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Editor's Note

Season's greetings! Another year has passed and we have been hard at work processing interesting manuscripts for our new issue of *NIDAJLC* that you are now reading. We would like to thank the authors for choosing our journal as their academic outlet. Also, let us take this opportunity to thank *you* for checking out our journal.

In this issue, we have four articles, two investigating discourse – the language in use in a particular context – and the other two taking a look at skills development in the English language classroom. On the issue of discourse, the first paper by Huang and Kosin spotlights the discursive construction of Covid-19 in *China Daily* newspaper. As the first country to report cases of Covid 19 infections, it is interesting to see how China portrayed the pandemic.

The second and third article look at the EFL classroom. The article by Esteban et al. surveys undergraduate students' motivation in English speaking practice. Classifying motivation into two types, instrumental and integrative motivation, it is suggested that the motivation of undergraduates in Phitsanulok province should be nurtured. In another article, Nitinath investigates the use of the mother tongue as a medium of English language instruction. Data collected from undergraduate participants in Chiang Mai reveal their preference for this approach.

The last research article brings us back to discourse. Mesirin invites us to explore gender-related public comments on YouTube using natural language processing (NLP). NLP method provides a guideline for classifying comments based on the three types of indicative sentiment, namely neutral, negative, and positive.

Those interested in shadow education will find the book review in this issue most engrossing. Bussaya selected a recent publication by Wei Zhang that discusses how to harness the overwhelming power and pervasiveness of private tutoring to achieve the most effective means of tutoring for the benefit of all.

Happy reading, happy researching, and Happy New Year 2024!

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Corpus-Driven Analysis on Covid-19 Discourse in *China Daily*

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Abstract

The Covid-19 pandemic triggered a global crisis. It has had an impact on people's health, disrupted the economy, and posed a threat to social cohesion and global order. Previous research on Covid-19 discourse constructions revealed the hidden powers of media discourses in shaping public perception. While the majority of information disseminated elsewhere via the media tends to be fearful and negative, there remains a research gap regarding the potential contribution of dominant newspapers in promoting positive discourse during the crisis. Therefore, this study examines the discursive construction of Covid-19 in *China Daily*, with the aim of exploring how dominant newspapers portrayed the pandemic and its implications, particularly in terms of crisis management and the global order. Using corpus-driven critical discourse analysis, 312 news pieces from *China Daily* in 2020 were collected, forming a 10,536,625-word corpus. Collocations of "Covid-19" were collected via Antconc and semantically categorized. The three semantic groups of collocates are (1) responses, such as 'fight' and "solidarity"; (2) influences, such as "infection" and "recovery"; and (3) positioning, such as "asymptomatic" and "confirmed". Discursive constructions were found to be recontextualized, revealing the positive likelihood in senses. The results indicated that the news agency focused on solidarity, dedicated actions, vaccination, and low death toll implying positivity in the public. Covid-19 discourse in dominant newspapers, which is frequently interpreted as ideological with the aim of sustaining power relations, could convey a positive message during this pandemic of monumental global importance, shaping healthier positive attitudes, and promoting more effective international cooperation.

1. Introduction

The Covid-19 pandemic, caused by the novel coronavirus, has had a profound

impact on global health and economy since its outbreak in Wuhan, China, in December 2019 (WHO, 2020). As at August 12, 2022, there have been 585,950,085 confirmed cases of Covid-19, including 6,425,422 deaths (Mathieu et al., 2022). The World Health Organization (WHO) declared it a global pandemic on 11 March 2020 (WHO, 2020), but despite the official name "Covid-19", stigmatization such as "Wuhan virus" or "China virus" has persisted and even led to "Asian hate crimes" (Tessler et al., 2020). This crisis has also fueled nationalist sentiments, jeopardizing global order and governance. Different measures were taken to control the pandemic, such as travel restrictions, quarantines, and mask-wearing. Long-lasting pandemics usually elicits a considerable amount of uncertainty thus resulting in anxiety and cognitive closure, which facilitate the spread of conspiracy theories, mistruths, and fake news (Schwab & Malleret, 2020). It has also triggered a rise in nationalist sentiments which endangered the interdependent global order and effective global governance.

Covid-19, a health crisis as well as discursive phenomenon, has been the negative focus of media worldwide since its outbreak, thus constituting various discourses of Covid-19. Research shows that discourses can shape people's opinion of a particular issue (Callaghan & Schenell, 2001), thus Covid-19 discourses play a pivotal role in shaping the public's understanding of the pandemic. Studies related to Covid-19 discourse approach it from various aspects: discourse of authority (Jarvis, 2022; Tay, 2022), crisis management (Luzón, 2022; Muelas-Gil, 2022), war metaphor against Covid-19 (Neagu, 2022; Yu, 2022), judgement and rivalry (Wang & Catalano, 2022); and discourse on empathy and encouragement (Vogl et al., 2022). Overall, the representations of Covid-19 and their manufacturing processes tend to maintain a predominantly negative tone of voice, addressing the complex and multifaceted aspects of the pandemic.

Therefore, approaching discursive construction from a different and positive perspective, this study focuses on investigating the discourse surrounding Covid-19 in *China Daily*, the largest international newspaper published in mainland China. As a state-owned newspaper and a mouthpiece for the Communist Party of China (CCP), *China Daily* holds significant influence. By examining the discursive practices of *China Daily* and analyzing their use of more positive tones of voice, this study aims to provide insights into the situational understanding and dynamic emergence of discourse in mainland China.

Regarding the significance of the *China Daily,* it plays a crucial role in producing and disseminating news, its English-language platform allows for communication with the global community. The Covid-19 pandemic has significantly impacted China's international reputation, with leading newspapers such as the *New York Times* (NYT) and the *Washington Post* (WSP) using terms such as "deadly Chinese coronavirus" and

accusing China of fabricating the virus as a biological weapon (Ajodo-Adebanjoko, 2022; Prieto-Ramos et al., 2020). In comparison, it would be intriguing to gain an insider-local perspective by examining the information from the viewpoint of the Chinese mainland. This study aims to investigate the counter-discourse strategies employed by *China Daily* on the international stage, particularly the use of positive discourse.

The objective of this study is to analyze the representations and discursive constructions of Covid-19 in *China Daily* using corpus-driven critical discourse analysis (CDA). The following sections present a review of the relevant literature and theoretical framework on CDA and corpus linguistics (Part 2). The results have been analyzed based on the semantic meaning of collocates, specifically examining responses, influences, and positioning (Part 3). The findings are discussed in relation to existing literature, followed by an exploration of the study's implications and concluding remarks.

2. Literature Review and Theoretical Framework

2.1 COVID-19 Discourse Studies

The Covid-19 pandemic has led to numerous studies examining various aspects of this phenomenon. International studies have analyzed the official nature of Covid-19, including the WHO website (Salama, 2022) and language used in press conferences to assess authenticity (Tay, 2022). Jarvis (2022) investigated mathematical language in UK governmental discourse on Covid-19. Previous studies on definitions and framings of Covid-19 set the agenda for this study.

Luzón (2022) identified the functions of the "Coronavirus explainer" in engaging people in combating the pandemic. Critical metaphor analysis (CMA) was employed as an analytical approach to study the conceptual frames of Covid-19 in Turkish online public discourse (Baş & Efeoğlu-Özcan, 2022) and in *China Daily*'s coverage (Yu, 2022). CMA involves analyzing the use of metaphors in discourse to uncover underlying power dynamics, ideologies, and the social construction of meaning. Notably, war metaphors have been frequently used to report on the pandemic (Pan & Chen, 2022; Neagu, 2022; Semino, 2021). Studies have examined readers' responses to Covid-19 reports in British and Spanish newspapers (Musoff, 2022; Vilar-Lluch, 2022). However, there is a need to analyze an extended period of Covid-19 coverage in Chinese newspapers, specifically *China Daily*, which can provide valuable insights due to its unique socio-economic and political settings.

Conflicts and rivalries caused by Covid-19 have been studied at intranational and international levels. Ho and Chiang (2022) studied verbal attacks on individuals who

escaped lockdown in Wuhan. Studies have explored Islamophobic language blaming Muslims for spreading Covid-19 in India (Khan, 2022), conspiracy theories scapegoating China (Parvin et al., 2021), and xenophobic discourse such as the term "Chinese virus" used by Donald Trump. The prevalence of blaming and responsibility-shirking discourses during the pandemic has led to a warning from the WHO about the infodemic related to Covid-19 (Parvin et al., 2021).

Negative aspects of Covid-19 discourse have been widely studied, while limited research focuses on positive discourse in mainstream media. Some studies have examined individual actors' discourse of encouragement and empathy, such as doctors' empathetic discourse in online diagnosis (Kondo, 2022) and fitness professionals' health-promotion discourse (Vogl et al., 2022). However, positive aspects of Covid-19 discourses remain understudied.

Although numerous studies on Covid-19 discourse have been conducted globally, little attention has been given to how Covid-19 discourse is constructed by *China Daily*. While comparisons of 3-month news coverage in *China Daily* and other newspapers have revealed differences in language use (Osisanwo, 2022; Yu et al., 2021), and studies have examined key concepts in China's foreign policy as reflected in Covid-19 discourse in *China Daily* (Yu, 2022), these studies utilize different approaches such as CMA. Therefore, there is a need to further investigate the discursive practices and representations of Covid-19 in *China Daily* from a different perspective.

This study aims to bridge this gap by examining the representations and discursive constructions of Covid-19 in *China Daily* using corpus-driven CDA. The following sections will present a comprehensive review of relevant literature and theoretical frameworks on CDA and corpus linguistics, laying the foundation for the analysis and interpretation of the findings.

2.2 Critical Discourse Analysis and Positive(/Progressive) Discourse Analysis

CDA is an interdisciplinary approach that places discourse as the object of critique, analyzing the underlying power, ideology, and voice within it (Wodak & Meyer, 2015). The foundational hypothesis of discourse studies is that discourse is both socially constitutive and socially constituted (Fairclough, 2009), highlighting the dialectical relationship between text and context. Covid-19 discourse is shaped by the pandemic while simultaneously shaping the situation.

Being critical involves more than identifying features and types; it requires seeking explanations and pathways for change. While CDA primarily focuses on negative aspects such as social power abuse, dominance, and inequality enacted through text and talk in social and political contexts (Van Dijk, 2001), it may not capture the

entirety of reality. Therefore, Martin (1999) proposed a complementary approach called positive discourse analysis (PDA), which emphasizes hope and change. PDA combines design and critique to analyze discursive practices and social phenomena, aiming to uncover discursive mechanisms that reinforce social injustice and promote progressive social change.

Luke (2002) argues that CDA should not only identify problematic aspects of discourse but also demonstrate what "should be" in the world. This challenges the assumption that all media are centrally controlled forms of ideological influence, where the general populace is passively subjected to such control. Luke advocates for the analysis of positive discourses, encouraging researchers to explore "positive and productive configurations of power/knowledge in discourse."

Building on this perspective, Macgilchrist (2007) developed the PDA framework by examining media discourse characterized by dominance. The researcher explores how reframing issues within alternative knowledge systems can yield new interpretations and challenge mainstream viewpoints. This aligns with the study's focus on examining positive discourse in dominant newspapers regarding Covid-19, aiming to identify instances where alternative frames or narratives deviate from the prevailing narrative of fear, stigmatization, and finger-pointing.

In contrast to CDA's emphasis on marginal group, PDA can be applied to study dominant discourse (Xu, 2014), a direction advocated by many CDA researchers. This approach calls for the enhancement of dominant discourse through self-presentation in a more objective manner (Koller, 2008). By analyzing how dominant newspapers frame and present positive aspects of the pandemic, such as stories of resilience, community support, scientific advancements, or successful mitigation strategies, researchers can gain insights into how these positive discourses are constructed and whether they contribute to a more nuanced understanding of the situation.

Hughes (2018) suggested that PDA and CDA are interrelated and should be seen as complementary approaches in the pursuit of progressive social change. They emphasize the importance of resistance to injustice in both approaches. To overcome the limitations and connotations associated with the terms "positive" and "negative" discourse analysis, Hughes proposes alternative terminology such as "progressive" discourse analysis. This reframing aims to encompass the broader scope of both design and critique, highlighting the goal of informing normative reflection and spurring redesign in advocacy practices.

In summary, the literature review reveals the evolution of discourse analysis, with CDA focusing on power dynamics and PDA emphasizing hope and change. Hughes proposes the interrelation of PDA and CDA, suggesting alternative terminology

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such as "progressive" discourse analysis. Analyzing dominant newspapers' positive discourse on Covid-19 within a progressive framework offers insights into nuanced understanding and empowering marginalized voices.

2.3 Corpus-Driven Study

In the review of literature, recognizing pertinent research that differentiates between corpus-based and corpus-driven methods is crucial. Kheovichai's study (2022) exemplifies a corpus-based approach, utilizing the speech corpora of the WHO director-general to scrutinize the collocations associated with Covid-19. This investigation deepened understanding of the linguistic patterns and collocational tendencies within pandemic discourse. However, it is important to distinguish Kheovichai's findings from the corpus-driven methodology adopted in this present study.

The corpus-driven approach is bottom-up and exploratory, providing empirical and quantitative evidence to substantiate claims and reduce researcher subjectivity in data collection. It facilitates CDA by identifying repetitive lexical items reflecting ideology and recognizing the cumulative power of media through repeated patterns (Baker, 2006; Fairclough, 2013).

There is a range of research underscoring the effectiveness of the corpus-driven approach in dissecting media discourse linked to Covid-19. For instance, Nor and Zulcafli (2020) leveraged this approach to study news reports from *The Star* online, with a focus on the pandemic's impact on Malaysian society and the government's handling of the situation. Their analytical process revealed key themes and pinpointed the top collocates with "Covid-19", illuminating the Malaysian-specific discursive elements of the pandemic.

Zahra and Abbas (2022) also employed a notable corpus-driven examination of editorials from Pakistani newspapers during the pandemic's early phase. The objective of their research was to pinpoint socio-cultural attitudes and behavioral patterns associated with Covid-19. Their corpus-driven methodology uncovered discourse patterns emphasizing the necessity for a more positive and proactive media representation to shape public attitudes and actions effectively.

In the broader discussion of corpus-based and corpus-driven methodologies, including Kheovichai's research, serves to underscore the variety of techniques used in this discipline. This present study adopts a corpus-driven approach, investigating the discursive framing of Covid-19 in *China Daily*, which contributes to the corpus of literature on corpus-driven CDA. This review emphasizes the significance of considering diverse methodologies and their implications for understanding language and discourse within the context of a global pandemic.

3. Methodology

3.1 Data collection

This research exclusively collected all news reports for analysis from the official website of *China Daily* (https://www.chinadaily.com.cn/). The study focused on examining the discursive manifestations of Covid-19 discourse within *China Daily*'s coverage during the first wave of the pandemic, spanning from January to December 2020. Daily e-papers from *China Daily* were obtained through a subscription, ensuring comprehensive coverage of the relevant period. The final corpus consisted of 312 news reports in total and the size of the corpus was 10,536,625-word tokens.

Given that *China Daily* is owned by the CCP, all reportage is assumed to be aligned with the CCP's ideological position. This assumption is crucial for understanding the contextual framework within which the news reports are situated.

3.2 Data analysis

To investigate the representations of Covid-19 discourse in *China Daily*, a corpus-driven CDA approach was adopted, complemented by content analysis. The analysis focused on a corpus of 312 news reports published in 2020. The corpus was analyzed using AntConc version 4.0.3, a freeware corpus analysis toolkit for concordancing and text analysis (Anthony, 2022). The classification criteria for the corpus in this study were influenced by Kheovichai's (2022) categorization and analysis of the semantic groups in Covid-19 discourse from speeches by the WHO director. Kheovichai identified four main semantic groups: response, effects, identification, and others. This study adopts a similar categorization framework, aligning with Kheovichai's approach, to facilitate a comparative analysis of the representation of Covid-19 discourse in the speeches of the WHO director general. While Kheovichai (2022) does mention the use of CDA, it does not employ CDA as the primary method of analysis. Similarly, in this study, CDA/PDA is adopted as an analytical framework to complement the collocation analysis, rather than being used as the main method of analysis. The primary focus of this study is on the collocation analysis to examine the semantic groups and representations of Covid-19 discourse. However, the inclusion of CDA/PDA allows for a comprehensive understanding of the discourse by considering the broader discursive aspects and potential socio-political implications. This combination of analytical approaches is intended to enhance the depth and richness of the analysis.

