OFFICIAL PROCEEDINGS

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LANGUAGE, SOCIETY AND CULTURE
INTERNATIONAL CONFERENCE

Opportunities and Challenges in Research and Education
in the Asian Context and Beyond

MAY 6-7, 2022

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The Faculty of Humanities and Social Sciences
In collaboration with the College of Politics and Governance,
Mahasarakham University, Maha Sarakham, Thailand

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Proceeding of the 3rd Language, Society and Culture International Conference (LSCIC 2022)

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The Faculty of Humanities and Social Sciences
and the College of Politics and Governance
Mahasarakham University, Thailand

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Assoc. Prof. Dr. Prayook Srivilai
President of Mahasarakham University, THAILAND

It's a pleasure to welcome you all to Mahasarakham University's 3rd Language, Society, and Culture International Conference (LSCIC) under the theme "Opportunities and Challenges in Research and Education in the Asian Context and Beyond". Mahasarakham University-MSU is a university that ranks among the nation's top 10 universities with regard to educational quality and standard and is recognized as the top-ranking community-based university in the Northeastern region. One of our main objectives is "to provide educational services and academic development at all levels of society so as to consistently strengthen individuals' and organizations' sustainable potentials to create stability for effective self-reliance." We have done so, and we will continue to maintain and promote our vibrant academic communities.

I bid a very warm welcome to all the renowned speakers and delegates who took out their valuable time and joined us today to be a part of this conference. We are honored to have you all with us. I would also like to offer my regards to all the people who made this conference functional in such hard times. I hope that this international conference will be an excellent platform for networking, strengthening, and expanding future collaborations.

Once again, please allow me to convey my sincere appreciation to each and every amazing participant from around the world. I wish you a successful and fruitful conference.

Assoc. Prof. Dr. Prayook Srivilai

President of Mahasarakham University

THAILAND

Assoc. Prof. Dr. Nittaya Wannakit

Dean of the Faculty of Humanities and Social Sciences
Mahasarakham University

First and foremost, let me extend my sincere gratitude to all of you for being here with us today. The Faculty of Humanities and Social Sciences in collaboration with the College of Politics and Governance, Mahasarakham University, in conjunction with the educational partnerships, is extremely proud to be hosting the 3rd Language, Society and Culture International Conference (3rd LSCIC 2022). This international conference aims to provide an international platform for practitioners, academics, and researchers to discuss and share ideas in the areas of language, society, and culture in the Asian context, as well as to explore possible future research collaborations.

We are delighted to announce that this year we have almost 100 participants, including practitioners, academics, researchers, and research students coming from 10 countries around the globe. Your passions and academic excellence are the cornerstones of this event, which couldn't have been done without each and every one of you.

In our two-day international gathering, experts and participants will have the opportunities to share their useful viewpoints on language, society, as well as culture. We hope that this platform will be a bridge that connects not only academic interests but also stakeholders from diverse fields. Well, I do not wish to take much of your time. So, 1 hope you have a great time and make the most use of the two-day conference. Thank you very much for joining us, and welcome to Mahasarakham University.

Assoc. Prof. Dr. Nittaya Wannakit

Dean of the Faculty of Humanities and SocialSciences

Mahasarakham University, THAILAND

Asst. Prof. Dr. Theera Roungtheera
Editor

On behalf of the 3ʳᵈ Language, Society and Culture International Conference (LSCIC 2022), I am honored and proud to present the achievement of the 3ʳᵈ LSCIC 2022 Proceedings despite this COVID-19 pandemic. This abnormal situation results in deep impacts on people and their communities including research and education. However, it is also an opportunity and challenge for scholars all around the world to manage their research projects in this difficult situation. Therefore, the theme of this conference is set as "*Opportunities and Challenges in Research and Education in the Asian Context and Beyond*". The main objectives are not only to promote research in the area of humanities and social sciences but also to foster networking and collaboration between scholars from different institutions.

This year our conference is very special as it is co-hosted by the College of Politics and Governance and the ASEAN Language and Culture Centre, Mahasarakham University. There are 28 accepted papers from China, Indonesia, Laos, Cambodia, and Thailand, and they are classified into five different panels.

I would like to thank again to all authors and conference participants who contributed to this LSCIC. On behalf of the committee members, I hope you all stay safe and healthy and am looking forward to seeing you again at the 4ᵗʰ LSCIC next year.

Asst. Prof. Dr. Theera Roungtheera

Editor

Peter A. Jackson

Emeritus Professor, School of Culture, History and Language, ANU College of Asia and the Pacific, Australian National University, Australia

Keynote 1

CAPITALISM, RITUAL AND GENDER: GAY AND TRANSGENDER SPIRIT MEDIUMS IN THAILAND

Abstract

In the past, queer people in Southeast Asia were commonly regarded as being ill and the life stresses they experienced from social marginalisation often led them to seek solace and support from folk healing traditions such as spirit mediumship. In recent decades, however, there have been major transformations in Southeast Asian spirit mediumship. These forms of healing and divination have expanded dramatically across all social sectors. Queer people have also taken leading roles, not as patients but as respected specialists who have increasingly replaced traditional female healers in rituals of spiritual intercession. Spirit mediumship cults are an increasingly queer-friendly dimension of the religious field in mainland Southeast Asia, providing spaces of queer recognition and even privilege as the social standing of gay men and trans women is being enhanced by their acknowledged roles as specialists in ritual healing.

Peter A. Jackson

Australian National University, Australia

Will Baker

Associate Professor & Director of the Centre for Global Englishes, University of Southampton, United Kingdom

Keynote 2

GLOBAL ENGLISHES AND TRANSCULTURAL COMMUNICATION: NEW DIRECTIONS IN RESEARCH AND TEACHING

Abstract

The use of English as a global lingua franca across a diversity of settings and by a wide variety of users has been well-documented in Global Englishes research over the last 20 years. It is now recognised that the majority of English use is for intercultural communication among multilingual speakers of the language rather than Anglophone 'native speakers'. However, the full significance of this is only beginning to be understood. In particular, the decentring of the Anglophone world in our approaches to researching and teaching English is still regarded as controversial. In this presentation I will draw on examples of multilingual English interactions in relation to Asian settings, including Thailand, to illustrate why we need to rethink fundamental ideas about the connections between language, identity, community, and culture. I will argue that neither simplistic Anglophone monolingual native speaker models nor more recent intercultural communication frameworks are adequate for understanding the highly multilingual, multicultural, dynamic and variable communicative practices that are part of many of our everyday interactions. I will propose that we need to approach such communication as transcultural communication in which linguistic and cultural borders are transcended, transgressed and transformed. Finally, I will consider implications for research and language pedagogy suggesting that to account for this complexity we need holistic, transcultural, and transdisciplinary perspectives to understanding and teaching communication, language, identity, and culture.

Will Baker

University of Southampton, UK

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CAPITALISM, RITUAL AND GENDER:
GAY AND TRANSGENDER SPIRIT MEDIUMS IN THAILAND AND MYANMAR

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ABSTRACT

In the past, queer people in Southeast Asia were commonly regarded as being ill and the life stresses they experienced from social marginalisation often led them to seek solace and support from folk healing traditions such as spirit mediumship. In recent decades, however, there have been major transformations in Southeast Asian spirit mediumship. These forms of healing and divination have expanded dramatically across all social sectors. Queer people have also taken leading roles, not as patients but as respected specialists who have increasingly replaced traditional female healers in rituals of spiritual intercession. Spirit mediumship cults are an increasingly queer-friendly dimension of the religious field in mainland Southeast Asia, providing spaces of queer recognition and even privilege as the social standing of gay men and trans women is being enhanced by their acknowledged roles as specialists in ritual healing.

Keywords: *capitalism, ritual, gay and transgender, Thailand, Myanmar*

INTRODUCTION

In the past, queer people in Southeast Asia were commonly regarded as being ill and the life stresses they experienced from social marginalisation often led them to seek solace and support from folk healing traditions such as spirit mediumship. In recent decades, however, there have been major transformations in Southeast Asian spirit mediumship. These forms of healing and divination have expanded dramatically across all social sectors. Queer people have also taken leading roles, not as patients but as respected specialists who have increasingly replaced traditional female healers in rituals of spiritual intercession. Spirit mediumship cults are an increasingly queer-friendly dimension of the religious field in mainland Southeast Asia, providing spaces of queer recognition and even privilege as the social standing of gay men and trans women is being enhanced by their acknowledged roles as specialists in ritual healing.

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Spirit possession refers to all phenomena in which a non-human agency temporarily occupies and takes control of the body and agency of a human being. Spirit mediumship refers to forms of controlled possession that are initiated by the medium and in which the identity of the possessing spirit is made clear. Spirit mediumship aims to bring the supernatural into the human realm so that its special powers can be used to benefit and heal the living. Deities and spirits are ritually invoked as guides and healing influences because it is believed that they know more about the human world and the sources of illnesses and other problems than do human beings themselves.

In Thailand and Myanmar (Burma) Theravada Buddhism is the culturally dominant religion and is a domain of normative masculinity whose doctrines, rituals and institutional framework support patriarchal gender cultures. While spirit mediumship is a subordinate ritual form, it is a field of diverse modes of non-normative gendering, both feminine and masculine. In radical contrast to the dominant heteronormative religion, spirit cults not only tolerate but celebrate gender and sexual diversity and constitute a symbolic and ritual domain that accommodates the many forms of difference in the contemporary world.

There are diverse traditions of spirit mediumship in mainland Southeast Asia. Cults with extensive pantheons include deities of both genders and this complexity provides a rich tapestry of potential genderings open to equally rich forms of engagement by diversely gendered gay and trans ritual specialists. Spirit rituals often involve crossgender presentations that transgress dominant norms, especially when female mediums channel male deities and male mediums become vehicles for female gods. It is common for a single medium to be possessed by two or more spirits in succession, with the medium moving between differently gendered presentations as a spirit of one gender departs and another spirit of a different gender arrives.

SPIRIT MEDIUMSHIP AS A HEALING TRADITION

Across the Southeast Asian region, the biographies of ritual specialists typically describe how the decision to become a medium is a response to illness. A medium's encounter with their possessing deity is associated with a cure of previously chronic and untreatable illness. Diverse symptoms such as headaches, pain in arms or legs, weakness, fits of unconsciousness or being violent or fearful without reason may be identified by experienced healers as strategies by gods to coerce a medium-to-be to become their vehicle. Submitting to being possessed is then regarded as a means of curing illnesses that have been identified as being caused by a god.

Once 'cured' by submitting to being possessed, a medium in trance becomes a vehicle for distributing the healing and prophetic powers of their deity to others. Jean DeBernardi observes that across Southeast Asia spirit mediumship is closely linked with 'ritual healing and the rescue of afflicted souls' (DeBernardi, 2012, p. 10), with possession rituals constituting local technologies that help clients come to terms with the ailments and challenges of modern life. In Myanmar, Thailand and Vietnam ritual specialists in the supernatural are sought out to provide advice on life's problems and as healers specialising in treatments for ailments that have failed to respond to Western biomedicine. Kirsten Endres and Andrea Lauser observe, 'possession practices have real therapeutic effects on mental health and overall well-being and provide a forum for social networking and mutual support'. (Endres & Lauser, 2011, p. 9)

In a study of over 100 clients of spirit mediums in central Thailand, Rataporn Patamajorn found that 76% consulted a medium for 'mental distress', while 24% sought a medium's services for physical ailments (Rataporn, 2007, p. 142). The quality and level of health care received in Thailand often depends on one's wealth, with poorer patients typically having to wait long times at crowded government clinics and hospitals, where they may receive limited health care even when it is accessed,

> For these reasons patients from lower economic strata may choose to be healed by spirit mediums, because they feel happy and satisfied with the friendly reception they receive, especially because the offices … of the spirit mediums are similar to their own houses and more convenient than a government hospital. (Rataporn, 2007, p. 152)

THE MODERN SOURCES OF CONTEMPORARY SOUTHEAST ASIAN SPIRIT CULTS

Major changes have taken place in mainland Southeast Asian cultures of spirit mediumship in recent decades. Contrary to the predictions of modernisation theory, spirit rituals have not decreased but rather are proliferating in Myanmar, Thailand and Vietnam. While older cults were elements of subsistence agricultural cultures, contemporary forms are urban-centred, highly professionalised and aspects of a newly emerging religious service sector. Many mediums in the region now make handsome livings from the often-substantial financial offerings donated by devotees. Furthermore, contemporary spirit medium rituals in mainland Southeast Asia are not restricted to subcultures, with clients coming from all

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social classes, including the rural and urban poor, nouveau riche businesspeople and local and national political leaders.

There have also been changes in the deities channeled by mediums in many of the new professional possession cults. In Thailand the entities consulted are no longer ancestral spirits but rather Brahmanical gods, Chinese deities and the spirits of royal personages and heroic historical figures. In Myanmar a range of new spiritual figures believed to protect relics and treasures buried beneath Buddhist pagodas have become the focus of spirit possession cults, supplementing the long-established national cult of 37 nat spirits (Brac de la Perrière & Jackson, 2022).

Significantly, within the expanding field of Southeast Asian spirit possession queer-identified ritual specialists are rapidly increasing in number. In the past, the majority of mediums were women. In contrast, however, the numbers of diversely gendered male and trans mediums have increased significantly in recent years. While many spirit cults require mediums to present public images of ascetic celibacy, this does not prevent gay or trans ritual specialists from maintaining private same-sex relationships that are often known to and accepted by followers.

Contemporary forms of Southeast Asian spirit mediumship are examples of the importance of processes of enchantment in the late modern world (Jackson, 2022; Jackson & Baumann, 2022) and highlight the failure of theories of modernist secularisation to predict the continuing vitality of religious innovation (Comaroff, 1994). The important roles of queer ritual specialists in this expansion of spirit mediumship across the region also provides new perspectives in transnational cultural and queer studies.

The rise of queer ritual specialists in Southeast Asian spirit cults has emerged from intersecting changes both within ritual traditions and in the wider economy and society. Popular forms of spirit mediumship in Myanmar, Thailand and Vietnam are characterised by extensive pantheons of male and female deities, with mediums in trance alternating between masculine and feminine presentations as deities of different genders arrive and depart in ritual events. The efficacy of healing rituals to honour these pantheons is often assessed in terms of a medium's aesthetic management of the changing gendered presentation of different arriving and departing deities, with queer people widely regarded as being especially skilled in the rapid changes of gendered presentation that characterise many ritual events.

Overarching these settings, economic transformations in expanding market economies have enveloped both religious and aesthetic cultures in the region. Spirit mediumship and modern cultures of feminine beauty have both been commodified as fields of professional specialisation in which gay men and trans women have become prominent practitioners. The commercialisation of cultic ritual and the commodification of aesthetic cultures of beauty are intimately related historical transitions that together have provided expanded opportunities for gay men and trans women to achieve increased autonomy and financial independence.

Some scholars regard Southeast Asian spirit mediumship as a ritual practice by and for those denied places within the power structures of dominant religious traditions. Some argue that in Thailand the explosion of gay and trans spirit mediumship emerges out of queer resistance to marginalisation within Thai Buddhism, which has been increasingly masculinised and which has reduced the spiritual space and status of the female and the feminine. Indeed, the expanding ranks of spirit mediums in Thailand, and also Myanmar and Vietnam, have largely been filled by those who are denied places of authority as fully ordained religious renunciates in male-dominated Buddhist monasteries.

In contrast to accounts that portray spirit mediumship as a weapon of the weak in patriarchal societies, other research describes it as a form of queer empowerment in capitalist consumer societies. Kirsten Endres and Andrea Lauser argue,

> Although illness and human suffering are often at the core of spirit possession, recent scholarship proposes that possession phenomena must not be taken as an index of social deviance or psychological pathology. Ethnographic evidence from various parts of the world suggests that, rather than being peripheral, spirit possession phenomena are central to cultural production and may serve as important strategies of self-empowerment. (Endres & Lauser, 2011, p. 9)

Seen in this light, the rise of queer ritual specialists is not a reaction to their subaltern status but rather reflects their increasingly accepted place in societies in which queer activism and other trends have led to growing tolerance of sexual and gender minorities. The increasing social integration of gays and trans women in some parts of mainland Southeast Asia can be said to be influencing ritual practice, leading to a queering of mediumship as a result of greater tolerance of gender transgressive behaviour in society at large.

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Regardless of the precise gender political dynamics of the queering of Southeast Asian spirit mediumship, it is undeniable that capitalism has been a key force in the growth of queer cultures generally as well as in the production of the new forms of magical enchantment in which queer ritual specialists have become prominent.

Studies of Southeast Asia's large and diverse gay, lesbian and transgender communities reveal that, far from being traditional, these contemporary queer cultures are recent phenomena that have emerged in their present forms since the second half of the twentieth century (Jackson, 2009). The market and new media have been powerfully transformative forces that have contributed to the rise of new queer identities and cultures across Southeast Asia.

The market and media have also been at the centre of accounts of the new forms of spirit possession ritual that are expanding across mainland Southeast Asia. Commodification and mediatisation have been identified as major factors transforming 21st century religiosity and ritual across the region, with new media and technologies of visual representation having had dramatic impacts on religion by inducing a reactivation of aura.

Contemporary queer and ritual cultures in Southeast Asia have also emerged outside of the state and forms of central political power over national cultures. The market has provided spaces for alternative forms of religious ritual to gain a foothold outside of official national Buddhism, and small and mediums enterprises have provided spaces for queer autonomy beyond the rigidly heteronormative gender roles enforced within state bureaucracies.

The many recent changes that mark contemporary forms of spirit mediumship in Myanmar, Thailand and Vietnam indicate a markedly different relationship between modernity and religion from that proposed by Weber and classical modernisation theorists. Capitalism and new media – phenomena that are central to all 21st century social formations – are now revealed as inciting rather than undermining magical religiosity (Jackson, 2022). New Southeast Asian spirit cults have emerged out of the conditions of the contemporary world, being phenomena that are radically at odds with Weberian views of modernity as a presumed rationalisation of social life. Just as the queer identities and cultures that are assuming growing prominence in Southeast Asian societies are recent, not traditional, forms of gendered being, so too the expanding forms of magical ritual and spirit mediumship are not residues of premodern beliefs. Rather, they reflect alternative epistemologies that have emerged out of the conditions of market-based and mediatised social life.

The intersections of queer and ritual modernities are made visible in the fact that the queering of Southeast Asian spirit mediumship has gone hand in hand with a parallel growth in the numbers of queer beauticians, and there are close intersections between the commodification of feminine beauty and the professionalisation of ritual. Across mainland Southeast Asia gay men and trans women have not only taken important roles in professional spirit mediumship but also in the female beauty industry. The commercialisation of cultic ritual and the culture of commodified beauty have both emerged within market-based societies characterised by expanding media penetration and which have experienced complex gender transitions that have seen previously marginalised gay men and trans women play increasingly prominent roles in a range of fields.

Oscar Salemink (2015) and Andrea Lauser (2018) argue that in Vietnam there is a close relationship between the aesthetic skills of queer people and their increasing popularity as specialists in possession rituals. The parallel commercialisation of both beauty and ritual has permitted queer people to transfer skills developed and prestige acquired in the field of commodified feminine beauty to the domain of religion. The market economy has facilitated the emergence of a productive circuit between commodified beauty and commercialised ritual that is mediated by queer professionals.

Eli Coleman et al. report that in Myanmar cultural shifts and the expansion of the market economy have meant that women have had access to new economic opportunities leading to fewer taking up traditional roles as spirit mediums (Coleman et al., 2018, p. 991). However, when demand for spirit possession rituals is growing, this gap in the supply of ritual specialists has provided opportunities queer people skilled in the aesthetics of cross-gender presentation to take up ritual roles that both provide an income and confer respect. The marketisation of Southeast Asia's economies has enabled queer ritual specialists to achieve respect from their honoured roles in possession rituals while also providing opportunities to enhance their economic status.

SPIRIT RITUAL AND GLOBAL QUEER CULTURES: CHALLENGING THE SECULAR/ RELIGION BINARY

There are deep connections between Southeast Asian spirit mediumship and queer cultures across the globe. However, to see these connections it is necessary to challenge the binary opposition of religion against secularism that modern academic inquiry has been based upon and which has divided studies of queer cultures and spirit mediumship between two different fields of inquiry that have not communicated with each other.

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In this regard, it is significant that historically the traditions of theatrical performance in Southeast Asia often had a religious basis, originally being integral elements of 'elaborate rituals intended to accompany the worship of deities and the propitiation of spirits' (Golomb, 1985, p. 53). Louis Golomb emphasises the significant performative dimension of possession rituals that participants regard as indicating successful communication with healing deities,

> Although comparatively few curer-magicians in Thailand today still double as performers in entertainment troupes …, the consultations and curing rituals of most practitioners still constitute dramatic performances, and the relative popularity of these individuals continues to hinge at least in part on their overall theatrical skills. (Golomb, 1985, p. 257)

The centrality of the aesthetic and performative dimensions of ritual in queer cultures in both Southeast Asia, and across the globe, suggests deep commonalities between possession cults and queer lives. The intersections between spirit medium rituals and aesthetic cultures in mainland Southeast Asia are both in terms of the common productive forces of capitalism and new media that have shaped them into their current forms and also the pivotal roles of queer ritual and aesthetic specialists in these two domains. The commonalities that link queer cultures and contemporary forms of spirit mediumship in mainland Southeast Asia are also powerfully demonstrated by the centrality of gendered performance in the aesthetic arts of dance, music and fashion in both queer cultures and spirit rituals.

The deities worshipped in Southeast Asian possession cults and the divas or female stars imitated in performances by gay men and trans women share more than coincidental resemblances. Emerging within the shared formative matrix of commodified and mediatised popular cultures, the deities of spirit mediums and the divas of queer men and trans women are both at the centre of embodied rituals of self-transformation in which performance and aesthetics are crucial techniques of ecstasy and identity formation. A critical perspective that transcends the binary opposition of religion against secularism reveals the ways that queer people act as mediators who facilitate interlocking domains of healing ritual, aesthetics, capitalism and media across mainland Southeast Asia and beyond.

The thread that joins the religious act of possession by a deity and the ostensibly secular queer channelling of a pop diva is the skill of queer subjects to harness the

performative force of ritual action both to produce enchanted imaginaries and to engender diverse modes of masculine and feminine being.

Ritual that transcends the modern binary opposition of religion against secularism lies at the heart of both the cultural domains of spirit mediumship and queer gendered performance. Jean Comaroff describes ritual as being positively productive in all societies,

> [Ritual's] productivity lies in its capacity to create morally charged experience, to speak with and without words, in diverse sensory registers and through 'multiple channels' (Tambiah, 1985, p. 60) …. [Ritual] is intensely pragmatic. It not only makes and remakes its actors, but can also call on them to make and remake worlds. Its modes are indispensable to the forging of 'culture' and 'society', in the modern world as in any other. Ritual, in the end, defies disenchantment. (Comaroff, 1994, p. 314)

The performative effectivity of ritual is central to both the ecstatic trances of spirit possession and the sublime gendered performances of gay men and trans people. Indeed, the compelling character of ritual not only confounds the opposition of religion to secularity, it is also central to the theories of performativity that are key elements of the critical analyses of both the anthropology of spirit cults and queer theories of gender. There is a rarely acknowledged relationship between anthropological theories of spirit ritual and queer theories of gender performativity. The application of John L. Austin's (1962) theory of performative language by anthropologists such as Stanley Tambiah (1985) in understanding enchanting rituals such as spirit possession laid a foundation for Judith Butler's (1990) queer theory of the productive force of gender performativity.

Based on comparative research on Buddhism and spirit cults in Sri Lanka and Thailand, Stanley Tambiah was a major figure in the development of a performative approach to ritual and the crosscultural importance of magic in human life. Tambiah was among the first theorists of ritual to draw on the linguistic philosophy of John L. Austin (1962), who argued that some uses of language, which he called illocutionary utterances, function as forms of social action that bring about changes in the world. Expanding Austin's account of the productive force of speech acts from discourse to the field of ritual practice, Tambiah argued that ritual is not a smokescreen that mystifies a 'real world' of 'brute facts',

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but rather is 'an ideological and aesthetic social construction that is directly and recursively implicated in the expression, realisation and exercise of power' (Tambiah, 1985, p. 155). For both anthropological theorists of spirit ritual and queer theorists of gender, the key to the performatively enchanting and engendering effects of discourse and action is ordered repetition: statements, incantations and acts performed consistently in a regulated manner exert productive power. Judith Butler's (1990) account of gender performativity draws implicitly upon accounts of ritual performativity in spirit cults in South and Southeast Asia. Studies of Asian spirit cults formed an empirical basis for theories of the performative force of ritual, which in turn provided a foundation for Judith Butler's theory of gender performativity and the production of gendered identity through the repeated ordered ritualisation of gendered acts.

Crossing the religion/secular divide and bringing anthropological and queer theories of ritual action into conversation enables us to see associations between queer ritual specialists' 'religious' performance of spirit possession and gay men's and trans women's 'secular' performance of gendering. The performative ritualisation of action that is at the core of both spirit medium séances and the construction of gender identity is a productive force that both enchants and engenders. It brings into being both the cosmological field of the spirit world and the field of human gendered existence. In contemporary societies queer people's skills in the performance of fashion, dance and other aesthetic domains – which the market economy has allowed to develop as fields of professional specialisation – places them at the intersection of multiple examples of ritualised action. Embodying both rituals of spirit possession and the ritualisation of gendered becoming, queer professional spirit mediums and beauticians in mainland Southeast Asia harness the performative force of ritual to engender magical enchantment in diverse modes of feminine and masculine being. The healing magic of queer ritual specialists in Myanmar, Thailand and Vietnam today then is in no sense premodern but rather it is fundamentally postmodern. It emerges from skill in using ritual practice to simultaneously collapse the modern binaries of religion versus secularity and of masculine versus feminine, bringing into being embodied transbinary modes of existence.

LIMITS TO THE TRANSGRESSIVE POTENTIAL OF QUEER RITUAL SPECIALISTS

Within ritual spaces gay and transgender spirit mediums are often free to express transgressive personas and behaviours that defy the heteronormative strictures of dominant gender and sexual cultures. Nonetheless, there appear to be limits to the transgressive potential of queer spirit mediums to bring about change beyond the ritual setting.

Spirit mediumship is strongly criticised both by doctrinally strict monks as un-Buddhist as well as by scientifically minded laypeople as premodern 'superstition'. In Myanmar the transgender community itself is divided along class lines between those who support and those who oppose spirit possession. Ward Keeler reports that in the northern Myanmar city of Mandalay some trans women who have become successful in the beauty business strongly criticise those who work as spirit mediums (Keeler, 2016, p. 809). Trans women who aspire to achieving middle class respectability see those who act as spirit mediums as undermining efforts to create and maintain a proper bourgeois image of their trans community (Keeler, 2016, p. 810).

Queer ritual specialists who display same-sex romantic interests too openly outside of rituals can also be subjected to strident homophobic condemnation, with the maintenance of a public image of ascetic celibacy being important in many situations. Furthermore, while the human realm of Southeast Asian ritual is increasingly complexly gendered, the spiritual realm of gods and spirits that possess gay and transgender mediums is overwhelming gender normative. The gods in most pantheons are represented as being normatively feminine female and masculine male beings and the rituals at the centre of spirit mediumship typically operate according to essentialised binary gender categories (Jackson & Baumann, 2022).

Questions then remain as to whether queer spirit mediums reproduce dominant ideologies of gender and sexuality even as they find spaces within ritual for their own transgression of these norms. The growing involvement of queers in Southeast Asian ritual cultures may then be a contextually bounded transgression rather than a radical challenge to dominant gender/sex norms. Southeast Asian gays and transgenders may achieve some gender and sexual autonomy through the commodification of beauty and the professionalisation of spirit cults even as this economically derived independence to be different may not be fully convertible into the social capital of genuine acceptance and full equality.

The denial of the validity of spirit mediumship by doctrinal Buddhists and some professional elites places limits on the potential of these rituals to be fully integrated into contemporary queer cultures or to be harnessed in human rights activism by LGBTQI community organisations. While many members of the middle classes in Myanmar, Thailand and Vietnam may participate in spirit possession rituals – often in private – the criticisms of this ritual form by many who hold positions of religious, intellectual and organisational authority means that there are limits to the potential of queer ritual specialists to harness their positions of spiritual authority to effect wider social change.

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However, the limits of queer participation in ritual cultures to challenge heteronormative regimes of gender and sexuality should not make us overlook the potential for these religious forms to contribute to the health and wellbeing of minoritised communities. It is not always possible to isolate the psychological and physiological dimensions of illness. Some gay men and transgenders seek out ritual-based forms of healing and alternative medicine in treating conditions that have not responded to current medical practices, including health concerns relating to gender transition and mental health concerns arising from dealing with minoritisation and stigmatisation. Gay men and transgenders draw on the ritual dimensions of Southeast Asia's rich religious complexes in their individual efforts to build positive senses of personal worth and identity. In taking up roles as ritual specialists, they also take part in collective efforts to confront stigmatisation and establish recognised positions of authority as respected members of mainland Southeast Asian societies.

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ENHANCING COMMUNICATIVE ENGLISH SKILLS TO THAI SECOND LANGUAGE LEARNERS: EMPLOYING EXPERIENCE-BASED AND CONVERSATION ANALYSIS (CA)/CLT STRATEGIES COMPLEMENTED WITH TOEIC TEACHING

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ABSTRACT

By using CA (conversation analysis) to closely examine interactions occurring in the context of Thai classrooms, this enables teachers to identify which teaching strategies or practices could contribute to, or obstruct the development of Thai learners' interactional skills. Furthermore, utilizing CA/CLT help open up a clearer understanding into how learner contributions can be shaped by teachers' interactional practices (Kemtong et al., 2018), chiefly through dialogues involvement and participation. To put into action, CA/CLT techniques had been integrated into lessons plans, in particular conversation activities to improve students' English communicative proficiency. Technically speaking, the concepts associate to the approach to accommodating natural talk e.g., daily life communication, often-used expressions as well as chatting about social and worldly matters. Applying in CA/CLT into dialogue plans, it enables/fosters learners a clear and extensive comprehension of the construct of conversation to produce more effective and comprehensible sentences. According to the end of lesson outcome (post-teaching/training), confirmed positive results of integrating CA concept into CLT-focused conversation lessons, students of whom had experienced CA/CLT informed instructions shown better communicative English performance and an increase in their confidence in face-to-face communication. Complementing the aforementioned CLT/CA-based concepts when conducting speaking/listening activities, YouTube series/ videos, online streaming news, and Netflix movies, had been deployed to support students' exposure to natural English, thereby enhancing their conversational abilities and confidence, while proper enunciation, stress/intonation, and correct use of parts of speech, and grammar

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points had been added in between. Doing so, it made the dialogue practised less academic-oriented, yet more entertaining and productive. Hence, CA/CLT-informed instructions are recommended for EFL teachers to use in order to enhance learners' oral interactions, and complemented with applied TOEIC strategies as a supporting factor / supplement, improvement in the aspect of communicative skills can be potentially achieved.

Keywords: *Conversation analysis, Communicative improvement, Communicative Language Teaching, TOEIC applied.*

INTRODUCTION

If you were asked to teach a conversation class, what would you include in your lesson plans? Imagine if you happen to host a non-native English speaker/second language learner as a family guest from a different country, and he/she will be living with you for a week. As a considerate, sensitive, and culturally attuned host, think about the guest's total well-being and answer these questions:

a. What will you tell the guest about how to interact in English?

b. What will you say about the ways in which speakers open and close conversations?

c. What kinds of sample utterances would you give?

d. What will you tell the guest about your ways of correcting the talk that produce in conversation?

Conversation is the medium through which we do language learning. One way to teach conversation effectively is through talk-in-interaction which refers to differing kinds of talks and their accompanying body language that occur in daily life across settings from casual to institutional contexts. In other words, one can have casual conversations in work settings, and vice versa. Ordinary conversation is the most basic mode of interaction. It is the means by which we handle our daily lives and get things done, from mundane matters such as chatting with a friend to more intense ones such as planning a wedding, a divorce, a business partnership, and so on.

ABOUT CONVERSATION ANALYSIS (CA)

One often noted reason for low scores is that students have very little exposure or opportunity to converse with English speakers, especially outside the classroom, thus being

incapable of engaging in any extended English interactions (Boonkit, 2010). By using CA to closely examine interactions occurring in the context/dialogue of Thai classrooms, it is possible to identify which teaching strategies or practices may contribute to, or obstruct the development of Thai learners' interactional skills. Moreover, utilizing CA allows a clearer understanding into how learner contributions can be shaped by teachers' interactional practices (Kemtong et al., 2018). CA is an approach to accommodate natural talk e.g., daily life communication, often-used expressions as well as chatting about social and worldly matters. Applying CA into dialogue plans it enables and allows learners a clear and extensive comprehension of the construct of conversation to produce more effective and comprehensible sentences.

