



THE 11TH INTERNATIONAL CONFERENCE OF HUSOC NETWORK

**EMBODYING WORLD'S
NEW CONDITIONS
AND VALUES**

25 – 26 JULY 2018,
IMPERIAL MAE PING HOTEL, CHIANG MAI, THAILAND

Content

The 11 th International Conference of HUSOC Network “Embodying World’s New Conditions and Values”	4
Welcome Address by Dean, Faculty of Humanities, Chiang Mai University	6
Conference Program	9
Full Text	
- English Language Requirements and Workers’ English Development for Phetchabun Entrepreneurs <i>Nonglak Arnee / Khruawan Intharasuk / Pixitthikun Kaew-ngam</i>	16
- Transcending Cultural Boundaries: Harnessing the Youth for Globalization <i>Zosimo M. Battad</i>	25
- Tourism Development in Luang Phrabang <i>Bounthavee Bounthachit</i>	31
- Perception creation and Readiness preparation for villages toward The Community Based Tourism (CBT) <i>Raktibul Chantanupan / Rachata Chaimuang</i>	38
- Need of English Skill of Thai Nurses Working in International Hospitals Accredited By JCI in Bangkok Area <i>Krerak Chetsadanuwat</i>	46
- Inclusive Education and Islamic Values in Southeast Asia: A Case Study of Pesantren Waria Senin-Kamis in Yogyakarta, Indonesia <i>Maya Dania</i>	73
- Embodying Biocultural Memory: Karen-Plant Companionships Across The Burma-Thai Border <i>Terese V. Gagnon</i>	82
- Psychoanalytic Study of the Main Female Protagonists’ Emergence of Self-Identity in Black Swan and The Red Shoes <i>Wansao Issaragumphot</i>	91
- A Case Study of Women Leadership Education in Primary School Principals in Indonesia <i>Reni Juwitasari</i>	107
- University Students’ Attitudes toward English Discoveries Online Learning <i>Wachiraporn Kijpoonphol / Jarunee Anupan</i>	116

- Traumatic life of Naoko in Norwegian Wood by Haruki Murakami <i>Ariyaporn Manojai</i>	129
- JUNIOR GUIDE PROJECT YEAR 3: A Case Study of a School in Phayao Province <i>Yaowarut Mengkow / Suwit Tikham / Kriangsak Thanakong</i>	150
- The Possibilities of Voluntourism in Chiang Saen Historical Site, Chiang Rai Province <i>Narumol Milkowski / Uthumphorn Kankeb</i>	160
- English Speaking Difficulties Encountered by Thai Wives and Communication Strategies Used by Them upon Communicating with Their Foreign Spouses <i>Akkarapon Nuemaihom / Khampeeraphab Intanoo / Jansuda Boontree / Robin Cupp</i>	171
- Coffee and Tourism Exploring values and perceptions of coffee shops in Chiang Mai <i>Manae Oshiro / Teerapong Ken-in</i>	178
- Encountering the ‘Other’ in the established cultural tourist destinations: A case of Baan Tong Luang, Chiang Mai, Thailand <i>Manae Oshiro / Saranphat Wongput</i>	184
- Learning Achievement of Grade 3 Secondary School Students through the English Short Story “Amazing Lomkao Rice Noodles” <i>Sapolachet Prachumchai</i>	191
- C Major and the Major 3rd interval, perfect 5th interval: Elementary beginning for NU Choir <i>Sasinut Phongnil</i>	203
- Development of Thai Language Teachers Using Coaching & Mentoring Process to Promote Students’ Thinking Skills <i>Sriwilai Ponmanee</i>	212
- The Guidelines for Service Quality Enhancement of Chiang Saen Tourist Boat Service Linking Tourism Routes in The Greater Mekong Sub-region <i>Duang Siri Poomvichchuvech / Khwanruethai Krongyut</i>	225
- The Knowledge Management in Herbal wisdom of the community in Thailand and The Lao People's Democratic Republic, Lao PDR. <i>Bounxom Syharath / Thongchai Phuwanatwichit / Atchara Sarobol</i>	233
- Motivation and English Language Learning Achievement of Accounting Major Students at Rattaphum College, RMUTSV <i>Aree Tehlah</i>	239

- Bilingual Storytelling to Develop English Vocabulary Pronunciation in Grade 3 and 4 Students at Ban Rong Kham School, Phayao Province <i>Jittimaporn Tonjumba / Darinthorn Inthapthim / Maneeporn Puangpun / Surata Namchaidi / Jenjira Chamnankan / Phanintra Teeranon</i>	246
- Creative Hospitality Management for MICE Industry in Chiang Rai <i>Nakharet Utchaya / Suratchanee Yolthasart</i>	254
Organizing Committee	261



The 11th International Conference of Humanities and Social Sciences (HUSOC) Network “Embodying World’s New Conditions and Values”

Rationale:

The 21st century” is defined not only by the change in number but also by the state of which new technologies have increasingly been playing major roles in transforming many lives and societies. Today, video-calling has become a typical means of communication for many people. We can make an appointment, share a schedule, set up a meeting, and even work, from bedroom through the online social-network applications. Moreover, soon, it is expected that A.I. and automation, which are becoming smarter day after day, will be able to do more complicated tasks for us, like cooking. A car would be able to run without a driver. A house would be built easier by the "3D printer". As these advanced technologies are being developed and commercialized more, the condition and value of our lives, as human beings, and our societies, too, change. What does it mean to be a human when technology can do many things for us now. How does our society operate and develop when human is not only the actor that causes change?

