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วารสาร MFU Connexion: Journal of Humanities and Social Sciences (ISSN 2286-6477 ฉบับพิมพ์) เป็นวารสารที่จัดทำขึ้นเพื่อส่งเสริมและสนับสนุนให้นักวิชาการ นักวิจัย อาจารย์ นักศึกษาระดับบัณฑิตศึกษา และผู้สนใจทั่วไป ได้มีแหล่งเผยแพร่ ผลงานทางวิชาการและผลงานวิจัย รวมทั้งได้แลกเปลี่ยนความรู้ ความคิดเห็นใน สาขาวิชาด้าน สหวิทยาการด้านมนุษยศาสตร์และสังคมศาสตร์ เศรษฐศาสตร์ / บริหารธุรกิจและการจัดการ และนิติศาสตร์ โดยได้จัดทำฉบับพิมพ์มาตั้งแต่ปี พ.ศ. 2555 และออกเผยแพร่ปีละ 2 ฉบับ (มกราคม-มิถุนายน และ กรกฎาคม-ธันวาคม) ได้ เริ่มเผยแพร่ฉบับพิมพ์ตั้งแต่ปีที่ 1 ฉบับที่ 1 (มกราคม-มิถุนายน 2555)

ในปี พ.ศ. 2558 คณะทำงานฯ ได้ปรับปรุงให้เป็นวารสารฉบับอิเล็กทรอนิกส์ ควบคู่ไปกับวารสารฉบับพิมพ์ เพื่อตอบสนองความต้องการของผู้ใช้ที่ต้องการเข้าถึง บทความในรูปแบบต่างๆ ได้อย่างสะดวกและรวดเร็ว โดยนำบทความจากวารสารฉบับ พิมพ์ตั้งแต่ปีที่ 1 ฉบับที่ 1 (มกราคม-มิถุนายน 2555) มาปรับปรุงให้เป็นบทความที่ เผยแพร่ผ่านระบบอิเล็กทรอนิกส์ โดยใช้ชื่อ วารสาร MFU Connexion: Journal of Humanities and Social Sciences (ISSN 2465-4213 ฉบับออนไลน์)

ผู้สนใจส่งบทความเข้ารับการพิจารณาตีพิมพ์ผ่านระบบออนไลน์ โดย บทความจะได้รับ การประเมินคุณภาพทางวิชาการโดยผู้ทรงคุณวุฒิ หรือผู้เชี่ยวชาญ ในสาขาที่เกี่ยวข้อง จำนวน 2 ท่าน ทั้งนี้บทความต้นฉบับที่ส่งมาเพื่อรับการพิจารณา ตีพิมพ์ในวารสาร จะต้องไม่อยู่ระหว่างการพิจารณาจากแหล่งเผยแพร่ที่อื่น หรือได้รับ การเผยแพร่บทความในแหล่งเผยแพร่อื่น ไม่ว่าจะเป็นวารสารฉบับพิมพ์ วารสาร ออนไลน์ หรือในแหล่งเผยแพร่อื่นใดที่เป็นการเผยแพร่สู่สาธารณชนมาก่อน และกอง บรรณาธิการขอสงวนสิทธิ์ในการบรรณาธิกร รวมถึงลำดับการตีพิมพ์ก่อน-หลัง

สารบัญ

Implementation of Self-Directed Learning into English Courses
at Mae Fah Luang University

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Abstract

The study aimed to investigate the implementation of self- directed learning (SDL) into English courses at Mae Fah Luang University (MFU). The study focused on how SDL was implemented in the English course syllabus at MFU and what students' attitudes towards integration of SDL into course were. Data were collected from documents, course syllabi and course materials, and the participants; 2 course syllabus designers who designed Academic Reading and Writing (ARW) course and 153 students who undertook ARW course. The research was conducted by distributing questionnaire to 153 students, and then 15 out of 153 students were interviewed to gain more information about attitudes towards integration of self-directed into the course. The results revealed that there had been a development of implementation of SDL into the curriculum at MFU since it was established. The English Department responded to the policy of implementation of SDL from the executive

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administrator by integrating SDL into the courses by designing syllabi which incorporated self-study tasks. In addition, the students seemed to have positive attitudes towards integration of SDL into the course. They agreed to have SDL integrated into the course.

Keywords: Self-directed Learning / Implementation of Self-directed Learning into English Courses

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการบูรณาการการเรียนรู้ด้วยตนเอง กับการสอนภาษาอังกฤษของมหาวิทยาลัยแม่ฟ้าหลวงโดยงานวิจัยนี้มุ่งเน้นศึกษา ว่ามหาวิทยาลัยแม่ฟ้าหลวงได้นำการเรียนรู้ด้วยตนเองไปบูรณาการกับวิชาภาษาอังกฤษอย่างไร รวมทั้งนักศึกษามีแนวคิดต่อการบูรณาการการเรียนรู้ด้วยตนเองใน ภาคปฏิบัติอย่างไรข้อมูลในการศึกษาปัญหางานวิจัยได้มากจากเอกสารประมวลรายวิชาและเอกสารประกอบการสอน และกลุ่มตัวอย่างของงานวิจัยนี้ คือ ผู้ออกแบบประมวลรายวิชา จำนวน 2 คน ที่ออกแบบวิชาการอ่านและการเขียนเชิงวิชาการ และนักศึกษาที่เรียนรายวิชาดังกล่าว จำนวน 153 คน งานวิจัยนี้เริ่มศึกษาจากการแจกแบบสอบถามแก่นักศึกษา 153 คน และทำการสัมภาษณ์กึ่งมีรูปแบบโดยเลือกนักศึกษาจำนวน 15 คน จากทั้งหมด 153 คน เพื่อศึกษาเกี่ยวกับมุมมองของนักศึกษา ที่มีต่อการเรียนรู้ด้วยตนเอง ผลการศึกษาพบว่า มหาวิทยาลัยแม่ฟ้าหลวงมีการพัฒนาการดำเนินการการเรียนรู้ด้วยตนเอง บูรณาการกับหลักสูตรนับตั้งแต่มหาวิทยาลัยได้มีการจัดตั้งขึ้น ทั้งนี้ภาควิชาภาษาอังกฤษได้ตอบสนองนโยบายโดยบูรณาการเรียนรู้ด้วยตนเองจากการออกแบบ แบบประมวลรายวิชาซึ่งระบุถึงงานการศึกษาด้วยตนเอง กอรปกับนักศึกษาอาจ จะมีแนวคิดที่ดีต่อการเรียนรู้ด้วยตนเองในชั้นเรียน นอกจากนี้นักศึกษายังเห็นด้วยที่จะมีการบูรณาการการเรียนรู้ด้วยตนเองในรายวิชาต่างๆ

คำสำคัญ: การเรียนรู้ด้วยตนเอง / การเรียนรู้แบบพึ่งตนเอง / แนวคิดของอาจารย์ และ
นักศึกษาต่อการเรียนรู้ด้วยตนเอง

Introduction

Thailand is one of the countries foreseeing the significance of the concept of self-directed learning that possibly improves its citizens to be autonomous learners who have responsibilities for their own knowledge and pursue their study as lifelong learning in the future. With this learning approach, we hope that we can develop the country and are able to compete the other countries around the globe to stand in the front row of the world. The reforming of the national educational system in 1999 under the National Education Act B.E. 2542 (1999) and amendments (Second National Education Act B.E. 2545 (2002, p.12) emphasises life- long learning by trying to promote self-directed learning for all institutions in Thailand. In response to the National Act and the government's policy, schools and higher educational institutions have tried to implement SDL into their curriculum. However, there was a common misconception about SDL integration into courses because Thailand was practising SDL on a national scale and the government incorporated it into curriculum by adoption of western teaching approach to local (Kirtikara, 1996). Local teaching method was viewed as inferior to the west. The problem was that it rarely integrated for local learners appropriately. It is to give the students a topic for presentation in front of the class without teacher directed the learning or learner training. The researcher was one of the students who had to find information related to the topic to present for peers. Many students understood only the topic they were responsible for, but the others were not. Thus, the

concept of SDL for the researcher is unclear to some extend whether it helps the learners to gain more knowledge without teacher's assistance or it leaves the learners more unknown ideas of the topics presented by peers. After that the researcher had opportunities to study and has worked with Mae Fah Luang University which has been trying to implement the SDL into its curriculum. There have been many interesting applications for SDL to be integrated to courses. Thus, the researcher selected MFU to be the place for conducting the research.

MFU is one of the institutions trying to implement the concept of SDL into English fundamental courses in order to support students to be autonomous when they graduate, and also to help students to survive in the university which uses English as the primary medium of instruction.

MFU was established in 1998 as an autonomous public university under the Royal Charter with support from the Royal Thai Government. The university has been developing its curricula and instruction to meet international standards, adopting English as the primary medium of instruction as its policy across the curriculum supporting the university's general focus on language learning (Charubusp, 2004), with regularly arranged activities to promote self-study.

Since 1999, there has been many attempts to implement the concept of SDL into English fundamental courses although the degree of integration of autonomy has varied depending on situations the university confronted. The integration included, for example, (1) using self-study as further exercises outside class, (2) partially using SDL focusing on doing exercises according to learners' needs and evaluating themselves for each task, and (3) using SDL

process which starts from needs analysis, goal setting, working, monitoring, adjusting, and evaluating tasks. These, however, do not seem to reach autonomy as expected by the university's policy because the students seem to depend on their teachers.

There is much research done in the field of SDL around the world such as self-access through a computer network (Nesi, 1995), incorporating self-access elements in a taught course (Pang, 1995), learner training for self-access learning: a Malaysian perspective (Lin, 1995), Teachers attitudes within a self-directed language learning scheme (Clemente, 2001), The role of the self- access centre in the tertiary language learning process (Morrison, 2008), and investigating the relationship between belief and action in self-directed language learning (Navarro and Thornton, 2011), etc.

Additionally, there is also some SDL research done in Thailand such as self-access learning at Chaiwanwittaya School (Reuchakul, 1995) which showed that learner training was provided gradually to familiarise the students with the idea of learner independence, a self-reliance instruction: a case study of Sammasigkha Pathom Asoke School (Riangrila and Thongthai, 2009) which resulted that the students possess the self-directed learner characteristics when they were instructed by using teacher- directed and learner-directed learning for normal and outside classroom.

Most of the research done above mostly focused only on facilities for self-directed learning, teachers or students; however, it rarely focused on the element of courses integrated by SDL about the attitudes of the learners when integration was launched. Since the course elements are the first information for the teachers to understand and find the application to teach or lead the class,

the prescriptive information of the course should include the keywords and idea indicating how to apply SDL to the class.

The significance of this study is that the university has adequate information to develop fundamental English courses and teaching support for both teachers and students to maximise the teachers' performance in SDL mode and the students' ability to learn by themselves. Next, the understanding of students' percep- tions towards self-directed learning will provide insights into how teachers should facilitate and manage learning in class 95 ability of developing autonomy. Furthermore, it is anticipated that the study will provide useful information for researchers who are interested in the autonomous learning or SDL area.

Purposes of the study

As this paper is a part of Master of Arts study, the data were collected in the academic year 2009. In this year, the aims of this research were to find out the answers to the research question:

(1) How was self-directed learning implemented in the English course syllabus at MFU?

(2) What were students' attitudes towards integration of self-directed learning into course?

Literature Review

Self-directed learning sometimes is defined differently. Hiemstra (1994) gives several aspects of SDL which include the following points:

"(a) individual learners can become empowered to take increasingly

more responsibility for various decisions associated with the learning endeavor; (b) self-direction is best viewed as a continuum or characteristic that exists to some degree in every person and learning situation; (c) self-direction does not necessarily mean all learning will take place in isolation from others; (d) self-directed learners appear able to transfer learning, in terms of both knowledge and study skill, from one situation to another; (e) self-directed study can involve various activities and resources, such as self-guided reading, participation in study groups, internships, electronic dialogues, and reflective writing activities; (f) effective roles for teachers in self-directed learning are possible, such as dialogue with learners, securing resources, evaluating outcomes, and promoting critical thinking; (g) some educational institutions are finding ways to support self-directed study through open- learning programs, individualized study options, non-traditional course offerings, and other innovative programs."

His explanation covers key aspects of SDL such as responsibility for various decisions for learning; self-direction as a characteristic that is present in learners and learning situations; learning possible without isolation from others; transfer of knowledge and study skills, involving various activities and resources; encompassing effective roles for teachers; and support of SDL through open-learning programmes. Therefore, the self-directed learner has to be responsible for control of his own learning (Dickinson, 1987).

There is an assumption that SDL may help in scaffolding learners to reach autonomy. Once they reach autonomy, they will possess some characteristics of autonomous learners. Dickinson (1993) identifies five characteristics of autonomous learners which are being:

a) aware of what is being taught;

b) able to formulate their learning objectives;

c) able to choose and employ appropriate learning strategies;

d) able to monitor their use of these strategies; and

e) able to monitor or assess their own learning.

In addition, Hughes (2003, p.4-5) summarises the "characteristics of autonomous learner" from literature related in the autonomous learning field:

"(a) self-awareness & reflection; (b) intrinsically motivated; (c) the ability to plan and manage own learning – being in control of learning environment; (d) institutional awareness – understanding requirements and procedures (knowing how 'the system' operates); (e) ability to formulate own questions; (f) possessing the research and information skills necessary to pursue a line of enquiry; (g) interdependence – the ability to work well with peers, and to recognise when appropriate support and guidance from tutors and peers will be helpful; h) critical thinking; [and] (i) discipline & subject awareness – knowing how knowledge has been and is created in your subject area."

To sum up, autonomous learners possess characteristics which are having an awareness of what and how to learn. They should monitor what they have been taught and done; and evaluate their own performance. They are also expected to be critical and reflective about their learning.

Implementation of self-directed learning into curriculum

To implement SDL, there are many concerns we have to take into consideration such as language curriculum, syllabus, and teaching methodology, materials. Gardner and Miller (1999) explain that the SDL mode

requires changes in the roles of teachers, learners, and the institution. Moreover, Dickinson (1987) mentions that implementation of the SDL mode comprises of (1) the materials the learners need, (2) how learners might be helped and supported in SDL mode, (3) physical resources and (4) ways in which both learners and teachers can be prepared for SDL. For the study, one important aspect taken from the above is institution involving syllabus.

Incorporating self-directed learning into syllabus

There has been consideration on incorporating SDL into syllabi in language learning since in the past the English language syllabus was the fixed syllabus. It did not leave room for learners for making any decisions in the learning process or "to be curious or experimental with the language at their own pace" (Barett, 1995, p. 84). Generally, the syllabus was heavily focused on fixed objectives, contents, medium of instructions, tasks and evaluations. Everything was prepared and decided beforehand by the teacher on what would be done when, for how long, where and how; in essence, the learner became dependent on his teacher (Lewis and Reinders, 2008). The above constraints lead to the need to be free for learners. For such reasons, there is an incorporation of SDL into syllabi for learners to have more room for learning by themselves. Therefore, there should be freedom of choice and help for learners to be responsible for their own learning provided by encouraging involvement of a learner decision-making process regarding the content and how to be taught collaboratively with a teacher (Nunan, 1988), encouraging working with others, and providing SDL (Lewis and Reinders, 2008). To encourage students to learn, there are many ways to do so such as integrating SDL into class, using task or project based learning, etc.

In addition, there has been research on SDL done in Thailand by Riangrila and Thongthai (2009). They studied SDL used in Sammasigkha Pathom Asoke School about the instruction. The study was a case study of nine months' duration by observation, interview, focus group and documentary analysis. Content analysis and inductive conclusion were used for analysing data. The results of this study were (1) instruction was provided in a classroom— teacher-directed leaching and SDL—and outdoors by task-based learning for practicing authentic learning; (2) students had the self-directed learner characteristics.

Under the aspect of incorporating learner autonomy into syllabi, there are other components to be concerned about i.e. learning materials, learning activities, assessment, etc. which will be discussed in the following section.

1) Learning materials

To incorporate learner autonomy in language syllabus, teachers can select books to be used in the classroom with teacher- direction or self-direction depending on the institution and teacher decision. Self-access materials need not be restricted to self-access centres, but can be used in the traditional classroom setting, co-existing with the class course book (Geddes and Sturtridge, 1982). The classroom course book is needed to be connected to SDL as well. The materials in SDL curriculum have the focus on assisting learners to do in class what they will need to be able to do outside relating to the real world. The materials should foster independent learning by raising the consciousness of the learners and making them more aware of the learning process (Nunan, 1988). The materials can be composed of learning strategies assisting them in learning both in cognitive and metacognitive levels in order to

raise their consciousness for the students' learning. In short, either materials are designed by teachers, or commercial publishers have to take into consideration inclusion of SDL aspects in the course book.

2) Learning activities

There are reasons to apply activities into classrooms which are based on "learner's needs" (Gardner and Miller, 1999, p. 136) where the learner "needs people to talk to, to listen to, to discuss, argue and exchange information with, to write to, to practise with, [and] to learn from" (Dickinson, 1987, p.107). Each activity has to be created with a clear purpose of activities and provide monitoring of activities (Dickinson, 1987). The way to select interesting activities for SDL is to consider that it is "individual", "pair", or "group" activities. The diverse range of learners means that there can be more advantages of such activities in that learners at "different levels can help each other", motivation of less proficient learners is "enhanced", learners are introduced to new learning areas, working in groups creates "a less threatening environment for experimenting with new activities", and "there are more opportunities to develop effective learning strategies" (Gardner and Miller, 1999, pp. 129-136).

In addition, Pang (1995) studied incorporating self-access elements in a taught course in Hong Kong, China. His purpose was to study about facilities of the transition from teacher-directed learning to SDL with ESP course for year one translation degree students at Hong Kong Lingnan College which incorporates a variety of self-access elements, including looking for grammar and language support units from books in the Self-Access Centre, using facilities at the SAC for viewing video and writing transcription, collecting and

analysing authentic materials from government agencies and enterprises, looking up CD-Rom database for references, etc. The result showed that the students were feeling much more confident and capable of learning language on their own. Worksheets from the courses, students work and feedback would be used to illustrate the approach taken and some of the benefits derived.

    3) Assessment

Another component taken into consideration is assessment. Both the teacher and learners have to be involved in assessment in SDL. "Self-assessment by learners can be an important supple- ment to teacher assessment and … self-assessment provides one of the most effective means of developing both critical self- awareness of what it is to be a learner and skills in learning how to learn". Thus, "learners need to assess their own progress, and also need to be encouraged to evaluate, from their own perspec- tive, other elements within the curriculum including materials, activities and learning arrangements" (Nunan, 1988, pp. 116 – 134).

Attitudes

Attitude could be defined as "a consistent tendency to react in a particular way—often positively or negatively—toward any matter" (Adediwura and Tayo, 2007, p. 166). Learner's attitude is also considered as it has an impact on the level of second-language proficiency achieved by individual learners, and they are influenced by their success. Hence, the learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, a learner's negative attitudes may be strengthened by the lack of success (Ellis, 1994).

Furthermore, there has been research on attitude towards SDL done in China by Shujun and Qian (2006). They studied English major students' attitudes towards SDL. The reason is that research on SDL with Chinese students has not been done in a local Chinese context on its applicability. The instrument was a questionnaire composing of 24 statements, concerning the students' attitudes and perception towards language learning, teachers' and learners' roles, and perception of their capability in language learning. The results indicate that students show positive attitudes towards SDL, student role, teacher role, and student-self-confidence. The students need to be involved in the language learning process and believe in the value of effort and self-discipline.

Research Methodology

Subjects

1) Course co-ordinators

The syllabus designer committee comprised of two female teachers who designed Academic Reading and Writing (ARW) course. One was a course co-ordinator who actually developed the syllabus for ARW. She designed and taught the course. She also had five-year teaching and two-year syllabus designing experience. The other was the English general course co-ordinator who gave advice on syllabus design due to her position in the quality assurance committee which clearly understood the policy on integration of SDL. She had three-year teaching and managing and two-year syllabus designing experience. Therefore, they were assigned to design syllabus of the selected course. There was no teacher training for either syllabus designer

about SDL and how to integrate it into the syllabus. They also understood self-study before designing the syllabus only from the credit hours stated in the course description written by the curricular designing committee. Thus, both designers were not involved in training for designing a syllabus, but they used their personal background on SDL from their education before working at this university.

2) Students

There were 153 students, first-, second- and third-year male and female students studying in various majors at Mae Fah Luang University, who participated in filling out the questionnaire. After the completion of the questionnaire, 15 students were selected to be interviewed.

Instruments

The research instruments used in this study were documents and semi-structured interviews. The justification for using each instrument will be elaborated on next.

1) Documents

In order to understand the context of learning in this study, the documentation used in the research were course syllabus, course book and supplementary material, university website, and university official letter. This is to find out the stated policy of the department on SDL integrated into courses.

- Course syllabi

Two groups of syllabi, (1) syllabi used during 1/2000 to 1/2009 and (2) syllabus in 2/2009, were used to analyse SDL keywords. The course syllabus which was used for the in-depth analysis was the one written for semester 2/2009. It is ARW course syllabus and it was used for analysing how implicitly

or explicitly the description of the course states or describes the SDL, and also for finding out how the course descriptions, study hours, self-study tasks, and evaluations prepared students to have more chance to be autonomous learners.

● Course material and supplementary material

The course material was commercial book, Hartmann (2007), "Quest 2: Reading and Writing (2007)". Supplementary materials were also provided. The course materials to be used for the analysis were used in semester 2/2009. They were used to analyse whether tasks, activities, and exercises inside the materials were served with SDL.

● University Website

The university website which was used for the analysis was publicised in the year 2009 on the 'about the university' page. It contained information about the university's policy for language teaching and learning.

● University Official Letter

The university official letter was one of the official documents distributed to the public for international students to study at MFU since the university began accepting international students in 2006. The letter was used for an analysis of the university's policy regarding teaching and learning to determine whether it was opened for SDL.

2) Questionnaire

The questionnaire was composed of two parts: general information about the course, and self-study task including students' attitudes towards integration of self-directed learning into the course. The questionnaire was distributed to 160 mixed-year and mixed gender students during the second

semester of the academic year 2009. There were 153 students who supplied complete information. They were used to obtain preliminary data for a follow-up interview for in-depth information and to investigate the students' attitudes towards integration of SDL into the course.

3) Semi-structured interviews

There were interviews for course syllabus designers and students. The semi-structured interview was used in order to find out information concerning insider perspective and to triangulate the data in this study. Two syllabus designers were interviewed about the purpose of integrating SDL into course syllabus, proportion of SDL to be integrated into the course, and the background of the two syllabus designers before designing the syllabus. The examples of semi-structured interview questions were:

(1) What is the rationale of integrating self-directed learning into the fundamental courses?

(2) What proportion of self-directed learning to be integrated into course? Why? How?

Fifteen students were interviewed about their attitudes towards integration of SDL into the course. The students were questioned to supply the answer: what is/are your reason(s) to agree and disagree for integration of self-directed learning into the course?

Data analysis

The data collected from the two instruments—documents and interview—were analysed which refer back to literature review, Hiemstra (1994), Dickinson (1993) and Hughes (2003). The researcher had developed the framework which would be used to analyse how the MFU implemented SDL

into the curriculum. To analyse, the research has drawn the keywords from the three sources above and classified them into three groups as shown below. This framework was used to analyse data from documents and interview.

Definitions: freedom of choice, decision making for learning process, transfer of knowledge and skills, various activities and resources, supports

Process of learning: needs analysis, goal setting including resource finding, strategy emphasizing, monitoring learning, evaluating learning process, learning process, learning strategies (metacognitive and cognitive strategies), scaffolding, pathways

Characteristics of autonomous learners: responsibility for own learning, self-awareness, institution awareness, intrinsic motivation, critical thinking, independence from teacher, interdependence

1) Data from documents

The data were analysed in order to allocate the evidence of the implementation of SDL to the above groups of keywords.

a) Course syllabus

The data were analysed in order to investigate the university's policy on implementation of SDL into the curriculum by finding how SDL was mentioned in course syllabus elements: course description, course objective, study hour and self-study, and course assessment.

b) Course materials

The data were analysed in order to examine the implementation of SDL into curriculum by finding whether the concept of SDL was embedded in the objectives and contents of the course books.

c) University website

The data were analysed in order to investigate the university's policy on integration of SDL into a learning context in MFU whether it was clearly stated for using English as a medium of instruction with SDL approaches as broadcast in the public announcement.

d) University official letter

The data were analysed in order to explore the university's policy on integration of SDL into the curriculum whether it was clearly stated for international students enrolling in MFU that they would be in the English environment and SDL context for English fundamental courses.

2) Data from questionnaire

The data were tallied and analysed in order to find out students' attitudes and reflection of the concept of self-directed learning implementation in fundamental courses. The data from section two were tallied into percentages.

3) Data from interviews

The data from course syllabus designers and students were recorded, transcribed and categorised into groups under the themes. The interviews were translated from Thai to English. Then, the data were interpreted to see if there were any significant ties to the data obtained from documents in order to investigate the implementation of SDL from a policy level. The interviews were undertaken to investigate rationales on integrating SDL into the course. The data from course syllabus designers were analysed and grouped into three parts: (1) purpose of integrating SDL into syllabus, (2) proportion of SDL to be integrated into the course, (3) and assessment of the course. Additionally, the

data from students were analysed an grouped into positive attitudes and negative attitudes towards SDL integration into the course.

Findings

Firstly, the finding on how self-directed learning was implemented in the English course syllabi at MFU is presented as follows:

1) Implementation of self-directed learning in English curricula (1999 - 2009)

The findings in this part show how MFU has implemented SDL into the curricula of fundamental English courses chronologically. The data were obtained from university's policy documents (syllabus, university website, and university official letter), teaching staff interviews, and course syllabi. The data are summarised in Table 1.

Table 1 Integration of self-directed learning into curriculum

Academic Year	Action	Task/Exercise
1999- 2000	- Integrating self-study exercises into curricula for English 1 and 2 working in English Lab	Doing exercises from Headway for 10%
2001- 2002	- Terminating integration because the English Laboratory was moved - Planning to set up the Self- Access Centre in a new place Semester 2/2002 - Setting up Individualized-Directed Learning unit-IDL at S1 building - Adjusting curricula	

Table 1 (continued)

Academic Year	Action	Task/Exercise
2003	- Implementing the process of Individualized-Directed Learning (IDL) into English Grammar courses (1 hour in IDL)	Practicing through portfolio gaining 25% of total marks
2004	Semester 1 - Adjusting Curriculum by adopting e-learning as self- study - Terminating integration of IDL into courses but using self- study exercises Semester 2 - Terminating self-study with e-learning - Moving IDL unit to 2nd floor, E1 building (reduced size of the centre) - Implementing IDL into English Preparation courses for first year students who failed English Foundation Semester 3 - Implementing IDL into English Composition 1 for first year students who passed English Preparation	Working on ELLIS programme (gain 10%) Practising in IDL unit (less proficiency) gaining 20% Practising in IDL (10%)
2005	- Adjusting curriculum from English Foundation (9 hours/ week) to Foundation of English 1 and Foundation of English 2 - Integrating IDL to Foundation of English 1 and 2 - Setting up IDL unit (New place at 1st floor, E1 building)	Practising in IDL (10 %) - Working on task - Monitoring - Evaluating (Teacher)

Table 1 (continued)

Academic Year	Action	Task/Exercise
2006	- Continuing integration of IDL into Foundation of English 1 and 2	Practising in IDL (FE1 20% & FE2 10%)
2007	Semester 1 - Terminating integrating IDL into courses since teachers' resistance due to work load, but opening for all walk-in users. Semester 2 - Planning to establish self-access language learning centre (SALLC) at C1 building	
2008	Semester 1 - Establishing self-access language learning centreat C1 building - Adjusting curriculum from Foundation of English 1 & 2 to Intensive English 1 and Intensive English 2 - Integrating self-directed learning into noncredit course: Intensive English 1 and 2 courses Semester 2 - Integrating self-study into first credit course: Academic Reading and Writing.	Doing self-study for 10% by dividing to 2 parts: doing exercises at SALLC and working on the in-house software covering each unit of main course book at computer centre Doing self-study for 10%: did SRA exercises at SALLC
2009	- Integrating self-directed learning into other two credit courses: English for Communication and College Writing.	Working on portfolio 5% and summary 5%

From Table 1, it can be seen that the university has tried to integrate SDL into curricula. The description above provides an overview of the

development chronologically. In the earlier stage, the curricula were integrated by using extra exercises for self-study (year 1999-2000), whereas in the later stage, the curricula were integrated by using SDL for self-study (year 2003-2006). The SDL processes started from planning, working, monitoring and evaluating tasks. The SDL which implemented varied depending on the focus of each courses. In the latest stage, the curricula were moved back to be integrated by using extra exercises complementing the normal classroom (year 2008-2009). However, the university's policy still emphasised the reasons for helping students to gain more chances to develop their ability in learning and using English as a medium of instruction. To study how SDL is implemented and integrated into fundamental English courses in detail, one course, ARW, was chosen as it was a credit course which all students had to take.

2) Integration of self-directed language learning into course syllabus

This section aims to present how the concept of SDL was integrated into course syllabus and course material. The analysis was done based on the framework of SDL stated in research methodology. The researcher has analysed descriptions and objectives, study hours, proportion of integrating SDL into courses, course assessments, and course.

a) Purpose of integrating self-directed learning into a course syllabus

Before the researcher analysed the course syllabus, the researcher interviewed two syllabus designers whose aim was to integrate SDL into the syllabus which would provide students time for studying by themselves as self-study outside the classroom. The two syllabus designers stated as follows:

"To provide students an extra period of time to practice as self-study outside the classroom"

Syllabus designer 1

"To encourage students to study outside the classroom; spend more time outside the classroom for learning English and also developing skills"

Syllabus designer 2

As seen from the quotations, both designers were con- cerned about SDL as outside class practice. To understand how the designers integrated SDL into courses, it is necessary to analyse the following aspects.

b) Course description and objective

Table 2 Course description and objectives

ARW
Course Description
Reading strategies; note-taking; expository writing; summary writing; and persuasive writing techniques
Course Objectives
After completing this course, students will be able to:
1. comprehend long passages from academic and authentic texts
2. take notes from reading in the form of graphic organizers
3. write a summary from reading
4. write an expository paragraph and a persuasive paragraph

Table 2 shows the main focuses of the ARW course. The ARW course focuses on basic reading and writing techniques such as note-taking, summarising, etc. The ARW course had an explicit statement of integration of SDL in the course description and objectives. Instead of indicating SDL in the course description and objective, the syllabus showed only study hours and self-study tasks in the courses as will be shown in the next part.

c) Study hours and self-study tasks
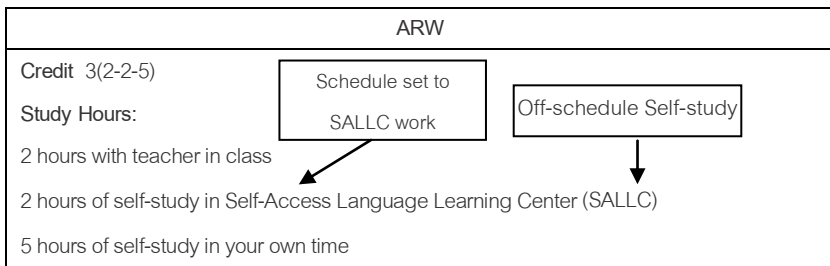
Figure 1 Study hours and self-study tasks

It can be seen from Figure 1 that the ARW was a three-credit course which consisted of two hours for classroom study, two hours for self-study in SALLC, and five hours for self-study [3(2-2-5)].   In the parentheses, the first position (2) stood for lecture hours, the second number (2) stood for practice in lab or self-access centre, and the last number (5) stood for self-study in the students' own time. The last number was not counted as credit. Interestingly, the ARW provided for self-study in both the self-access centre and the students' free time. The ARW courses seemed to provide opportunity for the students to participate in SDL mode. In addition, it should be noted that The ARW course include details of the course requirements as shown in Figures 2 and 3.

Course Requirements

1. Study Hours: 2 hours with teacher in class

2 hours of self-study in Self Access Language Learning Center (SALLC)

5 hours of self-study in your own time

2 Hrs. in class: Minimum of 80% of your class attendance is required. Failure to meet this requirement will result in your ineligibility to take the final examination.

2 Hrs. in SALLC: You are required to carry on your learning outside classroom and in the Self Access Language and Learning Center (SALLC - Room C1 303) for 2 hours per week. Self-access learning in SALLC composes of two main compulsory parts.

A: Studying and doing exercises on reading materials called SRA provided in SALLC

B: Studying/doing exercises/using any learning materials of your own interest provided in SALLC in order to improve your English skills or attend the activities in SALLC

*** A minimum of 80% of your self-study assignment is also required. Failure to meet this requirement will result in your ineligibility to take the final examination.

After you finish your self-access learning task(s), record your learning in the Self-Access Learning Record and Reflection Form and submit it to your teacher.

5 Hrs. of Self Study: After your class, you will be given some reading and writing assignments to do in your own time. Make sure you finish your assignments in time. Procrastination will result in bad quality work and, most importantly, grade F if you fail to meet the dead line.