The search term for the analysis was determined by examining the frequencies of possible search terms (see Table 1). Although more than one search term could refer to Covid-19, reasons for not using them are as follows: first, low frequency as shown

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in "disease"; second, co-occurrence with "Covid-19" (see Excerpt 1); and third, the ambiguity in meaning (see Excerpt 2). The corpus searches indicate that "Covid-19" has the highest frequency and no ambiguity in meaning. In comparison, words such as "pandemic", "virus", "disease", and "outbreak" can also refer to other diseases as shown in Excerpt 2.

Table 1
Frequency of Possible Search Terms

Search Term	Frequency	Range
Covid-19	11,149	238
pandemic	9,885	243
coronavirus	8,664	259
outbreak	7,325	262
virus	9,407	264
disease	2,903	262

Excerpt 1
Existing financial challenges have been accelerated by the impact of the <u>Covid-19 pandemic</u> on rugby activities, USA Rugby said.

Based on the co-occurrence of "Covid-19" and "pandemic" in Excerpt 1, the search term "Covid-19" with a higher frequency was chosen to avoid repetition.

Excerpt 2
On Sunday, virologist Chen Huan-chun made a public apology for mistakenly saying the novel coronavirus is a type of SARS <u>virus</u>, which caused panic on Chinese social media as the public thought that the novel virus and the SARS <u>virus</u> were the same.

Excerpt 2 shows the term "virus" is not exclusive to "Covid-19" but refers to SARS, another disease, thus this possible search term is excluded due to its ambiguity in meaning.

Collocates within a three-word span to the left and right of the target word were collected based on likelihood threshold, requiring a minimum of five occurrences in the corpus. AntConc's "sort by likelihood" feature was utilized to arrange concordance lines based on the likelihood of word occurrence in the corpus. This likelihood was determined using the Mutual Information (MI) score, which compares the frequency of

two words occurring together to their individual frequencies. A higher MI score indicates a stronger relationship between the words. By sorting the concordance lines according to likelihood, AntConc prioritized the lines with the highest MI score at the top.

To ensure semantic relevance, only content words such as nouns, verbs, and adjectives were analyzed. Initially, two researchers independently selected 100 content words based on their MI scores. However, discrepancies arose due to differences in considering different grammatical forms of the same word. To enhance interrater reliability, the researchers agreed that different grammatical forms of a single lemma would be counted as separate content words. This adjustment aimed to increase agreement and improve reliability.

The resulting 100 collocates were manually coded by the researchers. The analysis revealed three common semantic categories. Concordances of these collocates were examined to provide contextual information and understand the representation of Covid-19.

By incorporating Kheovichai's categorization and utilizing a combination of collocation analysis, CDA and PDA, and content analysis techniques such as examining tone, metaphor usage, and lexical choices, we conducted a comprehensive examination of the semantic groups and representations present in the Covid-19 discourse within *China Daily*.

4. Results

This section presents the collocation analysis and the representation of Covid-19. The data analysis reveals how Covid-19 is discursively constructed with crisis-management mindset to guide public's focus on the dedicated and sustained action of government and notion of solidarity.

The top 100 content words were selected based on their likelihood, determined using the MI score. Through this analysis, common themes and associations emerged, allowing for the grouping of collocations to be divided into three semantic categories: (1) responses, (2) influences, and (3) positioning. This grouping was based on the shared characteristics and relationships among the collocates within each category. Table 2 presents word examples for each category, including token frequencies and collocate token ratios in the corpus. Selected collocate excerpts will be analyzed to explore how these lemmas contribute to the discursive construction of Covid-19.

Table 2
Semantic Groups of Collocates

Index groups of collocates	Example words	Frequency (tokens)	Ratio (‰)
Responses	fight, vaccine, response, test, battle, prevention, treat, tackling, dealing, solidarity, tracking	114,204	10.84
Influences	spread, pandemic, crisis, contracted, impact, recover, severe, shock, effect	84,810	8.05
Positioning	positive, case, reported, symptoms, asymptomatic, infection, died, onset, confirmed, number, percent, hit	239,598	22.74

4.1 Reponses

The analysis of collocates related to responses to tackling Covid-19 reveals several linguistic aspects (as shown in Table 3).

The first aspect focuses on the attitudes of the CCP or Chinese officials in dealing with the virus, using terms such as "fight", "battle", "combat", and "solidarity". These terms depict Covid-19 as an enemy requiring militarized action and collective effort, potentially legitimizing an ideological implication for the national or global fight against the pandemic.

The second aspect includes collocates related to addressing Covid-19, such as "vaccine", "prevention", and "treatment". These collocates guide the public scientifically and encourage effective measures against the virus. However, a comprehensive understanding of the pandemic requires considering multiple factors beyond individual words such as "prevention".

The third aspect involves policies to address Covid-19, such as "tracking" and "containment". These collocates indicate strategies such as contact tracing, tracking, and surveillance taken to curtail or halt the transmission of the virus.

Table 3
Sub-Categories of Responses

Sub-categories	Collocates
Attitudes in dealing with Covid-19	fight, response, battle, combat, tackle, handling, solidarity
Measures dealing with Covid-19	vaccine, prevention, tested, treatment, test

Policy to deal with Covid-19	tracking, containment

Attitudes toward Covid-19 can be conveyed through militaristic connotations, such as "fight", "battle", and "combat", treating the virus as an enemy. Conversely, terms such as "tackle" and "handling" present Covid-19 as a problem to be addressed. However, terms such as "solidarity" suggest a cooperative approach, emphasizing unity and collective effort. While militaristic terms may seem aggressive, in this context, they encourage public action and unity, aligning with positive sentiments from previous studies on war discourses (Pan & Chen, 2022).

Collocations related to measures such as "vaccines" and "preventions" convey a precautionary mindset and action. The public is exposed to pro-vaccination messages and actively engaged as agents in preventing the spread of the disease. Linguistic analysis can explore the persuasive language techniques, emotional appeals, and evidence-based information used in these messages to understand their impact on public perception and behavior.

Collocates associated with policies, such as "quarantine" and "lockdown", represent measures taken to control the spread of infection. Linguistically, these terms emphasize the enforcement of restrictions to limit the virus transmission. Technology has also played a vital role in identifying infected individuals, contact tracing, and containing outbreaks. This aligns with the effectiveness of widespread testing, isolation, contact tracing with technology, and quarantine emphasized by Schwab and Malleret (2020) for early intervention. Sample concordances of these response-related collocates can be found in Table 4.

Table 4
Sample Concordances of Responses Collocates

1	March 20 after being shut down for 58 days amid the ***containment*** of the	COVID-19	outbreak. The plant, located in Dongxihu district in Wuhan, was
2	China has maintained a proactive attitude in the global ***fight*** against	COVID-19,	first within its territory from the very first moment,
3	of medical supplies to better aid the global ***battle*** against the	COVID-19	outbreak, officials said on Sunday. Chinese companies had exported epidemic prevention
4	made great headway in the research and development of	COVID-19	***vaccines***, it is able to translate its commitment into reality,

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Excerpt 3 (*China Daily*, 11 May 2020)

*PepsiCo Wuhan **reopened** its production line on March 20 after being shut down for 58 days amid the **<u>containment</u>** of the COVID-19 outbreak.*

In terms of specific examples, Excerpt 3 provides insights into China's adoption of a containment policy during the initial outbreak of Covid-19 in Wuhan. The choice of words such as "containment" and "reopen" holds significance, highlighting the measures taken and their effectiveness. The economic loss of the lockdown and the government's burden reflect the sociocultural impact. This excerpt contributes to a comprehensive understanding of the containment policy, its impact on economic and societal aspects, and the sociocultural challenges faced by the government in managing the COVID-19 outbreak.

Excerpt 4 (*China Daily*, 10 October 2020)

*As China has made great **headway** in the research and development of COVID-19 **<u>vaccines</u>**, it is able to translate its commitment into reality, Su added.*

Excerpt 4 highlights the significant progress made by China in the research and development of COVID-19 vaccines, signaling the fulfillment of their commitment. Use of the word "headway" in the excerpt indicates that *China Daily* employs a journey metaphor to depict this progress. Journey metaphors are commonly associated with positive representations, symbolizing advancement and accomplishment (Charteris-Black, 2004). In this context, the journey metaphor reflects a positive attitude toward vaccine research and development efforts. Additionally, the reference to *China Daily*'s role in promoting and disseminating reliable information about vaccines aligns with Vai et al.'s (2020) study, emphasizing the pivotal role of the media in enhancing public awareness of COVID-19 risks and encouraging protective behaviors.

4.2. Influences

This category of collocates was used to examine the various influences of Covid-19. The subcategories and corresponding collocates are presented in Table 5. The collocates were further categorized into two groups: one focused on the degree or scope of the influences, while the other focused on the effects or outcomes. The group representing scope and degree included words such as "global", "severe", or "onslaught". The group representing effects and outcomes consisted of verbs indicating the negative impact of Covid-19 such as "cause", "affect", and "spread", as well as verbs indicating positive results, such as "recover". Concordance examples illustrating the collocates related to influence can be found in Table 6.

Table 5
Sub-Categories of Influences

Sub-categories	Collocates
Degree/Scope	spread, surge, raging, ravage, global. local, severe, summit, onslaught
Effects/Outcomes	recover, resurgence, cause, affect, effect, pose, impact, shock, impact, infect, death, challenge

Table 6
Sample Concordances of Influences Collocates

1	countries across the world. To mitigate the ***impact*** of the	COVID-19	pandemic and other uncertainties on the regional economy, China
2	local tourism has recovered from the negative ***effects*** of the	COVID-19	outbreak that started earlier this year.
3	economic situation in China after the ***onslaught*** of the	COVID-19	pandemic, Cong responded with two key words
4	enforcement. China's relatively quick ***recovery*** from the	COVID-19	pandemic without a major fiscal stimulus has also allowed

Excerpt 5 (*China Daily,* 27 December 2020)
To mitigate the <u>impact</u> *of the COVID-19 pandemic and other uncertainties on the regional economy, China must **seize this rare opportunity**, actively promote the implementation of the RCEP, share the development dividends of the FTA, rely on the regional market and the various connectivity facilities to **reach mutually beneficial or win-win cooperation**.*

Excerpt 5 reveals China's focus on reciprocity and mutual benefit in mitigating the impact of COVID-19 on the regional economy. The linguistic features, such as phrases such as "seize this rare opportunity" and "mutually beneficial or win-win cooperation", emphasize China's proactive approach and strategic planning. The mention of RCEP (Regional Comprehensive Economic Partnership) and FTA (Free Trade Agreement) highlights China's active involvement in regional economic integration. Overall, the linguistic choices in this excerpt convey China's commitment to fostering balanced relationships and collaborative growth.

Excerpt 6 (*China Daily*, 24 July 2020)
Asked about the economic situation in China after the <u>**onslaught**</u> *of the COVID-19: pandemic, Cong responded with two key words: **resilience** and **confidence**.*

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Excerpt 6 highlights China's economic situation following the impact of the COVID-19 pandemic. The word "onslaught" signifies the severity of the challenges faced by China. However, the statement by Cong, China's ambassador to Canada, emphasizes two key words: resilience and confidence. This reflects Cong's positive outlook on the economic situation in China.

4.3 Positioning

This category of collocates was employed to characterize Covid-19. They can be classified into three groups: symptoms, identification, and test results (as shown in Table 7). The collocates associated with symptoms include "onset" and "asymptom", among others. The identification group comprises the number, ratio, and cases. Regarding the test results, they are grouped into "positive" and "negative". Table 8 presents examples of concordances for the collocates related to positioning.

Table 7
Sub-Categories of Positioning

Sub-categories	Collocates
test/results	positive, negative, diagnosed
identification	patients, case, reported, number, percent, hit
symptoms	onset, contracted, confirmed, influenza, asymptom, symptom

Table 8
Sample Concordances of Positioning Collocates

1	performances for the first time since the ***onset*** of the	COVID-19	pandemic. Some of the country's top rock bands will
2	day with detailed data on more than 44,000 ***confirmed cases*** of	COVID-19,	which provides a better under-standing about the age
3	coronavirus after the city reported four new ***asymptomatic cases*** of	COVID-19	on Tuesday. All the results by noon Wednesday were negative,
4	Monday morning, more than 146,900 people in the US had ***died*** of	COVID-19	nearly a quarter of the global total — and

Excerpt 7 (*China Daily*, 19 February 2020)
*China published a paper on Monday with detailed data on more than **44,000 confirmed cases** of COVID-19, which provides a better understanding about the age*

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range of people affected, the severity of their diseases and the mortality rate.

Excerpt 8 (*China Daily*, 17 December 2020)

*More than **8,000** people in Dalian, Liaoning province, have been tested for novel coronavirus after the city reported four new **<u>asymptomatic cases</u>** of COVID-19 on Tuesday.*

In both excerpts, the use of specific language such as "detailed data" and statistics such as "44,000" and "8,000" contributes to the overall understanding of the scale, impact, and government response to the COVID-19 pandemic in China. The linguistic features employed, such as precise figures, detailed data, and emphasis on testing, enhance the clarity and scientific nature of the information provided in the news articles.

5. Discussion and Conclusion

In summary, this study investigated the positive discursive construction of Covid-19 in *China Daily*, the largest international newspaper published in mainland China. By examining the portrayal of the pandemic and its implications, particularly in terms of crisis management and global order, insights into how dominant newspapers shape public perception were sought. The findings revealed the promotion of positive discourse during the crisis, including militarized keywords in coping with Covid-19, *China Daily*'s pro-vaccination messages, successful crisis management in China, the discursive power of data and statistics, and the emphasis on positive action. These findings illuminate how dominant newspapers shape public perception, addressing risk-perception, vaccine hesitancy, confidence-building, and effective crisis response. These discussions shed light on the situational understanding and dynamic emergence of discourse in mainland China, ultimately contributing to a comprehensive understanding of the Covid-19 narrative in the media landscape locally and globally. Several results emerged from the corpus-driven analysis, which will serve as the basis for further discussion and exploration of their implications.

5.1 Militarized discourses in coping with Covid-19

Regarding to collocates associated with attitudes and actions in coping with Covid-19, militarized terms such as "fight", "battle", "combat" were used in *China Daily*. Contrary to studies which interpret them as the language of fear communication in order to legitimize an action and serve as a rationale for authority to be obeyed (Cap, 2008), *China Daily* employed these war discourses to raise people's risk-perception of Covid-19. This aligns with a diachronic study on war discourse of Covid-19, which found a statistically significant association with positive valence (Pan & Chen, 2022).

This implies a broader, possibly global shift in the interpretation and application of war discourses in the pandemic context. The consistent positive valence across different contexts indicates a strategic repurposing of war discourses to instill a collective fighting spirit and resilience in the face of the global health crisis.

However, it is important to note that this is a specific case study and may not be universally applicable. Cultural, societal, and linguistic factors may influence how these metaphors are received and interpreted in different communities. Nonetheless, this finding significantly contributes to the evolving understanding of war discourses usage in crisis communication and the emotional responses they can evoke.

5.2 China Daily*'s pro-vaccination messages*

Vaccines, recommended by WHO to control virus and protect public health, have faced negative messages in the media, often due to poor understanding of science and exaggerated possible harm (Catalán-Matamoros & Peñafiel-Saiz, 2019). Vaccine hesitancy, listed as one of the top-10 global health threats by the WHO, has been attributed to anti-vaccine discourses disseminated by the media (Azhar et al., 2018). In terms of positioning, pro-vaccination discourses are often marginalized and peripheral compared to the dominant role of anti-vaccine content (Johnson et al., 2020; Wilson & Wiysonge, 2020).

China Daily's pro-vaccinate messages not only highlight China's efforts in vaccine research but also endorse the vaccine with political authority. Although the political power behind the discourse is often viewed negatively, in this context, it plays a positive role in building public confidence in vaccinations. This is supported by Vai et al. (2020), who found that legacy media regained credibility as reliable sources of information during the pandemic.

