 2008)

There is almost no doubt what the headline and lend aforementioned mean as the reporter uses simple words to report the result of the by-elections in Pakistan after its two main parties won more seats to fill the vacancies both in the national and local councils as the phrase ‘score big’ means to achieve many votes.

GH Bank tones down loan goal amid slump

The Government Housing Rank (014 Rank) downgraded their housing loan target for 200g because of the economic slowdown and declining loans to the National I lousing Authority (NHA), said president Khan Prachuabmoh.

(The Bangkok Post, July 1, 2008)

The phrasal verb ‘tone down (informal) means reduce the effect of something’ (formal). The word ‘downgrade’ means to make a job or a person loss important and ‘upgrade’ is its antonym. The word ‘slump’ means a sudden: decrease in prices, sales, profits, etc.

Coke bottler slam controls

Thai Namthip Ltd. the local bottler of Coke, Fanta and Sprite, yesterday criticized the International Trade Department for refusing to let soft drink companies raise prices even though sugar and transport costs have soared in recent months.

(The Bangkok Post, July 3. 2008)

‘To slam’ is informal and it means ~to criticize badly or strongly’ (formal) while ‘bottler’ is a colloquial word meaning ‘one who job is making drinks in bottles’, or Thai namthip Ltd.

Burma beefs “p troop levels

CHIANG MAI: Burma has reinforced its troops in the disputed area of Doi Lang mountain, which an army source said might result from its “misunderstanding” over Thai military exercise in the border area.

(The Bangkok Post, July 2,2008)

‘To beef up’ (informal) means ‘to reinforce or improve’ (formal).

Mavericks probe Siberian forest mystery

MOSCOW: A group of maverick Russian scientists gathered in Moscow this week left no doubt that they share a singular passion to find out what caused the huge explosion in a Siberian forest that lit up the light sky as far away as London.

(The Bangkok Post, July 3. 2008)

The word ‘probe’ (informal) is a synonym for the big word ‘investigation’ (formal).

The phrasal verb ‘light up’ (informal) means to shine brightly’ (formal).

Judges to probe Burma loan

Nine judges were yesterday elected to sit on a panel to consider “tether to admit a ease related to the Export-Import Bank of Thailand’s four-million-baht loan to Burma.

(The Bangkok Post, July 3, 2008)

Again, probe (informal) is a small word equivalent to its big one: ‘investigation’ (formal).

Plan to give B100,000 to MPs raises eyebrows
 The House of representatives plan to give MPs 100.000 baht each to
 develop democracy has raised eyebrows and could breach the constitution.
(The Bangkok Post, July 4, 200~)

The compound noun ‘eyebrows’ (informal) is used to mean ‘surprise or disapproval’ (formal).

PAD silenced in school hours
 The People’s Alliance for Democracy (PAD) today will appeal the Civil
 Court’s ruling that ordered the anti-government group to unblock traffic on
 Rama V and Phitsanulok roads and lower the volume of its loudspeakers
 during school hours.
(The Bangkok Post, July I, 2008)

The word ‘silenced’ from ‘to be silenced’ (informal) replaces ‘stop talking, stop making a noise, lower the volume of something’ and it is easily understood.

From the examples illustrated above, it can be confirmed that for the most part newspaper language avoids using big words or ‘wordiness’ to convey quick and correct information. According to *Ferguson and Patten*, news is written to communicate, not to show off unfamiliar vocabulary (*Ferguson and Patten, 1993, p. 133*). To support this, *Ferguson and Patten* have displayed a list of pretentious words with their better equivalents as follows:

assuage (ease)	fallacious (wrong)
corpulent (fat)	endeavor (try)
circuitous (roundabout)	indisposed (ill)
appellation (name)	purchase (buy)
identical (same)	proceed (go)
erudite (learned)	inebriated (drunk)
conflagration (fire)	terminate (end)
inundated (flooded)	constituency (voters)
edifice (building)	demeanor (behavior)
precipitation (rain, snow)	location (site)

(*Ferguson and Patten, 1993, p. 133*)

Conclusion

With today's rapid communication, newspaper plays an important role in transmitting information in a speedy manner among a vast readership through its employment of simple, short, clear, objective, precise and non-redundant style of writing. Accordingly, to provide information concerning the issues of society, culture, politic, the economy, the environment, education, and a lot more both at the domestic and international levels, writers on news issues must be good at using English that make the readers enjoy correct and reliable informal on quickly in a manner that suits today's lifestyle.

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The Origins of Desire: Implication in Toni Morrison's *The Bluest Eyes*

Dr. Jongkit Wongpinit

Abstract

This article aims to investigate human's desire reflected in Toni Morrison's *The Bluest Eyes*. The researcher analyzes the main characters' desire based on the Buddhist Theory which holds that desire is the cause of suffering because once we have desire we are unconsciously forced to do and act in order to get what we want. It was found that desire is the cause that makes many characters especially the main character like Pecola Breedlove face severe suffering and life destruction. The story of Pecola and other characters in the novel makes readers see how human beings are enslaved by desire and attachment. Pecola ignorantly longing for things and misconceive about self leads her to great sufferings. The novel implies that we should be satisfied with what we have and are.

Though the thematic issue of *The Bluest Eyes* is the powerful destruction of racism on individual African American, this paper aims to investigate the more complicated issue which is probably overlooked; the origins of human desire in order to find out why people think, feel and act the way they do. The desire of each character in the novel will be analyzed based on the Lord Buddha's teaching. The interest in exploring this matter arises from the preaching of Buddhism which holds that wherever there is desire, there is distress. Once if we are forced to act on a desire, we are bound to suffer. The results of our desire will lead to more struggle, that is to say we are unable to put an end to our desire, so we will carry on desiring. We will be trapped in the cage of suffering and turn to become slaves to our desire (Bhuddhadasa 35).

The Bluest Eye depicts the life of a black girl from a poor and troubled family who longs for blue eyes. She is always refused and neglected because of her blackness and ugliness. Her desires for the blue eyes caused by the community's standard of beauty that only white complexion and blues eyes are considered loving and adorable. Kubitscheck (27) adds that the novel shows the destructive of racism on black community. It affects individual black people in the community who gradually absorbs the wider culture's racist pictures of themselves. What can be obviously seen in the novel is that people are varied in degree of need for love and approval from friends and family. They struggle, seek for something, create and ruin according to their needs. Looking more closely at what is going on in the story, we cannot refuse that all sufferings and torments are caused by need or desire. Desire is found in every individual but if he or she is too hungry for something, his or her desire will ruin

rather than create. The negative effects of unlimited and uncontrolled desire are not too difficult to be interpreted. The examples of those who face disaster and misery can be clearly exemplified from the novel. Morrison portrays how destructive life is when people have unlimited desire. To make it clearer, the following matters: kinds of desire, four attachments, solution and conclusion will be discussed along with the evidences derived from the novel.

According to Buddhism, there are three kinds of desire that cause human beings to suffer burdens: sensual desire, for becoming and desire not to become (Buddhadasa 35).

Sensual desire

Sensual desire is desire for pleasure in things, shapes, colors, sounds, scents, tastes, or touches. In the *Bluest Eye*, it is quite obvious that many characters have to endure suffering because their desire is not completely fulfilled. The most outstanding case is of Pecola Breedlove, a twelve-year-old girl who has to suffer from desire. Pecola seems to be the most pathetic victim who is victimized by almost everybody around her. Lacking of parental love since she was young, Pecola has no strength to fight with all life obstacles. The continual unsatisfactory situation from the young age leads her to painful trauma. To make it more precise, and psychological, Pecola's desire is referred to desire for love and esteem which human beings have from a young age. Pecola does not get what a young child needs so she painfully longs for love from her parents and peace from her family. Innocently thinking that the blue eyes would bring what she lacks; she then wishes for them as the text says: *'Each night, without fail, she prayed for the blue eyes. Fervently, for a year she had prayed.'* (46.) Being obsessed with blue eyes, she prays for them constantly and is convinced that by making her beautiful the blue eyes would change her life.

Her desire for the blue eyes, as has been mentioned is originated from the unpleasant events in the family. Her parents, Cholly and Mrs. Breedlove, fought frequently at home. At school, she is ignored by teachers and friends. Everywhere she goes, people consider her ugly and worthless as if she was a dandelion that grows wild on a deserted land. These circumstances greatly upset Pecola and she often wishes she could have the blue eyes then she would be loved. *Ironically*, the blue eyes are not exactly what Pecola needs. She just needs them as a means to get more

important thing that is 'love'. She believes that the eyes would create a miracle that could free her from an undesirable world. Her parents would love her and consider her valuable. The desire for love which turns to be destructive can also be exemplified through the minor character; Junior, a young son of Geraldine who belongs to black middle class. Junior is jealous of the cat that receives all his mother's love and care, he then pretends to be friendly to Pecola, invites her to his home and uses her visit as a tool to destroy the cat.

