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The Effect of The Relationship Between Social Responsibility and Confidence on Corporate Reputation

Emrah Aydemir

Abstract

In terms of gaining a competitive advantage in a globalized economy, reputation is currently considered to be increasingly significant. Corporate reputation consists of a number of factors including people's general views, experiences and perceptions and it takes corporations a considerable length of time to build a good reputation, however, a reputation can also be damaged or even destroyed in a very short time. Corporations which are aware of this fact undertake corporate communications practices and develop strategies that create and maintain mutual understanding among shareholders to protect and provide sustainability. The most important strategic asset increasing the success of corporate reputation is foundations. In today's competitive environment in which corporate communication is planned very carefully, a corporation's reputation being built upon trust is of vital importance. In the process of building corporate reputation in which different components have different roles, social responsibility has a vital function. Thanks to the social service projects, corporations send the message that their main aim is not to earn money but to share what they gain with their target group and to pay attention to the needs of its target group. In this study, the relationship between social responsibility and confidence will be analysed and, from the aspect of corporate reputation, the relationship of social responsibility and confidence will be emphasized in terms of their contribution to corporate reputation.

Keywords: corporate reputation, social responsibility, confidence

บทคัดย่อ

ในยุคโลกาภิวัตน์ที่ความได้เปรียบเสียเปรียบมีผลต่อการแข่งขันทางธุรกิจ องค์กรต่างๆ จึงให้ความสำคัญกับการรักษาชื่อเสียงเพิ่มมากขึ้น การรักษาชื่อเสียงจำเป็นต้องอาศัยปัจจัยต่างๆ ได้แก่ มุมมองทั่วไปของสาธารณะ ประสบการณ์ และ ภาพลักษณ์ซึ่งใช้เวลาค่อนข้างยาวนานในการสั่งสมชื่อเสียงที่ดี แต่ก็สามารถเสียหายได้ในเวลาอันสั้น องค์กรที่มีความตระหนักในเรื่งดังกล่าวจึงปฏิบัติการจัดการสื่อสาร และ พัฒนายุทธศาสตร์ที่จะเสริมสร้างและรักษาไว้ซึ่งความเข้าใจร่วมกันของผู้ถือหุ้น เพื่อป้องกันลารงความยั่งยืน กลยุทธ์ที่สำคัญที่สุดที่จะเพิ่มความสำเร็จของการรักษาชื่อเสียงขององค์กรจึงอยู่ที่รากฐาน ในสถานะที่มีการแข่งขันสูงอย่างปัจจุบัน องค์กรจำต้องวางแผนการสื่อสารองค์กรอย่างระมัดระวัง เพราะว่า ชื่อเสียงขององค์กรนั้นวางอยู่บนพื้นฐานของความเชื่อมั่นซึ่งมีความสำคัญมาก การธำรงรักษาชื่อเสียงที่องค์กรประกอบต่างๆ ล้วนมีบทบาทที่หลากหลายนั้น จำเป็นต้องอาศัยการขับเคลื่อนโดยใช้แนวคิดเรื่องความรับผิดชอบต่อทางสังคม โครงการบริการทางสังคมเหล่านี้เปิดโอกาสให้องค์กรสามารถสื่อสารกับสังคมได้ว่า องค์กรไม่ได้มุ่งเน้นผลกำไรแต่เพียงอย่างเดียว แต่ยังแบ่งปันผลประโยชน์และใส่ใจต่อความต้องการของสังคมอีกด้วย งานวิจัยนี้ วิเคราะห์ความสัมพันธ์ระหว่างความรับผิดชอบต่อทางสังคมและความมั่นใจขององค์กร โดยพิจารณาจากองค์ประกอบด้านชื่อเสียงองค์กร ความสัมพันธ์ระหว่างความรับผิดชอบต่อทางสังคมและความมั่นใจต่อองค์กรว่า ส่งผลต่อชื่อเสียงขององค์กรอย่างไร

คำสำคัญ: ชื่อเสียงองค์กร ความรับผิดชอบต่อทางสังคม ความมั่นใจ

Introduction

With a parallel relationship with corporate performance, corporate reputation has been identified as an “intangible” and a “soft” concept, which provides competitive advantages, and allows organizations to sustain their business. Considering its intangible nature, there has been an increasing interest in the field of corporate reputation. Aydemir (2013) suggests that there is always a risk factor to lose corporate reputation earned throughout the years, and therefore this risk forces organizations to review their corporate communication practices with particular attention paid to reputation (p.122).

Fombrun (1996) defines corporate reputation as a perceptual representation of a company’s past actions and future prospects that describe the firm’s overall appeal to all its key constituents when compared to other leading rivals (p.72). Following Fombrun’s definition, we can say that corporate reputation is an essential asset for organizations, and is earned by virtue of different factors over the long-term.

There are various constituents of corporate reputation such as vision, leadership, financial performance, management, customer orientation, goods and services, trust, ethics, and social responsibility. Furthermore, all of these factors have different roles in the process of building and sustaining corporate reputation. In this context, social responsibility is of particular importance in terms of corporate reputation and contributes to a company’s future prospects. The most important benefit of social responsibility is to show the target audience that the principal objective of a company is not only to make profit, but also to evaluate their activities within a transparent and credible framework. Moreover, social responsibility programs allow the target audience to assess the company from different perspective and give credence to the organization. In the process of building corporate reputation, social responsibility and confidence have a close relationship, and make considerable contributions to the company’s reputation over the long-term.

The aim of this research is to reveal the perspectives and viewpoints of communication faculty students about the relationship between social responsibility and confidence according to their knowledge, thoughts and experiences and the contribution of this relationship to corporate reputation through focus group interviews.

The Notion of “Corporate Reputation”

In today’s globalized and increasingly competitive environment, recent advances in the field of information and communications technologies (ICTs) seem to eliminate many differences between organizations. Therefore, organizations expend more effort to stand out from their rivals by employing different corporate reputation practices, and creating new values to sustain their business. Furthermore, organizations have raised the awareness of reputation, and have been positioning themselves in accordance with the requirements of today’s globalized and changing world. This changing environment has an impact on the attitudes and preferences of internal and external stakeholders. In this respect, corporate reputation can be defined as a general assessment of internal and external stakeholders over a period of time, and includes the experiences of stakeholders, the communicative process between organizations and stakeholders, and finally the perceptions of all relevant parties (Aydemir, 2013, p.122).

In addition to this, corporate reputation appears to have a strategic place in the organization-stakeholder relationship, and takes on an essential role which is perceived as “different” by the stakeholders. There is a wide-range of definitions of corporate reputation. However, before proceeding to discuss these definitions, it is necessary to define the notion of “reputation”.

The notion of reputation derives its origin from two main concepts, i.e., “credibility” and “trust”. In particular, “credibility” means the capacity to manipulate emerging from the information or the skills that are inherited or presumed to be

inherited. On the other hand, “trust” describes confidence in the accuracy and honesty of a person or an organization’s activities (Budd, 1995). As Budd states, “reputation is the collective outcome of building *trust* and gaining *credibility*.” It is also worth mentioning that there seems to be a lack of consensus among scholars when defining corporate reputation. As Barnett, Jermier and Lafferty (2006) state, “It would be inaccurate to claim that there is something of an emerging consensus among researchers when it comes to defining corporate reputation because many do not appear to define the term or do not appear to be aware of how others are handling the concept” (p.35). Dowling (2001) defines this notion as the attributed values (such as authenticity, honesty, responsibility and integrity) evoked by the company (p.19). On the other hand, Fombrun (1996) describes corporate reputation as the good or bad, strong or weak, and emotional or influential reactions of customers, investors, employees and the community (p.37).

Nowadays, companies have been exerting more effort than in the past to sustain their existence in the marketplace, compete with their rivals, and create differences. The success of an organization is generally dependent upon its corporate reputation. It is claimed that an influential communication process is required to build a strong reputation (Aydemir, 2013, p.122). Moreover, as Jorgensen and Isaksson (2008) point out, strong corporate reputations clearly result from a mixture of a company’s actual performance in the marketplace and their efforts to nurture positive perceptions among key audiences of their corporate behaviour, attitudes and values (p.366).

Similarly, Chun (2005) describes corporate reputation as the perceptions of all stakeholders of an organization; that is, what customers, employees, suppliers, managers, creditors, media and communities believe the organization stands for, and the associations they make with it (p.105). It could therefore be claimed that “a firm’s reputation is produced by the interactions of the firm with its stakeholders and its actions circulated among stakeholders, including specialised information intermediaries” (Deephouse, 2000, p.1093), e.g., the media. In consideration of these intermediaries and the information received from the media, corporate reputation can

provide a strategic perspective to companies for the future, and enables them to evaluate their activities from different angles.

Companies are required to establish a strong infrastructure, and compose a strategic plan in order to have an influential corporate reputation. There are various components that need to be mentioned in the process of building corporate reputation. As Okay and Okay (2007) put forward:

1. Corporate communication and identity
2. Social responsibility
3. The role of the chief executive officer (CEO) (p.382).

In addition to this, corporate reputation has been known as one of the most important strategic values for companies (Flanagan & O'Shaughnessy, 2005, p.445). Corporate reputation might result in companies to act in a rational manner because all relevant stakeholders, e.g., investors and customers, continuously evaluate a firm's reputation. Therefore, this notion can become the most crucial asset of a company in hard times. Corporate reputation also minimizes the risks of organizations, and meets the expectations of the stakeholders. It is thus considered as one of the most influential strategic value, which fosters the success of organizations. Further, considering its advantages, corporate reputation is claimed to raise the awareness and the performance of organizations (Aydemir, 2013, p.122). As already mentioned, the fact that corporate reputation boosts performance and raises the awareness of target audience, companies not only move ahead of their rivals, but also receive positive feedback from the stakeholders. For this reason, it could be argued that the main functions of corporate reputation are to make companies measurable, and enable them to reach their goals. With regard to the above discussion, corporate reputation plays a key role with companies.

Corporate Social Responsibility (CSR)

Social responsibility lies in the fact that companies should focus not only on their interests, but also on the community; have an interest not only in their main responsibilities, but also the social problems, and predict the results of their own actions. It is also argued that companies can create a positive image when they are aware of their responsibilities (Peltekoglu, 2004, p.168). Moreover, social responsibility has an important function to improve the relationships and the communication between companies and the stakeholders. In particular, there are different factors, i.e., the close interaction with the environment, changes in the community, and expectations that lead companies to act in parallel with the requirements of social responsibility (Peltekoglu, 2004, p.173). Therefore, the responsibilities that companies are expected to accomplish in the interests of society are assembled under the banner of “social responsibility”. It is suggested that the companies aware of the importance of this notion can not only enter into new fields, but also gain a competitive advantage by improving their corporate image (Bayraktaroglu, Ilter, & Tanyeri, 2009).

It is presumably a well-known fact that social responsibility has become a competitive advantage in today’s world. Moreover, there are various factors that enhance the importance of social responsibility as follows: development of professional management, increase in the number of aggregate corporations united by small businesses, pollution prevention, companies’ need for leaving a good impression, development of labour unions, reduced depletion of natural resources, need to foster employee motivation, increasing need for goods and services supply that meet community expectations, and finally contributing to globalization and democracy process (Eren, 2000, p.111).

In today’s business environment, CSR is increasingly becoming a more important moral way for entrepreneurs to achieve not only financial, but also sustainable social and environmental success (Hennigfeld, Pohl, & Tolhurst, 2006). In this respect, CSR can therefore best be described as an approach which enables the

organization to assess the environmental, financial and social implications of their activities, to minimize the negative results, and, more importantly, to develop both the organization itself and the community (Chandler, 2004, p.11).

Recently, CSR has been considered as one of the most influential strategic policies for organizations, and put into practice systematically. Historically, CSR has been discussed within a broad spectrum and there are different approaches to it. For instance, Friedman defines social responsibility as a destructive doctrine in a free society. On the other hand, there are researchers such as Archie Carroll who consider that social responsibility cannot only include profit motive, but also legal, moral and discretionary expectations at a given point in time (May, Cheney, & Roper, 2007, p.6). In the past, customer opinions were traditionally claimed to be influenced by product features, however, CSR is becoming an important factor with an impact on customer decisions (Dawkins & Lewis, 2003).

In addition to this, it is argued that there is a strong interaction between companies and their customers (Friedman & Miles, 2006). Compared with the traditional elements of corporate reputation, social responsibility has a distinct role to build and sustain trust in today's business environment. It is possible to suggest that CSR programs consider the needs of the stakeholders. These programs draw attention to the unpredictability of investments and business activities, and the importance of the social environment. They can also demonstrate that community expectations are dependent upon a sustainable relationship with the business world. Likewise, CSR programs meet the community needs and provide new opportunities to the organizations with respect to ethical values and fundamental human rights.

The increasing number of large and supranational companies are becoming recognized as potentially damaging to local communities. However, there is also an increase in the number of non-governmental organizations (NGOs) that aim to protect the environment and the human rights. Thus, it could be argued that CSR programs have begun to accomplish different purposes compared to the past. In other words, many NGOs have an efficient organizational structure with different multinational

memberships and are able to lead companies to focus on environmental issues (Owen, 2002, p.3).

Further to this, the impact of companies on the environmental and social welfare is another reason to leave a good impression on the community, and CSR is an essential element of an influential business management. In connection with the quality of business management, the main target of companies appears not only to be the supply of goods and services, but also to meet the social needs of the community. Therefore, the notion of CSR might give the message that the quality of business management is more important than financial performance from the point of the stakeholders. Further, the achieved quality is expected to be used in accordance with stakeholders' expectations and in the interests of the stakeholders.

Considering ethical values, CSR programs can improve standards of living, provide moral and material support, create a positive impression on stakeholders, and finally build trust towards the companies.

Recently, many companies have implemented a range of CSR programs to improve the welfare of the society and increase competition to move ahead of their rivals. The practice of CSR for a better society and environment provide opportunities for the companies. These voluntary contributions can also strengthen relationships with stakeholders. As a result, the social and environmental concerns would be minimized thanks to the interaction between companies and the stakeholders. It is possible to describe CSR as a progress guide for a company's future activities which will create a positive impression over the long-term.

The Issue of “Confidence” in Corporate Reputation

There is presumably a strong link between effective communication and “confidence”. Building confidence allows people to make voluntary contributions, boost their energy, foster employee motivation, and shape the perspectives of the

stakeholders. The effective and strategic use of “confidence” in companies also makes everything much easier. The parties can communicate with each other without any concern by building confidence. It could therefore be argued that the essence of life is built on “confidence”. In any relationships throughout life, building confidence eliminates prejudices and provides considerable advantages to organizations.

In this respect, whilst the success of organizations is built on corporate reputation, corporate reputation is built on trust. Today, the goods, the services and the performance of many organizations appear to be similar to each other. However, corporate reputation has become an important differentiating and thus competitive factor. Building trust in corporate reputation could make organizations distinct from their rivals. It could be assumed that there is a direct correlation between corporate reputation and trust. Moreover, transparency is another important value which has a positive impact on the organization-stakeholder relationship. It is suggested that trust is an essential element of corporate reputation and gives credibility, which, in turn, allows organizations to have a responsible communication over the long-term (Aydemir, 2013, p.122).

Building the confidence of the target audience might reduce the organization costs and enable organizations to monitor their audience. In a broad sense, the achieved trust encourages service suppliers, employees and customers to count on the organization and creates a good will in hard times. Confidence not only shapes the activities, decisions and perceptions of the target audience, but also allows both the organization and its target audience to take mutual decisions.