The pro-vaccination discourse promoted by *China Daily* has increased the Chinese people's confidence in vaccines, resulting in 89.8% fully immunization rate in China (Mathieu et al., 2022). In contrast, 41% of Republicans in U.S. are anti-vaccination, despite the vaccine's proven safety (Santhanam, 2021). The vaccine produced in China has faced distrust in the U.S. and Brazil (Kreps & Kriner, 2020). Media ideologies can hinder objective analysis, and *China Daily* has been accused of constructing a Covid-19 discourse to improve China's public image. Criticisms have also been directed at the WHO director's discourse (Kheovichai, 2022) and the UK government (Jarvis, 2021), despite the positive effects of these discourses during uncertain times. To provide explanatory critique, it is crucial to assess the actions resulting from the discourse. Thus, contextualizing *China Daily*'s strategies within the Covid-19 pandemic is essential, considering the effects of these discourses since

communication is based on its impact.

5.3 Effective crisis management

China's cumulative death toll from the outbreak of Covid-19 in December 2019 to 13 August 2022, stands at 5, 226 (WHO, 2022). Considering China's population of 1.4 billion people, which accounts for over 18% of the world population, with 18.7% being senior citizens (60 and above) (chinathinktanks.org.cn), this death toll percentage can be seen as a significant success in crisis management. As highlighted by the Great Barrington Declaration, adopting measures to protect the vulnerable should be the central aim of public health responses to Covid-19. These precautionary measures should not only be adopted by medical staff but also by government. The role of the government has been tested during the pandemic and those governments that have adopted measures such as vaccinations or effective guidance on precautions have been successful in protecting their populations to the maximum extent (Micklethwait & Wooldridge, 2020).

The effectiveness of militaristic prevention measures implemented by the Chinese government can be seen in research conducted by the Imperial College London, which found that wide-scale rigorous lockdowns imposed in March 2020 averted 3.1 million deaths in 11 European countries. Similarly, studies conducted at the University of California, Berkeley, reported that confinement measures effectively curbed the exponential growth of Covid-19.

As suggested by Moffitt (2016), leaders' crisis responses can be viewed from two aspects: the political framing of the crisis and the government's actions. Unlike the Trump administration, which downplayed the crisis's effects on public health and cast doubt on medical specialists (Roberts, 2022), the Chinese government framed this crisis by prioritizing lives over the economy and implemented policies based on scientific and medical expertise. Despite Trump's advertisements claiming that Covid-19 posed a threat similar to the flu, research published in *Nature* showed that Covid-19 can cause multi-organ dysfunction and prolonged symptoms. These serious consequences are not limited to symptomatic early Covid-19 variants; patients with asymptomatic mild Covid-19 have also been found to experience virus replication in multiple organs, including the brain (Chertow et al., 2021). Many researchers have reported long Covid symptoms of chronic fatigue, headache, joint pain, chest pain, physical limitation, and mental health problem (Crook et al., 2021; Raveendran et al., 2021). In addition to preventive measures such as nucleic acid testing (NAT), immunization, mask-wearing, and social distancing, the Chinese government also covers medical expenses for confirmed Covid-19 cases, ensuring that everyone, regardless of their socioeconomic status, receives proper treatment.

5.4. The discursive power of data and statistics

The openness and timeliness of providing detailed data, including confirmed cases, have considerable discursive power to alleviate public skepticism and legitimize the authority's actions. *China Daily*'s decision to count and share detailed Covid-19 data provided the public with access to understand the severity of the pandemic and its progress. Statistics are also incorporated into discourses on vaccine development, testing capacity, death toll, and international comparison. Quantifying Covid-19 not only serves as a reminder of how to act, but also helps people understand the reasons behind following the government's guidance. The use of statistics and a scientific linguistic register in *China Daily* likely contributed to effectively controlling the spread of the virus, documenting the pandemic's progress and trends, legitimizing Chinese government policies such as lockdowns, containment measures, and contact tracking.

The representation of Covid-19 in *China Daily* focused on the importance of dedicated and sustained action, even in situations where the outcome could not be visualized or controlled. While the overall portrayal of Covid-19 may be negative, the Chinese government's handling of the virus is depicted positively. The guidance provided by *China Daily* aimed to help the public understand the challenges posed by Covid-19 and the necessity of taking proactive measures.

5.5. Limitations and implications

This study highlights the focus on China's actions and the effective conveyance of the message "positive action helps" in the representations of Covid-19 discourse found in *China Daily*. However, it is important to note the limitations of this study. The analysis was constrained by the limited capacity to delve into the extensive volume of data, such as considering parts of speech or syntactic structures to explore semantic meanings. Future research could further investigate the representation of dominant language in different time frames and contexts, allowing for a more comprehensive analysis of the discourse.

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Appendix I

	Collocate	Rank	Freq (Scaled)	FreqLR	FreqL	FreqR	Range	Likelihood
1	pandemic	1	59310	2006	22	1984	210	10135.16
2	outbreak	2	43950	888	171	717	219	3582.072
3	cases	3	37668	585	110	475	194	2065.094
4	fight	7	22914	405	375	30	178	1527.709
5	patients	10	23766	363	22	341	145	1269.006
6	impact	11	17460	288	248	40	150	1048.241
7	epidemic	13	40044	343	1	342	161	836.967
8	vaccine	14	11412	199	32	167	91	745.01
9	vaccines	15	5928	152	16	136	78	681.54
10	spread	16	19122	191	170	21	124	518.002
11	response	17	14226	165	93	72	104	492.176
12	confirmed	18	11970	154	141	13	100	488.709
13	fighting	22	7644	118	115	3	77	414.491
14	positive	24	13494	141	133	8	96	393.778
15	deaths	25	8706	117	30	87	86	380.69
16	control	27	38004	210	84	126	126	355.846
17	break	28	12126	127	19	108	98	355.191
18	caused	29	9774	116	96	20	93	350.829
19	tested	31	7110	98	86	12	71	323.453
20	infections	32	12300	118	14	104	81	311.378

	Collocate	Rank	Freq (Scaled)	FreqLR	FreqL	FreqR	Range	Likelihood
21	crisis	34	13476	113	13	100	75	271.207
22	battle	35	7482	89	84	5	70	269.512
23	affected	36	9294	91	72	19	72	243.428
24	prevention	38	16866	117	11	106	81	242.434
25	hit	39	17946	120	79	41	88	241.173
26	treat	40	6162	75	67	8	57	230.264
27	treating	41	2094	48	48	0	39	204.733
28	treatment	42	11646	85	54	31	65	183.483
29	test	43	13800	91	36	55	65	180.721
30	testing	44	10950	82	29	53	67	180.631
31	effects	45	4188	55	48	7	47	176.563
32	patient	46	6258	64	7	57	49	176.193
33	case	47	13218	83	30	53	56	158.013
34	posed	49	2772	44	37	7	35	156.819
35	reported	50	21378	104	46	58	80	154.962
36	combating	52	1332	33	33	0	28	145.71
37	recovery	53	16680	89	53	36	68	145.673
38	brought	54	10176	70	30	40	55	144.009
39	global	55	68532	194	112	82	120	139.284
40	causes	57	1740	34	24	10	33	134.583
41	resurgence	59	852	27	22	5	23	132.196
42	challenges	60	11688	71	53	18	57	131.244
43	combat	61	4014	44	41	3	39	126.65
44	symptoms	62	4326	45	20	25	40	125.256
45	transmitted	63	1116	28	24	4	25	124.317
46	shocks	74	1092	25	9	16	24	106.563
47	outbreaks	76	2070	30	6	24	25	101.797
48	recovered	79	3192	34	30	4	26	96.091
49	infected	81	9960	55	46	9	43	93.055

[24]

	Collocate	Rank	Freq (Scaled)	FreqLR	FreqL	FreqR	Range	Likelihood
50	asymptomatic	84	1920	27	15	12	20	90.098
51	contracting	85	660	19	19	0	17	89.446
52	containment	86	2100	27	11	16	24	85.607
53	shock	88	1722	25	7	18	23	84.911
54	severe	89	7356	45	31	14	41	83.695
55	died	90	6360	42	37	5	38	83.491
56	pandemic	91	144	12	0	12	12	82.103
57	impacts	94	1986	25	23	2	21	78.289
58	infection	95	7974	45	3	42	41	77.722
59	years	100	73626	18	16	2	16	67.168
60	tackling	101	1428	20	19	1	17	66.586
61	spreading	102	3462	28	9	19	24	65.403
62	risk	103	17250	62	57	5	49	64.276
63	exacerbated	104	420	13	8	5	6	63.046
64	high	118	60468	15	10	5	14	54.524
65	percent	119	101838	41	23	18	37	54.387
66	yuan	120	63084	17	9	8	15	53.074
67	disruptions	121	1158	16	10	6	16	52.864
68	imported	122	5958	32	29	3	26	52.698
69	effect	124	6426	33	12	21	30	51.974
70	handling	125	2424	21	19	2	18	51.585
71	restrictions	126	8964	39	5	34	33	51.361
72	recovering	127	1680	18	17	1	17	51.06
73	kits	128	2190	20	3	17	16	50.996
74	onset	132	576	12	11	1	12	48.969
75	ravaged	133	438	11	3	8	10	48.857
76	tackle	135	3246	23	22	1	20	48.466
77	recover	136	3918	25	21	4	23	48.249
78	surge	137	3654	24	14	10	20	47.486

Corpus-Driven Analysis on Covid-19 Discourse in China Daily

	Collocate	Rank	Freq (Scaled)	FreqLR	FreqL	FreqR	Range	Likelihood
79	national	138	72192	25	15	10	24	47.004
80	battling	140	1020	14	14	0	14	46.083
81	raging	141	828	13	3	10	13	46.06
82	protocols	142	1266	15	1	14	14	45.301
83	negative	143	6900	32	27	5	29	45.274
84	number	145	38598	90	73	17	71	44.002
85	contracted	146	1332	15	15	0	13	43.907
86	locally	148	1356	15	14	1	13	43.419
87	influenza	149	750	12	5	7	9	42.944
88	earlier	150	12474	43	2	41	39	42.054
89	summit	151	3858	23	19	4	13	41.79
90	vention	153	2562	19	0	19	16	41.522
91	solidarity	154	3234	21	13	8	18	41.145
92	diagnosed	157	1308	14	12	2	14	39.686
93	onslaught	158	150	7	3	4	7	39.647
94	continues	159	4542	24	2	22	22	38.753
95	dealing	160	2790	19	16	3	19	38.753
96	market	161	72102	29	20	9	21	38.547
97	toll	162	3858	22	12	10	21	38.366
98	tracking	167	966	12	1	11	11	37.284
99	responses	168	1194	13	4	9	13	37.255
100	photographers	169	426	9	9	0	9	36.968

Freq: frequency

FreqLR: The frequency of the collocate to the left and right of the search term

FreqL: The frequency of the collocate to the left of the search term

FreqR: The frequency of the collocate to the right of the search term

Range: The number of files in which the search term appears (this is a standard term)

Likelihood: This likelihood was determined using the Mutual Information (MI) score, which compares the frequency of two words occurring together to their individual frequencies.

Motivation of Students to Practice English Speaking in EFL Classrooms

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Abstract

This study aimed to investigate the integrative and instrumental motivation of students at a university in Phitsanulok when they practice English speaking in their English as Foreign Language (EFL) classes. There were 75 undergraduate students who agreed to be participants in the study which included 25 students from each of the Faculty of Business Administration and Liberal Arts (BALA), the Faculty of Science and Agricultural Technology (SAT), and the Faculty of Engineering (ENG). The participants were selected using a purposive sampling method to complete a 20-item questionnaire evaluating their motivation in practicing their English speaking. The results showed that the participants from the three faculties have a high level of motivation ($\bar{x}$=4.04, SD=0.13) to practice English speaking. Instrumental motivation ($\bar{x}$=4.13, SD=0.20) had a significantly higher mean than integrative motivation ($\bar{x}$=3.94, SD=0.09). It could be said that students of a university in Phitsanulok are highly motivated to practice speaking in English. Furthermore, students seem to believe that practicing speaking in English can help them find a job in the future and English-speaking experience could help them when they go abroad. Also, they tend to be more confident when they speak in English. The results of this study indicate that the motivation to practice speaking English among students at a university in Phitsanulok needs to be nurtured.

Introduction

English is a widely used language in many countries. In some other nations, English is the second or a foreign language. English is commonly used for communication with people who have different native languages. There have been some articles claiming that there are more than a billion people who can communicate in the English language, both as a native language and a non-native language. Among them is the account of Lyons (2017) who states that there are 1.35 billion users of the English language. The importance of English is not only related to the number of users but how

the language can be used in many ways. Some careers need English skills to function at work, such as staff in airports and hotels, tourist police, and guides. English in Thailand is categorized as a foreign language. English learning and teaching have been initiated over the years. Students need a long time to learn the four basic language skills of reading, writing, listening, and speaking.

Among these four skills, speaking is considered a major one (Hussain, 2017). Ur (1996) claimed that speaking is the most important skill in communication. Having the ability to speak could open more doors to growth, development, and success. Despite the innovative and up-to-date pedagogical approaches being employed to teach English speaking to students in Thailand, the results remain insufficient (Wanich, 2014), resulting in Thai students lagging behind other non-native English-speaking nationalities. Thai students seem to have a need to build their confidence in speaking English. With the right motivation, Thai students could improve their English-speaking proficiency (Boonkit, 2010; Khamkhien, 2011).

According to Dornyei (1998), motivation is defined as a "process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate the action, or until the planned outcome has been reached." Balog and Pribeanu (2010) also explained that motivation is necessary to thrive in the learning process. Furthermore, students have different motivations to learn the English language. Some students desire to learn English to obtain a high-paying job, while others use it for travel and communication with other nationalities (Gardner, 1985a).

Motivation is the drive of any human being to move toward a certain goal. Guay et.al (2010) stated that motivation is the purpose of any causal behavior, and it is fundamental in the hopes and achievements of any individual. Interestingly, motivation has direct connections to the learning process and it has significant influences on English learning (Al Mamun et. al, 2012; Quadir, 2011).

Accordingly, this study investigates Thai EFL students at a university in Phitsanulok to understand what motivates them to practice English speaking. These EFL students were studying general courses which include English for academic and technical purposes. The courses also covers some speaking parts where the EFL students have to speak in front of their peers or classmates and professors. This paper aims to increase our understanding of what motivated these EFL students to practice their English-speaking skill.

Objectives

This study had two objectives as follows:
1. to investigate what motivated students at a university in Phitsanulok to practice speaking in English; and
2. to investigate what type of motivation, integrative or instrumental, tended to have higher weight with students of a university in Phitsanulok when practicing English speaking.

Scope

This study aims to investigate motivation in learning English speaking. The population in this study were 200 first-year students from three faculties; namely, the Faculty of Engineering (ENG), the Faculty of Agricultural Sciences and Technology (SAT), and the Faculty of Business Administration and Liberal Art (BALA) at a university in Phitsanulok. This study was conducted in the first semester of the Academic Year 2021-2022. This study employed only 75 participants, 25 students from each of the three faculties using the purposive sampling technique.

Literature Review

Definition of motivation

Motivation can be defined as the inner drive for students to learn a particular topic. Islam (1999) further agreed that motivation is a drive that moves people to do or achieve something. Usually, it is used to describe the force that pushes humans to do something or define the human behavior. So for students, motivation propels them to work harder and to do or be better. However, Dornyei (1996) stated that motivation does not solely explain why human do something as many studies use different theories to explain the phenomenon. In the view of Pintrich and Schunk (1996), motivation involves many mental processes. They stated that "motivation is the process whereby goal-directed activity is instigated and sustained." Furthermore, it should not be assumed that motivation is a mental state, emotion, or goal. People often misunderstand motivation. Essentially, motivation should be understood as a process of action. Thus, Dornyei's (1998) study claimed that motivation is the force to make humans do something, and defined motivation as a process where a specific amount of instigation force emerges, initiates action, and persists until the desired outcome is reached or until another force intervenes to weaken it and end the action.

Integrative and instrumental motivations

According to Brown (2000) and Gardner (1985b), motivations can be divided into two types: integrative and instrumental motivation.

Integrative motivation is used in a great deal of research in second or foreign language learning. Integrative motivation is the aspiration to learn a second or foreign language, an interest in learning a language community, or an attitude to the language of the community (Gardner & Lambert, 1972). Moreover, integrative motivation is about the language that learners like to learn to enter a targeted community and become part of the community, according to Gardner and Lambert (1959 as cited in Gilakjani et al., 2012).