Besides the case of Pecola Breedlove, Cholly Breedlove, her father is another interesting case. He is bound to another kind of sensual desire; sexual desire. This kind of desire is harmful for a human if it is over controlled. This desire is considered natural and normal for both males and females but if there is too much desire it will cause many troubles. The case of Cholly Breedlove is a clear example, as he is the one who has uncontrolled and unlimited sexual desire. He lets his lust master him and make him treat his own offspring brutally. However, the cause of his unconsciousness is alcoholism. Cholly tries to forget his painful past and unsuccessful life at present by drinking. He begins to drink heavily and more often with his friends. Eventually, it is beyond his ability to control. He rapes his daughter one day when he is drunk. Pecola helplessly becomes his victim. According to the novel, the rape is motivated by his hatred. There is a mix of tenderness and love as he rapes Pecola. The tenderness confuses him. Unconsciously, it is transformed into a desire to consume her.

It is explicitly revealed in the novel that Cholly Breedlove's desire seems to be the most brutal among others'. Based on the Lord Bhudda's taught, Bhuddadasa Bhikku states that an evil man does evil because he desires to do evil, and experiences the kind of suffering appropriate to the nature of an evil man. Psychologically, this desire is known as 'Id' which refers to a lowest uncontrolled drive of mankind. Unconsciously, Cholly acts like an evil person and he is not happy by following his desire. It is painful to him to find out what he has done to Pecola. He is then tortured by his own feeling, the mixing of hatred and love. Buddhism says when a man becomes a slave to his emotion to consume with out thinking and to push away things he does not like he will be trapped passion and will never be freed from it (24).

Desire belongs to all kinds of human races. The different is the intensity of each individual's desire. In the novel, Henry is an example of non black man who cannot control his lustful desire. Though at first it is hidden under his smile and his friendliness, he finally let it explode. He plays with the whores and molests Frieda. We can learn from all kinds of desire mentioned above that for some people desire is hard to eliminate. If the more it is obtained, the greater desire will arise. If the desired result is not obtained, there is bound to follow a struggling and striving until one way or another it is obtained.

Desire for Becoming

The second desire is desire to become, desire to be this or that according to what one wants (Bhuddhadasa 35). From what Morrison portrays in the novel, we can see that almost all black people in the community have desire to become. Due to the domination of white society, the novel has many characters who long to be white, and has several characters of mixed ancestry who emulate whites and try to suppress all things in themselves that might be African. Moreover, they also need authority so that they try to be superior by looking down on other people. Geraldine and Soaphead Church are clear examples.

Morrison introduces Geraldine to readers in the second of Winter Unit. We have learned that she struggles to remove blackness from herself which Morrison calls 'funkiness'. Geraldine lives with her husband Louis and her son named Junior in a nice house next to a playground of Washington Irving School where Pecola attends. In her society, men marry women in order to have someone take care of him and his house. The women have certain routines of housekeeping and church going. Married women are always bound to stereotypical virtues; being a good wife and mother and being responsible for domestic task. In her book, *The Second Sex* de Beauvoir puts that when women step into marriage sphere, they are no longer independent. They have to depart from the group into which she was born. Marriage attaches them to their husbands' group. Like a farm animal or a slave, a woman is bought by her husband (87).

Geraldine's life is framed by social stereotype. Even her sex life is functional rather than loving. The story implies that she does not have a happy life because she lives among frustrations. Her life is lifeless. She acts like a cold stone not showing

affection to her son but her cat. Geraldine is frustrated trying to separate herself from being black and telling her son to keep himself away from black children. She explains to him that their family belongs to colored people who have standards of behavior more similar and close to the line of white people. She told him that they are clean and quiet whereas the niggers are dirty and loud. Trying to keep her status as high as white people, attaching herself and her family to a white standard of beauty and longing for respectability are stressful. Additionally, she also longs for authority. The characteristics of an authoritarian personality result from a pattern of upbringing in which parents are unable to express direct love for their children and are aloof and disciplinarian. As adults, these kinds of people suffer from anxieties. They are incapable to cope with ambiguous situations and they ignore inconsistencies, tending to think in a stereotypical way (Giddens 214). This argument is true to Geraldine who releases her frustrations on her son, Junior. However, all her regulations make him frustrated because Junior is still immature. He does not seem to understand his mother's purpose in behaving the way she does. He still longs to play with black children. His desire is pure and innocent. Similarly to other children of his own age, he needs friends to play with. He is unable to classify black and white. What he wants are just some playmates without thinking of skin boundary. Like many other children, he longs for love and care, and he dreams of a tender touch from his mother. When his desire is not fulfilled, it is then transformed to hatred and jealousy. He relieves all frustrations by brutalizing poor Pecola and the cat.

Soaphead Church or Elihue Whitcomb is another remarkable case. His story is mentioned in the fourth section of the Spring Unit. He comes from a family of a mixed-race people with a long tradition of academic achievement. The people of mixed-race are Anglophiles who admire England so they try to eliminate Africanness in themselves. Their ancestors try to transfer Anglophilia to their offsprings, separating themselves in body, mind and spirit from all that is suggested of Africa. Soaphead is one of these people. Deeply inside his mind, he realizes all the time that he can never be white. The admiration he has gradually turned him to be a self-deluding person. Being the offspring of the noble people from England is meaningless in America. He is put in the same status as black people. Being unsuccessful leads him to a psychological problem. He plays God, trying to convince himself that he is doing the right thing for Pecola and Bob, the old dog. We can see

his psychological problem from the letter that he writes to God. Soaphead Church's over attaching to self make him foolishly thinking that he is more important than God.

Desire Not to Become

The third kind of desire is desire not to become or desire not to be this and that (Bhuddhadasa 35). This kind of desire can be linked to the second desire; desire for becoming. People want to become something because they are not satisfied with what they are. The example from the novel is quite explicit. Many black people are not satisfied with their own status. People in the society have been influenced by the society values from generations to generations that whiteness is something admirable. According to Giddens (2000), an opposition between white and black, as cultural symbols, was deeply rooted in European culture. White has long been associated with purity, black with evil. Blackness always held negative meaning. This is the reason why black people are always oppressed and suffer from prejudice and discrimination. The injustice and inequality in society gradually change people attitude. They are not proud of their own identity. They long to become like white people, live their lives in the way white people do so they have to torture themselves. Like Geraldine, she does not want to be counted as one of the African race population. She emulates white people life styles and survives in oppression from within. Soaphead also has a desire not to be one of the black generations. He is suffering from social discrimination. The white blood that he gets from his noble father has proved to him meaningless when he lives in America. Trying to eliminate his black identity, Soaphead has to bare sufferings. He hates other innocent lives and he victimizes them mercilessly and brutally.

What is going on in the novel can prove that suffering has its origins in desire, which is just what the Buddha sets down in the Second of the Four Noble Truths. The Second Noble Truth is the origin, root, nature, creation or arising *Samudaya* of suffering. After we touch our suffering, we need to look deeply into it to see how it came to be. We need to recognize and identify the spiritual and material foods we have ingested that are causing us to suffer (Nanh, 98). As we have learned from the novel, many characters are suffering from their unfulfilled desire so we also have to look more deeply at the causes of their desire.

Origins of Desire

People probably need property, children, wife, garden fields and status. We cannot help being something or getting something. According to Buddhadasa (45-54), the concepts of getting and being are purely relative. They are worldly ideas based on ignorance. To eliminate all suffering caused by our desire, we have to find out the cause of our desire. Buddhists recognize four different kinds of clinging or attachment. Attachment is related to desire because once when our desire is fulfilled, we become attached to it and fear that we will lose it. Too much attaching to something, Buddhism finds that will lead us to sufferings.

The four different kinds of attachment can be classified as follows:

1. Sensual attachment (Kamupatana)

The sensual attachment is attachment to attractive and desirable objects. This attachment is naturally developed in human. It is the attachment to things we like and find satisfaction in colors and shapes, odors, tastes, tactile objects, or mental images. Since we were born, we come to know the taste of six senses. Gradually and unconsciously, we become tightly attached to them. If we are incapable of withdrawing from them, we will surely have problems. The case of Morrison's characters like, Pecola, Cholly, Geraldine or Soaphead Church can give us the answer why they sink into the ocean of suffering. These individual cling firmly to some desirable sense and they face sufferings. Almost all who suffer are ignorant about getting and being. Morrison takes a poor innocent, ugly black girl, Pecola Breedlove as an example of the one who wears a veil of ignorance. She longs for the blue eyes without knowing that it is impossible to remove what she has carried with her since she was born. Geraldine does not realize that she cannot change her origin of belonging to black people. Even Soaphead ignorantly thinks that he is superior to black people.

2. Attachment to opinions (Ditthupadana)

People have been instructed and trained since they were born. The training and instruction make their idea and opinion increased. Buddhism proves that some preconceived ideas and opinion to which we had clung to can lead us to life destruction. False ideas or opinion are related to customs, traditions, ceremonies and religious doctrines. We develop our personal views on things, based on our own original stupidity. For instance, black people in the novel are convinced that

whiteness is desirable and worth clinging to without being proud of their own identity. They seem to forget that it is an illusion and a deception.