Figure 2 Course requirement of ARW in the syllabus

Figure 2 shows that the self-study tasks of ARW were separated into (a) reading supplementary practice (Supplementary Reading Activities: SRA) and (b) studying reading materials for students' own interest or attending activities such as conversation partner, grammar partner, writing clinic. Students had to read the topics they were interested in, and they had to complete the self-access learning record and reflection forms and submit to their teachers weekly for an evaluation. For the five-hour self-study, students

were assigned some reading or writing assignments to study in their free time. This type of work did not count toward the final grade but it was part of the paragraph writing assignments.

d) Proportion of self-directed learning integrated into course and course assessment

ARW	
1. An academic reading assignment	10%
2. An expository paragraph	10%
3. A summary paragraph	10%
4. A persuasive paragraph	10%
5. Self-Study	**10%** ← Self-study
6. Midterm Examination	20%
7. Final examination	30%
Total	100%

Figure 3   Proportion of self-directed learning to be integrated into course and course assessment

It can be seen from Figure 3 that the proportion of SDL in ARW was 10 per cent. Ten per cent of self-study for ARW was devoted to studying in SALLC only i.e. students working at SALLC two hours per week wrote the feedback on learning logs. Details of what students were expected to do were written explicitly in the course requirement (see Figure 2).

Moreover, the course syllabus designers also provided justifications for adjusting the proportion of self-study markings in ARW below.

The syllabus designer 1 mentioned that

"The proportions of course and study hours were set loosely by working team and departmental committee. Then, percentages of each were adjusted by course co-ordinator team for course's tasks and assignments. This course was worth 10 per cent of self-study integrated in and credit hours were set by university's academic board"

Syllabus designer interview1

From the interview, the proportion of the self-study for ARW was 10 per cent as it could be an incentive for students who spent enough time for their own learning. Working along the proportion of integration, the second syllabus designer also accepted the decision from the working team to adjust the course content details, assessment types and proportion according to the nature of the course and task.

The information from the course syllabus indicated that although the course descriptions did not explicitly state how SDL was integrated into the courses, the evidence on the study hours and the assessments were clearly shown in the self-study time and marking schemes for the course. One interesting finding showed that the proportion of the self-study hours (7 hours) seemed to be more than the class teaching hours (2 hours); however, the assessment score of self-study was relatively low for evaluating students' performance in the course taken. This point on contrastive aspect will be discussed in the discussion.

e) Course materials

The finding shows an analysis of the SDL integration into course

materials which is one step of promoting students to be autonomous. The data was analysed by using the groups of key-words presented in research methodology. The data were obtained from course materials and interviewing the course co-ordinator for the rationale of selecting materials. The course materials were divided into a course book and supplementary book. The course book was a commercial book and a course supplement was an in-house material. The rationale for course book selection was to find an appropriate book under the theme of reading and writing in an academic setting stated in course descriptions.

The main book used in this course was "Quest 2: Reading and Writing". The course book is theme-based—business, art, psychology, and health—and the themes are divided into several related topics. Each topic contains reading and writing skills for developing academic competency.

The components introduced in the course book were learning strategies and variety of the tasks. Strategies taught in this book were composed of reading strategies, writing strategies, critical thinking strategies, and test-taking strategies. Each strategy was presented in each unit. The students might become gradually familiar with learning strategies which would build up confidence in learning. Then, the students might possess some useful strategies for their future use. It seemed to be a good start for encouraging the students to be involved in the SDL mode. The task in the course book was flexible for working as an individual, a pair or a group.

Supplementary materials used in this course were in-house production materials arranged under the main course book presentation and covered course description. Each topic in the supplementary materials was

related to reading or writing strategies such as making inferences, guessing words by using pictures, using graphic organisers, etc. Another reading supplement was reading laboratory kits called SRA. Students had to select topics to study after reading supplementary reading books as practice from categories A-H depending on reading and writing techniques such as making inferences, getting the main idea, finding details, and drawing a conclusion. Then, students had to fill in a Learning Log and submit it to their teachers.

To conclude, the contents of the course book and the supplementary material focused on course description and course title. Some chapters of the book relevant to the course description were taught in the classroom. Also, the strategies presented in the ARW's course books seemed to be helpful for students to develop their own learning strategies and language proficiency as the first step of achievement in acquiring the strategies for active learners. Thus, the course book provided contents covered in the description with some useful strategies to tackle reading and writing in academic settings. The students were encouraged to be active learners in SDL. In addition to supplementing the main course book, the ARW supplementary material covered all topics stated in the syllabus.

Secondly, the finding on students' attitudes towards integration of SDL is presented as follows:

The finding in this part is to investigate students' attitudes towards integration of SDL in the course. The finding was obtained from the questionnaire on agreement and disagreement of students towards integration of SDL into courses and shown in Table 3 below.

Table 3 Students' attitudes towards integration of self-directed learning into the
course

	Agree	Disagree	Total
Percentage	88.2	11.8	100
No. of responses	135	18	153

Table 3 shows that 88.2 percent of students agreed with integration of SDL into the course. In addition, the finding was obtained from semi-structured interview for the rationale of agreement and disagreement of SDL integrated into the course. They supplied reasons to support it as follows:

The students seemed to have positive attitudes towards SDL integrated into the course that SDL provided freedom of learning and choices. They have their own self-responsibilities for their learning. The students stated that they could learn anything they needed which was not only learning the lesson of the course. The examples from audio scripts are shown below.

"We have freedom in thinking and we can find anything we are interested in to do."

Subject 28

"…because learning in this course, some questions or some topic, teachers can't answer. So, learning more by ourselves is needed."

Subject 262

In addition, they reported that self-study could prepare the students to study with the resources around them in order to develop their

English language. It might help the students to find new knowledge beyond normal classroom by themselves. The excerpt is provided as follows:

"it is to practise ourselves to learn English from sources around us."

Subject 265

On the other hand, 11.8 per cent of the students disagreed on integrating SDL into courses. Some students seemed to have a negative attitude towards SDL because they had no time to study by themselves. They also did not have self-responsibility. Thus, they could not see the advantage of doing self-study. The examples of the attitudes are excerpted below.

"there is no time to go to SALLC and the centre's hours are not enough. So, learning as self-study is making more troubles",

Subject 3

"Half of students don't gain any advantages or more knowledge. Some students copy their friends' work."

Subject 154

The above session has presented the students' attitudes towards integration of SDL into the courses, which suggests that there should be a closer examination of students' attitudes towards self-study in the semester 2/2009.

Discussion

To answer the first RQ on how SDL was implemented in the course syllabus, it can be summarised that MFU has accomplished for integrating self-

study task which was regarded as a part of the requirement of the course. The self-study tasks varied greatly from extra exercises to self-directed learning. However, the design of syllabi was different depending on the academic years and semesters when the syllabi were launched. Along the way of syllabus design, there were many course syllabus designers assigned to adjust and change some elements of the syllabi to be appropriate for the students under the university's policy. At 2009, MFU integrated SDL to the course as only extra exercise which could be done in the SAC and write the feedback after they completed the task. Comparing to Pang (1995), he tried to integrate all activities concerning to SDL for students to learn language depending on their own interest with the process of monitoring their learning by filling questionnaire in order to notice the progress of their learning before the end of the course comes. Both writing the feedback and filling the questionnaire to monitor the students' learning is a way of learning in SDL mode which can raise the students' awareness to a conscious level of learning on their own.

Responding to the second RQ on what students' attitudes towards SDL are, the result shows that the students tried to do self-study with more positive attitude and agreed on integration of self-directed learning into the course since it could encourage their motivation in learning, build their confidence, provide freedom and independence from the teacher, and help them take a greater responsibility for their learning, etc. Similarly, the finding of Reuchakul (1995) shows that the students have better attitudes toward learning English by incorporating SDL into the course and they are proud of themselves when they achieve the task requirement. It might be the sign for a good start of being self-directed learner. When the students have a good attitude, they will

be able to transfer their role from passive to active learner (see the challenge 3, learner training)

However, there are some challenges for MFU to consider ways to improve or sustain SDL for courses.

1) MFU's executive administrator should try to maintain the concept of self-directed learning in the university.

According to the university's policy on SDL in findings, it was a good beginning to emphasise integration of SDL into syllabi. However, another important point to be considered is how to maintain the concept of SDL in teaching and learning at MFU because there were some periods when SDL was reduced and even terminated from English courses as shown in findings 1) between the academic year 2006 and 2007. The university's staff could not see the advantages of having SDL incorporated into a course syllabus because it was very difficult to have a concrete outcome in a short period of time and also required a lot of hard work and effort for the beginning steps. Therefore, there should be training for the teachers which can guide and scaffold them bit by bit or semester by semester until they see the success of implementing SDL. Above all, the university needs to have a solid policy and monitor progress closely so that they can learn from problems that may occur. To sustain the concept of integrating SDL into the curriculum, Gardner and Miller (1999) recommend that institutional attitudes can influence the introduction of SDL to learners and, if it is a highly structured institution, introduction to SDL needs to become a policy. It may help all staff in the institution to remind themselves about SDL.

As Rodgers' and Richards' (1987, p.29) questions for an executive administrator need to be answered before launching SDL, the policy made by administrative agents needs to be stated and made public in order to inform all involved staff and learners as well. If it is done publicly, it may lead to action on implementation of SDL since the institution allows doing so and supports funding it if needed. Therefore, teachers may be willing to participate in this mode of learning.

Furthermore, Colman (1987) advises on continuity and organisational issues that the problems of continuity within and between centres and programmes come down to several primary organisational issues. These relate to timing of subsequent courses, transfer of information between teachers within or across centres, and offering of complementary learning programmes to learners. Considering the continuity of SDL which is integrated into courses, the institution should consider timing for learning. If it is too short, they may not reach to a point where self-directed and autonomous learning is possible.

At the policy deliberation level, there should be consid- eration in the level of syllabus design as well. The discussion on syllabus challenges will be presented in the following part.

2) Second, there should be more self-directed learning involved in course syllabi including course description and objectives, materials, and assessment.

Referring to the course syllabus analysis, there are three main elements resulting as challenges to implementation of SDL into courses which are course description, materials, and course assessment. They will be discussed in the following section.

a) Designing a clear course description

According to the finding in an analysis of course syllabus design, there were no keywords of SDL stated anywhere in the course description of either course. The ARW course focused on basic reading and writing techniques such as note-taking, summarising, etc. Thus, we can claim that the concept of SDL was not obviously manifested in the course descriptions. There were no objectives stated explicitly about SDL in the course syllabus. So, the teachers and the learners might not know what was expected from them. The course description stated only the skills that the students had to practice with a very short description.

Awareness should be raised about course direction and requirement; in other words, there should be some explicit phrases or sentences on SDL in a course description and objective in order to help teachers and learners be aware of the course expectation and output. Nunan (1988, p.61) proposes the rationale of specifying that course objectives can

"play an important part in the process of sensitising learners to what it is to be a language learner. By making explicit course objectives, the following benefits can accrue: Learners come to have a more realistic idea of what can be achieved in a given course. Learning comes to be seen as the gradual accretion of achievable goals. Students develop greater sensitivity to their role as language learners and their rather vague notions of what is to be a learner become much sharper. Self-evaluation becomes more feasible. Classroom activities can be seen to relate to learner's real-life needs. The development of skills can be seen as a gradual rather than an all-or-nothing process."

If course descriptions and objectives are clear, it may result in the greater outcome which the department expects from teachers and students.

b) Material preparation

The finding in an analysis of the course syllabus design reveals that the department used the commercial book to teach the students and provided the supplementary material to cater for them in terms of extra practice and self-study tasks. The book for ARW was relevant to the course description and intended to be taught only in the classroom. The strategies also presented in both ARW's course book seemed to be helpful for students to develop the students' learning strategies and language proficiency. In the self-access centre, some of the materials such as SRA were also selected for the students to practice by themselves. However, from the researcher's view, the self-study materials are still insufficient and inappropriate. Dickinson (1987) also points out that using commercially available materials is a big advantage for convenience and variety, but it does not offer a complete solution for SDL. Thus, there should be more varied, interesting choices for students to meet their needs. The supplementary materials may help novice teachers to tie-in some learning strategies concerning the content taught in the classroom when the students, in the teacher's expectation, need the materials to facilitate learning the main content easier. Additionally, each course should provide a clear teacher's manual to guide them on the teaching processes of how to teach and integrate SDL in the classroom effectively.

c) Course assessment

Although there was a proportion of self-study in marking schemes provided, the weight of the score for SDL was somehow quite insufficient for the

students to notice its importance (See Figure 3). Thus, if we see from the course requirement, it may suggest that SDL may not be strongly emphasised for developing the students' ability to take control over their own learning. However, the weight of the scores of self-study tasks was not that high because the department might be aware of the subjectivity of a teacher's marking. It is a challenge for us to find a smart way to mark and set the proper criteria to assess the students' progress on self-study.

To have a valid assessment, each process should be scrutinised according to clear criteria of assessment. The assessment of self-study may be set by using rubrics to help validate what should be tested under the objectives of a course which may include the content and the process of doing self-study. The marks for each single part of an assessment's rubrics should be stated explicitly. For example, if the students can show what they have learnt according to the goal setting to a satisfactory degree, the score for contents learnt must be given in full. Additionally, how they evaluate the task should break down to several points such as whether they can show the discovery or realisation of the students' own problems, strengths, and weaknesses. When they know it, how would they overcome the problems or weaknesses?

In addition, Nunan (1988) proposed questions for assessment for a learner-centred curriculum whether assessment procedures were appropriate to prespecified objectives, and opportunities for learners to have self-assessment were introduced or not. The self-assessment may be one of the assessment tools to help teachers get students' involvement in overall evaluation of students' performance.

3) Third, learner training should be provided for students to see

significance of learning independently.

It is essential to develop students, who have a negative attitude and/or students with a positive attitude who have a basic awareness of language learning and the need to gain more confidence, to become more autonomous learners; the preparation of learners should be taken care of, especially for awareness preparation even though some of them already possess awareness of control over their learning. In the stages of preparation, Scharle and Szabó (2000, p. 9) propose a process of developing learner responsibility in psychological preparation as raising awareness; then, beginning changing attitudes; and later on, transferring roles to the learner.

Recommendations for further research

The results have provided further evidence confirming that SDL is a useful tool for students to be able to take charge of their learning. However, there are three recommendations for further research relating to this field is that conducting a comparative study by comparing MFU with other universities in order to find out whether SDL with Thai students will result in similar findings. One possible reason for conducting a comparative study is that MFU is a university established decades ago. However, the teachers are new to teaching. Thus, the challenges may be different from the others. In addition, another reason is that MFU is a university using English only as a medium of instruction, therefore, the students will be familiar with an English learning environment and get used to it. When a comparison is made with other universities that use Thai as the medium of instruction, there may be some interesting findings to be shared and discussed in order to help improve language learning in Thailand.

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Challenges and Needs of Professional Development for Lecturers
of English-medium Instruction

Prarthana Coffin[1]

Abstract

There is an increased use of English as the medium of instruction at the higher educational level in Southeast Asia countries in response to the enactment of an ASEAN Economic Community policy in 2015. Using English-medium instruction is an obvious choice of a university to achieve a prominent status in the international community. As a result, supporting the use of English as the medium of instruction can enhance the expansion of the internationalization process of a university and a country. There is no doubt that the challenges of becoming an English- medium university are tremendous. These papers gives insights into challenges occurring from the contextual factors and further supports that there is a need to develop a systematic professional development program for the English-medium instruction lecturers. Therefore, the paper aims to answer the following questions: (1) What are the contextual factors that should be addressed as challenges in becoming an English- medium university? (2) How can those challenges turn into incentives in developing an effective English-medium instruction status? (3) In which ways

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can a systematic professional development program contribute to the quality of English medium instruction lecturers?

บทคัดย่อ

        การเรียนการสอนภาษาอังกฤษในระดับอุดมศึกษาในประเทศเอเชียตะวัน ออกเฉียงใต้ได้เพิ่มขึ้นเพื่อตอบสนองต่อนโยบายของประชาคมเศรษฐกิจอาเซียนปี 2015 การใช้ภาษาอังกฤษเป็นสื่อในการเรียนการสอน กลายเป็นทางเลือกที่สำคัญใน การยกระดับมหาวิทยาลัยขึ้นสู่ความเป็นนานาชาติ ดังนั้นการใช้ภาษาอังกฤษในการ เรียนการสอนได้ส่งเสริมกระบวนการการทำให้เป็นนานาชาติของมหาวิทยาลัย บทความนี้เสนอมุมมองเรื่องความท้าทายที่เกิดจากปัจจัยแวดล้อม และสนับสนุน ว่ามี ความจำเป็นในการส่งเสริมโปรแกรมพัฒนาครูที่ต้องใช้ภาษาอังกฤษเป็นสื่อในการ เรียนการสอนอย่างเป็นระบบ บทความนี้มีวัตถุประสงค์เพื่อตอบคำถามต่อไปนี้ (1) ปัจจัยแวดล้อมที่ท้าทายความเป็นมหาวิทยาลัยที่ใช้ภาษาอังกฤษเป็นสื่อในการเรียน การสอนคืออะไร (2) ความท้าทายดังกล่าวกลายเป็นแรงผลักดันในการยกระดับ สถานภาพของมหาวิทยาลัยที่ใช้ภาษาอังกฤษเป็นสื่อในการเรียนการสอน อย่างมี ประสิทธิภาพได้อย่างไร (3) โปรแกรมพัฒนาครูส่งเสริมคุณภาพของครูผู้ใช้ ภาษาอังกฤษเป็นสื่อในการเรียนการสอนด้วยวิธีใดบ้าง

คำสำคัญ: การใช้ภาษาอังกฤษเป็นสื่อในการเรียนการสอน / การศึกษาระดับ นานาชาติ /อุดมศึกษา / ความสามารถทางภาษาอังกฤษ / ภาษาอังกฤษ ในฐานะภาษาต่างประเทศ / การพัฒนาวิชาชีพ

Introduction

Over decades there has been an increased awareness among educators worldwide in adopting English as the second language of instruction and as the medium of instruction at the university level in non-English speaking countries. To catch-up with the growth of the globalization era, many universities in Asia, including Thailand, began to give importance to developing English as the medium of instruction within their programs and curricula. One of the main reasons to support the use of English as the medium of instruction is for the university to achieve a more prominent status in the international community. The obvious benefits of enacting English as the medium of instruction in non-English speaking countries assumed advance effective communication in English of the future graduates, and consequently it will benefit the students' career prospects. Despite acknowledging several benefits of becoming English medium universities and being able to make it one of the university policies, it is highly challenging for these English-medium universities to meet and maintain the standards of the international education system. A needs-analysis survey by Zonneveld (1991) reveals that both lecturers and students have doubts in English medium instruction. Some negative points of using English as the medium of instruction pointed out by Zonneveld are: a slow rate of lecture delivery, lack of details, less interaction, lack of appropriate study-materials, and lack of English proficiency of both lecturers and students. Moreover, the issue of the quality and the effectiveness of English-medium instruction in various contexts are of concern among several educators. For instance, Hellekjeaer & Wilkinson (2000) specifically state that for the English medium programs, the quality of language development as well as the quality

of staff developments need to be assessed, especially to compare the results across different institutes.

This paper aims to answer the following questions: (1) what are the contextual factors that should be addressed as challenges in becoming an English-medium university? (2) How can those challenges turn into incentives in developing an effective English-medium instruction status? (3) In which ways will a systematic professional development program contribute to the quality of English-medium instruction lecturers?. Based on a thorough literature review in which analytical analysis and synthesis of the reviewed content emerge four categories of a challenge confronted by most English medium universities. Concept matrix developed by Webster and Watson (2002) is used in analyzing and synthesizing the relevant literatures. This article aims to provide insights into challenges occurring from the Thai contextual factors. Furthermore, the article also points out a need and supports an establishment of a systematic professional development program for the English medium instruction lecturers.

Challenge one: The non-English speaking environment and the supporting system

What is the rate of exposure to the English language in the Thai context? In the Thai context, English is taught as a mandatory subject from the elementary education level; however, the language of their daily use is their mother tongue, Thai, which can also be in a variety of dialects. Consequently, most Thai students bring their mother tongue to the English classroom. Students tend to fall back on their native language when doing group discussions because it is easier for them. They also tend to use their native

language more than the target language when asking or answering teachers, if the teacher permits. So, it is a big challenge for the teachers to monitor and balance the use of native language and the target language in the classroom. Teaching the content of the academic knowledge in English is considered a double duty for most non-native English speaking lecturers. Therefore, to deliver the expectation without proper support from the system can bring much suffering to all agents. In which way the university's top managers provide systematic support to their lecturer, so that it will contribute to the quality of English-medium instruction? This is the issue that the English-medium university must seriously consider. Has the university done its part in selecting only qualified lecturers and also equipping the new lecturers' pedagogy for the English-medium instruction environment?

Challenge two: English proficiency of teachers and students

Sometimes there is finger pointing to one another as the rationale to explain the failure of the use of English-medium instruction in a particular context. There are always at least two sides of the story. At a Thai university where English is used as the medium of instruction, a frequent complaint from many lecturers is that students have limited English proficiency; consequently, content learning suffers. While some lecturers may point the finger to students' inadequate English proficiency as the cause of lacking an understanding of the content, some students on the other hand also complain about some teachers' English proficiency, as well as their professionalism. First, the issue of students' proficiency should be examined. It is true that there is always a report that EFL teachers are faced with low proficiency and low motivation of EFL students. For

example, Fareh (2010) reports that some EFL teachers comment that their students "are unable to think, can't learn, and do not want to learn" (p.3602). These statements may also be true to some extent in the Thai context. As for teaching and learning English in the Thai context, a study by Chaihiranwattana and Nookua (n.d.) investigated 338 Thai students' attitude towards learning English and found that 80.6 % of students have a positive attitude towards learning English. Thai students in this study agree that learning English is important because it is useful in getting a good job; therefore, studying English should start as early as from the first grade. Another study by Pawapatcharaudom (2007) investigates the English language learning problems of Thai students. It is reported that Thai students have problems in all English skills, mostly on writing, listening, reading and speaking respectively. Furthermore, they also have problems with sociocultural rules and barrier to intercultural communication as well. These studies help us see that we need to handle the challenge related to Thai students' English proficiency immediately if using English as the medium of instruction is the ultimate goal of the university. Second, the issue of teachers' quality should also be examined. Qualified English medium instruction lecturers are expected to possess at least the academic knowledge and English language proficiency. A shortage of qualified English teachers or English-medium instruction teachers is not only problematic in Thailand, but also in the other countries in Asia and in the Middle East. Several studies in the field of EFL, such as in China and Arab countries, reported that lacking qualified English teachers and lacking adequate preparation of teachers are the major problems of teaching and learning English whether as the subject itself or as the medium of instruction (You, 2011;

Fareh, 2010). The issue of qualified or quality English teachers and English-medium instruction teachers is also a concern in the Thai context. Mackenzie (2005) points out that quality of English teachers in Thailand in general is considered low; as a result, it reflects on the quality of Thai students as well. The paradox of this issue is that while the English-medium university may think that the selected lecturers of its context have fairly high English language skills in general, a study by Klaassen (2001) points out that students are dissatisfied and concerned with non-native English speaking lecturers' fluency; limitation of vocabulary and pronunciation difficulties.

Challenge three: professionalism and an understanding of education dimensions of the lecturers

How often do lecturers reflect on their teaching philosophy and practice? When students fail the course, do lecturers ever question their teaching practice? Many lecturers may still think that being a university lecturer is just to give a lecture in front of the classroom and assign homework. If that is the case, obviously this means anyone can teach. In fact, there are several dimensions of education that the university lecturers need to understand and have. They need to continuously develop their professional competency. In addition, the English-medium instruction lecturers need to be aware of their English language proficiency as well. Regarding You (2011) the issue of lacking quality English teachers in China has become significant, and this also apply to the Thai context. What does a qualified or a quality teacher mean? Actually, besides having knowledge and skills of the teaching profession, professionalism and competences are also required. These days, teachers of

all education levels are asked to reflect and examine themselves regarding their practice. Teachers must be able to defend their pedagogical decisions. It is important to know what to teach and how to teach, but to be more critical and ask further of the question 'why we teach, what we teach, the way we teach' will also help us be more critical of our pedagogical knowledge and practices. It is our responsibility as teachers to ask ourselves these questions, as well as to reflect on our teaching practices. Furthermore, the English-medium university also needs to reflect on its policy and the plan of action. While an English-medium university in Netherlands is willing to state that the professional development there "seems to be in its infancy with respect to English medium instruction at tertiary education" (Klaassen, 2001), would Thai higher education be able to accept that the professional development, especially for English-medium instruction lecturers, is lacking and needs immediate attention and support?

Preparing lecturers for the English-medium instruction environment is essential (as a recommendation)

Teachers or lecturers can be one of the major influences on students' learning in the Thai context. It is obvious that there is a major shift in teaching and learning when decided to use English as the medium of instruction. Obviously, active teaching and learning behavior is necessary. Besides possessing the academic knowledge of the field, acquiring the ability to use the first language and the target language interchangeably is a desirable quality of the English-medium instruction lecturers. It is agreed that becoming English-medium instruction lecturer is quite demanding in its nature; therefore, theses

lecturers need a support system to help them achieve their expected roles. It is important for the English- medium university to recognize their needs and further assist them in a form of professional development. Several studies in European context have also supported that staff development for English-medium lecturers is extremely important and is very urgent to the situation (Vinke, 1995; Klaassen, 2001). Furthermore, Uys et al. (2007) reveal that professional development is needed for both pre-service and in-service English – medium instruction lecturers in southern Africa. As for the situation of the English- medium instruction in the Thai context, lemjinda (2007) report that adopted professional development program for the in-service lecturers has been questioned regarding its practical outcome because lecturers fail to apply the new knowledge and skills in the classrooms. He further suggests that six key features of professional development need to be reflected upon prior the enactment of the future professional development program. The six key features involve perceived need, clarity, complexity, work-ability, implementation and support, and advocacy. Despite some negative report on adopting professional development in the Thai context, it is strongly suggested that the issue of the professional development of the English–medium instruction lecturers in the Thai context continue to need more reflection and research.

Conclusion

The sole purpose of this article is to identify the challenges of being an English-medium university in a Thai context. Consequently, it can lead to recommendations in considering a systematic professional development as an

alternative which may influence the quality of English-medium instruction status of its context. As we are moving towards internationalization and globalization, English skills are considered a more practical tool used in our daily communication. Therefore, we must be aware of and put in more effort to raise the English proficiency level of both teachers and students to the international standard. This paper identifies three major challenges of becoming an English medium university in the Thai context: (1) dealing with the non-English speaking environment and the supporting system (2) dealing with (low) English proficiency of teachers and students (3) dealing with professionalism and an understanding of educational dimensions of the lecturers. It is further recommended that the first step in dealing with these challenges, the English-medium university needs to provide a systematic professional development for these English-medium instruction lecturers. It is emphasized that the systematic professional development program must be taken seriously, in both policy and action, as the channel to improve the quality of the lecturers. Education research has pointed out and emphasized that professional development is essential for all teaching levels; it is a necessary requisite (Johnson & Swain, 1997). There is no doubt that the university lecturers possess the knowledge of subject contents; however, they need to realize that the big challenge of being the English-medium lectures is beyond delivering the subject contents. They need to constantly reflect on their professional competences related to their pedagogical stance, and sometimes they cannot do it alone. It is obvious for the English-medium university to recognize that these lecturers need a strong support in a form of a community of practice and systematic assistance from the university. However, it should be emphasized that a successful professional

development also requires the application of the principles of self-directed learning and life-long learning relevant to specific knowledge and attitudes towards EFL and ESL teaching and learning in addition to the possession of content knowledge of taught subjects.

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Language Learning Problems and Language Learning Strategies of MFU Students

Hathaikan Iamla-ong[1]

Abstract

English is a medium of instruction in many institutes including Mae Fah Luang University (MFU), Thailand. This study aimed to investigate the English language learning problems (LLP) and language learning strategies (LLS) used by the 396 MFU students. The data were collected using questionnaires based on the six common problems (Rubin & Thompson, 1994) and the SILL questionnaire (Oxford, 1990) for language learning strategies usage. The fewest problems were found in listening, reading, international communication, speaking, sociocultural, and writing respectively. All LLS were used at a medium level. However, the most frequently used strategies were metacognitive, social, compensation, cognitive, memory, and affective respectively. It could be inferred that MFU students had less difficulties as the passive learners, and more problems activating or expressing their opinions in an academic way. Besides, this research shows that keep using English language as a medium of instruction can reduce the language learning problems significantly.

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บทคัดย่อ

ภาษาอังกฤษเป็นสื่อกลางการเรียนการสอนในสถาบันหลายแห่ง รวมทั้งมหาวิทยาลัยแม่ฟ้าหลวง ประเทศไทย บทความนี้มีวัตถุประสงค์เพื่อตรวจสอบปัญหาการเรียนภาษาอังกฤษ และกลวิธีการเรียนภาษาของนักศึกษามหาวิทยาลัย แม่ฟ้าหลวง จำนวน 396 คน ผู้วิจัยใช้แบบสอบถามที่สร้างขึ้นจากแนวคิดเรื่องปัญหา 6 ประการของ Rubin และ Thomson (1994) และแบบสอบถามเกี่ยวกับการเรียนรู้ภาษา (SILL) ของ Oxford (1990) เพื่อหากลวิธีการเรียนรู้ภาษา ผลการวิจัยพบปัญหา ด้านการฟังน้อยที่สุด รองลงมาคือ การอ่าน การสื่อสารแบบนานาชาติ การพูด สังคมวัฒนธรรม และปัญหาด้านการเขียนเกิดขึ้นมากที่สุด กลุ่มตัวอย่างใช้กลวิธีการเรียนรู้ภาษาทั้งหมดในระดับปานกลาง อย่างไรก็ตามกลวิธีที่กลุ่มตัวอย่างใช้โดยเรียงลำดับจากมากไปหาน้อย ได้แก่ อภิปริชาน สังคม การทดแทน ปริชาน การจำ และอารมณ์ ผลการวิจัยสามารถตีความได้ว่านักศึกษามหาวิทยาลัยแม่ฟ้าหลวงเป็นผู้เรียนแบบรับความรู้ และมีปัญหาในการแสดงความคิดเห็นเชิงวิชาการ นอกจากนั้นผลการวิจัย ยังแสดงให้เห็นด้วยว่า การใช้ภาษาอังกฤษเป็นสื่อในการเรียนการสอน สามารถลดปัญหาการเรียนรู้ภาษาได้อย่างมีนัยสำคัญ

คำสำคัญ: ปัญหาในการเรียนรู้ภาษา / กลวิธีการเรียนรู้ภาษา / ภาษาอังกฤษในฐานะภาษาตางประเทศ

Introduction

Since the world is now globalized, everyone can communicate with each other easily through the worldwide network of the Internet. English language is a crucial tool to access and gain the benefits from these technologies. Therefore, more schools or universities around the world are designing their curriculum by using English as a media of instruction to prepare and help students be ready to live in this world happily (Hengsadeekul, Hengsadeekul, Koul, & Kaewkuekool, 2010). By doing so, people believe that English language knowledge can help students broaden their cumulative knowledge because English can help them search for information (key words and instructions), convey their messages or thoughts (MSN or blogs), or exchange their opinions with others (discussions or web boards).

Apart from the instruction style which has been shifted recently the teaching approach also has changed. For two decades, educators have shifted their emphasis of approach in teaching from teacher-centered to student-centered, and from classrooms to the outside world. They have realized the advantages of producing life-long learners. Consequently, students in today's world have to be able to use English not only in class at school or university, but also in their daily living. Nevertheless, to achieve the goal set educators then have to find barriers to English language learning and help students to overcome these obstacles and achieve their goals (Thongsongsee; 1998; Songsangkaew; 2003; Pawapatcharaudom, 2007).

Thongsongsee (1998) conducted her research based on investigating linguistic and cultural difficulties of Thai students studying in American universities. Songsangkaew (2003) also studied Thai learners' difficulties while

they were studying in America. Both shared the same results that culture and learning styles were one of the major difficulties for the Thai learners to encounter when they studied oversea. Later, Pawapatcharaudom (2007) investigated 30 Thai students learning in Thailand but using English as their setting, the international program of Mahidol University. She studied both learners' language learning difficulties and their language learning strategies. The results revealed that most serious problem for the learners was "writing skills" while the hindrances of international culture were the least problem. They reported that they used all six learning strategies in medium level. However, metacognitive (the motives of the learners to be better) were found mostly used.

As Mae Fah Luang University (MFU), Thailand, has promoted the model of using English as a medium of instruction in teaching and learning to develop students' English language proficiency for about 10 years, their learners also have language learning barriers and language learning strategies to encounter with.

In addition, MFU is taught in English, except courses in the School of Law. All lecturers and students use technologies which are well-provided in their teaching and learning. The English language is expected to be used as a primary medium in courses: assignments, discussions, and also for examinations. However, MFU students vary in terms of their language learning problems and learning strategies usage to overcome their barriers.

Therefore, in order to know the barriers that students encounter when they study the English language and to find ways to help solve those problems, this research was conducted. The purposes of this research were to investigate the language learning problems (LLP) and the language learning strategies

(LLS) of MFU students, and to compare the similarities and differences between students of each year. For these reasons, MFU students and teachers may know the areas to develop the curriculum in order to increase students' language competency. Consequently, they can become life-long learners and graduate with good tools to help them live with other people (Office of the National Education Commission, 2001).