Instrumental motivation is different from integrative motivation. This type of motivation happens when learners want to achieve learning a second or foreign language as a tool to succeed in their goals. According to Crookes and Schmidt (1991),

"instrumental motivation has a more functional reason for learning a language to get a better job or a promotion or to pass a required examination." These two types of motivation are elaborated in learning a language, however, they come accompanied by different reasons or attitudes to learning. Gardner (1977) clearly defined the concept of the two types of motivation with their reasons. Integrative motivations are those that show a desire to learn the language in order to interact and communicate with others who speak the language as a second language. Instrumental motivations are those that emphasize the practical benefits of learning a second language without a specific desire to interact with speakers of that second language.

The success or failure of language learning is influenced by both integrative and instrumental motivation. Finding the answer to the question of motivation must therefore relate to these two categories of motivation. However, integrative and instrumental motivation do not necessarily mean that they are mutually exclusive. According to Brown (2000), it is uncommon for learners learning a second language to select one type of motivation, rather they combine both types of motivation, instrumental and integrative. For example, students are willing to learn English for academic purposes but also want to use it for entertainment purposes.

The interplay between integrative and instrumental motivations provides a comprehensive framework for understanding why individuals embark on the journey of learning English. While integrative motivation emphasizes cultural connection and identity, instrumental motivation underscores the practical advantages associated with language proficiency. Recognizing and addressing both dimensions can inform educators and language programmers to create more engaging and effective learning environments.

Motivation to study the English language

Motivation plays a pivotal role in driving language learners to engage in the complex process of acquiring a new language. Understanding the various motivational factors provides insights into learners' dedication and persistence in studying English (Dörnyei, 2005). Motivation can be multifaceted, encompassing both integrative and instrumental elements that contribute to learners' language acquisition journey. In addition to integrative and instrumental motivations, social motivation centers around the desire for social interaction and communication. Language learners are often motivated by the prospect of connecting with others, fostering relationships, and participating in meaningful conversations, which is particularly relevant in the context of learning a global language such as English (Dörnyei, 2005).

Nowadays, many studies aim to understand the role of motivation in language learning. According to Gilakjani et.al (2012), the success of attaining the goals for any person depends on the effort and desire to do anything to achieve it. So, the success of learning a language depends on the motivation. Language learners spend a long time learning and need the motivation to study or retain what they learn. Furthermore, according to Dornyei (1998), human behavior is guided and given energy by motivation. Therefore, motivation is the main element to drive people to succeed in

learning a language. Also, according to Ditual (2012), learners who have high attitudes toward learning a language will have both instrumental and integrative motivation.

Motivation to study English is a dynamic amalgam of integrative, instrumental, social factors, and other elements in the motivation spectrum. Individuals may experience a combination of these motivations, and their intensity can vary over time. Thus, recognizing and catering to these motivational dimensions is crucial for educators and language programmers to create an environment that fosters sustained enthusiasm and dedication among language learners over an extended period of time.

Learning English speaking

Learning a language covers the learning of four basic skills, and speaking skill seems to be the most important skill in learning a second or a foreign language. As Ur (1996) reiterated, speaking uses all four language skills. According to Chaney and Burk (1998), speaking skill is the ability to create and communicate meaning in a variety of contexts using both verbal and nonverbal symbols. So, speaking is a skill that language learners cannot avoid in order to be successful. Moreover, speaking skills can improve the other three language skills, so learners cannot avoid studying it in a second or foreign language. However, as speaking skill uses all of the four skills, this can make learners feel stressed. Therefore, learning to speak is more special than learning other skills.

Speaking English can provide a significant advantage to learners. According to LaRock (2019), the benefits in speaking English are learners can have more opportunities in life. English skills are important to gain an opportunity and the most required skill is speaking skill. According to Nurmala (2012), it is necessary for every person to have good speaking skills. English-speaking skill as a foreign language is not only the easiest of the four skills to convey information but this skill also has a large impact in terms of the business world. Speaking skill is required by many companies and workers are able to speak with clients in English. Therefore, speaking English skills will help people to achieve their goals in life.

Other related studies

There are numerous articles and research studies about integrative and instrumental motivations. The relevant information from these sources required to conduct the present study are outlined below.

Integrative and instrumental motivations have had positive effects on EFL or ESL students around the world. In the case of Iranian students, they had very high motivation and positive attitude toward learning English and were more instrumentally motivated (Vaezi, 2008). This study aimed to describe and examine Iranian undergraduate students' integrative and instrumental motivation toward learning English as a foreign language. In addition, integrative motivation was internally related as one of the determinants of motivation for learning EFL among Lebanese students (Kassim & Ghaith, 2008). Even for Chinese and Malaysian students, there were positive responses to motivation being integrated into English language learning. Furthermore, Liu (2007) investigated 202 third-year non-English majors in a southern university in

China using a 44-item survey and revealed that students had positive attitudes in learning English language and were slightly more motivated instrumentally. As for Malaysian students, it was found that they had high motivation toward learning English and had slightly more instrumental than integrative motivation (Muftah & Rafik-Galea, 2013).

In Thailand, some studies are relevant to motivation with implications for students or their attitudes in learning English. Based on the findings of Wimolmas' (2012) survey study of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University, language improvement programs and activities were discussed in accordance with their language difficulties as expressed in the open-ended questions to increase their motivation in English language learning. It was also suggested that there should be a few pertinent and practical motivational learning approaches to boost and improve the student's motivation.

Interestingly, Thai students seem to have high motivation toward learning English. Nuchnoi (2008) investigated the level of motivation among political science undergraduate students and affirmed that Thai students have a high motivation to learn English. The results also showed that students have highly instrumental motivation toward learning English. Similarly, Kitjaroonchai and Kitjaroonchai (2012) also showed that Thai students had high motivation to learn English in their research into the motivation toward English learning of Thai students majoring in English at Asia-Pacific International University, Thailand. Also, Choomthong and Chaichompoo (2015) studied English language motivation of Thai undergraduate students and showed that students had high motivation, and instrumental motivation was slightly higher than the other types of motivation. Finally, Degang (2010) researched motivation toward English language learning of 50 second-year undergraduate students majoring in business English at an English-medium university using a survey adapted from the Attitude/Motivation Test Battery (AMTB) and found a high motivation level. It could be perceived that Thai students have high motivation toward learning English.

The aforementioned studies show that motivation has a direct and indirect association with learning a language, specifically the English language. Lastly, success or failure in learning a second language is apparently determined by motivation.

Methodology

Participants

a. Population

The population was approximately 200 first-year undergraduate students at a university in Phitsanulok. They were studying for a bachelor's degree in different disciplines in the three facilities; namely the Faculty of Business Administration and Liberal Arts (BALA), the Faculty of Engineering (ENG), and the Faculty of Science and Agricultural Technology (SAT).

b. Sampling method

The participants were selected by purposive sampling method. The sample participants were 75 first-year undergraduate students, 25 students from each faculty: 25 participants from BALA, 25 participants from ENG, and 25 participants from SAT.

Instruments

This study used a questionnaire as a research instrument. The questionnaire contained two sections. The first section asked about the participants' personal information: gender, age, and faculty. The second section was a set of statements about motivation in practicing speaking in English, both integrative and instrumental. The first part of this section contained 10 items concerning the importance of practicing English speaking. These items elucidated the motivation of the participants to learn English speaking for them to understand and communicate with other people. The second part also contained 10 items about the importance of practicing English speaking for them to achieve their goals and succeed in life or in their career.

The questionnaire used the five-point Likert scale with categories: strongly agree, agree, undecided, disagree, and strongly disagree. The study used Best's (1981) and Degang's (2010) scales to determine the level of agreement and disagreement among the participants. See Table 1.

Table 1
The 5-point Likert Scale with its range and level of interpretation

Scale	Range	Level	Score
5	Strongly agree	Very high	4.50-5.00
4	Agree	High	3.50-4.49
3	Moderate (Undecided)	Moderate	2.50-3.49
2	Disagree	Low	1.50-2.49
1	Strongly disagree	Very low	1.00-1.49

The questionnaire was validated by three experts in Applied Linguistics and English Language Teaching (ELT). The items in the questionnaire earned an Index of Item-Object Congruence (IOC) value which was greater than or equal to 0.5. After validation, the questionnaire had a total IOC value of 0.83 which meant that the items or statements in the questionnaire were reliable. Consequently, the questionnaire was revised according to the experts' suggestions before it was distributed to the participants.

Data collection method

The questionnaire was distributed to the participants in their English classes with the lecturer-in-charge and the researchers. At the time of the study, the 75 targeted participants were asked to fill out and answer the questionnaire during their English classes. The participants had to inform their gender, age, and faculty and then responded

to statements detailing their motivation to speak English. They returned the questionnaire within the given time limit of 50 minutes.

Data analyses

The data obtained from the questionnaire were analyzed using SPSS and Microsoft Office Excel programs to find means and percentages. The data from the first section were calculated and presented in percentages. The data in the second section were calculated to find mean and standard deviation (SD). Lastly, paired sample *t*-test was computed to evaluate and compare the mean results between the two types of motivation.

Results and Analyses

This research aimed to study the motivation of students to practice their English speaking in their EFL classrooms. The data were collected using questionnaires. The participants were 75 first-year undergraduate students from the three faculties at a university in Phitsanulok.

Part 1: Personal Information

Table 2
Demographic profiles of the participants

Gender	n	Percent
Male	48	64
Female	27	36
Total	75	100
Age		
18	38	50.7
19	29	38.7
20 and above	8	10.7
Total	75	100
Faculty		
Business Administration and Liberal Arts (BALA)	25	33.33
Science and Agricultural Technology (SAT)	25	33.33
Engineering (ENG)	25	33.33
Total	75	100

Table 2 shows that the 48 or 64% of participates were male, the majority, while 27 or 36% were female. This indicates that the participants were a male-dominated group. In terms of age, 18 years old were at majority with 50.7%. The others were 19 years old at 38.7% and 20 years old and above at 8.3%. This is the usual age range of the first-year level in the university. Table 2 also shows the number and percentage of

the participants from each of the three faculties, with 25 participants or 33.33% from each faculty.

Part 2. Results on the integrative and instrumental motivation to practice speaking English

Table 3
Integrative motivation of the participants

Statements	Mean ($\bar{x}$)	S.D.
1. Studying English speaking is important to me because I can understand more about culture.	4.21	0.08
2. Studying English speaking is important to me because I will be able to sing some English songs.	3.89	0.40
3. Practicing English speaking can be important for me because I will be able to join activities with who can speak English.	4.17	0.24
4. Speaking in English helps me to better understand the accents of various English speakers.	4.27	0.12
5. Practicing English speaking helps me to easily make friends with foreigners.	4.11	0.33
6. Practicing English speaking helps me to associate with foreigners and learn about them.	4.11	0.24
7. English speaking helps me to be an open-minded person.	4.00	0.02
8. English speaking can boost my confidence.	4.22	0.12
9. I enjoy speaking in English.	4.05	0.22
10. I enjoy speaking with native-English speakers more than my original language.	2.37	0.30
TOTAL	**3.94**	**0.15**

Table 3 shows that the participants have high integrative motivation with a mean score of 3.94 (SD=0.15). Under the integrative motivation, the statement which garnered the highest mean score of 4.27 (SD=0.12) was *Speaking in English helps me to better understand the accents of various English speakers.* It was followed by the statement *English speaking can boost my confidence* which earned a 4.22 mean score (SD=0.12). Moreover, the statement *Studying English speaking is important to me because I can understand more about culture* had 4.21 (SD=0.08) as its mean score. All of the statements including the three previous ones had a high level of motivation except for one statement. Interestingly, the statement *I enjoy speaking with native-English speakers more than my original language* garnered a 2.37 mean score which can be interpreted as a low level of motivation.

As a whole, most of the participants had a high level of integrative motivation. They try to practice English speaking because they want to understand English speakers. Speaking English can be a confidence booster for them as well as speaking the language can be a tool for them to become more culturally diverse. On the one hand, the

participants clearly disagree that they enjoy speaking with native-English speakers, hence they still have a strong adherence to their mother language.

Table 4
Instrumental motivation of the participants

Statements	Mean ($\bar{x}$)	S.D.
1. English speaking can be important for me because it will help me to get a job in the future.	4.41	0.10
2. English speaking can be important for me because I need to use it for my future career.	4.32	0.25
3. English speaking can be important for me because I don't want to be embarrassed when I speak in real situation with English speakers.	4.26	0.04
4. English speaking can be important for me because other people will respect me more.	3.81	0.20
5. English speaking can be important for me because it will help me to investigate or ask something in person.	3.99	0.14
6. English speaking can help me when I travel abroad.	4.39	0.04
7. Speaking English is important to me because it will help me to achieve good performances and commendations at school.	3.82	0.13
8. I practice speaking in English diligently because I want good grades in English subjects.	4.17	0.21
9. I practice speaking in English diligently because it is an important tool for communication.	4.04	0.19
10. English speaking can be important for me because I need to use it when I render any public speaking engagement.	4.08	0.24
TOTAL	**4.13**	**0.24**

Table 4 shows that the overall mean score was 4.13 (SD=0.24) from participants garnering a high level of instrumental motivation. The statement which gathered the highest mean score at 4.41 (SD=0.1) was *English speaking can be important for me because it will help me to get a job in the future*. The statement *English speaking can help me when I travel abroad* had a mean score of 4.39 (SD=0.04) from the participants. The statement *English speaking can be important for me because I need to use it for my future career* had a mean of 4.32 (SD=0.25), and the statement *English speaking can be important for me because other people will respect me more* got the lowest mean score at 3.81 (SD=0.2). All of the statements had a high level of motivation among them.

To sum up the results for each type of motivation, instrumental motivation is at a high level for the participants to practice English speaking. Primarily, the reason why they had this level of motivation was that they could use their English-speaking ability when they finish studying at the university.

Table 5

Mean scores of integrative and instrumental motivations among the three faculties

Types of Motivation	BALA	ENG	SAT	Total Mean	S.D.	Level
Integrative	4.00	3.90	3.93	**3.94**	0.20	High
Instrumental	4.23	4.04	4.12	**4.13**	0.09	High
TOTAL	**4.12**	**3.97**	**4.03**	**4.04**	**0.13**	**High**

Table 5 illustrates the total mean scores of the responses of the participants. Furthermore, it also elucidates the comparison between integrative and instrumental motivation among the three faculties. There is a high level of motivation among the participants. It shows that both types of motivation have slightly different results with instrumental motivation having a slightly higher motivation with a mean of 4.13 (SD=0.09) while integrative motivation is at 3.94 (SD=0.20). However, both types of motivation garnered a high level of motivation among the participants.

Students' motivations at a university in Phitsanulok revealed that they had almost equal total mean scores between integrative and instrumental motivation. However, the instrumental motivation mean was slightly more dominant than integrative motivation. Moreover, instrumental was a more dominant motivation in each of the faculty.

Part 3. Results on comparison of mean scores of the integrative and instrumental motivations to practice speaking English among the participants

Table 6

Comparison of the means of integrative and instrumental motivation through t-*test*

	Mean	SD	Standards Error Mean	95% Confidence of Interval		t	df	Sig. (2-tailed)
				Upper	Lower			
Pair 1 Integrative Instrumental	-0.19	4.389	0.809	-9.218	-5.789	-9.93	74	0.000

Paired *t*-test was done to determine whether the mean of instrumental motivation was significantly higher than the mean of integral motivation. As shown in Table 6, the mean of instrumental motivation ($\bar{x}$=4.13, SD=0.09) was significantly higher than the mean of integrative motivation ($\bar{x}$=3.94, SD=0.20), $t_{(74)}$ = -9.93, p<0.001.

In summary, most of the participants thought that practicing English speaking was more valuable for their success and future.

Conclusions and Recommendations

Conclusions

This study attempted to investigate the types of motivation of the students, both integrative and instrumental, at a university in Phitsanulok vis-à-vis the practice of speaking English among the 75 participants in their first year-level from three faculties. It revealed that these EFL students had a high level of motivation to practice English speaking, both integrative and instrumental. Significantly, instrumental motivation to practice English speaking seems to have a higher concern among them rather than integrative motivation which means that their motivation to practice English speaking is mostly related to their success and future careers.