In order to overcome the difficulties of both teachers and students in teaching and learning communicative lessons in Thai contexts, Conversation Analysis (CA), a sociological approach to studying everyday natural conversation, was integrated into lessons to improve students' English communicative proficiency (Barraja-Rohan, 1997). This is also an approach to explicate natural talk, especially how speakers mutually manage their talk to get things done via its sequential organization (Seedhouse, 2005) which was applied to enhancing English conversation skills of Thai students. The method gives learners a clear and extensive comprehension of the construct of conversation to produce more effective and comprehensible turns. Likewise, Barraja-Rohan (2011) indicated that students became successful in getting various views of language actions via CA-informed lessons. Correspondingly, Teng and Sinwongsuwat (2015) as well as Sitthaikoson (2017) had investigated Thai non-English majors with elementary English proficiency (A2), and confirmed positive results of integrating CA insights into CLT-oriented conversation lessons, with students in the experimental group receiving explicit CA-informed instruction showing better communicative English performance and an increase in their confidence in both face-to-face and phone conversations. A subsequent study by Waedaoh (2018) recommended adding conversational materials, such as YouTube videos, movies and TV shows/reality shows to enhance the effectiveness of CA-informed lessons. These materials helped increase Thai students' exposure to natural or near natural English through listening while learning/gaining vocabulary, parts of speech, intonation and stresses as well as imitating native English's pronunciation at the same time, thereby enhancing their conversation abilities and improved their confidence. Wong & Waring (2010) in particular stressed that conversation lessons should enable learners to not only construct and allocate

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turns in the target language, but also understand what social actions the turns embody, especially what action to achieve through each turn in different social situations. Common actions done through turns at talk session, such as greetings/leave-taking, agreement/disagreement, news announcements, compliment/response, invitation/decline, apology and socially-related expressions should also be made known to learners and instil in lesson plan. Since the understanding of these actions and how to respond to them is considered a crucial part of interactional competence (Sidnell, 2011; Wong, 2010).

According to Nordquist (2019), CA is called talk-in-interaction—is the study of talk produced in the course of ordinary human interactions. CA is also the study of recorded, naturally occurring talk-in-interaction. Principally, it is to discover how participants understand and respond to one another in their turns at talk, with central focus on how sequences of action are generated in organized sequences of interaction.

To further support the importance, Wikipedia (2022) defines CA as an approach to embrace both verbal and non-verbal conduct, in situations of everyday life. Its methods were to involve/engage in various tasks, such as those occurring in doctors' offices, courts, law enforcement, helplines, educational settings, and the mass media, also on non-verbal activities such as gaze, body movement and gesture.

KEY POINTS AND CONTRIBUTED CONTENT: TEACHERS TALK AND THE INVESTIGATION OF ITS ROLES IN PROMOTING LEARNERS' PARTICIPATION

The roles teachers play in the classroom can often help or hinder students' ability to develop their proficiency. In communicative EFL (English as a Foreign Language) settings, teachers play important/diverse roles, such as mediators, facilitators, and monitors (Richards, 2006), and are expected to be equipped with high skills in talk/conversation, which is needed to assist students in interaction, often referred to as interaction strategies. Central to providing opportunities encouraging students' active participation in both teacher-student and peer interactions (Li & Walsh, 2011; Seedhouse, 2011; Walsh, 2011; Richards, 2006;), these strategies include questioning, repair/make correction or error treatment, collaborative or interactive learning, scaffolding--a teaching technique that supports students acclimate to new learning: a method in which teachers offer a particular kind of support to students as they learn and develop a new concept or skill to help them progress--and just as significant… praising/complimenting the students' achievement/progress.

During linguistic exchanges, a variety of interactional strategies are used by teachers to elicit answers from learners (Lee, 2006; Waring, 2012), this is typically achieved by asking questions (Q/A approach: 5Wh 1H and coherent sequences) whereby the teacher asks in order to assess learning, check comprehension/pronunciation, introduce a new topic or material, and develop learners' ability (Jafari, 2013).

By using CA (conversation analysis) to closely examine interactions occurring in the context of Thai classrooms, it supports teachers in identifying which teaching strategy or activity/practice could contribute to or obstruct the development of Thai learners' interactional skills. In the end of the trial and hands-on learning, confirmed positive results of integrating CA insights into CLT-focused conversation lessons done with students in the experimental groups which had received explicit CA informed instruction (chiefly through questioning/ responding/eliciting and vice versa then explaining/making correction to mistake made) showing better communicative English performance, and an increase in their confidence in both face-to-face and phone conversations. Furthermore, deploying CLT/CA-based concepts when conducting speaking activities can enhance their conversation abilities and confidence due to the facts that proper pronunciation, stress/intonation are promoted and emphasized so as correct use of parts of speech are observed, all the while grammar points are added in between, though not the main priority. Doing so make the nature/environment of dialogue practice less academic-oriented, less stressful and yet more entertaining. Noteworthy, in order to make CA method viable, teachers' competence need to be well-mastered/well-versed in all 4 phases (speaking, listening, reading and writing) as he/she needs to be able to make efficient corrections, provide recommendation to commonly-made mistakes (especially pronunciation and its meaning(s). As well, teachers should also possess deep and vast knowledge of vocabulary meanings and how key vocabularies are used in the sentence. Plus, teaching expression's abilities to learners e.g., idiomatic and facial, and be able to pronounce difficult words and homographs/homonyms correctly such as cloud/crown/ crowd; suspect (v) vs suspect (n); propose vs purpose; record (n) vs record (v): produce (n) vs produce (v); progress(n) vs progress (v); contract (n) vs contract (v). Additionally, a sentence, for example: his confidence (n) helped him speak confidently (adv). After presenting his presentation, she received a present; and pronunciation for words which end with t/d/ed/t/k/ve/fe/x/th/st/le/re/st, such as cleaned vs ended, live vs life vs lives; sick vs six; with vs wit; shirt vs church; file vs fire; lack vs rack; burst vs birth; broad vs board for examples.

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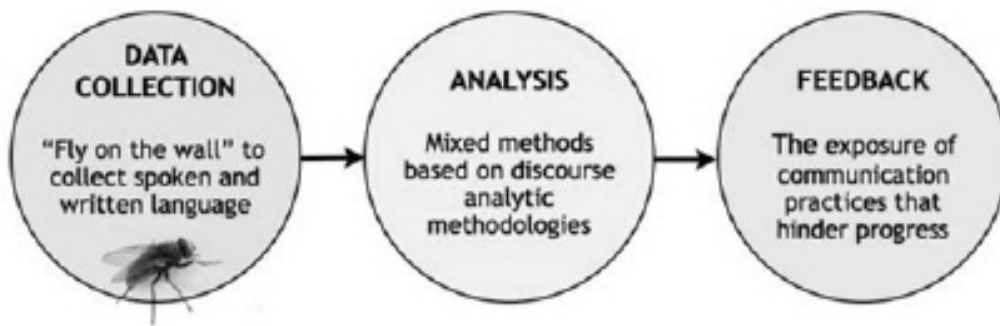
Figure 1: How CA works: A way and its process flow

Source: http://www.digitalinteractions.co.uk/processfees.html, 2021.

Key point: Discourse analysis is the analysis of spoken or written texts that con-

Adjacency pairs

An adjacency pair is a type of utterance which conventionally comes in pairs. For example, questions are followed by answers; greetings are returned by greetings; and invitation is followed by acceptance/declination (Hutchby & Wooffitt, 1998). Cook (1989) maintains that in adjacency pairs, there is often an option of two possible answers e.g., a response to a blame might be a denial or admission, and if there are no answers, it is interpreted as rudeness, lack of attention or deafness. However, adjacency pairs do not always occur in order (question – answer, but question –question). There might be an insertion sequence or side sequence:

- For example, A: Did you enjoy the meal?
     B: Did you?
     A: Yes.
     B: So, did I.
- Additional useful sample sentences when deploying the CLT/CA/TOEIC strategies/Active Learning activities:

     - You (pronoun) can count on (phrasal verb) me to take you (object) to the airport. For this sentence learners can also construct a question-related sentence, for example…Who can I count on to take me to the airport?

- I suspected (v) that he was a suspect (n). These two words are pronounced differently.

- The concert (n) was crowded (adj.) even though (conjunction) it (pronoun) was cloudy (adj.): adjectives modify noun… the concert.

Note: After sentences were spoken, teacher then analyzed, explained and make corrections to the error(s), doing so learners would be able to understand/grasp its function better (when parts of speech, word order, phrasal verb etc. are analyzed and clearly explained as well as correct/proper pronunciations are pronounced as underlined above).

Holistically and comprehensively applying the below sample/constructed sentences to boost communicative skills:

Instruction: Divide into four teams, then mix the sentences in incorrect word order(jumbled); each team re-organize the sentences then take turns to enunciate the homographs and often confusing/difficult words to pronounce. Further, this type of activity can be organized and customized in a variety of ways (through audio/video, speaking/ listening/eliciting, giving exercises to check learner's understanding/ reaction/ progression Q/A and A/Q reversals between learners and/or teacher) to suit learners' capacity and levels. In this activity, the main role of teacher is to provide feedback, facilitate and guide.

Expected/desired post-learning outcome:

- Improvement in pronunciation/enunciation;
- Parts of speech, keyword recognition;
- Use of phrasal verbs and vocabularies;
- Syllable stress, intonation;
- Sentence building through speaking/listening/eliciting/responding;
- Learning about cultural and social aspects through situational practices and different/meaningful facial expressions.

Team A

Was Mr. Wright right about finding lice in his rice?

In Florida, Ms. Epstein chose her career as a mail carrier.

Clive and Clark dropped some food, fruit on their right foot.

Mr. Arai recorded a video for his personal record.

Mr. Keith Jones's Facebook live was lively and full of life.

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Team B

Larry rarely speaks to Laura after their marriage broke up.

Please wear gloves and a mask to avoid the risks.

At a protest, it was cloudy, but still crowded with protesters.

The spoiled vegetable oil was boiled.

Mr. Schmidt who had clashed with police later had a crash.

Team C

The police had suspected that Mr. Goto was a suspect.

Mr. Matthews and Ms. Robinson ate desserts at a desert.

Mr. Williams's contract got contracted due to low budget.

The file is being burnt by the fire.

Did Doug throw the duck's liver in the river?

Team D

Mr. Evans, Sean and Nathan received presents after presenting their presentations.

Leroy's and Richard 's Spanish have not progressed, but making progress.

If a dog chews shoes, whose shoes does it choose?

Jonathan and Jose were tired after conducting trials and errors.

The Ryans and the Lyons went to a zoo together to see lions.

A useful example: Using the images above to teach difficult enunciations, and sentences building as well as vocabulary and grammar are added to stretch ones' thinking e.g., The clown wears a crown.

P R O C E E D I N G S

Turn-taking

Turn-taking is an essential component of interactional practices and can be varied from culture to culture. Unintentional mistakes in cross-cultural interactions can arise if these differences in turn-taking are not fully understood (Wong & Waring, 2010). According to Hutchby & Wooffitt (1998, p. 47), in conversation, there are three basic aspects:

- turn-taking occurs;
- one speaker tends to talk at a time;
- turns are taken with as little gap or overlap between them as possible

Turn-taking is a type of organization in conversation and discourse where participants speak one at a time in alternating turns. In practice, it involves processes for constructingcontributions, responding to previous comments, and transitioning to a different speaker, using a variety of linguistic and non-linguistic cues. Turn-taking organization describes the sets of practices speakers use to construct and allocate turns.

Teaching guidance: classroom experimentation aspect.

- Introducing CA concepts + videotaped or recorded non-scripted conversation verbal interaction and having students practice each CA concept-based conversation.
- Evaluation of CA based handouts or lessons

ABOUT CLT (COMMUNICATIVE LANGUAGE TEACHING)

University of Louisiana Monroe (2021) online.ulm.edu states that Communicative Language Teaching (CLT) is an approach that aims to achieve communicative rather than linguistic competence through learners' interaction. This strategy is based on the concept that one must practice using that language to communicate meaning to others. Technically speaking, teachers use the CLT approach to encourage students to use communicative English (less grammar focused) by ways of Active Teaching/Learning/Reflective thinking i.e., task-oriented, Q/A-based, project-based, hands-on activities/two-way communication etc.

Talk the Talk

Students do most of the talking. This enables students to practice communicating in English, whilst continuously talking with each other, rather than listening to an instructor's lecture. The intent behind the communicative approach is to have students practice speaking without fear of making mistakes. Instructors might use indirect feedback or conversational

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redirections that could facilitate faulty grammar (e.g., "his shoes is old" can be answered with, "yes, his shoes ARE old") and to give students clues for further conversation.

Real-Life Scenarios

Students might engage in role-playing based on/mimicking real-life scenarios, such as discussing hobbies, popular culture, negotiating prices or describing the plot of a movie/video they have recently enjoyed. The focus is on utilizing real-world situations to allow students to practice using language for context and content and be able to express/provide own thoughts.

Working Together

CLT activities are most effective when students work together in pairs or small groups. This mimics realistic communication that fosters fluency over grammatical competence. In fact, research has found that students feel more confident and comfortable practicing their language skills when working with others.

Integrate Reading, Writing and Speaking

Studies have found that these pairing and grouping conversational techniques alone are not enough to promote active participation in ESL classrooms. Instructors utilizing the CLT approach might also include reading, writing and listening, as these skills are also vital to ELLs' development as English language speakers. The integrated-skills approach to CLT brings these major language talents together in activities. For instance, teachers might ask students to watch a video online (listening), post their opinion about it in the comment section (writing) and describe others' opinions from the comments section (reading). Activities that integrate multiple language skills can enhance communication-based ESL education by offering students the chance to practice multiple skills while also offering teachers a chance to demonstrate best practices in each of these modes.

APPLYING TOEIC STRATEGIES AND TIPS TO COMPLEMENT CA/CLT

Teaching listening comprehension

Without a doubt, the more learners hear English, the better their listening comprehension will be. Teachers need to encourage a lot of discussion and sharing when conducting listening activities through selected media source as well as using TOEIC practice test/exercise to get learners accustom to common traps/distractors known to trick learners.

And coincidentally, while they are listening this enable them to listen for traps/distracting words; thus, enable them to choose the correct answer while incorrect ones/distractors are eliminated. Also, conversation can be trained at the same time using the listening practice exercises using photographs, question-response parts and conversation with and without visual image (deploying 5W 1H concept to get learners to elicit is encouraged). Equally important, learners need to know why the answer and/or the pronunciation/vocabulary are wrong as they are to know why the answers are right in line with learning and doing, an active approach which is a crucial factor of success.

Based on author's teaching experience, applying the aforementioned concepts worked effectively due to the concept's relevancy from the results gained from both quantitative and qualitative practices i.e. tests, surveyed questionnaires, observation, feedback and conversation test metric involving pronunciation, grammar, vocabulary, sentence's structure were analysed through actual practices, role-play, eliciting photos/images/ video clips/streaming/podcast to find errors, then teacher made corrections and ultimately teacher provided comprehensive feedback and guidance regarding the learner's strengths and weaknesses. (See figure 1)

CONCLUSION AND RECOMMENDATIONS

In summary, Barraja Rohan's (2011) studied using a CA-informed pedagogical approach proved successful; the participants improved their listening and speaking skills and increased their speaking confidence. It was found that CA helped facilitate participants' interactions and, as a result, the participants became more effective conversationalists. Complementing CA/CLT strategies with TOEIC practice tests and combined with TOEIC clues/tips when eliciting to obtain a response/an answer from learners, it was discovered that students (post-teaching) were able to understand parts of speech, word order/sentence structure and importantly, common word families such as competition/competitor (n); compete (v); competitive (adj); competitively (adv) much better when compared to pre-teaching class due to organized and clear pre-class instructions in a way that once each learner's sentence had been analysed, teacher was able to know their strong points and weak points, and thus enabled teacher to apply suitable activity/task to facilitate learners' problems/ issues that obstructed his/her ability to communicate e.g. lack of listening and pronunciation skills to unfamiliarity with vocabulary, unable grasp key words as well as unable to comprehend parts of speech/sentence structure and grammar. All these can be facilitated

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and integrate through CA/CLT and TOEIC practices. Regarding TOEIC preparation course for skills practice, as a whole, its streamlined approach benefits both teachers and learners. That being said, the teachers who apply such aforementioned methods and strategies complemented with supported activities are necessarily required to be masterful in communicative English skills in order to answer all the questions asked/to be asked by learners and be able to provide meaningful answer/guidance to them. Without such comprehensive capability, learning/teaching/experimenting/facilitating flows could be disrupted, and could result in unproductive time utilization. To help Thai EFL teachers successfully adopt CLT in their classroom, its concept needs to be clearly explained and understood in order to succeed at implementing communicative activities, and requires time to prepare materials for interactive activities. Additionally, teachers should be able to connect the topics in the materials to what learners have already known in terms of their language skills, personal lives, and real-world situations.

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USING COMMUNICATIVE TEACHING TO IMPROVE MATTHAYOMSUKSA 4 STUDENTS' SPEAKING SKILLS

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ABSTRACT

This research studies the effects of using communicative language teaching to develop student's English speaking ability and improve their attitude towards English language learning. The participants were 30 Matthayomsuksa 4 students studying at Thakhanthowittayakarn School in Kalasin during the first semester of the 2021 academic year selected via cluster random sampling technique. A quantitative method was used to conduct the study and a set of pretest-posttest questions; lesson plans and questionnaires were employed as the instruments for data collection. The data was analyzed using mean, standard deviation, and t-test. The result showed that the students posttest scores were higher than the pre-test scores. This means that the students significantly improved after using the communicative language teaching approach with a significance at level .001. Moreover, the students' attitude towards English language learning also showed a positive result.

Keywords: *Communicative Language Teaching, Educational Games, Group Discussion, Role-Play, Active-Learning*

INTRODUCTION

English plays an important role in today's society. Apart from being the tool for communication, it has become the international language for business and commerce, trade and education. The importance of English in today's global world cannot be ignored since English is the greatest common language spoken universally. With the help of emerging technology, English has been playing the main part in several sectors including medicine, engineering, and education. English is a vital language for all kinds of professional and personal goals (Nishanthi, 2018).

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In Thailand, teaching English is a matter of national concern. The national government believes that the ability of Thai people to use English for effective communication is very important for the continuing economic development of the country. Many students who have had primary, secondary, and university exposure to English still find it difficult to conduct a conversation with a native speaker of English. The reason for this includes lack of student motivation and contextual support, large classes, the dominating effects of assessment on what is taught, and the English language competency for the teachers. (Luanganggoon, 2012).

In Thakhanthowittayakarn School in Kalasin – one of the Northeast provinces of Thailand, most students thought of English as a compulsory subject and yet were taken so lightly. The lack of motivation is evident in the results of the national tests for the past years. During class time, students tend to do other things like using their mobile phones, talking to other students, sleeping, or even skipping class; these situations usually happen during discussion time and as a result, the retention is low. In Thailand's Ordinary National Educational Test (O-NET) showed 24% of the schools total score in 2017 and 28% for the following years. The results indicated the poor knowledge of the test takers in English as a whole.

The researcher intended to improve the students' speaking abilities using CLT in line with the communicative approach to make the learning experience healthy and effective, thus sought to solve the following questions.

Research Questions

With the objectives in mind, the researcher sought to answer the following questions:

    1. What effects does communicative language teaching have on students?

        1.1. How does communicative language teaching improve the students' speaking abilities?

    2. What are the attitudes of the students towards learning using communicative language teaching?

Purpose of the Study

    1. To study the effects of using communicative language teaching in the development of the students' speaking abilities.

2. To study the results of using communicative language teaching to the improvement of the students' speaking abilities and their confidence and attitude towards English language learning.

Research Hypotheses

1. The students' speaking ability significantly improved after conducting the study.

2. Communicative language teaching will give the students' positive attitude toward learning English.

REVIEW OF LITERATURE

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) refers to as "communicative competence." Hymes coins this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky (1965) holds that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

In general, communicative language teaching (CLT) is considered an approach to language teaching. As such, CLT represents, or a theory, a certain model or analysis paradigm. It is founded on the idea that communication is the primary feature of language usage. The main purpose is to improve communicative competence or, simply put, communicative capacity for learners. In other words, its purpose is to make use of circumstances that involve contact in real life. The ability to understand and incorporate acceptable social behaviors is characterized as communicative competence and requires the active participation of the learner in the development of the target language (Canale & Swain, 1980).

Savignon (1983) surveyed second language acquisition research and considered the role of linguistic, social, cognitive, and person variables in language acquisition. He defined their aim as involving learners in the communication experience, along with providing them with the strategies to do so. CLT is not solely concerned with oral contact face-to-face. In fact, understanding the language, negotiation of meaning, and communicative

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concepts relate equally to reading and writing practices involving readers and writers; learning objectives depend on the needs of learners in a given context. CLT does not involve operating in small groups or pairs. In certain cases, group activities have been found beneficial as a way to provide improved communication opportunities and motivation, but group or pair work in the classroom should not be considered a necessary function and may well be inappropriate in some circumstances.

CLT was characterized by learner-centeredness in the sense that learners are central in terms of teaching and learning processes and goals. Instructional techniques, therefore, should enable learners to get involved in the process of expression, interpretation, and negotiation of meaning through communicative tasks and activities Syarief (2008). CLT had been prioritized as the key instructional approach in colleges since the Chinese Ministry of Education issued a revised syllabus in 1999 that underlined college EFL students' communicative competence. CLT was an applicable approach to improve students' communicative competence in China (Xiaorong, 2011). Juvrianto (2018) highlighted the speaking ability of the students of SMA Negeri 3 Parepare in Indonesia. He applied the quasi-experimental method in two groups and consisted of 43 students from two classes. The students' speaking skill improved significantly and the students who were taught through role play method performed better than the students who were taught through conventional method.

Toro et al.'s (2018) study was to determine the use of the CLT approach in the English classroom and the strategies and resources used by the teachers to improve students' oral skills. The results obtained throughout this study reveal that modeling, repetition, pair and group work were the main strategies used by teachers to help students develop communicative competences.

Wei & Litton (2018) provided an in-depth investigation into the application of CLT in an English as a Foreign Language (EFL) context in Asia, and China in particular. It revealed that CLT has not been fully acknowledged and espoused by Asia's English language educators at the classroom level. They argued that teachers should be constructors rather than merely receivers of the imposed pedagogical reforms. The top-down educational enterprise of implementing CLT cannot succeed unless it was embraced by teachers with their reconfigurations in light of their specific teaching situations.

Al-Garni & Almuhammadi (2019) research was to examine the effect of using CLT activities on EFL students' speaking skills at the English Language Institute (ELI) of

the University of Jeddah. The findings of the current study showed that the experimental group scored higher than the control group. These findings had positive implications for the continued implementation of CLT teaching practices.

Burns (2019) addressed the teaching of speaking as an aspect of English language teaching that was often underestimated. While teachers may be presenting various speaking activities in the classroom, such activities may amount to 'doing speaking' rather than 'teaching speaking'.

Suttanon (2018) stated that despite the fact that many Thai students began learning English at a very early age, they still faced many problems in using the language. One way to address this problem was to introduce communicative teaching methodologies which used activities to motivate students to speak English during their lessons through activities-based learning. The findings of the study showed that the students had positive attitudes through each activity and students were less hesitant in using English and more relaxed when learning with the activities. Their satisfaction towards the three activities was at a high level.

METHODOLOGY

Population and Sample

1. Population

The population of the study was the 150 Matthayomsuksa 4 students enrolled in the English speaking class of Thakhanthowittayakarn School, Thakhantho District, Kalasin studying in the first semester of 2021.

2. Sample

The samples for this study were the 30 Matthayomsuksa 4/2 students of Thakhanthowittayakarn School, in their first semester of 2021. The students were selected via cluster random sampling and taught using the Communicative Language Teaching in line with the study's lesson plan.

Research Design

This study aimed to study the effectiveness of using Communicative Language Teaching in improving the students' Speaking skills. The CLT activities were activity-based learning including group discussion, educational games, and role-play. 12 lesson plans were constructed as part of the treatment. The lesson plans were based on the CLT in line with the communicative approach namely group discussion, role-play, educational games, and

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activity-based learning. The researcher used a single group Pretest-Posttest design for this experiment applying a paired-sample T-test type. The pretest-posttest design is composed of 20 speaking ability test questions and questionnaires were used to reveal the students' attitudes.

A diagram below showed the single group pretest-posttest design.

01	X	02
Pretest	Treatment	Posttest
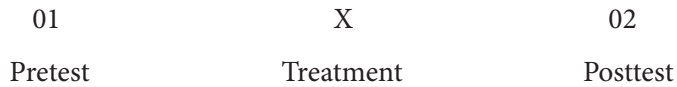
O1   meant Pretest (Speaking ability test)

X   meant Teaching English using the Communicative Language Teaching

O2   meant Posttest (Speaking ability test)

The speaking ability test was given to the students prior to the treatment and then the same test was conducted directly after the treatment was made.

Data Analysis

The data gathered were analyzed in order to get the findings. The processes were as follows.

1. Analyzed the data from the pretest and the posttest and compared the two results. The statistics used in this research was the mean score, standard deviation, percentage, and T-test for the samples.

Statistics Used in the Study

1. The Basic statistics

1.1. The mean

1.2 The standard deviation

2. The statistics used to evaluate the quality of the instruments

2.1. The index of item objective Congruence (IOC)

2.2 The reliability of scoring with three experts.

2. Analyzed the students' attitude towards the English teaching with CLT approach by using the SPSS program.

RESULTS OF THE STUDY

Table 1: The comparison of the pretest and the posttest scores of the students' English speaking ability using communicative language teaching.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	12.81	30	4.19	.76
	posttest	16.57	30	5.96	1.08

** Statistical significance at level of .001

As shown in table 1, it is the comparison of the two test scores from before and after learning English using communicative language teaching. There were 30 participants in the study taking the pretest and got a mean score of 12.81 with a standard deviation of 4.19.

The posttest mean score was at 16.57 with a standard deviation of 5.96. The posttest score was evidently higher than the pretest score and with a statistical significance of .001.

Table 2: The comparison of the two tests using paired sample t-test.

Paired sample test

Score	Mean	Std. Deviation	t	Significance
Pretest – posttest	-3.76	4.40	-4.68	<.001

** Statistical significance at level of .001

In this table, it can be seen that the difference mean between the pretest and the posttest was at -3.76. The standard deviation at 4.40 was obtained from the difference between the two scores. The t-test scores of the two tests were at -4.68 with a significance of .001 which means that there were significant effects of the increase of the students' achievements before and after using the communicative language teaching method.

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Table 3: The students' attitude towards teaching English using the communicative language teaching.

Attitude test	N	Mean	SD	Interpretation
Students' attitude towards teaching English using the communicative language teaching	30	3.98	0.98	Good

Table 3 showed the students' attitude towards teaching English using the communicative language teaching. After the experiment, the students were handed out the attitude questionnaires for them to answer. The attitude mean score of the 30 students was at 3.98 and a standard deviation of 0.98. The students' attitude towards teaching English speaking using communicative language is at a good level.

CONCLUSION AND DISCUSSION

1. The pretest mean score of the students' speaking ability test was 12. 81 or 25.63% while their mean posttest score was at 16.57 or 33.04%. The result showed that the students' scores had a significant difference level of .001. This means that the participants have improved after taking the instruction. It also means that when the students took the pretest, their scores were low and it seemed that they had no idea what the questions were about. The factors that might hinder them to properly respond to the questions were that of Stephen Krashen's affective filter, exposure to the language, and environment. Krashen, (1988) believed that a learner with high motivation and self-confidence had a better chance of learning the language as compared to those who had low motivation and self-confidence. In the researcher's setting, the students had very little to no motivation at all. They viewed the test as a score and not as ways to improve themselves. And because of that way of thinking, they ought to think that the test was a burden that they want to overcome and most of them never thought of the test as a way to improve. Motivation, according to Hall (2011, p.134), is a critical aspect in completing a specific task. Teachers, on the other hand, frequently state that language learners' achievements are mostly determined by the existence or absence of motivation. Furthermore, according to Gardner (2010), motivation is utilized to characterize human behavior as an abstract and multifaceted term. The definition then leads to second language learners' motivation, which is influenced by individual attitudes and willingness to participate in the learning process. Anxiety is also one of the reasons why students were

having problems learning the language. Learners generally form affective blockages in the process of establishing target language competency when they are affected by vague dread, Chen (2015). Because of unfavorable learning experiences and impressions from students, a severe anxiety reaction develops during this learning process.

One of the factors that affects the students' learning is the exposure to the language. Many ELF learners claimed that despite having learned English since grade school, they still could not be able to communicate properly using the language. It should be stressed that exposure can directly improve a target language, therefore language proficiency may be the consequence of social engagement with target language speakers. (Boyle & Peregoy, 2005). As a result of extensive exposure to the target language, the learner's second/foreign language acquisition can improve. According to Ellis (2002), learners can learn the target language by being exposed to it on a regular basis. During this exposure, the learner will most likely come across linguistic features that make up language. According to Lambine (2008), exposure can influence the way they think about language.

The environment is also one of the factors to consider when it comes to learning. This factor not just focus on the environment as a whole, but rather the teacher plays an important role in setting up the type of environment conducive to learning. Teachers are viewed as a major aspect in fostering a pleasant academic environment, which includes their traits of having high subject matter expertise and investing sufficient time in teaching, such as being a full-time teacher in a single-school, Leu (2004). Good teaching, an emphasis on independence, clear goals and standards, adequate evaluation, and acceptable workload all contribute to a positive academic atmosphere, Lizzio et al. (2002). Physical environment is recognized as one significant aspect in creating a successful learning environment since classroom environment affects students' learning achievement Prasitthirat (1990).

2. The result of the students' posttest score 33.04% is higher than the pretest score 25.63%. This was after the students were taught using the communicative language teaching. The result also showed the significant level of .001 which means that the posttest score was affected by the methods used in the classroom. To explain further, the discussions are as follows:

As addressed in the discussion 1, the students' low pretest score was anchored on affective filter, exposure to language and environment, so this means that the first thing that needs to be dealt with was overcoming those factors. In affective filter's case, Krashen

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pointed out that optimistic learners have higher chance of learning a language. However, not all learners in a class have the same character. On that note, CLT plays an important role in making the learners as motivated as it used to be. Since CLT deals mostly in acquisition, the students had fun learning the language and sometimes without even realizing it. And since the method is done mostly in collaboration, students never felt alone when dealt with a task. Moreover, they could negotiate meanings and come up with a better use of the language. With these, the method educational games and group discussions really helped them developed confidence simply because they knew that they were not alone and that the student could share responsibilities with their teammates. Felder and Henriques, (1995, p. 25) quoted that the benefits of CLT fully come to play when the activities are structured to make sure that positive interdependence and individual accountability were highlighted as well as the proper use of teamwork and interpersonal skills. Though Hedge (2000) noted that the concept of the filter emphasizes the teacher's involvement in generating beneficial conditions for language learning, and the highest anxiety appears to be related to unpleasant experiences in speaking activities, on which CLT might be in question for suitability since it caters more on the learner speaking, however CLT is difficult to define, as per Harmer (2007, p. 69), because it encompassed a variety of techniques. It addressed various aspects such as speaking skills and written grammar, as well as special expressions that people can use in social situations, allowing teachers to teach students how to speak appropriately in various contexts while also insisting on using these expressions in a grammatically correct manner.

Barriers to implementing CLT in English classes include learners' and teachers' unwillingness to practice and follow CLT instructional objectives and methods. The learners' low English proficiency, the learners' lack of motivation to learn English, the inconsistency between what English-learning students wanted to learn and what they actually learned in English class, and large classes are all significant barriers (Savignon & Wang, 2003). The lack of exposure to the language was one of the major problems in EFL classroom. However, due to the extended activities the communicative language teaching has, it somehow gave students more speaking time outside the classroom. The common denominator in most language course syllabi appears to be an emphasis on communicative ability as the aim of language learning, as well as a concentration on meaning and context Spada (1987). Simply put, the more practice and exposure a learner has, the more chances he has in language acquisition.

3. The students' attitude towards learning using the communicative language teaching. The result showed that the students' attitude was at good level.

Based on their failed and frustrated expressions after taking the pretest speaking ability test, it can be fair that the students performed well after taking the instructions. The reason might be because the method made them feel at ease knowing that they can rely on their peers with the tasks given to them, as well as the delight they felt when performing the activities. The instructions made sure that the learning would pose no pressure on the students and that they viewed it as one exciting game. The teacher is no longer the "sage on the stage," but rather "the side guide" (Johnson et al., 1994), teachers were not just imparting knowledge to pupils; instead, they acted as facilitators for their learning and encourage students to collaborate in groups. It also reflected on some of the items which got the most scores such as question 1 that stated they enjoyed learning using CLT and that the activities were exciting. Moreover, they also wanted to continue learning more using this method. And on the negative questions, most of them strongly disagreed that communicative language teaching was boring and that they didn't understand the concept of the activities as stated in items 16 and 18 on the questionnaire. This meant that the communicative language teaching was fit for the students on this level since most of them felt motivated and participated well during the experiment period. The level of anxiety was low and their attitude was reflected on their performance in their post-test scores. The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978) is known as the Zone of Proximal Development (ZPD). It discusses the specific situation in which people operate in a group and accept each other's perspectives while highlighting individual members' contributions and strengths.

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A STUDY OF VALIDITY OF USING THE TERM NES (NATIVE ENGLISH SPEAKER) IN CONNECTION WITH ITS GEOGRAPHICAL LIMITATION AND THE HIGHEST LEVEL OF LANGUAGE PROFICIENCY

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ABSTRACT

The purpose of this study is to, first, understand the level of transformation of the English language in the light of its history and background and its development process over a period of many centuries in the British Isles and beyond its boundaries. Second, to figure out the clarification of terminology such as, Native English Speakers, Non-native English Speakers and Near Native English Speakers, used for describing the types of English speakers on the basis of their level of English proficiency skills in connection with their geographical locations. Literature reviews is done in support of the concept that was presented under this research. The significance of this research will be, first, a precise and clear understanding of the history and development of the English language that caused the birth of the current transformed English language. Second, a clarification is made on using terminology to denote English speakers as native or non-native for their abilities to adopt English language in day to day communication with high or low proficiency level on the ground of their geographical location. The recommendation was made in terms of, first, further debate and research on the level of transformation of original English (A form of English language that was first introduced in British Isles during 8th and 9th centuries by the West Germanic tribes, and that is also called Old English) to modern English. Second, further debate and research works were recommended on the use of terminology for describing English speakers for their level of proficiency and the level of adaptation of English language in their daily communication.