In order not to lose trust, companies should give persuasive and consistent messages to internal and external stakeholders in any aspect, and review the feedback with a particular attention on innovation. Further, a good reputation does not necessarily mean that all activities of organizations receive positive feedback from the target audience. Therefore, organizations are expected to know how they are perceived by their audience and determine the most appropriate methods in detail to accomplish their goals. Otherwise, their activities may receive negative feedback,

which, in turn, creates an issue of trust and impedes investment growth (Aydemir, 2013, p.123).

It is important for companies to set “confidence” as a central element of their investments. As mentioned, building trust drives the target audience to have positive perceptions about the company. This also makes customer-focused investments more explicit and comprehensible.

It could be argued that trustworthy organizations create differences. These organizations have a consistent image and give the impression to their stakeholders that they consider target audience expectations. Thus, it is important to build corporate reputation in terms of trust.

Problem of the Research

Many companies are reverting back to corporate responsibility as a strategy to win back the trust of its stakeholders and customers. It is quite promising to see companies think about the common good of the communities in which they operate. Social responsibility allows companies to create a dialogue with its customers and stakeholders and carries them to success. For example, Walmart is a company that has arrived at this conclusion and they take the relationship between social responsibility and trust into consideration (Jarvis, 2009).

A good company builds trusts and reputation. Social responsibility increases stakeholders' trust in the company and creates a positive effect on the company's reputation with their help (Godelnik, 2013). For example, Wells Fargo offers educational tools and programs free of charge in order to build financial management skills of all age groups, economic classes and ethnic groups. This awareness is seen as a win-win (The Halo Effect, n.d.).

Consumers have a range of brand options to choose from and consumers compare more than a product's reputation, quality and price. According to a study by Reputation Institute, a private global consulting firm based in New York, people's willingness to buy, recommend, work for, and invest in a company is driven 60 percent by people's perceptions of the company—or its reputation, and only 40 percent by people's perceptions of the products or services it sells (Smith, 2013, p.1) .

To find which companies have the very best reputations, the Reputation Institute invited more than 55,000 consumers across 15 markets to participate in a study between January 2013 and February 2013 that ranked the world's 100 most reputable companies—all multinational businesses with a global presence. The study has assigned a point which represents an average measurement of people's emotions. These points were calculated by using four emotional indicators: trust, respect, admiration and feel good. Analysis showed that 41 percent of how people feel about a company is based on their perceptions of the firm's CSR practices (Smith, 2013, p.1).

Relating to the subject, Kasper Ulf Nielsen, executive partner at Reputation Institute said that “CSR speaks to who the company is, what it believes in and how it is doing business.” Nielsen also said that “it's a core element of reputation and can be used to help establish trust and goodwill amongst stakeholders. [Almost half] of people's willingness to trust, admire, and feel good about a company is based on their perceptions of the corporate social responsibility of the company, so this is a key tool for companies to use to improve support from stakeholders like consumers, regulators, financial community, and employees” (Smith, 2013, p.1).

Microsoft was ranked first in this study conducted by the Reputation Institute. Lori Forte Harnick, general manager of citizenship and public affairs at Microsoft, stated that “we are always honored to receive recognition for our CSR efforts and initiatives.” Harnick also stated that “being a responsible global corporate citizen is a critical part of Microsoft's culture and business at all levels of the company. We take our responsibilities to the public seriously and believe it's more important than ever to serve the needs of people in communities worldwide” (Smith, 2013, p.2).

We can see a relationship between trust, social responsibility and reputation as evident in said examples, study results and interviews. Unfortunately, there are no clear and informative studies on this subject. New studies are crucial for accessing true and correct information and obtain findings about the subject. Based on these findings, the study of this subject has become necessary.

The basic problem addressed by the current research is whether social responsibility work has a supportive aspect in terms of creating confidence in the target group or not and whether the relationship between social responsibility and confidence has a contribution to corporate reputation during the corporate process. The current research will attempt to bridge an important gap as well as contribute to this field of research. Using the focus group interview, which is a qualitative research technique, the following questions are intended to be answered by this study.

- Do the organizations create confidence in the target group by carrying out social responsibility work?
- Does the relationship between social responsibility and confidence have a contribution to institutional reputation?

Sampling and Method

In the research, a focus group interview was conducted based on open-ended questions and built on the individual interview method (Krueger & Casey, 2000). Focus group interviews are one of the qualitative research techniques chosen especially from a definite sector to discuss a definite theme or viewpoint and in which the emerging interaction leads to the data and the results (Cohen, Manion, & Marrison, 2000). Today, the focus group interview is used commonly in academic studies (Morgan, 1997; Krueger & Casey, 2000). This method is actually one of the most systematic data collection tools in the social sciences. The detailed data obtained from focus group interviews form a solid basis for one-on-one interviews and surveys (Kitzinger, 1995, p.299-302).

The interview method used in the focus group interview in chat environment is semi-structured. With no configured interview in addition to a configured interview with two predetermined questions, the intention of the interviews was to make discoveries with existing open-ended questions. Thus the interview was conducted with flexibility and was shaped due to the flow of the conversation. The participants were not criticized in any respect; any personal opinion was not stated and any misunderstandings were attempted to be overcome by the repetition of what was said. The questions were clearly formulated to be readily understood and answered by the participants. An open communication was conducted with group members for 120 minutes in total. Thirty people were selected from students in 4th class in the Faculty of Communication with participants that shared common features, namely those with an interest pertaining to the subject under investigation. An environment where the participants felt comfortable to participate in the discussion was selected. The participants were informed about the path to be followed at the beginning of the interview and a preparatory explanation related to the subject was made. The notes taken during the interviews were systematically summarized after the completion of the interviews and the content analyses were performed with the data obtained. In the analysis of the data, attention was paid to the types of expression of the participants, their body language, and the stability of the participants. The stability between the participants' thoughts and that same-similar interpretation was made as part of the careful evaluation process.

Findings

In this section, the findings of the study are discussed and interpreted. In the interview with the participants the two basic research questions were asked. Within this framework, on the basis of the data obtained via the focus group interview, each of the 30 participants' conversations were examined. First of all, which participants answers "yes, partly, no" to the questions was examined.

The number of the participants giving the answer of “yes” to the question “Do the organizations create confidence in the target group by carrying out social responsibility work?” is 28, and the number saying “no” is two. The answer of “partly” was not given. Twenty-eight of the participants giving the answer to the question that “Does the relationship between social responsibility and the confidence have a contribution to institutional reputation?” stated that the relationship between social responsibility and confidence contributes to the institutional reputation.

Most of the participants except for the two negative opinions for the first question stated that institutions create confidence in the target group by carrying out social responsibility work. The participants’ comments regarding the institutions carrying out social responsibility work create confidence in target group are outlined as follows: Social responsibility work creates sympathy in the target group; they are beneficial for raising awareness in the society; they are remembered as quality institutions in the minds of the target group and create confidence in the target group. Some of the female participants approached the matter emotionally and stated that the organizations undertaking social responsibility work affect the target group emotionally and so they create confidence in the target group.

Other than these positive comments, two participants stated that institutions create their own advertisements especially under the banner of social responsibility and especially large companies who carry out social responsibility work in order to take on innocent sheath and by doing so covering up the damage they have caused to the environment and human health. At this point, a participant emphasized the damage done by a company to the environment during an oil drilling accident in the ocean. The participant stated that the oil company made several attempts through social responsibility projects to appear innocent, however, these attempts only undermined confidence in the company. Another participant stated that social responsibility projects of institutions do not reveal the truth; they deceive people while receiving a tax exemption and the people who understand this do not trust the social responsibility projects or the institutions undertaking them.

The participants answering the question “Does the relationship between social responsibility and the confidence have a contribution to institutional reputation?” stated that the relationship between social responsibility and confidence contributed to the institutional reputation in a general sense. The participants stated that social responsibility work had contribution to institutional reputation at the same rate as confidence; and they succeeded in building their reputation in their target audiences. The participants emphasized that the institutions undertaking social responsibility work created a positive perception, loyalty towards the institutions, and built a sense of belonging that increased concomitantly with social responsibility and trust and the general interest of the society, which is preserved and developed by social responsibility work.

The participants see social responsibility work as a tool used by institutions to communicate about themselves to society, to stand out from their competitors and come to the forefront compared to their competitors. Some participants stressed that organization show more interest in CSR as they believe they will add a value to the institutions conducting social responsibility activities. As a result the contribution of the relationship between CSR and trust in the global competitive environment is in question.

Some of the participants explained that a project undertaken by Samsung for the hearing impaired created confidence and sympathy to the institution as an example. A participant stated that social responsibility projects are used to affect the society emotionally and so contributed to the trust emerging in the target group regarding the institutional reputation. The participant stating this gave the example of the Vodafone Farmer Club social responsibility project conducted in Turkey sent free weather condition information was sent to hundreds of farmers every day. The participant emphasized that Vodafone achieved success by affecting a large group of society emotionally and thus it gained confidence and increased its own institutional reputation. Another participant also stated that some oil companies tried to remove the problems experienced by traffic congestion with social responsibility projects, and they led these companies to increase confidence and the value of the reputation.

Some participants stated that social responsibility work was used as an effective tool, reducing the cost of the institution in reaching the customer and as an obligation, not an option. They emphasized that the institutions sensitive to the problems of the society created sincere emotions through social responsibility work and thus it also created brand loyalty. CSR work led to the establishment of brand was also evaluated as a strategy in the formation of the confidence.

The participants giving negative answers stated that among the most effective tools at the disposal of institutions are social responsibility projects, but they are undertaken as if without seeking profit, their real aim nevertheless remains to increase profits.

Conclusion

When we evaluate the answers given in the interviews, we see that social responsibility work builds confidence in the target group and the relationship between social reliability and confidence contributes to institutional reputation. In the study it was found that a negative viewpoint remains at very low level. The interviewees who approached this subject negatively state that social responsibility work does not reveal the truth and the main objective of the institutions is profit and that CSR only serves as an advertisement. The participants with a positive approach stressed public interest, brand and competition in terms of institutional reputation. As already mentioned, corporate reputation creates brand trust, provides competitiveness and raises awareness. This notion is comprised of the perceptions of and the expectations towards the organizations. Corporate reputation enables companies to have a permanent place in the market industry, and compete with their rivals efficiently. Further, corporate reputation is used in parallel with the strategic targets of the organizations. The effective use of corporate reputation facilitates communication with internal and external stakeholders, and creates a positive image of the organization's agenda and mission.

As an intangible and a soft asset, corporate reputation is comprised of variable and relative evaluations. In this particular context, building trust is the main factor which eliminates variable and relative perceptions, and places importance on the main objectives of the organizations. A reliable corporate reputation makes significant contributions to the organizations. In this sense, Walmart can be given as an example. According to Walmart 2014 Global Responsibility report, Walmart is continuing to increase its reputation with environmental and social responsibility work at thousands of stores. According to the report, Walmart's social responsibility work is for building trust with stakeholders and the target group (Walmart, 2014). The answers and samples given by the participants of this study support the explanations including confidence and social responsibility in Walmart's 2014 Global Responsibility.

In order to build trust, it is important to use CSR programs effectively. These activities can change the perspectives of the customers, shareholders, rivals, trade bodies, other companies and influential people in the marketplace towards the organizations. In this regard, several companies see institutional social responsibility as a strategy to gain the customers' and stakeholders' confidence (Jarvis, 2009). When research results were evaluated, the participants also were shown to view social responsibility as a strategy for building institutional reputation.

It could be claimed that the CSR programs are perceived as an extra cost and burden for many organizations. However, considering their possible benefits, the extra cost required to carry out these programs seems to be rather minimal. It should also be borne in mind that CSR programs establish an effective communication with internal and external stakeholders, provide the most appropriate and expected performance results, and create a sustainable company image. In this respect, it is necessary to identify the possible contributions emerging from the relationship between the CSR activities and building trust. Research results reveal that confidence and social responsibility contribute to institutional reputation equally and social responsibility is used as an advertisement and its return to the institutions is positive.

When we look at the findings, social responsibility work being for the benefit of society is one of the factors creating loyalty and increasing a sense of belonging in target groups towards the institutions. CSR programs with a particular attention on public welfare create a reliable corporate reputation. It is necessary for organizations to understand that there is a direct proportion relationship between social responsibility and trust, because the financial goals and concerns of an organization may not be sufficient for their sustainability.

Moreover, companies which are aware of community expectations build influential image via CSR programs. It is also possible for these companies to be perceived as trustful by their internal and external stakeholders. They create a warm atmosphere by increasing enthusiasm and credibility towards themselves. These companies also demonstrate that their services are supplied in the interests of the community. They give the message that their main target is not to make profit, but to share what they have earned with the community.

In particular, it is important for organizations to link CSR programs with the expenditure and income approach. This practice would show that they are concerned with social and environmental problems, and provide finance for the relevant fields. In the long-term, these practices build trust towards the company. It should also be borne in mind that the notion of trust is a crucial factor in determining stakeholders' decisions.

Above all, there has been an increasing interest in corporate reputation among the organizations thanks to environmental and social factors. CSR programs have become more important in the global marketplace, and organizations are expected to build trust and raise awareness in today's competitive environment. In order to accomplish this, corporate reputation should have a strong foundation, which then makes CSR programs indispensable from business activities. From these research findings, it should be stated that there is a balanced and parallel relationship between institutional social responsibility and confidence and for this reason, confidence

contributes to institutional reputation by creating loyalty and an integration process in the target group towards the institution.

Implications

Social responsibility plays a crucial role in building and sustaining trust in corporate reputation. This notion is considered as one of the main philosophical values of an organization, and means that organizations are aware of the responsibilities towards the community. The organizations that place importance on social responsibility generally consider the requirements of the stakeholders. It could be claimed that social responsibility programs send specific messages to the target audience and create a mutual communication between the parties. Aydemir (2013) suggests that organizations share their profit with their audience by means of the CSR programs (p.122-123). Aydemir (2013) further observes that these programs significantly improve the image and the corporate reputation of organizations. It is probable that these programs allow the target audience to understand the organizations' concern for their environment and community, and put "confidence" in the first place of their perceptions (p.122-123).

The CSR programs have a decisive role on the companies' objectives related with human resources and relationships with the environment. In addition to this, the companies that are aware of social expectations can create trust with stakeholders. In connection with advancing information technology, the organizations with an interest in social responsibility appear to set aside their concerns about profit and create an image of a "global corporate citizen". It is possible to describe these organizations as "responsible corporate citizens". These organizations are willing to take responsibility for "performing in accordance with the social interests". As a result, they can create difference in terms of credibility and gain advantages in favour of them.

In this particular context, it can be difficult for the companies, which focus on raising social awareness, to achieve success without building trust. With regard to

corporate reputation, CSR programs show that a company can perform in an honest and reliable way. They may also give the message that their expenditures have social benefits and the target audience is taken into account by the company. Building corporate reputation can be a long process; however it can be lost unexpectedly. CSR programs, therefore, are put into practice in order to not to lose corporate reputation, and allow the companies to share their profit with stakeholders. When companies are at risk, the achieved trust would change disadvantages into the advantages.

In today's world, costly and further investments seem to be insufficient to build a good reputation. Thus, CSR programs would raise the trust of internal and external stakeholders towards companies. It may also be easier to accomplish these costly and further investments by building trust. CSR programs are rather important to establish and sustain communication, and to create corporate reputation in a reliable way. Building trust is presumably the key to accomplish this process. In today's business world with a continuous demand and work flow, it is possible for companies to show stakeholders that ethical values are taken into account by means of building trust and CSR programs.