The students in this study believed that English speaking can be important for them because it may help them to obtain employment in the future and to travel to other countries. Also, they tend to be more confident when they speak in English. Moreover, they practice English speaking because they think that they could earn more respect when they know how to speak the language. Nevertheless, they are not yet comfortable speaking with native-English speakers.

Motivation to practice English speaking among students at a university in Phitsanulok needs to be nurtured in terms of both types of motivation, otherwise, the motivation for some students will gradually decrease. According to Liu (2005), students can be demotivated in learning if proper motivation factors are not maintained. This means that to improve motivation and prevent the demotivation of the students at a university in Phitsanulok, both types of motivation need to be maintained equally.

Discussions and implications of the study

Learning English needs to occur over the long term to achieve success, and motivation is important to make the students continue to learn or enhance their skills in many aspects. Motivation plays a large role to achieve success in a second language. So, in order to accomplish English-speaking skills, students need some motivation to reach their goals and researchers need to investigate the factors motivating them to practice speaking English. The present study supports the previous study of Nurmala (2012) who found it was necessary to have good speaking skills as a tool to succeed in the business sphere. Similarly, the students who participated in this study believed that practicing English speaking could also serve as a tool, regardless of their speed and pace to acquire the skills, for them to reach a specific goal that they try to achieve after completing their university degree. This study also coincides with the findings of Degang (2010) who revealed that Thai students have a high motivation toward learning English speaking with instrumental motivation seeming to be more of a concern among Thai students, both specified and determined.

Moreover, instrumental motivation appears to be of significance for Asian learners. Malaysian pre-university students considered instrumental motivation could

be a good tool to learn a language (Muftah & Rafik-Galea, 2013). This is also the result of a study among Chinese learners which favored instrument motivation to study English (Liu, 2007). Furthermore, both of these studies from Asian countries where English is considered as a foreign or second language showed a positive attitude toward instrumental and even other types of motivation. As a result, for effective improvement of the students of a university in Phitsanulok or other schools and academic institutions in the future, it is necessary to provide lessons that increase and maintain both types of motivation, instrumental and integrative.

Limitations

The findings of the study specifically reflected the motivation in a certain group of participants; the results from 75 participants who were first-year students in a university in Phitsanulok do not represent or can be generalized to the other groups of students.

Recommendation for future studies

The findings of this study were unique for the particular group of students; the students had almost equal motivation value in both integrative and instrumental motivation. Thus, the following recommendations for future research are made:

1. This study had only 75 students as participants. Further studies could have more participants to increase accurate and reliable outcomes. The subject could be twelfth-grade school students for a longer time lesson plan.
2. This study used only close-ended questions or statements to collect data. Future studies could employ a greater range of methods such as interviews to gain more in-depth data.
3. This study investigated only integrative and instrumental motivation. Future studies could include more types of motivation to investigate, such as intrinsic and extrinsic motivation or attitude toward practicing English speaking.

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The Effectiveness of Mother Tongue-Based Language Teaching in Facilitating English Language Skills for Thai University Undergraduates and their Perceptions on L1 Use in English Classrooms

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Abstract

This research study investigates the effectiveness of mother tongue-based language education in facilitating English language skills among Thai university undergraduates and explores how Thai university undergraduates perceived using mother tongue-based language teaching in English classrooms. The participants were 100 private university undergraduate students in Chiang Mai, Thailand selected by purposive sampling. Based on the data collected via an experimental study, a questionnaire, and a semi-structured interview, the findings were statistically significant. The results demonstrated a significant increase in the mean scores of the post-tests in the experimental group and the control group. The mean scores of the changes of the tests in the experimental group were also greater than those of the control group. Therefore, the findings indicated that the method could generate a higher level of achievement in English language learning skills among the experimental group. In addition, the participants perceived various advantages of using their native language (L1) in second language (L2) classrooms. First, employing students' mother tongues allowed for better understanding of the content being taught. Second, this tactic increased motivation to participate in classroom activities and complete tasks. Third, it enabled teachers to clarify and explain some difficult concepts, including directions for classroom tasks and activities. Ultimately, the participants generally supported use of their mother tongue in an English classroom to enhance their foreign language skills, citing particular benefits in explaining English grammatical rules and the meanings of difficult or confusing terms.

Keywords: English language skills, Mother tongue-based language teaching, Perceptions, Thai university undergraduates

Introduction

In recent decades, there has been a notable inclination toward the use of native language (L1) in the field of English language teaching. Researchers and educators have increasingly expressed interest in investigating the potential benefits of utilizing L1 within English as a Foreign Language (EFL) classrooms, as well as determining

appropriate methods for integrating L1 effectively in EFL teaching and learning (Aurbach, 1993; Mukattash, 2003; Schweers, 1999; Tang, 2002). Willis (1996) advocates for L1 usage in foreign language classrooms, asserting that it can enhance students' language competence and facilitate greater exposure to the target language. Use of one's mother tongue should not be banned; instead, teachers should strongly encourage attempts to use the target language. Banning the use of L1 could impede students' comprehension of the target language. Thus, L1 should be used to support learning in a foreign language classroom if it is necessary (Nunan & Lamb, 1996).

In the context of Thailand, students' language skills require remedial instruction which provides additional support to individual students' needs and fosters their language development, particularly in areas such as speaking and writing in the target language (Wongsathorn et al., 2002). Moreover, students with a low or even moderate level of English proficiency often encounter difficulties in the English-only classroom at higher levels of education, such as in universities. Indeed, students' level of English proficiency can present a significant obstacle in a Communicative Language Teaching (CLT) classroom, where the primary emphasis is on using English exclusively for communication (Ueasiriwatthanachai, 2020; Wiriyachitra, 2001). Nilubol and Sitthitikul (2017) asserted that among low-achiever students, the use of their mother tongue served as a more comfortable and familiar means of expressing their thoughts and seeking clarification in the classroom. As they gained confidence in utilizing their native language, they became more willing to participate actively in class discussions. Students' language proficiency development can be significantly influenced by the teaching approach adopted by teachers in the classroom. If teachers, educational institutions or educational systems restrict the utilization of students' first language, this can impact their language proficiency progression (Wigglesworth & Simpson, 2008).

Therefore, allowing learners to use the language they are most comfortable with while learning English may reduce confusion and frustration, ultimately increasing lower-proficiency EFL students' confidence and understanding and generating positive learning outcomes as a whole (Alptekin, 2002, Ricablanca, 2014). However, there exists a notable contrast of views among researchers regarding the use of the L1 as a facilitative tool in second language (L2) learning environments. While some researchers advocate for the integration of L1 to enhance students' learning experiences, others are steadfast in supporting the conceptual principles of CLT which emphasizes the exclusive use of the L2 for student interaction during language lessons (Wongsathorn et al., 2002). The extent, timing, and appropriate methods for incorporating L1 in the EFL classroom also remain topics of ongoing debate. Educational institutions, including schools, universities, and specialized language-learning institutions, grapple with the decision of whether to promote an English-only classroom environment or adopt policies that endorse the strategic and purposeful use of L1 (Çelik, 2008).

According to Mangubhai (2005), educators should provide students a suitable learning environment with minimal learning obstacles. Teachers are responsible for selecting appropriate pedagogical methodologies that enable students to effectively

master language skills. In the past, questions regarding the suitability of mother tongue use as the language of education have been raised. Some scholars have supported the use of mother-tongue based education while others still maintain doubts. This research thus sought to investigate the effectiveness of mother tongue-based language teaching among Thai university undergraduates and to explore how Thai university undergraduates perceived using mother tongue-based language teaching in English classrooms.

Research Objectives

The research objectives of this study are:

1. To investigate the effectiveness of mother tongue-based language teaching in facilitating English language skills for Thai university undergraduates.

2. To explore Thai university undergraduates' perception of mother tongue-based language teaching in English classrooms.

Research Questions

The research questions therefore are:

1. To what extent could mother tongue-based language teaching facilitate English language skills for Thai university undergraduates?

2. How did Thai university undergraduates perceive using mother tongue-based language teaching in English classrooms?

Significance of the Research

The contributions of this project include: 1) offering a path to facilitate English language skills for Thai university undergraduates and 2) providing an appropriate framework for teachers to use mother tongue-based language teaching effectively in the EFL classroom. Accordingly, the results of this current study can be integrated into educational policies for language learning development at all levels.

Literature Review

L1 use in language learning

Mother tongue-based language teaching entails the utilization of students' L1 as the principal medium of classroom instruction. Specifically, L1 refers to the language with which students are inherently familiar, as it is the one in which they are identified as native speakers, as defined by UNESCO (2003). Proponents of using L1 in L2 learning classrooms have offered many reasons this technique is advantageous (Cook, 2000; Cummins, 1979, 2000). Cummins (1979) presents the Threshold Hypothesis which states that learners' achievement in L2 acquisition depends on the level of proficiency of their own native language. This hypothesis is in contrast with the idea that the more language learners study through the target language-only instruction, the higher level of target language proficiency they will have. Mother tongue-based

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instruction does affect students' L2 learning accomplishment (Cummins, 2000). Moreover, a humanistic approach to education supports the idea that the use of L1 in an L2 classroom should not be banned. Students should be provided opportunities to speak and express their opinions naturally without fear of incorrect vocabulary and making mistakes. L1 should not be perceived as a language barrier. Conversely, it should be a tool to help facilitate the language learning process (Cook, 2000).

Nation (2003) proposed that employing mother tongue-based language teaching has the potential to significantly enhance students' comprehension and active engagement in classroom activities. Furthermore, this approach can foster a heightened sense of motivation among students. Also, using L1 in the L2 classroom creates a friendly atmosphere for students. All of these advantages could result in students' successful language learning outcomes. To support Nation's rationale, Miles (2004) conducted an experimental study to check whether L1 could help students learn the English language or not. The participants were Japanese EFL students whose mother tongue was Japanese. The participants were divided into three classes. The first class was the English-only instruction class. In the second class, students were able to speak Japanese in class but the teacher used only English. For the third class, both the teacher and students were able to use Japanese and English. After taking an English language pre-test and post-test, the average post-test scores of the third class were higher than those of the pre-test. The results revealed that L1 use did assist in English language learning. In addition, Tang (2002) conducted a study into the use of students' mother tongue in EFL classes and the findings confirmed Miles' findings. The incorporation of students' L1 in L2 learning proves to be beneficial for their overall language proficiency. The utilization of the mother tongue facilitates the acquisition of the L2 and augments opportunities for students to access and engage with the target language more effectively (Tang, 2002).

In the theoretical framework of instructed second language acquisition (ISLA), learners engage with the L2 primarily through classroom-based learning rather than acquiring the L2 through natural exposure and interaction with native speakers (Spada, 2014). Within ISLA, a crucial aspect of consideration lies in understanding the mechanisms of learning, encompassing the processes involved in language acquisition and the nature of the input provided to learners (Loewen & Sato, 2017). Numerous studies have examined the influence of the L1 in ISLA, specifically investigating the impact of integrating the use of L1 by both students and instructors during L2 classroom instruction. These studies aimed to determine whether such an approach has an effect on learners' development of L2 proficiency, in comparison to L2-only instruction. The findings from these studies suggest that L1 may play a more crucial role in the advancement of L2 proficiency. Particularly, a high frequency of L1 usage consistently demonstrated a facilitating effect on the process of L2 learning (Fuente & Goldenberg, 2022; Türker, 2018).

Challenges in employing L1 in language learning

Despite numerous studies emphasizing the significance of integrating the L1 to facilitate target language acquisition, certain studies have raised doubts and concerns regarding the practical implementation of L1 in language learning. Prodromou (2002) mentioned that teachers should consider providing the appropriate amount of L2 input in the classroom for the students. The amount of L2 input provided should be based on students' levels of language proficiency. Students with higher levels of language proficiency might want to avoid mother tongue-based instruction altogether since they have greater capacity to reap the benefits of direct exposure to the target language and already associate increased exposure with increased skill level. Prodromou conducted research to explore Greek EFL students' attitudes toward the implementation of L1 in English classes, and found that the students who had higher levels of English proficiency were not willing to use L1 in the classroom. Moreover, students had positive attitudes toward using only L2 in the classroom. Additionally, Malone (2008), Malone and Paraide (2011), and Wa-Mbaleka (2014) cited other concerns related to mother tongue-based education. First, English language teachers are usually trained to teach solely using the English language, and so use of their students' mother tongue may prove challenging. Second, there may be a limited number of teaching materials in students' native languages since teaching materials for English classes are generally in English.

Relevant studies

Recent research studies have identified the significance of mother tongue-based language teaching (Li & Majhanovich, 2010; Obod et al., 2020; Ricablanca, 2014). Li and Majhanovich (2010) investigated the benefits of mother-tongue language teaching after the implementation of Hong Kong language learning policy in 1998. The findings revealed that with mother tongue-based education, students' performance in English language learning had improved. In addition, the significance of mother tongue-based education was supported by the study of Obod et al. (2020). An experimental study was conducted among elementary school students in the Philippines. The findings revealed that the use of mother tongue-based instruction was more effective than non-mother tongue-based instruction. The mother tongue-based language education group significantly learned more than the non-mother tongue-based language education group.

Various studies have also indicated that a majority of teachers and students maintain positive attitudes toward the use of their mother tongues in language classes, citing perceived benefits on their language proficiency (Kayaoğlu, 2012; Khejeri, 2014; Kim & Petraki, 2009). The idea that most students prefer implementation of their mother tongue in the L2 classroom was supported by the study of Khejeri (2014). Khejeri utilized a questionnaire, observations, and tape recordings to explore mother tongue use as a medium of instruction in Kenya. The study revealed that, through mother tongue-based instruction, the students found it easier to learn their target language. Apart from that, Khejeri proposed some suggestions for implementing mother

tongue use in English learning, arguing that governments and educators should be encouraged to produce teaching materials in both students' mother tongues and in English, as well as support a language policy which promotes the use of mother tongue and the target language as a medium of instruction simultaneously. The aforementioned studies demonstrate that there is room for mother tongue use in the L2 classroom. With the appropriate use, mother tongue-based instruction would be undeniably helpful for students' L2 acquisition.

Research Methodology

Table 1
The research design of the experimental study

	Pre-test	Treatment	Post-test
Control group	√	O	√
Experimental group	√	X	√

The experimental study involved two groups of Thai university undergraduates: an experimental group that received mother tongue-based instruction for English language learning and a control group that received English language instruction for English language learning. Based on Table 1, X symbolizes having the treatment (mother tongue-based language teaching) while O symbolizes not having the treatment. A pre-test and post-test were given to investigate the effectiveness of mother tongue-based language teaching in facilitating English-language skills for the selected students. Additionally, questionnaires and semi-structured interviews were conducted to explore how Thai university undergraduates perceived mother tongue-based language teaching in English classrooms.

Participants

Private university undergraduates in Chiang Mai, Thailand participated in this study. The participants were selected via the purposive sampling method. The students enrolling in the General English course participated in the experimental study, responded to the questionnaire and took part in the semi-structured interview. Two-hundred and fifty students were enrolled in the course according to the university's registration system. Yamane's formula of sample size (Yamane, 1973) was utilized to determine a sample group of 100 students. The majority of the sample group was female. Only 5% of the students in the group were male. This inconsistency in participants' sex was due to the fact that most students from the participating faculty were female.

Research Instrument

Pre-test and post-test

A test was selected as the research instrument in the experimental study to investigate the efficacy of mother tongue-based language teaching for Thai university undergraduate students. The test contained a reading section and a vocabulary section. The test was designed and developed by the researcher, then validated by three experts in the field of English Language Education using the Item-Objective Congruence Index (IOC).

Questionnaire and interview

A questionnaire and a semi-structured interview were employed in order to explore how Thai university undergraduates perceived mother tongue-based language teaching in English classrooms. The questionnaire was adapted from the study of Korean students' and teachers' attitudes regarding use of their L1 in English classrooms (Kim & Petraki, 2009). The questionnaire and the interview questions were translated into Thai to ensure that the participants clearly understood the items in the questionnaire. Three experts in the field of English language teaching also validated the questionnaire and interview questions using the IOC.