Objectives

The purposes of this research were to investigate the language learning problems faced by MFU students and also the language learning strategies used by the MFU students. The similarities and differences between the LLP and LLS of the first year students, second year students, and fourth year students were then investigated. After that comparisons were made (LLP and LLS) from these three years. Therefore, this study attempted to answer the following questions:

1. What LLPs did MFU students face?
2. What LLSs did MFU students use?
3. What LLPs and LLS did MFU students share in common?

Language Learning Problems (LLPs)

When people want to achieve something, many times they will meet problems. In the same way, when humans learn they will need to learn how to overcome problems.

Cook (1996) claimed that to understand how people learn language means that we have to understand the actual nature of language itself which are about grammar, pronunciation, and vocabulary. In addition, Krashen's (1982) hypothesis also brings some characteristics of language learning problems. First, students could not study well when they are not ready to learn. Second, students will find difficulties when the environments are not suitable for their level and they have never been trained to adjust. Third, students will learn less when students have to learn under anxiety. Last, students may stop their learning or have a bad attitude towards what they learn when the level is too much or lower than their own level. Nonetheless, in the classroom setting or outside class, there are three main areas that could obstruct students to learn their language and may stop their learning to become "fossilized" as Krashen suggested. The three main problems are: Linguistics, Sociocultural, and other Barriers to international communication (Rubin and Thompson, 1994). Therefore, this current research will focus only on the linguistics problems, and sociocultural perspectives on English language learning, and the barriers in language communications.

Linguistics Problems

In classroom settings, educators learn language in a linguistics view because they think that it is the most common areas for them to develop their learning. Thus, listening, speaking, reading, and writing are always focused in every language teaching and learning. In linguistics, these four skills are classified into two categories: Receiver (passive) and Sender (active). The receiver or passive skills cover listening and reading skills. Sender skills include speaking and writing skills.

Sociocultural Perspectives

Krashen's idea of these four aspects is supported by Ochs and Scheiffelin (1995). They said that the environment could influence the learners in terms of their grammatical development. Students need to learn about socialization in class and outside class too, so they can study or learn successfully. They explain that language socialization perspective could predict that there will be structured strategic relationships between language development and culturally organized situations of use. Students have to live in a society that uses English as a medium to learn. They still need this skill to work with their friends in group work or pair work.

Barriers to International Communication

When people learn language in a new setting or environment, other inner barriers like "culture shock" might also happen. Kim (1997) and Schumann (1978) have claimed that when the second language barriers occurs and learners are comparing the values and pattern of the new culture or new country which is not their owns, this symptom will occur for about six months after entering to this new culture. When students got the culture shock, they decrease their motivation to study, their self-esteem, and bring them to "fossilization" eventually. Apart from "culture shock," students may have to face the problem of "ethnocentrism." Etnocentrism means a belief in the centrality of one's own culture. It can be defined as "regarding one's own race or ethic group as of supreme importance." In other words, students will have difficulty when they cannot feel that they are a part of the group they are in. They cannot adapt to the place where other students seem to have the same culture and

norm. They will react in different negative attitudes and actions to learn in the place they cannot adapt themselves in.

Another barrier is "Stereotype." Samovar and Porter (1991) has defined this word as the perceptions or beliefs that we hold about groups or individuals based on our previously formed opinions or attitudes. There are two types of stereotypes. First is the positive stereotype and the second one is the negative one. If students have the positive side, it will help them analyze things more reasonably when they encounter difficult situations. However, if students have negative stereotypes, such as dishonesty, they will impede their friends' study and also their intercultural communication by reinforcing other stereotypes affecting learners' belief which is very important for learners and teachers to be aware of.

"Prejudice" is another important barrier for students learning English in the international setting. Prejudice also has both positive and negative. Prejudice involves the prejudgment of individuals based on unsatisfied opinions, attitudes, or beliefs. Prejudice can generally refer to bias, unfairness, or intolerance of attitudes or opinions towards another person because of the religion, race, nationality, or group difference. If students have negative prejudices in their learning or living in their environment, it can easily cause bad motivation, and affect their learning. It can affect respect and also lead the student who is prejudiced to stop his/her learning as well.

To sum up, the problems in learning language are not only concerned with the linguistics area, but also in the sociocultural perspective and other barriers to international communication. To help students overcome their

limitations, educators must pay attention to these barriers and help students get rid of each area appropriately.

Language Learning Strategies (LLSs)

Various meanings have been given to the term learning strategies. Most researchers define "learning strategies" as "techniques" used by students to acquire knowledge or their language learning (Rubin, 1975; Chamot, 1987; Wenden and Rubin, 1987; Oxford, 1990). Moreover, it is defined as "operations or steps" used to improve the learners' progress, store new information, retrieve previous knowledge, or apply information (Rigney, 1978; O'Malley, Chamot, Manzanares, Kupper & Russo, 1985; Wenden & Rubin, 1987; Oxford, 1990). Others have defined it as "devises" (Rubin, 1975) and some as "styles" (Stern, 1975; Willing, 1988; Nunan, 1991). Nonetheless, all of these definitions share the common impression that LLSs are things that students use to enhance their second language learning in order to acquire or improve in the target language studied.

However, this research emphasizes only Oxford's LLS taxonomy (1990). Oxford (1990) has developed two main categories of learning strategies: direct and indirect. "Direct strategies" is classified for behaviors which directly involve the target language and enhance language learning. It consists of three subdivisions: Memory, Cognitive, and Compensation strategies. "Indirect strategies" is classified for the opposite. It also consists of three subdivisions: Metacognitive, Affective, and Social strategies. Learners will use Memory strategies for remembering new information more effectively and recalling it when needed. Cognitive strategies are used to understand and

produce new language and link information with existing knowledge. Compensation strategies are used for helping learners to overcome a limitation or lack of knowledge of the four skills of the learners.

Learners will use Metacognitive strategies for getting the most out of language learning, such as centering learning, arranging and planning learning, and evaluating learning. Affective strategies emphasize emotional management. Social strategies emphasize the interaction of language learners with others in order to exchange or gain new knowledge.

There are two main reasons why LLSs are vital for learning and teaching language: for students themselves and for teachers.

For Students

LLSs are focused on and studied for the benefit of the students because LLSs are the salient keys for students to become good learners. For two decades, researchers have studied language learning strategies with good language students because they believe that these kinds of students model good language learner characteristics (Rubin, 1975; Stern, 1975; Naiman, Frohlich, Stern & Todesco, 1978; Stern, 1980; MacIntyre, 1994). However, educators and researchers have accepted that LLSs can be used well only when learners aware of using them (Oxford, 1990; Harris, 2003; Chamot, 2004).

For teachers

LLSs also help teachers teach more effectively. When teachers know the LLSs that their students use, they can then apply the LLSs to their class to raise students' awareness of LLSs and to train them to become better learners or to achieve the goals they set; by doing so, these teachers also become better language teachers (Atkinson, 1985; Bejarano, 1987; Oxford, Crookall,

Lavine, Cohen, Nyikos & Sutter, 1990; Lessard-Clouston, 1997). However, Chamot (2004) discovered that few researchers or teachers have conducted action research of language of instruction in teaching language learning strategies (such as Grenfell & Harris, 1999), especially for L2 learners, because of the language barrier, and this has hindered the ideal implementation of teaching LLSs to students.

In brief, teaching and learning courses by using English as a medium of instruction at MFU has met many kinds of problems. However, to know these could bring learning strategies for students to overcome their barriers. The research could enable the university to design the right ways for teaching and to help students overcome their barriers successfully.

Methodology

This part will explain the subjects, the research instruments, data collection procedures, data analysis and statistical procedures.

Subjects

The subjects were 396 MFU students out of 4,335, excluding students in the School of Law because this school does not use English as a medium of instruction in teaching and learning. The subjects were 152 first year students out of 1,973, followed by 127 second year students out of 1,278, and 117 forth year students out of 1,087 respectively. There were 255 females and 141 males. Subjects were selected as an accidental sampling.

Instrument

A questionnaire was the chief device to collect data for this research. It was divided into three parts. The first part asked for the subject's

demographic data. Part two was about their language problems. And last part was about their language learning strategies usage. A brief sketch of how to construct each part of the questionnaire is presented.

Structure of the Questionnaire and Its Characteristics

Part one of the questionnaire is about students' demographic data. This part mainly investigates the student's basic information, English language background, English language competency, and the reasons why they chose to study at MFU.

Part two is based on asking about students' language problems. Overall, this part consisted of 44 items. The questions asked were mostly involved with the three main theories of language learning: linguistics problems (four common skills: listening, speaking, reading, and writing), Sociocultural problems in second language learning, and barriers to intercultural communication. The first section of this part was designed based on Rubin and Thompson (1994). The other two sections were verified and used by Pawapatcharaudom (2007).

The last part is mostly focused on students' language learning strategies. The Strategy Inventory for Language Learning (SILL) version 7.0 was used as the main tool for this part because of its high reliability (.86- .95) in Cronbach's alpha (Oxford, 1990). This SILL 7.0 version consists of 50 items. It is designed for measuring the use of LLS by non-native English speaker students who study English as a second or foreign language. Oxford also claimed in 2003 that in the last 30 years, this SILL has been used widely and has been translated into more than 20 languages in dozens of publications around the world. Oxford has divided SILL into six main categories: Memory

strategies, Cognitive strategies, Compensation strategies, Metacognitive strategies, Affective strategies, and Social strategies. Each category was mentioned clearly in an earlier chapter. See the example of the questionnaire in Appendix.

Data Collection Procedures

The numbers of expected subjects were calculated by using Yamane's formula. Later they were carefully adjusted the number with the proportions of each major in each school that has students enrolled in the first year, second year, and fourth year.

After that three parts of questionnaire were distributed and collected. The three parts are biography data, LLPs, and LLSs. Finally the data obtained was analyzed by SPSS 11.5 version.

Data Analysis and Statistical Procedures

Data obtained from the students' demographic part was analyzed by frequency, and percentage. The students' problems and language learning strategies parts were analyzed by showing the Mean score (M) and the standard Deviation score (SD) based on the interpretation of Pawapatcharaudom (2007) and SILL (version 7.0) created by Oxford (1990).

Results

The subjects consisted of 396 students: 152 of the first year students, 127 of the second year students, and 117 of the fourth year students. Their ages were 18 to 25. The statistics calculated from both the LLP part and the SILL part were constituted as the main results in mean scores (M), and

standard deviation (SD). The overall of LLP questionnaire reliability is 0.96 and 0.94 for the reliability of LLS. The results are analyzed and described below.

The Results of Demographic data

The majority of the learners had studied English before studying in MFU (94.9%), only little had not been studied (5.1%). However, the percentage of the students who experienced going abroad was the opposite. Only 11.1 % used to go oversea while 88.9% never. Half of the subjects reported that their language proficiency when comparing with other students in the class was at "good" (56.4%), but it was dropped to the lower level or "fair" (56.4) when comparing with the natives. The subjects enjoyed learning English (88.9%). They also learned other languages—Chinese (29.9%), Japanese (19.7%), French (7.7%), Spanish and Korean (0.9%), and others (1.7%). About one third of the subjects reported that they did not study other language. (See Appendix A)

The reasons why the subjects wanted to learn English at MFU and their favorite experienced in language learning at MFU were also investigated and computed. All three years of the learners agreed that they wanted to study English at MFU because they were interested in the language (Y1: 73.23%, Y2 = 70.08%, and Y4: 65.81%), needed it for future career (Y1: 60.60%, Y2: 63.78%, and Y4: 56.41%), and required to take course for their graduation (Y1: 46.71%, Y2: 48.03, Y4: 50.43%). They reflected that their three most favorite experiences in language learning at MFU were "teachers" (Y1:72.22%, Y2:77.95%, and Y4: 70.94%). Year 1 and Year 2 students reported that their number two favorite was "friends" while Year 4 students thought "technology or multimedia" (48.72%). However, Year 1 and Year 2 students reported that their

third favorite experience in learning language was "technology" (Y1: 50.50% and Y2:48.82%) when Year 4 reported that their third appreciation in learning language was "classroom environment" (47%). The findings reveal that all three levels of the students think that "university environment" was their least favorite experience comparing with others in learning English language at MFU (Y1: 1.76%, Y2:2.36%, and Y4: 2.56% respectively). (See appendix A)

In addition, the subjects' behavior and characteristic while studying at MFU were analyzed. The overall of Year 1 and Year 2 presented their learning behavior as "medium" (Y1:M= 3.42 and Y2:M= 3.38) while Y4 was at "high" (M=3.55). All three years shared the same "high" level in two behaviors which are "I try my best to be a good student" and "I have responsibility to learn in class and do assignment." The results revealed that more good behaviors and characteristics in language learning are higher when they studied in higher year. Year 1 has 3 "high" good behaviors, Year 2 has 4 "high" good behaviors and Year 4 has 5. Apart from the two good behaviors shared in "high", Year 1 reported that they were also looking to study English language course (M=3.53) while Year 2 revealed that they highly did go to class regularly (M=4.36) and did homework often (M= 3.99) and the Year 4 did all of them as "high." In contrast, Year 4 reported that "I was always slept in class" as "medium" (M=2.53) while Year1 and Year 2 did it as "Low" (Year 1:M=2.39, Year 2:M=2.24). (See Appendix A)

The Results of All LLPs

Based on Pawapatcharaudom (2007), the English language learning problems experienced were classified into 5 levels: always = 5, usually = 4, occasionally = 3, rarely = 2, and never = 1. The overall extent to which MFU

students faced the language problem was at a "medium" level. There were only two items that were at a "high" level: item 4 of listening problem "I can understand classroom lectures in English," and item 1 of reading problem "I can read academic textbooks in English."

The Results and Application of LLP of the Overall

Table 1 The means and SD of problems in six categories faced by all students (N=396)

Problems	M	Min.-Max.	SD	Interpretation
Writing skill	2.96	1.00-5.00	0.73	Medium
Sociocultural perspectives on second language learning	2.99	1.00-4.89	0.62	Medium
Speaking skill	3.12	1.00-5.00	0.56	Medium
Barrier to International Communication	3.13	1.00-5.00	0.59	Medium
Reading skill	3.16	1.17-5.00	0.62	Medium
Listening skill	3.21	1.50-5.00	0.53	Medium

From Table 1, it can be seen that all MFU students encountered the six difficulties in learning the English language at a medium level. The most serious problems faced are the "Writing skill problems," (M=2.96), which show that the students sometimes have problems in their writing skill at a medium level. They were followed by "Sociocultural perspectives on second language learning problem" (M=2.99), "Speaking skill" (M=3.12), "Barrier to International Communication" (M=3.13), "Reading skill" (M=3.16), and "Listening skill"

(M=3.21) respectively. These results will be explained more in the next sections within the context of each problem's category.

The Five Most Problematic English Tasks for MFU Students

The overall five most problematic English tasks for MFU students were at a medium level, which means that they sometimes had these problems. However, the two most serious problems were about students' production in learning the language. They found themselves in the most trouble when they had to write, followed by when they spoke out. The third serious problem in learning English at MFU were about their adjustments. They found it hard to give up their free time to associate with native speakers. This may be because that they did not know the places to go to meet native speakers, or that they were reluctant to do so. The last two serious problems were about students' listening problems (M=2.66) and students' reading problems (M=2.68). These two latter items show that students had fewer difficulties in the receptive way of learning English. The next section will explain the five least problematic tasks of English. (See Appendix D)

The Five Least Problematic English Tasks

Students hardly had any difficulty in passive learning techniques like listening (M=3.53) and reading (M=3.53). They mostly adapted well when they had to listen to lectures and read academic textbooks in English. This might be because every course at MFU uses English as a medium of instruction; therefore they could do these two tasks without hesitation. In other words, they had confidence to do these two tasks because they found that they could do them without errors. The next least problem for students who study at MFU was entertaining themselves, like reading magazines in English. They could read

magazines and only had problems sometimes. Then, they found that they had less problems adapting themselves to a new environment or culture (M=3.43), followed by understanding the comments from the English speakers (M=3.40). The next part will reveal the results of LLS used by the MFU students. (See Appendix E)

The Results of All LLS that Overall MFU Students Used

Table 2 Frequency for categories of strategies used by all MFU students (N=396)

Language Learning Strategies	No. of items	M	Ranked Order	Average Frequency of Use of Strategies
Metacognitive strategies	9	3.16	1	Sometimes Used (medium)
Social strategies	6	3.13	2	Sometimes Used (medium)
Compensation strategies	6	3.10	3	Sometimes Used (medium)
Cognitive strategies	14	3.08	4	Sometimes Used (medium)
Memory strategies	9	3.05	5	Sometimes Used (medium)
Affective strategies	6	2.98	6	Sometimes Used (medium)

The results displayed in Table 2 show that overall MFU students used all six LLS categories at a medium level. The most frequently used was Metacognitive strategies (M=3.16). The following frequently used LLS were

Social strategies (M=3.13), Compensation strategies (M=3.10), Cognitive strategies (M=3.08), Memory strategies (M=3.05), and Affective strategies (M=2.98) respectively.

MFU students had language learning problems in six categories (Listening, Speaking, Reading, Writing, Sociocultural perspectives on second language learning, and barriers to international communication) at the medium level. Also they used all six language learning strategies (Memory strategies, Cognitive strategies, Compensation strategies, Metacognitive strategies, Affective strategies, and Social strategies) to overcome their barriers. Thus, the overall LLP faced and LLS used were correlated to each other at 0.01 in all pairs. (See Appendix F)

The Comparison of Results between Year 1, Year 2, and Year 4

Students for Language Learning Problems, year one students faced 'Writing problem' the most when they first came or adjusted themselves to study. Moreover, this problem decreased when they became fourth year students. However, "Writing skill problem" was still the second most common problem for students to face. Thus, the overall problem for all years was in this category (M=2.96). The second difficulty that the first and the second year students found was sociocultural problem, but the fourth year students thought that it was their most common problem when studying the English language at the university. Apart from "Writing skill problems", another problem was Speaking. Year one students thought that Barriers to international communication came first, while the other two years thought that they could overcome that better than compared to speaking out. It may be interpreted that the higher level of students needed more productive or active skills to present

their projects or to submit their assignments, while the first year students would focus more on the new barriers. The fifth most problems in "Reading" and the sixth most problems, "Listening', all share the same rank. (See Appendix G)

For Language Learning Strategies, first year and second year students used "Metacognitive" strategies to learn the most frequently. However, when their level of study at MFU changed, the fourth year students had slightly different results. The fourth year students used "Social" strategies more than Metacognitive; this could be interpreted that they did not focus on being better at their learning, but more on relationships with friends and tended to ask for help with native speakers. Nonetheless, these first two most frequently used strategies (Metacognitive and Social strategies) could indicate MFU students' society and ways they learn language. They love to be better but also overcome their obstacles with friends. The next two strategies that students used were "Compensation" and "Cognitive" strategies. First year students revealed more effort in learning by practicing and reviewing their lessons than the higher level students. On the other hand, the higher level students (Year 2 and Year 4) challenged themselves by compromising and guessing unfamiliar input more than the first year students. However, in other ways these students also needed to practice and be aware of what they were doing in learning the English language. The fifth learning strategies category used by all students was Memory strategies. Students shared the same habits of memorizing new input like new vocabulary and lessons at a medium level (Sometimes used that). The least frequently used was Affective strategies. In addition, Appendix H reveals that the first year students used all language learning strategies less frequently. Their use of learning strategies more frequently was improved when

they studied at the higher level, but still at the same level, a medium level. (See Appendix H)

Conclusion

The overall results obtained from the two main parts: LLP and LLS were the main important data investigated in this study. They were all combined in one survey to collect data from MFU students in different levels: first year, second year, and fourth year. The overall LLP and LLS were at a medium level. They sometimes faced all six LLP categories (Writing, Sociocultural perspectives, Speaking, Barriers to international communication, Reading, and Listening) and six LLS categories (Metacognitive, Social, Compensation, Cognitive, Memory, and Affective). The most difficulties in learning language from the previous research has shared the same result which is "writing skills." In addition, the correlations of these two issues are significantly related in a positive way at 0.01.

The results show that students used Metacognitive strategies the most because they wanted to be better. The results of the present study are also supported by previous research (Thongsongsee, 1998; Pawapatcharaudom, 2007). MFU learners watched movies and TV shows in English to improve their language learning the most. However, from these results students had fewer problems with listening skills while Pawapatcharaudom's subjects reported in speaking skills. The receptive skills like listening and reading skills seemed like they weren't big problems for students at any level (in their perceptions), but they did think that their reading and writing were more problematic.

Nevertheless, use of all language learning strategies or techniques was gradually increased when students studied at the higher levels. In contrast, higher levels of students had more problems in writing (M=2.84 for year 1, M=2.94 for year 2, and M=3.02 for year 4 respectively).

Suggestions of Further Studies

The findings of this study are very useful for both teachers and students, because they will bring awareness to teachers and students about different language learning problems and language learning strategies. Consequently, students can notice their language problem areas, and choose the strategies to help overcome them with their own learning styles to achieve their goals in learning by using English as a medium of instruction or in learning the English language gradually. The following section will recommend three areas which will be useful for the further study.

Firstly, this study was conducted on MFU students with different language learning backgrounds. Thus, further studies need to include other variables, such as their existing grades overall, existing grades of their English proficiency, and their previous history of English proficiency.

Secondly, this study investigated the language learning problems and strategies used with the samples that were mostly Thai students (accidental sampling). Thus, this research could not be generalized for all students studying at Mae Fah Luang University (especially for non-Thais), further studies should be conducted with larger numbers of non-Thai students.

Thirdly, the present study utilized a questionnaire for gathering data. It could show the statistics, but could not gain in- depth information about why

and how students faced the language learning problems, and why they used or did not use the strategies mentioned. Thus, further research should use more techniques in the data collection such as interviewing, observation, and journal writing.

In conclusion, language learning problems and learning strategies will continue to be subjects of interests. The less problems in language learning that any country's citizens have, the better advantages that nation will gain. Thus, when the citizens of any country aware of the problems which they might have when they learn other languages, and they know how to choose the appropriate techniques to reduce those barriers, they also can become real life-long learners who can increase their own self values, and the overall image of the country.

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Appendix

A: Demographic data of participants

(Year 1: N=152; Year 2: N=127; Year 4: N=117)

Demographic data (1)		Year 1 (N=152)		Year 2 (N=127)		Year 4 (N=117)	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Gender	Male	141	35.6	49	38.6	37	31.6
	Female	255	64.4	78	61.4	80	68.4
School (Faculty)	Arts	118	29.8	42	33.1	40	34.2
	Science	11	2.8	3	2.4	2	1.7
	Management	138	34.8	48	37.8	42	35.9
	IT	66	16.7	18	14.2	26	22.2
	Agriculture Inds.	12	3.0	1	0.8	6	5.1
	Cosmetics	10	2.5	1	0.8	1	0.9
	Health Science	34	8.6	14	11.0	0	0
	Nurse	7	1.8	0	0	0	0
Major	TLC	5	1.3	5	3.9	0	0
	EN	13.6	13.6	17	13.4	20	17.1
	BC	14.4	14.4	20	15.7	20	17.1
	BIO	2.3	2.3	2	0.8	2	1.7
	ACC	3.6	6.3	7	1.6	12	10.3
	ECO	3.5	3.5	6	5.5	2	1.7
	BA	8.1	8.1	10	4.7	10	8.5
	TR	8.8	8.8	15	7.9	6	5.1
	HIM	6.1	6.1	10	11.8	12	10.3
	MIT	2.8	2.8	4	7.9	3	2.6
	CS	2.8	2.8	2	3.1	5	4.3
	SE	2.3	2.3	3	1.6	3	2.6
	MTA	3.3	3.3	3	2.4	6	5.1
	CE	3.5	3.5	4	3.1	6	5.1
	ICE	2.0	2.0	2	1.6	3	2.6
	FT	2.0	2.0	1	0.8	3	2.6
	PTP	0.8	0.8	0	0	3	2.6
	CSC	2.5	2.5	1	0.8	1	0.9
	ATM	2.5	2.5	4	3.1	0	0
	PSCT	2.5	2.5	5	3.9	0	0
	PUBH	3.5	3.5	5	3.9	0	0
	TCL	0.5	0.5	0	0	0	0
	CHM	0.5	0.5	0	0	0	0
	AVI	2.0	2.0	0	0	0	0
	NS	1.8	1.8	0	0	0	0

Demographic data (1)		Year 1 (N=152)		Year 2 (N=127)		Year 4 (N=117)	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
In your previous degree, have you studied English?	Yes	371	93.7	116	91.3	111	94.9
	No	25	6.3	11	8.7	6	5.1
Studied abroad experience	Yes	56	14.1	20	15.7	13	11.1
	No	340	85.9	107	84.3	104	88.9
Self-evaluation in their language proficiency compared with other students in your class.	Excellent	10	2.5	1	0.8	4	3.4
	Good	126	31.8	31	24.4	44	56.4
	Fair	241	60.9	83	65.4	66	37.6
	Poor	19	4.8	9	7.1	3	3.4
Self-evaluation in their language proficiency compared with native speakers	Excellent	6	1.5	3	2.4	3	2.6
	Good	84	21.2	15	11.8	28	23.9
	Fair	232	58.6	78	61.4	66	56.4
	Poor	74	18.7	31	24.4	20	17.1
Attitude to study English language (enjoy or not)	Yes	350	88.4	104	81.9	104	88.9
	No	46	11.6	23	18.1	13	11.1
Other language that students have studied	None	178	44.9	55	43.3	46	39.3
	Japanese	58	14.6	18	14.2	23	19.7
	Chinese	113	28.5	34	26.8	35	29.9
	Spanish	3	0.8	0	0	1	0.9
	Korean	11	2.8	6	4.7	1	0.9
	French	24	6.1	10	7.9	9	7.7
	German	5	1.3	3	2.4	0	0
	Others	4	1.0	1	0.8	2	1.7

B: Example of LLP questions

Item	Listening skill problems	Item	Reading skill problems
10.	I never have a listening problem.	6.	I never have a reading problem.
3.	I can understand an attitude, customs, and social ircumstances of a native speaker.	4.	I can understand English idioms.
7.	I participate group discussions in English.	5.	I can explain the main idea and summary the passage.
6.	I participate group discussions in English.	3.	I can guess the meaning of new vocabulary.
2.	I can understand a native speaker speaking at normal speed.	2.	I can read magazine in English.
1.	I understand the tone of voice of a native speaker.	1.	I can read academic textbooks in English.

		Item	Writing skill problems
8.	I feel comfortable in listening to a native speaker instructor in the classroom.	9.	I never have a writing problem.
9.	I can understand the main idea of the native speaker instructor.	5.	I can use perfectly grammatical rules in writing any papers.
5.	I can understand comments given by native English speakers.	7.	I have an adequate English vocabulary for writing essays.
4.	I can understand classroom lectures in English.	8.	I am able to develop a suitable structure for the content.
Item	Speaking skill problems	4.	I can write an essay within limited time.
10.	I never have a speaking problem	6.	I can choose appropriate vocabulary to write my paper.
4.	I have an adequate English vocabulary for effective speaking.	3.	I can paraphrase English passages.
2.	I can have a formal conversation in English.	1.	I can write an academic paper in English.
5.	I can explain my idea clearly in English.	Item	Sociocultural on second language learning
9.	I feel comfortable in talking with a native speaker instructor in the classroom.	1.	I spend my free time to associate with native speakers.
3.	I can perform academic presentation in English in the classroom	2.	I like to be an English society.
7.	I find it easy to express myself in English.	4.	I pay close attention to thoughts and feelings of other people with whom I interact in English language.
1.	I can have an informal conversation in English	3.	I like to make new friends especially English native speakers.
8.	I can ask questions in English in the classroom		
6.	My friend, a native speaker, understands my pronunciation.		
Item	Barrier to international communication		
1.	Mr. Thomas Cook is an American. He never explains the lesson when his friends have questions. I don't think I can justify others Americans like Mr. Thomas Cook.	2.	When I have a presentation for acting out in class, I rehearse it only 2-3 times to confide myself.
3.	I can adapt myself with new environment/ culture.	4.	When I communicate with an English native speaker, I am never ashamed about my pronunciation.

C: Example of LLS: 50 Questions of SILL 7.0 version (Oxford, 1990)

Memory Strategies (1-9)	Cognitive strategies (10-23)	Compensation strategies (24-29)
1. I think of relationship between what I already know and new things I learn in English. 2. I use new English words in a sentence so I can remember them. 3. I connect the sound of a new English word or picture of word to help me remember. 4. I remember a new English word by making a mental picture of a situation in which the word might be used. 5. I use rhymes to remember new English words. 6. I use flashcards to remember new English words. 7. I physically cat out new English words. 8. I review English lessons often. 9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	10. I say or write new English words several times. 11. I try to talk like native English speakers. 12. I practice the sounds of English. 13. I use the English words I know in different ways. 14. I start conversation in English. 15. I watch English language TV show spoken in English or go to movies spoken in English. 16. I read for pleasure in English. 17. I write notes, messages, letters, or reports in English. 18. I first skim an English passage (read over the passage quickly) then go back and read carefully. 19. I look for words in my own language that are similar to new words in English. 20. I try to find patterns in English. 21. I find the meaning of an English word by dividing it into parts that I understand. 22. I try not to translate word-for-word. 23. I make summaries of information that I hear or read in English.	24. To understand unfamiliar words, I make guesses. 25. When I can't think of a word during a conversation in English, I use gestures. 26. I make up new words if I don't know the right ones in English. 27. I read English without looking up every new word. 28. If I can't think of an English word, I use a word or phrase that means the same thing. 29. I try to guess what the other person will say next in English.

Metacognitive strategies (30-38)	Affective strategies (39-44)	Social strategies (45-50)
30. I try to find as many ways as I can to use my English. 31. I notice my English mistakes and use that information to help me do better. 32. I pay attention when someone is speaking English. 33. I try to find out how to be a better learner of English. 34. I plan my schedule so I will have enough time to study English. 35. I look for people I can talk to in English. 36. I look for opportunities to read as much as possible in English. 37. I have clear goals for improving my English skills. 38. I think about my progress in learning English.	39. I talk to relax whenever I feel afraid of using English. 40. I encourage myself to speak English even when I am studying or using English. 41. I give myself a reward or treat when I do well in English. 42. I notice if I am tense or nervous when I am studying or using English. 43. I write down my feelings in a language learning diary. 44. I talk to someone else about how I feel when I am learning English.	45. If I do not understand something in English, I ask the other person to slow down or say it again. 46. I ask English speakers to correct me when I talk. 47. I practice English with other students. 48. I ask for the help from English speakers. 49. I ask questions in English. 50. I try to learn about the cultures of English speakers.

D: The Five Most Problematic English Tasks

No.	Problem	M	Problem category	Interpretation
1.	I never have a writing problem.	2.52	Writing	Medium
2.	I never have a speaking problem	2.53	Speaking	Medium
3.	I spend my free time associating with native speakers.	2.62	Socio culture	Medium
4.	I never have a listening problem.	2.66	Listening	Medium
5.	I never have a reading problem.	2.68	Reading	Medium

E: The Five Least Problematic English Tasks

No.	Problem	M	Problem category	Interpretation
1.	I can understand classroom lectures in English.	3.53	Listening	High
2.	I can read academic textbooks in English.	3.53	Reading	High
3.	I can read magazines in English.	3.43	Reading	Medium
4.	I can adapt myself to a new environment/culture.	3.43	Barriers	Medium
5.	I can understand comments given by native English speakers.	3.40	Listening	Medium

F: The Correlations between LLP and LLS

Correlations of Overall 4 Years (N=396)

Pearson Correlation	Speaking	Listening	Reading	Writing	Socio-cultural	Barriers to international
Metacognitive	.424(**)	.515(**)	.454(**)	.408(**)	.482(**)	.298(**)
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Social	.412(**)	.437(**)	.410(**)	.324(**)	.467(**)	.327(**)
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Compensation	.310(**)	.385(**)	.387(**)	.345(**)	.324(**)	.326(**)
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Cognitive	.439(**)	.500(**)	.422(**)	.428(**)	.452(**)	.394(**)
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Memory	.343(**)	.372(**)	.340(**)	.331(**)	.398(**)	.298(**)
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Affective	.314(**)	.436(**)	379(**)	.373(**)	.361(**)	.344(**)
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000

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

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

G: The Comparison of LLP between Year 1, 2, and 4 Students
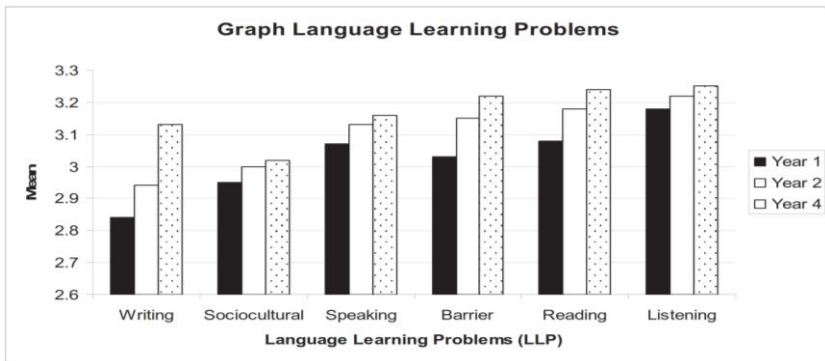
H: The Comparison of LLS between Year 1, 2, and 4 Students
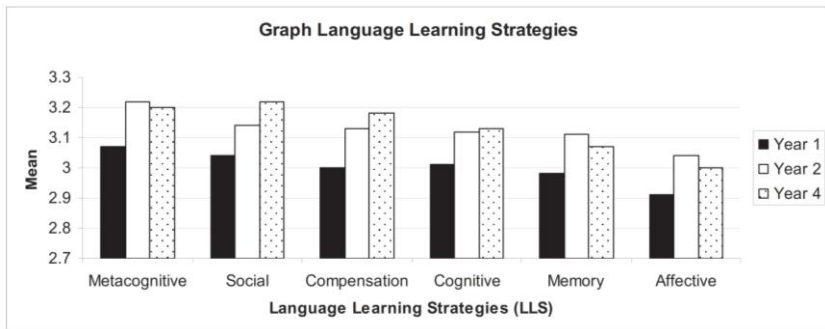
The Effectiveness of Negotiation of Meaning Strategies on Developing Grammar Usage in Two-way Communication Tasks

Wilawan Champakaew[1] Wanida Pencingkarn[2]

Abstract

This article investigates the effectiveness of negotiation of meaning strategies on developing grammar usage of English language learners in two-way communication tasks. Thai freshmen students majoring English (n=30) participated in a 12-week of Listening and Speaking 1 course in 2011 academic year. The participants were placed into three groups with different English proficiency levels according to their English placement scores: high, mid and low proficiency groups. They were trained to use five types of negotiation of meaning strategies before taking part in three kinds of two-way communication tasks which consisted of problem-solving task, information-gap task and story- telling task. While performing the tasks, the participants' conversations were audio-recorded and transcribed to analyze their negotiation of meaning strategies production as well as their grammar usage. The findings showed that negotiation of meaning strategies were facilitative in enhancing students' grammatical development. After using the negotiation of meaning strategies, the students' grammar usage was improved in each type of tasks, especially in tenses.