Giddens (41), a sociologist states that cultural settings in which we are born and come to maturity has a significant influence upon our behavior, they rob of individuality and free will. The example of society influence can be seen in The Bluest Eyes. It obviously reflects how influential society is on an individual. The concept of beauty in Pecola's society can turn her life upside down and in the end lead her to insanity. Society standard at that time was white skin, blond hair and blue eyes. Morrison exemplifies the society influences through the adoration of the Shirley Temple, the yellow wrapper with a picture of Mary Jane and baby dolls with blue eyes and blond hair. Besides other factors that have been discussed, these things makes Pecola begin to wish for beautiful blue eyes.

3. Attachment to rites and rituals (Silabbatupadana)

This attachment refers to being attached to meaningless traditional practices that have been thoughtlessly handed down, practices which people choose to regard as sacred and not to be changed under any circumstances. In the novel, for instance, people in the community of Lorain, Ohio especially women have been deluded by Soaphead Church that he is supernatural who can bring miracles to their lives. Morrison shows the negative affect of people's misconception of superstition through Pecola Breedlove whose belief has been shaped by the adult beliefs. It obviously reveals that the society wrong traditional practice leads her to the saddest tragedy. Soaphead plays the role of God, trying to convince himself that he can do what God cannot do. He trickily uses Pecola as a tool to kill the dogs that he hates, deludes her that by feeding an old dog some food, she would get the blue eyes. Pecola runs away in terror and becomes insane.

4. Attachment to the idea of selfhood (Attavadupadana)

According to Buddhism, the belief in selfhood is something important and also something extremely well concealed. Any living creature is always attached to the wrong idea of 'me' and 'mine'. It is the primal instinct of living things and is the basis of all other instincts. A belief in selfhood is universally present in all living things. However, according to Buddhism, it is the root cause of suffering. The Buddha says ' Things, if clung to, are suffering, or are a source of suffering'.

Ordinary people cannot conquer the instinct only the highest of the Arahants, has succeeded in defeating it (Buddhadasa 51).

In the novel, we can see the example of the attachment of selfhood in many characters. Almost all of them have basis instinct. Those who lack have to struggle to get or to be. The cup of desire is hard to be filled. The degrees of attachment to self are different in each individual. One who clings too much will have to confront great suffering. Soaphead Church is an example. We can learn from his family history that he inherit self-deception from his ancestor. It is described in the novel that *'they transferred this Anglophilia to their six children and sixteen grandchildren.'* (168). He has been transferred a tendency to lie about their ethnicity and superiority. He inherits his trenchancy and pedophilia from his ancestors' practices and his religious mania from his father. The story of Soaphead Church explicitly shows the wrong attachment to self and we learn that by having this concept he is not happy. The wrong sense of self that he receives from his family is finally transformed to self-loathing. It completely destroys his life and innocent lives around him. Additionally, we can interpret from the story of Soaphead Church is he attaches firmly to a sense of authority or superiority. In a psychological point of view, Soaphead Church is the one who has the authoritarian personality. Giddens (214) states that people with an authoritarian personality tend to be submissive to superiors and dismissive towards inferior.

Conclusion

Throughout the paper we have learned three kinds of desire and how they are related to some characters in the novel. From the novel, we can prove that the concept of getting and being is the source of distress and misery. Getting and being represent a form of desire. Suffering arises from desire to be and desire also arises from failure to realize that all things are inherently undesirable is presented as an instinct right from babyhood and is the cause of desire.

Additionally, Buddhism teaches us to investigate the cause of desire by considering four attachments. To know the truth about these things, we have to bear in mind that nothing is worth clinging to, by nature of things, nothing is worth getting or being. If we were enslaved by four kinds of attachment, we would probably encounter danger or the toxic nature of things. The harm of things we cling to does

not immediately appear as a blazing fire, weapon or poison but disguised as sweet, tasty, fragrant, beautiful and melodious things. To live happily, according to Buddhism, we have to give up unskillful grasping.

The story of Pecola Breedlove and other characters in the novel is a good example of how men are enslaved by desire and attachment. To ignorantly longing for things and misconceive about self leads them to great sufferings. The novel implies that we should be satisfied with what we have and are. Like Osho, an Indian philosopher says “*The greatest courage in the world is to not imitate others, to live one’s own life as authentically as possible*” (17). When the grasping and clinging is too tight it is hard to draw back.

Ones who live their lives authentically have a tendency to be the happier. Like the minor character Claudia Mac Teer, she realizes of her own uniqueness, she respects herself and does not long to be white and beautiful. In the other words, Claudia is not vulnerable to social standard of beauty. Besides, she has a warm and understanding family. Morrison quite clearly contrasts the Mac Teers and the Breedloves to readers. The authentic and optimistic view of life of the Mac Teer leads them to real happiness where as the pessimistic one like the Breedloves leads the family members to life destruction.

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The Development of Racial Identity in Sui Sin Far's Short Story

"Its Wavering Image"

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Abstract

This study aimed to analyze how Pan, the biracial protagonist in "Its Wavering Image", developed her Chinese identity. The four-stage model of racial identity development proposed by William Cross was employed for the analysis. The results showed that Pan, a Chinese-American woman, began the pre-encounter when she learned the white symbols from Mark Carson, an attractive American man. Since Pan lived in the Chinatown with her Chinese father, her father's heritage had to be stronger than her mother's. Pan, therefore, became unsatisfied with Carson when he offered her the negative images of the Chinese. This made Pan develop her Chinese identity to the encounter. Last but not least, Pan reached the immersion/emersion and the internalization respectively after she knew that Mark Carson made use of her for his own purpose. As a result, Pan felt disappointed and decided to reject her American identity. She, in the end, turned a complete Chinese woman and felt secure to live in her Chinese world.

After the Civil War in the 1840s, owing to the poverty and bad living conditions of Chinese citizens in China, many Chinese men thought of migrating to America to seek fortunes after the news of gold discovery in California had become widespread. As a result, approximately 25,000 Chinese males migrated to America in order to work in the gold fields. Due to the obvious differences in appearance and culture, the Chinese were considered alien and exotic by the dominant group. Furthermore, the established ethnic group of white miners believed that Chinese would take over their jobs. For this reason, their attitudes towards the Chinese were not positive in that period, and consequently, the Chinese were not safe in white communities.

Since very few Chinese men successfully worked in the mines, many of them had to start doing traditional female work in order to earn a living; for example, cooking, sewing, laundering, etc. But still they came, and came in big numbers, because they wanted to earn money for their families back in China. Many became low class workers or underpaid contract laborers for railroad construction. Charles Marden states, "most of the Chinese who came [to America] in the nineteenth century were poor villagers. Many of them came as contract laborers, especially for railroad construction" (281). The Chinese were considered ethnically inferior and frequently insulted by the ethno-Europeans [the white] at that time.

The American government was also concerned about the increasing Chinese immigrants as well as the permanent settlement of the Chinese minority in America, and many legislative acts were issued in order to protect their own citizens' rights and to decrease Chinese rights. Unfortunately, there was no social legislation that protected the Chinese. Archer Jules indicates, "In 1863, the California legislature passed a law forbidding any Chinese to give testimony in any court action involving a white American. Whites could shoot Chinese with impunity" (43).

Due to the racial discrimination and prejudice, intermarriage between the two races was absolutely taboo at that time. Henry Yu also states, "On the state level, anti-miscegenation laws in the 1870s and 1880s made it illegal for Asians to marry whites in most western states" (2). Not surprisingly, biracial offspring suffered too because of this inequality and prejudice. Most of them were confused with their identity and felt in conflict as to which race they belonged. As a result, there were some biracial writers in American society who wanted to speak out on their behalf hoping to change this painful racial situation.

Edith Eaton was a mixed race, a daughter of a European father and a Chinese mother. She had encountered racial prejudice since she was young and decided to write for Chinese people in America. 'Sui Sin Far' became her pseudonym because she wanted to identify not only with her mother's race but also with the Chinese blood in her body. During her stay in America, Sui Sin Far wrote a lot of short stories focusing on Chinese and Chinese children's morality, for instance, "Mrs. Spring Fragrance," "Her Chinese Husband," "In the Land of the Free," "Children of Peace,". In order to change the bad images of Chinese and to announce to the white world that the Chinese were also human beings who had feelings of sadness, gladness, happiness, and who cried when they were sad, or who laughed when they were happy, she, therefore, devoted her life to write regarding Chinese people. As a result, her writings have become well-known in America and many countries in the world nowadays.