Keywords: *NES (Native English Speaker), NNES (Non-Native English Speaker),*
English as an Additional Language (EAL), English as a Second Language (ESL),
English as a Foreign Language (EFL)

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INTRODUCTION

This academic work was conducted with the purpose to understand the true level of transformation of the English language through a brief study of the English language history. The second purpose was to make a case for the concept that English language adaptation is an individualistic phenomena based on personal experience with it in a day to day communication, thoughts, dreams and spontaneous reaction, which are invisible, so the measurement of level of this phenomena of English language adaptation is doubtful if the geographical location of one individual person or a group of people is used as a basis. Moreover, it is pure generalization and inaccurate to say that English speakers' language adaptation ability and proficiency level depend on their geographical areas as native or non-native areas of English. Subsequently, it is imprecise to state that geographical connection of English speakers is the only determining factor for ones' dominant language or native or first language.

Here is the definition of Native English Speakers according to Richard Nordquist: "The variety of the English language spoken by people who acquired English as their first languages or mother tongue." ("Who speaks English as a native language (ENL)?," 2010)

English is spoken differently in terms of its pronunciation, expressions, impressions slang, and grammar in one region to another in native English speaking countries like the UK and the USA. For example, in the UK, in London, people speak Cockney and near-Cockney. In Scotland, people speak Gaelic, and frequently, use Scots while speaking English. 'It is risky to classify a territory as ENL and leave it at that, the ENLhood of a place being no guarantee whatever of unhampered communication in English." (Tom McArthur, 1998)

> "The predilection of a language is, in my opinion, more important than the chrono logical place it has in our language acquisition history. For me, personally, the language I prefer speaking and that is closest to my heart and I'm more spontaneous in, is not the language my parents talked to me during the first period of my life." ("Mother tongue, first language, native language or dominant language?," 2020)

LITERATURE REVIEWS

English Speakers' Status in Concentric Circle Model or Three-Circle Model

English is spoken widely by the people who are considered to be non-native speakers of English because they learn English as a second or a foreign language. Here,

according to Merriam Webster Learner's dictionary, the definition of English as a second language is the teaching of English to people who speak a different language and who live in a country where English is the main language spoken. ESL is an abbreviation of "English as a second language." (The Britannica Dictionary, 2022)

> The general definition for speakers of English as foreign language is: "a traditional term for the use or study of the English language by non-native speakers in countries where English is, generally, not a local medium of communication." English as a Foreign Language (EFL) corresponds roughly to the Expanding Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985). (see figure 1)

Historical Connection of English Becoming Native Language to One Group of people and Non-Native to Other Group of People outside British Isles

To understand the way English speakers are identified as native, non-native and near native speakers of the English language, we need to go back into the history of English language and its evolution into a world language. There are five countries, which are considered to be native English speaking countries. They are Britain, the United States of America, Canada, New Zealand, and Australia.

Interestingly, the English language was brought by the East Germanic tribe of Europe to the British Isles after their invasion of the British Isles in the 8th and 9th centuries. It was the time when "Beowulf" was written. It was written in Old English originally (Capitan Zamora, 2022) (see figure 3).

After reading it for the first time, it doesn't reflect any similarities with Modern English, but the language scientists help to understand the connection with modern English. Even though eighty five percent of Old English has disappeared from modern English, there is still the influence of it on Modern English (Oxford International English Schools, 2022) (see figure 4).

Transformation of English through the Interaction with Other Languages

Originally, English was an East Germanic language of Anglo-Frisian dialect, which was brought to the British Isle by West Germanic tribes of Anglo, Saxon, and Jute who invaded the British Isle and settled down there permanently. During the 11th century of the Norman invasion, French and Latin were brought into the English language. That's why English has a

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lot of French and Latin influence. Later on, it became the Anglo-Norman language because of a lot of influence from the old Norman language. English has also been influenced by other European languages, such as German, Dutch, and old Greek.

The percentage of modern English words derived from each language group are as follows: Latin (including words used only in scientific / medical / legal contexts): ~29% French (or Anglo-Norman): ~29% Germanic: ~26% others: ~16% (see figure 5)

The English language went through several stages of transformation over a period of many centuries. The period of old English was from mid-5th century to mid-11th century. The Second stage was of the Middle English language that was from 11th century to 15th century. And the last stage, which of modern English, started from the 15th to 17th century. From the 17th century onward until this time, the English that we speak is the modern English. (Capitan Zamora, 2022).

Spread of English Outside of British Isles through British Colonization

First time, outside the British Isles and Europe, English was introduced to African and Asian countries during the period of colonization of these Asian and African countries by the British Empire. After the British Empire experienced a near defeat in World War II, most of the colonized countries in Asia and Africa declared themselves independent and became sovereign nations, but English remained there as a main language of communication and flourished. Some of these countries are India, Malaysia, Singapore, South Africa, and Zimbabwe.

In the second way, British colonial exploiters introduced English to the occupied regions of North America, which is now Canada and the United States of America, and New Zealand, and Australia. In the second scenario, a large number of people from British isle remained there and got settled, and further received a large number of immigrants from Europe over a period from 17th until 19th centuries. So, the population of the four countries: Canada, the USA, New Zealand, and Australia, speak English as their main language.

So, English remain the main language in the former British colonial countries, though, English enriched itself with new pronunciations, styles, expressions and vocabularies from the local language and cultures in the different parts of these countries, but grammatical rules largely remained the same. Interestingly, standard pronunciation of English remained the same in the academic and formal situations wherever English is spoken at whataever levels: native, non-native, near native, second, or foreign languages levels.

These regions can be divided according to the status they give English: Either they as a native language, as a second or official language or as a foreign language. This classification is visualized by the so-called Three-circle-model (Crystal 2003) (see figure 1). The inner circle compromises those countries where English is the primary language of communication and is learnt as a native language by the majority of the population. It includes the United States, the United Kingdom, Ireland, Canada, Australia and New Zealand. The outer or extended circle represents the countries where English plays an important role in a non-native setting. In many cases these are former British colonies where the English language is part of the countries, leading institutions and of various other domains. This circle includes India, Malawi, Singapore and 50 other territories (Crystal, 1997).

How is English Learned by Native Speakers?

In these countries, English is learned by the people in the social environment by observing and interacting with their parents, relatives, neighbours, friends and other activities in the society. They do most of their daily life communication in English. They speak their mind in a more creative and careless way as they take English for granted, or it could be said that they speak English more instinctively. They care less about standard grammatical and pronunciation perfection. Also, their ways of speaking vary from place to place in their own country in terms of uses of grammar, pronunciation, local slang words and expressions. They misunderstand each other even in their home country because of this variation in language at local levels. And it's more difficult for non-native and near native speakers to understand them. Native English speakers don't speak clearly and correctly.

"Native speakers are at a disadvantage when you are in a lingua franca situation," where English is being used as a common denominator, says Jennifer Jenkins, professor of global Englishes at the UK's University of Southampton. "It's the native English speakers that are having difficulty understanding and making themselves understood." (Morrison, 2016) According to the research conducted at Mayflower College on 1,000 non-native English speakers, it is showed that 88 percent find it more difficult to communicate with a native English speaker than with another non-native speaker, because native speakers typically don't know how to adjust their English for their audience.

Some have accused native English speakers of having a sense of superiority, even "linguistic imperialism," which they voice by saying such things as, "I'm a native English speaker; therefore, the problem cannot be mine. It must be yours." (Stevens, 2020)

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How is English Learned by Non-Native Speakers?

Non-native speakers of the English language get introduced to English in the classroom within a formal framework for the first time with the purpose of learning English. Although they all have indirect interactions with English in passive manner through watching advertisements, seeing sign posts, listening to the instructions at public places like airport, bus station, library, reading covers of any magazines, having broken conversations with foreign tourists or local English speakers, and so on.

Most of the non-native speakers of the English language don't pick up English language naturally from the social environment in which they grow up. They learn language with any particular purposes, and that could be anything like for career enhancement, for passing a test, for traveling abroad, or for running a business where English is required. In addition, some people learn English to increase their social circles. (Wall Street English, 2018)

But most of the time, they have to learn English because English is imposed by the school education system, and in that way they remain passive towards the English language because of having no need of using it and having no other clear objectives.

Some non-native speakers are called near native English speakers when they learn to master English actively and use it frequently in writing and speaking, formal and informal setting. So, basically, there are three prevailing terms in general uses with regard to the categories of English speakers, and they are native English speaker, non-native English speaker, and near native English speaker to identify the proficiency level in English and amount of its uses by each of them from three different categories.

Non-native speakers remain active, alert and careful. They dare not to show any creativity in terms of coining their own phrasal verbs or new expressions or shortening of pronunciation in accordance with their comfort level and local culture. Consequently, there are no grammatical and pronunciation related mistakes or speaking beyond the level of standard set for the English language. Further, people who learn to speak English as a second or foreign language tend to speak English in its formal form and structured form in terms of pronunciation, grammar, style and expressions. Therefore, it is much easier to understand non-native speakers. Non-native speakers speak English as if it is a space science or mathematical calculation because they don't want to risk being corrected by others, thus avoiding embarrassment.

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Native Speakers Vs Non-Native Speakers

It is seen that native English speakers use English not in complete alignment with the rules of English language, whereas non-native speakers of English language, after mastering in English, speak English in a proper manner following its rules.

"Native speakers of English generally are monolingual and are not very good at tuning into language variation," Professor Jennifer Jenkins says (Credit: University of Southampton). Dale Coulter, head of English at language course provider TLC International House in Baden, Switzerland, agrees: "English speakers with no other language often have a lack of awareness of how to speak English internationally" (Morrison, 2016).

Decades of research show that when a native English speaker enters a conversation among non-native speakers, understanding goes down. Global communication specialist Heather Hansen tells us that's because the native speaker doesn't know how to do what non-native speakers do naturally: speak in ways that are accessible to everyone, using simple words and phrases (McCusker & Cohen, 2021).

Not the Whole Population Speak English as their First Language at Home in Native English Speaking Countries

There is a large number of people who don't speak English as their first language at home in the native English speaking countries. Based on analysis of newly released Census Bureau data for 2018, the Centre for Immigration Studies finds that 67.3 million residents, 21.9 percent of U.S. residents, in the United States now speak a language other than English at home, a number equal to the entire population of France.

The number has nearly tripled since 1980, and more than doubled since 1990. The growth at the state level is even more pronounced. All language figures in Census Bureau data are for persons five years of age and older (Zeigler & Camarota, 2019).

It is understood from above examples that a large population residing in one particular geographical area speak a language other than a language that is considered to be the native language of that area. So, it supports the concept that a direct geographical connection to a language acquisition as a first or native language is incorrect.

British People Don't Understand Each Other Well Enough

Because of centuries of invasion and settlement of different tribes, Britain today has a plethora of dialects and accents. It has been said that every few miles you will hear a

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change in pronunciation. Some accents have gained notoriety for being hard to understand, especially broad Scouse (from Liverpool), Geordie (from Tyneside), Northern Irish, and Scottish English (as opposed to Scottish Gaelic, which is another language entirely). Out of all of them, a thick Scottish accent is probably the most unintelligible to all but those who use it ("Lost in English: Even native speakers don't understand each other," 2018).

There is the somewhat amusing example of a Scottish Member of Parliament (MP) who seems to be speaking a foreign language according to his peers. Alan Brown, the MP for Kilmarnock and Loudon has said that, "It first became really clear to me not just when it was ministers looking to respond, but it became a running joke with my colleagues that even if I asked a two-line question, Hansard would send me a note asking me to confirm what I said" (Crossan, 2015).

Flaws in Determining Native Speaker and Non-Native Speakers

It's important to mention that countries, which were colonized for settlement, are considered to be the native English speaking countries, thus coming in the inner circle countries of English language, for example, the USA, Canada, Australia and New Zealand. However, the countries, which were colonized for exploitation but not for the settlement, are considered to be non-native, thus coming under outer circle countries of English language, for example, India, Singapore and Malaysia.

It is also considered another error of pure generalization considering countries as a whole as native or non-native speaking countries of English language rather than judging people on individual basis seeing their personal experience with English language without considering one's geographical connection.

"The origin of the term mother tongue harks back to the notion that linguistic skills of a child are honed by the mother and therefore the language spoken by the mother would be the primary language that the child would learn." However, this type of culture-specific notion is a misnomer. The term was used by Catholic monks to designate a particular language they used, instead of Latin, when they are "speaking from the pulpit". That is, the "holy mother of the Church" introduced this term and colonies inherited it from the Christianity as a part of their colonial legacy, thanks to the effort made by foreign missionaries in the transitional period of switching over from 18th-century Mercantile Capitalism to 19th-century Industrial Capitalism in India" (Limacher-Riebold, 2022).

Native English Speaking countries have so many exceptions where a large population, though a minority, don't speak English as their native language. There are people from sub cultural groups and new immigrants who retain their first language which is also their dominant language. There are cases where the mainstream language of an area receives dominance over the people from sub-cultural groups and new immigrants after their long interactions in their long stay. In another case, same people retain a native or dominant language of their sub cultural group and retain a language of new immigrants even after their long stay because of less interaction in the mainstream language of their respective countries, for example; Spanish in the USA, French in Canada, Maori in New Zealand, and Afrikaans in South Africa.

In his lecture "English and Welsh" in 1955, J. R. R. Tolkien distinguishes the "native tongue" from the "cradle tongue". The cradle tongue being the language we learn during early childhood and the native tongue "may be different, possibly determined by an inherited linguistic taste, and may later in life be discovered by a strong emotional affinity to a specific dialect (Phelpstead, 2011, p. 18).

It is the dominant language that is the first language of each of us. First language could be changed when one starts using another language most of the time in a new linguistic environment. That other language starts dominating the previous first language, and subsequently replaces it.

We each have our own personal linguistic potential: we each have a native language. But that is not the language that we speak, our cradle-tongue, the first-learned. Linguistically we all wear ready-made clothes, and our native language comes seldom to expression, save perhaps by pulling at the ready-made till it sits a little easier. But though it may be buried, it is never wholly extinguished, and contact with other languages may stir it deeply.

My chief point here is to emphasize the difference between the first-learned language, the language of custom, and an individual's native language, his inherent linguistic predilections: not to deny that he will share many of these with others of his community. He will share them, no doubt, in proportion as he shares other elements in his make-up (Phelpstead, 2011, p.18).

The literature review is done in support of the idea that was presented under this research, and they are as such:

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1. Understand the background and history of English language and its progression through a period of centuries to this modern transformation, and its true level of transformation from its original form or Old English to today's modern form or Modern English.

2. The clarification on the terminology used for describing English speakers for their level of proficiency and the level of adaptation of English language in their daily communication.

CONCLUSION AND DISCUSSION

With the help of reviewing the literary work done on these issues, helped to conclude, first, the extent of transformation of original English to the modern English is such that it made the modern English, completely, a new language. Second, the terminology native English speaker has to be used to denote English speakers on the basis of their individual English language proficiency and adoption of it in their day to day communication without considering geographical boundaries or residential area of English speakers.

As English considered to be the only world language to be used as a bridge between nations for communication, it can't remain just a native language that sounds like a local, regional or a national language. English that the world know is an International language, a world language, and a shared language. So, it can't be claimed as the native language of just a few countries.

The recommendation was made in terms of, first, further debate and research on the true level of transformation of original English to modern level English. Second, debate and research on the terminology used for describing English speakers for their level of proficiency and the level of adaptation of English language in their daily communication.

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APPENDIX
FIGURES:
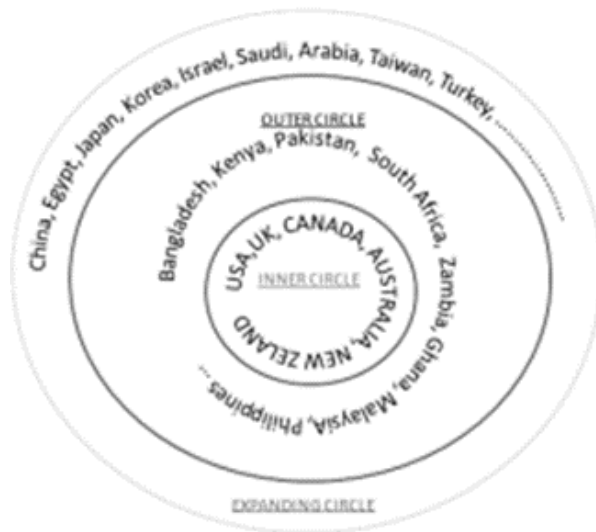
Figure 1: Concentric circle model (Adapted from Kachru, 1997)
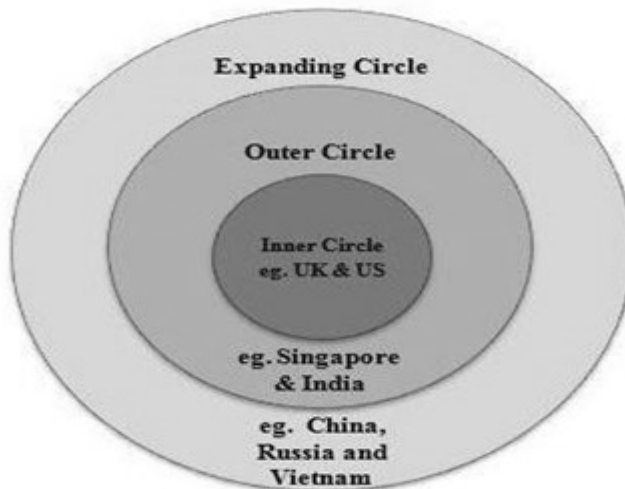
Figure 2: Three-circle-model (Crystal, 2003)
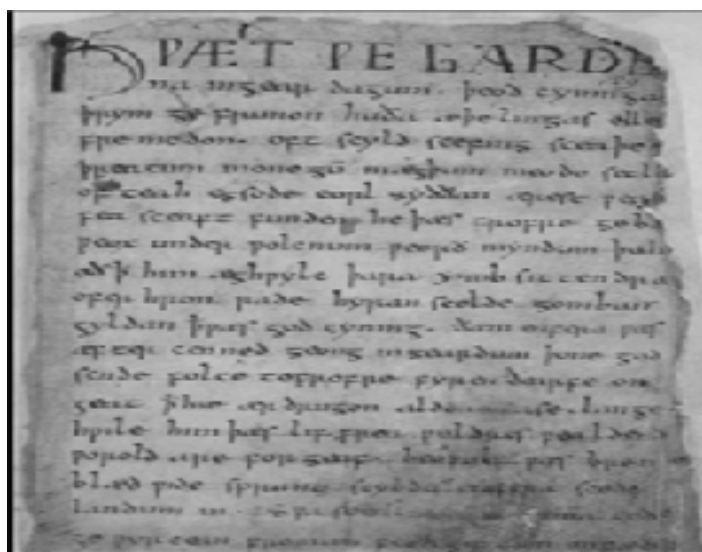
Figure 3: Manuscript of Beowulf written in Old English

(Capitan Zamora, 2020)

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Figure 4: A comparison of Beowulf written in Old English on the left and
Modern English on the right (Capitan Zamora, 2020)
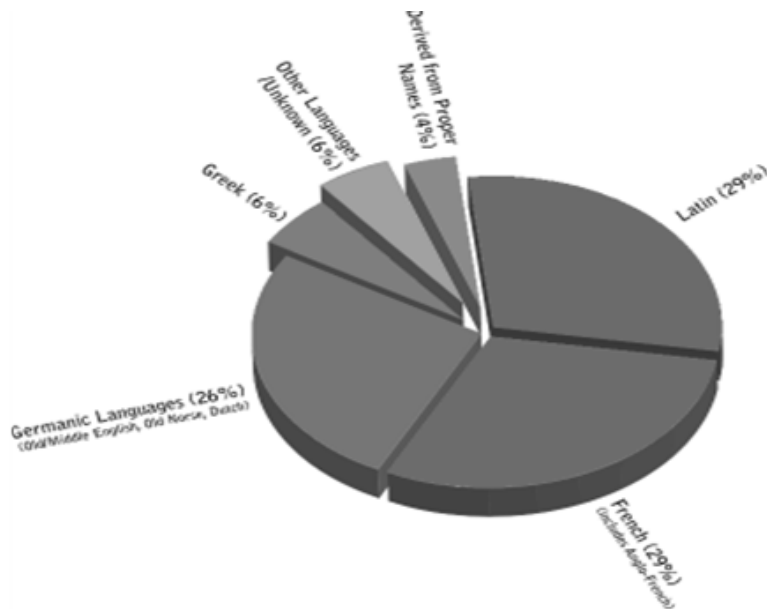
Figure 5: The percentage of modern English words derived
from each language group (Murray at English Wikipedia, 2007)

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INVESTGATING THE PATTERNS OF THAI EFL LEARNES' ENGLISH LEARNING STYLES BASAD ON VARK MODEL

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ABSTRACT

One of the teachers' most essential roles is to ensure that high-quality lessons are delivered. Teachers need to be able to make learning fun, interesting, and suitable for students in order to get them to pay attention to what they are learning in class. Many studies agree that learners' demotivation and unsatisfied performance are affected by the fact that the learners do not learn in ways they feel driven to do well, or the teacher may teach them with an approach that does not match the learning style of the learners. Therefore, this present study aimed to investigate English learning styles and to compare the English learning styles of all participants across six different majors, including Chemistry, Computer, English, Music Education, Social Studies, and Thai. Fleming's VARK model (visual, auditory, reading/writing, and kinesthetic) was adopted to survey the learning style preferences of the students from the six majors. The results revealed that the majority of the participants preferred kinaesthetic, visual, auditory, and read/write learning styles, respectively. In terms of the similarity as a whole, five majors shared their top learning preference, the kinesthetic learning style. This most preferred learning style is related to active teaching and learning methods. Surprisingly, it had only one major, music education, preferred an auditory learning style. On the other hand, the reading/writing learning style is the least popular of the six majors. This study suggests the implementation of the VARK model to determine the learners' learning styles, which probably helps teachers to design teaching activities that are most relevant to learners' learning styles, thereby improving the teaching process. If the teachers recognize their learners' preferences and set up a learning environment that fits them, the learners will be able to study in their preferred environment where they can thrive best.

Keywords: *Learning Styles, VARK Model, Kinesthetic, Active Learning*

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INTRODUCTION

It is locally known that Thai students spend twelve years studying English as a compulsory subject in primary and secondary schools. However, the results are somewhat unsatisfactory. According to BBC News Polls 2018, it was reported that Thailand dropped to 74th out of 100 countries, with the average score of English proficiency at 47.62. In the results of the previous year, 2018, Thailand ranked 64th out of 88 countries, with an average score of 48.54. It is unavoidably noticed that Thai students' English proficiency and learners' performance are relatively low (Khamkhien, 2010). According to the study conducted by Tirapaiwong et al. (2017), the results revealed that the development of an instructional model based on cooperative English learning by using Visual, Auditory, Reading/writing, and Kinesthetic learning styles led the participants' academic achievement to be more efficient. That could be one of the reasons why knowledge about learning styles and related issues could help instructors improve the teaching process and facilitate their students to achieve better learning outcomes. Thus, identifying learners' learning styles has many benefits; for example, teachers can better comprehend how students prefer to learn so that they can help them to learn by planning lessons and tasks appropriate to their learning styles, and avoid a mismatch between learners' learning styles and teachers' teaching styles (Wana & Boonyaprakob, 2014). The need to analyze learners' learning styles and the ability to manage more interesting and effective teaching by recognizing the difference in the learner's learning styles are crucial for an English teacher. Wehrwein, Lujan, and DiCarlo (2007) discovered that understanding students' preferences assists teachers in better enlightening learners' learning styles and improving teaching from the students' viewpoint. Furthermore, they should apply the learning styles information to create lesson plans and assign appropriate assignments to learners to achieve their goals.

Wehrwein, Lujan and DiCarlo (2007) asserted that learning styles can be classified through individual input characteristics, or 'VARK', in which visual (V) learners learn through watching videos, images, and figures; aural (A) learners learn through listening to lectures; read/write (R) learners learn through reading texts and writing notes on them; and lastly, kinesthetic (K) learners learn through touch and manipulation of objects. Besides, multimodal (MM) learners learn through using a combination of these learning styles. There are several methods to measure learning styles, such as the learning style inventory developed by Jaffery Barsch (1996) and Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ) (1987). To investigate the learning styles and preferences of

learners, the VARK questionnaire developed by Fleming & Mills (1992) is the most widely used one as it is a simple and easy to administer tool that encourages students to describe their learning behaviors (Sandmire et al, 2000). Several studies adopted Fleming and Mills's VARK questionnaire to explore the learning styles of the participants. For example, Phantharakphong's (2012) study reported that the majority of undergraduate students in the faculty of education preferred kinesthetic, multimodal, read/write, auditory, and visual styles of learning respectively. Moreover, Payaprom (2020) launched a study with first-year undergraduate students who were studying in the language program at the Faculty of Education. The findings of the study revealed that kinesthetic and auditory were the predominant modes of learning.

For all the reasons mentioned earlier, English learning styles may be one of the factors that improve students' English performance and their proficiency test scores. Consequently, the researchers had an interest in exploring the concept of the VARK learning styles model with the fourth-year students in the Faculty of Education as they are required to pass CEFR and the government teacher license examination in order to be a government teacher when they graduate from their bachelor's degree. with the hope that the results of this study will give Thai teachers some ideas about how students from different fields of expertise learn. Therefore, this present study aimed to investigate Thai EFL undergraduates' English learning styles based on the VARK model and (2) find out which learning style each student in 6 different majors prefers the most and least.

REVIEW OF LITERATURE

Relationship between Learning Styles and Academic Performance

Othman & Amiruddin (2010) defined learning styles as individual learning techniques that act inwards on the habitat to process, clarify, and obtain information, life stories, or desirable skills. According to Keefe (1991), learning styles can be viewed as "the cognitive, emotional, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact, and respond to the learning environment." Therefore, the relationship between learning styles and academic performance in the educational sector has been extensively studied. Based on Dunn & Griggs' (2003) notion, the inability of schools and teachers to take account of preferences resulted in low achievement and poor motivation. Nolting (2008) also emphasized that students' academic achievement was positively increased if they were aware of their learning style and how they learned best. Hsieh et al. (2011) found

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that those students whose learning styles were matched with the corresponding teaching styles had significantly greater learning improvements than those in the mismatched groups. According to several studies, it can be clearly observed that learning styles could promote the learning efficiency and learning potential of learners through their awareness of learning styles. Accommodating teaching to learning styles improves students' overall learning results, and analyzing students' learning styles would be very helpful and beneficial as it has a high potential to help them become attentive learners, which would eventually increase their academic performance which is partially determined by their learning styles

Definition of VARK Learning Styles

There are a number of ways to identify different learning styles, such as Kolb's Learning Style Inventory (LSI), The Myers-Briggs Type Indicator, and the Felder Silverman Learning Style Model, but the VARK model is one of the most widely known and commonly used in EFL contexts because it is able to clearly classify the learning styles of students. The VARK model categorizes students according to their perception pattern of how they choose to submit information to students (Fleming & Mills, 1992) and the results represent which type of VARK they truly are. The classification of individuals is as follows:

1) Visual (V): According to Piping (2005), this style is referred to as learners' visual intelligence, which makes them more imaginative and more creative. This style tends to be provided by demonstration and can be learned through description. If a person is considered a visual learner, he/she is more likely to use numbers and pictures to show information. Graphs, flowcharts, hierarchies, models, and arrows are some of the symbols this type of learners prefer to use (Murphy et al., 2004).

2) Auditory (A): Aural learners learn something by listening, and students who learn with this mode are easily distracted by noises (Drago & Wagner, 2004). Moreover, Murphy et al., (2004) explain that these learners pay more attention to the speech delivered by teachers. They prefer to listen rather than write lecture notes. After the lecture ends, they choose to discuss topics with their classmates as a guideline to clarify their understanding.

3) Read/write (R): Murphy et al. (2004) explain that the read/write style is the most commonly applied by conventional instructors in traditional learning environments. Learners with a tendency towards reading prefer printed words and text as a means of obtaining information. They study better through taking notes from lectures or from difficult reading materials, textbooks, hand-outs, and circulation as their favorite tool for collecting and sharing information (Chaudhry et al., 2020).

4) Kinesthetic (K): According to Armstrong (2004), learners with this type of intelligence prefer to move and are active, quick at learning physical skills, fond of thinking while moving, perform well in certain athletic fields, tend to use movements to help remember various cases, have good coordination and awareness of tempo, and are easy to relax. Besides, they have high energy and tend to apply touch, movement, and interaction to their environment (Begel, Garcia, & Wolfman, 2004). Moreover, kinesthetic learners should learn through practicing and forming experience to acquire something new (Murphy et al., 2004).

However, if a learner equally prefers more than two learning styles rather than having only one dominant learning preference, his/her is considered to be multimodal (MM), the learners have a balanced set of learning preferences, including bimodal, trimodal, and quadratic (Allen et al., 2013). Furthermore, Fleming (1995) notes that students whose preferred learning styles combine all 4 modes are said to be multimodal (MM) and may have dual or triple preferences.

The Relevance of VARK Model to English Learning

Aside from the fact that VARK learning styles are related to learning outcomes, they also have a high potential to promote English learning performance and improve learners' language acquisition. Recognizing learners' interests greatly helps teachers understand learners' learning styles from their own learning styles and improve teaching from the perspective of learners. (Wehrwein, Lujan, & DiCarlo, 2007). Yassin's (2012) research showed that matching teaching styles to students' VARK learning styles positively impacted the students' academic success. The suitable teaching styles to students' learning styles tremendously helped the learners achieve higher TOEFL scores than those learners who had different learning styles from their teachers. According to Hussain's (2017) research, the identification of VARK learning styles aided an effective and systemic mode of learning. If he/she could have a mixture of distinctive learning styles, it would encourage learners to attain their process, and teachers could interact with learners through their learning styles more effectively. Finally, it was agreed that not everyone could learn and remember in the same way, so the teacher had to be full of tricks and strategies to help their students in the best way possible.

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Relevant Research

In the previous years, many research tried to investigate the learning styles of Thai EFL students; for instance, Jansook & Weerawatthanodom (2017) conducted a study with 114 first-year nursing students. The data were collected using a questionnaire based on the VARK learning style model. The results showed that the majority of participants preferred kinesthetic learning followed by auditory learning style.

While there are several studies that pay their focus mainly on students in linguistic field. Phantharakphong (2012) studied English learning styles of high and low-performing students of the Faculty of Education, Khon Kaen University. The VARK questionnaires by Fleming and Mills were used to survey undergraduate students. The findings showed that the high-performance students ranked themselves in the following order: K, MM, R, A, and V. In addition, Payaprom's research (2020) was also conducted among the first-year undergraduate students enrolling in language program including English, Japanese, Chinese, and Thai at the Faculty of Education, Chiang Rai Rajabhat University, Thailand. The findings revealed that the majority of language learners had multimodal learning style preferences. Kinesthetic and auditory were the top two preference.

Despite the fact that previous studies have already explored the learning styles of Thai EFL learners, the attention was paid mainly to those participants from the linguistic areas such as English, Thai, Chinese, etc. Meanwhile, only a few studies have been conducted to investigate the learning preferences of a diverse group of students in other fields such as science, technology, art, social studies, and so on — where the students are also required to take English courses in schools, and likely to benefit greatly from a teaching approach that suit their learning styles. Moreover, based on the findings of the previous studies, VARK is most likely to have an impact on academic performance as well as language learning outcomes. Therefore, it is highly anticipated that the results of the present research clarify the VARK learning styles of the students at the Faculty of Education in the different majors, including English, Thai, Computer, Chemistry, Music Education, and Social Studies, which can help us have some idea concerning how the students across the six majors learn best. Hence, the objectives of this study were accomplished by seeking the answers to (1) What are the English learning styles of the EFL students at the Faculty of Education? and (2) What are the most and least preferred learning styles of the participants based on each major?

METHOD

Participants and context

The participants consisted of 147 students from the Faculty of Education at Phuket Rajabhat University. These students were studying English as a Foreign Language that were divided into six groups as following table 1 which provides information about the number of participants in Chemistry, Computer, English, Music Education, Social Studies, and Thai.

Table 1: Number of participants across different fields of study

Majors	The number of participants (%)
Chemistry	16 (10.88%)
Computer	31 (21.09%)
English	28 (19.05%)
Music Education	14 (9.52%)
Social Studies	30 (20.41%)
Thai	28 (19.05%)
Total	147 (100%)

As can be seen in Table 1, the number of the participants based on their majors including 16 (10.88%) from Chemistry, 31 (21.09%) from Computer, 23 (19.05%) from English, 14 (9.52%) from Music Education, 30 (20.41%) from Social Studies, and 28 (19.95%) from Thai.

Procedures

The quantitative data collection for this study was carried out in February 2022 by the researchers. The VARK questionnaire was given to the participants through an online chat with the class representative of each major. The necessary information was on the questionnaire before it was filled out. The questionnaire employed a multiple-choice format where each option represented each learning style to classify the participants' learning preferences. It was translated into Thai to ensure that the participants understood the contents clearly. There were 16 items in total, and each item provided 4 options for the participants to choose. Instead of forcing the participant to choose only one option, they were allowed to choose more than one option to obtain their hornet answer. A Google Form (online) was used to keep all of the questionnaires. The questionnaire database was stored on the researchers' password-protected Google Form.

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Data analysis

Considering the analysis of the data from the questionnaire, the information gathered from the questionnaire was quantitatively analyzed through the use of descriptive statistics. The responses were obtained from the participants' answers to questions in the multiple-choice format. The final data were reported as percentages of students in each learning style preference. The number of students who preferred each learning style was divided by the total number of responses to determine the percentage. The data were analyzed and interpreted as follows: 1. the participants chose one answer, which would be one divided by one equal 1; 2. the participants chose two answers, which would be one divided by two equal 0.5 in each answer; 3. the participants chose three answers, which would be one divided by three equal 0.33 in each answer; and 4. the participants chose four answers, which would be one divided by four equal 0.25 in each answer. After that, the overall percentage of the learning styles was calculated using Microsoft Excel to summarize the summation of preferences and learning styles in all 6 majors. The percentages of the participants were then individually analyzed based on their major to determine the most and least learning preferences for each major.