Keywords: Negotiation of meaning strategies / Two-way communication tasks

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บทคัดย่อ

        การศึกษาครั้งนี้มุ่งศึกษาประสิทธิผลของการใช้กลวิธีต่อรองความหมาย ใน กิจกรรมการสื่อสารแบบสองทางต่อความสามารถในการใช้ไวยากรณ์ของนักศึกษาชั้นปี ที่ 1 วิชาเอกภาษาอังกฤษ จำนวน 30 คน ที่ลงทะเบียนเรียนในรายวิชา Listening and Speaking 1 ภาคเรียนที่ 1 ปีการศึกษา 2554 มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย ผู้วิจัยแบ่งกลุ่มผู้เรียนออกเป็น 3 กลุ่ม คือ กลุ่มเก่ง กลุ่มปานกลาง และกลุ่มอ่อน ตาม คะแนน ที่ได้จากแบบทดสอบวัดระดับความสามารถทางภาษาอังกฤษ (English Placement test) ผู้วิจัยทำการฝึกผู้เรียนในการใช้กลวิธีต่อรองความหมาย จำนวน 5 ประเภท ได้แก่ Comprehension Check, Confirmation Check, Clarification Request, Appeals for Help และ Repetition หลังจากเสร็จสิ้นการฝึก ให้ผู้เรียนจับคู่สนทนาใน กิจกรรมการสื่อสารแบบสองทาง ได้แก่ กิจกรรมการแก้ปัญหา กิจกรรมการหาข้อมูลที่ ขาดหาย และกิจกรรมการเล่าเรื่องเป็นเวลา 12 สัปดาห์ ในระหว่างที่ดำเนินกิจกรรมการ สื่อสารแบบสองทาง มีการบันทึกเสียงการสนทนาของผู้เรียนในทุกกิจกรรม หลังจากนั้น จึงนำข้อมูลที่ได้ไป ถอดเสียง และวิเคราะห์การใช้กลวิธีต่อรองความหมาย รวมทั้ง ความสามารถด้านการใช้ไวยากรณ์ของผู้เรียน ผลการวิจัยแสดงให้เห็นว่า การใช้กลวิธี ต่อรองความหมายในกิจกรรม การสื่อสารแบบสองทาง ช่วยพัฒนาประสิทธิผลในการใช้ ไวยากรณ์ของผู้เรียนได้ถูกต้องเพิ่มขึ้น โดยพบว่าความสามารถด้านไวยากรณ์ของผู้เรียน พัฒนาขึ้นในกิจกรรมแต่ละประเภท โดยเฉพาะด้าน Tenses

คำสำคัญ: กลวิธีต่อรองความหมาย / กิจกรรมการสื่อสารแบบสองทาง

Introduction

        In developing learners' communication skill, communication task is considered a crucial element of English language teaching especially communication task. Nunan (1989, cited in Ellis, 1997) has defined

communication tasks as tasks that involve learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. In this meaning, it is assumed that natural processes happening inside the learner's mind are responsible for language learning and that the teachers cannot control these processes directly (Howart, 1984 cited in Klapper, 2003). Instead, the teacher's role is to help learners acquire language fluency through activities and language samples, not to teach grammar or correct their mistakes. Therefore, communication tasks in the classroom can create opportunities for the language learners to use target language and develop their linguistic competence.

Another key role for successful communication is negotiation of meaning. It is the process in which the learner and the interlocutor provide and interpret the utterance carried by the learner or their interlocutor, or the input, which provokes adjustments to linguistic forms, conversational structure or message content until they reach mutual understanding (Gass & Mackey, 2006). In Long's Interaction Hypothesis (1983), he contended that input is important factor for language acquisition; however, modified interaction is the necessary mechanism for making language comprehensible, as it allows learners to adjust or modify their less comprehensible message and make them understood to the interlocutors which facilitates their language acquisition (Long, 1996). The strategies for meaning negotiation used during interaction included different kind of questions asked by the interlocutors in order to facilitate L2 acquisition; for example, confirmation checks (Is this what you mean?), comprehension checks (Do you understand?), or clarification requests

(What? Huh?) (Gass & Selinker, 2008).

A number of studies on modified interaction or negotiation for meaning (e.g., Gass & Varonis, 1985b; Long, 1983a, 1983b; Pica & Doughty, 1985a cited in Oliver, 2002) suggested that the process of negotiating for meaning is facilitative of L21 acquisition. It is facilitative because it provides language learners with three elements crucial for L2 acquisition success—namely comprehensible input, comprehensible output, and feedback. Accordingly, in achieving communication skill, one important criteria is that "there must be strategies for meaning negotiation between the speakers, i.e. the learner must be involved in interpreting a meaning from what they hear and constructing what to say, not reliant on the teacher or textbook to provide the language" (Hedge, 1993).

In addition, negotiation of meaning strategy is viewed as a vehicle to language proficiency. As it has been described as leading language learners to greater awareness of their language and to further development of language proficiency (Ko, Schallert & Walters, 2003). Many studies have shown that negotiation of meaning strategies can enhance learners' fluency. As in Sommat's (2007), which observed the effects of the patterns of negotiation of meaning strategies on the English language used in communicative information gap tasks by Thai lower secondary school students. The results suggested that the negotiation of meaning strategies used in the "Spot the Differences" tasks were effective in promoting students' oral English communicative competence. Also, Nakahama's study (2001) suggested that conversational interaction has the potential to offer substantial learning opportunities at multiple levels. Similarly, Ko et al. (2003) showed that 11 out of 21 students gained higher

mean scores on their second storytelling task following the negotiation of meaning session; or the question and answer session, in which the teacher and student peers interacted with the storytellers, though the mean scores were not significantly different. Therefore, negotiation of meaning used as a strategy (Long, 1983) in conversational interactions is effective for developing the learners' oral English communicative competence.

However, communication tasks which contribute to opportunities for negotiation of meaning, have long been controversial. Long (1980) has introduced two task types; a one-way task and a two-way task. In one-way task one person holds all the information; while in two-way tasks, all have equal but partially shared information which they must exchange to get all the information (Newton et al., 1996). Gass and Varonis (1985) argue that one-way tasks create more opportunities for negotiation of meaning. While Newton et al. (1996) claim that two-way tasks create more strategies for meaning negotiation than one-way task. Furthermore, many studies affirmed that language learners negotiate for meaning in two-way tasks rather than one-way tasks (Doughty & Pica's, 1986; Long, 1983; Newton et al., 1996; Foster, 1998; Eckerth, 2009)

Long (1983) proposed that a two-way communication task provides more comprehensible input than one-way tasks as it involves an exchange of information, which enhance the language learners acquisition through modified interaction as presented figure 1 below:
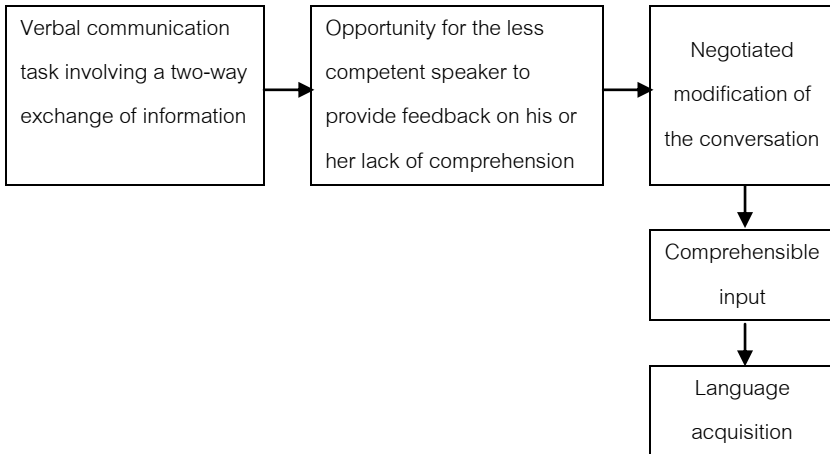
Figure 1 Long's model of the relationship between type of conversational task and language acquisition.

However, most of the two-way communication tasks conducted in many studies used a certain kind of tasks such as a jigsaw task (Sato & Lyster, 2007), a picture description task or jigsaw task (Trofimovich et al., 2007; Sato & Lyster, 2007), a spot-the-difference task (Gass & Lewis, 2007), but in this study, three types of two-way communication tasks were selected: problem-solving tasks, information-gap tasks and story-telling tasks. As these tasks were widely used and found effectively engage students' interaction. Also unlike other studies where pre- test, post-test were employed to assess learners' oral proficiency skill, an authentic assessment was used to assess the EFL learners' oral proficiency throughout the study.

Besides, few studies have been undertaken about how interaction contributes to the development of L2 grammar as they require longitudinal study (Ellis, 1999). A study conducted by Takashima and Ellis (1999)

investigating the effects of focused feedback on learners' use and acquisition of past tense forms, and the result showed that focused feedback resulted in learners self- correcting past tense forms 29% of the time which means feedback has a direct impact on L2 acquisition. In this study, three areas of grammatical features were investigated: plural formation, tense inflection and determiners. These features are proved to be problematic to the language learners (Bardovi-Harlig & Bofman, 1989 cited in Ellis, 1997). It's expected that negotiation of meaning in conversational interaction will enhance the learners' grammatical development.

Mae Fah Luang University is an autonomous university in the north of Thailand where English is used as a medium of instruction. Thus, negotiation of meaning strategies should enhance their language acquisition in terms of both fluency and accuracy. The goal of English language teaching should enhance the students' abilities to communicate in English language effectively.

Methods

Research Questions

1. What types of negotiation of meaning strategies (i.e. comprehension check, confirmation check, clarification checks, appeals for help and repetition) were produced by EFL learners at different language proficiency in two-way communication tasks?

2. What are the effects of the negotiation of meaning strategies in two-way communication tasks on gram- mar usage of 3 groups of students with different language proficiency?

Participants

The participants were 30 first year English major students (male 10, female 20) enrolling in Listening and Speaking I Course at Mae Fah Luang University, an autonomous university in Thailand in 2010 academic year. Each participant had completed at a minimum of 8 years of English study prior to entering the university. Their ages ranged from 17 to 19. They were placed into three different oral proficiency levels: high, mid, and low. High- proficiency level of English was determined at ≥ 50 (out of 80), and mid-proficiency level was determined between 30-50, and low-proficiency level was determined below 30.

Negotiation of Meaning strategies training

In the study, participants were divided into three groups of English proficiency levels; high, mid, and low. They received an explicit training of negotiation of meaning strategies at the pre-teaching and while-teaching stages. At the initial period, they were introduced about the strategies, and at the beginning of each two-way communication task, they were reminded of the strategies uses.

The five types of negotiation of meaning strategies as described by Long (1980, 1983a) and Pica and Doughty (1985a) were the basis of the study; they were comprehension check, confirmation check, clarification requests, appealing for help, and repetition.

1. Comprehension check: these are made by the speaker to check if the preceding utterance has been correctly understood by the listener. They usually consist of questions, either tag questions, repetition with rising

intonation, or questions or any expression established whether the message is understood by the addressee, such as:

     a. Do you understand?

     b. You know what I mean?

     c. Do you get it?

    2. Confirmation checks: these are made by the listener to establish that the preceding utterance has been heard and understood correctly. They include repetition ac- companied by rising intonation any expression that the speaker would like to make sure that it is understood, as in

     A: I was chuffled.

     B: You were pleased? A: Yes.

    3. Clarification requests: these are made by the listener to clarify what the speaker has said and include statements such as "I don't understand," wh-questions, yes/ no questions, and tag questions or any expressions that elicits clarification of the utterance such as

     d. What?

     e. Huh?

     f. Uh?

    4. Appealing for help: any expression that shows that the speaker has trouble such as

     g. Could you say it again?

     h. Pardon me?

    5. Repetition: these include the speaker's partial, exact, or expanded repetitions of lexical items from his or her own preceding utterances.

Two-way Communication Tasks

Brumfit (1984 in Hedge 1993) defines the aim of communication in the classroom as to "develop a pattern of language interaction within the classroom which is as close as possible to that used by competent performers in the mother tongue in normal life". In his discussion, Brumfit (1984 in Ellis 1997) claimed that communication tasks will help develop learners' communication skills and they will contribute incidentally to their linguistic development. That means, communication tasks aid fluency by enabling learners to activate their linguistic knowledge for use in natural and spontaneous language use, such as when taking part in conversation. Therefore, communication tasks in the classroom can create opportunities for the language learners to use target language and develop their linguistic competence, especially two-way communication tasks.

Two-way tasks were claimed to be facilitative in triggering the production of strategies for meaning negotiation. According to Doughty and Pica (1986), a two-way task, a task in which both participants have shared information in order to complete a task, encourages the speakers to produce more negotiation of meaning. Additionally, two-way tasks provide an opportunity not only to produce the target language, but also through conversational adjustments, to manipulate and modify it (Gass & Varonis 1985). The two-way communication tasks in this study comprised of problem-solving tasks, information gap task and storytelling task,.

Problem-solving task

Problem-solving task is considered as a two-way task in the study. As defined by Willis (1996), problem-solving tasks involve a more intellectual and

analytical skill from learners. In addition, a two-way problem-solving task is designed to encourage co-operation and conversational negotiation. In this study, there were three problem-solving tasks where participants were presented with real-life problems and have to discuss to agree to a solution. For example, participants discussed their personal problems to find solutions, or giving them a situation in which they exchanged their opinions or make a decision.

Information gap task

Information gap is a task that involves conveying or requesting information from the pair or group members (Brown, 2001). There are two important characteristics in information gap task. One is that the focus is on the information and not on language forms. Two is that it requires communicative interaction to reach the goal. The information gap task was widely used among researchers in interaction and claimed to contribute to interaction research methodology (Pica, Kang, & Sauro, 2006). This task has been found to generate more opportunities for the interactants to negotiate than do tasks that do not require a convergent outcome, such as opinion exchange and free conversation. In this study, there were three information gap tasks in which the participants were required to restore portions of incomplete passages, and or they were given a person's picture and they had to describe the person as well as asking for information of their friend's picture.

Story-telling Task

The story-telling task is considered as two-way task which provides rich possibilities for students to learn from one another and share experiences while receiving important practice in using their English skills (Ko et al., 2003).

During the task, the students were required to tell a 4-5 minute personal narrative about an embarrassing, exciting, sad or funny event that had ever happened to them, then the students told their stories to their peers.

Data Collection Procedures

There were 7 high proficiency students, 16 mid proficiency students, and 7 high proficiency students. They received an explicit training of negotiation of meaning strategies prior to engaging in two-way communication tasks instruction.

During each two-way communication task, the participants consisted of 15 dyads and each dyad was randomly assigned to form either high-high, mid-mid, low-low, high-low, high-mid, mid-low. The students received the training session of negotiation of meaning strategies at the beginning of each task and engaged in three types of two-way communication tasks for a period of 12 weeks.

During their interactions, their conversations were audio- recorded. The researcher as an instructor and her research assistant observed the class. In addition, the focused group was carried out at the end of the study to obtain the students' perspectives on the effectiveness of the negotiation of meaning strategies. The transcriptions were analyzed quantitatively and qualitatively and the negotiation strategies used to negotiate for meaning were identified as well as the students' grammar usage.

Data Analysis

The present study was a quasi-experimental, one group design. The data was analyzed both quantitatively and qualitatively in order to identify the occurrence of negotiation of meaning strategies, as well as the grammatical

development while they were performing two-way communication tasks.

The quantitative data analysis was obtained from the transcription of the participants' interaction in the two-way communication tasks in order to investigate the occurrence of strategies for meaning negotiation during interaction. The frequency of negotiation of meaning strategies used by the participants in different language proficiency levels was measured and coded according to the coding scheme. The coding scheme for five types of interactional features was drawn from the interactional analysis in L2/ FL acquisition research (Doughty & Pica, 1986; Long, 1983; Foster, 1998):

1. Comprehension Checks (CPC)
2. Clarification Requests (CFR)
3. Confirmation Checks (CFC)
4. Appeals for Help (AFH)
5. Repetition (REP)

The students' oral proficiency was analyzed by using descriptive statistics. The qualitative data analysis was obtained to counterbalance the quantitative data from the focus group which helped the researcher to gain more insight perspectives on the effectiveness of negotiation of meaning strategies among the students.

Results and Discussion

Research Question 1: The production of negotiation of meaning strategies by EFL learners at different language proficiency in two-way communication tasks

The question was directed to an examination of the occurrence of the negotiation of meaning strategies used by the students with different language proficiency: high-proficiency level, mid-proficiency level, and low-proficiency level in two-way communication tasks; problem-solving tasks, information gap tasks, and story-telling tasks.
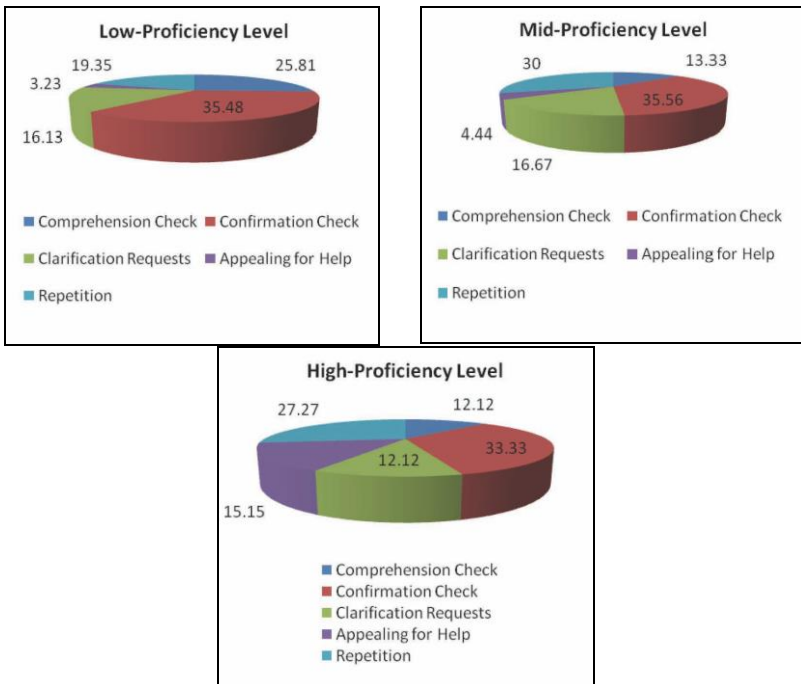
Figure 2 The occurrence of negotiation of meaning strategies in problem-solving tasks in three different language proficiency groups

From figure 2, most of EFL learners at all proficiency levels employed confirmation check the most in problem-solving tasks. For the low proficiency students, the three frequently used strategies were confirmation check (35.48),

comprehension check (25.81), and repetition (19.35). While for the mid proficiency students, they were confirmation check (35.56), repetition (30.00), and clarification request (16.67). Among high proficiency students, they were confirmation check (33.33), repetition (27.27), and appealing for help (15.15) respectively.
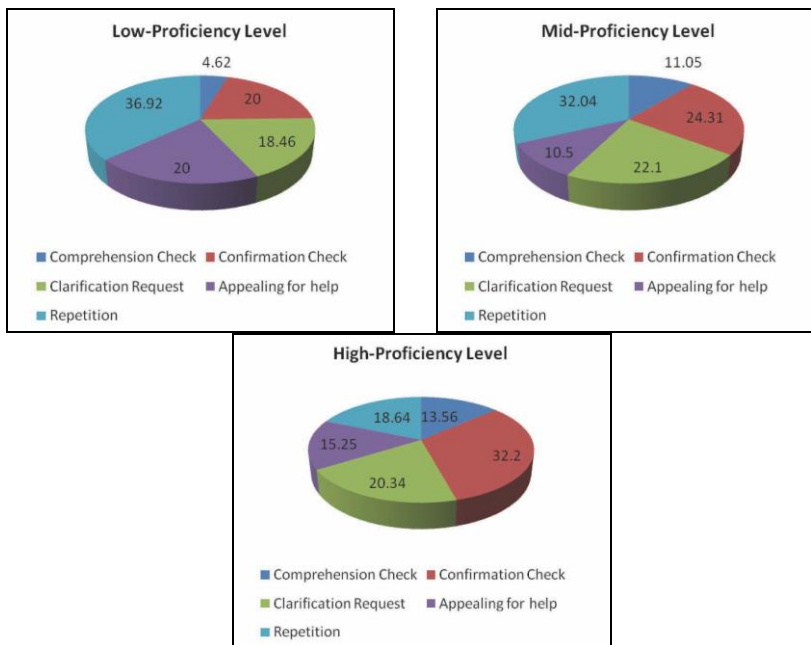
Figure 3 The occurrence of negotiation of meaning strategies in information gap tasks in three different language proficiency groups

From figure 3, low proficiency students and mid proficiency students produced repetition strategies the highest. For low proficiency students, the top three frequently used strategies were repetition (36.92), confirmation check and appealing for help (20.00). As for the mid proficiency students, they were

repetition (32.04), confirmation check (24.31), and clarification request (22.10). Among high proficiency students, they were confirmation check (32.20), clarification request (20.34), and repetition (18.64) respectively.
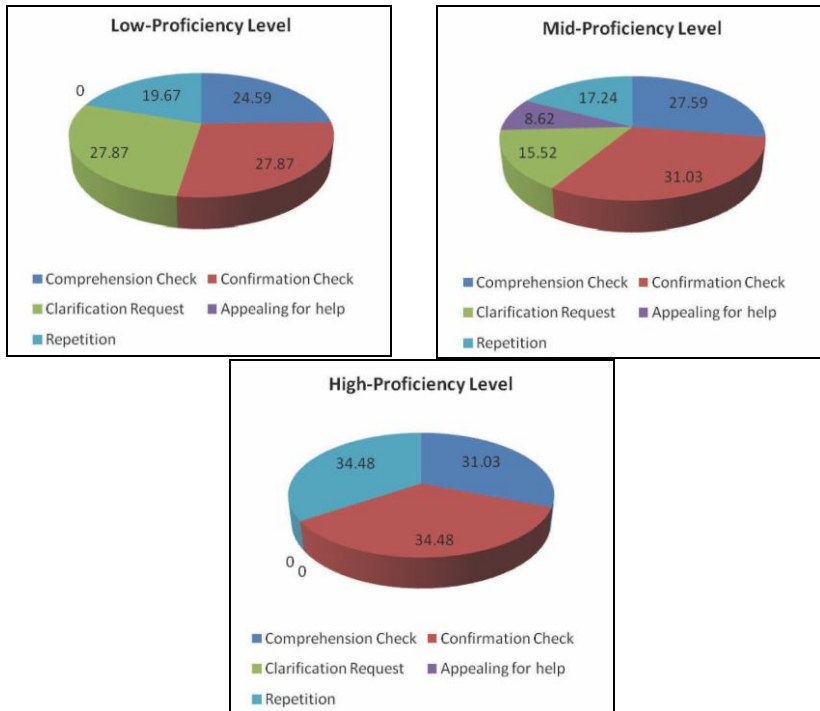
Figure 4 The occurrence of negotiation of meaning strategies in story telling tasks in three different language proficiency groups

From figure 4, it was found that most EFL learners employed confirmation check strategy the most. For the low proficiency students, the first three frequently used strategies were confirmation check and clarification request (27.87), and comprehension check (24.59). As for the mid proficiency students, they were confirmation check (31.03), comprehension check (27.59),

and repetition (17.24). Among high proficiency students, they were confirmation check and repetition (34.48), and comprehension check (31.03).

Overall, confirmation check was mostly produced by learners at all levels of proficiency in all problem-solving and story-telling tasks. The result was consistent with many findings that confirmation checks were used more significantly during interactions either in NS (native speaker)-NNS (non-native speaker) conversations or NNS-NNS. As in Long and Sato (1983), stated that confirmation checks were used more significantly in the native speaker (NS)-non-native speaker (NNS) conversations than other strategies. Oliver (2002) also claimed that NNS–NNS dyads used more negotiation of meaning strategies than did the NNS–NS dyads. In his study also suggested that confirmation checks and clarification requests were greatly produced in both adult and child dyads.

Research Question 2: **What are the effects of the use of negotiation of meaning strategies in two-way communication tasks on grammar usage among 3 groups of students with different language proficiency?**

Negotiation of meaning strategies facilitates the interaction among the students. From the findings, it could be assumed that negotiation of meaning strategies used by learners during two-way communication tasks: problem-solving tasks, information-gap tasks, and story-telling tasks could help learners develop their grammar usage as presented in figure 4 below.
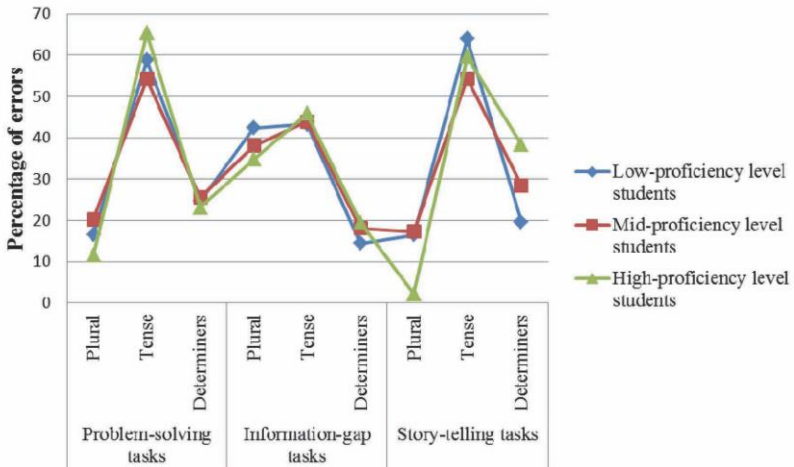
Figure 5   Grammatical development in two-way tasks among the students at different language proficiency levels

The data from figure 5 showed that all proficiency level students had gained grammatical development in the study. For example, low-proficiency students, mid-proficiency students and high-proficiency students had fewer errors in plural in the story- telling tasks. In terms of tense, all of proficiency students had fewer errors in the information-gap tasks. As for determiners, low-proficiency students had lower frequency of errors in the information-gap tasks.

Moreover, the qualitative result also supported the proposition that negotiation of meaning strategies enhances the grammar usage of the students. As in the interaction between low-proficiency level student and high-proficiency level student in a problem-solving task showed the awareness of the mismatch between incorrect and correct tense of the low-proficiency level student.

M1:   Ok, Fon. What's the matter on you?

H2:   I really want to study abroad, but my parents they don't support me.

M1:   **Really? Why?** ⟶ | Confirmation check strategy |

H2:   Umm..my parents don't want me to stay far from home. They would

        like me to study here, but I don't like it. I want to be independent.

        Do you understand me? ⟶ | Comprehension check strategy |

M2:   Yes, I understand. I ever been through this problem before. **Did you**

        try to tell your parents

        what is the best? ⟶ | Modification of the use of past simple tense |

From the excerpt above which showed the interaction between mid-proficiency level student (M1) and high-proficiency level student (H2), mid-proficiency level student employed confirmation check strategy, and in the following sentence, he could use past simple tense correctly as in

"Yes, I understand. I ever been through this problem before. Did you try to tell your parents what is the best?"

Through learning process, negotiation of meaning strategies triggered the modification of students' output; that means, the students acquired grammatical development when there was negotiation of meaning. The grammatical development among the students in this study included present tense, past tense, future tense, articles, etc.

Ellis (1984) contends that conversational interaction contribute to language development:

…interaction contributes to development because it is the means by which the learner is able to crack the code. This takes place when the learner can infer what is said even though the message contains linguistic items that are not yet part of his competence and when the learner can use the discourse to help him modify or supplement the linguistic knowledge he has already used in production.

When the interlocutors take turns in conversations, each participant must understand the other participant's contribution in order to maintain the flow of the discourse (Boulima, 1999). When learners engage in interaction, it is discourse flow which provides them not only with the opportunity to formulate short-term hypotheses about the meaning of their interlocutors' utterances, but also with appropriate data to formulate long-term hypotheses about the linguistic, semantic, and pragmatic rules of target language (Gass & Varonis, 1984). At the same time, when learners are negotiating for meaning, the linguistic, semantic, and pragmatic rules of their interlanguage are presumably put to test, with regard to their communicative outcome (Chaudron, 1988 in Boulima, 1999).

In summary, negotiation of meaning strategies help the students develop their grammar usage in two-way communication tasks. In all groups of proficiency levels, it was found that the substantial number of students who employed those strategies while they were performing two-way communication tasks could be able to make fewer errors in grammar. This finding suggested that negotiation of meaning strategies facilitated grammatical development among EFL learners.

Conclusion

The findings of this study showed that EFL learners at different proficiency levels used confirmation check strategies significantly in problem solving tasks and story-telling tasks which are two-way communication tasks. The speakers, even native speakers or non-native speakers selected to use this strategy to overcome their communication breakdown or continue their interactions. In this study, all levels of proficiency; low, mid, or high proficiency, were aware of using confirmation check strategy; for example, "Really?", "Right?", or "OK?" to confirm their understandings with their interlocutors as the strategy is a common expression. As Long and Sato (1983) insisted that confirmation check is one of the three most important processes; comprehension checks, confirmation checks and clarification requests, involved in the speaker and interlocutor's attempts to understand and be understood.

However, in information gap tasks, repetition strategy was used more frequently among low proficiency students and mid proficiency students, but the high proficiency students used confirmation check strategy. It might be claimed that type and frequency of negotiation for meaning strategy use may vary according to learners' oral proficiency level (Nakatani, 2005). Lower proficiency students could seek for simple strategy such as repetition to solve their communication breakdown. While higher proficiency students could be able to choose more appropriate negotiation of meaning strategies. Moreover, information gap task was found most effective in promoting the use of negotiation of meaning strategies. The two-way communication tasks such as the problem-solving task, information gap task and story-telling task in this

study provide an opportunity for learners to negotiation for meaning. As the students had a chance to negotiate meaning; therefore, they were able to improve their communicative competence more quickly (Sommat, 2007). Therefore, this two-way task should be as adopted in courses developing a communicative interactional skills in foreign language classroom as this provide a rich communication environments resembling a real-world interaction.

The results also revealed that provision of two-way communication tasks in this study has been proved to enable the students to interact communicatively and promote their grammatical development. Two-way communication tasks such as problem-solving task, information-gap task and story-telling task enhance the production of negotiation of meaning strategies among the students at different language proficiency. Not only the production of negotiation of meaning, but also the grammatical development among them occurred. When there was a communication breakdown or when the interlocutor triggered the speaker's utterance, they were aware that their messages were not clear, so they had to adjust their output to make them comprehensible to their interlocutor.

The results of the present study supports Ellis's (1984) conclusion that conversational interaction contributes to language development. It enhances language development of the learners, and interaction works when they can infer what meaning is carried; even though they did not fully understand the whole message, they can use the discourse to help modify their own linguistic knowledge.

Also, the findings lend the support to Gass and Varonis's (1984) claims that interaction facilitates language learning. When learners engage in

interaction, it is discourse flow which provides them not only with the opportunity to formulate short-term hypotheses about the meaning of their interlocutors' utterances, but also with appropriate data to formulate long-term hypotheses about the linguistic, semantic, and pragmatic rules of target language

In conclusion, negotiation of meaning during interaction helps language learner develop their linguistic acknowledgment. When learners are negotiating for meaning, the linguistic, semantic, and pragmatic rules of their interlanguage are presumably put to test, with regard to their communicative outcome (Chaudron, 1988 in Boulima, 1999). It could be suggested that the frequent use of negotiation of meaning strategies could contribute to the grammatical development of EFL learners in all levels of proficiency.