In this study, the issue of racial identity presented in Sui Sin Far's short story "Its Wavering Image" was analyzed based on a theory of racial identity development proposed by William E. Cross, a professor and head of the doctoral program in social-personality psychology at the City University of New York's Graduate School and University Center. Cross's theory of racial identity development labeled a

“nigrescence” model has nowadays been employed widely by a number of researchers for the analyses of people’s race and ethnicity as Belgrave states, “William Cross’s model of the development of racial and ethnic identity has generated a considerable amount of work over the past three decades and continues to do so today” (20). Although Cross classifies the developmental stages of racial identity in relation to blacks and whites, they can be applied to other races such as Chinese, Asian, Eurasian, etc. Tatum states, “while the identity development of other people [Asian, Latino, Native American] is not included in this particular theoretical formulation [Cross’s theory of racial identity development], there is evidence to suggest that the process of these oppressed groups is similar to that described for African American” (9). According to Cross, there are four stages of racial identity development: the pre-encounter stage, the encounter stage, the immersion /emersion stage and the internalization stage. The pre-encounter stage is related to the absorption of dominant group’s beliefs and culture, including the notion that “White is right” and “Black is wrong” (3). In this stage, the colored people think that they cannot be parts of the white society; in other words, they always feel alienated from the dominant group. However, people who are in this stage cannot fully understand the impact of racial discrimination from the white world. The next stage is the encounter. It occurs when the minority confronts prejudice and injustice in the dominant society; in other words, it is from racial prejudice between two ethnic groups. The third stage is called the immersion/ emersion. It concerns the symbols of racial identity of each race; for example, the colored people realize their racial symbols, beliefs and culture or even their heritage. At the same time, they are also able to identify the symbols of the dominant groups and know how to avoid them. The last stage is the internalization stage. At this stage, the minority feels more secure with their race, having the pride of their own ethnicity; moreover, they decrease their defensive feelings towards the majority. However, the relationship among similar group of friends is still maintained. Also, a colored person can establish the significant relationship with a white friend when his / her identity is accepted.

“Its Wavering Image” is a short story about Pan, a biracial protagonist. Her father is a Chinese man, and her mother is a white woman. Pan’s mother dies when she is very young; therefore, she has been brought up by her father who owns an Oriental Bazaar in the Chinatown of San Francisco. As a result, Pan is very proud of

her Chinese heritage and never feels confused with her identity. Nonetheless, her mother's identity begins to trouble her when Mark Carson, an American reporter, comes into her life. In the story, Pan loves Mark Carson very much. For this reason, she has to make a final decision on her own identity. What will she be – Chinese or American?

In "Its Wavering Image", Sui Sin Far starts the story with the harmonious living of Pan in Chinatown among the Chinese people. Pan never feels alienated in the community because she has been raised by her father since she was a child. Her harmonious living is clearly shown at the beginning of the story: "With her father's people she was natural and at home" (61). Since Pan's mother is a white woman, her appearances must be exactly different from other Chinese women: "All her life had Pan lived in Chinatown, and if she were different in any sense from those around her, she gave little thought to it" (61). From the story, although Pan's appearance is different from other Chinese people, she does not care about it. Also, she never thinks that she is white but only Chinese. Sui Sin Far describes, "in the presence of her mother's race she felt strange and constrained, shrinking from their curious scrutiny" (61). It can be seen that according to the first scene in Chinatown, Pan has no difficulties with her white identity. Also, she does not accept her mother's heritage. As a result, she spends her life as a complete Chinese girl with other people harmoniously in Chinatown.

Pan's identity is shaken when Mark Carson comes into her life. Mark Carson is a young American reporter with his fascinating looks. He mainly goes to Chinatown in order to write an article about Chinatown and Chinese people. In the nineteenth century, the Chinese and Chinatown were strange in Americans' eyes. Charles and Gladys mention about the Chinese's appearances and lifestyles, "The Chinese, especially when clustered, seemed very strange to the average westerner: clothing, the singsong intonation of the language, the characters of the written language in street signs and menus, the exotic goods in shops" (287). Therefore, Mark Carson intends to create a story about the Chinese in order to publish his article to curious American people in societies. There he meets Pan for the first time. Mark Carson wonders Pan's identity very much. He asks a city editor, "What was she? Chinese or white?" (61). The answer that he gets from the city editor does satisfy him "She is an unusually bright girl, and could tell more stories about the Chinese than

any other person in this city – if she would” (61). Since Mark Carson is “a man who would sell his soul for a story” (62), he, therefore, can do anything for his success. As a result, he decides to begin his relationship with Pan in order to let her introduce him everything about the Chinatown. Mark Carson is a good looking man as narrated, “Mark Carson had a determined chin, clever eyes, and a tone to his voice which easily won for him the confidence of the unwary” (61). Therefore, he attracts Pan easily. It can be interpreted that since Pan met Mark Carson, she has changed her perspective to white people. Additionally, her attitudes towards her mother’s heritage have also changed. As a result, this is the beginning of Pan’s racial confusion.

Before Mark Carson walks into Pan’s life, she does not learn anything about white people. After she knows him, she opens her mind and accepts American culture because she considers Mark Carson “her first white friend” (62). Furthermore, she also thinks that Mark Carson accepts her Chinese identity. As a result, she is willing to introduce the Chinatown to Carson as shown in the story, “in full trust and confidence, she [Pan] led him about Chinatown, initiating him into simple mystery and history of many things, for which she, being of her father’s race, and a tender regard and pride” (62). According to this scene, Pan starts her first stage of pre-encounter. Cross identifies, “Pre-encounter characterizes the adoption of pro-American or pro-mainstream identity, and race is not viewed as important” (21). Owing to Pan’s passionate love for Mark Carson, she now learns American culture and beliefs from him.

Although Pan has Mark Carson as her white boyfriend, she still considers herself a Chinese woman. Pan says to Carson, “I would rather have a Chinese for a father than a white man” (63). It shows that Pan is very proud of being Chinese and being a daughter of her Chinese father. Pan has lived in Chinatown with her father and Chinese people for a long time; therefore, she assimilates herself into the Chinese world. As a result, she never thinks to change herself to be an American woman. It is not her nature. However, Pan falls in love with Carson. She can accept what he is; at the same time, she also wants Carson to accept whatever she is in return. In other words, Pan expects Mark Carson to accept her Chinese identity.

Nevertheless, Mark Carson thinks that the Chinese are strange. Sui Sin Far uses Mark Carson as a representative of American people who judges Chinese as an inferior race. Due to the negative images of the Chinese in American perspectives,

many white people as well as the American government discriminate the Chinese. Locke Don defines prejudice as “judgment formed before fully examining the object of evaluation. Racial prejudice refers to judgment based on racial and ethnic group before getting to know the person” (11). As a result of racial prejudice, the Chinese had inadequate rights in America in the 19th century. Archer states, “Many white resented in the industry and perseverance of the Chinese, who often worked in mines which had been abandoned as worthless and made the tailing pays” (39). Furthermore, Charles Marden mentions, “Frequently, the Chinese were exposed to violence, especially in period of hard times” (285). Similarly, Mark Carson has prejudice against the Chinese; he, therefore, never wants Pan to be Chinese as he asks Pan who she will marry between a white man and a Chinese man. In other words, he asks Pan which race she will choose between American and Chinese.

In order to encourage Pan to choose her American identity, Mark Carson tries to brainwash Pan with the negative images of the Chinese. Tracing back to the nineteenth century, the Chinese in America were viewed as low and uncivilized people. Locke states, “the ordinary Chinese were debased heathens awaiting divine rescue from their unholy condition of lechery, dishonesty, cruelty, filth, and intellectual inferiority” (82). It can be understood that Mark Carson is like other American people who look down on the Chinese. He tries to put his negative attitudes towards the Chinese into Pan’s thoughts in order to persuade her to choose American identity. For instance, one evening in Chinatown, Carson and Pan stay together, and a bright moon shines above in the night sky. Mark Carson says, “How beautiful above! How unbeautiful below!” (63). The sky, in this sense, symbolizes civilization and white identity; in contrast, the below Chinatown represents uncivilization and the Chinese race. Carson’s words do not work with Pan; in contrast, Pan becomes unsatisfied as she replies immediately, “Perhaps it isn’t very beautiful, but it is here I live. It is my home” (63). Pan understands Carson’s thoughts very well that he never likes her home which is called Chinatown by Americans. However, she loves Carson and does not know how to stop him to think of her Chinatown and Chinese people negatively. Therefore, she says, “I do not love you when you talk to me like that” (63) when Carson encourages Pan to make a decision to be a white woman.

Since Mark Carson shows his negative attitudes towards Chinatown as an unbeautiful place, Pan realizes Mark Carson’s prejudices against her Chinese heritage.

Pan now develops her identity to the next stage, which is the encounter. In accordance with the encounter stage, the minority or black people receive prejudices and injustice from the dominant group. As a result, they hate the majority and stay together among their group members. For Pan's case, she feels unsatisfied with Mark Carson and does not want him to have prejudices against her father's heritage. However, Pan cannot reject Mark Carson owing to her love for him. Interestingly, Sui Sin Far uses the power of love to disrupt the power of racial discrimination. At first Pan does not accept her mother's identity as she considers her mother's heritage "strange and constrained" (61). But when Pan has Carson as her white boyfriend, she tries to assimilate herself into both worlds, Chinese and American.