In the process of establishing corporate reputation, CSR programs enable companies to use their resources efficiently and in the interest of the community. The possible benefits of these programs would also be used for future generations. CSR programs improve a company's credibility in the society, and this credibility creates a positive image of the company's business management. As a result, the company is able to represent itself as a "responsible" organization. These programs lay a firm foundation for corporate reputation. CSR programs with a particular interest in public welfare would create an environmentally friendly and community-focused image. This might also makes a company responsible and trustworthy.

It could be argued that we are living in an era where the real growth of the companies is not only assessed by profit. In this respect, the social benefits have become an important variable to evaluate companies success. Therefore, the notion of

social responsibility has different roles in terms of corporate reputation and builds trust.

The organizations, which shape their future with the mission of sharing, can protect their work-life balance with the CSR programs. In addition to their financial goals, they appear to be concern with social and environmental issues, and achieve a balance between financial and social values. It can also be possible to show that they are able to establish a strong connection between social responsibility and trust, increase life standards by considering the business and community power, and perform in accordance with ethical values.

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Blogging and Developing EFL Students' English Abilities

Orachorn Kitchakarn

Abstract

The recent spread of blogs has captured language teachers' attention and blogs have become one of the most popular language learning tools. This article presents the features of blogs or weblogs that provide enough space for people to publish their work. Blogs are, therefore, used for language teaching and learning. The three types of blog which are usually applied for developing learners' English writing skills include tutor blog, learner blog and class blog. The article also states the reasons why blogs are seen as a suitable tool for language teaching.

Keywords: blogs, EFL students, English abilities

บทคัดย่อ

การแพร่หลายของบล็อกทำให้อาจารย์ผู้สอนวิชาภาษาอังกฤษหันมาให้ความสนใจมากขึ้น บล็อกจึงกลายมาเป็นเครื่องมือในการเรียนภาษาที่ได้รับความนิยมมากที่สุดอย่างหนึ่ง บทความนี้กล่าวถึงลักษณะของบล็อกหรือเว็บบล็อกซึ่งมีพื้นที่เพียงพอสำหรับให้บุคคลเข้าไปเขียนสิ่งที่ต้องการเผยแพร่ ด้วยคุณสมบัติที่น่าสนใจดังกล่าว บล็อกจึงถูกนำไปใช้ในการเรียนการสอนภาษาอังกฤษ โดยทั่วไปมี 3 รูปแบบ ที่อาจารย์ผู้สอนนิยมนำมาใช้พัฒนาทักษะการเขียนภาษาอังกฤษประกอบด้วย บล็อกของผู้สอน บล็อกของผู้เรียน และบล็อกของชั้นเรียน นอกจากนี้ บทความนี้ยังได้กล่าวถึงเหตุผลว่าทำไมบล็อกจึงเป็นสื่อการสอนภาษาอังกฤษที่เหมาะสม

คำสำคัญ บล็อก นักศึกษาที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ความสามารถด้านภาษาอังกฤษ

Introduction

Basically, as English teachers, we expect our students to use English to communicate with people who speak English. The main aim of English language teaching is to improve students' ability to use English in their real life. Due to a rapid development and expansion of technology in recent years, educators and scholars have tried to find effective ways in which language learning contexts could be improved through technology. This trend has been given stronger stimulus with the development of Web 2.0 technologies and the explosion of social networking practices (e.g., Facebook, MySpace, YouTube). Both teachers and learners are being provided with new ways to cope with the limited traditional method in the field of language teaching and learning through Web 2.0 technologies.

Teachers have picked up on the creative use of this Internet technology and put the blog to work in the classroom. The education blog can be a powerful and effective technological tool for students and teachers. According to Ajjan and Hartshorne (2008), the great beneficial characteristics of Web 2.0 technologies such as low cost, accessibility, interaction and ease of use make teaching and learning using such technologies more attractive than before. Among Web 2.0 tools, blogs are applied as a powerful tool for language learning and teaching (Campbell, 2003; Johnson, 2004). Weblog can help students develop their abilities in writing, encourage them to produce effective writing and preserve environments for students to keep on learning to write even when out of the classroom walls. For language teachers, using blogs is a creative and innovative way to teach language skills (Hashemi & Najafi, 2011).

What is a blog?

A weblog, or blog, is usually referred to a user-friendly webpage, logs of thoughts, online journals, and reflections. It is a Web publishing tool that allows people to write whatever they want and publish it. They quickly and easily publish their text and link to other blogs or websites. In addition, people who read can respond

to any given entry with a comment and even threaded discussions can take place depending on the software chosen (Campbell, 2003).

We can set up blogs just as we do with other traditional websites, with navigation links and other standard website features. To post on blogs text entries are made, similar to a diary or journal, which include a posting date and may include comments by people other than the writer, photos, links, or other digital media. Postings on blogs are often short and frequently updated. They display in reverse chronological order with most recent first and can include archived entries (Eastment, 2005; Throne & Payne, 2005; Davis & McGrail, 2009).

Blogs have been known for many years; however, they have recently been popular and consequently have been widely used for *various* purposes, including educational use. Although blogs have not been created with a view to serving educational purposes from the beginning, we can use blogs as a language learning tool to develop students' English writing skills and provide an exciting and challenging environment where they can practice English language.

Blogs are slowly becoming well known as a useful tool in the English language classroom. Blogging can be used in methods of information exchange in education (Dyrus & Worley, 2005). Blogs provide a personal space for students where they can read, write, share ideas, ask questions, hence social cohesion will be developed (Huffaker, 2005). Fortunately, blogs are surprisingly easy to use. Students only require basic technical knowledge to create and maintain their blogs. Also, blogs are flexible in design and can be changed relatively easily. When blogging, students need to be active learners, construct meaning, and organize their thoughts, both inside and outside the classroom (Du & Wagner, 2005). Blogging fosters interactive, critical thinking and collaborative skills. When students post their work on the weblog, their writing will be exposed to wider audiences beyond their classmates (Ward, 2004). Using a blog provides a real audience for students' writing. As such, students have to carefully monitor their writing before posting. Integrating blogs for educational purposes can be used to improve second language (L2) writing (Downes, 2004), to

increase students' reflective learning process (Xie et al, 2008), and to develop a L2 community of writers (Sollars, 2007). Best of all, blogs are a type of user-friendly technology. Students will find them convenient and accessible to do blogging anywhere and anytime via a smart phone, tablet or desktop computer which has access to the Internet.



Figure 1: Blogging in the ESL/EFL classroom

Source: <http://de.hpu.edu/hnguyen/Poblet.pdf>

Types of blogs used in language teaching

Obviously, tutor blogs, learner blogs, and class blogs are three types of blogs usually used in the English classroom.

The tutor blog is created and run by the teacher of a class. The content of this type of blog can be limited to syllabus, course information, homework, assignments, etc. (Stanley, 2005; McDowell, 2004). Or the teacher may choose to write about his or her life, sharing reflections about the local culture, target culture and language to stimulate online and in-class discussion. In this type of blog, students are normally restricted to being able to write comments to the teacher's posts. This type of blog serves as a resource of links for self-study.

The learner blog is what an individual student creates and runs. This type of blog becomes the learners' own personal online space. They can post their thoughts related to their reading. Moreover, through blogging students will be encouraged and enjoy writing frequently about any topics that interests them. They can also post comments on other students' blogs. Hence, it encourages students to express their thoughts or feelings and students' sense of ownership will be developed. According to Stanley (2005), blogging makes students more concerned about their writing. They want their writing to look right and usually realize the value of rewriting their assignments. As students are offered the opportunity to read and post, blogs also serve as students' online portfolio which enables them to archive their previous written work, for example, and evaluate the progress made during a writing course. As a consequence, this type of blog is the most suitable tool for reading and writing classes.

The class blog is the last type of blog; it is a shared space by both a teacher and students (Campbell, 2003; McDowell, 2004; Stanley, 2005). Students, as a whole class, will use this type of blog to work collaboratively. The class blog is best used as a collaborative discussion space or an extra-curricular extension of the classroom. Students can be encouraged to post messages, images and links related to classroom discussion topics. Furthermore, the class blog can facilitate project-based learning, and it can be used as a virtual space for an international classroom language exchange (Campbell, 2003).

Why using the blogs in English classroom

Recently, interest in using blogs in the classroom is also gaining popularity because of the rapid development and advancement of technology. Using blogs has also increased in English language classroom. The use of computer technology as a tool for language learning has been fully supported by most of educational institutions. According to Noytim (2010), many English teachers have asserted that there are several reasons why weblogs are an effective tool for developing English

language teaching and learning. Blogging provides students with an authentic communication and learning environment. When doing writing practice, teachers are not only the audience, but the audiences are also students' friends including other people outside the classroom, a global audience. As a result, students can be motivated to write more through blogging, both academic and non-academic writing work. Through blogs, students can write and comment on their friends' writing. They can discuss and share their common interests and individual differences. Students can receive feedback from other audiences; they have an opportunity to read material in which they are interested and write on subjects they really want to when using blogs (Aljamah, 2012). Likewise, Dawns (2004) shows that students' writing skills will be improved through using blogs in writing classes. Nadzrah and Kemboja (2009) point out that blogs let students produce their writing work with specific purposes.

When compared to discussion boards, blogs are a much more practical application in classroom. Based on Kirk and Johnson's experience of using class blogs in 22 classes over a three year time frame, they found that blogs were useful. That is, a blog is controlled by the person who creates it, while others can make a comment but cannot create blogpost content if they are not given administrative access (Kirk & Johnson, 2009). Similarly, Asllani, Ettkin, and Somasundar (2008) indicate that blogs appear more successful than discussion boards in communicating tacit knowledge.

The effectiveness of blogs has been found in many studies. Smith (2009) conducted the qualitative action research project to examine the experiences of high school English language learners as they created personal weblogs and responded to queries on a class weblog. She found that the data from the project demonstrate that blogging as a classroom writing activity is effective in helping students to obtain, process and construct the English language. In the same vein, Shen (2013) conducted a quasi-experimental study in a Chinese university to compare the effects between traditional in-class process-oriented writing instruction and blog integrated writing instruction. She found that integrating blogs in writing instruction assisted the students achieve a better writing performance. Thus, the claim that blogs may promote more effective writing instruction is proven. Also, in the study conducted by Tseng (2008)

investigating the effects of weblogs in English classes of 55 Taiwanese students majoring in Medical Image & Radiological Sciences showed that students formed positive attitudes toward blogs. Blogs have a great deal of advantages in terms of writing practice, free writing, and peer learning.

Furthermore, based on my experience of developing writing abilities of English as a foreign language (EFL) students through blogging, I asked students in groups of four to each create a blog. They worked together for 12 weeks to produce six writing assignments. Each member in the group worked through providing comments, editing and revising on the blog until the group had a final writing assignment and submitted that to the teacher for grading. The results of my study revealed that after the students worked together on weblogs, their English writing mean score of the posttest was higher than that of the pretest, and they had positive attitudes towards using weblogs in learning. Regarding cooperative learning experiences through using weblogs, most students thought that it was a new experience to work with their friends on the weblogs (Kitchakarn, 2014).

Due to the many advantages of blogs mentioned earlier, teachers are encouraged to use blogs in their classroom. One of the best points of integrating blogs in the English classroom is to provide a real audience for student writing. Normally, students' writing will be read by only one person, with a focus on form, not content. When using blogs, students can find themselves writing for a real audience that, apart from the teacher, may include their peers, students from other classes, or even other countries, their parents, and potentially anyone with access to the Internet. By the same token, using blogs as a learning tool in English instruction will provide students with a number of opportunities to express and share their ideas with their language community, to connect the people around the world and let them show their interest, ideas and experiences with each other in real-time, to integrate into a new world of interconnected media collaborative relationships with language learning facilitators (Blackstone et al., 2007; Leverett, 2006). Furthermore, weblogs also allow learners with little technological sophistication to be exposed to many different types of audiences even when technology was not part of their daily lives (Minugh, 2008).

Through blogging students are integrated into the world of interconnected media, thus they become familiar with the blogging environment both as a reader and as a writer. When writing through blogging, students can develop their critical thinking skills, writing skills and information literacy (Richardson, 2004). Students can reflect on what they are thinking and writing, and engage readers and audience in a maintained conversation that leads to further writing. Also, students learn how to search for information on the Internet, read and try to understand the information. In response to their reading, they will post their opinions on their blogs or leave their comments to the original blogs. While self-publishing on weblogs, the content and structure of their writing will be more responsible and care taken by the writer students because they are concerned that their writing will be read by a real audience (Godwin-Jones, 2003).

Conclusions

Blogs, as an educational tool, may be used in a multi-aspect manner to accommodate all students. In terms of educational purpose, blogs can be used at least for the following basic functions.

Classroom Management: Students will be fostered with a sense of a community of a classroom through class blogs; they can serve as a portal for a community of learners. Students will be informed about classroom announcements or requirements, handouts, notices, and homework assignments can be posted on a class blog, or they can act as a question and answer board.

Collaboration: teachers and students can work together to improve writing or other skills with the advantage of an authentic audience. Teachers can offer instructional tips and feedback. Moreover, students can practice and benefit from peer feedback. They can work in groups cooperatively through blogging.

Discussions: students are provided with the opportunity to discuss topics outside of the classroom. Through blogging, everyone has an equal opportunity to share their ideas, thoughts and comments. Students have time to be reflective and

reactive to one another. Teachers can also bring together a group of knowledgeable individuals for a given unit of study for students to network and conference with on a blog.

Student Portfolios: blogs present, organize, and protect student work as digital portfolios. As older entries are archived, developing skills and progress may be analyzed more conveniently. Additionally, as students realize their efforts will be published, they are typically more motivated to produce better writing. Teachers and peers may conference with a student individually on a developing work, and expert or peer mentoring advice can be easily kept for future reference.

Clearly, using blogs in the English classroom is a new motivating and exciting learning experience which enhances students' creative and critical thinking skills. Blogging provides opportunities for students to be exposed to various social interactions; between teachers and students, students and their peers, and students and global audiences. Students are active learners through the blogging system, thus using blogs in the language classroom is beneficial and suitable for undergraduate students to enhance their writing performances. To derive the most out of using blogs, teachers should take a survey on what tools to employ in creating blogs as there are a huge number of hosting platforms. Managing blogs is also another aspect to be considered when deciding to have one as it is most beneficial when blogs are regularly updated and timely responses are also needed. Using Rich Site Summary (RSS) feed can help save time to check any new postings, and teachers can choose to give feedback in class. Like any other posting on the Internet, students should be taught to be aware of the rules of online posting as well as the negative side of the digital footprint in order to stay safe.

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A Neo-Aristotelian Criticism of Barack Obama's Rhetoric in The State of the Union Addresses of 2010-2014

Suthida Saenla and Rujira Rojjanaprapayon

Abstract

The purpose of this study was to explore how President Barack Obama, the present president of the United States of America, employed rhetoric in the State of the Union Address in the years of 2010-2014. The study employed a neo-Aristotelian approach which is a dominant approach to criticism for examining rhetoric in public speech. In addition, three canons of rhetoric, including invention, organization, and style were applied. The findings revealed that Obama tried to enhance his credibility and gain intended responses from the audiences through the application of inartistic proofs, artistic proofs, speech arrangement, and persuasive language. The findings also suggested that Obama followed the tradition of components in his addresses. Sequences of rhetorical arguments, major ideas, and emphasis have become his major rhetorical tools to gain public attention and popularity.