RESULTS

1. What are English learning styles of the EFL students at the Faculty of Education?

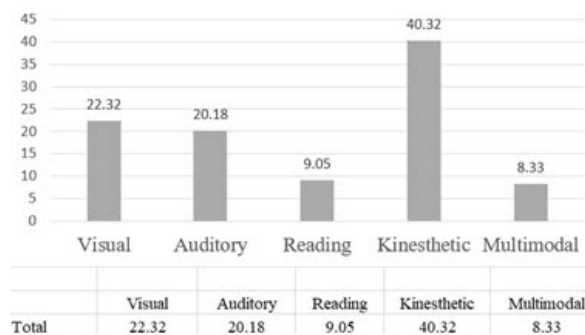|	Visual	Auditory	Reading	Kinesthetic	Multimodal
Total	22.32	20.18	9.05	40.32	8.33

Figure 1: The participants' responses to the overall learning preferences based on the VARK model.

Figure 1 shows the results of the participants' overall learning style preference. The most preferred learning style was kinesthetic at 40.32%, which seemed to confirm that most students these days prefer to learn in any environment where they can interact with the lessons and more actively engage with the activities assigned. Therefore, the active

learning approach and activities play an increasingly important role in education, especially in the English language. Such activities can be seen in many effective English classrooms, including interactive demonstrations, debates, role plays, etc., as they keep gaining the interest of most educators as well as learners. According to Bonwell and Eison (1991), active learning led to better student attitudes as well as improvements in student thinking processes. They also asserted that some forms of active learning outperformed traditional lectures in terms of material retention, motivating students to continue their studies, and developing thinking skills. The results of this present study are also similar to Phantharakphong's study (2012) where the participants, 311 undergraduate students, also preferred the kinesthetic learning style the most.

These findings are evidence that most learners in Thailand liked to perform and practice in class through an active learning approach. Moreover, they also preferred activities which facilitate them to learn about themselves, their feelings and experiences related to live theories. The second most preferred style was visual, at 22.32%. This group of participants responded positively to the learning methods where they absorbed new information through visual media and other visual learning materials as they allowed the students to remember and understand the lessons better. Most of the time, it could be observed that visual and auditory come together in a learning process rather than being taught separately. An explicit example of the learning style integration between visual and auditory is audio-visual media such as videos, movies, music videos, and so on. According to Cakir (2006), an audio-visual increase in emphasis on communicative techniques, and it is obvious that using video is a great help for foreign language teachers in stimulating and facilitating the target language. Next, auditory style was 20.28%, as it came in third place among participants' learning preferences. It may be noted that the nature of first language and second language learners starts with listening, speaking, reading, and writing, respectively. To support this notion, a leader of behaviorism, Skinner (2012) explained that the spoken language of the born child is based on the interaction between the speaker and the listener. Language learning is the result of behavior adaptation by the environment. Children learn language by observing and imitating the behavior while interacting with parents or others. If a response is reinforced, that behavior becomes more frequent, eventually becoming a habit. That person will use language more often. It has made language development better (Sasilak & Somphot, 2012). According to these results, an interesting issue could be noticed in that in Thai education, most English classrooms tend to focus extensively on grammar rather than the authentic use

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of English for communication, which could be one of the factors that bring Thai students' proficiency in English down, as mentioned earlier. According to Cross's (1998) research, the most important aspect of communication is listening because it is required to provide a substantial and meaningful response. Listening is particularly important when learning a language for communicative purposes because it helps language learners understand messages conveyed through tone of voice, pitch, and accent. Besides, without the ability to listen, communication is impossible. More importantly, both visual and auditory learning styles have marginally different percentages. It shows that if participants like the visual learning style, they will also like the auditory learning style. Finally, read/write appeared to be the least satisfactory learning style at 9.05%, indicating that the learners did not like reading or writing in the learning process, possibly due to a lack of reading practice since childhood. This could be the reason that participants preferred the read/write learning style the least. According to the research by Sribudda et al. (1991), students who did well at reading and writing had a lot to do with their background knowledge, interests, or teachers in any teaching environment or activities involving reading or writing skills.

2. What are the most and least preferred learning styles of the participants based on each major?

Table 2: The participants' responses to learning preferences based on the VARK model across six majors

Learning Styles	English	Thai	Social Study	Music Education	Chemistry	Computer	Total
	N=28	N=28	N=30	N=14	N=16	N=31	N=147
V	17.86%	28.57%	30%	28.57%	6.25%	22.58%	22.32%
A	21.43%	14.59%	14.3%	**35.71%**	12.5%	22.58%	20.18%
R/W	7.14%	10.71%	10%	7.14%	0%	19.35%	9.05%
K	**46.43%**	42.86%	36.66%	21.43%	68.75%	**25.81%**	**40.32%**
MM	7.14%	3.57%	10%	7.14%	12.5%	9.68%	8.33%

Table 2 presents the percentages of the participants based on individual majors. With regard to the highest percentages, it was found that 5 out of 6 majors liked kinesthetic learning styles the most, namely Chemistry at 68.75%, English at 46.43%, Thai at 42.86%, Social Studies at 36.66%, and Computers at 25.81%. The results indicated that students enjoyed

hand-on experiences such as experiments, role-playing, games, cooking, etc. As stated in the article by Cooperstein and Weidinger (2004), hands-on activities allow students' minds to grow and learn as a result of their experiences and the environment to which they are exposed. Furthermore, learners gain knowledge through discussing, investigating, creating, and discovering with their peers. As students experience integrated learning processes more, they gradually start to make decisions on their own, which means they need less help from the teacher and can learn more through interaction.

Music education, on the other hand, favored auditory learning the most with 35.71%. It could be the nature of certain particular groups who thrive best with the sense of hearing. For instance, learning English or any new language through songs seemed to gain great attention from this type of learners as they transcribed the words from English songs into Thai subtitles to make them easier to sing as well as translated lyrics into Thai to understand the meaning of their favorite songs. It could be assumed that the participants use this learning style to distinguish between the beat, the note, and the key of the song. This is consistent with Mahlmann's (1994) notion, which suggests that music learners often learn by analyzing elements of music such as the level of sound, the shortness and length of the sound, and the slow and fast rate of sound. This is something that English teachers can keep in mind so that if they have to teach students in a music major, they may choose the appropriate activities, such as listening to songs or stories. It might be a good idea to improve the English proficiency of the learners.

Regarding the least preferred learning style, reading/writing surprisingly gained the lowest percentages from the participants in all 6 majors. The results implied that reading/writing did not suit their learning style Unfortunately, most of the English classrooms in Thailand seem to focus on reading without further development or improvement of critical thinking skills. This may be one of the reasons participants preferred read/write the least. More importantly, one of the main reasons why Thai students have low English proficiency could be that they study English with a learning style that they do not appreciate, resulting in learners' demotivation in second-language acquisition processes. This is in line with Nolting's (2002) research, which found that students' academic achievement improved when they were aware of their learning style and how they learned best.

CONCLUSION AND DISCUSSION

Based on the results of this present study, it was found that the participants liked the

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kinesthetic learning style the most, possibly due to the fact that this form of learning mainly involves an active learning method. This teaching and learning approach is well known to enable learners to learn by engaging themselves in the lessons through action, movement, and authentic experience. Moreover, the learners are able to focus on and interact with the lesson during class better. Related activities such as role-playing exercises or interactive games also allow learners to have hands-on experience of the lesson while they are learning through a kinesthetic style. Next, visual and auditory came in second and third in the results, with slightly different percentages. Therefore, it was convincing that visual and auditory have some connection when it comes to learning new languages, including English. Rather than managing an English classroom for these two learning styles separately, the results suggest that integrating both styles together in one class would be more productive and provide a more well-rounded learning environment to match learners' preferences. The least preferred learning style of the participants was the read/write style. This result showed that the learners seemed to enjoy and be motivated by learning English through only reading or writing activities. Based on research, most second language learners felt demotivated and found reading or writing difficult, mostly due to the fact that they were not trained well, or the lack of motivation from teachers or parents when they were at a very young age.

In terms of the participants' learning preferences based on each individual major, five out of six majors apparently shared the same learning preference, which was kinesthetic. As kinesthetics has a strong connection with active learning (Silberman, 1996), this group of participants seemed to be drawn into learning activities that would get them to perform, simulate, and engage during the process of learning new information the most. The activities they chose in the questionnaire primarily required their brains, bodies, and skills to analyze ideas, solve problems, and apply what they had learned in their daily lives. The only group of participants which stood out was Music Education as they favored an auditory learning style the most. The main factor in this incident could be the uniqueness of their learning nature, since most of the time they always learn through listening. Repeating a process for a certain time could develop into a learning habit, and eventually transform into a learning preference. However, when it comes to the least preferred learning styles, all of the participants jumped into the same trend as the read/write style appeared as the lowest one in the VARK model. Regardless of how important these two skills are, most language learners all of the participants in this study, as a clear example—still have a tough time learning through a traditional method of language learning like reading a book, or writing a paragraph. Therefore, Thai educators can take the results of this study into their consideration when conducting an

English classroom for reading and writing skills to make it more interesting and motivating.

It is hoped that this present study will provide an insight for Thai educators to understand the different learning preferences according to the VARK theory as they can affect the learning performance and outcome of language learners. The results were meant to serve as an example of in what way and under which environment Thai students preferred and were eager to learn their best. By obtaining the insight of learners' preferences, Thai teachers are recommended to organize the right teaching method and design a suitable curriculum for their learners to make a major difference in the Thai education system.

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APPENDIX

Questionnaire

Part one

สาขา:

☐ เคมี

☐ คอมพิวเตอร์

☐ ภาษาอังกฤษ

☐ ดนตรีศึกษา

☐ สังคมศึกษา

☐ ไทย

Part two

คำแนะนำ: เลือกคำตอบที่อธิบายตัวคุณได้ดีที่สุด โปรดเลือกมากกว่าหนึ่งคำตอบหากคำตอบเดียวไม่ตรงกับสิ่ง
ที่คุณต้องการ

1. หากคุณต้องการทราบข้อมูลเพิ่มเติมเกี่ยวกับโปรแกรมการท่องเที่ยวที่คุณกำลังจะไป คุณจะ

☐ พูดคุยกับบุคคลที่วางแผนโปรแกรมการท่องเที่ยว

☐ ใช้แผนที่ในการดูรายละเอียดเกี่ยวสถานที่ต่าง ๆ

☐ อ่านเกี่ยวกับโปรแกรมการท่องเที่ยวในกำหนดการเดินทาง

☐ ดูรายละเอียดและกิจกรรมในโปรแกรมการท่องเที่ยว

2. หากคุณต้องการประหยัดเงินมากขึ้นและมีสิ่งของหลายอย่างที่คุณต้องการซื้อ คุณจะ

☐ พิจารณาตัวอย่างของแต่ละตัวเลือกโดยใช้ข้อมูลทางการเงินของคุณ

☐ อ่านโบรชัวร์ที่อธิบายตัวเลือกโดยละเอียด

☐ พูดคุยกับผู้เชี่ยวชาญเกี่ยวกับรายละเอียดสิ่งของต่าง ๆ

☐ ใช้กราฟที่แสดงความแตกต่างเพื่อเลือกสิ่งของแต่ละชนิด

3. คุณชอบผู้สอนหรือครูที่ใช้

☐ แผนภาพ แผนภูมิ แผนที่ หรือกราฟ

☐ การสาธิต แบบจำลอง หรือภาคปฏิบัติ

☐ เอกสารประกอบคำบรรยาย หนังสือ หรือการอ่าน

☐ คำถามและคำตอบ พูดคุย สนทนากลุ่ม หรือวิทยากรรับเชิญ

4. เมื่อคุณเรียนรู้จากแหล่งการเรียนรู้อินเทอร์เน็ต คุณชอบที่จะ

☐ อ่านคำอธิบายที่น่าสนใจ

☐ เปิดวิดีโอแสดงวิธีการทำหรือสร้างสิ่งต่าง ๆ

☐ ดูการออกแบบภาพที่น่าสนใจ

☐ ฟังไฟล์เสียงประเภทต่าง ๆ หรือฟังบทสัมภาษณ์

5. หากคุณต้องการเรียนรู้วิธีการเล่นเกมกระดานหรือเกมไพ่ใหม่ คุณจะ

☐ อ่านคำแนะนำ

☐ ฟังใครสักคนอธิบายและถามคำถาม

☐ ดูคนอื่นเล่นเกมก่อนเข้าร่วม

☐ ใช้แผนภาพอธิบายขั้นตอนต่าง ๆ การเคลื่อนไหวและกลยุทธ์ในเกม

6. เว็บไซต์มีวิดีโอแสดงวิธีการทำกราฟหรือแผนภูมิ มีผู้พูด รายการ คำอธิบายสิ่งที่ต้องทำและแผนภาพ คุณจะเรียนรู้มากที่สุดจาก

☐ การอ่านคำ

☐ การฟัง

☐ การมองแผนภาพ

☐ การดูการกระทำ

7. หากคุณต้องการที่จะหาข้อมูลเกี่ยวกับบ้านหรืออพาร์ตเมนต์ก่อนที่คุณไปเยี่ยมชมสถานที่นั้น คุณต้องการ

☐ พูดคุยกับเจ้าของบ้านหรืออพาร์ตเมนต์โดยตรง

☐ ดูวิดีโอเกี่ยวกับบ้านหรืออพาร์ตเมนต์นั้น

☐ แสดงแผนผังและพื้นที่ของห้อง

☐ อ่านรายละเอียดและคุณสมบัติของห้อง

8. หากคุณต้องการประกอบชิ้นส่วนของโต๊ะไม้ คุณจะเรียนรู้ได้ดีที่สุดจาก

☐ อ่านคู่มือที่มาพร้อมกับชิ้นส่วนสำหรับประกอบโต๊ะไม้

☐ ฟังคำแนะนำจากผู้ที่เคยทำมาก่อน

☐ แผนภาพแสดงขั้นตอนแต่ละขั้นของการประกอบชิ้นส่วน

☐ ดูวิดีโอของบุคคลที่ประกอบโต๊ะที่คล้าย ๆ กัน

9. หากคุณต้องเลือกอาชีพหรือสาขาวิชาที่คุณจะศึกษาต่อ อะไรเป็นสิ่งที่สำคัญสำหรับคุณ

☐ การนำความรู้ไปใช้ในสถานการณ์จริง

☐ การสื่อสารกับผู้อื่นผ่านการสนทนา

☐ การทำงานกับการออกแบบ แผนที่ หรือแผนภูมิ

☐ ความสามารถในการเลือกใช้คำได้ดีในงานเขียนเพื่อการสื่อสาร

10. หากคุณต้องหาเส้นทางไปยังร้านค้าที่เพื่อนของคุณแนะนำมา คุณจะ

☐ ขอให้เพื่อนบอกทาง

☐ ใช้แผนที่

☐ หาร้านที่ไหนสักแห่งที่สัมพันธ์กับสถานที่ที่เรารู้จัก

☐ จดเส้นทางที่เราต้องจำ

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11. หากคุณต้องการเรียนรู้ทักษะใหม่บนคอมพิวเตอร์ คุณจะ

☐ เริ่มใช้งานและเรียนรู้จากการลองผิดลองถูก

☐ อ่านคู่มือที่แนบมากับโปรแกรม

☐ พูดคุยกับผู้มีความรู้เกี่ยวกับโปรแกรมนั้น

☐ ทำตามแผนภาพที่มาพร้อมกับโปรแกรม

12. หากคุณต้องการเรียนรู้เกี่ยวกับโครงการใหม่ คุณจะ

☐ ดูแผนภาพแสดงขั้นตอนของโครงการรวมทั้งแผนภูมิที่แสดงผลประโยชน์และต้นทุน

☐ อ่านรายละเอียดที่อธิบายคุณสมบัติหลักของโครงการ

☐ หาโอกาสในการหารือเกี่ยวกับโครงการ

☐ ขอตัวอย่างโครงการที่ดำเนินการเสร็จแล้ว

13. หากคุณมีปัญหาเกี่ยวกับหัวใจ คุณอยากจะให้หมอ

☐ ใช้หัวใจพลาสติกจำลองแสดงปัญหาที่เกิดขึ้น

☐ บอกเกี่ยวกับเว็บไซด์หรืออะไรก็ได้ที่มีรายละเอียดให้อ่าน

☐ อธิบายถึงปัญหาของหัวใจ

☐ ใช้แผนภาพแสดงความผิดปกติของหัวใจ

14. ในขณะที่คุณกำลังเรียน คุณชอบ

☐ คุยในสิ่งต่าง ๆ

☐ ดูรูปแบบของสิ่งต่าง ๆ

☐ อ่านหนังสือ บทความ และเอกสารต่าง ๆ

☐ ใช้ตัวอย่างและการนำไปใช้งาน

15. เมื่อเสร็จสิ้นจากการแข่งขันหรือการทดสอบและคุณอยากทราบคำแนะนำ คุณอยากได้คำแนะนำในรูปแบบใด

☐ ใช้รูปแบบของกราฟแสดงผลลัพธ์ที่คุณทำได้

☐ เขียนคำอธิบายถึงผลลัพธ์ของคุณ

☐ พูดคุยผู้ให้คำแนะนำเป็นการส่วนตัว

☐ ใช้ตัวอย่างจากสิ่งที่คุณได้ทำไปแล้ว

16. หากคุณต้องการเรียนรู้วิธีถ่ายภาพให้ดีขึ้น คุณจะ

☐ อ่านคำแนะนำเกี่ยวกับสิ่งที่ต้องทำ

☐ ใช้ตัวอย่างภาพถ่ายที่ดีและไม่ดีแสดงให้เห็นถึงการปรับปรุง

☐ ใช้แผนภาพแสดงลักษณะกล้องและแต่ละส่วนที่ทำ

☐ ตั้งคำถามและพูดคุยเกี่ยวกับกล้องและคุณสมบัติของกล้อง

EFFECTIVENESS OF SYNTHETIC PHONICS ON SIMPLE WORD READING OF SECOND GRADERS AT A PUBLIC PRIMARY SCHOOL

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ABSTRACT

The study sought to find out the effectiveness of teaching using synthetic phonics to improve simple word reading ability at a public primary school in Thailand. The phonics units in this study were developed to fit the students' ability and learning context. The lessons were adapted from Jolly Phonics and mainly focused on short vowel sounds. The study employed one-group experimental design. 21 second-grade students were chosen through convenience sampling. The participants were administered a pre-test and post-test to assess their skills in simple word reading before and after learning through the designed method. Then they completed an attitudinal questionnaire and were interviewed about their opinions toward the teaching method. The researcher recorded their behaviours and participation using fieldnotes. The experiment lasted approximately four weeks and consisted of 17 hours of phonics instruction sessions. The quantitative data were analysed using t-test, standard deviation, mean, and percentage. Qualitative data were coded by themes and grouped. The results revealed that teaching using synthetic phonics had positive effects on students' reading abilities (P=0.00) after receiving the treatments. However, the method was not as effective on low competency students. The study also identified some struggles students encountered while learning. The results will help inform the use of synthetic phonics teaching with Thai students in similar contexts.

Keywords: *Phonics, Simple Words, Young Learners*

INTRODUCTION

English literacy is an urgent issue for Thai education reform. English is considered an important communication tool according to the National Education Act 1999 (NEA). The Basic Education Core Curriculum (2008) published by the Office of the Basic Education

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Commission Thailand (OBEC) addressed the importance of teaching English at all levels, especially teaching early age students. In 2016, OBEC proposed more English-teaching hours at lower primary school levels from grades one to three. However, student achievement in English remains lower than the national curriculum expectations. Moreover, in 2021 Thai students' English proficiency was found to be the worst in Southeast Asia (Education First, 2021). Despite Thailand's attempts to stress the importance of English in the basic core curriculum, outcomes of these efforts have not met expectations. To solve this issue, it appears necessary to tackle it at the early stage of education.

Thai primary school students are like other young learners around the world in that they start learning a new language through sounds, words, structures, and eventually discourses. To be able to speak a language, young children must know the sounds that exist in the new language and be able to blend different sounds into words. This early stage of language learning is crucial for more advanced skill acquisition such as writing and speaking, to enable the correct pronunciation of words, and to write accurately after hearing words. Students need to master reading abilities at an early age, otherwise they will become poor readers when they study in higher education.

There is a need to focus on phonics instruction for Thai students at an early stage of learning English. The author has worked at a Thai public school for almost five years. Based on the author's own observations, primary school students always struggle with reading English words. Whenever asked to read some simple common words, they are unable to read them even if they already know the words and their meaning. In addition, they are unable to pronounce the words correctly when seeing them in letters. From this context, it is necessary for students to learn synthetic phonics to overcome the challenge.

The study aimed to explore the effect of teaching using synthetic phonics on the simple word reading ability of Grade 2-EFL students at a rural public school in northeastern Thailand by comparing the pre-test and post-test results, as well as students' opinions toward the learning of synthetic phonics gathered through the questionnaire and unstructured interview. Finally, the study also revealed some challenges that might affect the students' learning process.

LITERATURE REVIEW

Reading Literacy

Literacy can be broadly defined as the ability to read and write at an appropriate level which makes a person 'literate', with varying degrees of fluency. Bormuth (1973) pointed out a taxonomy of literacy behaviours which identify the behaviours a person must have in order to deal with a variety of reading tasks. Decoding behaviours are classed as primary skills in the taxonomy. These develop children' reading ability which enables young children to connect printed word to sounds. Higher levels of reading often require primary reading ability. Thus, primary reading abilities such as decoding skills are essential for learners of a language to master. In fact, when learners are able to decode, the other reading skills will fall into place.

Young Learners' characteristics

Young learners are children from the age of 3 up to 12 years old. Young learners at early ages are naturally curious and enthusiastic to explore the world around them. It is important to understand that young learners have a strong sense of fun. Harmer (2001) said that children like games and songs. They also enjoy imagination and movement. Pinter (2017) stated that imagination and movement are crucial among young learners. Moreover, they have a short attention span (Slattery & Willis, 2001). Harmer (2001) pointed out that children require individual attention and acceptance from the teacher and their friends. Their interactions with teachers and peers are crucial for the optimal development of social and emotional competency (Berndt & Ladd, 1989; Hartup, 1979). Finally, children are interested in talking about everything around them. In relation to this point, Halliwell (1993) argued that teachers should provide contextual input to make the teaching and learning process interconnected to the children's real-life situations.

Phonemic Awareness

It is necessary to teach phonemic awareness as a foundation of phonics instruction. It helps children learn to distinguish individual sounds, or phonemes, within words. This awareness is a preparation for children to associate sounds with letters and manipulate sounds to blend words (during reading) or segment words (during spelling). Therefore, phonemic awareness is considered a primary part of leading young children to begin to read English words. Children with high phonemic awareness at the beginning of early ages will gain high reading and spelling achievement (Ehri et al.,2001)

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Phonics instruction

Phonics instruction is the teaching of the smallest unit of letters which includes letter symbols (grapheme) and sounds (phoneme). It is found to be essential for language learners, especially young learners to be able to comprehend letter symbols and sound them out correctly. A child cannot read text instantaneously without the need for phonological cues. Therefore, learning the phonological connection which is known as "Phonics" is a key to achieve various reading outcomes effectively as phonics instruction is a study of the relationships between letters and sounds. There are many kinds of phonics instructions such as phonics through spelling instruction, analogy phonics instruction, embedded phonics instruction, analytic phonics instruction, and synthetic phonics instruction.

Jolly Phonics

Jolly Phonics (JP) by Sue Lloyd (1998) is one of the most popular commercial synthetic phonics instant programs in England which teache children to read and write from an early age. The key advantages of JP are that children need to learn main letter sounds early on and relate the sounds to the symbols and so understand the alphabetic code used for reading. It consists of 7 sets of letters (set 1: s, a, t, p/set 2: i, n, m, d/set 3: g, o, c, k/set 4: ck, e, u, r/ set 5: h, b, f, ff, l, ll, ss/ set 6: j, v, w, x/ set 7: y, z, zz, qu). The phonics instruction also consists of 5 steps of teaching children to blend letters and sounds to pronounce unfamiliar words (Johnston & Watson, 2004). These steps are 1) teaching 42 main letter sounds in alphabetical order, 2) teaching letter formation, 3) The children will hear the sounds and blend them to a word, 4) identifying sounds in words, and 5) spelling the tricky words.

METHOD

Participants and context

The study participants were selected through a convenience sampling method. There were 21 second graders at a rural public school in Amnatcharoen Province in northeastern Thailand. A semester prior to the study, the participants were taught alphabetical symbols in English. However, most of the students were still unable to recognize English alphabet symbols well because they had limited English learning experience. The school provided the students with online classes due to the COVID-19 pandemics in the area. The participants were between 7-8 years of age and had mixed English abilities. None of the students had attended private tutorial English classes before, but while in Grade 1 they had one year of

English learning experience in their usual classroom. The participants were familiar with the grapheme and phoneme of the English letters which focus on the initial sounds in the words. As the class teacher, the researcher used placement test results from the Cambridge English Placement Test for young learners and their achievements of the last academic year to assign the students into three groups for data analysis: high competency, moderate competency, and low competency. The study was conducted over four weeks which included 17 periods, with about 50 minutes per period.

Research instruments

Phonic units and lesson plans. The phonics units in this study were adapted from the Jolly Phonics book by Sue Lloyd (1998). Some of the vowel sounds were compared with Thai vowel letters in an early unit in order to get the students familiar using their mother tongue. The unit mainly focused on practicing decoding skills. The units focused only on five short vowels (/æ/, /ɛ/, /ɪ/, /ɑ/, /ʌ/) and 18 consonants (/b/, /d/, /f/, /g/, /h/, /dʒ/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /y/, /z/). The phonics unit consists of 3 lessons: 1) Alphabetic Awareness, 2) Simple Blending CV-VC, and 3) Word Blending. During the experiments, phonics instruction did not engage the students' attention alone. The teacher also used playful activities and games which are considered beneficial to young learners' phonics developments. The teacher took notes at the end of every period in the lesson plans to identify additional information or challenges faced by the students. Moreover, notes were written immediately after the class to ensure information was fresh and not forgotten.

Pre-test and post-test. The pre-test and post-test of this study were designed to evaluate the phonics ability of blending and identifying CVC words. The tests contained a total of 20 items. The test words in both the pre-test and post-test were the same, but the item order and choices were shuffled. The tests contained both common words and nonwords to avoid word memorization.

Questionnaire. The questionnaire was designed to measure students' satisfaction towards learning through the phonics unit. It contained five statements of agreement. The questionnaire was given after the treatment. The questionnaire is based on the 5-point Likert scale.

Observation of student behaviours and participation. The teacher observed student behaviours to collect in-class learner engagement data as well as any challenges that affect their learning process. The observation took place throughout the experiment. The teacher took notes regularly whenever possible.

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Unstructured interview. The participants were then required to participate in unstructured interviews where the participants expressed their attitudes towards the learning approach immediately after the treatment and the questionnaire ended. All participants were asked to attend the interview which took no longer than around 5 minutes each. The questions were in Thai in order to get truthful information and prevent a language barrier to communicating useful data. The students were interviewed by an external rater. Questions varied since the researcher wanted to ensure that the conversation with the students would not be formal or appear threatening to them.

Data analysis

Data was analysed quantitatively and qualitatively. The author collected the pre-test and post-test scores, satisfaction questionnaire responses, some challenges during the study, as well as their attitude towards the method. The scores were then compared and analysed using t-test, standard deviation, mean, and percentage. Qualitative data were coded and grouped. Quantitative data was collected through pre-test, post-test, and questionnaire. Qualitative data was the observation notes and unstructured interviews.

RESULTS

Results of students' reading ability

The students' reading ability was assessed and analysed through the pre-test and compared to the post-test results after they were trained with synthetic phonics, as shown in Table 1.

Table 1: Pre-test and post-test scores on students' reading ability

Students (N=21)	Pre-test (10 points)	Post-test (10 points)	Gained scores
High competency learners			
1	5	19	14
2	9	20	11
3	5	17	12
4	11	20	9

Students (N=21)	Pre-test (10 points)	Post-test (10 points)	Gained scores
5	9	20	11
6	8	18	10
Moderate competency learners			
7	1	16	15
8	3	13	10
9	4	16	12
10	4	15	11
11	3	13	10
12	3	11	8
13	5	16	11
14	4	10	6
Low competency learners			
15	3	6	3
16	3	3	0
17	3	4	1
18	2	2	0
19	2	3	1
20	2	7	5
21	1	3	2
Mean	4.29	12.00	7.71
SD	2.76	6.46	4.82
P			0.000

According to Table 1, most of the students achieved higher scores after the treatment. The pre-test scores range from 1 to 11 with a mean score of 4.29, while the post-test scores range from 2 to 20 with a mean score of 12.00. The gained scores range from 0 to 15. The score improvements varied, with some students improving from achieving 1 in the pre-test and then getting a significantly higher score of 16 after receiving the treatment, while others had little improvement to their reading development. The results of the pre-test and the

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post-test are significantly different at p: 0.00. The reading ability of high and moderate competency students improved positively after being taught through synthetic phonics. This shows that synthetic phonics greatly improved the students' English simple word reading ability. However, the reading ability of low competency students improved very little after being taught through synthetic phonics.

Moreover, the results from Table 2 presents the scores from reading Checks 1 to 4 during the experiment, separated into the three groups of learning competency. The scores of moderate and high competency students were significantly higher after having been taught synthetic phonics; however, scores for low competency students tended to fail in blending more complex word structure.

Table 2: Reading Check scores during the experiment.
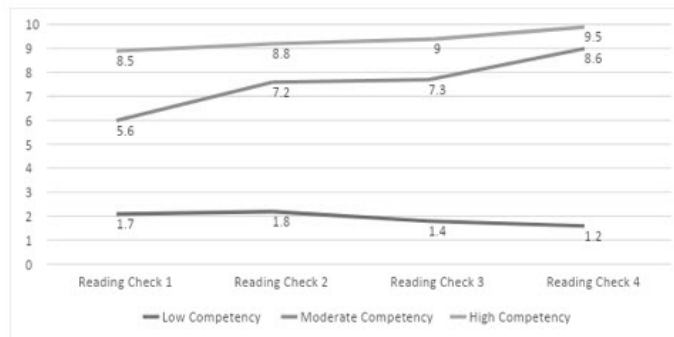
Results of student satisfaction and opinions

The student satisfaction results towards the learning of synthetic phonics are illustrated below.

Table 3: Student satisfaction scores towards synthetic phonics

No.	Criteria	N=21					M	SD
		5 %	4 %	3 %	2 %	1 %		
1	I have more confidence reading English words	100	-	-	-	-	5.00	0.00
2	The phonics units improved my English reading skills	95.24	4.76	-	-	-	4.95	0.22
3	The post-test was easier than the pre-test after studying the phonics units	66.67	28.57	4.76	-	-	4.62	0.59
4	The phonics instruction encourages me to read more English words	80.95	9.52	9.52	-	-	4.71	0.64
5	I want to learn more phonics lessons in the future	100	-	-	-	-	5.00	0.00
	Total	88.57	14.28	7.14	-	-	4.86	0.43

From Table 3, student satisfaction to learn reading through phonics was high. There were no mean scores below 4.71, indicating that all responses to the statements were "strongly agree" or "agree." Statements one and five indicated that all participants rated the highest statements at 5.00, interpreted as "strongly agree." Most of the students expressed their opinion through the suggestion section that they enjoyed playing games, being tested by the reading checks, wanted to read more English words, and they hoped to continue learning phonics in the future. The written comments confirmed that the students enjoyed the phonics instruction and learning.

Results of informal interview

Unstructured interviews were undertaken to check the students' agreement from the questionnaire as the participants are Grade 2 students and require a variety of test types to get valid data. The unstructured interviews were transcribed from audio records. The interview data highlights that all groups of the students (high competency, moderate competency, and low competency) enjoyed learning through the phonics unit. They found the reading to be fun and challenging. Most of them wanted to continue learning more phonics units in the future. They also enjoyed the implementation of the worksheets, flashcards, games, and taking turns to present their reading. Moreover, students with high competency enjoyed helping their friends to practice blending (peer-teaching). The most enjoyable practicing activity for the students was assessing their reading ability individually during the reading checks of each lesson. According to the interview results, the students were very satisfied with the phonics unit on reading English words.

Results of observation of student behaviours and participation

Observation notes were used to record what happened during the class and any challenges the students faced. The lesson plan notes found that some students were still confused by reading similar-looking letters such as b-d, f-t, h-n, and low competency learners were often unable to identify the differences of these sounds, /g/-/j/, /s/-/z/, /v/-/w/. Some of the students, especially those in the low competency group, were unable to recognize letter-sound correspondence which prevented them from blending words. This indicated that students who lack phonemic awareness and alphabetic knowledge will probably fail blending skills without further intervention.

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The students were involved in the phonics instruction, songs, and classroom activities. They were willing to practice and paid more attention to some challenging activities such as reading in teams, reading individually, and teaching their friends. Moreover, they enjoyed the implementation of games, songs, and teaching materials. Some students requested to play the games and activities repeatedly, but the teacher had to follow the lesson plans. Some error correction was used to keep student attention during the lesson. When the students made mistakes, the teacher did not interrupt immediately or tell them the correct answers. Instead, the teacher waited for them to self-correct and give some clues to them when they could not recognize some sounds.

Another issue occurred during the study. When they were first trained to blend simple CVC words, a few high competency students try to use their mother tongue to generate blending. For example, when the teacher pointed to the word "mat," they began to mumble "มอ-แอะ-ทอ" as these sounds were similar to their Thai inventory. However, after some time those students began to be familiar with sounding out similar phonics style.