Nevertheless, Carson never gives up his intention to change Pan to be a complete American girl. He tells Pan that before she meets him, she spends her life among weird people and environment that she does not belong to. He cries out, "you do not belong here. You are white – white" (63). Carson determines that it is the time for Pan to choose her real identity. That is American. He urges, "your real self is alien to them," (63) and "Pan, don't you see that you have got to decide what you will be – Chinese or white? You cannot be both" (63). In this situation, Pan becomes confused with her identity. Moreover, it is hard for Pan to make a decision between her love for Mark Carson and her Chinese identity. Indeed, the fact that Pan loves Carson does not mean she has to change to be a white woman. It is Mark Carson himself who wants Pan to be a complete American woman. Therefore, Pan faces her big dilemma.

On account of her love to Mark Carson, she eventually accepts her mother's heritage. In a dark evening, Cason and Pan stay together under the beautiful sky of the silver stream. Indeed, it is such a romantic scene that Sui Sin Far uses to reveal the wavering identity of Pan. When Mark Carson sings a song for Pan, she is very delighted with happiness. Sui Sin Far wants to reveal the issue of racial identity through the meaning of the song:

“ And forever, and forever,
 As long as the river flows,
 As long as the heart has passions,
 As long as life has woes,
 The moon and its broken reflection,
 And its shadow shall appear,

As the symbol of love in heaven,
And its wavering image here,” (64)

From this scene, Pan almost changes her identity to American because of Mark Carson and the romantic setting. As they enjoy the beautiful sky together, Pan has already accepted the white culture because the sky symbolizes civilization as aforementioned. The song Carson sings, also affects Pan’s feeling. The song can be interpreted briefly that no matter what Pan will be, her real self as well as her nature is forever true like the crescent moon in the sky that waits to be a pretty full moon again. Similarly, Pan also waits for the right time to realize herself as a white girl. “The symbol of love in heaven” (64) mentioned in the song represents Pan’s happiness with Mark Carson when she completely becomes American.

Pan, who is a young girl, now lets herself follow her heart and forgets everything even her Chinese identity. It is clearly shown in the story that “She was so young and so happy” (64). And then Mark Carson says to Pan, “Kiss me, Pan” (64), and Pan does it so. The kiss she gives to Carson can be inferred that she chooses to be white as Carson wishes. He says, “Oh! Pan! Pan! Those tears prove that you are white” (64). At this time, Pan does not deny his words as she always does.

Sadly, Pan’s happiness does not last forever. When Mark Carson’s article is published in both American and Chinese communities, Pan learns that she is used by Mark Carson, who is her white lover, for the information of Chinatown and Chinese people. As a result, she feels she is betrayed as she exclaims, “Betrayed! Betrayed! Betrayed to be a betrayer!” (64). Now, Pan feels not only disappointed with her love but also guilty to her Chinese people as well as her father. This situation shows in the story “Ah, well did he know that the sword which pierced her through others, would carry with it to her own heart, the pain of all those others” (64). Owing to the disappointment, Pan’s racial identity development moves to the third stage, the immersion/ emersion. According to Cross, “In the immersion/ emersion, the person begins to immense himself/herself into total blackness. He/She attaches himself/herself to black culture and at the same time withdraws from interactions with white people” (3). It can be understood that when people confront prejudice, they become angry with the dominant, and will accept their race; at the same time, their defensive feelings to the white symbols are stronger. Mark Carson’s betrayal makes Pan reject American identity. It leads her to the final decision of her self identity.

Pan, in the end, appears to be a complete Chinese woman. At the end of the story, Mark Carson comes to Chinatown again in order to meet Pan. At this time, he sees Pan under a Chinese costume; therefore, he asks, "Why do you wear that dress?" (66). In this scene, the Chinese costume that Pan wears shows that she has eventually decided to be a Chinese woman. Also, Pan's answer can reflect her final decision in terms of racial identity issues. She replies, "Because I am a Chinese woman" (66). It means that Pan now chooses her Chinese identity. Furthermore, Pan rejects the white culture. She decides to break up with Mark Carson by her words, "I would not be a white woman for the entire world. You are a white man. And what is a promise for a white man!" (66). Now, Pan strongly says she is not a white girl. She is only Chinese. As a result, the development of Pan's identity reaches the fourth stage of internalization. Cross states, "In the final stage, internalization, the person focuses on things other than themselves and their ethnic or racial group. They achieve an inner security and self-confidence with their blackness" (3). Similarly, at last, Pan determines to be Chinese because she is accepted by the Chinese. Additionally, she feels safer and more secure when living in the Chinese world than in the white world as stated at the end of the story "And Pan, being a Chinese woman, was comforted?" (66).

"Its Wavering Image" is one of Sui Sin Far's short stories that can represent the issues of racial identity very clearly. Also, the experiences of biracial offspring are presented through Pan. Vanessa mentions, "'Its Wavering Image' is a story about looking and seeing; in particular, it is about the blinders that racism puts on Carson's perception" (9). According to Diana, the words "looking and seeing" in this sense mean that the story presents the ways Americans see Chinese people as strangers. Mark Carson is a representative of Americans who has negative attitudes towards the Chinese and Chinese culture. In the story, he sees Chinese as weird and "unbeautiful" (63). It is clear that Sui Sin Far wants to represent the Chinese images as foreigners in American perspectives.

In order to change American perspectives towards Chinese, Pan, in the story, is used to perform duties as an ambassador who leads Mark Carson to the Chinese world and introduces him to her Chinese people. Nonetheless, Carson still perceives Chinatown as "unbeautiful" (63). Mark Carson thinks that Pan should not live in a Chinese community. He, therefore, tries to take Pan away from Chinatown. However,

Pan still chooses her Chinese identity because she has faith to her Chinese people. It can be concluded that in “Its Wavering Image”, Sui Sin Far wants to present the perceptions of Chinese images in American societies in the nineteenth century to readers. Even though Chinese is considered inferior as black by some white people, Pan, the protagonist in the story, still lives happily as a Chinese girl with other Chinese people in Chinatown. It implies that happiness of people does not depend on social mainstream. But it depends upon how they find their real selves and know how to live together without discrimination. Like Pan, she finally chooses her Chinese identity and spends her life as a normal Chinese woman in Chinatown with no confusion about her mixed race anymore.

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**A Study of Humanities and Social Sciences Students' Attitudes towards
Foundation English Courses in the General Education Curriculum at
Chiang Mai University
Payupol Suthathothon
Kevalin Steven
Chiang Mai University**

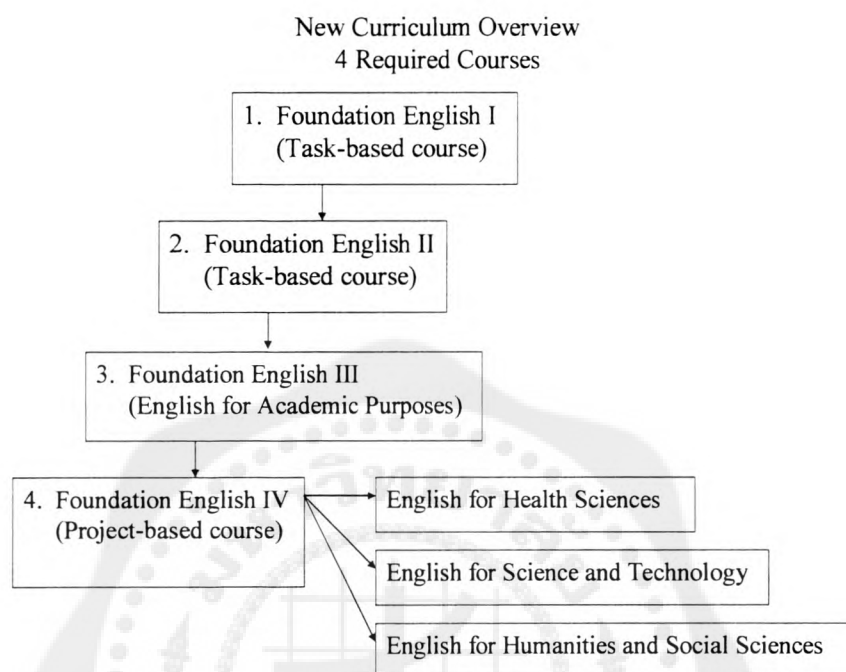
Abstract

In 2004, the English Department at Chiang Mai University implemented a new core curriculum for the general English courses. In order to ascertain its effectiveness, a comprehensive survey was conducted. Humanities and Social Sciences in the second semester of the 2005 academic year were given a Likert- Scale questionnaire focusing on four key areas: the syllabus of these courses, teaching and learning procedures, content, and testing and evaluation. The empirical evidence shows that most students had a positive attitude towards the syllabus of these courses. In addition, most students were satisfied with the teaching and learning procedures which focused on task- based learning. Concerning the content of the English courses, most students agreed that it was suitable and helped develop their speaking skills the most. In regards to testing and evaluation of the courses, most had positive attitudes towards the evaluation through their task projects but felt that final examinations should not be the sole judge of their academic accomplishments.