Keywords: Neo-Aristotelian criticism, State of the Union Address, Barack Obama

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการใช้วาทกรรม (Rhetoric) ของประธานาธิบดี บารัค โอบามาในการแถลงนโยบายประจำปีต่อรัฐสภา (The State of the Union Address) ระหว่างปี พ.ศ. 2553-2557 (ค.ศ. 2010-2014) โดยใช้แนวทางนีโอ-อริสโตเติลเลียน (Neo-Aristotelian approach) ของวาทวิทยา (Rhetorical criticism) ซึ่งเป็นที่นิยมใช้ศึกษาวาทกรรมในที่สาธารณะ ในงานวิจัยนี้ได้เน้นเฉพาะ 3 องค์ประกอบในหลักการทั่วไปของวาทวิทยา คือ (1) การสร้างประเด็น (invention) (2) การจัดวางโครงสร้าง (organization) และ (3)

ลีลา (style) ผลการศึกษาระบุว่าโอบามาได้พยายามที่จะเสริมสร้างความน่าเชื่อถือ (credibility) ของตนเอง เพื่อให้ได้รับการสนับสนุนจากผู้ฟังตามที่คาดหวังไว้โดยการปรับใช้วิธีการ 4 ประเภท คือ (1) ข้อพิสูจน์ที่เกิดขึ้นเองตามธรรมชาติ (inartistic proofs) (2) ข้อพิสูจน์ที่มนุษย์สร้างขึ้น (artistic proofs) (3) การปรับแต่งวาทะ (speech arrangement) และ (4) ภาษาเพื่อโน้มน้าวใจ (persuasive language) นอกจากนี้ ได้พบว่าโอบามายังคงใช้องค์ประกอบดั้งเดิมทั่วไปทั้ง 3 แบบของวาทวิทยาตามระบุข้างต้น และใช้เครื่องมือทางวาทกรรมที่สำคัญ 3 ชนิด คือ (1) การจัดลำดับข้อโต้แย้งทางวาทกรรม (Sequences of rhetorical arguments) (2) การนำเสนอความคิดหลัก (Major ideas) และ (3) การเน้นย้ำ (Emphases) เพื่อดึงดูดความสนใจจากสาธารณะและเพิ่มประชานิยม

คำสำคัญ: แนวทางนีโอ-อริสโตเติลเลียน, การแถลงนโยบายประจำปีต่อรัฐสภา, ประธานาธิบดี บาร์ค โอบามา

Introduction

The State of the Union Address, which is the annual report of American presidents to Congress and the American public about the condition of the country and administration's plans (Campbell & Jamieson, 2008; Shogan & Neale, 2012), serves as one of the most important speeches of American presidents in terms of drawing public attention. In order to gain intended responses from the audiences, the presidents utilize different rhetorical strategies. Therefore, for better understanding of rhetorical processes in this public sphere, the way American presidents utilize available means of persuasion to enhance rhetoric in their speeches should be investigated.

As there is little research conducted by non-Americans outside of the U.S. devoted to the investigation of Aristotle's rhetoric in the presidents' speeches and the general characteristics of the State of the Union Address, the purpose of this study is to examine these two areas. In addition, as President Barack Obama is considered one of the most influential and rhetorical American presidents (Maugh, 2012; Wilson,

Dilulio, & Bose, 2014), the study utilizes his State of the Union Addresses as artifacts. The research questions of this study are:

RQ1: How were inartistic proofs and artistic proofs, according to the neo-Aristotelian approach, employed in Obama's speeches given at the State of the Union Address?

RQ2: What are the general characteristics of Obama's State of the Union Address?

The knowledge derived from this study is intended to be of benefit to individuals by increasing knowledge about President Obama's speeches at the State of the Union Address and about the general characteristics of the State of the Union Address. In addition, the knowledge is intended to contribute to a better understanding of Aristotle's rhetoric in the political sphere for scholars.

This research article consists of five parts: Research background, literature review, methodology, research findings, and conclusion which will be described respectively.

Literature Review

This section describes the theoretical framework of this study. Two related areas which are a neo-Aristotelian approach and the State of the Union Address are explained below.

A Neo-Aristotelian Approach

According to Foss (2009), a neo-Aristotelian approach is a standard methodology designed for examining rhetorical processes. Foss added that this approach was regarded as the dominant method for speech analysis. The important features, including the speaker's personality and character, the audience's identity, the

speaker's ideas, the means of persuasion, the messages, the speaker's arrangement, the speaker's expression, the speaker's delivery and style, and the effect on a certain audience are required to be investigated (Brock, Scott, & Chesebro, 1990). Critics applied canons of rhetoric consisting of invention, organization, style, memory, and delivery for analysis (Foss, 2009). Aristotle's concepts of rhetoric were drawn as the theoretical basis of this approach (Dues & Brown, 2004).

Aristotle's rhetoric means the technique for "classifying, studying, and interpreting" speeches (Keith & Lundberg, 2008). The main function of rhetoric is to discover available means of persuasion, including inartistic proofs and artistic proofs (Herrick, 1998). Inartistic proofs or external proofs are the things not controlled or created by a speaker (Herrick, 1998; Sillars & Gronbeck, 2001). Inartistic proofs such as examples, statistics, and testimony are external factors enhancing a speaker's credibility because they reinforce the speaker's knowledge, trustworthiness, and authoritativeness (Benjamin, 1997).

Artistic proofs mean the things produced through spoken words (Benjamin, 1997). There are three types of artistic proofs including ethos, pathos, and logos (Herrick, 1998). Ethos refers to a speaker's credibility (Herrick, 1998). Aristotle regarded ethos as the most persuasive means of persuasion (Benjamin, 1997). The speakers can enhance their credibility through representing moral character, intelligence, and goodwill to the audiences (Herrick, 1998; Keith & Lundberg, 2008; Foss, 2009).

Pathos is an emotional appeal or the way of putting the audiences into a particular state of mind (Hughes & Duhamel, 1966; Herrick, 1998; Sillars & Gronbeck, 2001). Pathos is an effective means of persuasion to move an audience into action (Herrick, 1998). In order to evoke different types of emotions and sway the audiences' perceptions, a speaker can apply pathos through employing vivid language (Benjamin, 1997; Keith & Lundberg, 2008).

Logos refers to the way of persuading the audiences through logical steps (Keith & Lundberg, 2008). Speakers can apply logos through utilizing evidence such as statistics, quoting of experts' claims, and personal experiences to support their claims (Foss, 2009). Logical arguments are divided into two categories, including inductive reasoning and deductive reasoning (Herrick, 1998).

Deductive reasoning is the manner of reasoning from generalization to a specific instance (Benjamin, 1997), and syllogism and enthymeme are its subcategories (Herrick, 1998). Syllogism includes major premise, minor premise, and conclusion, and conclusion can be drawn from the first true two premises (Benjamin 1997; Keith & Lundberg, 2008). Enthymeme refers to the adapted form of syllogism in which one premise is unstated, and it requires the implication shared by a speaker and an audience (Benjamin, 1997; Herrick, 1998). On the other hand, inductive reasoning means reasoning from a specific instance to generalization in which a speaker draws the conclusion from real or hypothetical examples (Keith & Lundberg, 2008).

Reasoning can be fallacious or irrational if an argument contains error in structure or error in content (Van Vleet, 2011). According to Van Vleet (2011) and Bennett (2014), the use of unknowledgeable fact, illegitimate authority, inconsistent comparison, and insufficient information are examples of fallacious arguments.

In this section, the neo-Aristotelian approach which is the conceptual framework of this study has been described. The next section is the explanation of the State of the Union Address which is utilized as the artifact of this study.

The State of the Union Address

The State of the Union Address is the annual message from American presidents delivered to Congress and the American public containing his administration's reports and policy proposals (Campbell & Jamieson, 2008; Shogan &

Neale, 2012; Embassy of the United States of America, 2013). According to Campbell and Jamieson (2008), the State of the Union Address is regarded as the most important speech of American presidents to gain public attention and popularity. There are no regulations as to how the message should be delivered, and the speech components of each president are different (Campbell & Jamieson, 2008). This section discusses the components of the State of the Union Address, including sequence of rhetorical arguments, recurring themes, and tone.

According to Campbell and Jamieson (2008) and Shogan and Neale (2012), sequence of rhetorical arguments includes public meditations on values, assessments of information and issues, and policy recommendations. They explained that the presidents underline the audiences' values, highlight their concerns on a particular issue, and propose their policies to solve the problems respectively. Shogan and Neale noted that the sequence of rhetorical arguments in the State of the Union Address are predictable.

According to Campbell and Jamieson (2008) and Shogan and Neale (2012), there are three recurring themes in the State of the Union Address which are "past and future," "bipartisanship," and "optimism." They explained that the presidents' central ideas includes: (1) reminding about past conditions and then proposing their legislative plans, (2) framing their arguments in a certain way in order to build consensus, and (3) pointing out the difficulties in goal accomplishment and then establishing a strong statement to reach the goal.

Shogan and Neale (2012) pointed out that tone is the emphasis of the presidents in the State of the Union Address, and the emphasis in each presidential term is different. Shogan and Neale added that the presidents put a great emphasis on hope in the first year address, highlight their administration's achievement in the midterm address, focus on the past achievement and policy proposals in the election year address, and emphasize their credit claiming and policy proposals in the second term address. However, Shogan and Neale noted that the presidents' emphasis in the second term address is varied.

In this section, the review of related literature has been described. The next section explains the methodology of this study.

Methodology

This section describes the methodology of the research. Data collection and data analysis are presented below.

Data Collection

President Barack Obama's State of the Union Addresses were used as the artifacts of this study. The speeches were collected from the website of the White House. Five speeches given at the State of the Union Address of President Barack Obama employed in this study are presented below.

1. Remarks by the President Barack Obama in the State of the Union Address on February 27, 2010 (Whitehouse.gov, 2010).
2. Remarks by the President Barack Obama in the State of the Union Address on January 25, 2011 (Whitehouse.gov, 2011).
3. Remarks by the President Barack Obama in the State of the Union Address on January 24, 2012 (Whitehouse.gov, 2012).
4. Remarks by the President Barack Obama in the State of the Union Address on February 12, 2013 (Whitehouse.gov, 2013).
5. Remarks by the President Barack Obama in the State of the Union Address on January 28, 2014 (Whitehouse.gov, 2014).

Data Analysis

The approach of this study is rhetorical criticism which is a qualitative method designed for investigating and explaining rhetorical process and the effect of rhetoric on an immediate audience (Foss, 2009). Rhetorical criticism is the approach to examine social texts such as “public speeches, television programs, and films” (Baxter & Babbie, 2004). In order to examine how inartistic proofs and artistic proofs were employed in the President Barack Obama’s State of the Union Addresses, a neo-Aristotelian procedure which is the dominant method of rhetorical criticism was utilized as the major tool of this study. Foss (2009) explained that the neo-Aristotelian approach was based on Aristotle’s concepts of rhetoric, and critics should apply five canons of rhetoric, including invention, organization, style, delivery, and memory for the investigation.

Regarding the examination of the general characteristics of the State of the Union Address, the concepts of sequence of rhetorical arguments, recurring themes, and tone provided by Campbell and Jamieson (2008) and Shogan and Neale (2012) were applied. The study investigated three main areas, including: (1) the way rhetorical arguments were invented, (2) the way the ideas were developed, and (3) the emphasis of the president in the speeches.

In order to answer the first research question, “How were inartistic proofs and artistic proofs, according to the neo-Aristotelian approach, employed in the speeches given at the State of the Union?” the study applied Foss’ neo-Aristotelian procedure (2009). Because this research focuses on exploring Obama’s rhetoric through only a written form, the analyses were conducted by employing only three of the five canons of rhetoric, which are invention, organization, and style.

Regarding invention, Foss (2009) suggested that invention was based on both inartistic proofs and artistic proofs by exploring external evidence that the speaker does not create such as testimony of witness, experts’ claims, and other documents. In addition, the study examined internal proofs or things that the speaker created through

spoken words which are ethos, pathos, and logos. Therefore, the way Obama enhanced his credibility, evoked the audiences' emotions, and invented logical arguments were investigated. Regarding logos, the study examined whether arguments contain faulty reasoning through applying the concept of fallacy provided by Van Vleet (2011) and Bennett (2014). In terms of organization, the study explored how the speeches were organized and developed. Regarding style, the study examined how the speaker used language to enhance rhetoric.

In order to answer the second research question, "What are the general characteristics of the State of the Union Address?" the study applied concepts of sequence of rhetorical arguments, recurring themes, and tone provided by Campbell and Jamieson (2008) and Shogan and Neale (2012). Therefore, the study explored how rhetorical arguments were invented, how the ideas were organized, and the emphasis of the president.

Findings

This section is divided into two major parts: (1) findings on how inartistic proofs and artistic proofs were employed in President Barack Obama's State of the Union Addresses, and (2) findings on the general characteristics of the State of the Union Addresses.

Aristotle's Inartistic Proofs and Artistic Proofs

This first major part presents five analyses on inartistic proofs and artistic proofs employed in Obama's five State of the Union Addresses ranging from 2010 to 2014. In each analysis, the findings were described through three canons of rhetoric, which are invention, organization, and style. Table 1 below illustrates how Obama

enhanced rhetoric through three canons of rhetoric, including invention, organization, and style.