CONCLUSION AND DISCUSSION

Discussion

***Research Question 1:* Is synthetic phonics effective in promoting word-reading ability in Grade 2-EFL students in a rural public school of Northeastern Thailand?**

Based on the overall results of pre-test and post-test in Table 1, it was found that synthetic phonics had a positive impact on the simple word reading ability of the students. This is confirmed by the studies of Nasrawi and Al-Jamal (2017) and Nensiri and Sukavatee (2018). The students began to recognize the sounds of the letters and were able to identify them individually after receiving the treatment. According to the time limitation during the Covid-19 pandemic, the results of the participants were very satisfied for high and moderate competency learners as shown in Table 1. However, the students who were low competency learners had little improvement as they had difficulty identifying letter sounds in the limited time. According to Sue Lloyd (1998), children who had poor memory for letters and sounds did not pick up letter-sound or relate them to words. As shown in Table 2, low competency students' graphs decreased slightly. On the other hand, moderate and high competency students were able to read simple words while they were mastering reading which requires the students to decode connected text independently. The students had a tight connection between what they had learned and what they were reading. The results confirmed that

poor learners of letter-sound knowledge might need more time to acquire letter-sound memorization. This evidence was confirmed by The National Inquiry into the Teaching of Literacy (NITL). The Australian Federal Government in 2005 published that teaching synthetic phonics to children who enter school with fairly high-level knowledge of letters and prints appears to reinforce their literacy. The teachers or parents need to give their time to help him or her remember problematic letters at least one letter a day.

Research Question 2: **What are the children's opinions toward learning through synthetic phonics?**

This study was to explore the children's opinions toward the learning of synthetic phonics through the questionnaire and the unstructured interview. The results in Table 3 showed that all of the students strongly agreed that the phonics instruction enhances their confidence in reading English words and they wanted to learn more phonics lessons in the future. They found that reading with the phonics instruction was very fun and they enjoyed learning phonics with a variety of games and activities. Students who were low competency students still reflected positive opinions towards the learning with the method even though their test scores improved very little. This is clearly confirmed by the studies of Melekoglu (2011) and Sinsap (2009) that student's motivation is a major factor for the students to read and enhance the effectiveness of reading programs. Providing joyful activities will engage students' attention to the lesson and these will motivate young children's learning process.

The results of the unstructured interviews that were transcribed from the audio records also revealed that the students enjoyed interacting with a variety of people such as student-student (peer teaching), student-teacher (individual reading checks), and work in groups. Moon (2000) stated that children should do different kinds of tasks, activities, and interactions for no longer than 10 minutes, so that they will probably engage in the lessons. It is clear that students usually engage in the lessons when the teacher provides more challenging activities and vary interactions during the learning process, and they are excited to continue more lessons with substantive activities that increase learning.

Research Question 3: **What are the students' challenges while learning simple word reading through a simple synthetic phonics method?**

According to the teacher's lesson-plan notes, the third RQ of this study revealed students' challenges that affected their reading process. According to the observation, some

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students still confused similar-looking letters such as b-d, f-t, h-n. The results also indicated that low competency learners struggled with identifying phonemes (e.g., /z/, /s/) while high and moderate competency learners were able to read uncommon words (e.g., /vug/, /zit/). These problems seem to occur in almost every country where English is taught as a foreign language (e.g., Aiyarakarnjanakul, 2019 & Thawarom, 2013) It is important to teach those letters separately and point out the letter differences to young children. The teachers or parents should talk about the similarities and differences between the letters with the children so that they can produce and relate to their own way of remembering (Jackson, 2022).

In the study, students reacted positively with the implication of games, learning materials, and joyful activities. Those fun activities were requested to be replayed by the students. They kept negotiating with the teacher that they wanted to do the activity again. The International Literacy Association (2019) stated that the lessons should be fast paced and rigorous as the teacher should focus on the lesson plans and balance activities that more quickly improve the students' learning such as blending practice and word awareness activities. The teacher should not spend too much time on activities they enjoy. Those might be easier for the students or more challenging, but the more they play, the less their attention grows.

The teacher acted as a facilitator of guiding the students to read during the lessons.Some error corrections were used to avoid outer distractions to the students and keep their attention on the lessons. Some students might feel frustrated without help from the teacher or a high competency peer. This is supported by Bruner (1983) who stated that young learners learn more effectively with the guidance of adults or more proficient peers. When the CVC word-reading practice was first introduced, some students tried to mumble their mother tongue in spelling or blending. According to Yadav, M. K. (2014), it is important for children to have a sense of security in the classroom. Mother tongue reduces their confusion or worries, and it is a resource which learners use to arrange or rearrange the L2 to make it comprehensible. However, the students began to be familiar with making the correct phoneme sound later after the blending exercises.

Conclusion and pedagogical implication

In the light of these findings, there were three important issues reported from the data. First, synthetic phonics influenced young children's reading ability, especially in the context where English was taught as a foreign language. Teachers can apply synthetic

phonics to their lessons. Second, more enjoyable games, teaching materials, and joyful activities should be implemented during the teaching process. Finally, language teachers can reduce the causes of challenges that affect their students' reading achievement. Teachers can use their mother tongue in the case of explaining some sophisticated issues and relating L2 to their background knowledge but use English as much as possible.

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THE CONSTRUCTION OF ONLINE AND OFFLINE COOPERATIVE LEARNING MODE IN BASIC FRENCH COURSE TEACHING

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ABSTRACT

Basic French is the core course in French program, covering 4 semesters in the first two years in the university. When learning this course, French majors with zero foundation are always complaining about the monotonous pronunciation exercises and grammar teaching and the teacher is always complaining about the insufficient classroom teaching time and students' slow progress. Guided by the "student-development-centered" teaching philosophy, the author, based on the cooperative learning theory and the latest findings of other researchers, explores the construction of an online and offline cooperative learning mode in the teaching of Basic French course to stimulate the students' professional interest and learning initiative.

Keywords: *French teaching; online and offline; cooperative learning*

INTRODUCTION

In Chinese university, the French majors start the program study with zero foundation. Monotonous pronunciation exercises and grammar teaching take up a lot of teaching time and teachers still find it insufficient. Students are always complaining about little progress. Guided by the "student-development-centered " teaching philosophy, the author, based on the cooperative learning theory and the latest findings of other researchers, explores the construction of an online and offline cooperative learning mode in the teaching of basic French core courses to stimulate the students' professional interest and learning initiative so as to get rid of the embarrassing predicament of teaching time limit and the inefficiency.

The development of the New Era has increased the demand for multi-lingual professionals. At present, many universities in China have already offered a variety of non-commonly used language programs, among which French program attracts many

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students. The number of French majors increases year by year. In Guangxi University of Foreign Languages where the author teaches, the number of French majors in 2015 was only about 100, and increased to over 500 in 2019, and decreased to 350 in 2022 due to the influence of COVID-19.

LITERATURE REVIEW

The Teaching Guide for French Majors for Undergraduate Students in Institutions of Higher Learning in China (2020) put forward a new target, i.e. "capable of self-planning, self-supervising, self-evaluating and self-regulating in learning; capable of organizing and cooperating with others to carry out learning activities; capable of timely summarizing and being good at using effective learning strategies to improve learning methods; capable of learning independently by using modern information technology." This new target guides the education of French program to pay more attention to cultivating students' ability of autonomous and cooperative learning by means of modern information technology.

Cooperative learning strategy emerged in the United States in the early 1970s and made substantial progress in the mid-1980s, and has become structured, systematic, creative and effective teaching theories and strategies. The implementation of the strategies requires teachers to arrange students in a group of 2-6 with different abilities, keep them engaged in group learning activities in a cooperative and mutual aid way, and finally achieve group learning objectives together on the premise of promoting everyone in the team to obtain collective rewards. Cooperative learning requires that learners actively support and cooperate with each other, especially through face-to-face interaction, and that learners actively assume personal responsibility for the accomplishment of common tasks.

At present, many cooperative learning methods are commonly used at home and abroad, such as problem-based cooperative learning (Chen & Chen, 2020; Ghufron & Ermawati, 2018; Davidson & Major, 2014) performance-based cooperative learning (Berman, 2008; Hilberg et al., 2004), discussion-based cooperative learning (Ozment, 2018; Peterson, 2018; Juan, 2014), thesis-based cooperative learning (Fu, 2018; Zikri et al., 2016; Chen & Lin, 2011) and disciplinary-based cooperative learning (Maier et al., 2011; Dong & Yue, 2009).

In the teaching practice, researchers found that cooperative learning promotes interpersonal communication and information interaction, which can create an environment and opportunity to promote the interactions between students (Yang, 2003). Such a learning model can significantly improve the social and psychological atmosphere of stu-

dents in classroom teaching, improve students' academic performance in a large area, and promote students to form good non-cognitive qualities. As a result, cooperative learning quickly became one of the mainstreams of contemporary teaching theory and strategy praised as "the most important and the most successful teaching reform in latest decade" (Chen & Liu, 2007). Yang (2016) discussed the influence of cooperative learning on French classroom teaching, pointing out that cooperative learning can effectively promote foreign language classroom teaching and can enhance students' core literacy and key abilities. Zhang (2018) analyzed how teachers should effectively conduct group activities in French classroom teaching and put forward the ideas that the advantages of group activities in modern language teaching cannot be ignored, and successful group activities lie in the teacher's organization and behaviors, students' behaviors and the activity contents. Shen (2016) studied the role of teachers in group cooperative learning and proposed that teachers should act as designers, regulators and supervisors of curriculum tasks in group cooperative learning.

With the popularization of computers and the Internet, the hybrid teaching model that combines the advantages of online teaching and offline teaching has become a "product of the new era" in the field of education and has also been increasingly valued by education administrators. In 2017, the Education Informatization 2.0 Action Plan proposed to actively promote the development of "Internet + Education". Therefore, it is necessary that we make full use of the resource advantages of the Internet to achieve a high-quality personalized learning experience. Cooperative learning has derived a new online model from the traditional offline one. Recent research shows that online cooperative learning is not limited by venues and environments, which is conducive to improving the efficiency of cooperative learning. The new challenge of this online cooperative learning is that students will face too fragmented learning time. The rise of MOOC has added new connotations to the online-offline blended teaching model. Flipped classroom is used as a powerful means to enhance the learning effect of MOOC, combining online learning with offline discussion, that is, students first learn online video materials pre-recorded or designated by teachers to obtain preliminary knowledge, and then discuss and study them in class with teachers on issues that they do not understand or have doubts, thus maximizing the learning effect of students. The basic idea is to turn over the traditional learning process, allowing learners to complete autonomous learning of knowledge and concepts in their extracurricular time. As a result, the classroom becomes a place where teachers and students interact over doubts, and have more time for students' reports and discussions for better teaching effect (Ma et al.,

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2013). In 2021, Wu (2021), Vice Minister of the Ministry of Education of the People's Republic of China also proposed that "blended teaching should become the new normal of higher education teaching in the future". In recent years a number of researchers have conducted research on the integration of online and offline teaching to adapt to this new normal trend.

Yang & Peng (2018) explored the application of PBL teaching method in basic French online and offline hybrid teaching mode and proposed that attention should also be paid to the unified design of teaching methods, teaching strategies and teaching activities when developing learning resources so as to realize the organic combination of online and offline teaching. Zhang (2022) conducted research on the construction of a three-stage online and offline teaching model in the English interpreting course. She transferred the process of declarative knowledge teaching from the traditional classroom to the online preview stage before the class, focused on the process of internalization of procedural knowledge in class and arranged assignment for knowledge expansion and ability development after class. These studies have offered some very valuable enlightenment for the online and offline hybrid teaching. How can teachers apply this mode in the teaching of the basic course? How should teachers design the online and offline cooperative learning activities so as to achieve the organic fusion of the two ways? How can teachers make assessment of the effect of this learning mode?

METHODS

The most fundamental change of online and offline cooperative learning teaching mode, compared with the traditional teaching, is not only reflected in the changes of students' learning environment, learning behavior and teaching methods, but also in the change of teaching concept. Guided by the "student-development-centered" concept, the author implemented an online and offline cooperative learning mode with focus on the teaching method and content. With the help of the internet technology, the author set up two online platforms, a group cooperative learning platform and a class cooperative learning platform. The former is for students' independent interaction and communication about their preview work in a group of 3-4. This size of the group will be suitable for pronunciation practice, new word learning and skill drilling. The latter is for the whole class and the teacher with a word editing system, which enables the teacher to sort out into a table all the preview questions from each cooperative group. On this platform each group is supposed to provide answers to the questions from other group. Students of the same group

need to work together to find out answers to the questions of the other group. This greatly promotes intra-groups and inter-groups interactions for the preview of the text study. The teacher will design the offline class teaching content based on result he/she collects from the cooperative learning before class. So the teaching focus usually comes from the problems unsolved or questions raised by many groups that require common attention for the whole class. In this way the whole class can share the answers through discussions and are guided to expand their learning with diverse contents after class.

The author divides the teaching process into three stages. In the first stage, before teaching of the text, the teacher sends out the learning tasks through the group-platform for the preview and students are required to form a study group on their own to preview the texts. When students of the group encounter any problems in their preview, either about grammar or culture related issues, they shall record them and submit them to the class-platform where the teacher and students can edit their document.

In the second stage, the teacher sends the table with all the questions on the class-platform, which automatically displays the questions categorized in different groups, clearly marking the sources from each group. On this platform, students of one group are supposed to answer the questions from the other group. The word editing system allows the students to select the questions raised by another group and work out the answers. If they cannot answer all the questions, they can leave room for class discussions. At this stage, students can edit their answers into the table and the process is extremely dynamic. At the same time the teacher and the students can view all the answering messages online.

After each group has finished editing their answers to the questions by the corresponding group, they can also continue to check the answer status of other groups online. In this way, the whole class are on the move at the same time, working out to answer questions raised by other groups. The teacher sets a deadline to close the editing so as to put an end to the second stage of online cooperative learning. In the teaching practice, the author found that this class-editing platform is very beneficial to student interactions which greatly trigger ideas, expand the field of knowledge, motivate students to participate in learning, arouse students' interest in learning beyond the text, and mobilize students' learning initiative. All this effectively enriches the teaching content and enhances teaching efficiency.

After the second stage of online cooperative learning, students move to the third stage, i.e., the offline stage, which involves teacher-student face to face interactive cooperative learning in class. At this stage, the teacher displays all the online answers on the multimedia

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screen in the classroom, affirms the results of students' cooperative learning and comments on the imperfections in the solution, and guides students to solve all the problems through collective discussion in class. In this process, the teacher plays a very important role organizing the discussion and encouraging students to use the French phrases and sentences in their discussion as well as expanding skill practice to cultural studies.

Such organic fusion of teaching has turned the "teacher-centered" teaching into a cooperative learning through interactions between "student-student" and "teacher to students", which greatly enhances students' confidence and motivates them to further practice the language after class because the teacher's comments and their peers admiration stimulate them to do more either on their own or with their partners. Such cooperative learning enhances efficiency in the use of French.

RESULTS

The author can see why the online and offline cooperative learning mode is appealing to students from the following changes.

Great Enrichment in Teaching Content

The content of the traditional "teacher-centered" teaching in French basic courses used to be solely based on the text which includes introduction to the text, translation of the text, explanation of key and difficult words and sentences, and some extension of the cultural background of the text. The text is translated sentence by sentence. All the work used to be done by the teacher who is always complaining about being exhausted, and this kind of teaching process has been modeled from the first chapter to the last one. The students are bored of this monotonous and repetitive learning process and lose their interest in French learning. As time goes by, they will probably lose the enthusiasm for learning.
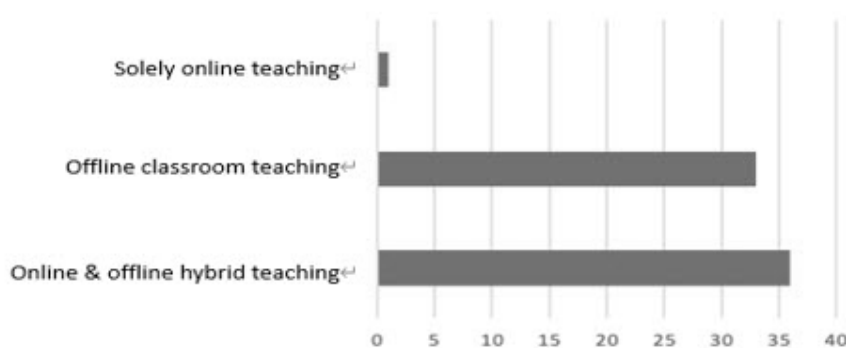
The content of online and offline cooperative learning has undergone fundamental changes. In the preview online cooperative learning, the students have already gone over the expressions and words in the text to learn in class. The students, given trust and expectation, will make careful study on the pronunciation and words in the text and do repetitive drilling practice on their own because their self-esteem in front of their peers will push every one of them to carefully check out all the phrases and expressions on their own and practice the difficult words so that they will show their best side in the interaction with their peers. In class the "student-development-centered" and "problem-oriented" concepts turn one-way lecturing on word-level practice or sentence explanation to more focused explanations to

problems raised by different groups. Such an interaction between teachers and students in class greatly stimulates the teacher and the students to discuss diversified contents related to French cultures.

After a semester of implementing the cooperative learning teaching mode, the author sent out a questionnaire to 70 students who participated in the online and offline cooperative learning. The results of the survey show that more than half of the participants preferred this teaching model. (See Table 1)

Table 1: Based on your learning experience, which learning mode do you prefer?

More Interactions in Teaching Process

One of the core differences between online and offline cooperative learning teaching and traditional teaching lies in the selection of teaching media and the design of teaching strategies. The choice of traditional teaching media mainly considers how to help teachers present teaching content, while the choice of teaching media in blended teaching focuses more on which media forms can better support students' learning (Li, 2016). In traditional classroom teaching, the media is a demonstration tool to assist teachers in teaching, but in the teaching of online and offline cooperative learning, the role of the media has changed. In the classroom under the cooperative learning mode, the teacher's teaching is no longer the main method of teaching, and books are no longer the necessary teaching aids for classroom teaching.

In the research the author found out that the new teaching mode enables the students to do a lot of work with their peers before class, and all the questions related to the preview text have already been listed in the online table which is shared by the teacher and all the students for answers before class, so the teacher will save a lot of class time for

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interactions with the students. In the traditional teacher-centered teaching, students are reluctant to ask questions in public because they lack enough time for thinking and are not ready or not confident. The author found that in the teaching the indirect contact of the Internet can encourage more students to put out their questions online and share ideas on the platform where other students can participate in the discussion before class. We can see from the survey data (Table 2) that most students prefer to solve their problems by discussing with their classmates online or offline or seeking answers by themselves. Only 15% of them choose to ask teachers for answers in class. Since the teacher has a summary of all the questions from each study group on the online class-platform, the discussion message on this platform will help the teacher target questions in time. Besides, the interaction in class between the teacher and the students will improve the situation that when an individual student asks the teacher questions after class, other students cannot share the answers in time.

Table 2: When you meet problems in study you will
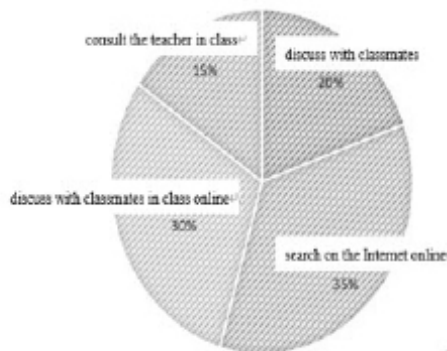
Development of Active Learning Behaviors

The author compared the students' ways to preview the text before the reform and after the reform and found a huge gap in learning effect. The author had interviews with some of the students and they confessed that in the early stage, basic knowledge and skills practice make up most of the preview work. When they work individually, the mechanical practice is very boring and will easily weary their learning enthusiasm. However, in the process of cooperative independent learning, the participation of their peers turns the isolating learning environment into a mutually supervised and activating environment which drives away their fatigue and makes it fun because the common learning goals push them to discuss
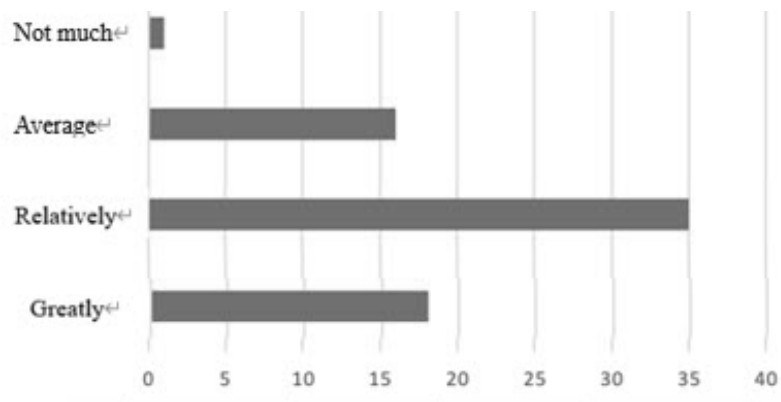
the same issue and enhance interactions, thereby stimulating their enthusiasm for learning (Lin, 2019).

The implementation of cooperative learning strategy combined with online and offline teaching has not only stimulated the students' learning enthusiasm in the classroom, but also greatly improved their learning enthusiasm after class. More than 75% of the student participants of the reform believe that the cooperative learning mode encourages their participation and greatly enhances their learning initiative. (See Table 3)

The author believes that the reasons are as follows. First, as is discovered in the research (Liu & Dan, 2014), the online and offline cooperative learning model is actually a form of flipped classroom where students' learning truly achieves independent output, rather than passive input under traditional learning. Such a brand-new learning model greatly stimulates the students' learning enthusiasm. Second, in the online cooperative learning process before and after class, the learning progress of different groups is synchronized and can be viewed by each other. In order to avoid asking repeated questions, the students will try to find more questions to fill in the form, thereby stimulating their learning initiative. Third, the author deliberately sets some deadlines and reward credits in practice. For example, the deadline for submitting questions and the deadline for submitting answers, intentionally compress the time for cooperative learning, so that students are pushed to find out, as many as possible, answers to questions within a limited time in exchange for as many credits as possible, thereby improving students learning enthusiasm and learning efficiency. Besides, such a mode of teaching also contributes to students' development in management, time control and cooperation.

Table 3: Online & offline cooperative learning improves my learning initiative.

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CONCLUSION AND DISCUSSION

All in all, it is the author's belief that the cooperative learning model combining online and offline is completely feasible in the current French teaching environment. The introduction of the new model will bring about positive changes in French classroom teaching and students' learning mode, which is conducive to further improving students' learning efficiency in the era of diversification and rapid development. As the focus of online and offline cooperative learning is student-development-centered, the learning output and learning effect of the students are considered as important reference factors for judging whether teaching activities are successful or not. At this point, the focus of teaching evaluation should also be changed from evaluating the teacher's teaching to evaluating the students' learning. The quality of a class depends not only on the quality of the teacher's teaching, but also on the effectiveness of the students' learning.

Although the implementation of online and offline cooperative learning in the teaching of Basic French course has received positive feedback from teachers and students, there are still areas that need to be continuously explored and improved.

First, based on the feedback from the students' questionnaires, the author summarizes the following points. First, as the designer, how can the teacher provide students with better and more pre-class online learning resources? According to the survey feedback statistics, 34.2% of the respondents want teachers to upload learning materials such as PPT related to course teaching before class, so that they can study in groups in the pre-class preview. Another 15% of the respondents want teachers to upload online materials directly, and 13% of the respondents want teachers to provide micro-video links to some knowledge points. The feedbacks puts forward higher requirements for the teacher, that is, in the pre-class preview stage, students need high-quality and diversified learning resources.

Second, as the organizer, how can the teacher coordinate activities such as student-student exchanges, student-teacher seminars, and teacher comments in the limited classroom teaching? According to the results of the questionnaire, 91% of the students expect a variety of classroom teaching activities, such as lectures, answering questions, seminars, and skill training. Therefore, how can the teacher scientifically and reasonably arrange a number of teaching activities to meet the individual needs of students in the limited offline class teaching? This has become a great challenge that needs in-depth research.

Third, as an assessor of learning, how should the teacher establish an online cooperative learning evaluation and supervision system to motivate students to expand

their cooperative skill training after class? As basic skills training is the focus of basic French courses, the survey shows that 50% of students want to strengthen their skills training, so it is not enough to rely on the limited time in the classroom for the training. To extend cooperative learning after class is a way to reinforce the training. For this purpose, teachers need to reform relevant evaluation methods and contents to stimulate students to expand their cooperative learning through mutual supervision and self-evaluation. At present, the development of artificial intelligence technology makes it possible for students to use online autonomous artificial intelligence evaluation software for "goal-oriented" learning. In the next stage, the author will explore the establishment of an evaluation and supervision system that is conducive to the skills training needed in French basic course learning and apply it to the students' online cooperative learning platform to effectively promote students to expand cooperative and independent learning.

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THE STUDY OF LANDSCAPE ARCHITECTURAL DESIGN TRENDS IN THE 21ST CENTURY AS A GUIDELINE FOR IMPROVING LANDSCAPE ARCHITECTURE CURRICULUM

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ABSTRACT

This paper aims to study the landscape architecture trend from literature reviews to take this finding to improve the landscape architecture course in the Faculty of Architecture, Urban Design and Creative Arts, Mahasarakham University. The study is based on a literature review using content analysis methodology. Seven articles and research papers from both academic journals and professional landscape architects were chosen for analysis to determine the design trends of landscape architecture. The findings are four trends of landscape architecture that must be integrated into the landscape architecture curriculum, first the development of community green areas for recreation and increasing green space in residential areas to cope with the post-COVID-19, second improvements of green spaces due to the climate change crisis and toxic pollution, third adoption of technology to improve green spaces, and fourth sustainable development goals. It is obviously that landscape architecture plays a more significant role in urban development and environmental management through optimizing green areas, solving ecological problems, pollution issues, and support sustainable development goals along with the new state-of-the-art technologies that have been integrated into the landscape architecture process. Therefore, the landscape architecture curriculum can be improved whit the emphasis on these points.

Keywords: *Landscape architecture, curriculum, architectural trend*

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INTRODUCTION

Landscape Architecture is a discipline classified as relatively new and not widely known in Thailand. Currently, there are 9 institutions offering landscape architecture courses at the undergraduate level, including Chulalongkorn University, Maejo University, Kasetsart University, Thammasat University, Silpakorn University, King Mongkut's Institute of Technology Ladkrabang (KMITL), Chiang Mai University, King Mongkut's University of Technology Thonburi (KMUTT) and Mahasarakham University. The Bachelor in Landscape Architecture course at Mahasarakham University is the first and the only landscape architecture course in the Northeast of Thailand opened in 2011.

The Landscape Architecture Course of Mahasarakham University has reached the obligated revision period. This process keeps the course state of the art and meets the demand of landscape professionals, industry, and the national development strategy. The expected graduates may meet the needs of the landscape architecture job market.

Landscape architecture's trends are changing according to international and local factors and circumstances, for example, natural disasters, global warming, digital transformation, or infectious disease pandemic. These factors affect human behavior, conceptual framework, knowledge, and process of landscape architecture, as well as the increasing need for skills and knowledge that graduates should have in the 21st century. Therefore, the landscape architecture course needs to be adapted to meet the real needs of the industry. This paper aims to study the trend in landscape architecture from literature reviews to take this finding to improve the landscape architecture course in the Faculty of Architecture, Urban Design and Creative Arts, Mahasarakham University.

REVIEW OF LITERATURE

As Landscape Architect is a professional job, the study of landscape architectural design trends can be studied through research papers, articles from both academic journals and professional landscape architects with expertise that can give a guideline and predict the design direction for landscape architecture field. Landscape Architecture is defined as the architectural profession which combines science and art in the design of physical elements of the landscape environment in the community and the natural spaces both relevant and unrelated to the building. The scope of the architectural profession covers project studies, design, construction management and management, inspection, and consulting work (Ministerial Regulations on Controlled Architectural Professions B. E. 2549 (2006). Since the

Central Park contest in New York City, modern landscape architecture has emerged. After that, a large number of landscape architect design firms were formed. Landscape architecture design is widespread. Later, the American Society of Landscape Architects was founded in New York in B. E 2442. It was supposed to be the first Landscape Architect association in the world. The landscape industry is interdisciplinary with various integrated professionals. It consists of professionals who specialize in four main professions: landscape architect or designer, landscape contractor, landscape maintenance supervisor, and nurseryman. In Thailand, landscape architects are a regulated profession under the certified Professional Council. They are required to obtain a degree in landscape architecture accredited by the Council of Architects, Graduates must have an internship with a licensee for a specified period and must pass the certification exam from the Council of Architects. Licensees must always keep up their professional knowledge according to the world contexts. This knowledge is, for instance, global warming, landscape technology, products, material, laws, and regulations (Ministerial Regulations on The Regulation of Architectural Professions B.E. 2549, 2006) The world's first bachelor's degree in landscape architecture was initiated in 1899 at Harvard University, USA. Today, more than 250 universities around the world offer this discipline and level up to Ph.D.

The innovative development of a curriculum is to define the ideation for curriculum development with a focus on meeting the needs of the learner to achieve the most learning. At the same time, it can also meet the needs of society. The innovative development of curriculum has important concepts and principles as follows, (1) to meet the needs of a wide range of learners, (2) to differ from the original curriculum that is currently available or used, (3) to be consistent with geographical and social context, (4) to meet the human resources requirements of society and the nation, (5) to enable students to achieve their objectives effectively, (6) to use research and development as a tool for curriculum innovation, (7) to use information and communication technology (ICT), (8) to analyze supply-side data, (9) to continuously improve curriculum, (10) to integrate technological advancement and expert perspective on decision-making, (11) to integrate stakeholders into the curriculum.
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METHOD

This study is based on a literature review using content analysis methodology. The selected articles for review must be in English and published within 2 years. They must be available online as landscape architecture is a technical profession and internet database is

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more up-to-date and easily accessed by landscape architects. Title or keywords of the articles include 'landscape', 'landscape architecture', 'trend', or 'guideline'

RESULTS

The goal of the study was to study the trend in landscape architecture from literature reviews to take this finding to improve the landscape architecture course in the Faculty of Architecture, Urban Design and Creative Arts, Mahasarakham University. The analysis of 7 articles from academic journals and landscape architect professional sectors can be summarized as follow.

Table 1: Literature Analysis

	Title	Research Methodology	Results of the study
1.	2022 Landscape Architecture Trends (Holmes, 2022)	Content analysis	• Adding green space at home to accommodate more living and working from home • Revitalizing small public spaces in the community for flexible use • Mitigating pollution and reducing the impact of the climate change crisis • To increase green space and decrease building heat by regulation • Using the application for green spaces analysis
2.	What will our cities look like in 2022? Planners and landscape architects share 6 trends shaping the future (WATG Planning + Landscape, 2021)	Content analysis	• Cities and housing increasingly flexible to use • Housing expansion to a larger area • Balconies, living areas, gardens, and storage rooms being given priority • People having equal access to the city's public spaces from the community level to the city level • Promotion of mental health and physical health of the people • Efficient public transport • The use of bicycles to shorten access to different areas • Land prices near public spaces getting higher
3.	Landscape Architecture Trends We Can Expect in the Coming Years (Pineda & Sordi, 2021)	Content analysis	• Increasing the amount of open and green space • Consideration of local ecology to balance the amount of open space and green space • Reducing pollution, lowering temperatures, and promoting quality of life and mental health for people in the community • Easy access to green spaces • Reducing pollution caused by car traffic • Sustainable and safe transportation system for roads, pedestrians, and bicycles • Cities and nature coexist undivided • The adoption of agricultural technology to help nature and green spaces coexist with cities in quality

	Title	Research Methodology	Results of the study
4.	Top Trend Landscape Trends For 2021 (Flemming, 2021)	Content analysis	• Increasing green spaces and open spaces within the home and public open spaces as they are safe spaces to meet and pollution reduction • People having equal access to open and green spaces • The use of technology to combine playground activities and other activities in the park
5.	A Landscape Architecture guide to the 17 Sustainable Development Goals (de Medina, 2021)	Content analysis	• The International Federation of Landscape Architects (IFLA) supporting the Sustainable Development Goals (SDGs) • Landscape Architects' roles in all SDGs including eliminating hunger, good health, reducing income inequality, gender, education, renewable energy, clean water, good sanitation, sustainable cities and communities, good environment, economic promotion, innovation, and urban infrastructure
6.	Learning from COVID-19: the role of architecture in the experience of urban landscapes (Rodríguez Iturriaga, 2021)	Content analysis	• Homescapes: The Experience of Dwelling Landscape connects the space between the inside and outside the house • Streetscapes: A network of green corridors and multifunctional public spaces will shape the urban structure, allowing walking through, running, or encircling the built area by bicycle or micro-mobility devices. • Cityscapes: Exterior Urban Landscapes Thinking of the town as a landscape, eliminating the focus on urban development and driving the city with the economy but focusing on sustainable urban development
7.	Adaptability of Public Spaces and Mental Health Inequalities during the COVID-19 Pandemic (Razieh Zandieh, Mark Nieuwenhuijsen, Mahdi Zandieh, 2020)	Content analysis	• Optimising public spaces for access to nature • Optimising public spaces for physical activity • Optimising public space for safe use

The seven articles show the direction and current trends of landscape architecture as follows.