Rationale

In 2003, the National Tertiary Education Committee initiated goals and standards for using as guidelines in the revision of Foundation English curriculum. To order to reach the goals and standards, the English Department's Foundation English Team at Chiang Mai University made a big change on the Foundation English curriculum in 2004. In the past, Foundation English curriculum was designed to serve students in two different streams: English for science-related students and English for art-related students. Students studying in the science stream had to study four foundation English courses in which the content was all related to health, science, and technology. However, the art-related students took four English courses related to every day's use of English with an emphasis on grammar. Keeping the above goals and standards in mind, the Foundation English Team at the English Department has made a paradigm shift on the new curriculum which promotes life-long learning. The approach employed in the new curriculum is task-based instead of the functional-based used formerly. Another change on the new curriculum is the use of student-centered approach which aims to develop students' competence in using English to communicate in social settings both inside and outside university as well as to help achieve personal and academic goals. Apart from adding E-learning lessons, self-

monitoring and critical thinking skills are also utilized in the newly developed curriculum. The new curriculum can be clearly seen in the following diagram.



Since the new curriculum in accordance with the goals and standards of the National Tertiary Education Committee has been implemented for a while, the Foundation English Team at the English Department has established research aiming at studying the students' attitudes towards the courses in the new curriculum. The study is also beneficial in checking the efficiency of the courses and finding out the extent of knowledge the students gained from the courses.

Objectives of the Study

The study aims to find out information on the attitudes of Humanities and Social Sciences students towards the new Foundation English courses. Also, it is intended to survey the students' use of learned English skills in the new Foundation English courses in other courses related to their field.

Methodology

The research population was 1,170 Humanities and Social Sciences students who already took four Foundation English courses in the new curriculum. All of

them were from six Humanities and Social Sciences-related faculties, namely Faculty of Humanities, Faculty of Social Sciences, Faculty of Education, Faculty of Business Administration, Faculty of Economics, and Faculty of Fine Arts. However, it was found that only 861 out of 1,170 students completed the given questionnaire.

In terms of research instrument, the study employed a survey questionnaire asking Humanities and Social Sciences Students' attitudes towards the new Foundation English courses. In so doing, five-point Likert scale questions were categorized into five main groups which were personal data, curriculum management, approaches and learning strategies, course content, and assessment. The questionnaire was administered during the last week of Foundation English IV course. The data was then analyzed through SPSS program as to mainly find out percentage, mean, and standard deviation.

Results

The findings are divided into five aspects which are personal data, teaching and learning management, approaches and learning strategies, course content, and assessment. In terms of personal data, most of the respondents are female students representing 71.8 % and most of the respondents are second year students. Nonetheless, 1.2 % is first year students who got a high score on their University Entrance Exam and were previously exempted from Foundation English I and II courses. It is evident that most of the respondents are from Faculty of Social Sciences representing 32.1 % of the population. In terms of exemption, 5.8 % of the respondents are exempted from the first Foundation English course while 1.6% of them are exempted from the second course.

The result regarding curriculum management reveals that the respondents are not sure whether the exemption from certain courses is appropriate (mean = 3.39, SD = 0.943). However, most of them agree that there should be four Foundation English courses in the curriculum (mean = 3.84, SD = 0.783). Using the commercial book named *Skyline3* together with the in-house workbooks in Foundation English I and II courses is found to be effective by the respondents (mean = 3.74, SD = 0.822).

In terms of teaching approaches and learning strategies, most of the respondents agree that all of the learning strategies are useful, especially the reading one representing the highest rating, 4.15. Other aspects the students find beneficial

include giving oral presentations in class and writing essays related to every day's life (mean = 4.10, SD = 0.734). Regarding class activities, it is totally agreed by the respondents that finding relevant information from the Internet helps facilitate their learning (mean = 4.29, SD = 0.685) while recording vocabulary and grammar items in a language notebook is found effective (mean = 4.04, SD = 0.745). Unfortunately, most the respondents are not certain whether the E-learning lessons help promote learning because they think there is always a problem with cheating (mean = 3.96, SD = 1.022).

When asking about the tasks, the respondents totally agree that group work and pair work help make them learn and develop skills from their peers (mean = 4.06, SD = 0.660). Moreover, they prefer to study with both Thai and foreign teachers (mean = 4.03, SD = 0.942) because they think that the courses in the new curriculum is beneficial in terms of language skill improvement (mean = 3.85, SD = 0.743), confidence in using English (mean = 3.83, SD = 0.717), and positive attitudes towards learning English (mean = 3.72, SD = 0.778).

Regarding the course content, most of the respondents think the content of Foundation English I and II are mostly suitable for students (mean = 3.84, SD = 0.741), but they think the content of Foundation English IV is a bit too difficult (mean = 3.60, SD = 0.907). In general, most of the students think the content in the four courses helps promote critical thinking skills (mean = 3.84, SD = 0.669), and giving oral presentations in class makes them confident in terms of public speaking (mean = 3.96, SD = 0.772). Furthermore, doing a task analysis before working on the task is found useful because the analysis makes them understand the task better (mean = 3.91, SD = 0.631). When asking about skill development, most of the respondents feel they have developed their speaking skill the most (mean = 4.00, SD = 0.694), followed by reading, and writing skills respectively. However, they find they have learned less grammar items in the four courses (mean = 3.75, SD = 0.799).

In terms of assessment, the respondents feel scores earned by doing different tasks help them get a higher grade (mean = 4.07, SD = 0.807) and think the exam items in the final exam are relevant to the tasks as well as activities done in class (mean = 3.93, SD = 0.642). Also, they feel their grade given by the instructor is in relation with their abilities (mean = 3.47, SD = 0.824). Having attendance score considering 10 % of the grade is found suitable (mean = 3.06, SD = 1.320).

Nevertheless, the respondents are not quite certain whether having only final exam in each course instead of having both midterm and final exams is effective in the newly developed curriculum (mean = 2.74, SD = 1.154).

Discussions

Most of the respondents think the new curriculum is appropriate in general because its content covers the use of English related to every day's life and their field of study. Therefore, it is suggested that the first two Foundation English courses are task-based as it has been done for a while. The third Foundation English course should be English for Academic Purposes and a project-based syllabus should be employed in the last Foundation English course which has been divided into three main streams, namely English for Health Sciences, English for Science and Technology, and English for Humanities and Social Sciences. In terms of exemption from certain courses in the new curriculum, inadequate information might be given to students and this might result in students' misunderstanding regarding the existing exemption system. It is therefore concluded that adequate information as well as research on the suitability of exemption should be done.

Based on the result, task-based approach is thought to facilitate learning. This is because this approach helps the students aware of the task overview by doing relevant activities which gear towards the task. By exchanging opinions with their peers, the students also come up with using creativity in the task. It is therefore recommended that task-based approach is still utilized in the curriculum.

As mentioned earlier, the students find that learning strategies, especially the reading strategies in the curriculum are very useful. This is due to the constant practice in class, and the students are able to apply the reading techniques in their Internet search. However, the finding shows that the students practice listening skill less than other skills. Consequently, more various listening exercises such as songs, conversations, news, and documentaries should be added to the syllabus.

As most of the students in this era are familiar with the use of Internet, they think that finding relevant information from the Internet also promotes learning English because they are able to learn outside of class. Thus, Internet search should be employed in all of the four Foundation English courses because learning English in this globalized world should not be limited to the classroom. As the result reveals that

E-learning promotes learning English through technology, it is also found that the online lessons leads to cheating. This has happened because some students do not do the online lessons by themselves, so they do not learn anything through the online lessons provided. Therefore, it is suggested that measures are established to effectively prevent cheating.

As for the finding regarding class activities in this new curriculum, both pair work and group work facilitate learning and promote management skills. Pair work and group work are preferred because students are able to learn from their peers while brainstorming, and they also feel more relaxed than doing individual tasks. Because the students prefer to study with both Thai and foreign teachers, it is recommended that more foreign teachers teach the third and fourth Foundation English courses which are more demanding than the first and second courses. This will help the students learn English from foreign teachers more efficiently.

In terms of content, most of the students agree that the content of the four courses are suitable and beneficial because the content not only meets the students' needs and interests but also suits the students' abilities. Besides, the content is designed to be useful in other courses. As the students mention oral presentations done in the four courses help build confidence, they are often encouraged to constantly speak in front of class and this would maximize their speaking potential. As the finding reveals that doing task analysis helps the students understand the task better, the task analysis done before starting the task encourages them to analyze the task they are going to do by thinking of steps to accomplish the task. Therefore, after the task analysis is done, the students will see the whole picture of the task more clearly. For skill development which the students mention they have developed all skills but have learned less grammar items, more relevant grammar items should be considered to be added to the syllabus of each course.

As for the assessment, the students are not certain whether having only final exam instead of both midterm and final exams in a course is appropriate. This is because the students feel worried that they might not have done the final exam well enough. However, the final exam is designed to correspond to class activities and lessons taught. Lastly, class attendance score should also be part of the assessment to stimulate the students to regularly attend classes for the maximum benefits of themselves.