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A Development of a Multimedia e-Book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin

Woraphorn Sunthornwatanasiri[1]

Abstract

The purpose of this study was to develop a Multimedia e-book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin through an experimental research by using the one-group pretest-posttest design. The purposive sampled group consisted of 40 students in Business English major, who studied with the researcher. The research instruments included a Multimedia e-book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin and a questionnaire on students' satisfaction with the developed Multimedia e-Book. The results from the study were as follows: (1) the value of the effectiveness of the developed Multimedia e-Book was 77.94 /79.34, which corresponded to the set criteria of the value of the effectiveness of 75/75, (2) the posttest score was significantly higher than the pretest score at the significant level of .05, and (3) the sampled group expressed their high level of satisfaction with the developed Multimedia e-Book.

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[1] Rajamangala University of Technology Rattanakosin

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาหนังสืออิเล็กทรอนิกส์ มัลติมีเดีย เรื่อง
การเขียนประโยคภาษาอังกฤษสำหรับนักศึกษามหาวิทยาลัยเทคโนโลยีราชมงคล
รัตนโกสินทร์ ผ่านการวิจัยเชิงทดลองและการใช้แบบทดสอบก่อนหลัง กลุ่มทดลอง
ประกอบด้วยนักศึกษาวิชาเอกภาษาอังกฤษธุรกิจ จำนวน 40 คน เครื่องมือที่ใช้ในการ
วิจัย ได้แก่ หนังสืออิเล็กทรอนิกส์ มัลติมีเดีย และแบบสอบถามความพึงพอใจ
ผลการวิจัยพบว่า (1) หนังสือมีค่าประสิทธิผล 77.94 / 79.34 ซึ่งสอดคล้องกับค่าความ
เชื่อมั่น 75 / 75 (2) คะแนนทดสอบหลังจากใช้หนังสือ เพิ่มขึ้นอย่างมีนัยสำคัญ และ
(3) กลุ่มตัวอย่างมีความพอใจหนังสือเล่มนี้อยู่ในระดับสูง

คำสำคัญ: หนังสืออิเล็กทรอนิกส์ มัลติมีเดีย / การเขียนประโยคภาษาอังกฤษ

Introduction

In 2015, Thailand will enter the ASEAN Economic Community (AEC)
(Thai-AEC.com, 2013). At that time, all 10 countries in the ASEAN Community
will be united as a single market and production base, where goods, services,
investments, skilled labor and capital will freely flow among the member
countries. Anyhow, as stipulated in the ASEAN Charter (ASEAN Secretariat,
2008), English will be used as the working language of ASEAN. Thus,
communication in all aspects in business among all concerned in the AEC
should be facilitated through the use of English. Hence, university graduates
should be equipped with good English ability so as to have a better job
prospect in such an era of strong competitiveness and free flows of workforce
among the members of the ASEAN Community. It can be foreseen that good
English proficiency will be a requirement for job applicants at all business

sectors at both the national level and the international level. Moreover, it can be said that producing graduates with good English ability apart from cultivating them to have professional practical capabilities can not only enhance the country's competitiveness, but also stimulate the country's economic development as a whole.

In the aspect of the use of English for business communication, apart from listening, speaking and reading skills, writing skills are also widely and commonly used especially through e-mail, memorandum and letters. As for formal communication in business, it is common to use written work for it is easy to refer to.

Considering written work for communication, we can see that any piece of written work of whatever length consists of several sentences which are grammatically and coherently connected. Thus, it can be said that all written work begins from sentence level writing. Sentence by sentence can be coherently connected to make a paragraph, and then paragraphs can be joined in an appropriate sequence to make a complete piece of written work for use as aimed. Bearing in mind about the importance of sentence level writing, we should develop and enhance our students' basic knowledge and ability in writing English sentences, which will be a fundamental base for their English writing development later. Also, this basic knowledge in English sentence writing can be transferred to their basic knowledge in developing their listening, speaking and reading skills.

From my own experience as an English teacher for more than 20 years and from reading related documents and research, I can point out that, in general, Thai students at university level still lack basic knowledge and

fundamental ability in English writing. Anyhow, it can be said that English writing is considered difficult for Thai students as they have to transmit their thoughts into appropriate and correct word choices and structures of English, whereas there are a lot of differences between Thai and English. What we always see is that students' written work contains Thai structure, which can often convey misunderstanding to the reader, or cannot convey meaningful messages to the reader. As commonly known, learners of the second language or a foreign language always make such mistakes, and these kinds of mistake are called "Common Mistakes". From the point of view of some educators dealing with the principles of error analysis, such mistakes should be categorized and analyzed in order so that the teacher can make a teaching plan beforehand to correct or prevent such mistakes from the learners (Myles, 2008).

However, students' learning pace is individually different. Weak or slow learners of English may need frequent repetitions of lessons and more learning time. Anyhow, nowadays due to the modern technology, computer programs or softwares can be designed for students' learning of various contents including English according to their learning pace. With regard to English learning by using computer programs, "multimedia e-book" is becoming more interesting. This is because "multimedia" includes a combination of text, audio, still images, animation, video, or interactivity content forms (Wikipedia, 2012), and "e-book" is a book in electronic form (The Free Dictionary, 2012). Thus, such a program of "multimedia e-book" can contain contents providing interaction activities for the learners. Moreover, the learners can choose to learn from a program of multimedia e-book in the computer at home or at any place at any time.

In addition, from the researcher's review of related literature, some previous studies showed positive results from applications of multimedia mediated teaching and learning for learners' learning of English as a foreign language. For example, Rabbeea's study results (Rabeea, 2012) on "The Use of Multimedia Based Learning Materials in English Language Teaching in Developing Educational Systems" revealed that multimedia based learning materials had a significant positive effect on learners' scores and that the experimental group strongly preferred multimedia based learning materials to traditional textbooks. Accordingly, from a study on "Language practice with mutlimedia supported web-based grammar revision material" conducted by Baturay, Daloglu and Yildirim (2010), the findings indicated that learners enjoyed using the material and developed a positive attitude towards the system. Besides, Huang, Chern and Lin (2009) undertook a study on "EFL learners' use of online reading strategies and comprehension of texts: An exploratory study", and the findings showed that on the whole, the use of global strategies significantly contributed to better comprehension, especially for low proficiency students. Similarly, the results of a study on "The Effect of Using Multimedia on Vocabulary Learning of Pre-Intermediate and Intermediate Iranian EFL Learners" conducted by Tabar and Khodareza (2012) showed that the treatment proved to have a significant impact on vocabulary learning of the learners. Also, from Gilakjani's study results (Gilakjani, 2012) on "The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning", it was concluded in the findings that teachers need to make full use of multimedia to create an authentic language teaching and learning environment where students can easily acquire a language naturally and

effectively.

From the reasons stated above, I have been interested in developing a Multimedia e-Book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin through the application of error analysis for benefit of enhancing the students' basic knowledge in sentence writing. It is also hoped that such basic knowledge in sentence writing will lead to the students' development of writing ability for business communication later.

Objective

The purpose of this study was to develop a Multimedia e-book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin.

Methodology and Process

The study process was undertaken using an experimental research, employing the one-group pretest-posttest design. The procedure was as follows:

1. The experimental group

The experimental group consisted of a purposive sampled group of 40 senior students in Business English major in the Faculty of Business Administration of Rajamangala University of Technology Rattanakosin, Bophitphimuk Chakkrawat Campus. They studied English for Public Relations with the researcher in the first semester of academic year 2012.

2. The research instruments

Two research instruments were employed in this study. The first one was "Multimedia e-book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin", and the other one was "Questionnaire on Students' Satisfaction with the Developed Multimedia e-Book."

Multimedia e-book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin

Before the Multimedia e-book was constructed by using the program of Desktop Author, its contents and exercises were set through the following steps.

First, the researcher gave the experimental group a test consisting of 40 sentences with common mistakes based on Swain's sample sentences (Swain, 2009). Then, their mistakes in the written work of sentences in the test were analyzed through the use of the principles of error analysis. After that, the learning objectives based on the results from the error analysis of the experimental group's written work were set up. Later, appropriate contents to suit the learning objectives were selected through studying related documents and textbooks about basic sentence writing and how to select the contents. Finally, the contents were sequenced to suit the learning objectives, and the contents were divided into 9 units: (1) Sentence Structure, (2) Basic Sentence Patterns, (3) Phrases, (4) Simple Sentences and Compound Sentences, (5) Complex Sentences-Noun Clauses, (6) Complex Sentences-Adjective Clauses, (7) Complex Sentences-Adverb Clauses, (8) Conditional Sentences, and (9) Passive Sentences.

Also, the researcher constructed the Pretest and the Posttest, which covered all the contents of basic sentence writing included in the Multimedia e-book. The Pretest and the Posttest were similar. 65 items in each test covered all of the contents in the 9 units in the Multimedia e-book. The number of the test items that captured the content in each unit in the Multimedia e-book can be shown below:

Unit	Content	No. of Test Items (65)
1	Sentence Structure	10
2	Basic Sentence Patterns	15
3	Phrases	6
4	Simple Sentences and Compound Sentences	5
5	Complex Sentence-Noun Clauses	3
6	Complex Sentence-Adjective Clauses	9
7	Complex Sentence-Adverb Clauses	6
8	Conditional Sentences	4
9	Passive Sentences	7

Also, separate test items corresponding to the contents in different units are shown in Table 2.

Actually, some test items cannot be clearly split to correspond only to one unit. Thus, the number of the test items in each unit as shown above is not the same. For example, the test item V47 which required the experimental group to give the correct form of the verb in brackets: "Please tell me when the report (finish)." was catagorized in the content in Unit 9 in the table. This test item also needed the experimental group's knowledge of the content in Unit 5: Complex Sentence-Noun Clauses.

After the contents, the exercises and the Pretest and the Posttest were set up, the researcher used the program of Desktop Author to construct "Multimedia e-book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin" which included the contents and exercises in 9 units in the pattern of drill and practice. Then, the Multimedia e-book was tried out with a sample group of 10 students who volunteered to use it. They were students in Marketing major who studied with the researcher in the course of English for Business Communication. Some revisions of the multimedia e-book such as corrections of spelling of words and the showing of the exercise results were conducted as appropriate.

Questionnaire on Students' Satisfaction with the Developed Multimedia e-Book.

After studying documents, textbooks and research relating to the development of a multimedia e-book, and the method of assessing computer assisted instruction, the researcher constructed the rating scale questionnaire with an open ended question at the end for the answerers to freely give opinions and suggestions. The constructed questionnaire was tried out with the same group of 10 volunteered students, who used the Multimedia e-book in the trying-out process. The purpose of the trying-out of the constructed questionnaire was to see if the messages in the content items were clear to the answerers. Anyhow, the volunteered students gave no suggestions for revisions of the wordings in the content. So, the constructed questionnaire was brought to use in the experiment process.

3. The experiment process

In the process of experiment, the researcher gave the Pretest to the experimental group before giving each of them a CD of the program of the Multimedia e-book containing 9 units of the contents and exercises of drill and practice. In the CD there was a file giving instructions about how to use the program so that the samples could learn how to use the program on their own, and they were assigned to complete all 9 units of the e-book within 2 weeks. This was to serve the objective of self-directed learning ability enhancement in the learners.

Here are examples of the content and exercise in the CD.

In using the program of the Multimedia e-book, the samples had to read the contents and do the accompanying exercises in each unit before recording the results in the record sheet provided. Then, after 2 weeks of using the program of Multimedia e-book, the experimental group handed in the record sheet which showed their study results. At this stage, the researcher gave the experimental group the Posttest which was similar to the Pretest. After that, the researcher distributed copies of the satisfaction questionnaire to the experimental group to complete and then collected the completed copies of the questionnaire.

In the step of data analysis, the total exercise score resulting from the experimental group's use of the program and the Posttest score were compared to find out the value of the effectiveness of the Multimedia e-book. However, with regard to developing good writing skills in English, it is considered that such skills come from practice, determination and hard work (Myles, 2008; Bloomsbury International, 2012). Also, the researcher considered that the contents about English sentence writing in the Multimedia e-book were of some difficulty to the experimental group. Thus, the researcher set the criterion of the value of effectiveness of the Multimedia e-book at 75/75. This set criterion was in compliance with the generally accepted set criterion for the innovated materials containing contents of complex elements for understanding and for the materials designed for improving skills which need practising in a long period of time (Promwong, 2008). In addition, to find out the differences between the average scores of the Pretest and the Posttest of the experimental group, the analysis of Paired Dependent Sample Test was undertaken. Moreover, the researcher analyzed the results of the answers to the

Questionnaire on Students' Satisfaction with the Developed Multimedia e-Book to find out scores of mean and S.D. by using the SPSS Program.

As earlier mentioned, the steps in the experimental process and data collection could be summed up as shown below.

```
┌──────────────┐          ┌──────────────────────┐
│   Pretest    │─────────▶│  Analysis of Paired  │
└──────────────┘          │ Dependent Sample Test│
       │                  └──────────────────────┘
       ▼                              ▲
┌──────────────────────┐             │
│ Use of Multimedia    │             │
│ e-book               │             │
└──────────────────────┘             │
       │                  ┌──────────────────────┐
       ▼                  │ Finding out the value│
┌──────────────────────┐ │ of the effectiveness │
│ Doing Exercises in   │─│ of the               │
│ the Multimedia e-book│ │ Multimedia e-book    │
└──────────────────────┘ └──────────────────────┘
       │                              │
       ▼                              │
┌──────────────┐                     │
│   Pretest    │─────────────────────┘
└──────────────┘
       │
       ▼
┌──────────────────────┐ ┌──────────────────────┐
│ Questionnaire on     │ │ Analyzing the results│
│ Students' Satisfaction│─│ of the answers to   │
│ with the Multimedia  │ │ the Questionnaire    │
│ e-book               │ │                      │
└──────────────────────┘ └──────────────────────┘
```
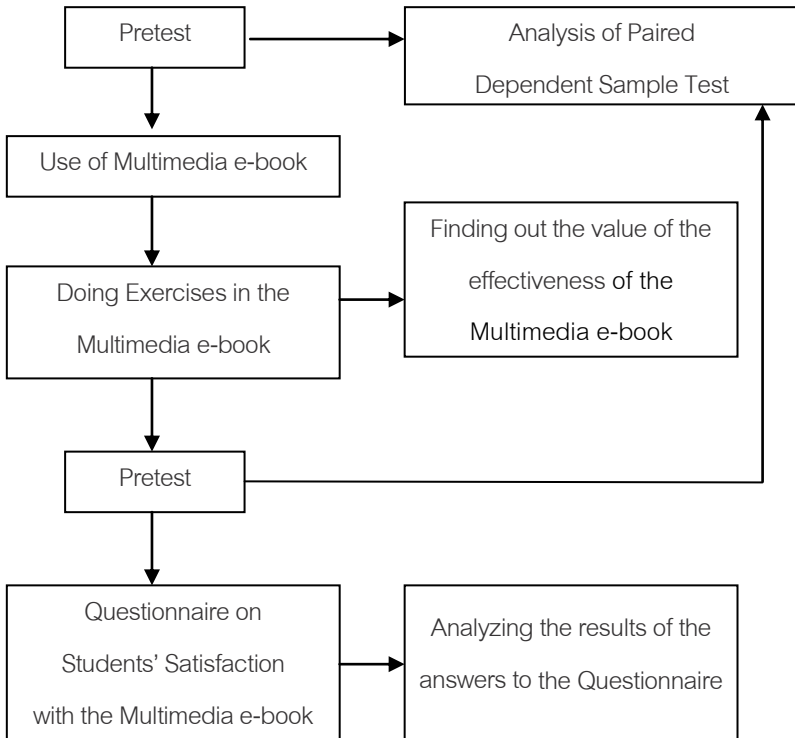
Figure 1 Steps in the Experiment Process

Results and Discussion

The results from the experiment and points to be discussed were as follows:

1. As for the value of the effectiveness of the Multimedia e-book resulting from comparing the experimental group's Multimedia e-book exercise score and the Posttest score, the results revealed as shown below:

Table 1 Data for finding out the value of the effectiveness of the Multimedia e-book

| No. of students | Exercise Score | | | | | | | | | Posttest Score (65) |
	Unit 1 (20)	Unit 2 (20)	Unit 3 (20)	Unit 4 (20)	Unit 5 (20)	Unit 6 (20)	Unit 7 (20)	Unit 8 (20)	Unit 9 (20)	
1	18	16	15	16	17	14	16	15	15	51
2	13	11	14	12	15	13	16	14	13	46
3	16	10	14	12	10	11	15	13	15	50
4	19	17	20	17	16	18	16	19	19	63
5	20	20	20	20	20	20	20	20	20	49
6	18	17	15	16	16	15	12	12	11	53
7	14	12	13	11	11	16	14	10	13	49
8	14	12	13	11	11	16	14	10	13	53
9	16	11	13	16	12	15	14	15	13	49
10	17	16	15	15	15	12	11	11	13	56
11	19	17	15	13	12	15	14	16	14	48
12	19	17	15	13	12	15	14	16	14	52
13	20	20	20	20	20	20	20	20	20	42
14	20	20	20	20	20	20	20	20	20	58
15	14	12	13	11	11	16	14	10	13	52
16	18	15	19	16	14	18	17	16	15	55
17	18	14	15	19	10	14	15	10	12	47
18	14	11	15	12	16	13	13	16	12	40

Table 1 (continued)

No. of students	Exercise Score									Posttest Score (65)
	Unit 1 (20)	Unit 2 (20)	Unit 3 (20)	Unit 4 (20)	Unit 5 (20)	Unit 6 (20)	Unit 7 (20)	Unit 8 (20)	Unit 9 (20)	
19	20	20	20	20	20	20	20	20	20	46
20	20	20	20	20	20	20	20	20	20	53
21	17	13	13	12	15	16	14	12	13	30
22	17	16	17	18	17	16	16	17	18	39
23	11	15	13	16	14	12	11	16	15	56
24	11	13	13	14	13	14	14	15	16	49
25	13	12	11	16	15	13	17	14	16	58
26	17	17	16	17	17	16	17	16	17	55
27	12	15	14	17	14	15	15	13	16	58
28	19	15	17	17	12	13	17	12	13	55
29	19	15	17	17	12	13	17	12	13	58
30	19	12	14	13	12	15	10	13	14	57
31	20	20	20	20	20	18	20	20	19	37
32	20	20	17	18	15	19	19	17	16	53
33	16	17	16	16	15	17	16	16	17	50
34	16	18	18	18	10	11	18	14	16	57
35	17	13	17	16	12	14	15	12	13	58
36	16	15	17	15	14	16	11	13	11	59
37	17	19	18	18	13	15	16	16	17	61
38	14	12	14	15	13	17	16	15	16	57
39	17	18	18	18	16	18	17	18	17	47
40	15	14	17	13	15	15	18	17	16	57
Total	670	617	641	634	582	624	629	601	614	
Grand total	5612									2063

From the data above, the value of the effectiveness of the Multimedia can be analyzed as in the following:

$$E_1 = \frac{\sum X1}{NxA} \times 100 = \frac{5612}{40 \, X \, 180} \times 100 = 77.94$$

$$E_2 = \frac{\sum X2}{NxB} \times 100 = \frac{2063}{40 \, X \, 65} \times 100 = 79.34$$

"E_1 " means the effectiveness of the process. "$\sum X1$" means the total sum of the exercise scores or the activity scores in the units of the program. "A" means the full score of the exercise scores or the activity scores in the units of the program. "N" means the number of the learners.

In the meantime, "E_2" means the effectiveness of the results. "$\sum X2$" means the total score of the Posttest. "B" means the full score of the Posttest. "N" means the number of the learners.

Thus, from the figures above the value of the effectiveness of the Multimedia e-book (E /E) was 77.94/79.34, which was in the range of the earlier set criterion of 75/75. Such a result could be discussed that due to the experience in estimating learners' ability in learning English, the researcher could set a close criterion to the reality of the results. Moreover, the designed contents and exercises with some levels of difficulty could reflect the degree of the value of the effectiveness of the Multimedia e-book in advance.

2. As for the average scores of the Pretest and the Posttest of the experiment group, it was found that the average pretest score was 37.83 points out of the total score of 65 points with an S.D. of 8.83 points, whereas the average posttest score was 51.58 points out of the total score of 65 points with an S.D. of 6.96 points.

With regard to the differences between the average scores of the Pretest and the Posttest of the experimental group through the analysis of Paired Dependent Sample Test, it was found out as shown in the table below:

Table 2 Differences between the average scores of the Pretest and the Posttest of the experimental group

	Differences of Average Scores	Number of Students	Std. Deviation	T	Sig. (2- tailed)
Posttest Score- Pretest Score	13.75	40	1.297	10.599	0.000

From Table 2 above, it can be seen that the average posttest score was significantly higher than the average pretest score at the significant level of .05 resulting from the use of the Multimedia e-book.

This finding can be discussed that the program of the Multimedia e-book which had been designed with the idea of giving immediate feedback after the learner's submission of the answers, could help the learners' learning as they could review the lessons at once after obtaining the results from doing the exercises in the lesson. Moreover, the aspect of interactions in the program, which could stimulate the learners to think to make a decision in choosing the best answer, and also to review the lesson as needed before resuming their learning, could lead to the learners' better understanding in the contents of what they were assigned to learn. This idea is relevant to Gagne's 9 steps of instruction (Wikipedia, 2013) and the learning theory of Cognitivism (Learning-Theories.com, 2010), which states that people are rational beings that require

active participation in order to learn, and whose actions are a consequence of thinking.

      3. Average scores of separate test items resulting from the posttest of the experimental group can be seen below:

Table 3 Average scores of separate test items resulting from the posttest of the experimental group

Part/ Item	I. For each group of words that is a sentence, write "S" in the corresponding column. If it is a fragment, write "F" in the corresponding column. (10 points)	Mean	Content in Unit
V1	1. Just keep quiet.	0.93	1
V2	2. Until I arrive home.	0.95	1
V3	3. Please call me back.	1.00	1
V4	4. Because it is very important.	0.13	1
V5	5. Listen to me.	0.98	1
V6	6. To reach the ultimate goal.	0.98	1
V7	7. Late again.	0.98	1
V8	8. It's up to you.	1.00	1
V9	9. What happened?	0.93	1
V10	10. Creative thinking.	1.00	1
	II. Give the correct forms of the verbs (to+V1, Ving or V3) in the sentences. (5 points)		
V11	1. (Get) a good grade, you should study harder.	0.43	3
V12	2. The man (talk) to the manager is our new supervisor	0.95	3
V13	3. It was nice (hear) from you.	0.08	3
V14	4. The book (recommend) by the teacher cannot be found	0.90	3
V15	5. The workers (ask) for a higher salary may go on a strike.	0.95	3

Table 3 (continued)

Part/ Item	III. Complete the following sentences. Use only one word in each blank. (10 points)	Mean	Content in Unit
V16	1. All of us…...Mary a good person.	0.95	2
V17	2. My new house is………………	0.95	2
V18	3. My mother…………….in a good mood today.	0.75	2
V19	4. I………in the library yesterday afternoon.	0.50	2
V20	5. We………………good students.	1.00	2
V21	6. When will Somsri…..a secretary?	0.95	2
V22	7. This factory………1,000 units of refrigerators a day.	0.90	2
V23	8. Don't…………me a lie.	0.63	2
V24	9. Today Jack looks…………	0.93	2
V25	10. Nothing is………….in this department store.	0.85	2
	IV. Identify whether the sentences below are simple sentences or compound sentences. Write "SS" for "Simple Sentence" and "CS" for "Compound Sentence" in the box provided. (5 points)		
V26	1. I will go shopping and seeing a movie next weekend.	0.98	4
V27	2. I don't like either meat or chicken.	1.00	4
V28	3. You should not eat big dinner; it can make you fat.	0.98	4
V29	4. He did not stop smoking, nor did he stop drinking.	0.88	4
V30	5. I tried to talk to her; however, she was not interested.	1.00	4

Table 3 (continued)

Part/ Item	V. Put the words like who, whom, whose, that, when, where, though, if or etc. in the blanks as appropriate. (10 points)	Mean	Content in Unit
V31	1. Could you tell me……………the meeting will be held?	0.95	5
V32	2. I am sorry…………Paul failed the exam.	1.00	5
V33	3. The girl……...dog died is crying.	0.95	6
V34	4. The land on……….a new house was built belongs to my father.	0.50	6
V35	5. Is Peter the one…………you talked to yesterday?	0.93	6
V36	6. He is not sure about the time………… he will be available for an appointment.	0.10	6
V37	7. …………we are very careful, we can make mistakes.	0.60	7
V38	8. We will send you the products…………we receive your confirmation of the order.	0.68	7
V39	9. It would be nice………….you could come.	0.95	7
V40	10. Wanna has never been abroad………she speaks very good English.	0.90	7
	VI. Give the correct forms of the verbs in brackets. (10 points)		
V41	1. If I (win) the lottery, I would have bought a new car.	0.88	8
V42	2. I would not be late if I (be) you.	1.00	8
V43	3. If you study hard, you (pass) the test.	1.00	8
V44	4. The program (send) to you next week.	0.98	9
V45	5. No new products (manufacture) last year.	0.93	9
V46	6. If John had a lot of money, he (buy) a new house.	0.83	8

Table 3 (continued)

Part/ Item	VI. Give the correct forms of the verbs in brackets. (10 points)	Mean	Content in Unit
V47	7. Please tell me when the report (finish).	0.90	9
V48	8. The letter (type) now.	0.78	9
V49	9. I would like to know when these photos (take).	0.85	9
V50	10. By 4 p.m. tomorrow, all items of your order (deliver).	0.13	9
	VII. Join each pair of sentences by using appropriate relative pronouns (who, whom, whose, which, where or etc.) (5 points)		
V51	1. The new watch seems very splendid. My mother bought it for me.	0.78	6
V52	2. That is the building. The exchange students will stay there.	0.30	6
V53	3. I have never seen the man. His arm is broken.	0.93	6
V54	4. Did you see the lecturer? We invited him to be our guest speaker.	0.75	6
V55	5. The boy will come here next Monday. He won the first place in the speech contest.	0.78	6
	VIII. Correct the following sentences. (10 points)		
V56	1. We went there for join the English Camp.	0.95	3
	VIII. Correct the following sentences. (10 points)		
V57	2. The report should finish before I come back.	0.85	9
V58	3. The people in Chiang Mai is very friendly.	0.95	2
V59	4. I gave to him my e-mail address.	0.90	2
V60	5. She told me she has a stomachache.	0.75	5
V61	6. Although it rained, but he went out.	0.78	7
V62	7. She is boring with him.	0.53	2
V63	8. The most of people agree with him.	0.05	2
V64	9. Jane married with George.	0.55	2
V65	10. When she had opened the door, her	0.58	7

As shown in Table 3 above, it can be seen that the average scores of some test items are lower than 0.2. Such test items are V4 (about how to use "because"), V13 (about how to use "infinitive verb"), V36 (about adjective clauses using when), V50 (about how to use Future Perfect Tense) and V63 (about how to use "Most + Noun"). The results implied that most of the experimental group did not understand those elements in English usage. Also, they possibly could not remember the correct use of such elements. They may need more time for practice. So, these errors should be raised for corrections appropriately. Otherwise, the errors can be repeated until they are fossilized. Fossilized errors can be problematic in writing because the errors become ingrained, like bad habits, in a learner's repertoire, and they reappear despite remediation and correction (Myles, 2008).

4. Results of the answers to the Questionnaire on Students' Satisfaction with the Developed Multimedia e-Book can be shown as follows:

Table 4 Results of the answers to the Questionnaire on Students' Satisfaction with the Developed Multimedia e-Book

Item	Content	Mean	SD	Level of Satisfaction
1	The program is easy to use.	4.18	0.59	High
2	The difficulty of the content in each unit is at the suitable level.	4.20	0.56	High
3	The sequence of the content is suitable.	4.25	0.63	High
4	The exercises are relevant to the contents in the lessons.	4.35	0.62	High

Table 4 (continued)

Item	Content	Mean	SD	Level of Satisfaction
5	Doing the exercises as designed can make you understand the contents.	4.23	0.70	High
6	The program provides opportunities for interactions while learning.	4.30	0.69	High
7	Taking interactions in the program can help you learn the contents.	4.37	0.63	High
8	Taking interactions in the program can make you enjoy the lessons.	4.40	0.63	High
9	The program provides opportunities for the learners to repeat the lessons and review the contents.	4.47	0.60	High
10	The program provides flexibility for the learners' learning according to their learning pace.	4.27	0.60	High
11	The program designed for the learners to repeat the lessons can make the learner to be more accurate in the contents learned.	4.25	0.67	High
12	The lessons enhance your basic knowledge about English sentence writing.	4.22	0.62	High
13	The lessons facilitate your English sentence writing.	4.15	0.62	High
14	The lessons can supplement your learning in the classroom.	4.25	0.54	High
15	The lessons are challenging enough.	4.30	0.61	High

Table 4 (continued)

Item	Content	Mean	SD	Level of Satisfaction
16	The immediate feedback of your learning esults is good for your learning.	4.22	0.70	High
17	The lessons can stimulate your learning interest.	3.97	0.73	High
18	The program can enhance your self-directed learning ability.	4.23	0.66	High
19	The program is beneficial for your English learning.	4.55	0.50	Highest
	Average	4.27	0.63	High

Table 4 reveals that the experimental group expressed their high satisfaction with the Developed Multimedia e-Book at the level of 4.27 out of the rating scale of 5, with an S.D. of 0.63. This finding can be discussed that the program of the Multimedia e-book as designed for the learners to exercise their learning according to their learning pace and to encourage their self- directed learning could lead to their satisfaction from the use of their own efforts in learning as well as their confidence in their own learning. It can be pointed out that this satisfaction of the experimental group is relevant to Maslow's Theory (Boeree, 2006), which states that one stage of an individual's needs is Esteem needs. According to Maslow, the esteem needs are of two versions: a lower one (the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, and dominance) and a higher one (the need for self-respect, including such feelings as confidence,

competence, achievement, mastery, independence, and freedom). So, the experimental group's more self-confidence in their self-directed learning through the use of the program of the Multimedia e-book could enhance their satisfaction with the program.

Conclusion and Suggestion

From the findings, which showed that the average posttest score was significantly higher than the average pretest score at the significant level of .05 resulting from the use of the Multimedia e-book, it can be concluded that the Multimedia e-book as designed can be of use to enhance basic knowledge in sentence writing for the students majoring in Business English in the Faculty of Business Administration at Rajamanagala University of Technology Rattanakosin. Also, with such basic knowledge in sentence writing, the students should be more ready for English writing ability development for business communication later.

Also, drawing on this finding, I would like to suggest that learners could be encouraged to learn on their own according to their learning pace through the use of e-books or other means of online learning programs. In this way, learners' self-directed learning ability could be enhanced. Hence, if possible, subject matters in all fields of study should be provided in the forms of e-books or online learning programs. I believe that with a careful plan to make use of modern technology in education as mentioned, it will be more convenient for both the students and teachers in the teaching and learning process as learning can take place at any place and any time. Moreover, this kind of learning through the use of modern technology can supplement the

teaching and learning process in the normal classroom if everything is well planned.

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A Study of Reading Input and Writing Output with Regard to Nominal Groups in Senior Middle School, China

1
Xiujie Wang

Abstract

The main aim of this research is to identify the potential influences of reading texts in textbooks on students' writing in senior middle school, China. English reading passages are chosen from the textbooks for senior middle school. And journals referred to English are randomly selected from the students in senior middle school as well. Data analysis is based on functional grammar (Halliday, 1998). The similar categories or complexity of nominal groups used in students' journal and guided writing are considered as the possible effect of reading text that might have on students' writing. The findings show that although there are not as many categories of nominal groups in reading texts used in students' writing, some similarities of nominal groups appeared. It is found that this study yields a more precise picture of lexico-grammatical features in terms of nominal groups in reading affecting EFL learners' writing with senior middle school students in China. It is also found that the study can help to develop students' reading and writing in English language teaching.

Keywords: Journal writing / Guided writing / Nominal groups / EFL learners

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์หลักเพื่อชี้ให้เห็นถึงอิทธิพลจากการอ่าน
บทความวิชาการในหนังสือเรียนที่มีต่อการเขียนของนักเรียนระดับ
มัธยมศึกษา ประเทศจีน งานวิจัยนี้ใช้บทอ่านภาษาอังกฤษและการเขียน
บันทึก การวิเคราะห์ข้อมูลใช้ทฤษฎีโครงสร้าง ไวยากรณ์หน้าที่ของ Halliday
(1998) เมื่อกลุ่มสมมติได้เขียนบันทึกและเขียนแบบมีแนวทางหลังจากการ
อ่าน พบว่ามีผลเหมือนกันบางประการ ผลการวิจัยแสดงให้เห็นว่าการอ่านมี
ผลต่อการเขียนของกลุ่มสมมติ และยังพบด้วยว่างานวิจัยนี้ช่วยพัฒนาการ
อ่านและการเขียนในการเรียนการสอนภาษาอังกฤษ

คำสำคัญ: การเขียนบันทึก / การเขียนแบบมีแนวทาง / กลุ่มสมมติ /
ผู้เรียนภาษาอังกฤษในฐานะภาษาตางประเทศ

Introduction

Due to the importance of English learning, a large number of studies
have been conducted in the EFL teaching in China with the consequence that
EFL learners' writing performance has come into sharp focus. A number of
problems with Chinese EFL learners' writing have been identified. Lu (2002)
suggested that Chinese learners tended to overuse expressions which were
directly translated from Chinese equivalents. Lin (2002) discusses the overuse,
underuse and misuse of "it" in English writing of Chinese learners. Zhou (2013)
has investigated errors in English compositions written by senior high school
students in terms of grammatical and lexical errors. As reading has a close

connection with writing (Jabbour, 2001: 291), English textbooks, as the main source of reading input for Chinese EFL learners has attracted a lot of attention. In both reading and writing, grammatical and lexical features have become focal points. Many researchers in China have paid attention to the more functional use of grammar rather than simple the form.