Table 1

Summary of Obama's Rhetoric in the State of the Union Addresses from 2010 to 2014

Year	Invention			Organiza- tion	Style
	Inartistic Proofs	Artistic Proofs			
		Ethos	Logos		
2010	utilizing law, precedent, witness, experts' claims, and statistics Example: "Economists on the left and the right say this bill has helped save jobs and avert disaster." (experts' claim)	demonstrating goodwill and good character Example: "I refuse to pass this problem on to another generation of Americans." (goodwill)	reasoning through deduction (syllogism and enthymeme) and induction (examples) Example: "China is not waiting to revamp its economy. Germany is not waiting. India is not waiting.... Well, I do not accept second place for the United States of America." (inductive reasoning through the use of examples)	evoking emotions of sympathy, sorrow, courage, pride, concern, anger, hatred, and friendship Example: "And if there's one thing that has unified Democrats and Republicans, and everybody in between, it's that we all <i>hated</i> the bank bailout. I <i>hated</i> it. I <i>hated</i> it. You <i>hated</i> it." (evoking emotions of anger and hatred)	utilizing rhetorical devices (repetition of words or phrases, parallelism, rhetorical questions, and metaphor), inclusive pronouns, and colloquial terms Example: "We <i>cut taxes</i> . We <i>cut taxes</i> for 95 percent of working families. We <i>cut taxes</i> for small businesses. We <i>cut taxes</i> for first-time homebuyers. We <i>cut taxes</i> for parents trying to care for their children. We <i>cut taxes</i> for 8 million Americans paying for college" (emphasizing ideas through the repetition of phrases)

2011	<p>quoting of experts' claims and statistics</p> <p>Example: "Three years ago, it was <i>rated</i> one of the worst schools in Colorado--located on turf between two rival gangs. But last May, 97 percent of the seniors received their diploma." (statistics)</p>	<p>demonstrating goodwill and good character</p> <p>Example: "But let's make sure that <i>we're not doing it on the backs of our most vulnerable citizens.</i>" (goodwill)</p>	<p>reasoning through deduction (enthymeme) and induction (examples)</p> <p>Example: "<i>South Korean homes</i> now have greater Internet access than we do. <i>Countries in Europe and Russia</i> invest more in their roads and railways than we do. <i>China</i> is building faster trains and newer airports. <i>We have to do better.</i>" (inductive reasoning through the use of examples)</p>	<p>evoking emotions of friendship, pride, concern, and hope</p> <p>Example: "Steel mills that <i>once needed 1,000 workers can now do the same work with 100.</i> Today, just about any company can set up shop, hire workers, and sell their products wherever there's an Internet connection." (evoking a feeling of concern)</p>	<p>arranging the speech in a problem-solution pattern</p>	<p>utilizing rhetorical devices (repetition of words or phrases, parallelism, and alliteration), inclusive pronouns, and colloquial terms</p> <p>Example: "And so the question is whether all of <i>us</i>--as citizens, and as parents--are willing to do what's necessary to give every child a chance to succeed." (inclusive pronoun)</p>
2012	<p>quoting of experts' claims and statistics</p> <p>Example: "<i>Experts</i> believe this will support more than 600,000 jobs by the end of the decade." (experts' claim and statistics)</p>	<p>demonstrating goodwill and good character</p> <p>Example: "Send me these tax reforms, and I will sign them <i>right away.</i>" (active leader)</p>	<p>reasoning through deduction (syllogism and enthymeme) and induction (examples)</p> <p>Example: "And I will not stand by when our competitors don't play by the rules. We've brought trade cases against China at nearly twice the rate as the last administration--and it's made a difference." (deductive reasoning through enthymeme)</p>	<p>evoking emotions of pride, courage, anger, and unity</p> <p>Example: "No one built this country on their own. This nation is great because we built it together. This nation is great because we worked as a team. This nation is great because we get each other's backs." (evoking senses of pride and unity)</p>	<p>arranging the speech in a problem-solution pattern</p>	<p>utilizing rhetorical devices (repetition of words or phrases, parallelism, and rhetorical questions), strong and vivid words, inclusive pronouns, and colloquial terms</p> <p>Example: "No <i>bailouts</i>, no <i>handouts</i>, and no <i>copouts.</i>" (parallelism)</p>
2013	<p>quoting of experts' claims and statistics</p> <p>Example: "<i>The CEO of Siemens America</i>--company that brought hundreds of new jobs to North Carolina--</p>	<p>demonstrating goodwill and good character</p> <p>Example: "Our government shouldn't make promises we cannot keep--but we must keep the promises</p>	<p>reasoning through deduction (enthymeme: using research findings which might be fallacious) and induction (examples in the forms of facts and personal experience)</p>	<p>evoking emotions of happiness, concern, disappointment, and sympathy</p> <p>Example: "Yes, the biggest driver of our long-term debt is the rising cost of health care for an aging population."</p>	<p>arranging the speech in a problem-solution pattern</p>	<p>utilizing rhetorical devices (repetition of words or phrases, metaphor, and rhetorical questions), concrete and vivid words inclusive pronouns, and colloquial terms</p> <p>Example: "A</p>

	said that if we upgrade our infrastructure, they'll bring even more jobs." (expert's claim)	we've already made." (sincere person)	Example: " <i>Study after study shows that</i> the sooner a child begins learning, the better he or she does down the road. <i>So tonight, I propose</i> working with states to make high-quality preschool available to every single child in America." (deductive reasoning through enthymeme by claiming research findings)	(evoking a feeling of concern)		<i>growing economy</i> that creates goods, middle-class jobs-- that must be the <i>North Star</i> that guides our efforts." (metaphor)
2014	utilizing witness, statistics, and experts' claims Example: "And if you want to know the real impact this law is having, just talk to <i>Governor Steve Beshear of Kentucky</i> , who's here tonight." (witness)	demonstrating goodwill and good character Example: "As President, I'm committed to making Washington work better, and rebuilding the trust of the people who sent us here." (goodwill)	reasoning through deduction (enthymeme: using experts' claim, research findings, and analogy which can be fallacious) Example: "Research shows that one of the best investments we can make in a child's life is high-quality early education....As a parent as well as a President, I repeat that request tonight." (deductive reasoning through enthymeme by claiming research findings)	evoking emotions of happiness, pride, concern, sympathy, strength, and attempt Example: "Congress, give these hardworking, responsible Americans that chance. They need our help." (evoking a feeling of sympathy)	arranging the speech in a problem-solution pattern	utilizing rhetorical devices (repetition of words or phrases and parallelism), inclusive pronouns, and colloquial terms Example: " <i>Moms</i> , get on your <i>kids</i> to sign up. <i>Kids</i> , call your <i>mom</i> and walk her through the application" (colloquial terms)

The analyses from Table 1 revealed that in terms of invention, Obama extensively employed inartistic proofs and artistic proofs in all five of these State of the Union Addresses. He utilized inartistic proofs in the forms of statistics and expert's claim as the major tool to strengthen and enhance his credibility.

Regarding artistic proofs, Obama extensively employed ethos, logos, and pathos in all of his five speeches. However, he was devoted to the use of pathos in his first speech and fourth speech. Also, logical proofs were frequently found in his fourth speech. On the other hand, he concentrated upon the application of ethos in his third speech. In his fifth speech, the researcher found that he utilized ethos, logos, and pathos equally. It is notable that Obama focused on appealing to the audiences' emotions at the beginning and the end of his five speeches. He tried to evoke the audiences' feelings through narrating personal stories, highlighting a particular problem, and reporting his administration's achievement. Obama also appealed to the audiences through ethical proofs or ethos by demonstrating his care and concern for the citizens of the United States. In addition, he tried to portray himself as a trustworthy, fair, active, and strong leader.

Regarding logos, Obama conveyed his arguments through both deductive reasoning and inductive reasoning. He utilized sufficient examples to support his inductive reasoning. His deductive reasoning in the forms of syllogism and enthymeme were valid and coherent because all premises were connected. In addition, he employed generally accepted premises. He also utilized evidence such as experts' claims and research findings to strengthen his arguments. However, as he did not provide sufficient information about the sources, thus his reasoning might be fallacious if the sources that he cites were unreliable. Also, his reasoning through analogy might be irrational because the information regarding the two things being compared was insufficiently provided. This could affect his credibility and the effectiveness of his speeches.

In terms of organization, Obama arranged his speeches in a problem-solution pattern. He addressed a problem that the audiences were interested in or concerned with and then proposed his administration's plans. The way Obama organized his speeches is appropriate for the situation. In addition, it suggested that he tried to gain the audiences' approval of his policy proposals.

Regarding style, Obama made persuasive use of inclusive pronouns, vivid words, and rhetorical devices such as the repetition of words or phrases, parallelism, and rhetorical questions. In addition, his use of some colloquial terms indicated that he tried to create intimacy with the audiences. His language use helped to portray him as an intelligent and creative leader.

In the first part, the findings on inartistic proofs and artistic proofs employed in Obama's State of the Union Addresses have been described. The next part presents the findings on the general characteristics of the State of the Union Address.

General Characteristics of the State of the Union Address

This part provides the analyses of the general characteristics of the State of the Union Address. The analyses focus on three areas, including: (1) the way rhetorical arguments were invented, (2) main ideas of Obama's speeches, and (3) the emphasis of Obama's speeches. Table 2 below illustrates the general characteristics of the State of the Union Addresses based on sequence of rhetorical arguments, recurring themes, and tone.

Table 2

General Characteristics of Obama's State of the Union Addresses from 2010 to 2014

Year	Sequence of Rhetorical Arguments	Recurring Themes	Tone
2010	(1) creating the audiences' identity (2) evoking the audiences' concerns and (3) proposing	(1) acknowledging the limits of the president's power and then reaffirming in the audience that the goal will be achieved, (2) framing arguments in a certain way and then building consensus, and (3)	focusing on the administration's accomplishments, legislative plans, and foreign policies

Year	Sequence of Rhetorical Arguments	Recurring Themes	Tone
	legislative plans	reminding audiences about past conditions and then proposing legislative plans.	
2011	(1) creating the audiences' identity (2) evoking the audiences' concerns and (3) proposing legislative plans	(1) acknowledging the limits of the president's power and then reaffirming in the audience that the goal will be achieved, (2) framing arguments in a certain way and then building consensus, and (3) reminding audiences about past conditions and then proposing legislative plans.	focusing on legislative plans and foreign policies
2012	(1) underlying the audiences' values (2) evoking the audiences' concern and (3) proposing legislative plans	(1) acknowledging the limits of the president's power and then reaffirming in the audience that the goal will be achieved, (2) framing arguments in a certain way and then building consensus, and (3) reminding audiences about past conditions and then proposing legislative plans.	focusing on credit claiming, legislative plans, and foreign policies
2013	(1) creating the audiences' identity (2) evoking the audiences' concerns and (3) proposing legislative plans	(1) acknowledging the limits of the president's power and then reaffirming in the audience that the goal will be achieved, (2) framing arguments in a certain way and then building consensus, and (3) reminding audiences about past conditions and then proposing legislative plans.	focusing on legislative plans and foreign policies
2014	(1) creating the audiences' identity and underlying the audiences' values (2) evoking the audiences' concern and (3) proposing legislative plans	(1) acknowledging the limits of the president's power and then reaffirming in the audience that the goal will be achieved, (2) framing arguments in a certain way and then building consensus, and (3) reminding audiences about past conditions and then proposing legislative plans.	focusing on the administration's accomplishments, legislative plans, and foreign policies

The findings from Table 2 revealed that in terms of sequence of rhetorical arguments, Obama began establishing rhetorical arguments through creating the audiences' identity. Then, he evoked the audiences' concern on a particular issue and proposed his legislative plans respectively. Regarding recurring themes, there are three themes developed in Obama's State of the Union Addresses. He developed his main ideas through: (1) reminding audience about past conditions and then recommending his legislative agenda, (2) framing arguments in a certain way and then building consensus, and (3) underlying the difficulty in carrying out a particular task and then reaffirming in the audience that the goal will be achieved. In terms of tone, Obama's emphasis in each State of the Union Address is different. In his first speech, third speech, and fifth speech, his administration's accomplishments, legislative plans, and foreign policies were concentrated upon, whereas in his second speech and fourth speech, he focused on proposing his legislative plans and foreign policies.

Conclusions

This part provides the research conclusions. Four subcategories, including: (1) a summary of research findings, (2) discussion of the findings, (3) strength and limitations of the study, and (4) recommendations for further studies are presented below.

Summary of Research Findings

The purpose of this study was to examine how inartistic proofs and artistic proofs, according the neo-Aristotelian approach, were employed in President Barack Obama's State of the Union Addresses. In addition, the study aimed to gain a deeper insight into the general characteristics of the State of the Union Address. The neo-Aristotelian approach was utilized as the major tool employed in this study. The key findings to answer the two research questions are presented below.

Regarding the first research question, “How were inartistic proofs and artistic proofs, according to the neo-Aristotelian approach, employed in the speeches given at the State of the Union Addresses?” the findings indicated that Obama extensively employed both inartistic proofs and artistic proofs in all of his five speeches given at the State of the Union Addresses. In terms of invention, Obama utilized external evidence such as statistics and experts’ claims to enhance his credibility. He also employed artistic proofs, including ethos, logos, and pathos throughout his five speeches. He enhanced rhetoric through portraying himself as a trustworthy, active, and fair leader, evoking the audiences’ emotions at the beginning and the end of his speeches, and conveying his arguments through both inductive reasoning and deductive reasoning. He employed sufficient examples to strengthen his inductive reasoning. His deductive reasoning in the forms of syllogism and enthymeme was valid because all premises were coherent. He also utilized external evidence such as experts’ claims and research findings to strengthen his reasoning. However, as he did not provide sufficient information about his sources, this might affect his credibility if the sources that he cited were unreliable.

In terms of organization, the findings revealed that Obama arranged his five State of the Union Addresses in a problem-solution pattern. He primarily addressed the topics that the audiences were interested in or concerned with and then proposed solutions or policies. This showed that he tried to gain the audiences’ approval of his policy proposals. Regarding style, the findings indicated that Obama made persuasive use of rhetorical devices to evoke the audiences’ feelings. In addition, the use of colloquial terms indicated that he tried to reduce the distance between the audiences and himself.

In terms of the second research question, “What are the general characteristics of the State of the Union Address?” the findings revealed that there are three major types of rhetorical arguments, including underlying the audiences’ values, evoking the audiences’ concern, and proposing legislative plans in Obama’ State of the Union Addresses. The audiences’ values were primarily established. Then, the audiences’ concerns on a particular issue were evoked, and the president’s legislative plans

recommended thereafter. The order of these rhetorical arguments is predictable. Regarding recurring themes, there are three main themes developed in Obama's speeches. He developed his main ideas through three main themes, including: (1) reminding the audience about past conditions and then recommending his legislative agenda, (2) framing arguments in a certain way and then building consensus, and (3) underlying the difficulty of carrying out a particular task and then reaffirming in the audience that the goal will be achieved. In terms of tone, Obama's emphasis in each State of the Union Address is different. He focused on credit claiming, legislative plans, and foreign policies. However, credit claiming in Obama's first speech, third speech, and fifth speech were more emphasized.

Discussion of the Findings

The study has generated five implications of the research findings. The implications drawn from the research findings are presented below.

Table 3 Implications of Research Findings

Findings	Implications
Obama employed all three types of artistic proofs, including ethos, logos, and pathos.	Obama tried to adapt his speeches to different groups in the audiences.
Obama evoked the audiences' emotional response at the beginning and the end of his speeches.	Pathos is Obama's key tool to gain intended responses from the audiences.
Obama used rhetorical arguments through three steps, including: (1) creating and underlying the audiences' identity, (2) evoking the audiences' concern on a particular problem, and (3) laying out policy proposals in all of his five State of the Union Addresses.	Emotional appeal is a key rhetorical tool employed in the State of the Union Address.
Obama developed his main ideas through: (1) reminding the audience about past conditions and then recommending his legislative agenda, (2) framing his arguments in a certain	Obama aimed to propose his policies, gain the audiences' acceptance of his policies, and gain more popularity.

way and then building consensus, and (3) underlying the difficulty of carrying out a particular task and then reaffirming with the audiences his ability to accomplish the task.	
Obama placed a greater emphasis on credit claiming in his first speech, third speech, and fifth speech but focused on proposing his legislative plans and foreign policies in his fourth speech which was an election year.	Obama aimed to gain attention and popularity through proposing new policies rather than making claims about his administration's achievements.

Table 3 shows five implications drawn from research findings. Firstly, from the way Obama employed all three types of artistic proofs, including ethos, logos, and pathos it can be implied that he tried to adapt his speeches to different groups of the audiences. According to Sillars and Gronbeck (2001), the audiences' knowledge, group identification, and receptivity should be identified in order to reach a persuasive goal. In addition, persuasion could be achieved through both logical and psychological process (Dues & Brown, 2004). The way Obama enhanced his rhetoric through various techniques indicated that he realized the differences in the audiences. Therefore, he tried to adapt his speeches through utilizing different rhetorical strategies in order to achieve his persuasive goal.

Secondly, appealing to the audiences' emotions is a key tool of Obama to achieve his goal of persuasion. According to Herrick (1998), pathos is a powerful tool to move audiences into action. Therefore, from the way Obama extensively appealed to the audiences' emotions at the beginning and the end of all five speeches it can be implied that this type of proof is his major technique to convince the audiences to react favorably to his speeches. The way Obama tried to evoke the audiences' feelings at the end of his speeches also suggested that he attempted to create an impression in the audiences' mind.