The new social conditions constituted by the new technologies do not only promise a more superior living quality, but they have also created new problems and concerns. Many developments have unfairly exploited the natural and human resources and have damaged both nature and labour. The high-tech war weapons, while can save many soldier’s lives, can be destructive to the homes of innocent civilians. Many have to migrate away from their birth place to find a safe shelter to live. These adverse consequences of the present century’s technological advancements need to also be addressed and seriously scrutinized, as much as the advantages they are providing us.

The 11th International Conference of Humanities and Social Sciences (HUSOC) Network concerns directly with the social and cultural dynamics created by the advanced technologies of the 21st century. Hosted by Faculty of Humanities, Chiang Mai University and School of Liberal Arts, University of Phayao, the conference aims to provide the space for the scholars working in the Humanities and Social Sciences, and other related disciplines to come and present their critical ideas, new perspectives, and practical solutions, about the new conditions and values of our world currently and powerfully driven by technologies. As the main theme has been put as “Embodying World’s New Conditions and Values,” the conference asks to what extent we, as human beings living in the age of the technology, can critically understand the state of our beings. What are the new socio-cultural problems that have emerged? How can the knowledge produced in the Humanities and Social Sciences challenge or develop further the Scientific worldviews, and offer useful solutions that would help us live with the technology-driven society more sustainably and peacefully? The conference has proposed the sub-themes of the conference for scholars from different disciplines and who work on various issues relating to the technological society of the 21st century to present their research and exchange dialogues with the ones who share similar interests.

Subthemes:

1. Science, technology, and society

Knowledge and new social conditions created by scientific and technological developments; anthropology of science and technology; literary studies focusing on science and future; history of scientific and technological knowledge; technology-driven society.

2. Machine and the post-human conditions

The decentralized state or aspect of human quality and being, and their society which is fostered by machine, robot, and artificial intelligence; the non-humancentric issues and approaches of ecology, Anthropocene, materiality, object, animal, and spirit.

3. Education and learning technology

Teaching, learning, educational policy, curriculum design, especially in the contexts of digital and technology-driven society.

4. Innovative, applied, and digital humanities

Technological advancements and applicable aspect of the studies of language, narrative, storytelling, literary form and style, history/historiography, communication, the medium/media platforms; humanistic informatics; the politics of and the policy for the humanistic innovations.

5. The new capitalistic society

The creative aspect of thinking and cultural production, creative society, creative capitalism, network and sharing economy, information society, post-Fordism.

6. Sensory, cognition, and aesthetics

Sensorial and cognitive aspects in the humanities and arts; cognitive process, affect studies; neuro- and biological approaches to aesthetics; feeling, emotion, and sense-making; politics of aesthetic and emotion.

7. Human (im)mobility and infrastructure

All kinds of human and non-human movements through geocultural spaces and the infrastructure such as road, rail, river, and others; the inability to move or become mobile due to social and political constraints and social structure; the motifs of crossing, arriving, and departing.

8. Physical and social threat and (in)security

Physical threats created from war, insurgency, crime, and violence; Other forms of threats and (in)security caused by shortages of food, water, natural resources, the effect of ecological change.

9. The digital native/immigrant generations

Any issues related to the generations of digital native or digital immigrant, especially the conflicts or the problems the two group might have, and how they or society solves or copes with them.

Conference Date: 25-26 July 2018

Place: Imperial Mae Ping, Chiang Mai, Thailand



The 11th International Conference of Humanities and Social Sciences (HUSOC) Network
“Embodying World’s New Conditions and Values”
25 – 26 July 2018, Imperial Mae Ping Chiang Mai, Chiang Mai, Thailand