In China, the need for solving EFL learners' writing problems and improving English proficiency is clearly a major issue. One example of this attempt to improve the writing of students can be observed in Guandu No. 2 High School in Kunming. These students are at the stage of entering university and are required to take on two writing tasks: journal writing and guided writing. Journals are to be written once a week covering the whole semester. The guided writing is given to students twice in a semester once at the beginning and once at the end. English language textbooks are used by the teacher with a particular focus on the reading passages. The present study investigates what effect the focus on the reading passages has on the writing of the students. Special emphasis is placed on the use of the nominal group (Ng) as perhaps these reading texts as writing models affect students' writing more or less in terms of nominal groups in different learning periods. Reading texts in textbooks, journal writing and guided writing are involved in the present study in order to identify the reading input and writing output with regard to nominal groups. The importance of the nominal group is because it has the potential to be expanded by adding information (pre-modifier) before the HEAD word and after (the post-modifier). The nominal group is widely used in certain text-types such a narrative, recount, procedure, report and in academic writing in particular. Also the processes of nominalization, where words that are not

normally nouns in terms of form are turned into nouns, or example the verb 'erode' can be used as a noun in the word 'erosion'. Consequently, the 'erosion' can be modified to 'extensive erosion'

The present study examines nominal groups in reading texts chosen from English textbooks, students' journal, and guided writing in terms of senior middle school level, namely Grade Three. The reading texts and journal samples are chosen from two phases in a semester: (1) the beginning and (2) final phase. The guided writing are picked up from the beginning and final phase as well. The analysis carried out in this study aims to answer the following research questions:

1. What kinds of nominal groups are exposed in reading texts in Chinese EFL learners' English textbooks during the beginning and final phases of a semester?

2. What kinds of nominal groups are used in Chinese EFL learners' writing during the beginning and final phases of a semester?

3. Do the nominal groups exposed in the reading texts in the textbooks respond in Chinese EFL learners' writing as exemplified in their journals and guided writing during the beginning and final phases of a semester? If so, what are they?

Theoretical and Practical Issues Relevant to Reading Input and Writing Output

In academia, the connection between reading and writing is undeniable. Jabbour (2001: 291) has discussed the close connection between reading and writing. In her study, writing is considered as an activity informed by reading, and influences reading, as learners become more proficient in their

language use. According to Cunningsworth (2002: 73), reading as a kind of input can be linked to other skills work, particularly listening and writing. As for writing, acting as a kind of output, it was closely related to reading in a textbook. As Grabe (2001) indicates reading turns into a tool to increase learning, writing turns into a tool to share contributions. Van Dijk (1993) states that writing is involved with expressing ideas by means of acceptable sets of patterns and models, and acquiring information about those patterns and models occurs through reading, specifically reading centered on grammar and vocabulary. Accordingly, lexico-grammatical unit, namely nominal groups, in reading texts, can act as the model for language learners to use in their written work. Language teaching combined reading with writing can increase learners' language proficiency.

Theoretical and Practical Issues Relevant to Nominal Groups

Foley (2011: 55) explains a nominal group can be the single noun and the noun with modifiers. The modifier contains pre-modifier and post-modifier.

Pre-modifier refers to words that go before the head word, involving one or more elements of Deictics (D), Numeratives (N), Epithets (E), and Classifiers (C) (Halliday, 1998: 181-186; Foley, 2011: 8-9). Following is an example given by Halliday (1998: 180):

those	two	splendid	old	electric	trains
Deictic	Numerative	Epithet1	Epithet2	Classifier	Thing

Foley (2011) further explains the four elements in nominal groups with some examples:

1) Deictics (D) point to the noun functioning as the "Thing".

Deictics	Articles	e.g. a, an, the
	Demonstratives	e.g. this, that, these, those
	Possessives	e.g. my, her, their, my father's

2) Numeratives (N) tell how many of the "Things" there are or in what order they occur.

Numeratives	Cardinal numbers	e.g. one, two, three, a thousand
	Ordinal numbers	e.g. first, second, third
	Indications of uantity	e.g. lots of, many of, a few, some, every, all

3) Epithets (E) describe the quality of a "Thing". Epithets mainly consist of adjectives. For example, young, clean, blue, happy, interesting.

4) Classifiers (C) establish the "Thing" as a member of a class.

Classifiers	Adjectives	e.g. Chinese, Thai, Vietnamese, public, inancial
	Nouns (functioning as Classifiers)	e.g. car park, home party

Nominal groups can also have a post-modifier. The post- modifier is namely words that come after the head word. According to Foley (2011), there are several types of post-modifier. One is the preposition phrase [pp+ng]. For instance, the little dog [in her room] "in" is preposition, "her room" is a nominal group. Other post-modifier can be finite and non-finite relative clauses. For example, "The man who is speaking now [finite relative clause] is the president. The man speaking now [non-finite relative clause] is the president." (2011: 9)

To make it clear, Table 1 provides an overview of constituents of nominal groups.

Table 1 Constituents of nominal groups

Nominal Groups (Ngs)				
Single noun	Noun with modifier			
A Noun/ Pronoun	Pre-modifier		Head	Post- modifier
	Deitic	Article		Preposition phrase (pp+ng)
		Demonstrative		
		Possessive		
	Numerative	Cardinal number		Finite relative clause
		Ordinal number		
		Indication of quantity		
	Epithet	Adjective		Non-Finite Relative clause (reduced relative clause)
	Classifier	Adjective		
		Nouns (functioning as classifiers)		

Modified from Foley (2011)

Methodology

Data collection

Both reading and writing data are involved in the study. The reading texts are chosen from textbooks for Grade three in a semester: Senior English for China Student's Book 3. The researcher marks reading texts chosen from Book 3 as "RT". And "a" and "b" are assigned to the reading texts chosen from the beginning and final phase. There are four texts selected from each phase.

The texts chosen from a phase are coded from 1 to 4.

As for the writing data (Table 2), it is collected in the form of students' journals and guided writing in terms of Grade Three. "WT" refers to English writing from Grade Three, "JT" stands for journal writing and "GT" refers to guided writing. Both journals and guided writing are selected from two phrases: (1) the beginning "a" and (2) the final "b". There are 18 weeks in one semester. Each student should write fifteen journals in a semester. As for the beginning phase, the 3rd journal is picked up. In the final phase, the 15th journal is chosen. The rationale for selecting the 3rd and 15th journal is because the 3rd journal has been written in the fourth week when students have finished their reading in the beginning phase, and the 15th journal is the last journal of the semester. Some responses to reading in certain phases might be exhibited in chosen journals.

There are ten classes in Grade Three. The researcher randomly selects two students' writing from both phases in each class. Accordingly, there are 40 journals and 40 pieces of guided writing (**2 students x 10 classes x 2 entries = 40 entries**). Totally, 20 students are coded by numerical order.

In journals, students can write whatever they like. In order to meet the requirements of the National College Entrance Examination (NCEE), students in Grade Three in senior high school are required to write about 100 words in their journal.

Table 2 Writing Data Selection

Writing Data (80 entries)			
The beginning phase (40 entries) WT(1-20)a		The final phase (40 entries) WT(1-20)b	
Journal (the 3rd journal)	Guided writing	Journal (the 15th journal)	Guided writing
JT(1-20) a	GT(1-20) a	JT(1-20)b	GT(1-20)b
20 entries	20 entries	20 entries	20 entries

Method of Analysis

This research has employed a qualitative method based on quantitative analysis. Constituents of nominal groups (Table 1) are applied to the data analysis. The framework of data analysis is as follows (Table 3):

Table 3 Categorization of nominal groups

Single Noun & Noun with Pre-modifier			
N1	Single Noun	A Noun / Pronoun	e.g. you, it, he
N2		D+H	e.g. a gift, my friends
N3		N+H	e.g. some games
N4		E+H	e.g. new e-mail
N5		C+H	e.g. strawberry smoothie
N6		D+N+H	e.g. the first alley
N7		D+E+H	e.g. a big seal
N8		D+C+H	e.g. Clash's music video

Table 3 (continued)

Single Noun & Noun with Pre-modifier			
N9	with Pre-modifier	N+E+H	e.g. many big leaves
N10		N+C+H	e.g. many water activities
N11		E+C+H	e.g. pink nail polish
N12		D+N+E+H	e.g. these three remote controls
N13		D+N+C+H	e.g. the first pine tree
N14		D+E+C+H	e.g. the big sun glasses
N15		N+E+C+H	e.g. two closed circuit cameras
N16		D+N+E+C+H	e.g. this first little baby boy (Foley 2011:
Noun with post-modifier			
N17	with Post-modifier	preposition phrase [pp+ng]	e.g. the colour [of the word]
N18		relative clause	e.g. My friend who stands next to Max call me.
N19		reduced relative clause	e.g. You just press the Talk button, located at the middle top.

(D means Deictic, N is Numerative, E stands for Epithet, C represents Classifier and H is instead of the head noun.)

Modified from Foley (2011)

The categories of Ngs are from N1 to N19. The input of Ngs is considered as a variety of categories used in English reading texts. And the output of Ngs is considered as similar categories or complexity of nominal groups that appear in reading texts used in students' writing in terms of the beginning and final phase of a semester.

In the process of data analysis, for the convenience of data analysis, firstly, the researcher has typed both reading and writing texts into the computer. Secondly, the researcher applies manual analysis to identify categories of English nominal groups in each text in terms of the first framework (Table 3) presented above. There are eight reading texts chosen from English textbook and 80 writing entries collected from Grade Three. Thirdly, the researcher compares nominal groups between reading and writing in terms of two phases. In addition, an electronic Microsoft program Excel is employed to provide statistic analysis in terms of Ngs in both reading and writing texts by histogram for showing the variation of Ngs.

Findings

This section presents the findings obtained from the eight reading texts and 80 writing texts in Grade Three about the similarities of nominal groups, namely categories and complexity.

Reading

Table 4 The application of Ngs in Senior English for China Student's Book 3 for Grade Three in the beginning phase

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
RTa1	+	+	+	+	+	+	+	+		+				+			+	+	+
RTa2	+	+	+	+	+		+	+		+				+			+	+	+
RTa3	+	+	+	+	+	+	+	+		+				+	+		+	+	+
RTa4	+	+	+	+	+	+	+	+		+	+	+	+	+			+		+

("+" means the category of nominal group is used in the text)

In the beginning phase, there are seventeen categories of Ngs. One-element and two-element pre-modifiers are used frequently. As for the post-modifier, N17 is used more often than N18 and N19. Ngs with both pre-modifier and post-modifier can be found in the chosen texts. Embedded Ngs are used in RTa1, RTa2 and RTa3. And expanded Ngs can be found in RTa3 and RTa4.

Table 5 The application of Ngs in Book 3 for Grade Three in the final phase

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
RTb1	+	+	+	+	+		+	+		+	+	+		+	+		+	+	+
RTb2	+	+	+	+	+	+	+	+	+	+				+	+		+	+	+
RTb3	+	+	+	+	+	+	+	+	+		+			+	+		+	+	+
RTb4	+	+	+	+	+		+	+			+	+		+			+	+	

In the final phase, eighteen categories of Ngs are used. Although two-element pre-modifiers still take the great proportion of the pre-modifier used in these texts, three-element pre-modifiers increase. N18 and N19 as the post-modifiers are used more. Ngs with both pre-modifier and post-modifier can be found in the texts. Embedded Ngs can be found in RTb1, RTb2 and RTb3. And expanded Ngs are used in RTb1, RTb2 and RTb4.

Writing

Participant 1 (S1)

Table 6 Nominal groups' output of S1

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT1a	+	+				+	+	+									+		+
GT1a		+	+	+	+	+	+	+									+	+	
JT1b	+	+	+	+			+	+	+		+						+	+	+
GT1b	+	+		+			+		+								+		

Eleven categories of Ngs can be found in both the beginning and final phase. One-element or two-element pre- modifiers dominate the writing entries. Ngs with both pre-modifier and post-modifier can be found in the phases. Expanded N4 is used in the final.

Participant 2 (S2)

Table 7 Nominal groups' output of S2

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT2a	+	+	+		+	+		+									+		+
GT2a		+	+		+	+											+		+
JT2b	+	+	+	+			+	+	+		+						+	+	
GT2b	+	+	+	+					+								+		

Nine categories of Ngs are used in writing in the beginning phase, whereas ten categories of Ngs can be found in the final phase. Moreover, various epithets can be found in the final.

Participant 3 (S3)

Table 8 Nominal groups' output of S3

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT3a	+	+	+	+		+	+	+									+	+	+
GT3a		+	+		+												+	+	
JT3b	+	+	+	+	+		+	+						+	+		+	+	+
GT3b	+	+		+													+		

There are ten categories of Ngs used in writing texts in the beginning phase and twelve categories of Ngs can be found in the final phase. Expanded N4 can be found in the final phase. Moreover, various epithets in Ngs can be found in both of the phases.

Participant 4 (S4)

Table 9 Nominal groups' output of S4

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT4a	+	+	+	+	+	+	+			+	+						+		
GT4a		+	+	+	+	+											+		
JT4b	+	+	+	+	+		+	+	+		+						+	+	
GT4b	+	+	+	+					+								+		

There are ten categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Embedded N17 can be found in the beginning. And expanded N7 and N8 can be found in the final.

Participant 5 (S5)

Table 10 Nominal groups' output of S5

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT5a	+	+	+	+		+	+	+									+		+
GT5a		+	+		+	+	+										+		
JT5b	+	+	+	+	+		+	+	+					+	+		+	+	
GT5b	+	+	+	+				+	+									+	

There are ten categories of Ngs used in writing in the beginning phase and twelve categories of Ngs can be found in the final phase. Moreover, a variety of numeratives are used in the beginning. As for the final, various epithets are used.

Participant 6 (S6)

Table 11 Nominal groups' output of S6

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT6a	+	+	+	+		+	+			+				+			+		+
GT6a	+	+	+			+		+									+	+	
JT6b	+	+	+			+	+		+		+				+		+	+	
GT6b	+	+	+	+					+								+		

There are twelve categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Expanded N7 can be found in the beginning phase. Various epithets are used in both phases.

Participant 7 (S7)

Table 12 Nominal groups' output of S7

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT7a	+	+	+		+	+	+			+							+		+
GT7a		+	+			+											+		+
JT7b	+	+	+		+		+		+		+						+	+	
GT7b	+	+	+	+					+								+		

There are nine categories of Ngs used in writing in the beginning phase and ten categories of Ngs can be found in the final. Embedded N17 is used in the final phase. And expanded N7 can be found in the beginning, expanded N11 is used in the final.

Participant 8 (S8)

Table 13 Nominal groups' output of S8

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT8a	+	+	+		+	+	+			+							+		+
GT8a		+	+	+		+											+		+
JT8b	+	+	+	+		+	+	+	+						+		+	+	
GT8b	+	+	+	+													+		

There are ten categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Moreover, a variety of epithets are used in the phases.

Participant 9 (S9)

Table 14 Nominal groups' output of S9

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT9a	+	+	+	+			+	+		+				+			+	+	
GT9a		+	+		+												+	+	
JT9b	+	+	+		+		+	+	+	+	+						+	+	+
GT9b	+	+	+	+			+		+								+	+	

Eleven categories of Ngs used in writing in the beginning phase and thirteen categories of Ngs can be found in the final. However, there are limited epithets.

Participant 10 (S10)

Table 15 Nominal groups' output of S10

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT10a	+	+	+	+		+	+			+							+		+
GT10a		+			+	+											+		+
JT10b	+	+	+	+	+	+	+		+		+						+	+	
GT10b	+	+	+	+					+								+		

Ten categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Although Ngs used in writing are simple, Ngs with both pre-modifier and post-modifier can be found in both phases.

Participant 11 (S11)

Table 16 Nominal groups' output of S11

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT11a	+	+	+	+			+			+							+		+
GT11a	+	+	+		+												+		
JT11b	+	+	+	+	+		+	+	+		+				+		+	+	
GT11b	+	+		+					+								+		

There are nine categories of Ngs used in writing in the beginning phase and twelve categories of Ngs can be found in the final phase. Ngs with both pre-modifier and post-modifier can be found in the two phases. Moreover, various epithets can be found in both of the phases.

Participant 12 (S12)

Table 17 Nominal groups' output of S12

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT12a	+	+	+	+	+	+	+		+								+		
GT12a		+	+		+	+											+		
JT12b	+	+	+			+	+		+	+				+			+	+	
GT12b	+	+	+	+					+								+	+	

There are nine categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Embedded N17 can be found in GT12a. Moreover, a variety of numeratives are used in the final. However, limited epithets can be found in the two phases.

Participant 13 (S13)

Table 18 Nominal groups' output of S13

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT13a	+	+	+	+			+	+									+		+
GT13a	+	+	+					+									+	+	
JT13b	+	+	+	+	+	+	+										+	+	
GT13b	+	+	+	+													+		

Nine categories of Ngs are used in both the beginning and final phase. Limited epithets can be found.

Participant 14 (S14)

Table 19 Nominal groups' output of S14

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT14a	+	+	+	+		+	+			+							+		
GT14a		+	+		+	+											+		
JT14b	+	+	+	+		+				+	+						+		
GT14b	+	+	+	+													+		

There are nine categories of Ngs in the beginning phase and eight categories in the final phase. One-element or two- element pre-modifiers dominate Ngs in the entries. Expanded N4 can be found in the final.

Participant 15 (S15)

Table 20 Nominal groups' output of S15

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT15a	+	+	+	+	+		+	+									+		
GT15a		+	+														+		
JT15b	+	+	+				+	+	+								+		+
GT15b	+	+	+	+					+								+		

There are eight categories of Ngs used in writing in the beginning phase, whereas nine categories of Ngs can be found in the final phase. Moreover, limited epithets can be used.

Participant 16 (S16)

Table 21 Nominal groups' output of S16

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT16a	+	+	+	+	+		+	+		+							+		
GT16a		+	+														+		
JT16b	+	+	+		+		+	+	+	+							+		+
GT16b	+	+	+	+				+	+								+	+	

There are nine categories of Ngs used in writing in the beginning, whereas twelve categories of Ngs can be found in the final. Various numeratives can be found in the beginning. And expanded N5 can be found in the final.

Participant 17 (S17)

Table 22 Nominal groups' output of S17

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT17a	+	+	+			+	+				+			+			+	+	
GT17a		+	+														+		
JT17b	+	+	+		+		+	+						+			+	+	
GT17b	+	+	+	+													+		

There are nine categories of Ngs used in writing in the beginning phase and ten categories of Ngs can be found in the final. Expanded N4 is used in the final.

Participant 18 (S18)

Table 23 Nominal groups' output of S18

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT18a	+	+	+	+		+	+										+		
GT18a		+				+		+									+		
JT18b	+	+		+	+	+	+							+			+	+	
GT18b	+		+	+	+												+		

There are eight categories of Ngs used in writing in the beginning phase, whereas ten categories of Ngs can be found in the final. And expanded N7 is used in the final phase.

Participant 19 (S19)

Table 24 Nominal groups' output of S19

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT19a	+	+	+	+	+	+	+	+									+		
GT19a		+	+			+											+		+
JT19b	+	+	+	+	+		+		+	+				+			+		
GT19b	+	+	+	+													+	+	

There are ten categories of Ngs used in writing in the beginning phase and eleven categories of Ngs can be found in the final. Embedded N17 can be found in the final phase. Moreover, a variety of epithets are used in the two phases.

Participant 20 (S20)

Table 25 Nominal groups' output of S20

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT20a	+	+	+	+	+	+	+	+		+							+		
GT20a		+	+		+	+											+	+	
JT20b	+	+	+		+		+	+		+				+			+	+	+
GT20b	+	+	+	+			+										+		

There are eleven categories of Ngs used in writing in the beginning phase and twelve categories of Ngs can be found in the final. Embedded N17 can be found in the beginning phase. And expanded N7 and N14 can be found in the final.

Comparison of Ngs between reading and writing

In order to make the comparison possible and feasible, two formulas are involved:

(1) The percentage of Ngs in reading

$$\frac{\text{the number of reading texts which involve the certain category of Ngs in a certain phase}}{\text{the total number of texts in the certain phase}} \times 100\%$$

(2) The percentage of Ngs in writing

$$\frac{\text{the number of writing texts which involve the certain category of Ngs in a certain phase}}{20 \text{ students}} \times 100\%$$
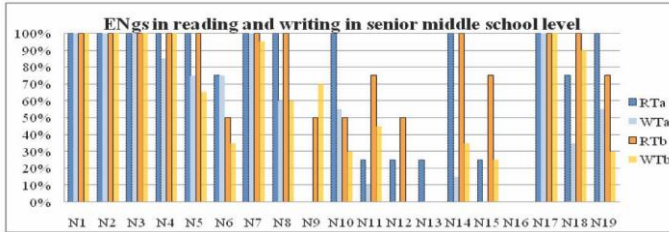
Figure 1 The comparison of Ngs between reading and writing in terms of senior

middle school level

RTa stands for English reading texts for Grade Three chosen from the beginning phase. English writing entries collected from the beginning phase are indicated by WTa. RTb stands for English reading texts chosen from the final phase. English writing entries collected from the final phase are indicated by WTb.

As can be seen from Figure 1, seventeen categories of Ngs can be found in the reading texts for Grade Three in the beginning phase. In writing entries, there are fourteen categories of Ngs used in the beginning. N9 (N+E+H) and N16 (D+N+E+C+H) cannot be found in both reading and writing. All the fourteen categories of Ngs in writing overlap with the Ngs in reading.

Although N12 (D+N+E+H), N13 (D+N+C+H) and N15 (N+E+C+H) appeared in reading are not used in students' writing and N14 (D+E+C+H) in students' writing is much less than that in reading, some similarities of Ngs between reading and writing exist in the beginning phase. There are the same percentages of N1 (single noun), N2 (D+H), N3 (N+H), N6 (D+N+H), N7 (D+E+H) and N17 (pp+ng) in both reading and writing. The percentages of N4

(E+H) and N5 (C+H) in reading and writing are much close. The two Ngs in writing achieve the percentages less than 25% lower than in reading. The percentages of N8 (D+C+H), N10 (N+C+H) and N19 (Non-Finite relative clause) in writing are close to their percentages in reading. It shows that upwards of 50 percent students can use N8, N10 and N19 in their writing. N11 (E+C+H) and N18 (Finite relative clause) in students' writing are nearly half of the percentages in reading. Generally, the more Ngs are exposed in the reading texts, the more responses students can give in their writing.

According to the analysis, N6, N10 and N19 used more in the beginning reading are also used more in the beginning writing. Embedded N17 appeared in reading (RTa1 and RTa2) also can be found in writing (WT4a, WT12a and WT20a) in this phase. Ngs with both pre-modifier and post-modifier can be found not only in reading but also in writing. Reading texts involve a variety of epithets, such as adjectives, present participles and superlatives of adjectives. Especially, the superlatives of adjectives as epithets present in RTa1, RTa3 and RTa4. In students' writing of the beginning phase, superlative adjectives acted as epithets also can be found in WT1a, WT5a, WT6a, WT8a, WT14a, WT18a and WT19a. The present participle as epithet used in RTa1 can be found in WT6a.

As for the final phase, seventeen categories of Ngs can be found in the reading texts for Grade Three in the final phase. In writing entries of Grade Three students, there are sixteen categories of Ngs used in the final. The sixteen categories of Ngs used in writing overlap with the Ngs in reading. As same as the beginning phase, N16 (D+N+E+C+H) cannot be found in both reading and writing.

Some similarities of Ngs between reading and writing exist in the final phase. There are the same percentages of N1 (single noun), N2 (D+H), N3 (N+H), N4 (E+H) and N17 (pp+ng) in both reading and writing. The percentages of N6 (D+N+H), N7 (D+E+H) and N18 (Finite relative clause) in writing are close to reading. The three categories in writing get the percentages less than 15% lower than reading. N10 arrives the percentage 20% lower than reading. The percentages of N5 (C+H) and N8 (D+C+H) in writing are not far less than the percentages in reading. It shows that more than 50 percent students use N5 and N8 in their writing. N11 (E+C+H) in writing is more than half of the percentage in reading.

Moreover, other similarities of Ngs between reading and writing can be found in terms of the previous analysis. N9 and N15 appear in students' writing. N11 and N18 increased in reading also increases in writing in terms of previous analysis. And Embedded N17 used in reading (RTb1, RTb2 and RTb3) also can be found in students' writing (WT7b and WT19b) in the phase. Ngs with both pre-modifier and post-modifier can be found not only in reading but also in writing. Various epithets can be found in both reading and writing. For example, present participles as epithets used in RTb1, RTb2 and RTb3 can be found in students' writing WT1b and WT4b; superlative adjectives as epithets used in RTb1 also appear in WT4b, WT8b, WT16b and WT18b. Gerunds as classifiers applied in RTb3 are used in WT3b and WT20b. Some expanded forms of Ngs used in reading also can be found in students' writing.

Discussion

With regard to similarities, the categories of Ngs used in writing overlap with the Ngs in reading; N6 (D+N+H), N10 (N+C+H) and N19 (Non-Finite relative clause) used more in the beginning reading are also used more in the beginning writing; N9 (N+E+H) only appeared in the final reading also present in the final writing only; and N11 (E+C+H), N15 (N+E+C+H) and N18 (Finite relative clause) increased in the final reading also increase in the final writing. Similar embedded forms, expanded forms and components of Ngs also can be found in both reading and writing. The similarities discussed above might be because of the impact of reading on writing.

As for differences between reading and writing, possible reasons involve genre, curriculum requirements, English proficiency and writer's choice.

Firstly, certain categories of Ngs dominate in different genres. Accordingly, differences on categories of Ngs appear. For instance, in the final phase, N9 in writing is used more than reading.

Secondly, curriculum requirements as the guideline for EFL teaching in senior middle school might influence students' writing. In accordance with the curriculum requirements of senior middle school, complex Ngs are not required in writing. Therefore in the beginning phase, N12 (D+N+E+H), N13 (D+N+C+H) and N15 (N+E+C+H) appeared in reading are not used in students' writing. N14 (D+E+C+H) in students' writing is much less than reading. In the final phase, N12 (D+N+E+H) appeared in reading is not used in students' writing; N14 (D+E+C+H), N15 (N+E+C+H) and N19 (Non-Finite relative clause) in writing are much less than reading.

Thirdly, English proficiency of students might be one of the reasons for limited Ngs in students' writing.

Writer's choice might be the fourth reason for the differences.

Conclusion

The results show that reading texts in textbook might have its potential effects in Grade Three students' writing output. Generally, the more Ngs are exposed in the reading texts, the more responses students can give in their writing. Accordingly, providing writing tasks connected to reading texts might stimulate the development of students' writing, even deepening the understanding of lexical-grammar facet in both reading and writing.

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จากภาพยนตร์ พลเมืองจูหลิง ถึง จูหลิงในแบบพลเมืองอาเซียน[1]

พลวัฒ ประพัฒน์ทอง[2]

บทคัดย่อ

      ภาพยนตร์เรื่องพลเมืองจูหลิง เป็นสารคดีที่ถ่ายทอดข้อมูลเรื่องความขัดแย้ง เชิงการเมือง วัฒนธรรม ประวัติศาสตร์และชาติพันธุ์ จากภาคใต้ของประเทศไทยสู่ ปัญหาที่คล้ายคลึงกันในภาคเหนือของประเทศไทย ภาพยนตร์เรื่องนี้เล่าเรื่องโดยใช้ ประเด็นทางการเมืองเป็นตัวดำเนินเรื่องกับการนำเสนอความคิดที่แตกต่างของกลุ่มคน ที่มีความเข้าใจในความขัดแย้งที่เกิดจากปมประวัติศาสตร์ ศาสนา ชาติพันธุ์ และ วัฒนธรรมที่เกิดขึ้นทั่วไปในประเทศกลุ่มประชาคม บทความนี้แสดงถึงการศึกษาทาง วัฒนธรรมในประเด็นความเป็นพลเมืองประชาคมอาเซียนที่กำลังเผชิญกับความ เปลี่ยนแปลง ซึ่งสะท้อนในภาพยนตร์เรื่องพลเมืองจูหลง

คำสำคัญ: พลเมืองจูหลิง / พลเมืองอาเซียน / พหุวัฒนธรรม

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     [1] สืบเนื่องจากผู้เขียนได้เข้าไปให้ความเห็นเรื่องการจัดงานรำลึกครูจูหลิง เมื่อปี พ.ศ. 2555 และพบเห็นประเด็นทางสังคมศาสตร์ จึงได้เสนอว่าจะนำภาพยนตร์เรื่องพลเมืองจูหลิงมาให้หอศิลป์ ครูจูหลิงเพื่อใช้ในการจัดงาน จึงได้ติดต่อไปยังผู้ถ่ายภาพยนตร์ คือ มานิตย์ ศรีวานิชภูมิ เพื่อขอ ภาพยนตร์ดังกล่าวส่งมอบให้หอศิลป์ครูจูหลิง บทความนี้ได้เกิดขึ้นหลังจากการ "อ่านภาพยนตร์" เรื่อง พลเมืองจูหลิง ใหม่จากงานเทศกาลภาพยนตร์เชียงราย จัดโดยโครงการจัดตั้งพิพิธภัณฑ์อารย ธรรมลุ่มน้ำโขงมหาวิทยาลัยแม่ฟ้าหลวง พ.ศ. 2556 เป็นเวลา 9 ปี จากเริ่มต้นเหตุการณ์รุนแรงที่สาม จังหวัดชายแดนภาคใต้ 6 ปีหลังจาก จูหลิง ปงกันมูล คนเชียงรายเสียชีวิต

     [2] อาจารย์ประจำสำนักวิชาศิลปศาสตร์ และหัวหน้าโครงการจัดตั้งพิพิธภัณฑ์อารยธรรม ลุ่มน้ำโขง มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย

Abstract

The documentary movie 'Citizen Juling' featured political, cultural, historical and ethnic conflicts amongst people in the South of Thailand, the conflicts also facing those in the North of Thailand. The story, narrated according to local political situations, attempted to present varied views of different groups of people towards conflicts having arisen from historical, religious, ethnic and cultural issues prevalent in ASEAN member countries. This article was based on a cultural study devoted to understanding 'strangers in our land', a phenomenon of change encountered by the ASEAN countries in their course towards an ASEAN community.