Thirdly, emotional appeal is the key component of the State of the Union Address. Pathos is an effective tool to move the audiences to react favorably to the speech (Herrick, 1998). In addition, speakers can gain specific attention through

creating different types of emotions (Benjamin, 1997). Therefore, the way Obama primarily addressed a particular problem and then proposed policy proposals suggested that he attempted to put the audiences into a particular state of mind in order to gain the audiences' attention and listen to his further arguments. The predictable order of rhetorical arguments is in compliance with the study of Campbell and Jamieson (2008) and Shogan and Neale (2012) indicating that the sequence of rhetorical arguments employed in the States of the Union Address consists of: (1) "public meditations on values," (2) "assessments of information and issues," and (3) "policy recommendations." In addition, the findings correspond to the study of Shogan and Neale indicating that the sequence of these rhetorical arguments is predictable.

Fourthly, in all five State of the Union Addresses, Obama developed his main ideas through three main themes, including: (1) reminding the audience about past conditions and then recommending a legislative agenda, (2) framing arguments in a certain way and then building consensus, and (3) underlying the difficulty of carrying out a particular task and then reaffirming in the audience that the goal will be achieved. The findings are in compliance with the concept of recurring themes developed by Campbell and Jamieson (2008) indicating that major themes in the State of the Union Address consisting of: (1) "past and future theme" in which the presidents start reminding the audience about past conditions and then propose their legislative plans or future goals, (2) "bipartisanship theme" in which the presidents try to frame their arguments in a certain way in order to build consensus, and (3) "Optimism theme" in which the presidents start pointing out the difficulties in achieving the goal and then establish a strong statement that they will fulfill their duties to reach the goal. From the way Obama developed different themes in his speeches it can be implied that he tried to draw the audience's reaction on a particular issue. The main ideas developed in his speeches also revealed that he aimed to propose his policies, gain the audiences' acceptance of his policies, and gain more popularity.

Lastly, the way Obama highlighted credit claiming for his administration's achievement in his first speech, third speech, and fifth speech corresponds to the study of Shogan and Neale (2012) indicating that in the midterm address and the second term address, the presidents' emphasis on his administration's achievements is higher. From Obama's different emphasis in each State of the Union Address it can be implied that he aimed to gain an intended response from the audiences. However, it is notable that in his fourth speech, which is the election year address, Obama placed greater emphasis on proposing his legislative plans and foreign policies rather than making claims about his administration's achievements. The findings contradict Shogan and Neale's concept of tone indicating that in the election year address, the presidents focused on credit claiming and policy proposals. However, Shogan and Neale noted that each president sets a different tone in each State of the Union Address. Therefore, the findings indicated that Obama aimed to gain public attention and popularity through proposing new policies rather than making claims about his administration's achievements.

Strength and Limitations of the Study

As the neo-Aristotelian approach is the dominant tool to explore rhetorical strategies in public speeches, the application of this approach is the strength of this study. The approach revealed the strategies Obama employed in order to gain an intended response from the audiences. However, there are two limitations of the study. Firstly, as this study only investigated rhetorical strategies from the texts and applied only three canons of rhetoric, including invention, organization, and style, the ways the president presented his speeches have not been examined. In addition, the audiences' response has not been investigated. Therefore, the findings may not indicate the actual outcome. Secondly, as the examination of the general characteristics of the State of the Union Address was based simply on Obama's speeches, the findings may not be an actual indication.

Recommendations for Further Studies

As the study only investigated the speeches from the texts and applied only three canons of rhetoric, the audiences' response has not been examined. Also, the investigation of the general characteristics of the State of the Union Address was based simply on a single speaker's speeches. Therefore, there are three recommendations for further studies. Firstly, the researchers may explore how the speech is said as well as presented because the way a speech is delivered is a crucial tool for discovering the effect of the speech on the audiences. In addition, delivery is an important source in the investigation of pathos. Secondly, the immediate audiences' response may also be examined in order to evaluate the effectiveness of the speech. Thirdly, to gain more precise results, other presidents' State of the Union Addresses should also be explored and compared.

In this study, the neo-Aristotelian criticism was utilized as the tool to examine how inartistic proofs and artistic proofs, according to the neo-Aristotelian approach, were employed in Obama's State of the Union Addresses. In addition, the general characteristics of the State of the Union Address have been explored. The study revealed a great deal about rhetorical strategies that Obama employed in order to enhance the effectiveness of his rhetoric and gain intended responses from the audiences. In addition, the general characteristics of the State of the Union Address were discovered. The findings indicated that external proofs, internal proofs, speech arrangement, and language use were Obama's key tools to enhance his rhetoric and gain intended responses from the audiences. The findings also suggested that Obama followed the tradition of components in the State of the Union Address. How he utilized rhetorical arguments, central ideas, and emphasis in the speeches have become the important tools to gain public attention and popularity.

The study employed the neo-Aristotelian approach to explore Obama's speeches. It, therefore, is anticipated to reveal strategies and implications of the reasons he used in order to gain popularity from his audience. The study is also expected to make a contribution to the language and linguistic fields from Obama's

language used in his speeches. However, the approach allows a critic to see how well a speech is employed rather than help a critic to understand the speech. In addition, the effect of the speech is less of a focus. Therefore, the findings may not be an indication of the effectiveness of a speaker's speech.

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A Corpus-based Approach to Teaching Translation: Can it be implemented in Thai Undergraduate Classrooms?

Wanlee Talhakul

Abstract

The corpus-based approach to translation pedagogy and research has been increasingly employed in a number of countries; however, its significance in regards to the teaching of translation, especially in the Thai undergraduate context, has neither been fully explored nor tested as evidenced by the fact that this type of computer-aided teaching is rarely found in translation programs at universities in Thailand. The aims of this article are to discuss the effectiveness of the corpus-based approach as well as the other advantages it provides for teaching translation in the hopes that it will encourage teachers to implement the method in translation classrooms. The article starts with a review of the literature on the application of the corpus-based method in the field of translation. Then an explanation of the characteristics of a traditional translation classroom is provided. This leads to the next part in which the benefits of using the corpus-based approach in teaching translation are reviewed. Finally, an argument for the use of this approach with Thai undergraduate students in translation classrooms is put forth.

Keywords: a corpus-based approach, teaching translation, Thai learners, undergraduate classrooms

บทคัดย่อ

แนวทางการสอนโดยใช้คลังข้อมูลภาษาในการเรียนการสอนและการวิจัยในการแปลได้มีการนำมาใช้เพิ่มขึ้นในหลายๆ ประเทศ แต่อย่างไรก็ตาม การศึกษาหรือสำรวจในเรื่องความสำคัญของแนวทางดังกล่าวต่อการสอนการแปล โดยเฉพาะอย่างยิ่งกับผู้เรียนชาวไทยในห้องเรียนระดับปริญญาตรี ยังไม่เป็นที่ปรากฏมากนัก เนื่องจากพบว่าไม่ค่อยมีการนำคอมพิวเตอร์มาเป็นเครื่องมือช่วยด้วยวิธีดังกล่าวในหลักสูตรวิชาการแปลในมหาวิทยาลัยในประเทศไทย บทความนี้จึงมีวัตถุประสงค์ที่จะอธิบายถึงประสิทธิผลและข้อดีของแนวทางการใช้คลังข้อมูลภาษาในการสอนการแปล โดยหวังว่าจะช่วยสนับสนุนให้ผู้สอนนำวิธีดังกล่าวมาใช้ในห้องเรียนวิชาการแปล โดยเริ่มจากการทบทวนวรรณกรรมในเรื่องการนำคลังข้อมูลภาษามาใช้ในแวดวงการแปล จากนั้นนำเสนอลักษณะของห้องเรียนแบบดั้งเดิมที่สอนการแปล ซึ่งจะนำไปสู่การอภิปรายประโยชน์ของการใช้แนวทางการสอนโดยใช้คลังข้อมูลภาษาในการสอนการแปลในลำดับถัดไป และประเด็นสุดท้ายเป็นการอภิปรายเสนอข้อคิดเห็นถึงการนำวิธีดังกล่าวมาใช้ในห้องเรียนวิชาการแปลระดับปริญญาตรีกับผู้เรียนชาวไทย

คำสำคัญ: แนวทางการสอนโดยใช้คลังข้อมูลภาษา การสอนการแปล ผู้เรียนชาวไทย ห้องเรียนระดับปริญญาตรี

Introduction

With the advancement of technology, it is inevitable that it becomes an increasingly significant tool in helping students and teachers in their learning and teaching. The widespread use of new software programs and the Internet has created enormous opportunities for instructors to employ these technologies to assist learners in enhancing their language abilities through the use of computers. Many studies have shown that computers allow for a more relaxed learning atmosphere and make the task

of language learning more interesting and meaningful for learners. More importantly, computers have also made it possible for vast quantities of text to be readily comparable, manageable, storable, and extractable at the touch of a button whenever necessary and for whatever designated purposes (Zhu & Yip, 2010).

With these distinguishing characteristics and the rapid evolution of computer systems, corpora (the plural of “corpus”) accessible via computer, offers a wealth of naturally-occurring texts which have been rapidly exploited in the field of language education, particularly in translation studies. Mona Baker is widely known as the first linguist to apply corpora to translation and predicted that “the availability of large corpora of both original and translated text together with the development of a corpus-driven methodology will enable scholars to uncover the nature of translated texts as a mediated communicative event” (1993: 243). This idea influenced later translation scholars such as Laviosa (1998), who suggest that the “corpus-based approach” would become the “new paradigm in translation studies”. With this approach, corpora provide a “viable and fruitful perspective” and “a novel and systematic way” of research which “addresses a variety of issues pertaining to theory, description, and the practice of translation” (Laviosa, 1998).

Corpora are nowadays enjoying increasing popularity in both translation theory and practice, filling in for a notorious lack of tools and methods in these areas. According to Bernardini (2004), at the cross-roads between language pedagogy and translation studies, translator education would seem to be potentially one of the areas to gain most profoundly from corpus use. In addition, corpora were shown to provide trainee translators with terminological and conceptual information (Zanettin, 1998), collocational information (Stewart, 2000; Kubler, 2003), and contrastive knowledge about the two languages involved (Zanettin, 2001; Schmied, 2002). From the perspective of translation pedagogy, a number of researchers have attested to the important role of corpora as aids in translation teaching (Bowker, 2000; Gavioli, 2001; Varantola, 2003) since they can help provide translations of a higher quality in terms of subject field understanding, correct term choice and idiomatic expression,

compared to translations produced using conventional resources available to translators such as dictionaries (Bowker, 1998).

However, although a number of researchers and studies have addressed the positive aspects of using corpora in translation pedagogy, some also mention the drawbacks, such as when the information or context found in the corpus is solely relied on and analyzed for deduction of information without consideration of other issues. In addition to this, the studies on using the corpus-based approach in teaching translation to undergraduates, especially Thai students, are limited. Thus, the review of the literature on this issue highlights the most significant issues involved in applying the corpus-based approach to teaching translation after an explanation of the characteristics of a traditional translation classroom is first provided. After that, the advantages of using the approach are discussed as well as its potential for use in teaching translation in undergraduate classrooms in Thailand.

Traditional translation classrooms

Teaching translation in the traditional way normally involves a teacher being the sole speaker in class. The teacher plays the most significant role in transmitting knowledge, often with the use of a blackboard (or other visual aids), to students who are eager to find the answers to their questions in their teacher's words (Vaezian, 2009). The blackboard is employed as the main tool in class to display and highlight the essential points of what is being explained or what students should be aware of regarding translation. In such classes, the teacher is the person who chooses the text to be translated and presents it to students to practice their translation skill. Then students submit their work to the teacher who will return the task to them with their feedback or correction, which may or may not create greater awareness of what an adequate translation should be or provide any translation strategies for the students. The students may make notes about the teacher's feedback on the returned

translations, but may never look at them again, so it is felt that this learning style should be discouraged (Newmark, 1991).

In a traditional class, students are passive learners and are often requested to read their translations out loud one by one with the teacher commenting on them. At the end, the most accurate translation is presented by the teacher to the class. This learning practice might not be the most effective way of teaching for the students as they have to take on most of the burden for developing their translation skill themselves (Bernardini, 1997). They may also become stressed due to having to translate a text on their own in a limited period of time. It can also be very tedious for them when they are ordered to translate texts in every class. As a result, they may lose motivation for learning in class or skip the class altogether. Moreover, since teachers are the absolute authority in the classroom, traditional teacher-based translation classes lack “a motivating component” (Gonzales Davies, 2005). Malmkjær (2004) also notes that if students lose motivation, which he sees as the most precious of all the elements in a learning situation, their learning will be adversely affected. Due to these factors, students may be more appropriately assisted in the acquisition of knowledge or information if they are provided with a more relaxed and less demanding environment.

From the teacher’s perspective, they are, in the traditional translation class, always expected to know all of the answers to their students’ questions. Azizinenezhad and Hashemi (2011) state that teachers following this method shoulder too much responsibility for their teaching in the classroom since they also have to make sure that their students understand everything taught. In light of this, the translation teacher may have too much of a role in students’ successful learning. This idea is supported by Newmark (1991), who claims that the success of any translation course must depend 65% on the personality of the teacher, and the rest on the course design and materials. Since teachers have different personalities, a student may encounter any one of a variety of teaching styles. If students study with a less-than-energetic or uninspiring teacher, they may not become a successful learner in a translation course. Although Azizinenezhad and Hashemi point out that the traditional

method is a good approach where there is efficient communication between teachers and students, it is implied that the successfulness of the method chiefly relies on the teachers being heavily involved in conveying information in class. Consequently, teachers who are poor communicators could severely hamper the learning process as they are the main determiner of the quality of education (Wenglinsky, 2001).

Additionally, it is common in the traditional translation classroom for students to rely heavily on the use of dictionaries while working on their assigned tasks. The majority of these students opt to use bilingual dictionaries giving word-based equivalents. While these dictionaries provide a wealth of lexical information, especially for translation of nouns, a heavily word-based view of two languages may lead students to believe that only words in a list given as equivalents in the dictionaries are good choices to be used as the equivalent of a search word. This may also lead students to consider language being only about vocabulary and translating only a matter of finding an equivalent word in a target language (TL) to replace the meaning of a word in a source language (SL) (Saibua, 1999). They tend to strive for a “correctness/equivalence” which they believe the dictionary can give them (Gonzalez Davies, 2004) while overlooking the contextual component which should be regarded as the main concern in translating texts from the SL into the TL. This vital factor cannot be found in those dictionaries as they generally lack collocation information, for example, a verb-noun relation, which may not be apparent in a sentence or clause. Although the dictionaries are readily available for use, students must bear in mind that they cannot provide all the translation information they may be looking for. According to Newmark (1991), if there is a risk that an unimaginative, unconfident, lazy or just hard-pressed translator will opt for the easier solution of using what he or she finds in the dictionary rather than thinking beyond the dictionary, then a bilingual dictionary is more of a liability than a help. It is undeniable that bilingual dictionaries are indispensable but they need to be employed as a starting point in searching for the meaning of a word rather than the ending point in obtaining an equivalent.

Why the corpus-based approach to teaching translation?