Recommendations for Further Research

1. A survey research on the students' attitudes towards each Foundation English course in the new curriculum should be conducted.
2. In order to ascertain the results of this present research, a continuing survey research on the students' attitudes towards all Foundation English courses should be established.
3. There should be a survey research on the Foundation English curriculum evaluation when the students who are respondents of this research are in their fourth year to find out whether the Foundation English courses are really helpful in their field of study.
4. A comparative study of the attitudes of the students in the three fields, namely Health Sciences, Science and Technology, and Humanities and Social Sciences is recommended in order to be used as a guideline in the management of Foundation English courses in the future.

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Appendix

A Study of Humanities and Social Sciences Students' Attitudes towards Foundation English Courses in the General Education Curriculum at Chiang Mai University

Part 1: Personal Information

Please fill in the blanks and/or tick (✓) in front of statements.

1. Sex Male Female
2. Faculty _____ Major _____ Year _____
3. Class Format Day Class Evening Class
4. Foundation English courses that have been taken or exempted.
 - 001103 Taken Grade earned _____
 - Exempted
 - 001104 Taken Grade earned _____
 - Exempted
 - 001203 Taken Grade earned _____

Part 2: Attitudes towards Foundation English courses in the General Education Curriculum

Please put (X) in the boxes provided according to your opinion.

Statements	Totally Agree	Agree	<i>Uncertain</i>	Disagree	Totally Disagree
Curriculum Management					
1. Having four courses of Foundation English in the General Education curriculum is appropriate.					
2. Exemption from studying one or two Foundation English courses is appropriate.					
3. Using <i>Skyline3</i> together with workbooks in 001103 and 001104 courses is appropriate.					
4. Prices of <i>Skyline3</i> and workbooks in 001103 and 001104 courses are appropriate.					
5. Task-based Approach helps facilitate learning English.					

Teaching Approaches and Learning Strategies					
1. Listening strategies learned in the English courses (Listening for General Information and Listening for Specific Information) are useful.					
2. Oral Presentation drills in 001103, 001104, 001203, and 001206 are beneficial.					
3. Doing role-plays in 001103, 001104 and 001206 is useful.					
4. Reading strategies learned in the English courses (Scanning, Surveying, Reading for General Information, Reading for Specific Information, Guessing Word Meaning from Context Clue, Guessing Word Meaning from Word Analysis, Reference Terms and Highlighting) are useful.					
5. Writing types learned in 001103 and 001104 (such as Personal Information, Travel Profile and Product Profile) are beneficial.					
6. Academic writing in 001203 and 001206 (Searching Information, Selecting Information, Note-taking Using Graphic Organizers, Note-taking Using Outlining, Synthesizing Information, Summarizing, Paraphrasing and Quotation) is helpful.					
7. Searching for relevant information on the Internet helps facilitate learning.					
8. E-learning lessons helps promote learning English.					
9. E-learning lessons induce cheating and it is considered unfair in terms of scoring.					

10. Recording vocabulary and grammar items in language notebooks makes learning English more effective.					
11. Pair work helps make you learn and develop skills from you peers.					
12. Group work helps make you learn and develop skills from your peers.					
13. Studying English with a Thai teacher helps you learn better.					
14. Studying English from a foreign teacher helps you learn better.					
15. Studying English courses in this curriculum makes you feel confident in using English.					
16. Studying English in this General Education Curriculum makes you able to listen, speak, read and write English more effectively.					
17. Studying English in the General Education Curriculum makes you have a positive attitude towards learning English.					
Content					
1. Content of each course meets your requirements and is interesting and useful in daily life.					
2. Content in 001103 and 001104 courses has suitable level of difficulty.					
3. Content in 001203 course has suitable level of difficulty.					
4. Content in 001206 course has suitable level of difficulty.					
5. Content of each course is in accordance with length of studying time.					

6. Content of each of the four courses helps develop students' creativity and promotes critical thinking skills.					
7. Knowledge gained from the four courses of Foundation English could be applied in studying other courses related to your field.					
8. Oral presentations in Foundation English courses have suitable level of difficulty.					
9. Giving oral presentations in Foundation English courses helps build confidence in speaking in front of class in other courses.					
10. Doing task analysis before beginning the task makes you understand the task clearly.					
11. You have developed listening skills after studying four Foundation English courses.					
12. You have developed speaking skills after studying four Foundation English courses.					
13. You have developed reading skills after studying four Foundation English courses.					
14. You have developed writing skills after studying four Foundation English courses.					
15. You have extended your vocabulary knowledge after studying four Foundation English courses.					
16. You learned more grammar items after studying four Foundation English courses.					
17. You have developed your learning strategies after studying four Foundation English courses.					

Assessment					
1. Pair work and group work assessments are appropriate.					
2. Attendance score (10%) in which two percent is off for each absence is appropriate					
3. Score gained from doing different tasks help you get a higher grade.					
4. Having only final exam is preferable.					
5. Grades earned from English courses are in relation with your abilities.					
6. Final exam items are relevant to lessons and activities done in class.					

Suggestions:

The Use of Personal Writing as the Initiative in Academic Writing

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Abstract

This paper investigated the effectiveness of having students practise personal writing before teaching academic writing, in terms of overall writing quality, and syntactic and vocabulary development with Thai third-year non-English major university students who enrolled in the Read & Write I Course at Chiang Mai University. The experimental group practised personal writing before academic writing, whereas the control group was taught only academic writing. The findings showed a statistically significant difference in overall writing quality within each group as well as between the two groups. No statistically significant difference was found in syntactic and vocabulary development within each group. Questionnaires and interviews showed that practising personal writing before academic subjects was thought desirable by the 36 student participants.

Introduction

As EFL learners, Thai students are considered ineffective writers because of their deficient writing skills. The primary obstacles to better writing are the almost complete lack of writing instruction in the nation's over-crowded elementary and secondary classrooms, and the difficulty of the processes of writing. Regarding the former obstacle, the consequence of not having adequate writing practice results in the learners being poorly prepared to cope with writing assignments, and leads to failure to develop creative imagination and intellectual enhancement. The students can neither generate nor sequence ideas properly. Their linguistic knowledge in vocabulary and grammatical structures is also insufficient. All these problems result in learners lacking the confidence to write and thus cause students to have bad attitudes toward writing. (Phuwichit, 2001; Pongsiriwet, 2001; Leeds, 2003; Arayaphan, 2004). However, learners can be helped to write more fluently and perform academic writing effectively by practising writing a great deal, because the ability to write improves when learners are provided opportunities to practise (Leeds, 2003; Klomeree, 2006). Practicing writing about general knowledge accumulated from their own experience assists learners in formation and familiarises them with the techniques of writing before moving on to more complicated and abstract subjects.

Personal Writing and Its Theoretical Framework

This research advocates writing courses implementing personal writing. Moran (2004) pointed out that practising private or personal writing extensively is

helpful in forming the basis for all essays, because abstract thinking and writing are necessarily grounded in subjective experience. In addition, personal writing not only improved writing ability but also had the potential to make students more confident and have better attitudes toward writing. Furthermore, the ability to write on literary or academic subjects develops out of the ability to write personal or expressive writing. Providing students with a chance to practise personal writing helps encourage cognitive development as well as fostering the development of writing ability (Elbow, 1995; Emig, 1971; Britton et al, 1975). Brooke (1991) too advocated that practising personal writing enhances the development of student writers, enabling them to better understand themselves, which in turn results in them being able to write meaningfully, which is more important than developing any other kinds of procedural competence. Another researcher, Allen (2000), said that of all kinds of writing have roots in “experience and observation” (p. 254). Having students write about their own experience enhances their confidence and self-esteem. He reported that students who had experience of the extensive writing of personal essays before being confronted with expository writing assignments accomplished better expository writing in terms of “technical quality, honesty, vividness, and originality” (p. 255) than students who were assigned little or no practice in personal essays, having been taught only the principles of expository writing. He also found that these students performed better not only in a composition course, but cited evidence which showed that they also had become better writers in other disciplines such as science, math, philosophy and survey law.

Conversely, starting writing courses straight away with unfamiliar academic subjects can have negative effects. One important negative consequence is that such students are intimidated by their teachers’ apparent superiority in the tasks assigned, and doubt their own ability to make significant progress. As a result they become discouraged and have bad attitudes toward writing (Elbow, 1995). It is, therefore necessary to start the composition course by having students write about their own personal matters before launching straight into academic subjects.

The research assigned here differed from Moran’s framework (2004) in that it was conducted as an experimental research drawing on the data provided by the experimental and control groups, whereas Moran’s (2004) did not compare between experimental and control groups but included quantitative data derived from

questionnaires asking students to rate their attitudes toward writing and to comment. In order to see if there were discrepancies between the pre and post tests, in this work the following research questions were designed to discover them:

1. Are there any differences between the pretest and posttest results in terms of overall writing quality in both the experimental and control groups?
2. Are there any differences between the pretest and posttest results in terms of vocabulary development in both the experimental and the control groups?
3. Are there any differences between the pretest and posttest results in terms of syntactic development in both the experimental and the control groups?
4. Are there any differences when we compare the gain between the pretest and posttest results in terms of overall writing quality between the experimental and control groups?
5. In order to evaluate the students' attitudes, what are the opinions of the two groups about the writing instructions in their course as disclosed by their answers to the questionnaire and in the interview?