25 July 2018				
8.00 - 9.00	Register			
9.00 - 9.15	Welcoming and opening speech (Imperial hall 1)			
9.15 - 9.45	Signing HUSOC Network’s Agreement (Imperial hall 1)			
9.45 - 10.00	Break			
10.00 - 11.00	Keynote speaker 1 - Associate Professor Dr. Yang Bin (Imperial hall 1)			
	Present 1			
	No.	Imperial hall 1 (Language teaching and learning)	Imperial room 3 (Buddhism)	Imperial room 5 (Investment and business)
11.00 – 11.20	1	Teacher Agency in Technology-mediated English Language Classroom: Are we ready for Thailand 4.0? <i>Thitirat Suwannasom</i>	Thai Media and the Buddhist Observances: a Case Study of Myanmar Youths in Tombon Thasud, Chiang Rai <i>Phoranee Kaewbovorn</i>	Analyzing Prospective Customers’ Need of Banana Cosmetic Products <i>Nattaya Anantapong</i> <i>Dumrong Adunyarittigun</i>
11.20 - 11. 40	2	University Students’ Attitudes Toward English Discoveries Online Learning <i>Wachiraporn Kijpoonphol</i> <i>Jarunee Anupan</i>	The Values and Significance of the Traditions of “Chak Phapa Rao” and “Thod Phapa Thaew” in the UNESCO World Heritage Site in Lower Northern Thailand <i>Onusa Suwanpratest</i>	The Assessment of Marketing Strategy of Tourism Development in Taoyuan City, Taiwan <i>Che-Jen Chuang</i> <i>Weerapon Thongma</i> <i>Chin-Fa Tsai</i> <i>Winitra Leelapattana</i>

11.40 - 12.00	3	The Effect of Integrating Web-Assisted Language Learning (WALL) on Vocabulary Enhancement of the Elementary English Students <i>Likhasit Suwannatrai</i> <i>Narathip Thumawongsa</i>	‘Ayok Festival’: Buddhism Space of the Plang (Tai Luay or Lua) Ethnic Group <i>Cherdchat Hiranro</i> <i>Phuangphaka Lackmuang</i> <i>Chaiyathip Katsura</i> <i>Pollavat Prapatpong</i>	A Feasibility of Investment on Automotive Service Center <i>Kitt Rattanapong</i>
12.00 - 13.00	Lunch			
13.00 - 14.00	Keynote Speaker 2 - Dr. Liza Galang Battad			
14.00 - 14.15	Break			
	Present 2			
	No.	Imperial hall 1 (Language teaching and learning)	Imperial room 3 (Literature, literary meanings, values, and representation)	Imperial room 5 (Investment and business)
14.15 - 14.35	1	Enhancing English Writing Feedback Through an Automated Writing CALL Program <i>Yada Sattarujawong</i> <i>Narathip Thumawongsa</i>	Social Ideology in Short Stories of Chart Korbjitti <i>Premvit Vivattanaseth</i> <i>Uamporn Thipdate</i> <i>Bandid Thipdate</i>	The Investigation of Environmental Education of Farm-Stay Visitors and Its Subsequent Impact on Perceived Eco-Innovativeness <i>Chih-Cheng Cho</i> <i>Weerapon Thongma</i> <i>Chin-Fa Tsai</i> <i>Winitra Leelapattana</i>
14.35 - 14.55	2	An Analysis of Nonverbal Miscommunication among Senior Chinese Undergraduate Students Using English as a Main Language with Their Internship in the Workplace <i>Kannikar Kantamas</i>	Vietnamese Social Representations: Perspective on Ideologies in Lullabies <i>Keawta Saliphot</i>	Using Theory of Planned Behavior to Examine Farm-stay Visitors’ Environmental Education and their Behavioral Intentions <i>Tina Fu-Mei Chiang</i> <i>Weerapon Thongma</i> <i>Chin-Fa Tsai</i> <i>Winitra Leelapattana</i>
14.55 - 15.15	3	The Application of the Mobile App to Improve Listening Skill <i>Manusvee Duangloy</i>	George MacDonald Fraser’s Flashman and British Ideas of Progress; as Shown through Encounters With the Afghans <i>William Kingsbury</i>	The Coolism Way of Using Facebook to Build Relationships with the Listeners <i>Pornphan Sheoychitra</i> <i>Kanussanun Thong-on</i>

Present 3				
	No.	Imperial hall 1 (Language teaching and learning)	Imperial room 3 (Literature, literary meanings, values, and representation)	Imperial room 5 (Human and social developments)
15.15 - 15.35	1	English Speaking Difficulties Encountered by Thai Wives and Communication Strategies Used by Them upon Communicating with Their Foreign Spouses <i>Akkarapon Nuemaihom Khampeeraphab Intanoo Jansuda Boontree</i>	Understanding Metaphorical Meanings in a Short Story <i>Korawan Deekawong</i>	Transcending Cultural Boundaries: Harnessing the Youth for Globalization <i>Zosimo M. Battad</i>
15.35 - 15.55	2	English Language Requirements and Workers' English Development for Phetchabun Entrepreneurs <i>Nonglak Arnee Khruawan Intharasuk Pixitthikun Kaew-ngam</i>	Embodying the Villain's Pain: A Case Study of Ravana in Popular Culture <i>Natawan Wongchalard</i>	Feeling Good Australia <i>Dean Sprague</i>
15.55 - 16.15	3	Needs of English Skills of Thai Nurses Working in Private International Hospitals Accredited by JCI in Bangkok Area <i>Krerak Chetsa</i>	Traumatic Life of Naoko in Norwegian Wood by Haruki Murakami <i>Ariyaporn Manojai</i>	The Knowledge Management in Herbal wisdom of the community in Thailand and The Lao People's Democratic Republic, Lao PDR. <i>Bounxom Syharath Thongchai Phuwanatwichit Atchara Sarobol</i>
16.15 - 16.35	4	Teaching English Language through Practice Enterprise (PE) Simulation <i>Wayu Nor Asikin</i>	Psychoanalytic Study of the Main Female Protagonists' Emergence of Self-Identity in Black Swan and the Red Shoes <i>Wansao Issaragumphot</i>	Rice Cultivation: Local Wisdom of Southern Farmers in Songkhla Province <i>Amarin Suntiniyompukdee</i>
16.35 - 16.55	5			Building Ecological Culture to Students Nowadays <i>Pham Thi Thanh Huyen Nguyen Thi Thuy Huong</i>
17.30 - 20.00	Reception at Imperial Mae Ping Hotel (for keynotes presenters and HUSOC Network Committee Board) *** Should participants would like to join the reception, additional fee of 500 Baht should be paid the registration desk before 13.00 pm on 25th July.			