Keywords: Citizen Juling / ASEAN citizen / Pluralism

บทนำ

ภาพยนตร์เรื่องพลเมืองจูหลิง ไม่มีการแสดง และเป็นภาพเหตุการณ์

มันจริงเกินกว่าจะเป็นภาพยนตร์

แต่ที่คนชอบชมภาพยนตร์ "เพราะมันไม่จริง"

แต่ภาพยนตร์ทำให้การแสดง "สมจริง" มากกว่าความจริงๆๆ ซะอีก

ภาพยนตร์เรื่องพลเมืองจูหลิง เป็นภาพยนตร์สารคดีที่ถ่ายทอดข้อมูลเรื่องความขัดแย้ง เชิงการเมือง วัฒนธรรม ประวัติศาสตร์และชาติพันธุ์ จากภาคใต้ของประเทศไทยสู่ปัญหาที่ไม่แตกต่างกันในภาคเหนือของไทย เป็นการเล่าเรื่องที่มีประเด็นทางการเมืองจากเหตุการณ์ของครูจูหลิง ปงกันมูล ซึ่งเป็นคนจังหวัดเชียงราย ที่เป็นเหยื่อของเหตุการณ์ในขณะที่ปฏิบัติหน้าที่ในพื้นที่สามจังหวัดภาคใต้ของไทย เป็นโครงดำเนินเรื่อง ผนวกกับการนำเสนอความคิดที่แตกต่างของกลุ่มคนที่มีความเข้าใจใน

ความขัดแย้งที่เกิดจากปมประวัติศาสตร์ ศาสนา ชาติพันธุ์ และวัฒนธรรม ที่เกิดขึ้น
ทั่วไปในประเทศกลุ่มประชาคม บทความนี้จะแสดงถึงการศึกษาทางวัฒนธรรมใน
ประเด็น คนอื่นในแดนตน ที่ประชาคมอาเซียนกำลังเผชิญกับความเปลี่ยนแปลงใน
ความเป็นพลเมืองประชาคมอาเซียนผ่านงานศิลปะที่เรียกว่าภาพยนตร์

การเกิดขึ้นของสมาคมอาเซียน เป็นผลจากการสร้างนวัตกรรมในการจัด
ระเบียบระหว่างประเทศ สืบเนื่องจากความกลัวในยุคสงครามเย็นที่สร้างขึ้นโดยรูป
แบบทางการเมืองที่แตกต่างกันสองขั้ว คือประชาธิปไตยและคอมมิวนิสต์ ความกลัว
นั้นเองได้สร้างความเกลียดชังระหว่างรัฐ ชาติพันธุ์ โดยสร้างความเป็นอื่นในพื้นที่
อาณาบริเวณเอเชียตะวันออกเฉียงใต้ขึ้น แต่อย่างไรก็ตามมรดกของความเกลียดชัง
เหล่านั้น ไม่ได้เริ่มต้นที่ประชาคมอาเซียนอย่างเดียว แต่มรดกจากความเกลียดชัง
เหล่านั้น เป็นผลพวงจากการล่าอาณานิคมของจักรวรรดินิยมตะวันตกที่พยายาม เข้า
มามีอำนาจเหนือบริเวณเอเชียตะวันออกเฉียงใต้ สร้างความเป็นอื่นระหว่างกัน มรดก
แห่งความเกลียดชังทั้งสองนี้ สร้างบาดแผลจากนวัตกรรมทางสังคมอย่างมากมาย ทั้ง
ในเรื่องประวัติศาสตร์ วิถีชีวิต ค่านิยม และวัฒนธรรม

การที่สมาคมอาเซียนได้ประกาศจัดตั้งประชาคมอาเซียนขึ้น โดยมี 3 เสา
หลักในการดำเนินงานคือ การเมือง สังคมวัฒนธรรม และเศรษฐกิจ แต่ประชาคม
อาเซียนได้ประกาศให้ดำเนินการเรื่องประชาคมเศรษฐกิจอาเซียน ในปี พ.ศ. 2558 ทั้งที่
ความจริงแล้ว ทั้ง 3 เสาหลักมีความสำคัญเท่าเทียมกัน ที่จะต้องดำเนินการคู่กันไป

บทความเรื่องนี้ได้กล่าวถึงความเป็นพลเมืองอาเซียน บนพื้นฐานความ
ขัดแย้งที่เกิดขึ้นจากมรดกแห่งความเกลียดชังที่ถูกสร้างขึ้นอย่างต่อเนื่องในดินแดน
แถบนี้ ถึงแม้เรื่องนี้จะเป็นการอธิบายชีวิตและจุดจบของผู้หญิงคนหนึ่ง ซึ่งได้รับ
ผลกระทบจากความขัดแย้งที่ดูเหมือนว่าเป็นเรื่องเฉพาะพื้นที่ ผ่านการสร้างภาพยนตร์
ในเชิงสารคดีของศิลปินที่ชื่อ มานิตย์ ศรีวาณิชภูมิ แต่ในความเป็นจริงแล้ว ภาพยนตร์
เรื่องนี้กำลังชี้ให้เห็นถึงความขัดแย้งที่เกิดจากรากเหง้าทางประวัติศาสตร์ ที่ถูกสร้าง
ขึ้น ความขัดแย้งทางศาสนา ชาติพันธุ์ สงครามเย็น การปฏิรูปศาสนา และการเมือง ทั้ง

ภายในประเทศและระหว่างประเทศ ทำให้เห็นว่าชีวิตมนุษย์เพียงหนึ่งคนไม่ได้มีอิสระ
ดังใจที่ต้องการได้ แต่ถูกกำหนดโดยโครงสร้างทางสังคมและปัจจัยการผลิต และ
อุดมการณ์ทางการเมือง เป็นปัญหาเชิงโครงสร้างที่สามารถอธิบายถึงปัญหาของ
ประชาคมอาเซียน และสามารถนำไปเป็นตัวอย่างในการแก้ไขปัญหาที่กำลังทวีความ
รุนแรงขึ้นจากการเป็นประชาคมอาเซียน

วัตถุประสงค์

บทความนี้มีวัตถุประสงค์ เพื่อศึกษาอำนาจที่มีต่อชีวิตมนุษย์ในการสร้าง
ความเป็นอื่นในดินแดนตนที่เกิดขึ้นในประเทศประชาคมอาเซียน

พัฒนาการความขัดแย้งในสามจังหวัดชายแดนภาคใต้ของไทย

ประวัติศาสตร์ในดินแดนสามจังหวัดชายแดนภาคใต้ของไทยในปัจจุบัน นั้น
เดิมมีฐานทางวัฒนธรรมจากอิทธิพลของศาสนาฮินดูและพุทธ ก่อนที่ศาสนาอิสลามจะ
เข้ามาในช่วงศตวรรษที่ 9 ในขณะที่อิทธิพลของทั้งสองศาสนาแผ่ขยายอย่างกว้างขวาง
ในแถบเอเชียตะวันออกเฉียงใต้ข้ามกลุ่มและชาติพันธุ์ การเข้ามาของศาสนาอิสลาม
กลับจำกัดอยู่เฉพาะคนชาติพันธุ์มลายู ในช่วงหลายศตวรรษ อาณาจักรสยามกับ
อาณาจักรปาตานีมีความสัมพันธ์กันอย่างหลวมๆ เจ้าเมืองของปาตานีส่งเครื่องราช
บรรณาการให้กับสยามเพื่อแสดงความจงรักภักดีแต่สยามก็ให้อิสระเจ้าเมืองเหล่านั้น
ในการปกครอง

จนกระทั่งในช่วงปลายคริสต์ศตวรรษที่ 18 ที่สยามเผชิญกับภัยคุกคามจาก
เจ้าอาณานิคมตะวันตก ในกระบวนการสร้างชาติไทยและทำประเทศให้ทันสมัย รัชกาล
ที่ 5 ได้ทรงปฏิรูปการบริหารราชการแผ่นดินซึ่งส่งผลให้อาณาจักรปาตานีกลายเป็น
จังหวัดที่ขึ้นกับการปกครองของกรุงเทพฯ โดยตรงนับตั้งแต่ พ.ศ. 2445

ต่อมาสยามได้ลงนามใน The Anglo-Siamese Treaty ใน พ.ศ. 2452 กับ
อังกฤษซึ่งเป็นเจ้าอาณานิคมของดินแดนในคาบสมุทรมาลายาในขณะนั้น สนธิ

สัญญาฉบับนั้นส่งผลให้พื้นที่ในรัฐเคดาห์ กลันตัน ตรังกานู และเปอลิส ตกเป็นของอังกฤษ ส่วนดินแดนในอาณาจักรปาตานี รวมถึงสตูลตกอยู่ภายใต้การปกครองของสยาม

หมุดหมายสำคัญทางประวัติศาสตร์อันหนึ่ง คือ การเรียกร้องของ หะยีสุหลงอับดุลกาเดร์ ใน พ.ศ. 2490 ซึ่งขณะนั้นเขาเป็นประธานคณะกรรมการ อิสลามประจำจังหวัดปัตตานี ซึ่งข้อเรียกร้องนี้ได้กลายมาเป็นเงื่อนไขและข้อเรียกร้องของผู้คนในพื้นที่สามจังหวัดชายแดนภาคใต้มาตลอดระยะเวลาถึงปัจจุบัน

ต่อมาในช่วงหลัง พ.ศ. 2500 เป็นยุคเริ่มต้นของการต่อสู้ด้วยอาวุธของกลุ่มต่างๆ มาจนถึงปี พ.ศ. 2547 ในขณะที่รัฐไทยตายใจและคิดว่า "ขบวนการแบ่งแยกดินแดน" ในภาคใต้กำลังจะสลายตัวไปแล้ว ปรากฏการณ์การปล้นปืนที่ค่ายปิเหล็ง ในอำเภอเจาะไอร้อง จังหวัดนราธิวาส ในวันที่ 4 มกราคม พ.ศ. 2547 (รุ่งรวี เฉลิมศรีภิญโญรัช, 2555)

เหตุการณ์รุนแรงจากการต่อสู้ของขบวนการแบ่งแยกดินแดนในจังหวัดชายแดนภาคใต้ซึ่งมีประชากรส่วนใหญ่เป็นชาวมลายูมุสลิมเกิดขึ้นอย่างต่อเนื่องมาเป็นเวลาหนึ่งทศวรรษแล้ว เริ่มเห็นได้ชัดว่าผู้ก่อความไม่สงบมีศักยภาพเหนือกว่ามาตรการตอบโต้ของฝ่ายรัฐที่ยังคงย่ำอยู่กับที่เพราะยึดติดกับวิธีคิดแบบเดิมๆ และต้องเผชิญปัญหาความขัดแย้งทางการเมือง ในขณะที่รัฐบาลไทยยึดหลักความอดทนอดกลั้นในการรับมือกับปัญหาภาคใต้ ผู้ก่อความไม่สงบก็ปฏิบัติการโจมตีด้วยรูปแบบที่ซับซ้อนและรุนแรงกว่าเดิม ทำให้จำนวนผู้เสียชีวิตเพิ่มขึ้นเรื่อยๆ จนทำให้เหตุการณ์ความไม่สงบในจังหวัดชายแดนภาคใต้ของไทยกลายเป็นความขัดแย้ง ภายในประเทศที่รุนแรงที่สุดในภูมิภาคเอเชียตะวันออกเฉียงใต้ รัฐบาลทุกชุดต่างก็พยายามหามาตรการเพื่อยุติปัญหาภาคใต้ ในปี พ.ศ. 2555 สภาความมั่นคงแห่งชาติ (สมช.) ได้ประกาศใช้นโยบายการบริหารและพัฒนาจังหวัดชายแดนภาคใต้ฉบับใหม่ ซึ่งนับเป็นครั้งแรกที่มีการยอมรับว่าเงื่อนไขทางการเมืองเป็นสาเหตุหนึ่งของความขัดแย้ง พร้อม

ทั้งกำหนดให้การกระจายอำนาจและการพูดคุยกับผู้ก่อความไม่สงบเป็นแนวทางหนึ่ง
ในการแก้ปัญหา

        ในภาพยนตร์เรื่อง พลเมืองจูหลิง แสดงถึงปัญหาความรุนแรงในภาคใต้ ถูก
บดบังด้วยความขัดแย้งระหว่างฝ่ายผู้สนับสนุนอดีตนายกรัฐมนตรี ซึ่งถูกรัฐประหาร
เมื่อปี พ.ศ. 2549 กับฝ่ายผู้ต่อต้านของเขา แต่จังหวัดชายแดนภาคใต้ก็ยังคงเป็น
สมรภูมิของการช่วงชิงอำนาจทางการเมือง ในขณะเดียวกันรัฐก็พยายามหาหนทาง
แก้ปัญหาความรุนแรงโดยที่ไม่ให้ความสำคัญกับการปฏิรูปการเมือง แต่เป็นการส่ง
กำลังทหารถึง 60,000 นายไปประจำการอยู่ในพื้นที่ จากปี พ.ศ. 2547 ถึง 2556 ได้ใช้
งบประมาณทั้งสิ้นรวม 182,402 ล้านบาท ได้มีการประกาศใช้กฎหมายพิเศษด้าน
ความมั่นคง และการทุ่มงบประมาณหลายแสนล้านบาทเพื่อแก้ปัญหาภาคใต้นั้นไม่ได้
ทำให้จำนวนผู้บาดเจ็บและผู้เสียชีวิตจากเหตุการณ์ความไม่สงบลดลง และไม่สามารถ
ขัดขวางการก่อเหตุของขบวนการได้สักเท่าไร (International Crisis Group (ICG),
2555)[3]

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        [3] เมื่อวันที่ 11 ธันวาคม 2555 กลุ่ม International Crisis Group (ICG) ได้เผยแพร่รายงาน
ฉบับใหม่ที่เกี่ยวข้องกับสถานการณ์ความขัดแย้งในชายแดนภาคใต้ของประเทศไทย (Thailand: The
Evolving Conflict in the South)

ชีวิตพลเมืองจูหลิง

นางสาวจูหลิง ปงกันมูล[4] เป็นคนจังหวัดเชียงราย มีบิดาเป็นนักการภารโรง ในโรงเรียนอนุบาลแห่งหนึ่งในอำเภอดอยหลวง จังหวัดเชียงราย ซึ่งใกล้เขตแดน ระหว่างไทยกับสาธารณรัฐประชาธิปไตยประชาชนลาว จูหลิงได้รับการศึกษาขั้นพื้น ฐานจากโรงเรียนในหมู่บ้าน และศึกษาต่อในระดับอาชีวศึกษาในตัวเมืองเชียงราย ทางด้านศิลปะ ซึ่งเน้นการเรียนเพื่อเป็นช่างฝีมือ แต่ด้วยค่านิยมในชนบท การเลื่อนชั้น ทางสังคมไม่ได้เกิดขึ้นจากทุนทางสังคมที่ครอบครัวมีอยู่ในเรื่องเกษตรกรรม แต่ในเชิง อุดมการณ์ทางสังคมของไทย การที่คนยากจนสามารถเลื่อนชั้นทางสถานภาพทาง สังคม ทำได้เพียงแค่การเป็นครู ทหาร-ตำรวจชั้นผู้น้อย และข้าราชการท้องถิ่น ดังนั้น การศึกษาศิลปะของครูจูหลิงหลุดพ้นจากอาชีพเดิมของครอบครัวที่ไม่ได้มีทักษะจาก ทุนทางสังคมดั้งเดิมได้นั้น การก้าวไปสู่อาชีพรับราชการครู จึงเป็นหนทางเดียวในการ เลื่อนชั้นทางสังคม จึงได้ศึกษาต่อด้านศิลปศึกษาในระดับปริญญาตรี

ปัจจัยความขัดแย้งจากพื้นที่ 3 จังหวัดชายแดนภาคใต้ ทำให้ขาดแคลนครู สอนในโรงเรียนรัฐบาล หนทางการเข้าสู่อาชีพครูด้วยการสมัครสอบเพื่อไปสอนที่ จังหวัดชายแดนภาคใต้ เป็นโอกาสดีที่สุดในการเข้าสู่ระบบราชการ ที่มีสวัสดิการ สำหรับครอบครัว รวมถึงสวัสดิการสำหรับบิดามารดา ทำให้ชีวิตมีความมั่นคง ดังนั้น ครูจูหลิงจึงได้รับการบรรจุและเดินทางไปสอนที่จังหวัดนราธิวาส แต่เนื่องด้วยความ

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[4] นางสาวจูหลิง ปงกันมูล หรือครูจุ้ย (มีนาคม พ.ศ. 2522-8 มกราคม พ.ศ. 2550) ข้าราชการครู ตำแหน่งครูผู้ช่วยโรงเรียนบ้านกูจิงลือปะ อำเภอระแงะ จังหวัดนราธิวาส ผู้ถูกจับเป็นตัว ประกันไปคุมขังไว้ในอาคารศูนย์พัฒนาเด็กเล็กใกล้มัสยิดประจำหมู่บ้าน และถูกรุมทำร้ายจนบาดเจ็บ สาหัส เมื่อวันที่ 19 พฤษภาคม 2549 เจ้าหน้าที่สามารถช่วยครูจูหลิงได้และนำตัวส่งโรงพยาบาล นราธิวาสราชนครินทร์ และส่งต่อไปยังโรงพยาบาลสงขลานครินทร์ อ.หาดใหญ่ จ.สงขลา ในวันต่อมา เนื่องจากเธอถูกตีจนสมองกระทบกระเทือนอย่างรุนแรง สมเด็จพระนางเจ้าฯ พระบรมราชินีนาถ ได้ ทรงรับครูจูหลิงเป็นคนไข้ในพระราชินูปถัมภ์โดยตลอดจนถึงวันสุดท้ายของชีวิต

อ้างอิงจาก http://th.wikipedia.org/wiki/%จูหลิง_ปงกันมูล

ขัดแย้งใน 3 จังหวัดชายแดนภาคใต้ ส่งผลถึงการทำร้ายเจ้าหน้าที่ของรัฐ ครูจูหลิงเป็น
หนึ่งในจำนวนนั้นที่ถูกทำร้ายจนเสียชีวิตในเวลาต่อมา

ผู้เสียชีวิตจากเหตุความรุนแรงใน 3 จังหวัดชายแดนภาคใต้มีเป็นจำนวน
มาก ทั้งฝ่ายต่อต้านและฝ่ายเจ้าหน้าที่ของรัฐ รวมถึงพลเมืองทั่วไป โดยความรุนแรง
เริ่มขึ้นอย่างชัดเจนในปี พ.ศ. 2547[5] แต่สำหรับครูจูหลิง ได้มีชีวิตหลังความตายที่มี
ลักษณะแตกต่างจากผู้เสียชีวิตส่วนใหญ่คือ มีการนำไปสร้างเป็นภาพยนตร์สารคดี
แล้วนำไปฉายในเทศกาลภาพยนตร์ต่างๆ อีกส่วนหนึ่งของชีวิตครูจูหลิง ก็เกิดขึ้นใน
โลกของขบวนการเคลื่อนไหวทางศิลปะในจังหวัดเชียงราย ในฐานะครูศิลปะที่สูญเสีย
ชีวิตใน 3 จังหวัดชายแดนภาคใต้

ชีวิตจูหลิงในภาพยนตร์พลเมืองจูหลิง
"ภาพยนตร์ไม่ได้สร้างขึ้นเพื่อให้คนเชื่อ"
แต่ภาพยนตร์เรื่องนี้
ต้องการให้ "ครุ่นคิด"
ดังนั้นภาพยนตร์เรื่องนี้จึงไม่สอนใครและสอนอะไรที่เป็นความรู้
แต่จะตั้งคำถามที่ให้รัฐและพลเมืองทุกคนควรตอบด้วยตนเอง

ภาพยนตร์พลเมืองจูหลิง มีผู้นำเสนอและร่วมกำกับ ไกรศักดิ์ ชุณหะวัณ ผู้
กำกับกล้อง และร่วมกำกับ มานิต ศรีวานิชภูมิ ได้ถูกสร้างขึ้นหลังเหตุการณ์ที่จูหลิง ปง

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[5] เป็นเหตุการณ์การปล้นปืนจากกองพันพัฒนาที่ 4 โดยในปี พ.ศ. 2556 ที่ถูกปล้นไปจาก
กองพันพัฒนาที่ 4 อ.เจาะไอร้อง จ.นราธิวาส เมื่อ 4 ม.ค. 2547 จำนวน 413 กระบอก ติดตามคืนได้
76 กระบอก แยกเป็น เอ็ม-16 จำนวน 68 กระบอก, 11 ม.ม.จำนวน 8 กระบอก ปืนที่ถูกปล้นจาก ฐาน
กองร้อยทหารราบที่ 15121 (ร้อย ร.15121) หรือฐานพระองค์ดำ ต.มะรือโบตก อ.ระแงะ จ.นราธิวาส
เมื่อ 19 ม.ค. 2554 จำนวน 65 กระบอก ติดตามคืนได้ 5 กระบอก แยกเป็น เอ็ม-16 จำนวน 3 กระบอก,
อูซี่ จำนวน 1 กระบอก, มินิมิ จำนวน 1 กระบอก

กันมูล ถูกทำร้ายและนอนรักษาตัวในโรงพยาบาล จนกระทั้งเสียชีวิตในเวลาต่อมา ภาพยนตร์เรื่องนี้จัดจำหน่ายโดย มงคลเมเจอร์ มีกำหนดฉายครั้งแรกวันที่ 12 สิงหาคม พ.ศ. 2552 เฉพาะที่โรงภาพยนตร์ House RCA โดยมีเรื่องย่อ ดังนี้

พลเมืองจูหลิง (CITIZEN JULING) จูหลิง ปงกันมูล หญิงสาวชาวพุทธจาก เชียงราย ครูสอนศิลปะช่างฝัน ผู้เปี่ยมด้วยอุดมการณ์ ความรัก ในแผ่นดินและเพื่อน มนุษย์ นอนจมกองเลือดท่ามกลางของเล่นที่ตกกระจายบนพื้นโรงเรียนอนุบาลประจำ หมู่บ้านมุสลิมเล็กๆ ในสามจังหวัดชายแดนภาคใต้ เรื่องโหดร้ายนี้เกิดขึ้นมาได้อย่างไร นายไกรศักดิ์ ชุณหะวัณ วุฒิสมาชิกและนักเคลื่อนไหวเพื่อสิทธิมนุษยชน ออกเดินทาง ค้นหาคำตอบทั้งในภาคใต้ ในกรุงเทพฯ และขึ้นเหนือไปยังหมู่บ้านของพ่อแม่ครูจูหลิงที่ เชียงราย ระหว่างทางเขาได้รับฟังความทุกข์จากคำเล่าของผู้สูญเสียทั้งที่เป็นชาวพุทธ และชาวมุสลิม ซึ่งล้วนเป็นคนไทยด้วยกันทั้งนั้น[6]

โดยเริ่มเรื่องเป็น 3 ส่วน

ส่วนที่ 1 เป็นภาพความรุนแรงในภาคใต้และสถานที่เกิดเหตุ เป็นการ สัมภาษณ์ผู้คนที่มีส่วนเกี่ยวข้อง และผู้ประสบเหตุจากความรุนแรงในภาคใต้

ส่วนที่ 2 ภาพยนตร์สารคดีได้กล่าวถึงครอบครัวครูจูหลิง ในพื้นที่จังหวัด เชียงราย รวมถึงการแสดงงานศิลปะของกลุ่มศิลปินเชียงรายที่ช่วยเหลือครูจูหลิงใน ขณะที่ยังรักษาตัวอยู่ในโรงพยาบาล

ส่วนที่ 3 จะสอดแทรกอยู่ระหว่างส่วนที่ 1 และส่วนที่ 2 คือเรื่องปัญหา ทาง การเมืองของประเทศไทย ที่ภาพยนตร์ได้แสดงให้เห็นว่าเป็นส่วนหนึ่งของความรุนแรง เชิงโครงสร้างที่เป็นฐานของเหตุความรุนแรงในส่วนที่ 1 และส่วนที่ 2 มาโดยตลอด

ตอนจบของภาพยนตร์สารคดี แสดงถึงความรุนแรงของวงจรการเมืองใน สังคมไทย ด้วยการเกิดขึ้นของรัฐประหาร วันที่ 19 กันยายน พ.ศ. 2549 โดยแสดงให้

[6] สรุปเรียบเรียง เนื้อหาจาก http://movie.sanook.com/20891/หนัง-พลเมืองจูหลิง-citizen-juling/

เห็นว่าประชาชนส่วนหนึ่งยินดีกับความรุนแรงเหล่านั้น และหลังจากนั้น ครูจูหลิงก็
เสียชีวิต

ภาพยนตร์เรื่องนี้ถูกนำไปฉายในเทศกาลภาพยนตร์ต่างๆ ในยุโรปและทวีป
อเมริกา [7] ทว่าในประเทศไทยกลับไม่ได้รับความสนใจเท่าที่ควร ได้รับการนำไปฉายใน
สถานที่ฉายภาพยนตร์เล็กๆ และกลืนหายไปกับความรุนแรงอื่นๆ และความสนใจเรื่อง
ภาพยนตร์พลเมืองจูหลิง ไม่ได้มาถึงครอบครัวและชุมชน จากการที่ผู้เขียนบทความได้
ไปสัมภาษณ์บิดาของครูจูหลิง และคนในชุมชนก็ไม่ทราบว่ามีภาพยนตร์เรื่องนี้เกิดขึ้น

ผู้เขียนจึงได้ติดต่อไปยังผู้สร้างภาพยนตร์สารคดีเรื่องพลเมืองจูหลิง เพื่อนำ
ภาพยนตร์เรื่องนี้มาให้ครอบครัว เพื่อใช้ในการรำลึกถึงครูจูหลิง เมื่อปี พ.ศ. 2555 แต่
เนื่องด้วยภาพยนตร์สารคดีนี้มีความยาวมาก และยากต่อการรับรู้ของชุมชน จึงมีเสียง
สะท้อนมาว่าดูไม่เข้าใจ ทำให้ภาพยนตร์สารคดีเรื่องนี้ ไม่ได้ถูกฉายในกิจกรรมรำลึกถึง
ครูจูหลิงอีกเลย ถึงแม้ว่าสถาบันการศึกษาในจังหวัดเชียงรายได้นำภาพยนตร์เรื่องนี้มา
ฉายเมื่อต้นปี พ.ศ. 2556 ก็มีผู้สนใจชมภาพยนตร์เรื่องนี้ไม่ถึง 10 คน[8]

ชีวิตหลังความตายของครูจูหลิงกับความทรงจำที่ถูกคัดสรร
เราเลือกที่จะจำและเลือกที่จะลืมอดีต
เพื่อปลดปล่อยให้มนุษย์พ้นจากพันธนาการของความทรงจำ

ชีวิตหลังความตายของครูจูหลิงในพื้นที่จังหวัดเชียงราย จึงมีแค่การจัดงาน
รำลึกถึงครูจูหลิงในวันที่ 8 มกราคมของทุกปี และมีการจัดสร้างหอศิลป์ครูจูหลิง ปงกัน

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[7] พลเมืองจูหลิง ออกฉายทั้งในเทศกาลภาพยนตร์นานาชาติกรุงเทพฯ, เทศกาลภาพยนตร์
เมืองเบอร์ลิน และเทศกาลภาพยนตร์เมืองโตรอนโต

[8] โครงการจัดตั้งพิพิธภัณฑ์อารยธรรมลุ่มน้ำโขง มหาวิทยาลัยแม่ฟ้าหลวงจัดกิจกรรม "ผ่อ
หนังฟัง เพิ่นเล่า" ระหว่างวันที่ 21-24 ม.ค. 2556

มูล ขึ้นในโรงเรียนอนุบาลบ้านเกิด ภาพหอศิลป์ของครูจูหลิง ไม่ได้เป็นหอศิลป์ในขนบ
จารีตของห้องแสดงภาพแต่อย่างใด แต่กลายเป็นการสร้างสถานที่เพื่อการรำลึกถึงครู
จูหลิง มีรูปปั้นเหมือนครูจูหลิงซึ่งถูกยกย่องให้เป็นที่เคารพสักการะเสมือนสิ่งศักดิ์สิทธิ์
เหนือธรรมชาติ มีการเก็บรวบรวมข้าวของต่างๆ จากงานพระราชทานเพลิงศพ จัดแสดง
อุปกรณ์การทำงานศิลปะของครูจูหลิง และมีโต๊ะหมู่บูชาอยู่ภายในด้วย

      แต่ด้วยความเข้มแข็งของกลุ่มศิลปินเชียงราย ในปี พ.ศ. 2556 ที่ผ่านมา ได้มี
การประสานงานจากชุมชนและหน่วยงานราชการในการจัดกิจกรรมรำลึกครูจูหลิง โดย
มีกลุ่มศิลปินชาวเชียงรายราว 50 คน นำโดย อ.เฉลิมชัย โฆษิตพิพัฒน์ ได้จัดกิจกรรม
ภาพวาดแสดงผลงานของครูจูหลิง นับว่าเป็นจุดเริ่มต้นของการเกิดใหม่ของครูจูหลิง
ในฐานะส่วนหนึ่งของความเคลื่อนไหวในแวดวงศิลปะของจังหวัดเชียงรายอีกครั้งหนึ่ง

      ชีวิตหลังความตายของครูจูหลิงนั้น มีความพยายามที่จะสร้างความทรงจำ
เกี่ยวกับครูหลากหลายรูปแบบ ในช่วงแรกนั้นเป็นการสร้างให้กลายเป็นสัญลักษณ์การ
ต่อสู้ของกลุ่มคนที่ได้รับผลกระทบจากปัญหาชายแดนภาคใต้ อีกส่วนหนึ่งก็เป็น
สัญลักษณ์ของสันติภาพ แต่สุดท้ายนั้นการให้อภัยของครอบครัวครูจูหลิงให้กับทุกคน
นั้นทำให้ครูจูหลิงถูกเลือกที่จะได้รับ "การสร้างความทรงจำในรูปแบบที่ถูกคัดสรรแล้ว"
ว่าเหมาะสมจากผู้ที่ยังคงอยู่ เพื่อที่จะล้มสิ่งที่โหดร้ายให้กลายเป็นสิ่งที่สวยงาม ปิดบัง
ความรู้สึกถึงบาปจากโครงสร้างสังคมที่ทำให้จูหลิงได้รับชะตากรรมนั้น เป็นการคัดสรร
เพื่อสร้างความทรงจำร่วมระหว่างครอบครัว รัฐ และสังคม ครูจูหลิงได้กลายเป็นส่วน
หนึ่งของ "กระบวนการเคลื่อนไหวทางสังคมของศิลปินเชียงราย"

รากเหง้าของโครงสร้างความขัดแย้ง

      การเกิดขึ้นของรัฐประชาชาติในยุคสมัยใหม่ ตั้งแต่การล่าอาณานิคมของ
ชาติตะวันตก ผ่านการจัดสรรทรัพยากรที่แน่นอน ชัดเจน เป็นส่วนหนึ่งของการเกิดขึ้น
ของรัฐแบบตะวันตกในภูมิภาคเอเชียตะวันออกเฉียงใต้ ความต้องการทรัพยากร และ
แรงงานเหนือพื้นที่ต่างๆ นั้น เกิดจากการปฏิวัติอุตสาหกรรมและแนวคิดเรื่อง ภารกิจ

ของคนขาวที่จะมาปลดปล่อยคนนอกศาสนาใหม่ความเป็นอยู่ที่ดีขึ้น ทั้งสองภารกิจนั้น สร้างพื้นที่การทำงานและการแบ่งปันผลประโยชน์ใหม่ความชัดเจนขึ้น ก่อให้เปิด ปัญหาการสร้างเขตแดนที่แบ่งแยกผู้คนและการผนวกรวมผู้คนที่แตกต่างเข้าด้วยกัน เรื่องทั้งหมดเหล่านี้ได้สร้างปัญหาสืบเนื่องมาจนถึงปัจจุบัน

การสร้างรัฐชาติที่ผนวกรวมกลุ่มผู้คนต่างๆ เข้าไว้ด้วยกัน มีสองแนวทางที่จะ ดำเนินการคือ การสร้างรัฐที่เป็นพหุวัฒนธรรม หรือพหุชาติพันธุ์อย่างทดเทียมกันใน เรื่องการจัดสรรผลประโยชน์ และการมีส่วนร่วมทางการเมืองที่แต่ละชาติพันธุ์สามารถ แสดงความแตกต่างได้อย่างเท่าเทียมกัน

รัฐประชาชาติอีกลักษณะหนึ่งก็คือ การกลืนกลายและผนวกรวมผู้คนที่มี ความแตกต่างทางชาติพันธุ์ วัฒนธรรม และศาสนา เข้าร่วมเป็นหนึ่งเดียวด้วยการ สร้างสัญลักษณ์ พิธีกรรม อุดมการณ์ และวัฒนธรรมขึ้นมาใหม่ ซึ่งประเทศไทยได้ใช้ แนวทางที่สองในการดำเนินการรัฐประชาชาติ ด้วยการสร้างลำดับชั้นการผนวกรวม และความเป็นอื่นให้กับคนที่แตกต่าง เพื่อการจัดสรรผลประโยชน์และการมีส่วนรวม ทางการเมืองมาโดยตลอด รวมทั้งมีความคิดว่าการกลืนกลายของกลุ่มคนที่รัฐไทย ประสบความสำเร็จมากที่สุด หลัง พ.ศ. 2475 คือการกลืนกลายกลุ่มคนจนให้กลาย เป็นไทยได้อย่างไร้ความขัดแย้ง (สกินเนอร์, 2549) ซึ่งเป็นความเชื่อทางวิชาการที่ ปัจจุบันมีงานวิจัยที่ตั้งข้อสงสัยในเรื่องเหล่านี้จำนวนมาก การกลืนกลายแบบนี้เอง ทำ ให้ปัญหาความแตกต่างไม่สอดคล้องกับแนวคิดการมีส่วนร่วมทางการเมืองในระบอบ ประชาธิปไตยที่ประเทศไทยใช้ในการปกครองประเทศอยู่ทุกวันนี้ (พรชย ตระกูลวรา นนท์, 2545)

กระบวนการปฏิรูปศาสนากับประเด็นความขัดแย้งใหม่

หลังยุคสงครามเย็นสิ้นสุดลง อุดมการณ์ทางการเมืองที่ก่อให้เกิดความ ขัดแย้งภายใต้การจัดระเบียบโลกแบบเก่าได้หมดสิ้นไป กระบวนการประชาธิปไตย แบบทุนนิยมเสรีได้ก่อตัวขึ้นอย่างกว้างขวาง ก่อให้เกิดการจัดระเบียบโลกใหม่ที่

พยายามสร้างมาตรฐานของการอยู่ร่วมกัน เช่น ฉันทามติวอชิงตัน[9] และรวมถึงงาน
วิชาการต่างๆ ได้กล่าวถึงความสำเร็จและภัยคุกคามของโลกสมัยใหม่ หนึ่งในภัย
คุกคามและปัญหาความขัดแย้งเกิดจากวัฒนธรรม ชาติพันธุ์ และศาสนา ซึ่งเราจะเห็น
ได้จากการก่อการร้ายที่เกิดขึ้นต่างๆ ทั่วโลก มักจะถูกแอบอ้างบนพื้นฐานเรื่องความ
แตกต่างทางชาติพันธุ์ และศาสนาเสมอ

กระบวนการปฏิรูปศาสนาที่เกิดขึ้นในทุกศาสนาอย่างแพร่หลาย ทั้งพุทธ
คริสต์ อิสลาม ฮินดู ได้เกิดการทบทวนถึงความจริงแท้แน่นอน และความบริสุทธิ์ของ
หลักธรรมคำสอนของแต่ละศาสนา