In recent years a large number of studies within the discipline of translation studies have focused on corpora and their application in translation classrooms. Such studies have mainly looked into the type of information trainee translators can elicit from corpora and the effect of using corpus data on the quality of translation produced. In terms of the direction of teaching translation, translation training does seem to be moving away gradually from the traditional teacher and text-centered instruction based on the “read and translate” directive and is drawing from more updated pedagogical approaches such as the communicative, the humanistic or the social constructivist approaches (Kiraly, 2000; Gonzalez Davies, 2004) as well as from methods such as task-based learning to training, learner autonomy and team work (Hurtado, 2000 as cited in Malmkjær (2004); Gonzalez Davies, 2003).

By introducing the corpora and concordance into the classrooms, teachers can expose their students to multiple input sources, which can enrich their learning and the translation experience enormously. In translation studies, corpora generally refer to “collections of texts held in machine-readable form and capable of being analyzed automatically or semi-automatically in a variety of ways” (Baker, 1995: 225). The approach uses aligned texts—pairs of source and target-language texts—meaning that the source and target-language texts are structurally matched often at the sentence level. Statistical calculations are then performed on the aligned bilingual texts to establish the probabilities of various translation equivalents, or examples are extracted from the aligned bilingual texts by matching examples (strings of source-language and target-language words, phrases or sentences) (Quah, 2006). Considering the types of corpora, different terminology has been mentioned and given explanation. However, according to Baker (1995), corpora applicable to translation research include mainly parallel (bilingual) corpora, comparable corpora and multilingual corpora.

1. *Parallel (bilingual) corpora*: These consist of original texts and their translated versions. They have traditionally been the most popular data for research in translation studies and can provide those patterns of language use specific to certain

target texts, and should thus be very informative regarding particular translation practices and procedures used by the translator.

2. *Comparable corpora*: These are two separate collections of texts in the same language, one consisting of original texts, the other of translations in that language. Comparable corpora are useful research tools for investigating the type of linguistic features which are typical of translated texts.

3. *Multilingual corpora*: These are sets of two or more monolingual corpora in different languages and, as such, can be exploited to reveal more about the typical means employed by two or more languages to express similar meanings.

Parallel corpora, in particular, have contributed to translation studies in many respects (Baker, 1995). They help to postulate equivalence relationships between lexical items or structures in the SL and TL. They also enable learners to study translational norms or normal patterns of translation and typical features of translated texts. Moreover, they can help dispel learners' misperception that there is a word-for-word equivalence between different languages (Barlow, 2000). In addition to this, the following are other benefits of using parallel corpora (Aijmer & Altenberg, 1996):

- they provide new insights into the languages compared;
- they can be used for a range of comparative purposes and increase understanding of language-specific, typological and cultural differences, as well as of universal features;
- they illuminate differences between source texts and translations, and between native and non-native texts; and
- they can be used for a number of practical applications, e.g., in lexicography, language teaching, and translation.

Apart from the corpora, concordance is a technique that has been increasingly employed in second language acquisition in the classroom, particularly in translation. It has gained popularity as being a source of empirical teaching data since the development of computerized systems and their wide-spread availability has made

large text corpora and concordancing software readily accessible to researchers and educators. According to Quah (2006), concordance allows the user to select a particular word or phrase and displays the uses of that word or phrase in the selected corpus in order to show where and how often it occurs, and in what linguistic contexts it appears. The output is called a concordance. The concorded word is shown in the centre of each line displayed in the concordance so that the user can quickly scan the results (called a mono concordancer) and obtain information about a key word in its context in only one language. However, in the translation classroom, a parallel concordancer is preferable to analyze parallel texts by providing searched words in a language and displaying results which are the equivalent text segment (sentence) in another language.

To illustrate, Sutthichatchawanwong (2006) used the Key Word In Context (KWIC) concordancing program as a tool to examine meaning and form equivalence when translating Thai serialized verbs into English. Using the concordancing program for the translation of certain concepts denoted by verb serialization, the researcher showed that some linguistic representations occurred more frequently than others. Those occurring most often were consequently proposed as the most likely form for the conveying of a certain concept into the English translation. In addition, the finding supports the assertion that there are no one-to-one correspondences between the original texts in Thai and their translations in English. If such a program is employed as a teaching aid in translation classrooms, it would help students to have a broader view about translation rather than only focusing on finding an equivalent word in a TL.

As discussed above, corpora and concordance, particularly parallel corpora and parallel concordancers, have been shown to be beneficial in teaching translation in this era in which computers and the Internet are readily accessible. Using a process-oriented perspective, corpus-based analyses have led to a new inductive teaching methodology called data-driven learning (DDL). Johns and King (1991) describe DDL as “the use in the classroom of computer-generated concordances to get students to explore regularities of patterning in the TL, and the development of activities and

exercises based on concordance output”. This DDL practice can be integrated into translation teaching. Under this approach, students have a direct involvement with corpora or concordancers since they have to access the data in order to analyze them on their own and arrive inductively and through discussion at the solution to a linguistic problem, instead of passively memorizing a rule explained by the teacher. By having corpus-based learning activities involving concordance programs in class, students can develop skills that are immediately relevant for the education of translators, in terms of awareness, reflectiveness and resourcefulness (Bernardini, 1997). According to Li and Dai (2014), such learning emphasizing exploring also raises interest, allowing students to participate more actively and stimulating initiative as well as enabling high learning efficiency. In addition, by exploring the corpus, students can gain a greater sense of accomplishment in their learning. More importantly, putting the learners in charge can lead to increased autonomy, which is one of the desired characteristics of life-long learners.

Further support for the pedagogic use of corpora can be found in Bernardini (2004), who states that they can also reveal the spontaneous behavior of native speakers of a foreign language, and consequently provide a vantage viewpoint to observe the appropriate use of such a language in context. With this distinctive feature, corpora can be greatly advantageous for students in translation classrooms since they can offer a plethora of authentic language materials with the use of advanced retrieval software. Some studies claim that using authentic texts has a positive effect on students’ motivation since such texts give students exposure to real language in a real context (Berardo, 2006) and develop effective skills and strategies for the real world (Guariento & Morley, 2001). This form of learning will, for example, create a more active atmosphere and challenge the learners to explore the authentic texts in the concordances.

In addition, corpora can provide larger and more up-to-date resources and better materials that are needed in explanation to students (Shen, 2010). In other words, they can offer information on how a language works “that may not be accessible to native speaker intuition” (Hunston, 2005). Apart from this, corpora can

help translation students become familiar with common collocations, sentence patterns, discourse markers, etc. in a TL as they provide resources that allows students to see terms in a variety of contexts simultaneously. For instance, graduate students in business and economics translation courses found monolingual specialized TL corpora useful when choosing correct terms as they provide information about relevant common word collocations (Mallikamas, 2001). This is consistent with Sinclair (1991), who stated that a major reason for using computer corpora was the quality of linguistic evidence, particularly on collocations and typical uses of lexical items, vastly superior to the analyst's intuition. Thus, with the help of corpora, the translator can easily find the most suitable words and expressions (Lavion, 2002) which perhaps are not available in dictionaries. As a result, the translated texts will look more native in a TL—an important goal in translation.

In contrast to the traditional translation class, the teacher using a corpus-based approach is not the absolute authority and experiences less pressure in their teaching. This is because the teacher is no longer expected to be the depository of the answers to all questions, but rather it is the corpus which is used to answer students' questions and solve translation problems (Vaezian, 2009). Instead of acting as the absolute authority, the teacher acts more as an assistant who helps students learn how to query corpora to find answers to their questions. This kind of relationship is in line with the social constructivist approach to translator education, which emphasizes student's autonomy and cooperation (Kiraly, 2000). At the same time, evidential explanations discovered by students in the corpora serve to back up explanations given by teachers in class which students may not otherwise find convincing.

Apart from this, the corpus-based method frees students' learning success from its dependence on the teaching style of the instructor, whose different characteristics may have a negative effect on their learning. Based on a study by Azizinenezhad and Hashemi (2011), students in a technologically-equipped class (power point slides, computers, Internet) were more satisfied with the lessons taught because such classes were found to be less boring and go faster as the teacher does not have to spend time writing on the board and students always have something different to do.

Consequently, students have a greater chance to achieve success in their learning. This is supported by Krashen's Affective Filter Hypothesis, which states that learners are more likely to benefit from comprehensible input when they feel happy. The findings from the research by Li and Dai (2014) strongly indicate that corpus-based teaching is more effective than simply direct instruction in improving students' translation performance.

Using the corpus-based approach in Thai undergraduate classrooms: Is it possible?

Because of the advantages discussed above, corpus-based translation teaching should take on a significant role in the classroom. To date, there are a number of studies conducted in various educational institutes investigating the use of the corpus-based approach in translation classrooms (Zhu & Yip, 2010; Awal, ed al, 2011; Azizinenezhad & Hashemi, 2011; Li & Dai, 2014). The findings of these studies show the positive outcome of using the method in regards to translation pedagogy. In regards to the Thai context, Mallikamas and Aroonmanakun (2006) explored the impact of the specialized English corpus on translation between Thai and English used by graduated students. Likewise, the results revealed that the corpus provided a useful resource for these trainee translators and this had potential implications that could eventually lead to the improvement of teaching methodology. For undergraduate translation classes, however, no similar empirical study has been conducted.

In Thailand at present, a number of universities offer programs or courses in translation of Thai, English and other languages. Some include the courses as either a compulsory or as an elective subject in undergraduate programs whereas others only provide the translation program at the master's degree level. For example, the course "Translation for Communication Arts" at Chulalongkorn University Language Institute (CULI) is required for certain majors of undergraduate students of the Faculty of Communication Arts. By the end of the course, according to the course

objectives stated in the course syllabus, students are expected to be able to translate various types of texts, e.g., articles, news and advertisements. At the graduate level, many universities offer a master's degree in translation such as Chulalongkorn University, Ramkhamhaeng University, Thammasat University and Mae Fah Luang University. Examining the course information appearing on the university websites, it can be seen that many of the subjects provided in the program focus on teaching and practicing translation of different types of texts along with other topics such as translation theory, cultural considerations in translation, and language use. The use of corpora, however, is not listed as part of the course content at institutes other than Chulalongkorn University where students are expected to learn the use of corpora and its relevance for translation, translation research and teaching, as well as practice determining terminology of a specialized corpus. The fact the corpora is not widely used in translation classes at most universities in Thailand, even in this digital era, implies that its significance has not yet been fully realized in regards to the field of teaching translation.

In light of the limited use of corpora in Thai translation classrooms, especially at the undergraduate level, it is essential for translation teachers to gain a greater understanding of its usefulness and advantages for teaching and learning in classes and it is hoped that they would ultimately introduce it to their students. However, to raise awareness among teachers could be difficult as many of them may feel uneasy about using it if they do not have a clear picture of what corpora are and how their use can benefit both learners and themselves. In order to achieve this, a first step could be to provide a talk session for translation teachers on corpora and their importance towards teaching translation to build understanding of this useful device and to realize its significance in this digital era. Subsequently, to accomplish this awareness, training on employing corpora as a tool in the translation classroom should be provided for teachers emphasizing its advantages and offering hands-on experience using corpora, likely resulting in the teachers having a positive attitude about it. If there is an unfavorable attitude on the part of the teachers regarding the use of

corpora, this attitude will be directly transmitted to the students and its implementation will fail.

Apart from teachers' awareness and attitude, it is crucial for translation teachers to realize that there will be some changes in their responsibilities as the computer takes on a greater role. The presence of the computer in the classroom generally requires changes in the teachers' role from:

- "transferer of knowledge" to "facilitator" (Davies & Crowther, 1995);
- "authority" to "consultant and facilitator" (Kornum, 1992);
- "director of learning" to "facilitator of learning" (Brett, 1996);
- someone in charge of "telling" to someone in charge of "facilitating learning" (Laurillard, 1995).

Ryba and Anderson (1990) note that integrating computer technology into the classroom changes the teacher's traditional role from a giver of information to a facilitator of information. As a facilitator, the teacher helps students to construct their own knowledge, helps them set their aims for learning and encourages them to examine carefully what they learn. This is consistent with Kiraly (2000), who emphasizes that to maximize the efficacy of students' learning in a translation class, it is important to encourage them to gain knowledge that is constructed by themselves, rather than being simply transmitted to them by their teachers. Based on this principle, Thai teachers should create a corpus-based translation classroom with an underlying inductive teaching method to assist undergraduate students to come to conclusions about what appropriate linguistic patterns are appropriate in translating from a source text into a target text instead of feeding them direct translation examples.

Secondly, in response to the inception of the ASEAN Community coming at the end of 2015, which will intensify the demand for language translation and modern technological tools, innovative translation instruction should be implemented.

According to Prensky (2001), students can be seen as natives of the digital world, while teachers are more like immigrants to the digital world. In order for the teachers to connect with their students, they should adapt their teaching methods and subjects. For instance, instead of giving lectures using a blackboard, translation teachers in an undergraduate class could use parallel concordancing tools to convey important information on relative frequency of different constructions and collocations. The output from the bi-directional search (L1 to L2 and L2 to L1) clearly shows strong and frequent correspondences, giving very good indications of the preferred structures in each language. This would enhance students' competence in recognizing and ultimately selecting the appropriate language to use, while simultaneously assisting teachers in carrying out their teaching work.

Besides using a new teaching method, Gonzalez Davies (2004) suggests that translation classes should adapt to students by incorporating a variety of pedagogical approaches. In this case, if the teachers use the parallel concordancer as a tool in the translation class, it can be adapted to fit different curricula and proficiency levels. For example, undergraduate students enrolling in a translation course at CULI are assigned to their sections based upon their English ability in the pre-requisite course. As a result, by using a selected corpus, the teachers whose students are at a high proficiency level can manage more difficult tasks suitable for learners with a similar ability. Students therefore will likely be more eager to learn and work on assigned tasks which challenge them at an appropriate level. The teachers may assign them:

- concordances of words or structures the teachers want to focus on
- carefully selected concordance material to illustrate a point or guide them to conclude a language use
- “cloze tests” based on concordance material

In addition, teachers should observe the characteristics of their undergraduate translation students so they can adapt their teaching style to suit them and create activities to motivate or make them to be more autonomous problem solvers (Gonzalez Davies, 2004). Based on the author's own experience in teaching a

translation course to undergraduates, most students prefer to work with their peers on tasks assigned in class and tend to work more actively and cooperatively in finding the translated terms or solving the problems in translating. Often, even though a task was individually assigned to each student, they still inevitably discussed it with their friends. Judging from this learning behavior, corpus-aided discovery learning would be an ideal format for an activity or task, giving students a more enjoyable and motivating experience by allowing for more collaboration in a more relaxed atmosphere. Since the presence of various types of authentic language data in the corpus allows for problem-based approaches to language learning, students will be encouraged to discover patterns of language use and to explore different meanings of words according to context in concordance, as well as to compare words in parallel concordance while learning translation. Some examples of tasks for students are:

Studies of lexis (vocabulary)

- How frequently is a certain word (e.g., pass) used?
- How many meanings does the word have?
- In which context does a certain meaning of the word normally occur?
- Which meaning of the word occurs most frequently?
- What is the collocation of the word (e.g., pass through, pass on/upon)?

Studies of syntax (grammar)

- What is the distribution of two grammatical constructions (e.g., the will-future and the be-going-to future)?
- Are verbs, e.g., “start”, “finish”, “continue” followed by an infinitive or a gerund?
- Is the passive voice generally used with or without an agent?