Data Collection and Data Analysis

Before the experimental phase started, the sample group of 100 students took part in the same pre-test. Then, all of them were taught English by the researcher with the same textbook and supplementary materials. In the experimental group, the researcher employed the use of mother tongue-based language teaching. While for the control group, the lesson was given in the English-only classroom. At the end of the experimental phase, both groups were asked to take part in the same test which was regarded as the post-test in order to determine the effectiveness of using mother tongue-based language teaching in facilitating the subjects' English language learning skills.

The pre-test and post-test scores of the students in each group were analyzed using paired *t*-tests to compare the pre-test and post-test scores of the experimental group and the control group separately. Second, an independent *t*-test was used to analyze the pre-test and post-test scores of the students from both groups to compare the differences between the changes after post-test of the experimental group and the control group. Then, the questionnaire and the semi-structured interview were administered to the participants in the experimental group after they had opportunities to learn through mother tongue-based language teaching. Quantitative data from the questionnaire were statistically analyzed for Mean and Standard Deviation (*SD*). Then, the qualitative data from the open-ended part of the questionnaire and the semi-structured interview were coded and categorized into several themes.

Findings

The effectiveness of mother tongue-based language teaching in facilitating English language skills among private university undergraduates

Table 2
Comparison of the pre-test and post-test scores of the experimental group and the control group in two sub-tests

Variables	Pre-test ($n = 50$)	Post-test ($n = 50$)	Change (%)	t	p-value
Reading test					
Experimental Group	20.84 ± 9.75	26.20± 11.59	25.72	5.129	< 0.001*
Control Group	20.13 ± 9.72	23.48 ± 8.45	16.64	2.812	0.007*
Vocabulary test					
Experimental Group	11.82 ± 5.44	15.62 ± 6.25	32.15	4.781	< 0.001*
Control Group	11.24 ± 6.07	13.54 ± 6.39	20.46	2.338	0.023*

Data are mean ± *SD* * *p*-value < 0.05

According to Table 2, after the experiment, the mean scores of the reading post-tests in the experimental group and the control group increased significantly (*p*-value Exp < 0.001 and *p*-value Control = 0.007 respectively).

For the vocabulary post-test, the mean scores in the experimental group and the control group increased significantly (*p*-value Exp < 0.001 and *p*-value Control = 0.023 respectively).

Table 3
Comparison of changes after post-test of the experimental group and the control group

Variables	Change (%)		t	p-value
	Experimental Group ($n = 50$)	Control Group ($n = 50$)		
Reading	34.44 ± 45.08	22.71 ± 56.54	0.779	0.438
Vocabulary	27.51 ± 42.08	20.97 ± 41.87	1.147	0.254

Data are mean ± *SD* * *p*-value < 0.05

As presented in Table 3, when the changes after post-test of the experimental group and the control group were compared, there was no significant difference in reading between the means of the experimental group and the control group (*p*-value = 0.438). However, the mean scores of the percentage of change in reading test in the experimental group (34.44) were significantly greater than those of the control group (22.71), indicating a higher level of achievement in their reading skill.

The comparison of vocabulary test scores also yielded a similar result. There was no significant difference between the means of the experimental group and the control group (*p*-value = 0.254). Nevertheless, the mean scores of the percentage of change in the vocabulary test for the experimental group (27.51) were significantly greater than those for the control group (20.97), indicating a higher level of achievement in their vocabulary skill.

How Thai university undergraduates perceived mother tongue-based language teaching in English classrooms

Figure 1
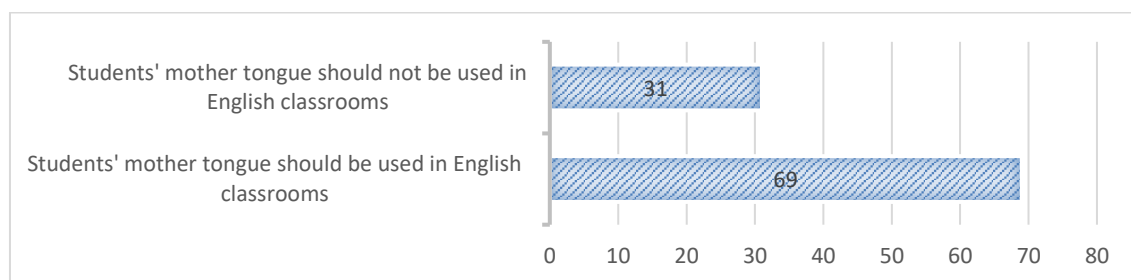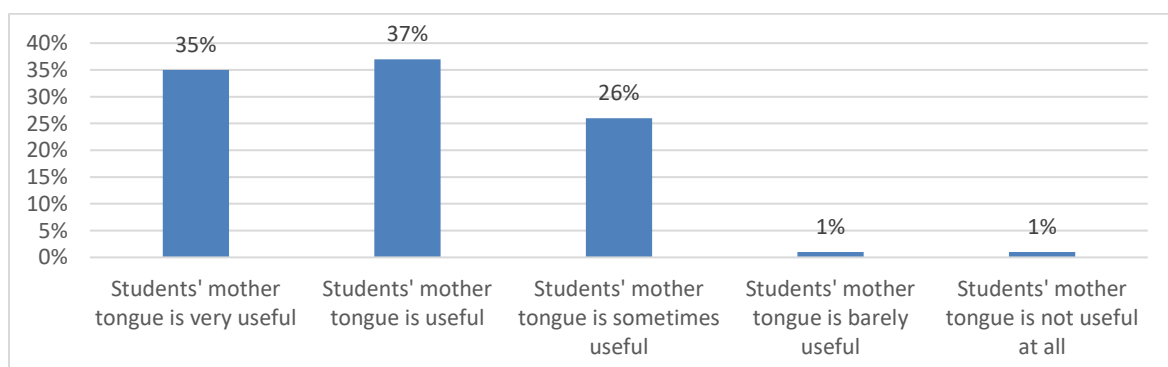*The implementation of students' mother tongue in English classrooms*

Figure 1 illustrates that when students were asked whether their mother tongue should be employed in English classrooms or not, 69% of the participants responded that their mother tongue should be employed and 31% responded that it should not be employed.

When asked about the reasons behind their attitudes toward the use of their native language (Thai) in English classrooms, the students who preferred the use of their native language (Thai) in English classrooms revealed that doing so enabled them to better understand the content. They were confident that use of English only would be an obstacle in their English language learning. Moreover, some students mentioned that they tended to feel more pressured, anxious, or stressed if they were forced to use English, especially students with a lower level of achievement.
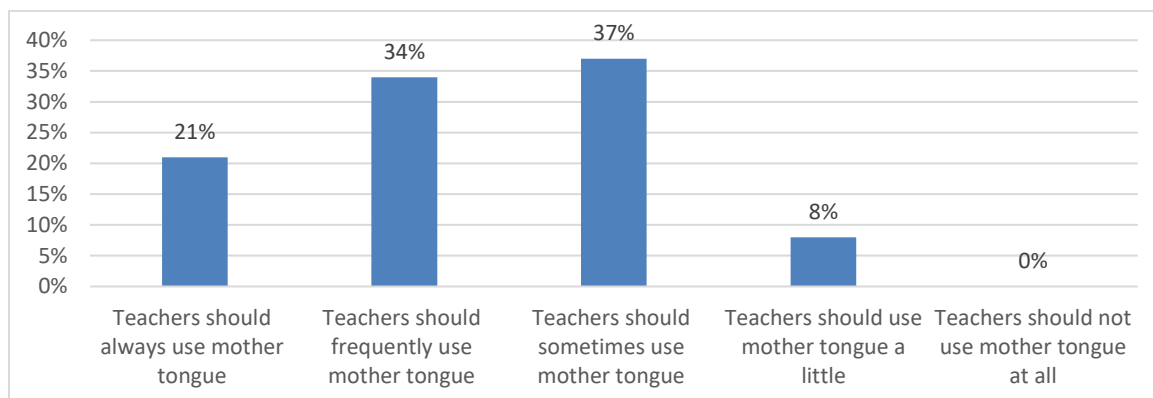
Figure 2
The usefulness of students' mother tongue in English classrooms

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The students were requested to rate the usefulness of their mother tongue in English classrooms. Figure 2 reports that the majority perceived the implementation of their mother tongue in English classrooms to be useful (37%) and very useful (35%). Of the participants, 26% reported that implementation of students' mother tongue is sometimes useful in helping them learn English.
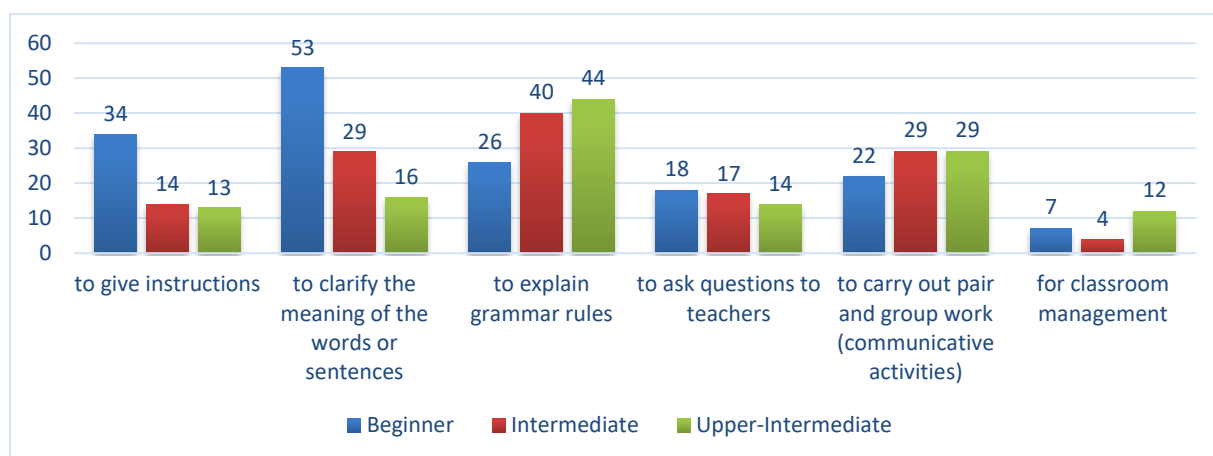
Figure 3
How often should teachers use students' mother tongue in English language teaching?

To answer the question regarding how often teachers should use students' mother tongue in English language teaching, Figure 3 shows that 37% of the participants responded that their mother tongue should sometimes be used, 34% responded that it should frequently be used, 21% responded that it should always be used, and 8% responded it should be used a little. Interestingly, not a single respondent stated that teachers should not use their mother tongue in English language teaching at all.

Figure 4
The most useful activities in English classrooms while using students' mother tongue


With regard to the most useful activities in English classrooms while using students' mother tongue, participants were allowed to choose more than one answer on the questionnaire. Figure 4 reveals students' responses to this question presented by

frequency rather than by percentage. Generally, for students at a beginner level, the participants thought that their mother tongue was most useful to clarify the meanings of difficult words and confusing sentences. Students' mother tongue was considered most useful to explain grammar rules for students at an intermediate and upper-intermediate level.

Figure 5
The least useful activities in English classrooms while using students' mother tongue
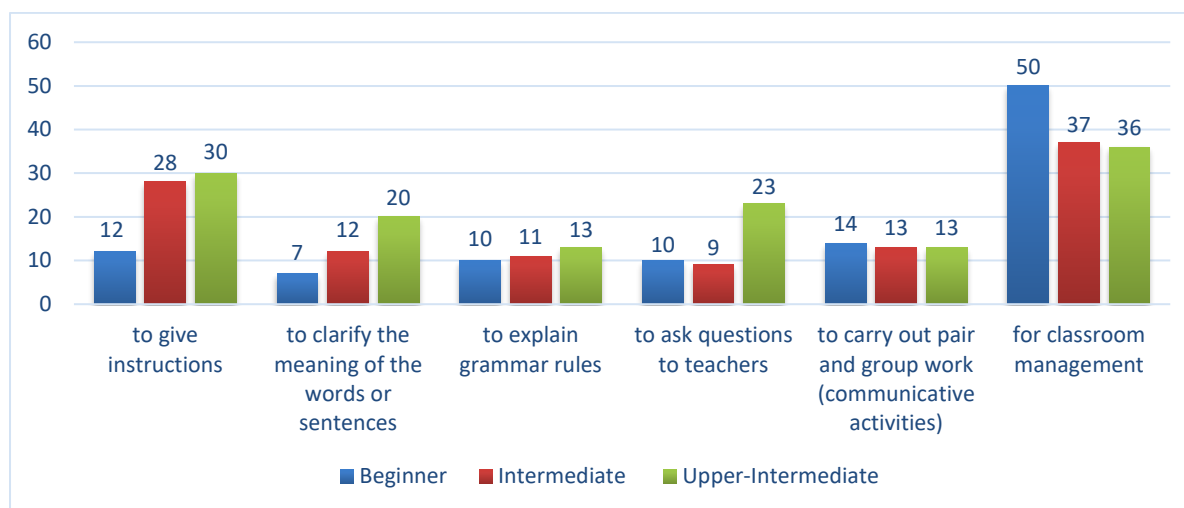
The students also used the questionnaire to point out the least useful activities for which to employ their mother tongue. These responses were also grouped by skill level. The results were chosen by the participants in the same way as the students' attitudes toward the most useful activities in English classrooms (presented in Figure 4). Interestingly, the respondents agreed that classroom management and giving students' discipline were perceived as the least useful activities while using students' mother tongue for the students in all levels.

Table 4
The degree to which students' mother tongue in English classrooms is beneficial for each skill

Skills	Mean	*SD*	Level of Interpretation
1. Speaking	3.59	.975	High
2. Listening	3.93	.956	High
3. Reading	3.70	.927	High
4. Writing	3.74	.949	High

According to Table 4, the responses showed that participants perceived use of their mother tongue in English classrooms as beneficial at high levels, with mean scores of 3.93, 3.74, 3.70, and 3.59 for listening, writing, reading, and speaking, respectively.

In addition, the participants made suggestions about the use of students' L1 in English classrooms regardless of students' level of proficiency. The results from the questionnaire showed that participants considered using students' L1 in English classrooms as beneficial for students at all levels of proficiency. Particularly, it was found that participants advised using students' L1 in English classrooms for students at the beginner level the most, followed by those at the intermediate level, and those at the upper-intermediate level.

Results from the semi-structured interview

The students were asked about difficulties and frustrations that they encounter when learning English. Most of the students mentioned that they tended to face problems with English pronunciation, which, in turn, impacts how they understand the messages that teachers want to convey. Some excerpts are reported below:

> *"English language has many words that sounds similar or some words that have the same sounds. So, it is quite hard for those who are not native speakers to translate and understand and often leads to misunderstanding."* (Interviewee 002)

> *"English and Thai are very different in term of pronunciation and stress. In Thai, we don't have to stress while we're talking, but in English they do, so it's very difficult for us to listen and speak in as we're not use to it."* (Interviewee 005)

The interviewees also pointed out that they feel frustrated when faced with new vocabulary they do not know the meaning of. Here are some examples of their responses:

> *"Encountering the specific words, jargons, and the words that I don't familiar with is very frustrating. I have to spend so much time looking for their meaning."* (Interviewee 008)

The interviewees were asked about what they do when faced with such difficulties and frustrations. Some excerpts are reported below.