ในส่วนของ 3 จังหวัดชายแดนภาคใต้ ขบวนการปฏิรูปอิสลามได้เข้ามาสร้าง
แนวคิดเรื่องมุสลิมที่เป็นหนึ่งเดียวใน 3 จังหวัดชายแดนภาคใต้ของไทยอย่างต่อเนื่อง
ก่อให้เกิดการทบทวน หักล้างความเป็นอิสลามแบบท้องถิ่น สร้างแนวคิด ปฏิบัติของ
การเป็นมุสลิมที่ดีให้เป็นหนึ่งเดียวกันทั่วโลก กระบวนการเหล่านี้ได้เกิดขึ้นและมีขอ
ถกเถียงกันอย่างยาวนาน จนกลายเป็นการปฏิรูปศาสนาที่ประสบความสำเร็จ และได้
แพร่กระจายออกไปทั่วประเทศไทย แม้กระทั้งชาวมุสลิมยูนนานที่อยู่ในภาคเหนือของ
ประเทศไทย ก็ยังได้รับผลกระทบจากกระบวนการเหล่านั้น ถึงแม้ว่าชาวมุสลิมยูนนาน
มีความเชื่อเรื่องสายเลือดอิสลามบริสุทธิ์ที่สืบทอดมาจากวัฒนธรรมเปอร์เซียอย่าง
ยาวนานก็ตาม โดยให้ความเห็นว่ามุสลิมในประเทศไทย ที่อยู่ภาคใต้เป็นคนพื้นถิ่นนอก
ศาสนาแต่เดิม เพิ่งเข้ามารับศาสนาเมื่อไม่นานมานี้เอง

แต่อย่างไรก็ตามการปฏิรูปศาสนาของอิสลาม ทำให้แนวคิดเรื่องมุสลิมเป็น
หนึ่งเดียวกันได้ก่อร่างสร้างตัวอย่างเข้มแข็งในกลุ่มมุสลิมยูนนานในภาคเหนือเช่นกัน

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[9] Washington Consensus ฉันทามติวอชิงตัน เป็นคำกล่าวที่ถูกบัญญัติโดย John
Williamson นักเศรษฐศาสตร์แห่งสถาบันเพื่อการเศรษฐศาสตร์ระหว่างประเทศ (The Institute for
International Economics) เมื่อปี ค.ศ. 1989

ผลกระทบเรื่องนี้ได้ก่อให้เกิดความขัดแย้งต่อวัตรปฏิบัติทางศาสนาของมุสลิม ยูนนาน อย่างเนื่อง (พลวัฒ ประพัฒน์ทอง, 2553, หน้า 120-126)

จากการติดตามปัญหาความขัดแย้งที่เกิดขึ้นใน 3 จังหวัดชายแดน ภาคใต้[10] พบว่ามีการอ้างถึงโครงสร้างของอำนาจรัฐส่วนกลางที่เข้ามาจัดการพื้นที่ โดยไม่คำนึงถึงความแตกต่างทางศาสนาเป็นประเด็นสำคัญในการถกเถียงอยู่เสมอ และมักจะผนวกรวมการกล่าวถึงประวัติศาสตร์ อาณาจักรปัตตานีที่เคยเป็นเอกราช มาก่อนที่จะถูกผนวกรวมกับสยามในยุคล่าอาณานิคม เมื่อประเด็นความขัดแย้งเข้า สู่การถกเถียงหรือแลกเปลี่ยนเรียนรู้ มักจะจบลงด้วยการถกเถียงเรื่องคำสอนทาง ศาสนาเสมอโดยการอ้างถึงหลักคำสอนของศาสดาที่กล่าวถึงวิธีการปกป้องศาสนา อิสลามทำให้ชีวิตมนุษย์ไม่มีความสำคัญมากเท่ากับการปกป้องศาสนา

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[10] ดังจะเห็นจากสถิติของสถานการณ์รุนแรงที่ "ศูนย์ข่าวภาคใต้ สำนักข่าวอิศรา" รวบรวมเอาไว้ดังนี้

1. เหตุรุนแรงทุกประเภท ปี 2547-1,154 เหตุการณ์ปี 2548-2,078 เหตุการณ์ปี 2549-1,934 เหตุการณ์ปี 2550-2,475 เหตุการณ์ปี 2551-1,370 เหตุการณ์ปี 2552-1,348 เหตุการณ์ปี 2553-1,165 เหตุการณ์ปี 2554-1,085 เหตุการณ์ปี 2555-1,450 เหตุการณ์รวม-14,059 เหตุการณ์

2. เหตุรุนแรงเฉพาะเหตุความมั่นคงปี 2547-599 เหตุการณ์ปี 2548-1,005 เหตุการณ์ปี 2549-1,248 เหตุการณ์ปี 2550-1,670 เหตุการณ์ปี 2551-765 เหตุการณ์ปี 2552-757 เหตุการณ์ปี 2553-652 เหตุการณ์ปี 2554-675 เหตุการณ์ปี 2555-532 เหตุการณ์รวม-7,903 เหตุการณ์

3. ประเภทของเหตุรุนแรง 9 ปี ไฟใต้ยิง 7,014 ครั้ง, ระเบิด 2,480 ครั้ง, วางเพลิง 1,513 ครั้ง, ฆ่าทารุณ 92 ครั้ง, ปล้นอาวุธ 171 ครั้ง, ประท้วง 65 ครั้ง, ทำร้าย 301 ครั้ง, ก่อกวน 2,197 ครั้ง, ปะทะ 219 ครั้ง, อื่นๆ 7 ครั้ง รวม 14,059 ครั้ง

4. ความสูญเสียเฉพาะจากเหตุความมั่นคง 7,903 เหตุการณ์ เสียชีวิต 3,380 ราย แยก เป็น ตำรวจ 278 นาย, ทหาร 372 นาย, ประชาชนทั่วไป 2,316 ราย, พระ 7 รูป, บุคลากร การศึกษา 157 ราย, คนร้าย 250 คน, บาดเจ็บ 8,388 ราย แยกเป็น ตำรวจ 1,279 นาย, ทหาร 1,961 นาย, ประชาชนทั่วไป 4,948, พระ 23 รูป, บุคลากร การศึกษา 147 ราย, คนร้าย 30 คน

ถึงแม้ว่าจะมีการถกเถียงกันระหว่างชาวพุทธกับมุสลิมในพื้นที่ต่างๆ เช่น ในสื่อสังคมออนไลน์[11] มักจะจบด้วยการที่ชาวมุสลิมกล่าวถึงพุทธศาสนาที่พุทธศาสนิกไทยกล่าวถึงไม่ใช่พุทธที่จริง ทำให้เห็นว่าการถกเถียงเรื่องศาสนาของกลุ่มคนมุสลิมที่เชื่อมั่นในเรื่องพื้นที่ 3 จังหวัดชายแดนภาคใต้ ได้รับการฝึกฝนมาอย่างดี และกลุ่มมุสลิมเหล่านี้มีความรู้เรื่องศาสนาอื่นด้วยซึ่งเป็นจุดแข็งของการปฏิรูปศาสนาใน 3 จังหวัดชายแดนภาคใต้ อย่างเห็นได้ชัด ถึงแม้ว่าจะมีคนมุสลิมที่เข้ามาโต้แย้งจะมีเหตุผลดีอย่างไรก็ตาม แต่มักจะจบลงด้วยการถูกขับออกจากกลุ่มการถกเถียงเสมอ

พลเมืองจูหลิง ในฐานะเหยื่อของพลเมืองอาเซียน

ผลของการสร้าง "คนอื่นในแดนตน"[12] ที่สืบเนื่องมายาวนานของรัฐไทย และกระบวนการนี้ก็ถูกสร้างขึ้นในหลายๆ ประเทศในเอเชียตะวันออกเฉียงใต้ ก่อให้เกิดสิ่งที่เรียกว่าค่านิยมแบบคลั่งชาติ โดยใช้ชาติพันธุ์เป็นตัวกำกับ เช่น ในประเทศพม่าที่รัฐต่างๆ แบ่งโดยใช้ เกณฑ์ของชาติพันธุ์ ในลาวเองถึงแม้จะมีการแบ่งกลุ่มคนตามความสูงของพื้นที่ แต่ก็ยังปรากฏชื่อกลุ่มชาติพันธุ์ต่างๆ ในการจัดสรรผลประโยชน์อยู่ ในมาเลเซียก็มีนโยบายเรื่องภูมิบุตรา โดยให้ความสำคัญกับคนเชื้อสายมาเลย์มากกว่าเชื้อสายอื่นๆ และกรณีคนจีนในอินโดนีเซียกับความขัดแย้งทางศาสนาที่ทำให้เกิดการแยกประเทศติมอร์เลสเต้ขึ้นใหม่ การประกาศสาธารณรัฐอิสลามของบรูไนดารุสซาลาม ก็เอารัฐชาติไปผูกพันกับศาสนา เป็นต้น ดังนั้นกรณีของจูหลิง ปงกันมูล จึงเป็นเหยื่อในกระบวนดังกล่าวที่รัฐไทยใช้ในการกลืนกลาย

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[11] กลุ่มติดตามชายแดนใต้ ttps://www.facebook.com/groups/209411865746016/

[12] ธงชัย วินิจกุลได้ เขียนเรื่อง "The Others Within: Travel and Proto-Ethnography in Siam 1880-1920," in Civility and Savagery: the Differentiation of Peoples Within the Tai Speaking Polities, ed. Andrew Turton (forthcoming); แสดงถึงแนวคิดการสร้างลำดับชั้นในกลุ่มคนที่อยู่ภายใต้อำนาจของรัฐ

กลุ่มชาติพันธุ์และศาสนาที่แตกต่างในฐานะกลไกการสร้างอุดมการณ์รัฐชาติที่เข้มแข็งที่สุดผ่านการศึกษาระบบโรงเรียนของรัฐบาลไทย ซึ่งไม่สอดคล้องกับวิถีศาสนาอิสลามของ 3 จังหวัดชายแดนภาคใต้

ในภาพยนตร์เรื่องพลเมืองจูหลิง แสดงให้เห็นถึงความขัดแย้งระหว่างรัฐที่พยายามกลืนกลายกลุ่มชาติพันธุ์ต่างๆ เช่น กรณีกลุ่มอาข่าที่เคยถูกเคลื่อนย้าย และปรับเปลี่ยนวิถีชีวิตให้กลายเป็นส่วนหนึ่งของพลเมืองรัฐไทยก็มีปรากฏอยู่ ทำให้เห็นว่าปรากฏการณ์นี้มิได้เกิดขึ้นเฉพาะในภาคใต้เท่านั้น ผลของการกระทำที่เกิดขึ้นกับจูหลิงทำให้เห็นถึงความแตกต่างเรื่องการอธิบายความรุนแรงจากมุมมองทางศาสนาในส่วนของครอบครัวจูหลิง ภาพยนตร์ชี้ให้เห็นถึงการให้อภัยและการอโหสิกรรมต่อการกระทำของผู้คนที่ทำร้ายครูจูหลิง ทำให้เห็นถึงมุมมองทางศาสนาว่าสามารถทำให้เกิดสันติสุขได้ ขึ้นอยู่กับเหยื่อและผู้เกี่ยวข้องจะเลือกใช้

ในตอนท้ายของเรื่องพลเมืองจูหลิง ที่นำเสนอเรื่องการปฏิวัติ ในวันที่ 19 กันยายน พ.ศ. 2549 ก็เกิดขึ้นจากความขัดแย้งของกลุ่มคนที่มีความคิดเห็นแตกต่างกันทางผลประโยชน์หลายๆ กลุ่ม สร้างปมปัญหาซึ่งกันและกันโดยไม่เลือกหนทางสันติภาพในระบอบประชาธิปไตยเข้ามาจัดการ จากกรณีพลเมืองจูหลิง การปฏิวัติและความขัดแย้งทางศาสนายังส่งผลสืบเนื่องระหว่างพลเมืองไทยอย่างต่อเนื่อง ซึ่งความเป็นเหยื่อเชิงโครงสร้างเกิดขึ้นโดยทั่วไปกับพลเมืองอาเซียนที่กำลังก่อตัวเป็นประชาคม ผ่านเสาหลักด้านสังคม การเมือง และเศรษฐกิจ ที่เป็นภาพอันสวยหรูโดยเสาหลักเหล่านั้นปักลงบนกองปัญหาที่ซ่อนไว้รอวันปะทุขึ้นมาอยู่ตลอดเวลา

พหุชาติพันธุ์: สิ่งที่ภาพยนตร์ไม่ได้พูดถึง

ภาพยนตร์เรื่องพลเมืองจูหลิง เป็นภาพยนตร์ที่เก็บรวบรวมข้อมูลเหตุการณ์แวดล้อมของกรณี ความขัดแย้งใน 3 จังหวัดชายแดนภาคใต้ที่เกิดขึ้นกับครูจูหลิง ปงกันมูล ชาวจังหวัดเชียงราย แต่มีสิ่งที่ภาพยนตร์ พยายามจะบอกแต่ไม่ปรากฏอยู่ในเนื้อหาคือการอยู่ร่วมกันโดยเคารพความแตกต่างทางศาสนา ชาติพันธุ์

และความคิดเห็นทางการเมืองได้อย่างไร แนวคิดเรื่องพหุชาติพันธุ์ควรปรากฏอยู่ใน
การเกิดขึ้นของประชาคมอาเซียน แต่กลับมองข้ามความสำคัญของประเด็นดังกล่าว
ถึงแม้ว่าเสาหลักของสังคมวัฒนธรรมก็ย้ำที่จะพูดถึงการพิทักษ์รักษามรดกทาง
วัฒนธรรมและเอกลักษณ์ทางวัฒนธรรม ซึ่งสิ่งเหล่านั้นยิ่งก่อให้เกิดความขัดแย้ง
รุนแรงขึ้นไปอีก เช่น กรณีของปราสาทเขาพระวิหารระหว่างไทยกับกัมพูชา กรณี
เพลงลาวดวงเดือนระหว่างไทยกับลาว และกรณีความขัดแย้งเรื่องเครื่องดนตรี และ
ท่ารำระหว่างมาเลเซียกับอินโดนีเซีย (พิพัฒน์ พงศ์มาศิริ, 2555, หน้า 59-76) ความ
ขัดแย้งเหล่านั้นทวี ความรุนแรงอย่างต่อเนื่อง ดังนั้นนโยบายพหุชาติพันธุ์ และพหุ
วัฒนธรรมเพื่อที่จะนำไปสู่ความเป็นหนึ่งเดียวของพลเมืองอาเซียน เพื่อการจัดการ
วัฒนธรรมร่วมกัน โดยให้ความหมายของวัฒนธรรมว่าสามารถเคลื่อนย้ายถ่ายโอน
ร่วมกันได้ โดยที่เส้นเขตแดนไม่มีความสำคัญอีกต่อไป รัฐชาติต่างๆ ในอาเซียนก็จะ
ลดบทบาทในประเด็นศิลปวัฒนธรรม ชาติพันธุ์ และศาสนาลง ปล่อยให้ประเด็น
เหล่านั้นเป็นอิสระเหมือนเช่นที่เคยเกิดขึ้นก่อนที่จะมีรัฐประชาชาติ และปล่อยให้
ประเด็นเหล่านี้กลายเป็นประเด็นสาธารณะสำหรับพลเมืองอาเซียนที่จะมีสิทธิ
ครอบครองและใช้ประโยชน์ร่วมกัน โดยไม่มีรัฐชาติครอบครองและสร้าง
ผลประโยชน์แต่เพียงรัฐชาติเดียว รัฐจะทำอย่างไรเมื่อการกลืนกลาย (Assimilation)
กลุ่มคนต่างๆ ให้เป็นพลเมืองไม่สำเร็จเนื่องจากความขัดแย้งที่เกิดจาก State
Religion ความขัดแย้งจะก่อตัวขึ้นจากการล้อเลียนจนขยายผลเป็นการฆ่าล้าง
เผ่าพันธุ์เหยื่อเชิงโครงสร้างที่ชื่อ "พลเมืองจูหลิงในภายนตร์" ขอสิทธิในความเป็น
พลเมืองที่แตกต่าง ขอให้เคารพมนุษย์ในฐานะที่เป็นมนุษย์ที่ถูกสร้างความทรงจำ
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ห้องเรียนไร้กระดานดำ

ปัญญา เล็กวิไล[1]

"พลี้ส สะแตน อัพ...กูสสสส ม้อนิ่ง ที้ เช่อ"

"กุ๊ด ม้อนิ่ง. พลี้ส ซิท ดาวน์"

"แซ้ง กิ่ว ที่เช่อออออออ..."

เสียงนักเรียนราว 20 คน ดังสนั่นขึ้นอย่างพร้อมเพรียง เมื่อชั้นเรียนวิชา
ภาษาอังกฤษเริ่มต้นขึ้นพร้อมกับครูภาษาอังกฤษคนใหม่ของพวกเขายืนอยู่หน้าชั้น
หลังจากครูอนุญาตให้นั่งลงแล้ว ทุกคนก็หยิบสมุดและกล่องดินสอขึ้นมาวางหราอยู่บน
โต๊ะเรียนทั้งๆ ที่ยังไม่รู้ว่าครูคนใหม่นี้จะให้เขียนอะไร

ผมมองนักเรียนของผมด้วยใบหน้ายิ้มแย้ม เป็นการเริ่มสร้างความคุ้นเคย
เมื่อแรกพบกัน นักเรียนชน ม. 2 แห่งโรงเรียนบ้านเกาะอาดัง ซึ่งเป็นโรงเรียนแห่งเดียว
บนเกาะหลีเป๊ะ จังหวัดสตูล (เกาะหลีเป๊ะ เป็นหนึ่งในหมู่เกาะอาดัง-ราวี แต่โรงเรียน
กลับไม่ตั้งชื่อตามเกาะที่เป็นที่ตั้ง สิ่งนี้ยังเป็นปริศนาต่อผมเองกระทั้งทุกวันนี้)
ประสบการณ์การสอนภาษาอังกฤษครั้งแรกของผมเกิดขึ้นที่นี่ แต่บรรยากาศเมื่อก้าว
เข้ามาในห้องเรียนตั้งแต่วินาทีแรกนั้นชวนให้นึกถึงตัวเองสมัยเรียนอยู่ชั้นประถมฯ การ
ที่มีหัวหน้าชั้นลุกขึ้นยืน แล้วกล่าวให้สมาชิกในชั้นเรียนลุกขึ้นกล่าวเคารพครูไม่เว้นแม้
แต่วิชาภาษาอังกฤษ เป็นธรรมเนียมโบราณที่ยังไม่เปลี่ยนแปลงมาจนถึงบัดนี้

ผมเดินทางไปๆ มาๆ ที่เกาะหลีเป๊ะ จังหวัดสตูล ติดต่อกันเป็นปีที่สามแล้ว
สองปีแรกนั้น มาทำงานเป็นล่ามภาษาอังกฤษให้กับองค์กรไม่หวังผลประโยชน์จาก
ประเทศอิตาลี พวกเขาเรียกตัวเองว่า GEA Onlus องค์กรนี้ประกอบไปด้วย Professor

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[1] อาจารย์ประจำสำนักวิชาศิลปศาสตร์ มหาวิทยาลัยแม่ฟ้าหลวง

และนักศึกษาอาสาสมัครราวๆ 7-8 คน (ที่พูดภาษาอังกฤษได้) จากมหาวิทยาลัยปาดัว มาจัดโครงการพัฒนาคุณภาพชีวิตชาวอูรักลาโว้ย ซึ่งเป็นชาวพื้นเมืองของเกาะแห่งนี้

แม้จะเริ่มต้นจากการเป็นล่าม แต่เมื่อผ่านการทดลองงานมาได้สองปี Professor คัมเพริโอ เจ้านายของผมลงความเห็นว่าผมยังไม่สติแตกจากการทำงาน (เยี่ยงทาส) ดังนั้น เมื่อถึงสัญญาปีที่สาม เจ้านายจึงเลื่อนขั้นให้เป็นผู้อำนวยการของ GEA Onlus ประจำประเทศไทย ซึ่ง (รวมตัวผมเองแล้ว) มีสมาชิก 1 คนถ้วน ตำแหน่ง นี้ควบการเป็นครูอาสาสมัครภาษาอังกฤษให้แก่ชุมชนไปด้วย หมายความว่าผมเอง ต้องเดินทางไปเกาะหลีเป๊ะในช่วงที่เป็นฤดูมรสุม ซึ่งการเดินทางจากฝั่งและความ เป็นอยู่บนเกาะในช่วงนั้นอัตคัดขัดสนยิ่งนัก

แต่ตลอดช่วงเวลาสามปีที่ต้องทำงานกับชุมชนชาวอูรักลาโว้ย ณ เกาะหลีเป๊ะ นับว่าเป็นการเรียนต่อหลักสูตรพิเศษ ซึ่งมหาบัณฑิตหมาดๆ อย่างผมไม่เคยมีโอกาสได้ เรียนรู้ในรั้วมหาวิทยาลัย ปีสุดท้ายที่ทำงานที่นั้น แม้ว่าจะทำให้ฐานะครูสอน ภาษาอังกฤษ แต่ผมเองกลับรู้สึกว่านักเรียนชาวอูรักลาโว้ยต่างหากที่สอนอะไรหลาย อย่างให้แก่ผม

โรงเรียนบ้านเกาะอาดัง ไม่เคยมีครูสอนภาษาอังกฤษอยู่ประจำ แต่ก็ เช่นเดียวกับหลักสูตรในโรงเรียนรัฐทั่วไป ที่บังคับให้นักเรียนต้องเรียนภาษาอังกฤษ แต่ นอกเหนือจากความสำคัญของภาษาอังกฤษในฐานะหนึ่งในวิชาบังคับตามหลักสูตร แล้ว การพัฒนาธุรกิจการท่องเที่ยวในเกาะหลีเป๊ะทำให้ภาษาอังกฤษมีความจำเป็นต่อ คนท้องถิ่นมากขึ้น โดยเฉพาะเด็กนักเรียนบางคนที่ต้องช่วยครอบครัวบริหารกิจการ ร้านอาหารและรีสอร์ท ทว่าจำนวนครูสอนภาษาอังกฤษในจังหวัดสตูลค่อนข้างจะมี น้อย และโรงเรียนแห่งนี้กำลังขาดแคลน บางปีการศึกษานักเรียนไม่ได้เรียน ภาษาอังกฤษเลยตลอดทั้งเทอม และเนื่องจากเกาะหลีเป๊ะมีนักท่องเที่ยวต่างชาติมา ท่องเที่ยวอยู่เนืองๆ ทางโรงเรียนจึงได้ครูภาษาอังกฤษบ้าง แต่นักท่องเที่ยวพวกนี้ก็มาๆ ไปๆ และไม่ได้ทำให้การสอนภาษาอังกฤษมีความต่อเนื่องเท่าไรนัก

GEA Onlus จึงบริจาคล่ามของตัวเองให้มาเป็นครูอาสาสมัครให้แก่ทาง
โรงเรียนด้วยประการฉะนี้

การสอนภาษาอังกฤษที่นี่ไม่ง่ายนัก ชาวอูรักลาโว้ยนั้น แม้จะพูดภาษาไทย
แต่ภาษาไทยนั้นเป็นภาษาที่สอง ส่วนภาษาแม่ของพวกเขาคือ ภาษามาโว้ย ภาษาซึ่ง
วิวัฒนาการมาจากบาฮาซา มาเลย์ ถิ่นฐานเดิมที่พวกเขาจากมา การรอนแรมอยู่กลาง
ท้องทะเลระหว่างอพยพมาแถบชายฝั่งอันดามันของประเทศไทย พวกเขาจึงเรียกตัวเอง
ว่า Urak Lawoi หรือคนทะเล หรือ ชาวเล (Orang ภาษามาเลยแปลว่า คน, Laut
แปลว่า ทะเล) การสอนภาษาอังกฤษส่วนใหญ่ใช้ภาษาไทยเป็นสื่อกลางในการสอน
และผมก็พบว่านักเรียนบางคนไม่สันทัดภาษาไทยนัก

อย่างไรก็ตาม รูปภาพคือสื่อการสอนที่มีประสิทธิภาพที่สุด เพราะเป็นสากล
ไม่ต้องกังวลกับอุปสรรคด้านภาษา เด็กๆ หลายคนที่นี่ก็เป็นศิลปินตัวฉกาจ ผมรู้แจ้ง
เรื่องนี้เมื่อตอนที่สังเกตว่านักเรียนบางคนในชั้นไม่ตั้งใจฟัง แต่แอบวาดรูปอยู่หลังห้อง
คุณครูจึงพลิกวิกฤตให้เป็นโอกาส จับนักวาดเขียนเหล่านั้นมาวาดรูปบนกระดาน วัน
นั้นพ่อศิลปินเขาวาดรูปเรือหางยาว ยานพาหนะสำคัญของชาวอูรักลาโว้ย ผมให้เขา
วาดรูปลอบดักปลาเพิ่มบนกระดานด้วย พวกเราจึงเรียนภาษาอังกฤษหัวข้อวิธีการจับ
ปลา และพาหนะในการจับปลาของชาวเล ไม่นานวิธีการสอนโดยใช้ภาพวาดก็เริ่ม
พัฒนาเป็นตำราเรียน ผมรวบรวมศิลปินดาวเด่นของแต่ละชั้น และรวมตัวผมเองด้วย
(ผมชอบวาดรูปมาแต่ไหนแต่ไร) มาช่วยกันวาดรูปทำเป็น Picture Dictionary ฉบับ
เกาะหลีเป๊ะ

ผมขออนุญาตครูใหญ่พานักเรียนออกไปตะเวนเรียนภาษาอังกฤษตาม
สถานที่ต่างๆ บนเกาะเป็นครั้งคราว นักเรียนจะได้มีโอกาสวาดรูปสิ่งๆ ต่างๆ ที่เห็น
ภายในชุมชนของตนเอง คำศัพท์สำนวนภาษาอังกฤษที่สอนจึงได้มาจาก ประสบการณ์
จริง และอยู่ในบริบทที่นักเรียนจะได้ใช้จริง การแสดงบทบาทสมมติ (role play) จึงได้
ประโยชน์จากการนี้ด้วย นักเรียนบางคนมีครอบครัวที่ทำธุรกิจร้านอาหารและรีสอร์ท
ซึ่งบางครั้งเป็นสปอนเซอร์ให้ชั้นเรียนของเราใช้สถานที่จริงในการฝึกบทบาทสมมติ

ระหว่างนักท่องเที่ยวและบริกรเสิร์ฟอาหารเป็นภาษาอังกฤษในช่วงฤดูท่องเที่ยว เรายัง
ได้วิทยากรพิเศษที่เป็นเจ้าของภาษามาให้ความอนุเคราะห์เป็นคู่สนทนาให้ฟรีๆ

ห้องเรียนของเด็กเหล่านี้ไร้ซึ่งกระดานดำ ไร้ซึ่งผนังสี่ด้าน ไร้ซึ่งกรอบสี่เหลี่ยม
จำกัดขอบเขตการเรียนรู้

การเป็นอาสาสมัครสอนภาษาอังกฤษเป็นแค่ภาระงานหนึ่งที่ผมได้รับมอบ
หมายจาก GEA Onlus อีกภาระหนึ่งก็คือการเก็บข้อมูลวิถีชีวิตของชาวอูรักลาโว้ย เพื่อ
ใช้ประโยชน์ในโครงการพัฒนาสุขภาพและอนามัยของชุมชน

มีอยู่ครั้งหนึ่งที่ Professor คัมเพริโอ ลากผมให้ติดตามไปกับเรือหาปลาของ
ชาวประมงที่นี่ แก่ปลุกผมตั้งแต่เช้าตรู่ เพื่อจะได้ทันขึ้นเรือหางยาวไปหาปลากับพวก
เขา บนเรือนั้นมีคนเรืออีก 4 คน รวมผมกับคัมเพริโอเป็น 6 คน หนึ่งในบรรดาคนจับ
ปลานั้นก็คือ จ้อย เด็กชายธีระชัย หาญทะเล นักเรียนชั้น ม.3 ของผมเอง

"เดี๋ยวคุณจะได้เห็นภูมิปัญญาอันยิ่งใหญ่ของชาวอูรักลาโว้ยอีกไม่กี่อึดใจนี้
แล้ว" คัมเพริโอบอกผม เมื่อเรือออกจากเกาะมาได้ 30 นาที เรือชะลอความเร็วและหยุด
นิ่ง ลอยเท้งเต้งอยู่กลางผืนน้ำเวิ้งว้าง เป็นสัญญาณบอกว่าการจับปลาจะเริ่มขึ้นแล้ว

จ้อย ผู้ซึ่งสลัดชุดนักเรียนเป็นคนหาปลา ลุกขึ้นยืน ใส่หน้ากากซึ่งดัดแปลง
จากหน้ากากที่ใช้ในการดำน้ำลึก (scuba diving) พร้อมอุปกรณ์ที่ใช้หายใจ ซึ่งเป็น
สายยางยาวหลายเมตร ไม่ได้ต่อติดกับถังออกซิเจน แต่เป็นเครื่องเป่าลม (air com-
pressor) แบบเดียวกับที่ร้านซ่อมรถใช้เติมลมยาง สองมือถือถังพลาสติกเปล่า ๆ ไม่มี
ฝาปิดอีกใบหนึ่ง แล้วกระโดดลงน้ำไปอย่างนั้น

ผมมองดูขั้นตอนการจับปลาด้วยความสนเท่ห์ ไม่ทันที่จะถามอะไรกับเจ้า
นายผม คัมเพริโอก็ยื่นหน้ากาก snorkel ให้แล้วบอกให้ผมโดดลงน้ำ ติดตามเฝ้าดูการ
จับปลาด้วยตัวเอง

"ไอว้ายน้ำไม่แข็งนะ ยู" ผมบอกเสียงอ่อยๆ "ก็ฝึกเอาตอนนี้สิ ไม่ถึงกับตาย
หรอก ยู" เจ้านายตอบด้วยน้ำเสียงเป็นห่วงเป็นใยผมคว้าหน้ากากและกระโจนลงกลาง

ทะเลลึก โดยที่ไม่ได้ถามคัมเพริโอว่า GEA ทำประกันชีวิตให้ลูกจ้างด้วยหรือไม่ ผมว้าย
อยู่บนผิวน้ำไม่ห่างจากเรือนัก เพื่อดูกิจกรรมการจับปลาซึ่งอยู่ลึกลงไปอีกอย่างน้อย
ราวสิบเมตร

      ชาวประมงอูรักลาโว้ยไม่ใช้เบ็ด อวน หรือเทคโนโลยีมากมายในการจับปลา
อุปกรณ์หลักที่ใช้ในการจับปลาเรียกว่า ลอบ หรือไซ ลักษณะเป็นทรงกระบอก แต่เป็น
ครึ่งวงกลม เป็นใช้หวายและไม้ไผ่ทำเป็นโครงหลัก ใช้ลวดถักเป็นตาขายโดยรอบ
ด้านหน้าทำเป็นช่องเล็กๆ สำหรับให้ปลาว้ายเข้าไป แต่จะว้ายออกไม่ได้ เพราะจะติด
เดือยแหลมของลวด ชาวประมงจะวางลอบไว้ที่ความลึกราวๆ 13-15 เมตรจาก พื้นผิว
น้ำทะเลตามจุดต่างๆ ที่คาดว่ามีปลาชุกชุมทุกๆ 4-5 วัน ก็จะออกเรือไปชักลอบขึ้นมา

      การชักลอบขึ้นมานั้นไม่ได้ใช้กำลังคนทั้งหมด นั้นคือเหตุผลที่จ้อยถือถัง
พลาสติกลงไปด้วย เมื่ออยู่ใต้น้ำคนจับปลาจะเอาเชือกผูกลอบเข้ากับถังพลาสติก และ
เอาอุปกรณ์หายใจอัดอากาศใส่ถังจนทำให้ถังลอยขึ้นมาและฉุดเอาลอบขึ้นมา บนผิว
น้ำด้วย จากนั้นคนบนเรือจะช่วยยกลอบขึ้นมาบนเรือ เทปลาที่อยู่ในลอบออก ผ่านทาง
ช่องสี่เหลี่ยมเล็กๆ ทำไว้เหมือนประตูเปิดปิดได้ แล้วจึงทิ้งลอบเปล่าๆ ลง ทะเลตามเดิม
รอให้ปลามาติดกับต่อไป

      วันนั้น ผมดูเจ้าจ้อยดำผุดดำโผล่อยู่อย่างนั้นหลายรอบ ระหว่างที่เรือแล่นชัก
ลอบไปเรื่อยๆ จ้อยก็คอยให้ข้อมูลการจับปลาแก่ผม ดังที่กล่าวไว้ข้างต้น เมื่อลอบดัก
ปลาสุดท้ายของวันนั้นถูกดึงขึ้นมา จ้อยแบ่งปลาอวบอ้วนจำนวนหนึ่งให้ผมกับคัมเพริโอ

      "ปลาอินทรีย์ครับครู เอาไปทำบาร์บีคิว อร่อยดี ส่วนไอเก๋านี้ผมต้องไปให้เถ้า
แก่ครับ ตัวนึงหลายตังค์"

      เจ้าจ้อยว่า พลางบุ้ยใบ้ไปทางเจ้าปลาเก๋าตัวเขื่องที่แยกไว้ต่างหาก ทิ้งให้ผม
จ้องตาเป็นมันตลอดทางจนกระทั้งเรือกลับเข้าฝั่ง

      การไปกับเรือหาปลาครั้งแรกของผมวันนั้น ทำให้รู้สึกว่าทั้งผมและจ้อยต่าง ก็
เป็นเพื่อนร่วมชั้นในห้องเรียนที่ไร้ซึ่งกระดานดำ ไร้ซึ่งผนังสี่ด้าน ไร้ซึ่งตำราเรียน และไร้
ซึ่งกรอบสี่เหลี่ยมจำกัดขอบเขตการเรียนรู้