1) The development of community green areas for recreation and increasing green space in residential areas to cope with the post COVID-19

The COVID-19 pandemic has affected livelihoods and changed human behaviors around the world. As a result of restrictions on preventing outbreaks, people cannot live in their ordinary ways, especially by conducting activities in enclosed public spaces. This new normal makes landscape architecture, especially in open spaces, become more important,

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since the assembly of public activities in open spaces is relatively safer to use than in enclosed areas. To consider about the relationship between architecture, neighborhood, the city, and landscape becomes more important as landscape is the area which connect indoor and outdoor spaces. This relationship can be divided into three levels as follows; 1). Homescapes, 2). Streetscapes, and 3). Cityscapes (Iturriaga, 2021, pp.124 - 130). The dwellers found that the interior does not create a comfortable state of living through the pandemic but the area with high environmental quality such as the room with a big window, patio, terrace, and areas that are connected to the outdoor spaces for example, the lawn, garden, street park, and urban green area have raised up the mental well – being. People have used open spaces increasingly in both of living and urban spaces. The residential green spaces that have become very popular due to the pandemic. Besides mainly for residential purposes, homes have become working spaces for those who want to work from home. The residential green spaces are required to full filled the recreation demands of the owners. Therefore, the landscape for the residential area is increasingly popular as there are more people who want to make their own gardens. This includes an office garden aimed to make a residential garden look different from the residential garden. This trend started in 2020 to 2021. The concept is to emphasize making more open space and more connections between indoors and outdoors by using sliding or folding doors and using outdoor space for working purposes. We can see the significantly increasing use of outdoor furniture, trees, and awnings. In addition, farming within households is also becoming more popular. It's not only the development of homescape but also the community public open spaces. The trend of landscape development in the post-COVID-19 pandemic focuses on the development of community surroundings, which plays a greater role in organizing public events than large public spaces.

Although green spaces can improve the mental health of people but the access to green spaces is unequal. For example, people who are living in the crowded areas or those in high-rise buildings are at risk of developing mental health problems during a city lockdown. Including those with economic problems, they are less likely to have access to the green areas. Landscape architects need to provide a multi-purpose open space that can accommodate the wide range and flexibility of use of semi-public and semi-private spaces through providing natural features, green street networks, amenities for physical activity, safety from crime, location of utilities, and safety issues. These may help to increase more equal opportunities to improve mental health for people during the pandemic (Zandieh, Nieuwenhuijsen & Zandieh, 2020, pp. 6-7).

2) Improvements and increased green spaces due to the climate change crisis and toxic pollution

The issue of climate change has become a global problem, and all countries must work together to solve it. In recent years, there have been several projects concerning landscape architecture focused on solving such problems by changing the approach to land management and color control laws to reduce the reflectivity of building surfaces. Environmentally friendly urban structures have been implemented, such as water management practices that mimic the natural water cycle. Having green space on the rooftops and walls of buildings is likely to become more popular. These green buildings reduce pollution, prevent UV rays, reduce the temperature in urban areas, collect rainwater, and provide food for the surrounding communities. In addition, increasing outdoor space at the office helps to relax employees and increase biological elements, helps air filtration, and reduces noise pollution. Air quality improvement, comfort, and pollution reduction, especially in park areas, make commuters able to access the public transport within a short time which is a concept of "15-minute city" concept (Moreno, 2021). The Elderly can access several important public places within 15 minutes which can save energy and environmental protection. Design guidelines must also be changed to suit the infrastructure. For example, designers will have to consider the layout of the parking space that must be equipped with the electricity chart, and charging stations. In addition, cities and public bodies around the world are pushing to plant trees and shrubs in order to trap air pollution, especially in the city center. Local government organizations must allocate budgets to improve the landscape, including aiming to reduce carbon dioxide emissions.

3) Adoption of technology to improve green spaces

Like other professions, technology has increasingly become an important role in the landscape architecture profession. The use of innovation, technology, and applications in development and analysis has grown in popularity since these tools can bring accurate, precise results and simplify problem-solving. Some examples are the application of 'Climate Positive Design and Carbon Conscience' used for the opportunity analysis and the changing model of landscape planning; using technology in the areas of public transport and bike paths in order to promote the mental health and wellbeing of the population; the development of digital systems using in playground areas; the integration of technology systems to outdoor stadiums; and the use of smart technology in monitoring energy consumption, water usage,

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and air quality. Moreover, there is also the concept of hybrid cities combining technology for cities, such as designing greenhouses that can be controlled remotely and installing hydroponic systems that facilitate vertical farming within the city.

4) Sustainability Landscape Architecture

Environmental hazards are invasive threats that the World is facing. These environmental problems are caused by humans who consume natural resources without considering the demand of future generations. The United Nations has proposed an action plan with 17 sustainable development goals (Cervera Alonso de Medina, 2021). To achieve the goals, the landscape architects must involve in the process of dealing with the relevant environmental issues. Landscape architects must consider the balance between society, economy, and environment under the culture of each area in order to determine the direction for sustainable development in their projects. The 17 goals that IFLA (International Federation of Landscape Architects) joined with the United Nations to determine the direction for the development of landscape architecture can summarize as follows:

Environmental Organization

Water is an environmental global issue. Issues concerning water in landscape architecture include rivers, canals, seas, rainwater, water management systems for cleaning and adequate consumption, balancing of water, forest, soil, and air, especially the drainage and toxic air crisis in the city and the industrial sector. Environmental goals have been discussed by increasing green space, and the use of clean and renewable energy to replace fossil energy which causes a huge pollution problem today.

Social elements

Inequality in education, gender, poverty, and access to state welfare are crucial social problems. Social inequality elimination is an important factor in ensuring sustainable development. Concerning landscape architecture, the demand for environmental justice may stimulate support and promote political and community action. This process requires the empowerment of communities and community engagement. It was stated in the International Landscape Management Convention presented to UNESCO in 2011 that the landscape with a long history has been classified as a conservation area (Cervera Alonso de Medina, 2021). However, the existing landscape is, in fact, undervalued and neglected by urban and

industrial expansion. This causes a social change, particularly, the degradation of natural resources, which affects other social problems.

Economic components

For landscape architects, sustainable economic growth and decent employment are important factors in growing the economy sustainably which are other problems to be solved, especially in society. Landscape Architects are involved in ensuring sustainability by planning, designing, and managing the natural and man-made environment. Landscape architects use both aesthetic and scientific principles for the sustainability of ecosystems and preserving cultural heritage that is important to human society. Landscape architects are responsible for applying the sustainable concept in their projects. The professionals in environmental management must be integrated in order to eliminate poverty and hunger in order to achieve social and economic goals.

CONCLUSION AND DISCUSSION

The finding shows that currently there are four trends of landscape architecture that must be integrated into the landscape architecture curriculum, first the development of community green areas for recreation and increasing green space in residential areas to cope with the post-COVID-19, second improvements of green spaces due to the climate change crisis and toxic pollution, third adoption of technology to improve green spaces, and fourth sustainable development. It seems that landscape architecture still plays an important role in environmental management, both as an important tool in solving ecological problems like climate change crisis, toxic pollution, and sustainable development goals. New state-of-the-art technologies have been integrated into the landscape architecture process. However, landscape architecture plays a significant role in public health since the pandemic of Covid-19. The landscape is not only a safe place for recreation as it provides social distancing, but it is also the place for effective while working remotely since working-from-home (WFH) has been one of the measures to prevent Covid-19. Domestic gardens become popular in order to reduce the stress of the residents. Our livings need a quality landscape in order to nourish the distance between humans. As the relationship between humans is prohibited, we need to replace it with a connection to nature. Hence, the landscape architecture curriculum must emphasize this point.

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VIEWPOINT OF MODERATE POSTMODERN PHILOSOPHY WITH HOLISTIC HEALTH IN THE PHILOSOPHY OF SUFFICIENCY ECONOMY

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ABSTRACT

In the Thai society context, holistic health is the caring of physical, mental, social and spiritual health or intellectual health, which combines modern knowledge with wisdom. Holistic health includes a variety of new and old concepts of health care. People's health is not exclusive to them. But it is a matter of society and related to national security. Therefore, the sufficiency economy philosophy is the basic philosophy that guides healthy living for the people. The objective of this study was to interpret holistic health following the Sufficiency Economic Philosophy in a Moderate postmodern philosophical perspective by analyzing, appreciating, and arranging knowledge to create a new body of knowledge in philosophy and ethics related to holistic health according to the philosophy of sufficiency economy. The study results found that holistic health rationally promotes awareness of physical, mental, psychosocial, and spiritual or intellectual health. Holistic health promotes good self-immunity through access to the right for appropriate protection and screening, awareness of the causes of disease, ways of prevention and accessing proper treatment for the disease, the confidence to restore critical health through creativity, adaptivity, collaborative, and requisitivity to develop a sufficiency health system without adherence and morality governs knowledge. Holistic health also encourages people to access the actual value of life for holistic health.

Keywords: *viewpoint, holistic health, philosophy of sufficiency economy, moderate postmodern philosophy*

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INTRODUCTION

Philosophy of Sufficiency Economy proposes that a balanced, holistic approach based on resources, nature, wisdom, and Thai culture with the participation of all groups of people. Philosophy of Sufficiency Economy includes generosity, mutual respect, the ability to be self-reliant, moderation, reasonableness, and good self-immunity. It is a way of life and moderately conduct people. Philosophy of Sufficiency Economy leads to balance and readiness for change with knowledge, prudence, careful planning, step-by-step life, and a mental basis of virtue honesty, patience, perseverance, and intelligence.

Self-care for Thai people is the care according to the science, religious principles, and teachings of the master's office, the code of fear or reverence. There is also a new health care concept and original ideas that apply from beliefs and traditional textbooks, including those that utilize their specific knowledge or experience. Some of these self-care methods are based on cultural diversity, which is the conventional context of Thai society. It is holistic health care that combines modern knowledge with wisdom. People's health is not exclusive to them only. But it is a matter of society and related to national security. Therefore, awareness, curiosity, fitness knowledge, and being rational and moderate are good defenses for people. People should study the information systematically. The service provider should be genuine attention to service recipients based on understanding and sufficiency. The service provider should focus on fairness and responsible for work, and pay attention to the context of the lives of different Thai people. This will enable the organization of an adequate and efficient health care system.

In addition, there are five perspectives of Thai people, known as the five paradigm philosophies. The five paradigm philosophies are primitive, ancient, medieval, modern, and post-modern, with extreme postmodern and moderate postmodern perspectives. The five paradigm philosophies will be the key to solving health problems and promoting sustainable health by encouraging people to see the actual value of good health. The five paradigm philosophy encourages people to join together in creating good marks or giving concrete expressions of health. The five paradigm philosophy will help people have holistic and balanced physical, mental, social, spiritual, or intellectual health. The five paradigm philosophies will lead to the sustainable development of the country. These things are in line with the philosophy of a sufficiency economy.

Another important thing is that Thailand currently uses the World Health Organization (WHO) health system development concept states that a health system must

have four primary goals: improving people's health, meeting the expectations of people, protecting people from cost problems caused by sickness, and efficiency. There are six main components in which Thailand has added the community health system as the 7th component to suit the country's context. The seven components are service system, health workforce, information system, medical technology, health expenditures, leadership, good governance, and community health systems.

REVIEW OF LITERATURE

The philosophy of medicine is based on the concept of Hippocrates. (Hippocrates, A.D. 460-370) is the human body. It consists of four fluids: blood, phlegm, yellow bile, and black bile. The body can get sick. Hippocrates believed in the composition of the body and mind. as well as taking into account the environment, weather conditions, and changes in the different seasons in each locality which affect the lives, minds, behaviors, and well-being of human beings. He also believed that the cause of the illness is because germs enter the body by getting it from nature, not caused by the punishment of the gods in any way including recommending that doctors made a hypothetical diagnosis. Hippocrates put a great deal of emphasis on the relationship between doctor and patient. Later, Galenus (Claudius Galenus AD 129-216) used the Hippocratic approach to understand pathology, such as human emotions and behavior as a consequence of fluid imbalance. In the four bodies mentioned above. Galenas believed Human beings have four personality traits, known as human temperaments as (1) sanguine to be healthy; there is a balance of the four fluids to be optimistic, and (2) social well choleric, having yellow bile that is more prominent than other fluids, is a person who is hot-tempered, (3) irritable melancholic, having black bile predominantly than other fluids is an analytical, introverted, and (4)phlegmatic good lymphatic will be a relaxed and peace-loving person (Mukthrakosa, 2011)

The Philosophy of Sufficiency Economy is the principle of living in a middle way that is not extreme to either side. It is an approach that emphasizes balancing the missions on a realistic basis. Reasonable accuracy Careless and risk-free It is a principle consistent with the traditional way of life of Thai society, which is based on the teachings of Buddhism. it is a teaching that is universal and up-to-date all the time it is a teaching that can be put into practice to become a perfect human being. It can be applied to all ages for the society as a whole to coexist peacefully and progress steadily and sustainably the philosophy of sufficiency economy is therefore a philosophy that points to the way the people live and act at

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all levels, from the family level, community level to state-level both in the development and administration of the country in the middle way especially economic development to keep pace with the globalized world (Isarangkun Na Ayuthaya & Thammapiya, 2014)

The Morality and Ethics of humanity will create awareness for the entire nation of Thai people. If Thai people can understand that before people become religious and before entering any status in society, all people are the same people before. Everyone is a person who has morals and ethics for being a Thai citizen who lives peacefully with his fellow countrymen let each other be happy together. Otherwise, he will not be a desirable person or a desirable Thai person. Desirable religious and desirable professional (Bunchua, 2016c)

The doctrine of ideology is essential to study because it is a causal approach that considers phenomena to know their true state. It is the nurture of mindfulness and the need for wisdom to support orderly and purposeful thoughts, it is not think metaphysical, also known as consciousness or awareness of being ready and with the mission that is being done. It is to help a person to think for himself or to be able to think for himself and can see problems and solutions by investigating the causes and related factors (Phra Brahmagunabhorn (Bhikkhu P.A. Payutto), 2016)

Health management should not be based on money. And health services should be thought of as providing welfare to the state not business thinking (Sangkanjanavanich & Suwanbundit, 2016)

METHOD

This research uses philosophical research methods, including dialectical and discursive strategies. The data obtained from documents and related kinds of literature through interpretations according to academic principles, questions that may have multiple possible answers, exchange ideas by listening to the rationale behind each answer to find the best solution by compromising everyone as possible and with a reason above. The research content was obtained from analysis, appreciation, and arrangement of the data.

RESULTS

According to the philosophy of sufficiency economy in the moderate postmodern philosophical perspective, the interpretation of holistic health promotes self-reliance in taking care of and protecting physical, mental, psychosocial, spiritual or intellectual health in creative but not extreme ways. Holistic health promotes adaptation or change in health behaviors,

as well as participating in the development of a health service system that is standardized, of sufficient quality and convenient access. Holistic health seeks ways or channels to take care of and promote the health of oneself, family, community and society by adhering to moral principles governing knowledge. Holistic health does not adhere to any one body of knowledge without reason enough.

The results of the analysis, appreciation, and arrangement of holistic health according to the sufficiency economy philosophy emphasized the actual value of self-sustaining as a virtuous person, living with honesty, sincerity, wisdom and prudence. Holistic health knows how to train the mind, suppress and persevere, have the patience to not interfere with things that undermine your health. Holistic health does not believe in anything that reason cannot explain. Study the body of knowledge in health and academics with expertise, prudence, and holistic considerations on how they relate to each other in a balanced and holistic way. Holistic health is cautious in applying technology's principles and knowledge with prudence and intelligence. Holistic health also helps to discover true self-worth that results in self-directed decisions or actions that bring out of trouble and attain true happiness which is the ultimate satisfaction at the level of intuition that satisfies attention, perception, comprehension, confidence, or confidence that leads to faith, commitment and pride without affecting or causing trouble to others, and being happy with others.

The results show new knowledge in philosophy and ethics related to holistic health according to the philosophy of sufficiency economy is the new knowledge that "Holistic health, according to the Sufficiency Economic Philosophy, can improve the quality of life-based on the moderate postmodern philosophical paradigm by a rational perception of physical, mental, psychosocial, and spiritual or intellectual health, Holistic health promotes good self-immunity through access to appropriate protection and screening rights. Holistic health promotes awareness and understanding of causes and prevention of disease, access to appropriate treatments. Holistic health-promoting the confidence to restore health with judgment through creativity, adaptivity, collaborative, and requisitivity to contribute to the development of a sufficiency health system without adherence and morality to the knowledge and encourage people to access the true value of life for holistic health."

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CONCLUSION AND DISCUSSION

Conclusion

In this study, according to the Sufficiency Economic Philosophy, the researcher found new knowledge in philosophy and ethics related to holistic health. This new knowledge can apply the concepts to people's lifestyles in modern Thai society. Interestingly, both are based on moderate postmodern philosophy principles that focus on creativity, adaptivity, collaborative, and requisitivity. This new knowledge is suitable for the new generation in today's era that emphasizes learning that meets physical health needs. This new knowledge also adds to the missing part of the scientific way of thinking: mental health in knowledge beyond psychology. By looking at this moderate postmodern philosophical view, the perspective of improving the quality of life is complete due to the needs of humanity.

Discussion

1. Interpretation of holistic health according to the philosophy of sufficiency economy in the moderate postmodern philosophical perspective.

Holistic health is necessary for humans who want to live a good life. Living well is related to good health and quality of life. This includes recognition, understanding and confidence in the interconnection of human beings with all dimensions, including physical, mental, psychosocial, spiritual and intellectual dimensions. It is a deep and rational perception of natural health. Holistic health can access ways to manage inappropriate factors or health problems that will lead to good health, as Bunchua (2016a) explains that can obtain true happiness from self-aware wisdom.

The interconnectedness of human health, both objects are objective or the parts that make up the human body and the part that is the mind. It is based on science, psychology, psychosocial, spiritual, and spiritual well-being, consistent with the concepts of Hippocrates and Galenas (Cited in Muktharakosa, 2011)

2. Analysis, appreciation, and arrangement of holistic health according to the philosophy of sufficiency economy

The ability to live a life of value and quality includes awareness of their health, recognizing and connecting a sense of belonging to the actual value of existence, the pursuit of a perfect human being while being aware of humanity, knowing, and being aware of all elements in a holistic manner. It is a result of the implementation of the Sufficiency Economy Philosophy, which aims to improve people's health and develop a health system that is

appropriate, not extreme, emphasizing the middle path and giving people the center of development. Sufficiency Economic Philosophy also uses sustainable development processes to achieve developing people focuses on keeping all people healthy. Sufficiency Economy Philosophy can create a method of participation in all sectors of society. Sufficiency Economy Philosophy creates collateral and provides comprehensive and fair services. Sufficiency Economy Philosophy builds immunity against threats for people, communities, localities and network partners to have the potential to promote health, prevent disease, and reduce illness from preventable diseases or diseases caused by health behaviors. Sufficiency Economy Philosophy has a good relationship between providers and service recipients. There is an efficient and unified health finance management system by strengthening health partners in creating health and self-reliance on health based on Thai wisdom. And then will jointly build a good and fair health system and lead to a healthy society, which corresponds to Isarangkun Na Ayuthaya & Thammapiya (2014)

3. New knowledge on philosophy and ethics related to holistic health according to the philosophy of sufficiency economy

According to the philosophy of sufficiency economy, holistic health promotes self-reliance, integration for effective health management, and support to elevate the community to be ready for various health changes. From the new knowledge that the researcher proposes, "Holistic health according to the Sufficiency Economy Philosophy can improve quality of life based on the moderate postmodern philosophical paradigm" for four important reasons as follows:

1) According to the Sufficiency Economy Philosophy, Holistic health promotes a rational awareness of the state of physical, mental, psychosocial, and spiritual or intellectual health.

The ability to rationally perceive the state of physical, mental, psychosocial, and spiritual or cognitive health, is a systematic study of information, the working principle (item 7) of His Majesty King Bhumibol Adulyadej the Great. To get accurate details, all data was searched from various documents and research papers, including staff, academics, or experienced people inquiries. Data is considered and analyzed systematically based on the principle of rationality. The researcher explained the cause and effect from 4 different perspectives as follows:

Rationality from a philosophical perspective

From a philosophical point of view, the principle of rationality describes the quality and value of human life and survival. They had a healthy cognitive life related to knowledge, understanding, confidence, belief, faith, or preferences. The principle of rationality may lead to self-discipline and society, having a natural self-able to function in life perfectly, which is in line with the concept of Aristotle, as Bunchua (2016a) described in summary: Man is a rational animal because they have intelligence (nous). Human intelligence allows humans to analyze, synthesize, prove, and intuition. Human interest is a feeling that is delicate, gentle, and rational and has a good life based on the three kinds of human goodness, which are 1) external goodness, which is reputation and honor, 2) spiritual goodness, which is wisdom, happiness, virtue, and 3) physical goodness, which is: the integrity of good health. As for rationality in mind, Aristotle has concluded: The psyche is the form or essence of living beings and inseparable from the body. Beings have this spirit; they are intelligent beings. The soul is that in virtue of which living things have life. The mind or the rational soul is only a characteristic of the human mind. It is divided into two parts: 1) The mind that achieves all the mind's concepts for consideration of things, and 2) the mind that brings them into action. It is also known as a possible intelligence that considers reality or the ingenuity to understand. Therefore, to acquire knowledge, understanding, confidence, belief, faith, or liking, all must use the principle of rationality at all. This is in line with Bunchua (2016b) opinion, who believes that good health is the first line of doing good and being happy.

Rationality from a scientific perspective

From a scientific point of view, the principle of rationality is the principle that must be practiced directly to acquire knowledge and technology by following the steps. There is a systematic search for knowledge with planned and efficient. The scientific process has three components. These are the five-step scientific method the 13 scientific process skills. The scientific mind or scientific attitude consists of various attributes such as curiosity, determination, diligence, patience, prudence, discipline, responsibility, and honesty, frugality, accepting others' opinions, being reasonable, and working constructively with others. However, although the results of the experiments based on scientific methods are final, there are still people who are interested and want to explain more. If any conflict arises, the scientist can answer the question rationally until the questioner clears his doubts. Suppose there is a new body of knowledge that can refute one's prior acquaintance with the reasoning that experts can conclude and accept. In that case, scientists can take a new body of knowledge that could always give a better reason, reinforcing Schopenhaour's ideas.

Rationality in psychology

From a psychological point of view, there is both the use of rationality principles according to the scientific process directly and the application of rationalism based on philosophical psychology with interest in metaphysics and epistemology related to intellectual activities and explaining the causes of behavior. Psychology is interested in both materialism and idealism.

Psychologists, therefore, act as diplomats who compromise between materialism and idealism. The psychologist must be interested in interdisciplinary studies such as behavioral sciences, neuroscience, social sciences, humanities, religion, and other related sciences; Psychologist must study spiritual metaphysics, which is the foundation of the use of words to convey the mind, heart, spirit, and interpretation for describing human behavior, which is consistent with the concept of Suwanbundit (2017).

Rationality in Buddhism

Rationality in the Buddhist view corresponds to the principle of "Idappayata", which is a way of thinking according to the code of Yonisomanasikara. It is the highest kind of middle path. It is the principle that the Buddha has recommended so that people know to think or think for themselves.

The doctrine of ideology is essential for studies because it is a casual approach that considers phenomena to know their actual state. It is the nurture of mindfulness and the need for wisdom to foster order and purpose. Do not think metaphysical, also known as consciousness or consciousness ready and with the mission done. These principles help a person think for himself and see problems and solutions by investigating the causes and related factors.

There are ten ways of thinking, according to Yonisomanasikara. Although there are many different ways of thinking, it can summarize into only two types: Yonisomanasikarn at the level of truth. It is a direct development of intelligence that aims to create knowledge and understanding according to reality, following the actual state, leading to enlightenment by eliminating ignorance.

And Yonisomanasikarn, at the ethical level, enhances mental quality. Aiming to incite the virtues or virtuous dharma that teach to the worldly view by focusing on the extraction or suppression of lust, which is consistent with the concept of Phra Brahmagunabhorn (Bhikkhu P. A. Payutto, 2016).

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2) Holistic health following the Sufficiency Economy Philosophy promotes good self-immunity through proper and appropriate access to protection and disease screening.

Health management emphasizes proper and appropriate health promotion, disease prevention, and consumer and environmental protection. On health rights and duties as the 2007 National Health Act states that a person has the right to live in an environment conducive to health. A person must cooperate with the State agency to implement the climate under paragraph one. Thailand currently uses the concept of health system development of the World Health Organization that states that the health system must have four primary goals: to improve people's health, meet the people's expectations, and protect people from cost problems caused by sickness, and efficiency. There are six main components in which Thailand has added the community health system as the 7th component to suit the country's context. The seven components are service system, human health resources, information system, medical technologies, including medical products, vaccines and technologies, leadership and governance, and community health systems.

Disease screening is a questionnaire or a preliminary examination to determine disease risk in a healthy population. Disease screening aims to prevent illness or reduce the risk of complications if a condition is found from the beginning. Disease screening is the benefit of all Thai people. It is operated by the National Health Security Office (NHSO), a state organization under the supervision of the Minister of Public Health. The primary mission of NHSO is to manage the National Health Security Fund for maximum efficiency. NHSO also develops a public health service system to enable people to access quality services that meet standards. NHSO manages the National Health Security Fund money efficiently, transparently, and is examined, with the most benefit to the people.

NHSO provides public health services directly to an individual, family, or group, which activities to promote health and disease prevention or benefits that people of all rights will receive. The provision of public health services by age is divided into five groups: pregnant and postpartum women, young children aged 0-5 years, older children and adolescents aged 6-24 years, adults aged 25-59 years, and seniors 60 years over.

In line with the Sufficiency Economy Philosophy, holistic health promotes good self-immunity through proper access to the right to protection and disease screening. It is the ability to access health promotion and disease prevention services. It is to maintain your health benefits that are fit and appropriate. It is the ability to exercise their rights as allocated, not neglecting their rights, and at the same time not exercising their rights beyond

the specified scope. For example, in women of childbearing age who must screen for cervical cancer, both groups will not undergo screening, and those screened more often than necessary. Both of these groups are considered inappropriate. Because those who do not take the screening process do not know how to protect their rights, they may lack the opportunity to be aware of their health, which may affect themselves, their families, society and the nation because sickness affects every aspect of existence and affects the country's balance, stability, and sustainability. The group that checked more often than appropriate affects the increasing cost of health services and may have long-term consequences.

3) Holistic health according to the philosophy of sufficiency economy promotes awareness and understanding of causes and prevention of disease access to appropriate treatments and boost the confidence to restore health with judgment

Promoting understanding of health promotion, prevention, treatment, rehabilitation, and protection of health consumers by applying the principles of analysis, appreciation, and arrangement through "understanding, accessing, and developing", the working principle of His Majesty King Bhumibol Adulyadej the Great, who used this principle to understand problems, solutions, management processes, including for service providers and service recipients to understand each other. Once they know each other in all aspects, they will be able to "get to the heart," which is the source of cooperation. Access to tools and equipment will sustain health development, and good quality of life will maintain. This will result in a balanced, stable and sustainable economy, society, environment, and country. The researcher has explained this topic in detail as follows:

Recognizing and understanding the causes and ways to prevent disease is to identify the causes, warning signs, and risk factors. It is a self-review about behaviors that affect the disease, whether they have been exposed to risk factors or exposed to pathogens. People should study symptoms that could signify the disease, conditions, and factors that affect genetics, prevention methods, and ways to avoid various disease-causing factors.

People can study from academic textbooks, ask questions from experienced persons and then modify one's health behaviors. It is essential to consider the benefit or harm to suit oneself.

Access to appropriate treatments is about recognizing and understanding how to manage your health problems and access proper therapy. They must have access to information on alternative therapies that are accurate through academic study and consultation with healthcare professionals and stakeholders. Access to appropriate treatments

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including the practice of contributing to the treatment of disease and having healthy behaviors that promote good healing as well as to cooperation with those involved in all aspects and the ability to access appropriate medical equipment and technology.

Promoting the confidence to restore critical health is a profound way to restore health that is not trial and error or self-comfort by knowing, understanding, and being confident. It uses analytical, appreciation, and arrangement principles in a systematic study of information.

An analysis is the meditating, scrutinizing, and clearly distinguishing the various health rehabilitation-related matters. Appreciation is the evaluation of the value of the investigation, whether it is beneficial or harmful to use as information to support decision making. The arrangement is the application of the results of analysis and appreciation to improve the quality of life both personally and collectively.

According to the philosophy of sufficiency economy, holistic health promotes creativity, adaptivity, collaborative, and requisitivity to jointly develop the sufficiency health system without adherence and morality to control knowledge.

Sufficiency Health System Development is an idea that arises from the need to achieve human development goals by focusing on people's health. It is the development of health towards a health system that is appropriate, not extreme, and creating a participation process in all health sectors in society. Sufficiency Health System Development strengthens network partners to have the potential to promote health, prevent disease, and reduce illness from preventable diseases or diseases caused by health behaviors. There is an efficient and unified health finance management system. Sufficiency Health System Development strengthens network partners for self-reliance on health based on Thai wisdom. This will lead to a comprehensive and fair service arrangement. Sufficiency Health System Development builds immunity against threats to people, communities, and localities. Immunity against threats will contribute to building a suitable health system, which promotes the opinions of Saengkanjanavanich & Suwanbundit (2016).

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INTERPRETATION OF TRUTH FOR IMPROVEMENT OF QUALITY OF LIFE ACCORDING TO MODERATE POSTMODERN PHILOSOPHICAL CONCEPTS

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ABSTRACT

In the philosophy, truth means the status of reality reflected through human's perception to be individuals' paradigm. Each human considers truth and interprets it to develop his/her quality of life based on truth he/she sees, and the life goal is the authentic happiness understood by each one. The different interpretation causes humans to have the different drive and movement. This article aimed to analyze, appreciate, and apply the interpretation of truth according to the moderate postmodern philosophical concepts by using the philosophical methodology such as dialectic to exchange reasons between both parties or between modern paradigm and moderate postmodern paradigm, consideration to present the critical reasons, and value evaluation. The result showed that the opposite party gave a reason to prove that truth only interpreted by the modern network system was true. The opposite party viewed that "truth must be interpreted by the modern network system only" because it was reliable and universally true. However, the interpretation of truth for the improvement of the quality of life was not limited in the modern network system only because such conclusion came from the interpretation that ignored the value of truth at the individual level and others beyond the network system. This does not conform to the reality of life changing all the time, which is the main point of the postmodern philosophy, especially creativity power, that is, universal knowledge referred by the modern network system came from the creativity power of persons whose thought was out of box. In conclusion, although truth discovered by each person would be conflict the network system, if the interpreters considered without attachment, and used the creativity power, adaptivity power, collaboration power, and requisitivity power to reach the authentic happiness in each life span, they would accept that they were the truth capable of developing the quality of life.

Keywords: *Truth, authentic happiness, moderate postmodern philosophy*

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INTRODUCTION

Naturally, humans love happiness and hate suffering, either in job, beloved person, family, or people around them. Most people want that everything goes on as expected or can do as wanted. Either the temporary happiness, secure happiness from well-being, or religious happiness beyond the mundane needs (supramundane), these happiness levels all come from the truth that each person understands and adheres as their life idealism through individuals' experience and perspective such as world outlook, world perception, and interpretation of objects in the world or relationships of objects. Our perspective usually depends on our culture and environment in our society. For example, western and eastern people usually have the different perspective. Travelling can widen our perspective, and makes us adapt to the society better (Office of the Royal Society of Thailand, 2007). Truth sought and adhered by each person is diverse, either physical happiness, pleasure, relaxation, praise for art, friends, social acceptance, living based on objects, title and position that are the life prestige, as well as knowledge and wisdom, and salvation.

At present, the interpretation of truth by Thai people is based on scientific principle, religious principle, teaching of the head of the institute, fear, or respect. In other words, everyone interprets the truth through 5 paradigms. The basic belief in humans' mind is different up to gender, age, environment, education and nurture, and decision of each person. Paradigm is not the decision capacity because the decision capacity is the intent, but it is the capacity to understand, and invite the intent to make the different decision (Bunchua, 2002a). For example, the primitive paradigm paid attention to how to satisfy the superior power; the ancient paradigm was interested in knowledge about rules and regulations; the medieval paradigm was keen on religious knowledge for the next life; the modern paradigm was interested in scientific knowledge coordinated to be a perfect network; and the postmodern paradigm was keen on knowledge in the network to get some value back, and to disseminate it to develop the quality of life. Every paradigm intends to interpret the truth by aiming at well-being, but the different understanding in truth made them have different characteristics of happiness.

From the different understanding of truth, humans view the problems differently. Although truth is the same matter, but the interpretation is different. For example, an interpretation that the civil servant is the occupation leading to happiness; this is interpreted in several viewpoints that performing duties by best endeavor should be the happy life. However, someone interprets that being the civil servant with an aim to be the master

should be the happy life. Someone interprets that being the civil servant is the life security because they will certainly receive the salary and government welfare. From the different interpretation, each person will have the different ways of life and working, that is, the first type emphasizes on performing duties strictly and honestly. One's value depends on his performance. If the superior power obstructs the performance of duties, life will suffer. The second type emphasizes on the progress of rank and title. The life problems come from searching for the network that recognizes our value. The third type focuses on the continuous secure and safe working. We do not have any problems with the system, need not to be enthusiastic or compete with others. The life problem is that we may not have the work progress, and cannot use our potential for the utmost benefit.

Individual truth is created by each person in his brain to be relevant to the outside world. Perception in the brain of each person may not be the same. We must discuss to recognize that each one has his private opinion. Does the outside world have the network system? We believe that it should have the network. We know some parts only, and we must continue seeking for new knowledge because the outside world has been continuously developed. We believe in our truth so we should pay respect to others' truth. We believe in the same point, which is the point of parity-point of difference, because the point of difference is individuals' talent. How will we interpret to be our life goal to acquire the authentic happiness? How will truth be interpreted to develop the quality of life according to the moderate postmodern philosophical concepts? Humans with instinct and wisdom must reread, and chose what is suitable for them in order to find out happiness deriving from the improvement of the quality of life according to the moderate postmodern paradigm because the attachment to only one interpretation of truth cannot correspond to several facets of the improvement of quality of life thoroughly. Thus, researchers were interested in studying whether or not humans' truth that develops the quality of life according to the moderate postmodern paradigm can be the authentic happiness. The philosophical methodology was used to find out the best new answer based on the compromise of all parties as possible while reasons may supersede all parties.