26 July 2018

present 4

	No.	Imperial hall 1 (Language teaching and learning)	Imperial room 3 (contemporary culture)	Imperial room 5 (Tourism and management)
8.30 - 8.50	1	Learning Achievement of Grade 3 Secondary School Students Through the English Short Story “Amazing Lomkao Rice Noodles <i>Sapolachet Prachumchai</i>	Socio-Cultural Roles of Hello Kitty Character and the Making of Brands in Thailand After 2000 AD Case Study: Souvenir Products from Tourism <i>Monsikarn Leung-on</i>	Community Arts Methodology and Tourism Development <i>Joan Marie Kelly</i> <i>Yuthasak Chatkaewnapanon</i>
8.50 - 9.10	2	Development of Thai Language Teachers Using a Coaching & Mentoring Process to Promote Students’ Thinking Skills <i>Sriwilai Ponmanee</i>	Fused Images of Thai Women in Entertainment Discourse: a Literary Analysis of Popular Country Songs <i>Preeyaporn Charoenbutra</i>	Perception Creation and Readiness Preparation for Villages Toward The Community Based Tourism (CBT) <i>Raktibul Chantanupan</i> <i>Rachata Chaimuang</i>
9.10 - 9.30	3	Bilingual Storytelling to Develop English Vocabulary Pronunciation in Grade 3 and 4 Students at Ban Rong Kham School, Phayao Province <i>Jittimaporn Tonjumpa</i> <i>Darinthorn Inthapthim</i> <i>Maneeporn Puangpun</i> <i>Surata Namchaidi</i> <i>Jenjira Chamnankan</i> <i>Phanintra Teeranon</i>	The Interval 3rd and 5th: Basic Start for the NU Choir <i>Sasinut Phongnil</i>	An Action Research on Community Tourism Development Project – Toubien Community, Taichung, Taiwan <i>Yu-Chih, Lo</i> <i>Weerapon Thongma</i> <i>Chin-Fa Tsai</i> <i>Winitra Leelapattana</i>
9.30 - 9.50	4	Love Triangle: Exploring Language and Human Experiences through the Use of Narrative Song in the English Classroom <i>Paulo Bedonia Masangcay</i>		The Possibilities of Voluntourism in Chiang Saen Historical Site, Chiang Rai Province <i>Narumol Milkowski</i> <i>Uthumphorn Kankeb</i>
9.10 - 10.10	5	Using Scaffolded Instructions to Improve Students’ Speaking Skills <i>Atipat Boonmoh</i> <i>Thidaporn Jumpakate</i>		Encountering the ‘Other’ in the Established Cultural Tourist Destinations: a Case of Baan Tong Luang, Chiang Mai, Thailand <i>Manae Oshiro</i> <i>Saranphat Wongput</i>
10.10 - 10.25	break			