Some of the respondents suggested they would better understand English grammar and English sentence structure when presented. Here are some examples of such responses:

> *"First of all, I try to understand the different language structures. I start by learning the positions of the word in the sentence (S+V+O), then studying about tenses and so on. I try to start with something simple and understandable."* (Interviewee 004)

> *"I ask the teacher to describe English grammar and sentence structure in Thai. And then I practice doing grammar exercise and writing exercise in English."* (Interviewee 003)

Regarding the reasons why L1 (Thai) should be used, the students perceived that using L1 in English language classrooms to be beneficial in several ways. First, L1

helped teachers to clarify the subject matter for the students. When students had any problems with the course content and they could ask the teacher to explain in their L1, it would help diminish misunderstanding. Here are some excerpts of relevant responses:

> *"L1 should be used to give a clarification for a student who doesn't understand something. It will be useful because a student will understand the subject more easily if explaining it in Thai language (mother language)."* (Interviewee 001)

> *"Teacher can use L1 to describe more details. It is useful since it makes student understand and approach with the thing that teacher teaches."* (Interviewee 002)

Second, the interviewees also reported problems concerning students' different language backgrounds and levels of proficiency. They stated that L1 should be used with students with a low level of proficiency or those who are in a beginner level. Some excerpts are presented below:

> *"L1 is very useful for those who just start to learn English. It will be a strong foundation for learners. If they understand clearly in their L1, they can make their learning more efficient. When students have a good foundation, learning will be smooth."* (Interviewee 004)

> *"In my opinion, L1 (Thai) should be used because not everyone can understand everything in English, so it will be better if the teachers sometimes explain the difficult things in L1 (Thai). This way, not only the students who have a high level of English proficiency would understand the point that the teacher wants to say."* (Interviewee 007)

Discussion and Conclusion

The effectiveness of mother tongue-based language teaching in facilitating English language skills among private university undergraduates

As presented in the results section, this study's findings indicated a higher level of achievement in reading and vocabulary skills among the students in the experimental group who were taught with mother tongue-based language teaching. This implies that the use of students' native language for pedagogical purposes enhanced their mastery of the target language (Walter & Dekker, 2011).

That the results indicate positive effects for implementation of students' mother tongue to facilitate English language skills is in line with the findings of previous research (Greene, 1997; Khodareza & Kaviani, 2016; Riches & Genesee, 2006; Slavin & Cheung, 2005). In the Thai context, Nilubol (2020) and Saiwongpanya and Sengsri (2015) also found that mother tongue-based language teaching facilitated English language skills among Thai EFL learners.

An explanation for this could be that providing opportunities to learn English in a mother tongue-based teaching environment allowed students to use the language they

felt most familiar with, thus enabling them to understand the academic content more clearly and gain achievement in language learning (Walter & Dekker, 2011). Vygotsky's theory of psycholinguistics (1976) proposed that when L1 is implemented in a L2 classroom, it can contribute to cognitive development among language learners and enable them to successfully acquire a L2. Many problems and frustrations in language learning such as incorrect translation, confusing content, and unclear instructions arise if students are taught without appropriate guidance (Schweers, 1999; Tang, 2002). Code-switching and using bilingual resources in foreign language classrooms is recommended since students learn better in classroom environments where they can complete tasks easily. According to Macaro (2001), prohibiting students from code-switching in classrooms and from using bilingual resources places a heavier burden on their cognitive development.

Regarding the positive effects of L1 use on vocabulary skills, the results of this present study are in line with the Khodareza and Kaviani's (2016) study, which revealed that L1 use had positive effects on learning English vocabulary. The students who received instruction and translations of target vocabulary in their mother tongue performed better in a vocabulary test than those who did not. A possible explanation could be Krashen's theory of L2 acquisition. Krashen highlighted that receiving "comprehensible input" brings about students' success in L2 acquisition. Comprehensible input was key to achieving proficiency (Krashen, 1989). Thus, students' L1 is beneficial for vocabulary skills, as it can be used to transfer knowledge such as definition and connotation into the L2 (Kang, 2012).

In the present study, the learners in the experimental group were explicitly taught by using mother-based language teaching, which subsequently generated a positive effect of increased L1 use among participants in this group. According to a study conducted by Espada (2012), language learning tends to be more successful if teachers and students share the same language and that language is allowed in the classroom. Allowing the use of this common language in the learning process facilitates better comprehension, interaction, and overall engagement, leading to enhanced learning outcomes. Implementing students' L1 in L2 learning should not be considered as an obstacle for learners' language progress, but it should be regarded as a useful element in language learning (Cook, 2001; Miles, 2004). As Hopkins (2003) points out, in English-only classroom environments, students often struggle with attempts to understand the English language and consequently lose motivation to participate in classroom activities or complete tasks. He suggests that the use of mother tongue-based language teaching could support significant improvements in students' English language skills. Concerning the positive effects of one's mother tongue on reading skills, the results of the study are consistent with the results found in Seng and Hashim's (2006) study, which investigated the use of L1 in L2 reading comprehension among ESL learners. Using L1 helps students gain confidence in attempting to understand L2 texts since L1 use could reduce word-related and idea-related difficulties in classroom texts. This may be due to Krashen's theory of L2 acquisition, in which the affective filter hypothesis states that several variables such as motivation and anxiety can affect

language learning. Confident language learners with a high level of motivation and a low level of anxiety tend to be more successful in language learning than those who are not confident and anxious. Emotional and psychological variables can facilitate or prevent L2 learning. Therefore, it is very important to create a comfortable and friendly environment for students so that they feel comfortable practicing the target language. English-only classrooms can surely provide students with L2 input, however, when coupled with stress and anxiety, they might not be able to use that input effectively (Krashen, 1987).

How Thai university undergraduates perceived mother tongue-based language teaching in English classrooms

According to the findings section, most of the students perceived that L1 use in English classrooms is helpful as they agreed that employing students' mother tongue provided various benefits. One such benefit is that students felt more relaxed when they were in the classroom environment implementing language they knew well, particularly among the students with a lower level of achievement. Using L1 would be very helpful as it can significantly contribute to enhancing students' motivation. Motivation was considered one of the important factors that can build up L2 knowledge and lead to students' achievement in language learning (Gardner & Lambert, 1972). These results bear similarity to a study by Ford (2009), which showed that mother tongue implementation created a friendly atmosphere in which students' amount of worry and stress diminished. Since students had different language backgrounds and levels of proficiency, being forced to exclusively use English in the classroom could negatively affect their motivation in language learning and, ultimately, their language progress. This notion implies that using students' L1 may be beneficial in increasing learners' motivation and may also decrease difficulties in language learning that result from various language backgrounds and levels of proficiency (Ford, 2009).

Furthermore, the present study found that the participants acknowledged the importance of implementing mother tongue-based instruction in English classrooms with students at all levels of proficiency. In their opinion, using students' mother tongue in English classrooms is beneficial for beginner level students the most, followed by intermediate level students, and upper-intermediate level students the least. In support, Cole (1998) stated that teachers should consider using L1 on a decreasing scale according to students' English proficiency level. L1 will be more helpful when used with beginner level students and it should be used less with advanced level students. Students' L2 exposure in English-only classrooms is influenced by the fact that they had different language backgrounds and degrees of competence. Using L1 in clarifying and explaining academic content and the instructions of tasks may be more helpful with the students who have lower level of language proficiency since they have limited L2 knowledge (Kim & Petraki, 2009).

The results of the final question, which related to the students' perceived benefits of using their mother tongue in each foreign language skill, showed that using their

mother tongue in English classrooms was considered especially useful for listening and writing. According to a study conducted by Kim and Petraki (2009), listening could be more difficult for students when delivered in L2 only because they possessed limited vocabulary knowledge and thus did not understand the messages spoken in the target language clearly. Hopkins (2003) also revealed that if students did not understand what native teachers said, they may feel uncomfortable and pressured. To solve this problem, teachers could consider using L1 to explain what the students did not understand. In addition, the second most-cited benefit of mother tongue in terms of specific language skills was considered to be writing. Since writing requires intricate knowledge of grammar rules for the successful expression of ideas, L1 use is advantageous for students because it enhances their ability to write using proper grammatical sentence structures (Thornbury, 1999).

Since the present study revealed the positive effects of mother tongue-based language teaching in facilitating English language skills and positive associations with this technique by the majority of the participants, implications of the present study to ELT in Thailand are proposed. At present, teachers and educators are facing difficulties in selecting suitable teaching methodologies and techniques to help their students to acquire higher-quality education. The results highlight a prevailing inclination among students toward the utilization of their mother tongue as the primary medium of instruction due to the fact that this approach facilitates comprehension, enhances active participation, and fosters heightened motivation within the classroom setting. The students' general agreement mirrors the views of Bozorgian and Fallahpour (2015), which emphasize that the use of students' L1 should not be excluded from L2 classrooms. They argue that teachers should not even consider students' L1 as an obstacle in language learning. In contrast, in order to help enhance students' language progress, students' mother tongues should be considered as supportive tools rather than as problems. Thus, the implementation of mother tongue-based education stands out as an effective way to help achieve that goal.

Author

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An Analysis of YouTube Commenters' Sentiments toward Transgender Individuals Using NLP

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Abstract

This study explores the relationship between gender and media by examining the sentiments of YouTube commenters toward transgender characters. This investigation provides a unique insight into a contemporary audience's perspective on gender equality. Employing natural language processing (NLP), public comments on YouTube related to broader discussions on gender and media were examined. Over 20,000 publicly typed comments and interactions concerning transgender characters in the Thai drama series *Bai Mai Thi Plit Pliw* (Falling Leaves) were analysed. The findings reveal that the majority of comments conveyed neutral sentiments, followed by negative and then positive sentiments. The audience experienced the highs and lows of the lives of the lead transwoman protagonist and the supporting transgender cast, negotiating emotions such as sympathy, depression, resentment, and happiness and expressing them in the comments. Furthermore, the audience demonstrated acceptance of transgender characters, including behaviours often deemed immoral, and for sentiments of self-love and vitality, while displays of domestic violence and class segregation received diminishing tolerance.

Keywords: audience research, transgender, sentiments, natural language processing, YouTube

Introduction

A recent survey conducted by the Thai Public Broadcasting Service (Thai PBS) spanning from 2000 to 2020 revealed a significant evolution in the portrayal of transgender characters in Thai drama series, both on traditional television and streaming platforms. Over this period, transgender characters have transitioned from supporting roles to assuming protagonist positions. Sixteen series, featuring a total of 22 transgender characters, have emerged since 2000, marking an unprecedented shift. These representations reflect the growing acknowledgement of gender diversity and transgender individuals in Thai society.[1] Despite the social acceptance of the term "ladyboy" as a gender identity in Thailand, there has been minimal quantitative analysis

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[1] Source: https://thevisual.thaipbs.or.th/gender-on-screen/

accompanied by qualitative explanations regarding audience perceptions of gender (Winter, 2011). Similarly, the progress of transgender rights and the legalisation of same-sex marriage in Thailand, as discussed by Chonwilai (2019), has encountered some challenges.

The impact of media portrayals on public perceptions of transgender individuals is well-documented (McInroy & Craig, 2015). Ekins and King (2006) contend that the internet has spearheaded a transformative shift in the storytelling of transgender experiences. Online media assumes a pivotal role in the lives of transgender individuals, fostering a deeper understanding of their gender identities and relationships (Kosenko et al., 2018). Additionally, social media platforms serve as hubs for transgender adolescents, enabling the exchange of healthcare information and contributing to enhanced feelings of well-being (Selkie et al., 2020).

While previous audience studies have typically relied on surveys, content analysis, discourse analysis, and interviews with a limited number of viewers (e.g., Smith, 2019), this study seeks to advance the existing discourse on gender, media, and online debates by employing NLP to harness the potential of big data. Several other studies have applied NLP to online comments. For example, Bhuiyan et al. (2017) utilized YouTube comments and NLP to identify popular and high-quality videos, while Cunha et al. (2019) employed deep learning for sentiment analysis of YouTube comments. Jelodar et al. (2021) utilized NLP and fuzzy lattice reasoning to analyse YouTube comments about Oscar-nominated movie trailers. In their 2021 study, Chakravarthi and Muralidaran analysed over 28,451 English comments (59,354 in total) sourced from YouTube. Their primary objective was to identify instances of hope speech, and to achieve this, they employed a combination of machine learning and deep learning methodologies. To the best of my knowledge, this study is among the early if not the first to explore the relationship between transgender portrayals and audience perceptions through comments, utilizing NLP. Specifically, this paper aims to examine the underlying sentiments within YouTube comments pertaining to the portrayals of transwomen in the Thai drama series *Falling Leaves*[2] by using NLP.

The portrayal of transgender individuals in media serves as a reflection of socio-cultural patterns and beliefs, influencing the opinions and behaviours of the audience. This study underscores the influential role played by portrayals of the central transwoman protagonist and supporting transgender characters in shaping sentiments and reinforcing stereotypes among YouTube commenters. Analysing patterns through multinomial logistic regression within the NLP framework revealed alignments with

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[2] *Bai Mai Thi Plit Pliw* (ใบไม้ที่ปลิดปลิว)/Falling Leaves, a popular and award-winning Thai melodrama, first aired in 2019. The storyline was adapted from a Thai novel reflecting the societal landscape in 1988, a time when acceptance of transpeople was elusive in Thailand. During this period, they were often viewed as eccentric and deemed mentally ill. Some transgender individuals even committed suicide. The series follows the journey of Nira, a transwoman protagonist, as she attempts to assert her gender identity and human rights. Key themes include forgiveness and living in the present (letting go of the past). A subplot delves into the relationship between a father and a son, with the latter eventually embracing a transwoman identity. Notably, the show is popular in China, evidenced by 64 million posts and comments on the Weibo application. The series was broadcast on Japan's Lala TV channel on 14 July 2021, titled ニラの復讐 (*Nira's Revenge*) and received high ratings.

the representation. The results revealed that the sentiments expressed in comments were predominantly neutral, followed by negative and then positive sentiments. Additionally, there was a notable fluctuation in the average sentiment tone, mirroring the progression of the show's storyline.

This study is structured as follows: Section 2 explores related studies, Section 3 provides insights into the methodology, Section 4 presents the study's results and a discussion of the findings, and the concluding section summarizes the study.

Literature Review

To gain a comprehensive understanding of audience opinions and emotions through typed comments, the literature is explored across four key areas: (1) international representations of transgender individuals in television series, (2) YouTube as an alternative media platform representing the transgender community, (3) sentiment analysis within audience studies, and (4) the encoding-decoding approach. The examination of YouTube comments indicated that a majority expressed neutral sentiments regarding the portrayal of transgender characters. This research contributes to the understanding of audience responses to transgender drama series characters, incorporating machine-learning algorithms for comment analysis.

Transgender Representation in Television Series Internationally

Television drama series worldwide often fall short in addressing and accurately representing transgender issues. A mere two transgender characters were featured in Australian TV dramas between 2011 and 2016 (McIntyre, 2017), and there is a scarcity of transgender characters in US television dramas (Capuzza & Spencer, 2017). Furthermore, the portrayal of transwomen on screen in South Korea and elsewhere fails to authentically depict their lived experiences (Kim, 2021). Negative media representation perpetuates stereotypes, depicting transgender individuals as criminals (Shelley, 2008), comedic figures (Jobe, 2013) or "sex workers, mentally ill … and … unlovable" (Davis, 2009, pp. 16-17). Pakistani TV dramas from 2010 to 2018 portrayed transgender characters as "struggling for [their] basic human rights and respect," stigmatizing them as blue-collar workers in the "wrong body" (Abbas, 2019). While representations of the gay community and the issue of marriage equality has begun to emerge on Irish television (Kerrigan, 2021), transgender characters in Thai television dramas are often portrayed as clowns or villains who add colour to the storylines and explicitly express sexual interest in men (Chonwilai, 2019). Similarly, Prasannam's (2008) study revealed that transgender identity, fear of stigmatization and discrimination are reconstructed in the narrative of the Thai novel *The Third Pathway* through characterization and plotting, aiming to "demythologise heterosexual normativity, gender-oriented society, and patriarchal hegemony" (p. 240).

Contrary to earlier findings, recent studies using content analysis and critical discourse analysis have identified more positive representations of transgender characters in US drama series for streaming platforms, such as *Orange is The New Black*

(Netflix) and *The Fosters* (ABC Family). This improvement suggests an evolving understanding of gender equality and the acceptance of transness (McLaren et al., 2021). Additionally, a recent survey revealed that 391 television viewers held positive, hopeful attitudes and emotions toward narratives about transgender individuals in US entertainment programs (Gillig et al., 2018). US viewers also exhibited more support for transgender couples than overt sexism (Doan et al., 2014). Similarly, viewers of *Transparent* (Amazon Prime Video) were found to have strong connections to transgender characters and a belief in their authenticity (Sharma, 2022).