REVIEW OF LITERATURE

Truth was built up by each individual's concept. It was the truth of a particular person precepted by his skills and expertise. What mentioned by everyone was only his private phenomenon, not universal truth because everyone was unable to reach the universal

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truth. Therefore, we should join hands to summarize the opinions that everyone perceived, and to share such opinions to others who have never known them thoroughly in order to cause the learning advance, and to create knowledge for the world. (Takaew, 2019)

A human instinct that is absent in plants and animals. It is an instinct that seeks Authentic Happiness According to Reality. Human happiness therefore focuses on improving the quality of life through creativity, adaptivity, collaborativity and requisitivity. Only in the creation of wisdom that creative development leads to happiness. (Noyram, 2014)

The scientific methods could solve all problems in humans because truth discovered was relevant to truth in the network system, which led to the scientific advance. Knowing the worlds' rules would make this world become the heaven for all. Persons who believed in this philosophy would give all sacrifice to driving the scientific research to attain such goal. Some aggressive persons may place the policy to destroy beliefs, hope, and happiness in the next world by all means (Jones, 2015).

Knowledge or truth relevant to reality had to come from the network system that could be proved and experimented from the scientific process only. The theological or religious teaching was credulous and lowermost. Even the philosophical teaching was the artificial science. It would become useful when it agreed to serve science to explain the phenomena that science could prove in logic. Thus, science used logic and mathematic as a tool to find out truth. (Hrimtepathip, Bunchua, & Phra Maha Makawin Purisuttamo, 2015)

The moderate postmodern philosophy focused on building the discretion in interpreters as a tool to build knowledge and decision on taking actions carefully. This consisted of 2 steps. Step 1 was to use the discretion, which meant 3 processes of thinking, comprising: 1) analysis to separate issues; 2) appreciation to assess various issues that were analyzed that they were valuable and good enough for further application while only good parts were synthesized; and 3) application, that is, only good parts were applied to solve the problems. Step 2 consisted of 3 bravery principles according to the concept of existentialism, which consisted of: 1) bravery to face problems; 2) bravery to assess the practice methods; and 3) bravery to act with responsibility by adhering to the human value. All 2 steps used the discretion according to moderate postmodern paradigm, which could be applied in all circumstances. (Takaew, 2018)

METHOD

The study was conducted based on the philosophical methodology, e.g., dialectical method and discursive method from all related data, documents, and statistics from related literature through the academic interpretation

1. Dialectic is to raise questions that may give several possible answers.

2. Opinion sharing by listening to reasons supporting each answer to find out the best answer under the compromise and rationality of all parties, and research presentation based on the analytic, appreciative, and applicable principles.

RESULTS

The results of interpreting truth for the improvement of the quality of life based on the moderate postmodern philosophical concepts were as follows:

1. Truth was the status of reality. The moderate postmodern philosophical concepts indicated that truth was built up based on an individual's concept. As everyone said that it's truth, but such truth was for a particular person as perceived by his skills and expertise. What was said by everyone was the individual phenomenon, not universal truth because everyone could not reach the universal truth. Thus, we should join hands to conclude the opinions that everyone perceived, and to share such opinions to others who have never known them thoroughly in order to cause the learning advance, and to create knowledge for the world. It was proposed that the interpretation of truth according to the moderate postmodern philosophy should rely on the detachment. This meant that the interpretation should be done by the neutral mind without bias (detachment), that is, what one believed may not be right only while other different belief must be wrong always. We and other persons should be allowed to raise questions about what we believed to prove whether or not and in what extent the truth we believed would be used to improve the quality of life. Meanwhile, the good points should be considered. If they could actually improve the quality of life, they should be implemented to improve our quality of life. As truth was the status of reality that may be changing at all time, the attachment to only one truth was like we imprisoned ourselves in our imaginary world. Our happiness would be the ideal happiness that may be suitable for someone in some periods, but it was unable to improve the quality of life to reach the authentic happiness while this might cause some problems from the attachment to ourselves, other people, and society as we dared not to confront other facets of truth.

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The interpretation of truth according to the moderate postmodern philosophical concepts focused on the understanding of life so that we could adjust to the reality incurred by not attaching to the perfect life. As Dilthey said that "humans' understanding continues going on, but never perfect". The interpretation of truth was the same. No matter how we understand comprehensively, it will be never perfect (expect the Master) because each one could reach some reality under his horizon only. However, each one could expand his horizon by discussing, learning, and sharing knowledge with each other. The more we gave, the more our horizon was broadened by using our discretion as a tool to create knowledge, and to make decision on doing anything carefully. This consisted of 2 steps. Step 1 was to use the discretion, which meant 3 processes of thinking, comprising: 1) analysis to separate issues; 2) appreciation to assess various issues that were analyzed that they were valuable and good enough for further application while only good parts were synthesized; and 3) application, that is, only good parts were applied to solve the problems. Step 2 consisted of 3 bravery principles according to the concept of existentialism, which consisted of: 1) bravery to face problems; 2) bravery to assess the practice methods; and 3) bravery to act with responsibility by adhering to the human value. All 2 steps used the discretion based on moderate postmodern paradigm, which could be applied in all circumstances.

2. The interpretation of truth based on moderate postmodern philosophical concepts aimed to improve the quality of life by focusing on the authentic happiness due to reality. This is to focus on the interpretation by human instinct as led by wisdom. That is, we were keen on happiness and suffering of ourselves/others/other things under thought/language/action. When each interpretation mentioned above occurred, it meant the interpreter's happy improvement of the quality of life with capacity to inspire the authentic happiness to cared persons based on the level of such truth. Interest in happiness and suffering of other persons/things could be done in 4 characteristics based on appropriate time and place. 1) Creativity power or thinking or doing new things never existing before. It was to shift the advance for humans, and to allow the application for general benefit. If creativity results to damage, adaptivity would be needed. 2) Adaptivity power or adapting or applying to be useful without deficiency or adapting deficiency to be efficiency. 3) Collaboration power or cooperation or participation that consisted of several steps. 4) Requisitivity power or intellectual potential to create what is missing to fulfill our life. This requisitivity power not only aroused the unstopped development, it could make us understand the next life by using the intuition. This kind of improvement would be in parallel with the happiness

development, which was happiness of ourself, others, and the public. This would benefit both human and environment, and it was the sustainable development.

CONCLUSION AND DISCUSSION

Conclusion

From the study on "Interpretation of Truth for the Improvement of the Quality of Life based on the Moderate Postmodern Philosophical Concepts", the result indicated that this is new knowledge in philosophy and ethics relating to the interpretation of truth according to the moderate postmodern philosophical concepts, which can be applied in the present lifestyle of people in the Thai society because everyone will interpret truth in his way. The improper interpretation of truth will cause some trouble in life, starting from decision-making up to practice. The proper interpretation of truth will cause warmth in life, satisfaction in the present status in life, and bravery to make all decisions by self-confidence. The proper interpretation of truth must be in line with the real condition in life because the outside world has been developed continuously. If we believe in our truth, we should pay respect to other people's truth. We believe in the same point, which is the point of parity-point of difference, because the point of difference is individuals' talent. This will focus on the authentic happiness from reality by adding the discretion to the interpreters who would use the creativity power, adaptivity power, collaboration power, and requisitivity power to reach the authentic happiness in each life span. This is suitable for all life spans and ages where we want to learn our life in order to understand several facets of truth for ourselves, others, and society. The consideration based on this moderate postmodern philosophy makes the viewpoints on the improvement of the quality of life complete as per humans' needs.

Discussion

The results were discussed through the dialectic to share reasons between two parties or between the modern philosophical paradigm and the moderate postmodern philosophical paradigm as follows:

1. For the interpretation of truth for the improvement of the quality of life according to the moderate postmodern philosophical paradigm, it was discussed that as the opposite party proposed the reason that the interpretation of truth for the improvement of the quality of life had to come from the network system of the modern age would be true and accurate. The main reason was that the universe has certain rules associated in a network

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system. Humans' wisdom could learn it by capacity of reason, and be transferred by language capable of showing the relationship or logic of understanding. The more the network system was found, the more it was branched out into various sciences with specific experts in each area. Thus, the true and accurate interpretation should refer to the specific academic experts or reliable research studies. As August Come proposed that knowledge attained by humans included the positive stage that ignored to give the answer about the ultimate origins or unreachable power as well as the final purposes. However, we could attain the explanation about the observable relationships between phenomena (cited in Halfpenny, 1982).

The opposite party gave the reason that "the interpretation of truth for the improvement of the quality of life would be true and accurate if it came from the network system of the modern age only" because the scientific process was reliable and universal. However, the Researchers thought contrarily that such interpretation had some weak points to be argued. The interpretation ignoring the value of truth at the individual level and other things beyond the network system was not consistent with the reality of life that is changing all the time. This was the main point of the moderate postmodern philosophy advising that truth was the status of reality appearing through the concept or interpretation of each person. As each said that this was true, it was true for each individual only, who might perceive based on his skills and expertise. What was mentioned by each was only the private phenomenon, which was not the universal truth because everyone could not reach the universal truth although the opposite party insisted that the scientific methods could solve all problems in humans because truth discovered was relevant to truth in the network system, which led to the scientific advance. Knowing the worlds' rules would make this world become the heaven for all. Persons who believed in this philosophy would give all sacrifice to driving the scientific research to attain such goal. Some aggressive persons may place the policy to destroy belief, hope, and happiness in the next world by all means (Jones, 1969, p.3) by targeting that, in the future, there would be the drug capable of curing all diseases, wiping out death and old age. The scientific methods help place the social rules so that humans could share happiness fairly. Each person worked least, and spent the remaining time for entertainment without any concerns. This world could be built as the heaven. This led to many academic theories focusing on the quality of life that could be measured and checked. It was believed that when the quality of life was improved appropriately, every human would have the equal happiness. This would lead to the national development policy for many countries all over the world. Knowledge or truth relevant to reality had to come from the network system that could

be proved and experimented from the scientific process only. The theological or religious teaching was credulous and lowermost. Even the philosophical teaching was the artificial science. It would become useful when it agreed to serve science to explain the phenomena that science could prove in logic. Thus, science used logic and mathematics as a tool to find out truth (Hrimtepathip, Bunchua, & Phra Maha Makawin Purisuttamo, 2015).

For the improvement of the quality of life, humans had to decide and be responsible for their live by themselves. Specific academic experts were only the advisors, not those who were responsible for our life like our parents when we were young. The present society has been changing rapidly and more complicatedly. There were more variables of each facet of truth. Thus, the moderate postmodern philosophy proposed to interpret truth based on detachment, that is, the interpretation should be done by the neutral mind without bias (detachment), that is, what one believed may not be right only while other different belief must be wrong always. When considering by using the wisdom according to the postmodern paradigm, it was apparent that, previously, humans used their wisdom to support the unauthentic happiness, and adhered that it was the authentic happiness until they had suffering finally (Amalitwarin, 2022). We should allow ourselves and others to raise questions about what we believed in order to prove such truth whether or not and in what extent it could be used to improve the quality of life. Meanwhile, the good points should be considered. If they could actually improve the quality of life, they should be implemented to improve our quality of life (Bunchua, 2002a). The interpretation of truth for the improvement of the quality of life had no blueprint to make every human have the authentic happiness as the modern philosophy said. However, the moderate postmodern philosophy did not resist or reject the network system, but it advised that, now, the scientific process has not yet been able to understand the whole network system. Thus, we should not insist that only scientific process would answer everything in life, especially the interpretation of truth for the improvement of the quality of life because after Einstein discovered his Theory of Relativity, people in the world realized that the scientific rule claiming for universality was not stable as said by postmodernism. The scientific reality was only the information or fact accepted at present only, but it may be changed in the future. New discovery would always replace old things. Thus, reality could be partially reached according to the horizon of each person. Each might expand his horizon by discussing, learning, and sharing knowledge with each other. The more we gave, the more our horizon was broadened (Dilthey, 1976). When human's creativity power could give new answers that looked more reasonable, the

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scientific rule would be changing as well. Therefore, the moderate postmodern philosophy focused on building the discretion in interpreters as a tool to build knowledge and decision on taking actions carefully. This consisted of 2 steps. Step 1 was to use the discretion, which meant 3 processes of thinking, comprising: 1) analysis to separate issues; 2) appreciation to assess various issues that were analyzed that they were valuable and good enough for further application while only good parts were synthesized; and 3) application, that is, only good parts were applied to solve the problems. Step 2 consisted of 3 bravery principles according to the concept of existentialism, which consisted of: 1) bravery to face problems; 2) bravery to assess the practice methods; and 3) bravery to act with responsibility by adhering to the human value. All 2 steps used the discretion according to moderate postmodern paradigm, which could be applied in all circumstances (Takaew, 2018). This could be concluded that truth was built up by each individual's concept. It was the truth of a particular person precepted by his skills and expertise. What mentioned by everyone was only his private phenomenon, not universal truth because everyone was unable to reach the universal truth. Therefore, we should join hands to summarize the opinions that everyone perceived, and to share such opinions to others who have never known them thoroughly in order to cause the learning advance, and to create knowledge for the world (Takaew, 2019). Although truth discovered by each person would be against the network system, if the interpreters considered without attachment, and used the creativity power, adaptivity power, collaboration power, and requisitivity power to reach the authentic happiness in each life span, they would accept that they were the truth capable of developing the quality of life. However, the interpretation of truth for the improvement of the quality of life had no blueprint to be copied because truth was the status of reality that has been changing at all time, but it could be understood from self-awareness, and sharing our truth with others without attachment. The interpretation of truth has been continuously improved like we design our life to fit to changes in each period. It could not be copied, but differently applied for each one.

2. We found that the result of this study was the new knowledge in philosophy and ethics relating to the interpretation of truth according to the moderate postmodern philosophical concepts that can be applied to people's present lifestyles in the Thai society. This will focus on the authentic happiness from reality by adding the discretion to the interpreters who would use the creativity power, adaptivity power, collaboration power, and requisitivity power to reach the authentic happiness in each life span. This is suitable for all life spans and ages where we want to learn our life in order to understand several facets of

truth for ourselves, others, and society. This kind of improvement would get along with the happiness development for oneself, others, and the public, which will benefit humans and environment. This is the sustainable development (Noyram, 2014).

The consideration based on this moderate postmodern philosophy makes the viewpoints on the improvement of the quality of life complete as per humans' needs.

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FOUR DEVELOPMENTS BASED ON MODERATE POSTMODERN PHILOSOPHY

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ABSTRACT

Four Developments is a dharmic principle for life development to attain both life happiness and balance. To have the holistic development of the quality of life, this dharmic principle must be applied based on the moderate postmodern philosophy. The objectives of this study were to interpret Four Developments based on the moderate postmodern philosophy, and to create a new knowledge based on moderate postmodern philosophy by means of philosophical methodology. The result indicated that Four Developments based on the moderate postmodern philosophy initiated the holistic development of the quality of life; namely, 1) physical development, e.g., development of physical behaviors and environment for balanced well-being; 2) moral development, e.g., development of physical and verbal behaviors for a peaceful society; 3) emotional development, e.g., mental development to enhance the secure well-being and power to make the quality of life better; and 4) Intellectual development, e.g., development of wisdom to understand the world and life in reality, ability to distinguish and assess the value of matters, and ability to solve any problems occurred. For the new knowledge according to the moderate postmodern philosophy, it was found that Four Developments based on the moderate postmodern philosophy could build well-being for people at large, that is, 1) physical development which caused the physical well-being such as behaviors of promoting the good health and hygiene and of promoting the balanced nature and environment extending to the development of the quality of life; 2) moral development which caused the social well-being such as creativity, adaptivity, collaboration, and requisitivity; 3) emotional development which caused the mental well-being such as secure emotion not deviated by bias or emotions making our mind gloomy or depressed; and 4) intellectual development which caused the intellectual well-being such as life discretion.

Keywords: *Four developments, philosophy, moderate postmodern*

INTRODUCTION

Development (Bhavana) is the matter of training or repetition to enhance the improvement and development. In Buddhism, Four Developments comprise the following. 1) Physical development which means the physical development, physical growth, relationship development with the physical environment, that is, having relationship with the physical environmental by giving support to the nature, treating various matters consciously to prevent damages. The support would be useful, especially to: a) knowing how to use sense-faculties or develop 6 sense-faculties, e.g., eye, ear, nose, tongue, body, and mind, which are linked to 6 sense-objects, e.g., visible object, sound, odor, taste, body-impression, and mind-object to be perceived consciously. We must know how to see and listen to wisely; and b) consuming intellectually, that is, four requisites, objects, alliances, as well as technologies must be consumed wisely based on their real value whereas we are not fascinated or lose consciousness. 2) Moral development or social development which means the moral development or practice, development of behaviors, development of social relationship or having relationship supporting the social environment, having good behaviors in dealing with humans, having discipline, living with others properly, having the honest occupation, and not using the body, words, and occupation to exploit or cause any damage, but using them to develop the quality of life, to help with each other, to create the society, and promote peace. 3) Emotional or psychological development which means the mental development, mental growth, mental training to have morality, ethics, strength, security, joy in mind, and peace by the quality of mind, that is, development by morality, e.g., having spirit, kindness, compassion, generosity, sympathy, trust, respect, gentleness, honesty, gratitude, etc., completion by the mental efficiency, that is, having the strong and secure mind, diligence, courage, patience, responsibility, having consciousness and meditation, etc., and completion by the mental health, that is, having the cheerful, joyful, fresh, full, clear, bright, and peaceful mind. 4) Cognitive development or intellectual development which means the intellectual development and training, intellectual practice, practicing our knowledge, thought, and understanding to think, consider, judge, solve problem, and take actions by using the pure wisdom by watching and understanding causes and reasons, looking anything in reality or as it is without any bias or hidden motivation. We must not be overwhelmed by defilements, but develop our mind until we know, understand, and enlighten the truth. We live by intellect. We enlighten the world and life condition, reach purity, are free from defilements absolutely, and have free mind without any suffering (Phra Bramhmagunabhorn (P.A. Payutto), 2008, p. 107).

The philosophy clearly pointing out the development of the quality of life is the moderate postmodern philosophy with the principle of detachment like "Idha Meva Saccang Mokamonyang" (Only mine is true; theirs different from this deems wrong all) (Bunchua, 2017, p. 161-162), reread all, reject non) (Steven Best and Douglas Kellner, 1999, p. 256), point of parity-point of difference, and holistic viewpoint by using discretion, e.g., analysis, appreciation, and application to screen many things before believing or implementing. Hermeneutics or interpretation science is also used as a learning tool with an aim to develop the whole quality of life (Bunchua, 2017, p. 2).

When considering the principles, methods, and goal of the moderate postmodern philosophy, it is apparent that it conforms to the development of the quality of life based on Four Developments in Buddhism. However, if Four Developments are applied based on the different philosophy and paradigm; it would result to the different belief, attitude, and practice because the pure philosophy of each paradigm is placed on the different deep belief. Thus, when wanting to place the goals for the development of the quality of life to obtain the actual happiness, it is necessary to interpret Four Developments based on the moderate postmodern philosophy. This interpretation would tell us how Four Developments based on the moderate postmodern philosophy are, and it would create a new knowledge based on the moderate postmodern philosophy as well.

From the above reasons, the Researchers were interested in studying "Four Developments based on Moderate Postmodern Philosophy" to interpret Four Developments, which would lead to creativity, adaptivity, collaboration, and requisitivity.

REVIEW OF LITERATURE

1) Development (Bhavana) is the matter of training or repetition to enhance the improvement and development. In Buddhism, Four Developments comprise the following. (1) Physical development which means the physical development, physical growth, relationship development with the physical environment. (2) Moral development or social development which means the moral development or practice, development of behaviours, development of social relationship. (3) Emotional or psychological development which means the mental development, mental growth, mental training to have morality, ethics, strength, security, joy in mind, and peace by the quality of mind, that is, development by morality, e.g., having spirit, kindness, compassion, generosity, sympathy, trust, respect, gentleness, honesty, gratitude, etc., completion by the mental efficiency. (4) Cognitive development or

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intellectual development which means the intellectual development and training, intellectual practice, practicing our knowledge, thought, and understanding to think, consider, judge, solve problem. (Phra Bramhmagunabhorn (P.A. Payutto), 2008, p. 107).

2. The philosophy of paradigm is the fundamental belief in every human mind, varying by gender, age, environmental, education and decision. The paradigm is not the decision abilities, but it is the understanding abilities and persuades the will to decide. Philosophical paradigm can be categorized into 5 paradigms as follows (Bunchua, 2018, p. 15-22): 1) The primitive paradigm believes that everything comes from the supernatural. 2) The ancient paradigm believes that the world has the law of nature and the man will be happy in the world lug following that laws. 3) The medieval paradigm believes that we are doing as the means to the next world. To get heaven as the highest goal of each religious we must be temperance and do good, purify sin and avoid evil. 4) The modern paradigm believes that the scientific knowledge network is all around us and could overcome any problem and make paradise on this world. 5) The postmodern paradigm asks for detachment the knowledge network, principle and rule. Critical thinking is a tool to comprehension and processes as analysis, appreciation, and application those for the quality of life according to reality.

METHOD

The study was conducted based on the philosophical methodology, e.g., dialectical method and discursive method from all related data, documents, and literature through the academic interpretation, question raising that may give several possible answers, opinion sharing by listening to reasons supporting each answer to find out the best answer under the compromise and rationality of all parties, and research presentation based on the analytic, appreciative, and applicable principles.

RESULTS

1. From interpreting Four Developments, it was found that 1) physical development, e.g., development of physical behaviours and environment for balanced well-being; 2) moral development, e.g., development of physical and verbal behaviours for a peaceful society; 3) emotional development, e.g., mental development to enhance the secure well-being and power to make the quality of life better; and 4) Intellectual development, e.g., development of wisdom to understand the world and life in reality, ability to distinguish and assess the value of matters, and ability to solve any problems occurred.

If applying Four Developments based on other philosophical paradigms that are not the moderate postmodern paradigm, the final goal would not be in line with the overall development of the quality of life, that is, 1) when Four Developments are applied based on the primitive philosophical paradigm, it would go on to acquire personal gains or gains of family members only; 2) when Four Developments are applied based on the ancient philosophical paradigm, it would go on for benefits of persons who know the natural law only; 3) when Four Developments are applied based on the medieval philosophical paradigm, it would go on for benefits of people who believe in the same religion in the next world only. When Four Developments are applied based on the moderate postmodern philosophical paradigm, it would keep the good points from every way to turn the material benefits to happiness deriving from the development of the quality of both present life and next life. It would produce the multicultural acceptance and religious pluralism. Even persons who believe in no religion can pay respect based on the humanity principle based on no exploitation of oneself or others. In higher level of ethic, this is to support with each other, to initiate the development in respect with the physical well-being, social well-being, mental well-being, and intellectual well-being, to be friendly with the environment, to help restore and improve the nature and environment in order to enhance both balance and sustainability for the quality of life of general people.

2. From creating a new knowledge based on the moderate postmodern paradigm, it was found that Four Developments based on the moderate postmodern paradigm could make the holistic wellbeing in the public as follows: 1) physical development which caused the physical well-being such as behaviours of promoting the good health and hygiene and of promoting the balanced nature and environment extending to the development of the quality of life; 2) moral development which caused the social well-being such as creativity, adaptivity, collaboration, and requisitivity; 3) emotional development which caused the mental well-being such as secure emotion not deviated by bias or emotions making our mind gloomy or depressed; and 4) intellectual development which caused the intellectual well-being such as life discretion.

CONCLUSION AND DISCUSSION

Conclusion

From the result of the study on "Four Developments based on Moderate Postmodern Philosophy: Analytic, Appreciative and Applicable Study", the research result becomes a new

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knowledge base in philosophy and ethics relating to Buddhist philosophy that can be applied to human development, starting from the individual level, community level, and national level. Importantly, it must be applied based on the moderate postmodern philosophy, which focuses on the development of the quality of life so that it can be useful for the public, and create the environment supporting the development of the quality of life as well.

Discussion

1. From analyzing, appreciating, and applying Four Developments, it could be discussed that it conformed to the concept of Phra Brahmagunabhorn (P.A. Payutto) (2009) who defined 4 Developments as growth, cultivation, training, and development; namely, 1) physical development, that is, physical growth, physical development, physical training, connecting various matters outside via 5 sense-faculties and treating them usefully to prevent damage, to make the virtue grow up, and to make the evil extinct, and developing the relationship with the physical environment; 2) moral development, that is, moral practice, behavior improvement, moral training under the discipline, no exploitation or causing any suffering or damage, living with others happily, and supporting each other; 3) emotional development, that is, mental practice, mental development, training mind to be strong and full of morality, e.g., loving-kindness, aspiration, diligence, tolerance, meditation, and joy, brightness, and cheer, etc.; and 4) intellectual development, that is, intellectual practice, cognitive development, cognitive training to know and understand many things in reality, understanding the world and life as per its real condition, ability to free the mind, purifying oneself from defilements, being safe from suffering, and ability to solve any problems occurred by using the intellect. This result was consistent with the research done by Phra Kru Patumbhavanacharn Vi. & Akaraputipun (2019) on "The Four Aspects of Self-development (Bhavana 4) and Adolescent's Buddhist Emotional Intelligence Development in Digital Age's Society". The result showed that Four Developments meant the practice guideline for training, defining, and developing oneself in the physical, mental, intellectual, and social aspects. Although the ultimate goal of self-development based on Four Developments would be the supramundane goal or achievement of the final stage of holiness or Arahattaphala or Nirvana. In fact, if the practitioners have been unable to reach such ultimate goal, Four Developments can be used for self-development in the mundane level, that is, they can help develop one's mind, emotion, feeling, and behavior by training oneself to be a good person, have morality and ethics, do what is useful for oneself, family, and surroundings. To

elaborate, (1) Physical Development is a process of developing 5 sense-faculties, comprising eye, ear, nose, tongue, and body, so that we retain our consciousness at all time, control our 5 sense-faculties, and present our constructive behaviors through our body and words while eating, watching, staying, listening, walking, sitting and sleeping. (2) Moral Development is a process of moral development to train and develop oneself to have the nice behavior, have discipline and good relationship with other humans, stay with others by giving support with each other, perform honest occupations, not use the body, words, and occupation to exploit or cause damage to others, but use them to develop his life. (3) Emotional Development is a process of mental development, that is, training the mind by having consciousness, contemplation of mind pursuant to Cittanupassana Satipatthana so that our mind is led to the virtue. As a result, the practitioners would have the perfect mental quality, that is, mind will be full of morality, ethics, merit, and virtue growing up in the mind. The practice process is Samatha Bhavana (tranquility development) and Vipassana Bhavana (insight development). (4) Intellectual Development is a process of intellectual development, that is, training the intellect, promoting knowledge, thought, and understanding to know how to think, consider, judge, solve problems, and take actions under pure intellect by watching and understanding causes and reasons, looking anything in reality or as it is without any bias or hidden motivation.

2. From creating a new knowledge based on the moderate postmodern philosophy, it could be discussed that this result was in line with the concept of Phra Phuchitsa Panyapachoto (2019) on "The Health Enhancement based on Bhavana IV of the Elderly in Yang Hom Subdistrict, Khun Tan District, Chiang Rai Province". The result indicated that the health enhancement based on Bhavana 4 could be done as follows: 1) Physical Development (Kaya Bhavana) - The principle of physical development was used to build the physical well-being promotion process, that is, there were activities to develop the elderly to take into account and make them have good health. It was the process of promoting, preventing, and being prepared. The promotion process was to educate the elderly about health and self-care so that they had the strong physical health. The prevention process was to do exercises to have immunity, to train the physical body to do daytime activities or other extra occupational activities to build flexibility and strength of the elderly, and to build the learning to enhance some works and occupations. The preparedness process was to know how to live suitably, eat, stay, and watch by considering both advantages and disadvantages to avoid over-consumption. This was the practice of knowing the body limit so that it would not harm our body. 2) Moral Development (Sila Bhavana) - The Moral Development was used to

build the social well-being promotion process. This was the process of binding relationships between elderly and society, which started from the elderly who had to have self-conduct rules, have proper behaviors, conform to Five Precepts, have no exploitation or make others suffer or get damaged, could live with others, and support with each other. The elderly had to be the good model for their family and society until their community was full of merit and had the Buddhism principles as their living guideline, that is, to build the behavior of living in the society where the elderly was the good model for the family and community based on Five Precepts for self-conduct and living together in the society. In addition, the communities and state must not neglect the elderly who should obtain the good care so that they did not feel that they were useless or neglected by the society. Finally, the elders would be inspired to live, and make merit to model their offspring. 3) Emotional Development (Citta Bhavana), that is, Emotional Development was used to develop the spirit of the elderly in two levels: to strengthen and encourage positive attitude for the elderly; and to inculcate morality in their minds. The elderly group was formed to set up the mental well-being promotion process by inspiring them, that is, they have been developed to have the good mental health, have no stress, and have joyful mind. Thus, forming the group for recreation activities was an appropriate way because the elders could meet and join the activities for their mental relaxation. In the level of inculcating morality in mind, it coached the elders to live in the society happily by using Four Sublime States of Mind, comprising loving-kindness, compassion, sympathetic joy, and equanimity, to learn about sharing and helping by using Sangahavatthu 4, comprising giving, kindly speech, useful conduct, and even and equal treatment, along with the mental efficiency development process by means of meditation. The ultimate goal was that the elders had to be conscious in every activity they have done. 4) Intellectual Development (Panna Bhavana) by using the principle of Intellectual Development to build the happiness well-being promotion process so that the elders were able to learn what they came along worldly and spiritually together, that is, the physical development, moral development, and emotional development were used as the learning basis while the intellectual development would make the elders' mind happy and understand their life. The principle of intellectual development was to coach the elderly to live valuably, and to change their views on themselves and society. The elders may judge themselves that they fell into the old age and they could do nothing and became the burden of their offspring. By this stigmatization, the elders thought that the society would stigmatize them that they were the burden of the society while the elders viewed the society differently. Hence, the elders' viewpoint had to

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be changed first. Buddhism teaches us to understand life, not to judge whether it is good or bad. The elderly had to build trust and self-confidence first. The elders' self-confidence would make the society trust in them as well. This thought would lead to the good intellect. This was consistent with the research done by Luang-aphai (2018) on "Human Resource Development based on Bhavana Principle of the Police Center of Provincial Police Region 6, Nakhon Sawan Province". The result showed that: 1) Physical Development, e.g., spirit of giving assistance and advice when the co-workers had some problems, performing work by taking account of the ultimate goal of the organization, and discussing and accepting the co-workers' opinion; 2) Moral Development, e.g., when having any problems in the workplace, becoming one who solved them, being the good friend for every co-worker in the organization, defining rules and criteria by taking account of rights, liberty and fairness; 3) Emotional Development, e.g., feeling happy in sharing and supporting humans, believing that merit-making would always give good returns, and loving in your career and feeling happy when you performed works arousing your intellect; and 4) Intellectual Development, e.g., having self-development to reach the full potential, living and staying in the society under discipline, paying respect and learning to stay in nature, building relationship getting along with and balancing with nature, and living happily with the family, society, and community.

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A STUDY OF ECOLOGICAL PROBLEMS OF THE "BELT AND ROAD INITIATIVE" AND THE POTENTIAL EFFECT ON COMMUNITIES IN THE MEKONG RIVER BASIN OF CHIANG RAI PROVINCE

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ABSTRACT

Belt and Road Initiative is China's strategic development plan, proposed by President Xi Jinping, that restored the ancient silk road. This initiative aims to develop the world community's political and economy. The construction of infrastructure is one of the important projects of the Belt and Road Initiative, such as the hydroelectricity and Mekong rapids-blasting project. However, the construction of hydroelectricity and the rapids-blasting project impacts communities in the Mekong River. In addition, these two massive projects were causing the Mekong River's water level to be in crisis and have dramatically affected the area's population, agricultural and income livelihoods, and aquatic ecosystems. Moreover, the Mekong River Basin communities face considerable challenges in managing and conserving their natural resources and ways of life. This research aimed to study the ecological problem under the hydroelectricity and Mekong rapids-blasting project and found out that the project caused an ecological problem that affects fish, Mekong seaweed, and agriculture. As a result, many local people lost their careers and homes. As a result, the hydroelectricity and Mekong rapids-blasting project became an international problem that urgently needs to be solved. This research suggested an effective way to solve the problem and focus on the Mekong River basin ecological system.

Keywords: *The Belt and Road initiative; ecological problem; Mekong river basin; Chiang Rai*

INTRODUCTION

The Belt and Road Initiative (BRI) is a long-term transcontinental policy and investment initiative to expand infrastructure and accelerate economic integration along the ancient Silk Road path. In 2013, China's President Xi Jinping unveiled this initiative, known as OBOR—One Belt One Road. On March 28, 2015, the People's Republic of China's

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(PRC) National Development and Reform Commission (NDRC), Ministry of Foreign Affairs (MOFA), and Ministry of Commerce (MOFCOM), with approval from the State Council, released the official plan for the Belt and Road Initiative. It was called "Vision and Actions on Jointly Building Belt and Road," and "Vision and Actions on Jointly Building Belt and Road." According to the "vision and actions", The BRI aims to promote connectivity between the Asian, European, and African continents and their adjacent seas, to establish and strengthen partnerships among the countries along the Belt and Road, to establish multi-dimensional, multi-tiered, and composite connectivity networks, and to enable these countries to achieve diversified, independent, balanced, and sustainable development. The BRI aims to promote connectivity between the Asian, European, and African continents and their adjacent seas, establish and strengthen partnerships among the Belt and Road countries, establish multi-dimensional, multi-tiered, and composite connectivity networks, and enable these countries to achieve diversified, independent, balanced, and sustainable development. While the BRI is a global initiative, it focuses on Asia, Eastern Africa, Eastern Europe, and the Middle East, characterised by rapidly developing economies. According to the Belt and Road Portal, the project is now supported by 71 countries that combined account for more than a third of global GDP and two-thirds of the world's population.