present 5				
	No.	Imperial hall 1 (Language teaching and learning)	Imperial room 3 (Beyond human, nature, and animal)	Imperial room 5 (Tourism and management)
10.25 - 10.45	1	Fulfilling Professional Development Needs of EFL Teachers in Innovation Construction: Challenges and Recommendations <i>Khomkrit Tachom</i> <i>Darinthorn Intapthim</i> <i>Benjaporn Thepseenu</i> <i>Chitima Kaweera</i> <i>Rattana Yawileong</i> <i>Sukanya Kaowiwattanakul</i> <i>Phanintra Teeanon</i>	Moving Beyond The Sciences/ Humanities Dichotomy in Ted Hughes' The Iron Man and The Iron Woman <i>Wasinrat Nualsiri</i>	Tourism Personnel Development to Support the Growth of the Tourism Industry Lao People's Democratic Republic <i>Sungvien Nimnouan</i>
10.45 - 11.05	2	Motivation and English Language Learning Achievement of Accounting Major Students at Rattaphum College, RMUTSV <i>Aree Tehlah</i>	Embodying Biocultural Memory: Karen-Plant Companionships Across the Burma-Thai Border <i>Terese V. Gagnon</i>	Luang Phrabang and Its Tourism Development <i>Bounthavee Bounthachit</i>
11.05 - 11.25	3	The Inculcation of the Linguistic Habitus of Chinese of the South Asians in the Capitalized Hong Kong <i>WONG Kam-yin Peggy</i>	Challenging Anthropocentrism: Non-Modern Ecological Sources in Giorgio Agamben's and Philippe Descola's Research <i>Francesco Carpanini</i>	The Guidelines for Service Quality Enhancement of Chiang Saen Tourist Boat Service Linking Tourism Routes in the Greater Mekong Sub-Region <i>Duang Siri Poomvichchuvech</i> <i>Khwanruethai Krongyut</i>
11.25 - 11.45	4	Using Genre Based Approach to Develop Critical Thinking and Reading Skill of EFL Learners in Literature Course <i>Sukanya Kaowiwattanakul</i> <i>Wahtidpan Martmle</i>	Relationships between Humans and Nature - The Philosophical Basis of the Phenomenon of Climate Change <i>Tran Thi Ngoc Anh</i> <i>Nguyen Thi Thuy Huong</i>	Coffee and Tourism: Exploring Values and Perceptions of Coffee Shops in Chiang Mai <i>Manae Oshiro</i> <i>Teerapong Ken</i>
11.45 - 12.05	5		Optimal Dietary Protein-Energy Requirement of Lemon Fin Barb Hybrid Fingerlings <i>Suharmili Rosle</i> <i>Mohd Salleh Kamarudin</i> <i>Ina Salwany Md Yasin</i> <i>Che Roos Saad</i>	Creative Hospitality Management for MICE Industry in Chiang Rai <i>Nakharet Utchaya</i> <i>Suratchanee Yolthasart</i>

12.05 - 13.00	Lunch			
	present 6			
	No.	Imperial hall 1 (Linguistic)	Imperial room 3 (Education)	Imperial room 5 (Youth, Violence, and Law)
13.00 - 13.20	1	A Comparative Study of English Idiomatic Expressions Containing Human Body Parts with Thai Equivalents <i>Maneerat Chuaychoowong Wilailuck Boonklub</i>	Inclusive Education and Islamic Values in Southeast Asia: a Case Study of Pesantren Waria Senin-Kamis in Yogyakarta, Indonesia <i>Maya Dania</i>	A Case Study of Women Leadership Education in Primary School Principals in Indonesia <i>Reni Juwitasari</i>
13.20 - 13.40	2	Contrastive Rhetorical Analysis on the Grammatical Structures of News Headlines in Thai English and British English Newspapers <i>Juan Carlo Donato Antonio</i>	Learner Autonomy in Young Children in the Contexts of Border Patrol Police School in Phayao <i>Darinthorn Inthapthim</i>	Juvenile Offenders <i>Nonglak Arnee Pixitthikun Kaew-ngam</i>
13.40 - 14.00	3	Language Presented Ethical Thought on the War in Bhagavadgita Sanskrit Literature <i>Kowit Pimpuang Methawee Yuttapongtada</i>	Implementing the Activity Theory to Discern the Face-to-Face Success in a Thai High School Teacher Blended-Learning Project <i>Lakshmi Kala Prakash Annisa Laura Maretha</i>	Factors Affecting on Drug Prevention Behavior of RMUTSV Students <i>Piyanuch Srireepop Khosit Rattanaburin Ruthairat Suwanruangsri</i>
14.00 - 14.20	4	Multimodal Discourse Analysis of Written and Visual Representations of Stories Created by Thai University Students <i>Sitthichai Thepsura</i>	Simulation - Based Learning: Potentials, Challenges, and Guidelines <i>Adlina Ismail</i>	A Review of Theory of Mind in Patients with Bipolar Disorder and an Integration of Interpersonal Communication <i>Thitirat Raklao</i>
14.20 - 14.40	5	The Mixing of English in Thai SMS News <i>Thinnawat Sroikudrua</i>		Youth Justice System in the Sultanate of Oman <i>Amjad Hassan Alhaj</i>
14.40 - 14.55	break			

present 7				
	No.	Imperial hall 1 (Linguistic)	Imperial room 3 (Education)	Imperial room 5
14.55 - 15.15	1	Naming Protagonists in Thai Child Narratives: a Developmental Perspective <i>Sorabud Rungrojsuwan</i>	Tourism Education in the 21st Century: the Needs for an Experience-Based Teaching Model in the Rapidly Changing Tourism Industry <i>Saranphat Wongput</i> <i>Ananya Ratanaprasert</i>	
15.15 - 15.35	2	A Comparative Study of Address Terms in Thai and Chinese Leaders' New Year Speeches <i>Natthawut Sukprasong</i>	Junior Guide Project Year 3: a Case Study of a School in Phayao Province <i>Yaowarut Mengkow</i> <i>Suwit Tikham</i> <i>Kriangsak Thanakong</i>	
15.35 - 15.55	3	Variation of Acoustic Characteristics of Syllable Rhymes in Central Thai <i>Karnthida Kerdpol</i> <i>Volker Dellwo</i> <i>Mathias Jenny</i>	Technology in the Classroom: Using the MIT Sloan School Fishbanks Simulation in Thailand <i>Udomchoke Asawimalkit</i> <i>Worrapong Trakarnsirinont</i> <i>William P. Kittredge</i>	
15.55 - 16.15	4	Historical Studies of the Words /tham/ and /tham hâj/ <i>Apisara Pholnarat</i>		
16.15 - 16.30	Wrap up			