To be able to answer the questions above, students would need to consider, notice, analyze, and synthesize the data along with the context to come up with their conclusion. This process of learning would enhance problem-solving ability and allow them to be more independent learners. Further, the answers they discover to the

questions will remain longer in their minds more so than those directly taught by the teachers.

However, one crucial point is that completing the task with a correct answer should not be evaluated as a goal; rather, learning to analyze and solve a translation problem while doing this stimulus task should be emphasized instead (Bernardini, 2004). Likewise, the accuracy of products or the translated texts should be viewed as an indirect measure of these processes, rather than an end in itself (Kiraly 2000). Therefore, the success of a translation course for undergraduate students should be judged not so much on the basis of product but of processes (Bernardini, 2004).

Based on the above, to implement the corpus-based method in a translation classroom, it would be a good start to follow Chulalongkorn University's education reforms for entering into the Education 3.0 system. According to Pirom Kamolratanakul (2014), the President of Chulalongkorn University, it is necessary to change the teaching and learning process to be based more on the Active Learning method. The concept of the method is "Teach Less, Learn More", which means teachers need to adjust their teaching to promote interactive and collaborative learning while students have to learn more for skills, critical thinking, and problem solving. Technology-driven learning should also be employed as a part of this to further stimulate students' learning.

Conclusion

As technology continues to advance, methods of teaching and learning need to be adjusted to suit digital-aged learners. This is also true for the teaching of translation, especially in undergraduate classrooms. To be a part of the learning reform, the corpus-based approach to translation teaching should be implemented as it is seen to provide various positive learning outcomes. In addition, it also promotes autonomous learning, collaborating, and critical thinking, which are considered important characteristics for learners to possess in the long term, allowing them to

remain competitive in skills necessary for this increasingly borderless world. As students take a more active role in their learning, the teacher will become more of a facilitator rather than an authority or a transmitter of knowledge as in the traditional classroom.

However, the use of corpora in Thai classrooms at present remains limited, and there is a general lack of research regarding the Thai setting. In addition, in-depth investigation is needed to determine the effectiveness of the corpus-based approach in translation classes in Thailand, and to what level the approach can increase Thai students' translation competence. Findings in these areas may in turn lead to further refinement in the tool itself, translation teaching materials and the design of classroom activities.

All in all, the computer should be viewed as an important tool that can supplement and facilitate teaching and learning but not replace the live, unprogrammed feedback and interaction of the teachers who are still the important factor in guiding inexperienced translation students. Therefore, the implementation of corpus-based learning should be initially employed in conjunction with traditional methods in order to enhance effectiveness in the teaching and learning of translation.

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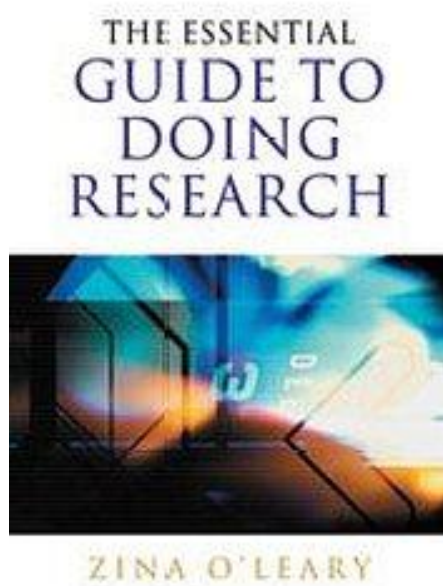
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Book Review

Zina O'Leary. Thousand Oaks, CA: Sage, 2004

The Essential Guide to Doing Research

Format: Paperback 240 pages

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Price: \$41.50

Rujira Rojjanaprapayon

This book consists of 13 chapters arranged from the starting point of undertaking a research project to the writing of the report. The author is a senior lecturer and the Workplace Integrated Learning coordinator at the University of Sydney Business School, Australia. She is also a consultant and research coordinator at the Centre for Environmental Health Development at the World Health Organization Collaborating Centre.

The author begins with Chapter One, entitled “Research as a Creative and Strategic Thinking Process,” consisting of the topics: Exploring Research, the Construct of Research, Working through the Complexity, and Putting It All Together. This introductory chapter is her attempt to help readers feel less stressed and become acquainted with the research process. Chapter Two, “Managing the Process,” could be said to be a warm-up for the researchers. The author informs the readers that “you will need to familiarize yourself with your institution’s requirements. Similarly, taking advantage of all possible resources involves knowing what they are” (p. 27). This assertion is indeed germane.

In Chapter Three, “Developing Your Research Question,” the author discusses the following four areas: (1) the Importance of Good Questions, (2) Defining Your Topic, (3) From Interesting Topics to Researchable Questions, and (4) Characteristics of Good Questions. In this chapter she states that “hypotheses are designed to express

relationships between variables. If this is the nature of your question, a hypothesis can add to your research. If your question is more descriptive or explorative, generating a hypothesis may not be appropriate” (p. 41). This statement is most helpful for the readers.

Chapter Four, “Exploring Power and Ethics in Research,” includes the following topics: Power, Politics, and Research, Attributes and Attitudes, Navigating Worldviews, and Ethical Responsibilities. The author is most critical regarding integrity in context, stating “integrity in the production of knowledge demands that researchers: recognize, understand, and balance their subjectivities; accurately report on their research; act within the law; and develop appropriate expertise and experience” (p. 55). Again, this guidance is most valuable.

The author provides the criteria for judging a research project in Chapter Five, “Indicators of Good Research,” by looking at the following items: (1) Frameworks for Credibility, (2) Managing Subjectivities, (3) Striving for Methodological Consistency, (4) Capturing “Truth,” (5) Working Towards Applicability, and (6) the Need for Accountability. Her central recommendation in this chapter is: “Rather than selecting indicators strictly by paradigm, researchers are encouraged to determine appropriate indicators by critically examining their own worldview and assumptions; the aims and objectives of their research; and their methodological approaches” (p. 64).

Chapter Six, “Working with Literature,” consists of details in the followings areas: (1) Importance of Working with Literature, (2) Finding Literature, (3) Managing the Literature, (4) Using the Literature, and (5) the Formal “Literature Review.” She makes an analogy for writing literature reviews, saying “writing a good literature review can be likened to holding a good dinner party conversation. They both require individuals who can engage, learn debate, argue, contribute, and evolve their own ideas, without being hypercritical or sycophantic” (p. 84).

Most importantly for the reader, the author focuses Chapter Seven on the subject of “Methodological Design,” covering: (1) Methodology, Methods, and Tools,

(2) From Questions to Answers, (3) Three Key Prerequisites for Methodological Design, (4) Getting Down to the Nitty Gritty, and (5) Thoughts on the Qualitative/Quantitative Divide. Her suggestion to the readers on this matter is that “methodological options may be diverse, but credible design is reliant upon three key ‘prerequisites’: the design addresses the question; it is suited to the researcher; and you have the ethics approval, resources, time, and access necessary to accomplish the task” (p. 101).

Chapter Eight is entitled “Exploring Populations”. The author discusses the following areas: (1) Population Research, (2) the Sampling Process, (3) Random Samples, (4) Non-random Samples, and (5) Methods of Data Collection and Analysis. At the end, she concludes that “traditionally, population studies involved the use of survey questionnaires, quantitative data, random samples, and statistical analysis. However, a variety of methods, data types, modes of analysis, and the use of non-random samples have broadened possibilities for understanding populations” (p. 112).

Chapter Nine, “Investigating Complexities of the Social World,” consists of the discussion on: (1) Delving into Complexities, (2) Exploring Bounded Systems, (3) Exploring Cultural Groups, (4) Exploring Phenomena, and (5) Exploring the Everyday. Actually, this chapter concerns “qualitative methods,” and the author posits that “methods that allow researchers to delve into social complexities often involve parameters not likely to lend themselves to assessment by ‘positivist’ criteria. Appropriate criteria are likely to be neutrality or transparent subjectivity, dependability, authenticity, transferability, and auditability” (p. 130).

Chapter Ten, “Facilitating Change through Research,” includes the discussion on: (1) From Knowledge to Action, (2) Paving the Way for Change, (3) Creating Knowledge and Auctioning Change, and (4) Striving for Critical Emancipation. The author intends to elaborate detailed information on the critical approaches, saying that “a common issue in emancipatory research is the intertwining of research and political agendas. In addition to managing subjectivities, researchers need to guard against imposing their own political agendas on the researched” (p. 149).

Chapter Eleven, “Data Collection,” is a description of the major means for collecting data, both quantitatively and qualitatively. This chapter consists of the following areas: (1) the Quest for Credible Data, (2) Surveying, (3) Interviewing, (4) Observation, (5) Document Analysis, and (6) the Final Word. In this chapter, the author emphasizes the importance of gaining access to the data, stating that “your ability to gain access can improve if you do your homework, act professionally, and are willing to give something back. Gaining access must be done in an ethical manner to ensure that relationships are not abused” (p. 183).

Chapter Twelve can be considered as a highlight of this book and is entitled, “Data Management and Analysis.” It focuses on the following areas: (1) Thinking Your Way through Analysis, (2) Crunching the Numbers, (3) Working with Words, and (4) Drawing Conclusions. The author wisely describes the how-to of data analysis for both qualitative and quantitative approaches, concluding that “your findings and conclusions need to flow from analysis and show clear relevance to your overall project. Findings should be considered in light of significance, current research literature, limitations of the study, and, finally, your questions, aims, objectives, and theory” (p. 204).

The final chapter or Chapter Thirteen, “The Challenge of Writing-Up,” is offered as a tool to help the readers to write their reports. The content is composed of the following: (1) the Writing Challenge, (2) Writing as “Conversation,” (3) Preparing for Submission, and (4) the Importance of Dissemination. The author’s assumption is that “research write-ups are often a relatively unpractised form of writing that can challenge and intimidate students. Once considered an activity that commenced once research was complete, it is now commonly recommended as a practice that should be incorporated throughout the research process” (p. 214).

However, in this reviewer’s opinion, this chapter may not necessarily have been included as it is more germane to how to write a research paper, rather than the conducting of research.

Overall, this text would be suitable for an introductory course in research methodology for both undergraduate and graduate levels. The reviewer happened upon this text in the process of looking for a text for his M.A. students with no knowledge of research and this book seems to fit the needs of such students. The language used puts the readers at ease and the jargon used is easily understood throughout the text as it is precisely and concisely defined. Readers who are not well informed about research methodology will find this book as inspiring as the author intended, while novice researchers will find this book an excellent guide on the subject of how to conduct research.

Notes on Contributors

Emrah Aydemir (emrahayd@buffalo.edu) received his B.A. in Public Relations from Istanbul University and his M.A. from Erciyes University, Turkey. He is now a PhD student and a research assistant at the Department of Communication, University at Buffalo The State University of New York, the United States of America.

Wanlee Talhakul (wanlee_ams@yahoo.com) received her Ph.D. in English as an International Language from Chulalongkorn University, Thailand. Her research interests include students' translation, corpus linguistic, EAP, ESP. She currently teaches ESP. EAP. Translation courses at Chulalongkorn University Language Institute, Thailand.

Suthida Saenla (saenlas@gmail.com) completed her Bachelor's degree in English from the Faculty of Humanities and Social Sciences, Khon Kaen University and her Master's Degree in Communicative English from the Institute of International Studies, Ramkhamhaeng University. Currently, she is working as a customs technical officer for Thailand's customs department. Her research interests include language and communication.

Orachorn Kitchakarn (orachorn.k@bu.ac.th) is a deputy assistant to the director of Bangkok University Language Institute. She completed her Bachelor of Arts in English from Prince of Songkhla University and Master of Arts in Educational Linguistics from Srinakharinwirot University. Her research interests include Sociolinguistics, Social Stratification, and Social Policy.

Rujira Rojjanaprapayon (rujira2@yahoo.com). He is now an assistant professor of Communication at Graduate School of Language and Communication, National Institute of Development Administration (NIDA), Thailand. He earned his B.A. (English) from Thammasat University, M.A. (Speech) from Kansas State University, and Ph.D. (Communication) from Purdue University. He went to Department of Communication Studies, University of Minnesota (Twin Cities) for a postdoctorate (Curriculum and Pedagogy in Communication). His areas of interest include applied communication, organizational communication, intercultural communication, and qualitative research methods in communication.

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Contact and Mailing Address:

Inquiries should be directed to Jareeporn Kaewsuksri, Coordinator

Graduate School of Language and Communication

National Institute of Development Administration

118 Serithai Road, Klongchan, Bangkok 10240 THAILAND

E-mail: jaraysinghagowinta@gmail.com chompoo49@hotmail.com

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Within the text, only brief author-date citations should be made, giving the author's surname, year of publication and page number(s) where relevant. With the exception of Thai language sources, only first name(s) or first name(s) and surname(s) can be cited.

According to Jones (1998), "manuscripts must be properly cited" (p. 199).

Long quotations

Direct quotations that are 40 words, or longer should be placed in a free-standing block of typewritten lines. Start the quotation on a new line, indented 1/2 inch from the left margin without quotation marks.

Rather than simply being a set of relations between the oppressor and the oppressed, says Foucault (1980) in *Power/Knowledge*:

Power must be analyzed as something which circulates, or as something which only functions in the form of a chain.... Power is employed and exercised through a net like organization.... Individuals are the vehicles of power, not its point of application. (p. 89).

Summary or paraphrase

Kojchakorn Sareechantalark (2008) states in her study of Thailand's feminine beauty discourse that the traditional description of beauty (before 1868 A.D.) can be segregated by class and ethnic distinctions into different sets of rules governing the presentation of attractive bodies and postures that are said to indicate individual class and ethnic identities (p. 26).

Examples of References

Books

Butler, J. (1993). *Bodies that matter: On the discursive limits of sex*. London: Routledge.

Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity* (10th anniversary ed.). London: Routledge. (Original work published 1990)

Articles in Periodicals

Lau, H. H. (2004). The structure of academic journal abstracts written by Taiwanese PhD students. *Taiwan Journal of TESOL*, 1(1), 1-25.

Li, L.J. & Ge, G.C. (2009). Genre analysis: Structural and linguistic evolution of the English-medium medical research articles (1995-2004). *English for Specific Purposes*, 28(2), 93-104.

Articles in Edited Books

Mulvey, L. (1985). Visual pleasure and narrative cinema. In B. Nichols (Ed.), *Movies and methods* (Vol. 2). Berkley: University of California Press.

Tonkiss, F. (1998). Analysing discourse. In C. Seale (Ed.), *Researching society and culture* (pp. 245–260). London: Sage.

Unpublished Theses

Kojchakorn Sareechantalerk. (2008). *A discursive study of Thai female beauty: Multidimensional approach* (Unpublished master's thesis). Thammasat University, Bangkok, Thailand. [in Thai]

Notes on Thai Language References

- According to Thai convention, Thai scholars are listed and referred by their first names.
- The romanization of Thai words should follow the Royal Thai general system of Transcription (RTGS), published by the Royal Institute of Thailand (1999). The RTGS, however, does not include diacritics, which phonetically indicate the variation in vowels and tones.

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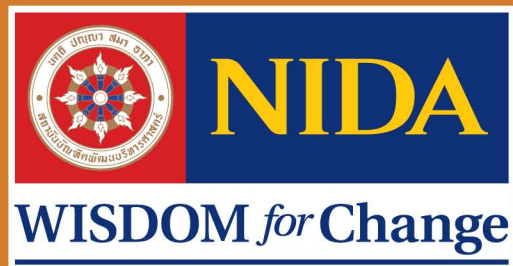
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