While China intends to include several nations and international organisations in the BRI by pushing infrastructure projects such as ports, railroads, highways, power plants, aviation, and telecommunications, these showpiece infrastructure projects may exacerbate environmental concerns. According to WWF and HSBC research, BRI is ecologically irresponsible (The ASEAN Post, 2019). As part of the BRI, coal-fired power stations, such as Emba Hunutlu in Turkey, are being built, increasing greenhouse gas emissions and global warming (Yale Environment 360, 2019). Glacier melt caused by excessive greenhouse gas emissions, endangered species conservation, desertification and soil erosion caused by overgrazing and overfarming, mining practices, water resource management, and air and water pollution caused by poorly planned infrastructure projects is just a few of the ongoing concerns for Central Asian nations (Hughes, 2019). One criticism levied at the BRI is that it is motivated by outsourcing pollution and environmental damage to poorer nations, whose governments would ignore the consequences. For example, in Serbia, which already has the highest pollution-related death rate in Europe, the presence of coal-fired power plants owned by the Chinese has made the country more dependent on coal and made air and soil pollution worse in many places (Vuksanovic, 2021). According to the German environmental

organisation Urgewald, China's energy firms will account for approximately half of the new coal plant power expected to come online over the next decade (Tabuchi, 2017). Up to 42% of China's overseas investments in 2018 were in coal projects that were part of the BRI (Kuo, 2019). The Silk Road Fund, part of the BRI, invests 93% of its money in fossil fuels (Zhou and et al., 2018). The expansion of port infrastructure and increasing shipping associated with the maritime Belt and Road Initiative may negatively impact vulnerable marine species and ecosystems, including coral reefs, mangroves, seagrass meadows, and saltmarshes (Turschwell and et al., 2020). Accordingly, we must first assess the impact of BRI on the environment and then discuss the Thai context. This paper addresses the following sets of objectives:

1. To explore the environmental effects of China's Belt and Road Initiative.

2. To identify how China's Belt and Road Initiative will affect the ecology in the Mekong River basin of Chiang Rai province.

REVIEW OF LITERATURE

In 2013, Chinese President Xi Jinping declared China's desire to construct the Silk Road Economic Belt and the 21st Century Maritime Silk Road, dubbed the Belt and Road Initiative, to expand the historic trading route geographically and thematically. China's economic development and interregional connectivity will be accelerated by establishing six economic corridors, concentrating on policy, infrastructure, trade, finance, and people. The project will cost trillions of dollars, most of which will be spent on transportation, energy, telecommunications, industrial development, and technical capacity building infrastructure. The Belt and Road Initiative spans three continents and involves over 65 countries. Together, these countries account for around 40% of the earth's total surface area, 30% of global GDP, 55% of overall CO2 emissions, and 60% of the world's population. As a result, the project's outcome will significantly impact the globe and human progress. However, any such large-scale growth includes significant environmental risks; if Belt and Road investments bind nations to unsustainable infrastructure, technology, and resource exploitation, they will have long-lasting negative repercussions that would jeopardise countries' ecological systems.

METHOD

This article makes use of documentation analysis. This research is primarily based on secondary data gathered from various literature sources. The author extracts statistics and information from the report's official page. Additionally, data on the Belt and Road plan,

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ecological issues, and challenges associated with marketing the BRI's projects in various nations were gathered through numerous papers, conferences, websites, and other internet sources. Last, the effect on people in the Mekong River Basin of Chiang Rai Province is examined by looking at data from the past few years.

RESULTS

The ecological effect of China's Belt and Road Initiative

The trillion-dollar program combines transportation, communication, and energy networks in over 60 nations across Eurasia, Oceania, and Africa. Its enormous magnitude has attracted the international community's attention and sparked severe worries about potential environmental consequences. With China's growing economic clout in the global economy, the Belt and Road Initiative has an unmatched potential to spur economic development across broad global regions. Nevertheless, in the shadows of its implementation looms the genuine threat of irreversible damage to our environment. Mercator Institute for China Studies (MERICS) research shows that about two-thirds of the USD 50 billion that China spent on completed BRI projects went to the energy sector. More than USD 20 billion was spent on renewable energy projects, followed by about USD 15 billion on fossil fuel and energy generation projects and about USD 12 billion on grid investments. Additionally, some significant hydropower projects will increase overall renewable energy investment. Additionally, USD 15 billion was spent on transportation projects, while USD 10 billion was spent on the Silk Road Digital (Eder and Mardell, 2019).

Numerous main routes of the BRI have been identified as passing through ecologically sensitive areas. Increasing Eurasia's connectedness through the plan may entail slicing these wild areas open with thousands of miles of roads and trains. Such alterations might jeopardise the neighbouring ecosystems' plants and animals and human livelihoods (Patrick, 2018). For example, one of the BRI's particular projects in Indonesia has encountered fierce resistance and demonstrations. A dam proposed for Sumatra's island of Sumatra will jeopardise the orangutans and forest habitats of the Batang Toru ecosystem, which is remarkably diverse. Sinohydro, China's state-owned hydropower company, is spearheading the project, which would require blasting a tunnel, building access roads, and flooding a large tract of rainforest. Multilateral lenders such as the Asian Development Bank and the World Bank's International Finance Corporation have determined that this project is inappropriate for financing owing to its ecological effect. However, Sinohydro may still be

able to get funding from the state-owned Bank of China. In July 2018, prominent scholars and environmental activists wrote to Indonesia's President, urging him to halt development. Even though a similar hydroelectric dam project in northern Myanmar has been stopped since 2011, economic and development incentives may convince the Indonesian or Myanmar governments to approve the Chinese-backed projects.

Additionally, these types of initiatives jeopardise the livelihoods of communities that rely significantly on local environmental resources. For instance, a proposed dam along Cambodia's Mekong River might isolate some fish species from their upriver breeding sites, significantly lowering the river's fishing yields. The dam, sponsored by China's state-owned South China Power Grid Company, would be disastrous for downstream fishers in Thailand and Laos. Additionally, dams already constructed on China's Mekong River section have begun to reduce water flow through downstream Southeast Asian countries.

China's Belt and Road Initiative affect the ecology in Chiang Rai province

BRI investments have the potential to bolster or impede global efforts to combat climate change and environmental degradation. The Belt and Road Initiative has the potential to deepen regional ties and spur economic growth. On the other hand, infrastructure is a long-term investment with long-term implications. It recognises and plans for substantial social, economic, and environmental trade-offs.

Chen and Oliver (2018) talk about many BRI projects in Southeast Asia related to infrastructure. Some of these projects were started before the BRI was created, but they are still counted as BRI initiatives (Oliver, 2018). The vast bulk of energy infrastructure investment is focused on coal-fired power plants, hydroelectric dams, and transmission lines. Southeast Asia accounts for more than 23% of all coal-fired power facilities supported by China under the BRI, with most construction occurring in Indonesia and Vietnam (Peng and et al., 2017). In the short term, constructing a coal-fired power plant may benefit the economy and expand energy availability. However, it will lock a country into a high-emissions energy path, with associated economic implications as the cost of renewable energy continue to fall and the economic, health and environmental costs of carbon emissions continue to grow (Altenburg & Rodrik, 2017).

The BRI will fund the bulk of hydropower projects in the Mekong region. China has constructed around twenty dams in Laos and Cambodia, which significantly contribute to the BRI vision (Eyler, 2018). Even though hydroelectric dams seem to have low short-term

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emissions, they pose several risks to the climate and hurt local communities and ecosystems. These risks include long-term methane emissions (Räsänen & et al., 2018) and changes to water levels, sediment distribution, and fish populations (Piman & Shrestha, 2017). The Mekong region's governments have recognised the negative repercussions of dam building. The Mekong River Commission's seven-year Council Study, which was released in February 2018, found that the proposed construction of 11 large hydropower dams on the lower mainstream of the Mekong and 120 dams on tributary rivers posed a severe threat to the region's ecological health and economic vitality (Pianporn, 2018).

Additionally, the Xepian-Xe Nam dam in Laos collapsed in July 2018, killing 34 people and displacing thousands of Lao and Cambodian inhabitants. In August of that year, a dam failure in Myanmar's central Bago region killed at least four people and inundated 85 villages. The collapse of dams has shown the risks and trade-offs of building hydroelectric dams along with the Mekong River system across borders (Boyland and Tuhkanen, 2018). However, humans have shared and utilised the Mekong's water resources since ancient times, subject to management that ensures that all countries and groups of people benefit equally from nature and our shared resources like fishing, navigation, agriculture, and water supply are all included.

Mekong development operations such as damming the Mekong and its tributaries and blasting rapids paved the way for commercial boat traffic. This led to the Mekong's water resources being damaged and controlled unfairly by big companies that stand to gain a lot from using our shared resources. As part of the Mekong River Basin's communities, hydropower dams will be the leading ecological problem for Chiang Rai province. Hydropower dams upstream result in water level fluctuations in downstream countries, causing impacts on livelihoods, fisheries, tourism, riverbank agriculture, droughts, and floods. Moreover, as the water level fluctuates, it will cause a reduction of sediment and nutrients that could cause significant changes in river ecosystems, which may affect local food security.

The Mekong "Rapids Blasting" project is related to expanding commercial navigation on the Lancang-Mekong River. Rapid blasting is done on the upper Mekong in China, near the border between Myanmar and Laos in the Golden Triangle. As a result of its execution, the Mekong's biological system and the lives of downstream residents have been exposed to a variety of negative social and environmental consequences. Nonetheless, the Thai government approved the poll without considering its consequences and risks. This shows that the Chinese government is still working to speed up the canalisation project,

and the residents of Chiang Rai's Wiang Kaen and Chiang Saen districts expressed strong reservations about the proposal. According to the project's blueprints, the excavated rocks from the blasting will be dumped into deep pools along the river. Indigenous people depend on these deep ponds for fish habitat, which helps build the community's resources.

Additionally, commercial vessels will navigate the river daily after the project is completed. Currently, the natural equilibrium is preserved, and indigenous people may live in and rely on this ecosystem. However, the Mekong navigation project will completely change this balance, which will have unintended effects on Thai people and people who live near the river.

Hydropower dams on the higher reaches of the Mekong in China's Yunnan province have resulted in unusual changes in the Mekong's flows and levels, with no similar oscillations before the construction of the dams. Previously, Mekong's water levels naturally rose and fell seasonally, and after the completion of the dams in the upper Mekong's upper reaches, water levels near the Thai-Lao border no longer follow seasonal patterns. It goes against nature to let water out during the dry season and store it during the rainy season, and it is pretty hard to prevent floods and store water supply during dry seasons. Flooding near the Mekong River basin happens naturally during the rainy season. This was when fish and other aquatic species moved north to the upper reaches and tributaries of the Mekong to spawn and have babies. Because the higher reach dams hold water during the rainy season, less water flows downstream. This changes the natural life cycle of fish and stops water from flowing into wetlands, which hurts people and the environment. There are far more severe downstream impacts during dry seasons, devastating for downstream inhabitants' environment and lives; cliffs, beaches, and shoals often develop and provide biological services such as animal habitats that have vanished. As a result of the dams' outflow, millions of indigenous and migratory birds that deposit their eggs on the shoals in the centre of the Mekong would lose their homes, and reproduction will be disrupted. The significant vegetation, such as Kai (fresh waterweed) that provides food and money for local people, is being damaged by the dams' unseasonal fluctuations in water levels. Vegetation of this type cannot grow throughout the whole length of the Mekong. Floods that now happen during dry seasons have made it harder to farm along riverbanks, changed indigenous customs and traditions, and removed indigenous people's free time.

There is much ambiguity about the impact of BRI infrastructure on climate change, society, and the environment in general. So, to keep the BRI going in Southeast Asia,

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especially in Thailand, and to make sure they do not add to the problem of climate change, the countries that benefit from it need to come up with a plan that combines economic success, social fairness, protecting the environment, and climate-related measures.

CONCLUSION AND DISCUSSION

The Mekong River is inextricably linked to China, Thailand, Cambodia, Laos, Myanmar, and Vietnam, forming a web of connections between nature and man on numerous levels. As a result, we should be concerned about the following potential effects on communities in Chiang Rai Province's Mekong River Basin:

1. The results in water level fluctuations in downstream countries causing impacts on livelihoods, fisheries, tourism, riverbank agriculture, droughts, and floods.

2. Reduction of sediment and nutrients could cause significant changes in river ecosystems and significant threats to the region's agriculture, fisheries and food security.

3. Changes in ecosystems such as the blue-green water phenomenon need to be expedited to find facts to solve problems urgently.

Also, the affected people should be included in assessing cross-border and cumulative effects on downstream countries. This should include clear measures and plans for adaptation for the people who will be affected. China's Belt and Road Initiative intends to spend significantly on infrastructure along the Mekong River. While this may result in significant economic advantages for China and Southeast Asian nations, these gains may not be spread relatively, resulting in serious negative consequences for society and the environment. This is particularly evident in energy infrastructure, where negative implications occur close to big infrastructure sites such as hydroelectric dams and coal-fired power plants, while positive outcomes occur further away in major metropolitan areas. The Thai government must acknowledge these adverse climates, and environmental and social consequences of BRI projects and propose a participatory framework for BRI investors, recipient governments, and civil society to ensure that potential infrastructure projects' positive and negative impacts are understood early in the process.

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CREATING VALUE-ADDED OF HERB PRODUCTS FOR COMMUNITY ENTERPRISE IN MAHA SARAKHAM PROVINCE

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ABSTRACT

The objectives of this research are as follows: 1) to study the factors affecting the value creation of herbal products of community enterprises in Maha Sarakham Province. 2) to propose guidelines for creating value added herbal products of community enterprises in Maha Sarakham Province and 3) to evaluate the effectiveness of implementing guidelines for creating value-added herbal products for community enterprises in Mahasarakham. Four hundred thirty-four (434) community enterprises from 13 district in Maha Sarakham respondents. The questionnaires and statistics used in the research were meant, and standard deviation and stepwise multiple regression analysis were used. The research found that variables that affect the value creation of herbal products of community enterprises in Mahasarakham consist of operations (X4), technology (X3) and entrepreneurship (X1). Guidelines for creating value-added herbal products of community enterprises in Mahasarakham that are appropriate to the context of community enterprises is named EMIO Framework and applied to the experimental product, namely Nong Khu Community Herb Processing Group. After measuring the net profit per month of the group from the income-expenditure book that the group has prepared., it was found that the previous year, the net profit was 46,500 baht and the year after the experiment had a net profit of 58,100 baht. The profit increased by 11,600 baht. After the trial group has adopted the guidelines for the trial Making better performance.

Keywords: *Value-added, Herb, Community Enterprise*

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INTRODUCTION

The study of problems of Thai entrepreneurs in herbal cosmetic industry found that Thai entrepreneurs have problems in various fields, such as marketing problems , which are lack of confidence in products, substandard of production process, contaminations, shortage of some raw materials; financial and investment problems which affects to operation and business expansion in Thai herbal industry; general management problems, which are inappropriate of organization structure, lack of knowledge in personnel, lack of motivations, poor coordination; lack of management knowledge problems, lack of herbal knowledge, low knowledge in production process, marketing, finance, investment, law and government policy; law problems as cosmetics production involves in various laws , which are difficult to comprehend and act. Decrease in import duty and tax policy affects to domestic herbal industry in supports from related organizations. Manosoi (2549, p. 6-8) studied problems in management from public sectors found that there were many problems such as research policy, which is inconsistent and poor coordination, lack of outcome assessment; therefore herb development is slow, discrete, and nonintegrated, lack of public relation to build consumer confidence for safety of herbal products, providing correct academic knowledge in planting organic herbal plants, full support in herbal plantation to farmers from public sectors, providing stable price guarantee for herbal plants. Problems in providing knowledge in community business administration including cluster management, fund raising, business development, production, marketing, production technology development, quality control to comply with law, and lack of support from government sector such as regulations, policy and research and development support, data support, and test and quality assurance for domestic and export sales. Moreover, the study found that there were lack of coordination between public and private sectors to develop Thai herbs, isolation of work, no team work with mutual target, lack of competent key man with capability and vision to coordinate in this issue. From the above problems, herbal producers face with various challenges, so they did not develop standard quality products, and consumers are not confident in safe consumption of herbal products due to chemical contamination, counterfeit products, and high price. Researchers interest to examine the value-added creation of Herb products for Community Enterprise in Maha Sarakham Province to empower community enterprise for better effective and successful.

Research Objectives

       1. To examine the conditions of factors affecting to value added creation in herb products of community enterprise in Maha Sarakham province.

       2. To propose a guideline in value added creation in herb products of community enterprise in Maha Sarakham province

       3. To estimate outcomes of applying the guideline in value added creation in herb products of community enterprise in Maha Sarakham province in experimental group.

REVIEW OF LITERATURE

Value creation theory

       Smelser (1962, p.71) mentioned the concept, which means that "things" exist or occur in social systems to serve a societal function or benefit a society.

       Porter (1985, p.3) defined value as what buyers are willing to pay and adds that superior value results when a firm offers lower prices than competitors for equivalent benefits or when it provides unique benefits that more than offset a higher price.

       Baier, K. (1966, p.40) concluded the value is the capacity of a good, service, or activity to satisfy a need or provide a benefit to a person or legal entity.

       Haksever et al. (2004) summarized that the idea of value is held depend on individual, groups or society and further than economic i.e. activities, policies and practices.

Herb

       Herb is the definition of plants which are natural resources. Human has been using herb for medication and pain relief for a long time since the prehistoric era. Medical treatment was taught from generations to generations in the form of traditional medicine manual or words of mouths from generations and became herb medicine for illness treatment and there are traditional medicine doctors in many countries, which draws attention from World Health Organization in the significance in development of herb into modern medicine and approves it to be part of medical treatment, especially in Africa where more than 80% of population are treated by traditional herb (Tilburt & Kaptchuk, 2008, p. 594). The demand for herb in world market tends to expand every year, which World Health Organization estimates the demand for herb as drug components, food, and other product is increasing at least 20% annually. Market size for herbal products in world market as of 2011 was 60 billion US dollars, especially in the category of cosmetics, supplementary food, herbal drink and herbal medicine. The main market for herb is in Europe and North America where China and India are the main producers (Nirali & Shankar, 2015).

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Community Enterprise

Naipinit et al. (2005, p. 347) indicated that in Thailand community enterprise came from many organizations i.e. local administrative organization, the Bank for Agriculture and Agricultural Co-operatives, and non-governmental organizations.

Community enterprise is based on local material, such as using some local natural resources as materials for production; using local wisdom and local knowledge for the production process; and product design integrated with the local culture and tradition for creating the merchandise and goods (Promsaka Na Sakolnakorn, 2013, p. 3)

Community enterprise is the way that the Thai government encourages people in the community to take part and participate in setting up their own enterprises and to have all management activitiestogether and flexible such as internal management, production, marketing and selling and others, and the main objective of community enterprises is not for maximizing profit but for the production and sale of substitutes for the high price goods from big companies and brand name goods (Pongpit, 2009).

METHOD

Population and Samples

Units of analysis of population in this research were community enterprises in Maha Sarakham province, food processing cluster for 129 clusters (Office of the Secretariat of the Community Enterprise Promotion Board, 2557).

The research of elements synthesis, path analysis, Structural Equation Model, Comrey and Lee (1992) proposed sample size at very good level at 500samples; therefore, the researchers set the sample size at 500 samples.

Sampling method for this research was Stratified Random Sampling, which is to divide population into small group and selects the samples from each sub-group or each district, then uses Simple Random Sampling to select from each group according to the identified numbers of each district from 13 districts of Maha Sarakham province. The researchers used a draw to collect all samples until it reaches the target numbers.

Research Instrument

The researcher proceeded to create the instrument and determine the quality of the instrument in the following order.

1. Study the principles, concepts, theories from books, documents, and related research to find a way to bring content to create a questionnaire that used to define or design

the instrument used for data collection, questionnaires from books, textbooks and related research.

2. Content Validity, content, meaning and use of language from experts, check coverage by content structure. Correspondence of the questions with the objectives (Index of Item Objective Congruence: IOC) that the questions correspond to the research objectives. It is accurate and covers the theoretical content studied, analysed and defined as a lexical definition, and check whether the wording of the language is appropriate and conveys the meaning that meets the question by 5 experts considering the appropriateness score of the questions criteria for selecting questions only questions with an IOC value of not fewer than 0.50 (Best, 1970) was considered, so it can be considered that the questions are relevant in their content and are suitable to be used as indicators of variables.

3. Construct validity by using questionnaires that have been verified by experts to experiment (try out) with population groups that are similar to the sample of 30 sets to check the completeness of the items. Question and analysed by examining the composition of the questions with a statistical method of Factor Analysis to check the quality of the instrument by checking whether the question item can measure the desired variables or not and check that the questions used to measure the variables are related to the same group. If any question is inconsistent with the other question, it will be eliminated.

4. Reliability analysis which is to find the confidence of each variable questionnaire set of 30 sets to check the multiple choice and the completeness of the questions. To measure internal consistency model, Cronbach's formula is used, known as the "alpha correlation". (α-Coefficient). The total mean is not less than 0.7, which is considered reliable (Cortina, 1993).

5. The researcher used the revised questionnaire, consulted a specialist to receive opinions and suggestions until getting approved to publish the complete questionnaire and used to collect data with the actual sample.

Data Collection

1. Bring a letter requesting cooperation from the Faculty of Management Science, Maha Sarakham Rajabhat University proposed to the community enterprise group coordinator of Maha Sarakham province and 13 districts in Maha Sarakham province to request cooperation in collecting information from leaders, committees and members of community enterprise groups.

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2. The researchers collected data through the community enterprise coordinators in each of the 13 districts in Maha Sarakham province.

RESULTS

Factor Analysis Result affected to value added creating of herbal products community enterprises in Maha Sarakham province (Y total)

Source Variance	Sum of Squares	df	Mean Squares	F	Sig.
Regression	33.03	3	11.01	43.85	.000
Residual	107.98	430	.251		
total	141.01	433			

Chosen to Equation Variables	Regression (B)	Std.Error	Beta	t	Sig.
Constant Variable	1.658	.180		9.193	.000
Operating(X4)	.300	.066	.284	4.514	.000
Information Technology(X3)	.379	.085	.327	4.475	.000
Entrepreneur (X1)	-.161	.066	-.144	-2.425	.016
R^2 = .234			Adjusted R^2 = .229		

Non-choses to equation variable	Beta In		t	Sig.	Partial Correlation
Marketing (X2)	.001		0.007	.994	

From Table Above, the best variable that was first selected into the equation was operational (X4). When adding variables; technology (X3), and entrepreneurship (X1), it was found that there was a predictive coefficient of efficiency (R2) is equal to .234, it can predict factors affecting value added herbal products of community enterprises in Maha Sarakham Province (Ytotal) was 23.40 and adjusted predictive coefficient of efficiency (Adjusted R2) was .229 showing that operation (X4) information technology (X3) entrepreneurship(X1) had influence in value added creating of herbal products of community enterprises of Maha Sarakham province (Ytotal) with significant level of .01, which was written as equation as

Y total   = 1.658+.300(X4)+.379(X3)-.161(X1)

When considering on non-choses to equation variable was marketing (X2), which

Partial Correlation equaled to .001(X2) showing that marketing (X2) value added creating of herbal products in community enterprises in Maha Sarakham province (Ytotal) was factors that had influence in value added creating of herbal products in community enterprises in Maha Sarakham province (Ytotal) in three factors, which were Operation (X4) Information Technology (X3) Entrepreneurship (X1)

Variables which affected to value added creating of herbal products in community enterprises in Maha Sarakham were Operation (X4) Information Technology (X3) Entrepreneurship (X1), which were studied further.

CONCLUSION

Entrepreneurship: An industrial entrepreneur must commit to be an entrepreneur. There is training to develop oneself to be knowledgeable and competent with determination to perform duties with perseverance, dedicated to physical strength and morale in carrying out various activities to achieve the goals of the organization and must have profound knowledge of the products of the business due to the determination, dedication and devotion. This leads to knowledge in the work that results in expertise and knowledge in all activities of all sectors in their own business. They must have social responsibility from their own products, such as maintaining product quality at every step of the production process. It is the responsibility of the operator, especially in small entrepreneurs and new entrepreneurs who are just starting their business because small businesses and new businesses trust must be built in their own products and services. Since the market is not yet known, it relies on the quality of the product as a measure of reliability in the product first and leads to commercial success in the future. This is in line with the concept of Kuemmerle (2002), which describes the personal qualities of successful entrepreneurs in view of the reliability of the product which the successful entrepreneurs always create a product that can be proven and accepted. The product released to the consumer must be verifiable empirically, which has been tested by a team of experts first. In addition, recognition from major research institutes also increases the value of entrepreneurs' products and services.

At the same time, in the aim of self-development to have up-to-date knowledge and experience at all times has the same highest priority score as number one. This may be because entrepreneurs must have higher responsibilities than others in the organization; therefore it must have up-to-date knowledge at all times. Focus on self-improvement to create experiences for success, it also creates new opportunities for oneself and personnel in the organization all the time. and always ready to learn. Entrepreneurs without industry experience are more

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likely to fail than those with experience. According to research by Yaseen et al. (2018), the study found that environmental skills training and training on modern entrepreneurial skills stimulate interest in creating knowledge and understanding of entrepreneurship, which influences the process of creating opportunities for dairy farm operators in developing countries. It is also consistent with a study by where it found that entrepreneurs must make an effort and dedication to continuously stay ahead of competitors in order to grow the business.

Marketing: Due to business victories, whether it is a business of manufacturing products or distribution of products, if the lack of good after-sales service, it will be difficult for a business to be successful in the future. In particular, businesses that provide direct services must develop a service model that will impress customers and come back to use the service continuously consistent with theory. Lovelock & Wirtz, 2011 concluded the impressive service that customers would come back to buy again depending on 1) The physical appearance of the various facilities, including locations, personnel, equipment, tools, communication documents and symbols, and an environment in which the service provider feels cared for, cared for and intended by the service provider The services that are presented in concrete will make the service recipients perceive that service more clearly. 2) The ability to provide services in accordance with the contracts made with the service recipients. The service provided at all times must be accurate, appropriate, and yield the same results at all points of service. This consistency will make the client feel that the service they receive is reliable, trustable. 3) Availability and willingness to serve, which can respond to the needs of service recipients in a timely manner. Service recipients can access the service easily and get convenience from using the service as well as having to distribute the service evenly and quickly; 4) Ability to build confidence in the service recipients. Service providers must demonstrate knowledge and skills. The ability to provide service and respond to the needs of customers with politeness, softness, and good manners use effective communication and ensure that clients receive the best services; and 5) The ability to care for clients according to the different needs of each client, which the reason for this. It is the duty of entrepreneurs who need to create a marketing strategy. In order to know and understand customers, find customer needs, impressive service, solve problems for customers and use these strategies to create service innovations in order to continuously create the highest impression, which complied to the research of Kasiri et al. (2017) found that the integration of standards and service development is essential for improving service quality and influencing the repeat purchase and word of mouth in the standard of service. The quality of service also influences

customer satisfaction, compared to the technical quality of the product when customers are satisfied with the products and services, then would affect customer loyalty. Research of Lagrosen and Lagrosen, (2016) supported the concept of customer perception of the value of service. The results of the study found that in terms of employees, they must have understanding and knowledge of products and services. Therefore, it will create an impression for customers who use the fitness center and health maintenance services (spa) as well as providing facilities to meet the needs of users. Impressing by focusing on providing good service is of paramount importance in the fitness and spa industry. This will create confidence for customers and result in repeat service and referrals to others. Similarly, a study by Kajalo & Lindblom (2015) found that entrepreneurs must coordinate to impress customers to maximize satisfaction. It is the item that has the highest factor loadings in terms of market direction (R = 0.7) because a good shopping experience affects customer satisfaction when more satisfied, opportunity to sell products will increase accordingly. When the impression arises, buyers will be interested in products and services as well as ways to track product information, such as the release of new products or organizing various promotional activities that will cause recognition and recall of products and services when they want to buy that type of product again when satisfaction and the impression from the experience of purchasing goods and services. Later if the buyer wants to buy the same product again, there is a high chance to come back and buy again and it will lead to referrals and referrals to people who know them as well.

Operation: Assessing the level of performance based on the conditions, characteristics, procedures or activities of the organization's services which shows transparency and fairness, including responding and handling complaints. It is assessed from the perspective of the opinions of customers or stakeholders and from empirical evidence - based on the basis of facts from documents and evidence in the operation of the organization. If small and medium-sized industrial enterprises have clear operating rules, accurate information is disclosed in a straightforward and helpful manner. The working mechanism has been improved to be transparent. These will be important tools to verify the correctness of work and help prevent corruption within the organization as well as lead to building mutual trust between practitioners in the same organization in line with the philosophy of the Confucian school born in China, it is well known among international businessmen and leaders which has been adopted as a philosophy in country administration and business organization administration. The researchers can summarize interesting ideas

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in the ethics category that "Planning oneself is the refinement of character with a sage as an example. Let's aim to promote our image as ethical individuals and consider our character as more ethical than what others see" (Satha-anan, 2018). It is conveyed in the manner of creating an image or an act of showing the integrity of a leader or executive who adheres to it to gain trust credibility from the transparent and verifiable behavior of corporate leaders in management.

Information Technology: Database system was a system that collects information related to each other. Systematically, there is a clear relationship between the various data in a database system consists of several files that contain data. They are interrelated in a systematic manner and allow users to use and maintain and protect this information effectively. The software that is like a mediator between users and programs related to the use of databases is called a database management system or DBMS that allows users to access information easily, conveniently and efficiently. Access to user data may be to create a database, database editing or asking questions to obtain information. The user does not need to be aware of the details within the structure of the database (Arpapirom,2545). Therefore, the information technology base system is the heart of creating added value for the product and various products because raw materials was brought through processing techniques and get ready-made objects. These products will have a lot of added value from that raw material. Any country with a lot of technology tends to be a developed country. Technology is therefore a way to help develop products and services with more value. Every country therefore attaches importance to the use of science and technology to assist in various fields (Institute for the Promotion of Teaching Science and Technology) as well as to create quality standards in the production process, to be able to produce more products and services to meet the endless needs of customers. The production system can produce a large number of products with lower prices, quality products. Information technology which provides information services, Electronic Mechanism, make it easy to communicate with each other both inside and outside the organization are always fast.

This was consistent with the study by Constanza et. al. (2017) which the results showed that International Technology Network and Internet Technology Capabilities influence the ability of international SMEs; therefore, it can be concluded that Database and Information Technology are beneficial to the decision of the operator. It is a tool for systematic analysis and help in the decision-making process of entrepreneurs in the production of goods and services correctly and is fast. In addition, the database needs to be

kept up-to-date to avoid becoming obsolete. In today's competitive world, communication without borders, the information published is passed through the eyes of many people each day. Without updating the information to the present, one cannot compete for trade advantages in the era of a world without borders.

RECOMMENDATIONS FOR APPLYING RESEARCH FINDINGS
Entrepreneurship

There should be a strong mind, determination, and devotion to business management because it is the first priority to lead the business to achieve sustainable success, should have curiosity practice and develop oneself to be a person with up-to-date knowledge. It creates an opportunity for growth and develop the organization towards sustainable success. Entrepreneurs must seek experiences, valuable experiences both from self-learning or learning from those who have experienced it before. It will be a stepping stone that makes a business successful faster than others. Have a good relationship (Connection) in business leads to opportunities and assistance, and help fill in the missing things of the business, making it more capable than competitors. Corporate strategy is very important for small and medium businesses. It is like a compass that will point towards a common goal. It is also the key to any business that will lead to success in the future. Adapting to change create legal protection, listen to the opinions of others, conflict management, compromise must be viewed alongside accuracy, because if it is correct, but the organization is damaged, it's not helpful.

Marketing

Marketing plans are essential in expanding the business. It must be able to connect to organizational strategy and put it into action, make an impression by focusing on providing good service in all operational activities both the convenience and speed of delivery staff service communication interaction to impress customers lead to repeat purchases and referrals to commercial contracts. It is extremely important in running a business, strict adherence to the promises and conditions provided to customers will help build trust and credibility of the business, especially small businesses just starting business, and it is also a measure of future success. Produce products and services that meet standards and have a real intention to offer good quality products to customers because in addition to trade contracts that build confidence, the quality and standards of the products are also things that underscore the credibility of the business as well.

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Operation

Operation is based on transparency and accountability. There must be monitoring and balance of power in management (check and balance) to ensure transparency in the organization. In the process of operation, there must be an inspection and control of the quality of the products to meet the standards. The integration of the various resources of the organization and use them to achieve the most cost-effective influence on management. In addtion, it's important for start-up companies and used as a guideline to increase the efficiency of business operations even more especially the management of financial resources, Cash flow management is important for SMEs, focusing on teamwork rather than individuals. Small and Medium Business Organizations and business owners are often the managers themselves. The decision in the various operations therefore comes from the operators themselves. An emphasis on teamwork will help the organization succeed in its operations rather than on the individual.

Information Technology

The database should always be updated both marketing data, customer data, and various corporate information to be used in making accurate decisions. Provide modern information technology equipment enough to meet the needs of use, build a database system to facilitate the search and access to information accurately and quickly. To reduce barriers to access various resources and also respond to customer needs in a timely manner.

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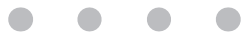
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