English Speaking Difficulties Encountered by Thai Wives and Communication Strategies Used by Them upon Communicating with Their Foreign Spouses

Akkarapon Nuemaihom¹
Khampeeraphab Intanoo²
Jansuda Boontree³
Robin Cupp⁴

Abstract

The purposes of this research were to investigate English speaking difficulties encountered by Thai wives upon communicating with their foreign spouses and to study communication strategies used by Thai wives while communicating with their husbands. The population of this study were the Thai wives who had foreign husbands in Buriram province. The samples consisted of three Thai women who were five foreigners' wives in Buriram province. They were selected via a purposive sampling method. The research tool was a semi-structured interview. The instrument was examined by three experts in order to meet its validity. Its index of item-objective congruence (IOC) was between 0.67 and 1.00. The data obtained from the interview were analyzed by using the content analysis. The research results revealed that English speaking difficulties encountered by the samples were as the following: 1) They did not understand the English pronunciation and accents spoken by their husbands. 2) They lacked self-confidence of speaking English with their spouses. 3) They could not pronounce many English sounds correctly. And 4) they could not use correct English structures, etc. Moreover, the following communication strategies used by Thai wives while communicating with their husbands: 1) use a body language or facial expressions or, 2) paraphrase, 3) borrowing, 4) avoidance, and 5) appealing for assistance.

Keywords: English speaking difficulties, communication strategies, Thai wives, foreign spouses

¹Lecturers of English and Business English Programs, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, E-mail: akkarapon2512@gmail.com

²Lecturers of English and Business English Programs, Faculty of Humanities and Social Sciences, Buriram Rajabhat University

³Lecturers of English and Business English Programs, Faculty of Humanities and Social Sciences, Buriram Rajabhat University

⁴Lecturers of English and Business English Programs, Faculty of Humanities and Social Sciences, Buriram Rajabhat University

Significance of the Study

At present, English in Thailand has been accepted as an international language and it is regarded as a working language in ASEAN Community. Many factors demonstrate the importance of English used in education, business, and social and political contexts (Thitthongkam, 2011). Owing to the vast extent of English use on global scale of roughly two billion users, it is necessary to learn English to respond several requirements (Crystal, 2003).

The following, proposed by Tarone (1980, 429), were communication strategies under five main categories, along with their subcategories:

1. Paraphrase: Paraphrase includes three subcategories which are described below. (a) Approximation: The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker (e. g. "pipe" for "water pipe"), (b) Word coinage: The learner making up a new word in order to communicate a desired concept (e. g. "airball" for "balloon"), (c) Circumlocution: The learners describing the characteristics or elements of an object or action instead of using the appropriate TL structure (e. g. "She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of").

2. Transfer: Transfer has two elements in it. (a) Literal translation: The learners translating word for word from the native language (e. g. "He invites him to drink" for "They toast one another"), (b) Language switch: The learners using the NL (native language) term without bothering to translate (e. g. "balon" for "balloon" or "tirtil" for "turtle").

3. Appeal for Assistance: This refers to the learners asking for the correct term or structure (e. g. "What is this?").

4. Mime: Mime refers to the learners using non-verbal strategies in place of a meaning structure (e. g. clapping one's hands to illustrate applause).

5. Avoidance: Avoidance consists of two subcategories described below. (a) Topic avoidance: The learners passing concepts for which the vocabulary or other meaning structures are not known to them, (b) Message abandonment: The learners beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance.

Foythong (2008) did the research on "Conversational Strategies for Communication between Thai Women and Their Foreign Spouses" with the purpose of analyzing the communications strategies used by the Thai wives while communicating with their spouses. The concept and theory of communication strategies proposed by Tarone (1980) was applied in this study. The results were found that non-verbal language was used the most.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. The problems from the lack of language skills may cause misunderstandings in communication between Thai co-workers and foreigners because they have languages differences. Moreover, it may even lead to the failure in their work (Jampa and Dennis, 2016). Wanthanasut (2008) also states that the English communication is very important in most work. Thai people, who are working in the Churches use English more frequently to communicate with the foreign evangelists.

Zhang (2009) affirms that there are many factors that cause difficulty in speaking as follows:

1. Inhibition: Students are worried about making mistakes, fearful of criticism, or simply shy.

2. Nothing to say: Students have no motive to express themselves.
3. Low or uneven participation: Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

The English speaking difficulties encountered by students might be caused by the following factors: fear, anxiety, lack of confidence, and lack of motivation. As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Nunan, 1999).