Method

Participants

The participants of the research were 36 students purposively selected from two sections of Thai third-year non-English major university students who enrolled in the Read & Write I Course in the first academic term, starting on June 4th, 2007, at Chiang Mai University. The control group contained 20 participants, while there were 16 participants in the experimental group. The students were assigned to do the pretest and posttest by writing an academic essay on the same topic. The pretest was performed before commencing the research in order to assess the participants' English writing quality and syntactic and vocabulary development. The students were ranked into three sub-groups - good, average, and weak - using the scores from the pretest. The samples between the control and the experimental groups were obtained by using the Matched Pair method.

Procedures and Data Collection

This research was an experimental research and comprised both quantitative and qualitative collected data. Both the control and experimental groups were assigned to write an academic essay on the same topic as a pretest, to assess their writing ability.

The control group was taught academic writing organisation right from the beginning and kept writing journals and from then on practised academic writing. Conversely, the experimental group was assigned to write personal essays initially and through to the end of the academic term, using the topics given by the teacher, as well as reading and responding to the reading texts provided by the teacher. They studied academic writing organisation on week six of the semester. During weeks seven and eight, they started writing academic essays simultaneously with the control group and on the same topics. From week 11 until week 14, both groups continued practising writing academic essays on the same provided topics. During this particular period of time, the experimental group was continuing to write personal essays, whereas the control group was reading and responding to the texts provided by the teacher. After the instruction, the students wrote an academic essay as the posttest on the same topic as the pretest to assess and compare their overall writing quality and syntactic and vocabulary development within their own groups, and between groups. They were asked to answer questions and give opinions about the course writing instructions in questionnaires and interviews.

Instruments

The instrumentation of this research consisted of an academic essay using the same topic for the pretest and posttest, the first drafts of each writing assignment, the midterm and final examination papers, as well as the questionnaires and interview.

Questionnaires

There were two differing questionnaires, one for the experimental group, and the other for the control group. Each version contained four sections eliciting the students' demographic information, English proficiency, the causes of their problems, and their reactions to the course. However, the fourth section differed in that the experimental group was required to give more information about their opinions regarding the course and their estimation of the success in practising personal writing before academic writing. The control group was asked to indicate their approval or otherwise of the process of writing they had encountered, and to say whether they thought they would have benefited by practising writing about their own experiences before studying academic essays.

Interview

The interview was conducted after the students had performed the posttest and completed the questionnaires to receive qualitative data about the students' attitudes towards the two forms of writing instruction and the problems they had encountered. It was conducted in Thai to avoid misunderstanding and it was both orally and in writing, and taped-recorded. In case of tape-recording, it was later transcribed.

Results

The findings of the research were based on the mean scores of the pretest and the posttest of both the experimental and the control groups. The analysis of the findings indicates that within each group no statistically significant difference in either syntactic or vocabulary development, but a statistically significant difference in overall writing quality. When the gain of the pretest and the posttest scores of both the experimental and the control groups were compared, the results were statistically significant difference. The tables below demonstrate the results.

Table 1: Response to Research Question 1

Control	N	\bar{X}	SD
pretest	20	1.82	0.67
posttest	20	2.73	1.45

Sig ($p < 0.05$)

Table 1 shows that the mean scores and standard deviation of overall writing quality within the control groups obtained from both the pretest and posttest scores were at the significant level of 0.05. When the mean score of the pretest, 1.82, and the posttest, 2.73, are compared, it is evident that the posttest score result is higher. It can therefore be concluded that overall writing quality of the control group students has improved over the duration of the course.

Table 2: Response to Research Question 1

Experimental	N	\bar{X}	SD
pretest	16	1.63	0.34
posttest	16	2.22	1.41

Sig ($p < 0.05$)

Table 2 shows that the mean scores and standard deviation of overall writing quality within the experimental group obtained from both the pretest and posttest scores were at the significant level of 0.05. When the mean scores of the pretest, 1.63, and the posttest, 2.22, are compared, it indicates that the posttest score result is higher. It can therefore be concluded that overall writing quality of the experimental group students has improved over the duration of the course.

Table 3: Response to Research Question 2

Control	N	\bar{X}	SD.
pretest	20	5.05	4.740
posttest	20	5.45	4.478

Sig ($p < 0.05$)

Table 3 reveals the mean scores and standard deviation of syntactic development within the control group gained from both the pretest and posttest. When the mean scores of the pretest, 5.05, and the posttest, 5.45, are compared, they show no statistically significant difference.

Table 4: Response to Research Question 2

Experimental	N	\bar{X}	SD.
pretest	16	5.88	6.859
posttest	16	5.94	5.591

Table 4 shows the mean score and standard deviations of syntactic development scores gained from both the pretest and posttest of the experimental

group. When the mean scores of the pretest, 5.88, and the posttest, 5.94, are compared statistically, they show no significant difference.

Table 5: Response to Research Question 3

Control	N	\bar{X}	SD
pretest	20	5.90	4.471
posttest	20	5.60	3.789

Sig ($p < 0.05$)

Table 5 shows the mean scores and standard deviations of vocabulary development scores gained from both the pretest and posttest of the control group. It shows no statistically significant difference when the mean scores of the pretest, 5.90, and the posttest, 5.60, are compared. This indicates that vocabulary development within the control group was not significantly different.

Table 6: Response to Research Question 3

Experimental	N	\bar{X}	SD.
pretest	16	7.50	4.604
posttest	16	7.19	4.820

Sig ($p < 0.05$)

Table 6 shows the mean scores and standard deviation of vocabulary development scores gained from both the pretest and posttest of the experimental group. When the mean scores of the pretest, 7.50, and the posttest, 7.19, are compared, it reveals that vocabulary development within the experimental group was not significantly different.

Table 7: Response to Research Question 4

Gain of pretest & posttest	N	\bar{X}	SD.
control	20	1.14	0.79
experiment	16	1.28	0.48

Sig ($p < 0.05$)

Table 7 shows the mean scores and standard deviation of overall writing quality scores received from the gain from both the pretest and posttest of both the experimental and the control groups were at the significant level of 0.05. When the mean score of the control group 1.14, and the mean score of the experimental group, 1.28, are compared, it is evident that the mean score of the experimental group is higher. It can be concluded that overall writing quality of the students both the control and the experimental groups has improved over the duration of the course. However, the scores of the experimental group were higher than those of the control group. This confirms that the overall writing quality of the experimental group has improved more than that of the control group.

Questionnaire and Interview Results

The results of both the questionnaire and interview are similar and can be described as follows. Regarding the experimental group, the participants mostly agreed that personal writing had helped them gain knowledge of vocabulary and review their grammar, acting to regulate it. They unanimously agreed that they had gained confidence in the writing done on this course and also found that personal writing had helped them write better in other courses. In addition, they confirmed that every English course should require students to practise writing continually, starting from the first year. Where the control group was concerned, the participants agreed that they too might have benefited from practising writing about their own experience prior to embarking on writing. They believed it would have helped familiarized them with writing before proceeding to academic subjects, particularly when they had never practised English language writing before. After confronting difficulties in coping with academic writing, they agreed that students should practise writing from the first year regularly and extensively.

Conclusion and Discussion

This experimental research investigated the effectiveness of having student subjects practising personal writing before academic writing. After practising personal writing over a duration of time, the findings revealed that the experimental group had better development of overall writing quality, which is consistent with the previous studies of Moran (2004), Allen (2000), Berman (2000) and Pennebaker (1999), that

their students improved writing and also attained more confidence after being assigned to write about their own experience. Moreover, the opinions expressed in the interviews of this research indicated that personal writing had helped participants write better in other courses. This is also consistent with Allen (2000), whose students reported that practising personal writing had helped improve their writing in other courses. Nevertheless, in terms of syntax and vocabulary investigated within each group, there was no statistical indication of improvement.

In the case of overall writing quality, the findings show statistically significant difference between the experimental and the control groups. In terms of syntactic and vocabulary development, there was no statistical evidence of development within either group. The explanation of this finding, supported by Leeds (2003), is that statistically significant improvement of syntactic and vocabulary skills in other languages are to be expected only after lengthier periods of practice than was possible in this course.

However, the length of time of conducting this research was 15 weeks. While statistically, it might not be possible to see the evidence of development, the participants asserted that they had gained more knowledge of both syntax and vocabulary.

Suggestion

As the findings of this research revealed, students should be provided with opportunities to practise writing as soon as possible because it takes a long period of time to acquire a language (Leeds, 2003). They should also write as often as possible because “frequency improves learning in a writing course” (Allen, 2002, p. 257). Starting writing about their own personal experience will mitigate their anxiety since at least they already have their ideas in their mind to write about. Personal writing should be included at every level of education and in either general or writing courses. Apart from that, when assigning students to write, except where the major testing is concerned, the use of prompts is recommended because it helps alleviate students’ anxiety (Hamp-Lyones, 2003). The prompts or topics used should be suitable for each level, starting from very easy ones at lower levels and gradually becoming less easy at higher levels.

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