Thai students had problems in relation with inhibition, nothing to say, mother tongue used, low or uneven in participation, and speech act. Regarding the solution of these problems, it was found that the problem of inhibition was coped by being well prepared; the problem of nothing to say was coped by drilling themselves; the problem of mother tongue use was coped by having more confidence to speak English; and they tried to remember and practice new vocabularies and drill their pronunciation and studied more about grammar (Lukman, 2015).

Buriram province is located in the northeastern part of Thailand. From the 2013 yearly performance report of Buriram strategy, it was estimated that between October and September 2013, there were 3,009 tourists from Asia and Europe visiting Khao Kradong Volcano Forest Park and other tourist attractions in Buriram province. The number of foreign tourists visiting the attractions is increasing every year and it will increase even more when the ASEAN Economic Community was officially merged in 2015 onwards.

Young Thai ladies from the Northeast of Thailand seek opportunities to interact with foreign men, being introduced by friends and family members, the Internet and match-making companies (Hambeek, 1994). Some Thai women in Buriram province married foreign men and have lived together both in Thailand and their husbands' countries. They used English as the communication language. However, Thai wives who were the sample targets of this research had some problems and difficulties while communicating with their spouses, and they had tried to employ some communication strategies to overcome these problems. In order to investigate their English speaking difficulties and communication strategies, the researchers are, therefore, interested in conducting the research entitled "English Speaking Difficulties Encountered by Thai Wives and Communication Strategies Used by Them upon Communicating with Their Foreign Spouses". The study results might be useful for designing the English courses so called ESP (English for Specific Purpose) for assisting the Thai wives to increase their English ability.

Purpose of the Study

The purpose of this research was twofold: 1) to investigate English speaking difficulties encountered by Thai wives upon communicating with their foreign spouses, and 2) to study communication strategies used by Thai wives while communicating with their husbands.

Research Question

1. What were the difficulties of English speaking faced by Thai wives?
2. What communication strategies were used by them upon communicating with their foreign spouses?

Research Methodology

The research methods covered the following issues:

Subjects of the Study

The subjects of this study consisted of three Thai wives who were purposively gathered from the population who married foreign men in Buriram province.

Research Instrument

The research instrument to collect the data was a semi-structured interview. Three experts were asked to investigate and check the efficiency of the tool and its contents using the IOC index, and its index of item-objective congruence (IOC) was between 0.67 and 1.00.

Data Collection and Analysis

The content analysis was carried out by analyzing the data obtained from the interview.

Research Results

The research findings were presented in line with the two objectives as the following:

The subjects' Personal Data

Subject 1: She, aged 36 years old, was the owner of a Thai restaurant located in Buriram city. Her husband, who came from Scotland, was 60 years old.

Subject 2: She was 37 years old. She lived in Buriram city with her husbands who came from England. She was a private business owner. Her husband was 62 years old.

Subject 3: She was a housewife whose husband was from England. She was 40 years old and her husband was 63 years old. Both of them resided in Buriram city.

Research Objective 1: To investigate English speaking difficulties encountered by Thai wives upon communicating with their foreign spouses

Having interviewed three of the subjects, they encountered the following points of English speaking difficulties while communicating with their foreign husbands:

1. They did not understand the English pronunciation and accents spoken by their husbands. These Thai wives said that they did not get familiar with some English words pronounced by their spouses, and their husbands' English accents were also a bit strange for them, for instance, the word "menu" was pronounced by their spouses as /menju:/ instead of /meɪnu:/ as they normally expected. The other words such as "apple" /æpəl/ was heard as /æppən/, "mother" /mʌðə/ was heard as /m ət ɜ:/, etc.

2. They lacked self-confidence of speaking English with their spouses and could not pronounce many English sounds correctly. All three Thai wives accepted that they did not have self-confidence of speaking English with their husbands. They worried about their wrong English pronunciation and accents. For example, they could not pronounce some English particular sounds such as /v/ was pronounced as /w/ for the word “van” /wan/, /z/ was pronounced as /s/ for the word “zoo” /soo/, and /ð/ was pronounced as /t/ for the word “father” /fa:tɜ:/, etc.

3. They could not use correct English grammar and structures, including the use of wrong vocabulary. Regarding these, they were not sure of using some different English words such as “on” and “above”, “house” and “home”, “car” and “truck”, etc. Moreover, they were not able to speak the correct structures of the English language and often used the broken English with incorrect grammar, for example, they spoke to their spouses: “Let go to temple” instead of “Let’s go to a temple”, “Thai food good good” instead of “Thai food is very good and tasty”, “I go to Big C yesterday” instead of “I went to Big C yesterday”, etc.

In addition to these English difficulties, they also could not catch what their spouses were talking about because their husbands spoke very fast or used English slang expressions. Besides, they were often interfered with their mother tongue while communicating with their husbands.

Research Objective 2: To study communication strategies used by Thai wives while communicating with their spouses

The following were some communication strategies employed by Thai wives while communicating with their husbands:

1. Use a body language or facial expressions or mime

If they did not know how to say with their husbands and were not able to understand what their spouses talked about, they often used a body language or facial expressions. For examples, they used their hands to get their husbands’ attention instead of saying “Listen to me, please”, or shook their head if they could not understand their spouses instead of saying “Could you repeat that?”, etc.

2. Paraphrase

They often used the Thai words mixed with the English words even if they knew that these were not correct, for instance, “papaya pok pok” is used for “hot papaya salad”, “pick up” for “pick up truck”, and “you not intrend” for “you are not trendy at all”, etc.

3. Borrowing

They intended to use the English loan words to talk to their husbands, for instance, “feeling”, “game”, “clinic”, “cartoon”, etc.

4. Avoidance

If they did not know any particularly English words, they would ignore and not use these words. They just skipped these terms and used other words instead or employed a body language.

5. Appealing for assistance

Very often they asked their spouse about a meaning of an English words and the terms that they did not know. They might ask their husbands: What meaning is it?, What is the English word for this?, etc.

Discussions

The findings found in this study were discussed in accordance with the research objectives as follows:

The Thai wives did not get familiar with the English accents spoken by their spouses. This might be the reasons that some English were not available in the Thai language. They also lacked self-confidence of speaking English upon talking to their husbands because they worried about making mistakes and were fearful of criticism (Zhang, 2009). They also did not know how to speak or had nothing to speak in English. This might be because of limited knowledge background of their English or they might not have motive to express themselves in English- lack of motivation (Zhang, 2009, Nunan, 1990).

Upon solving all these speaking difficulties, the subjects used the following communication strategies: use of a body language or facial expressions or mime, paraphrase, borrowing, avoidance, and appealing for assistance. The reasons might be that these strategies assisted them to release tension of speaking English with their spouses and to help their husbands have better understanding of what they talked about. The problem of mother tongue use was solved by having more confidence to speak English; vocabulary could be practiced; and English pronunciation could also be drilled (Lukman, 2015). A new English word might be made in order to communicate a desired concept; the correct term or structure might be used; non-verbal strategies in place of a meaning structure might be employed; and unknown words might be avoided. All these strategies of English communication were employed in order to solve speaking difficulties encountered by non-native English speakers (Tarone, 1980).

Conclusion and Implication

The researcher conducted this research in order to investigate English speaking difficulties faced by Thai wives who talked to their husbands, and to find communication strategies for speaking problems solutions. The English difficulties found in this study included English pronunciation and accents, lack of self-confidence of speaking English with their spouses, and misuse of English grammar and structures, etc. For solving these problems, the subjects employed different communication strategies, for instance, mime, paraphrase, and borrowing, etc.

The study findings are recommended to use for designing the courses of ESP (English for Specific Purposes) for a particular group of learners. For further studies, it is recommended that more subjects should be used, and other research tools should be employed in order to get the in-depth data covering all aspects of English speaking difficulties and communication strategies. Moreover, the other English skills should also considered for helping Thai wives improve their English capability.

References

- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge, UK.
- Foythong, L. (2008). *Conversational strategies for communication between Thai women and their foreign spouses*. Master Thesis of Education. Chiang Rai: Chiang Rai Rajabhat University.
- Hambeek, E. M. (1994). *Marriage migration and changes in cultural identity: Thai women in Germany*. PhD Thesis, Arizona State University, Arizona.
- Jampa, S. & Denis, K. N. (2016). A study of English communication problem between non-Thai and Thai co-workers in Lutheran Church in Mukdahan and Ubon Ratchathani Areas. *International Journal of Research- Granthaalayah*, 4(1). Retrieved From granthaalayah.com/Articles/Vol4Iss1/16_IJRG16_A01_26.pdf
- Khao Kradong Volcano Forest Park. (2015). Retrieved From <http://www.khoakradong.com>
- Lukman, H. (2015). *A study on the problems faced by Thai students in learning English speaking at boarding house*. English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Malang.
- Nunan, D. (1999). *Second language teaching & learning*. USA: Heinle & Heinle Publisher.
- Tarone, E. (1980). Communication strategies, foreigner talk and repair in interlanguage. *Language Learning*. 30, 417-431.
- Thitthongkam, T. (2011). *The Roles of foreign language in Business Administration School of Management*. Retrieved From [http://www.thailis/journal/problem communication.pdf](http://www.thailis/journal/problem%20communication.pdf)
- Wanthanasut L. (2008). *The problems of English speaking of Mattayom Suksa 1 students at Phosai Pittayakarn School, Ubon Ratchathani Educational Service Area 2*. (Master's Independent Study). Ubon Ratchathani: Ubon Ratchathani Rajabhat University.
- Zhang, S. (2009). The role input, interaction and output in the development of oral fluency. *English Language Teaching*, 2(4), 91.