YouTube as an Alternative Medium Representing the Transgender Community

YouTube stands out as one of the most popular platforms for young individuals to express their personal brand and convey their gender identity (Blanco Ruiz & Sainz de Baranda Andújar, 2018; Raun, 2016). Numerous studies have highlighted that online communications through YouTube can be anonymous, textual, permanent, and public (Herring, 2002), enabling users to challenge social norms (Friedman et al., 2000). Despite cultural reservations, issues related to transgender experiences, including physical transitions from male to female, are actively addressed on YouTube channels in Indonesia (Kusumawardani et al., 2020). Similarly, in Malaysia, where discussions about the sexual orientation of transgender individuals are socially sensitive and taboo, conversations surrounding gender identity discrimination have found a platform on YouTube and other social media channels (Muhammad Ali & Mothar, 2020). YouTube provides a powerful space for transgender individuals to express their sexual identity, especially when facing discrimination in more mainstream media (Åkerlund, 2019; Barker-Plummer, 2013).

Sentiment Analysis in Audience Studies

Quirk et al. (1985) defined *sentiment* as a private state that can be examined and verified by observation. This encompasses emotions, opinions, and speculations (Mejova, 2009). I suggest that sentiment expressed via text can be understood as individuals communicating their views through opinionated sentences and phrases. For example, Fountaine et al. (2019) utilized Twitter data to discern the tone of the audience during the UK and New Zealand general election campaigns. In the realm of research, sentiment analysis, often tied to NLP, data/text mining, and computational linguistics, is also known as opinion mining (Pang & Lee, 2008; Wiebe et al., 2004). While sentiment analysis is commonly associated with English texts, it is widely applied to analyse texts in various languages (Liu, 2011), including Thai. The primary objective of sentiment analysis is to unveil an audience's emotions and opinions conveyed through their writing (Pasupa et al., 2016).

Opinions extracted from reviews and social network data have become integral in marketing research. Texts from diverse domains, including digital customer and product reviews (Gräbner et al., 2012), movie reviews (Govindarajan, 2013), Twitter data (Gautam & Yadav, 2014), campaign videos (Chung, 2015), stock markets (Mittal & Goel, 2012), news debates and blogs (Godbole et al., 2007), political debates

(Proksch et al., 2019; Wang et al., 2012), and YouTube videos related to science, technology, engineering, and mathematics channels (Alhujaili & Yafooz, 2021) serve as valuable sources for sentiment analysis.

Historically, audience studies have employed methodologies such as surveys, interviews, focus groups (Morley, 1989; Smith, 2019) and ethnography (Cavalcante, 2017). Over the past decade, particularly in film studies, international surveys, archived stories, and a combination of quantitative and qualitative research methods, including the analysis of film texts, have been utilized for works such as *The Hobbit* film series (Barker et al., 2016) and *Alien* (Barker et al., 2016). Despite these advances, sentiment analysis methods remain underrepresented in academic audience studies, particularly in debates about transgender characters in drama series. The current study seeks to address this research gap by incorporating sentiment analysis via NLP into audience research.

The Encoding-Decoding Approach

This study adopts Stuart Hall's (1980) encoding-decoding model, providing a suitable framework to illustrate how YouTube commenters interpret the significance of transgender texts in their lives. According to Hall (1980), audiences decode or interpret media texts in three distinct ways: a dominant reading, also known as the preferred reading, occurs when audiences respond to the message as the sender intends; a negotiated reading occurs when audiences both agree and disagree with the message based on their values and socio-cultural experiences; and an oppositional reading occurs when the audience rejects or resists the dominant meaning.

This sender-message-receiver communication process entails an audience reception analysis, conceptualized as a socio-cultural space (Ang, 1991). Embracing a cultural approach to audience research, reception analysis focuses on individual attention in the mass communication process, delving into the process of meaning-making and a deep understanding of media texts, and how individuals interpret media issues (Nightingale, 2003). The study explores the relationship between gender and media texts on YouTube, delving into how the audience, specifically YouTube commenters, decode or interpret transgender characters in drama series storylines based on their personal sentiments. This decoding of transgender characters' attitudes and behaviours can manifest on three levels: acceptance, negotiation, and rejection, and may be influenced by various social and cultural factors (La Pastina, 2005). The present study contributes to the literature on decoding texts and algorithms (Lomborg & Kapsch, 2020).

Methodology

This section provides an in-depth overview of the data and methodology employed in this study. The primary aim was to analyse the underlying sentiments of YouTube comments regarding the portrayal of transgender characters using NLP. Employing PyThaiNLP and multinomial logistic regression, the method generated sentiments for each comment. The investigation focused on public YouTube comments

related to the Thai television drama series *Falling Leaves*. This show features a Thai transwoman protagonist disappointed in love, but who continues to live life to the full. It enjoys widespread popularity on offline and online platforms, boasting a 5.0 rating (AC Nielsen Thailand, 2019, as cited on ONE channel). The series held the top position on YouTube trends and secured the second position on Twitter. Furthermore, it garnered 300 million views on LINE TV and received over 15 million searches (AC Nielsen Thailand, 2019, as cited on ONE channel).

To enhance specificity, the study focused on short highlight clips rather than entire episodes. The analysis included a total of 55 clips provided by CHANGE2561, the production company behind the TV drama. The titles of the reference clips for each highlight can be found in the appendix. Data collection continued until March 2020, with exclusions applied to comments that were solely composed of emoticons, non-Thai content, or containing less than 50% Thai language. Thus, 24,735 comments satisfying the inclusion criteria underwent multinomial logistic regression for sentiment prediction, classified as neutral (neu), positive (pos), or negative (neg). The nine comments identified as questions (q) were excluded. Ultimately, there were 24,726 comments for the results and discussion.

The machine-learning approach served as a tool to translate Thai YouTube comments into sentiments. The Thai language poses distinctive challenges for machine learning in NLP, characterized by unique sentence structures. For example, sentences may lack spaces between words, presenting a particular difficulty for analysis. Therefore, the initial step entailed segmenting sentences into words using the widely adopted PyThaiNLP method (Phatthiyaphaibun et al., 2016). Subsequently, predictions were made, following the algorithm outlined by Suriyawongkul et al. (2019), to categorize each YouTube comment as negative, positive, neutral, or a question.

The training samples utilized for machine learning, teaching the model to discern sentiments as neutral, positive, negative, and questions, are detailed in Suriyawongkul et al. (2019).[3] This database comprises comments paired with labels denoting negative, positive, neutral, and question sentiments, totalling 24,063 training samples. Examples include, "ไม่เห็นมีค่ะ" (I can't find it) for negative, "ว่าไงวัยรุ่น" (Hey, what's up!) for neutral, and "น่ารักจังเลยค่าาา" (You are so cute) for positive labels. Employing PyThaiNLP, the algorithm tokenizes these comments into word vectors for each comment. The selected machine-learning approach is multinomial logistic regression due to the presence of more than two categories in the dependant variable. To ensure model accuracy, the data is randomly split, allocating 85% for training data and 15% for validation. After constructing the model, it is deployed to predict sentiments for each YouTube comment regarding the Thai drama series *Falling Leaves*. The primary focus centers on interpreting negative, positive, and neutral sentiments expressed in YouTube audience comments. The subsequent section provides a detailed presentation of the results derived from the analysis.

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[3] Source: https://github.com/PyThaiNLP/wisesight-sentiment

Results and Discussion

Figure 1 illustrates the distributions of comments into three sentiment types as a result of NLP sentiment analysis. The x-axis depicts the word length in each comment, while the y-axis represents the frequency of counts for each specific sentiment. Notably, negative comments tended to be longer compared to neutral or positive comments. This distribution is evident in the histogram, clearly indicating that neutral and positive comments generally had shorter lengths compared to negative comments.

Figure 1
Distribution of Comments for Each Type
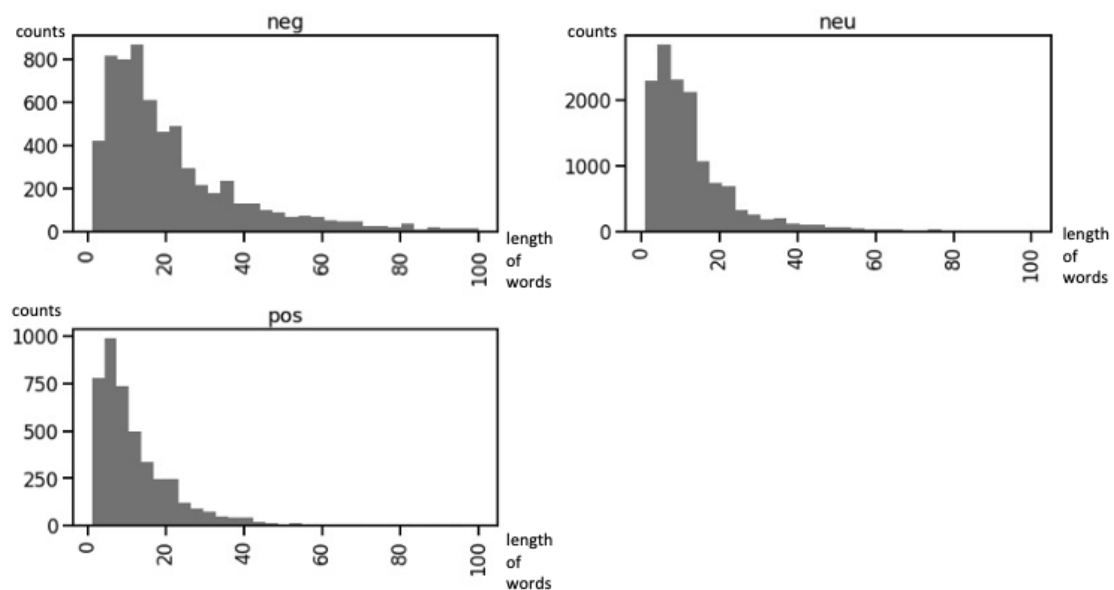
Note: This histogram depicts the distribution of the comments based on word length for each comment type, labelled as negative (neg), neutral (neu), and positive (pos).

Table 1 provides the total count of neutral, positive, and negative comments for each clip. For example, the first clip contains 433 comments, comprising 231 neutral, 103 positive, and 99 negative comments. In contrast, the last clip contains 3,332 comments, with 1,782 being neutral, 639 positive and 911 negative. Overall, across all clips, the total comments amount to 24,726, including 13,867 neutral, 4,355 positive and 6,504 negative comments. These results underscore the prevalence of neutral comments, with negative comments surpassing positive ones. I did not employ the ANOVA test for these count data due to their skewness, and the fact that ANOVA is a parametric analysis requiring continuous data. Instead, I opt for the χ^2 test to assess whether sentiment dimensions differ across different clips in actual versus expected values. The degree of freedom for this test is calculated as $(55-1) \times (3-1) = 108$. The obtained p-value, 1.93×10^{-259}, is considerably below the 0.01 threshold, leading to the rejection of the null hypothesis suggesting independence of sentiments across different clips. Consequently, further exploration and explanation of how sentiments vary across different clips are warranted.

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Table 1
Sentiment Results for Each Category

Highlight Clips	Total	Neutral	Positive	Negative
1	433	231	103	99
2	995	545	129	321
3	359	276	29	54
4	278	136	74	68
5	272	157	29	86
6	453	227	123	103
7	863	518	224	121
8	212	124	20	68
9	72	40	6	26
10	1,032	521	366	145
11	309	172	47	90
12	430	215	141	74
13	214	132	42	40
14	63	33	9	21
15	265	137	49	79
16	837	497	153	187
17	1,213	509	243	461
18	74	49	2	23
19	440	269	92	79
20	154	87	31	36
21	331	195	74	62
22	169	70	78	21
23	131	104	11	16
24	137	105	15	17
25	334	179	52	103
26	497	321	86	90
27	91	63	23	5
28	60	33	11	16
29	533	262	34	237
30	393	232	48	113
31	557	263	168	126
32	456	232	112	112
33	340	200	28	112
34	92	57	13	22
35	284	154	77	53
36	151	77	19	55

An Analysis of YouTube Commenters' Sentiments toward Transgender Individuals Using NLP

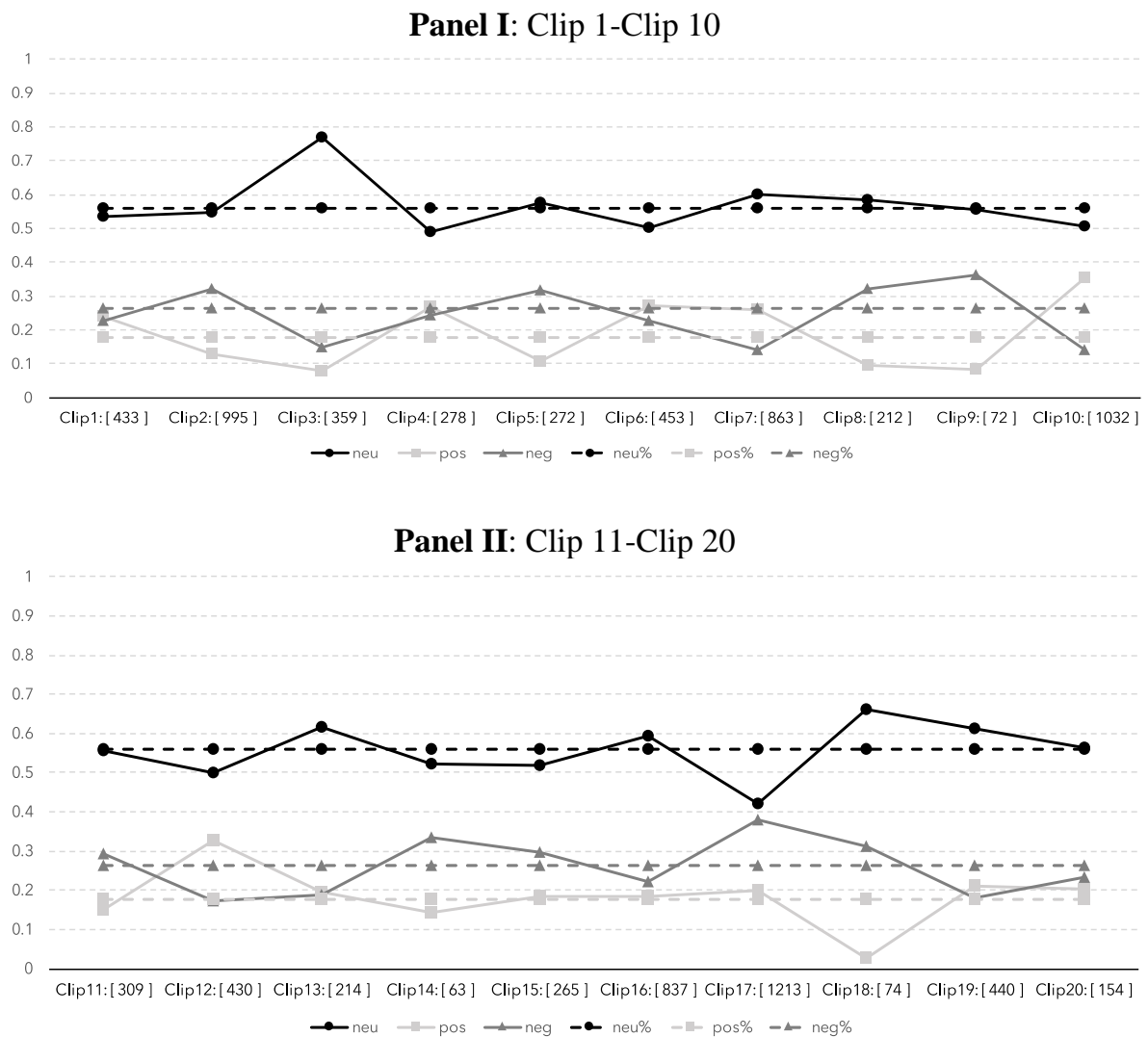| Highlight Clips	Total	Neutral	Positive	Negative
37	742	320	103	319
38	291	184	38	69
39	97	58	31	8
40	579	360	44	175
41	379	224	60	95
42	938	541	145	252
43	279	175	21	83
44	57	32	10	15
45	75	43	18	14
46	460	291	39	130
47	40	24	4	12
48	315	175	53	87
49	435	251	58	126
50	432	248	58	126
51	1,884	1166	186	532
52	97	65	8	24
53	323	219	21	83
54	447	287	58	102
55	3,332	1782	639	911
Total	**24,726**	**13,867**	**4,355**	**6,504**

Note: This table illustrates the sentiments expressed in audience comments, providing the total number of comments as well as the breakdown into neutral, positive, and negative sentiments for each clip.
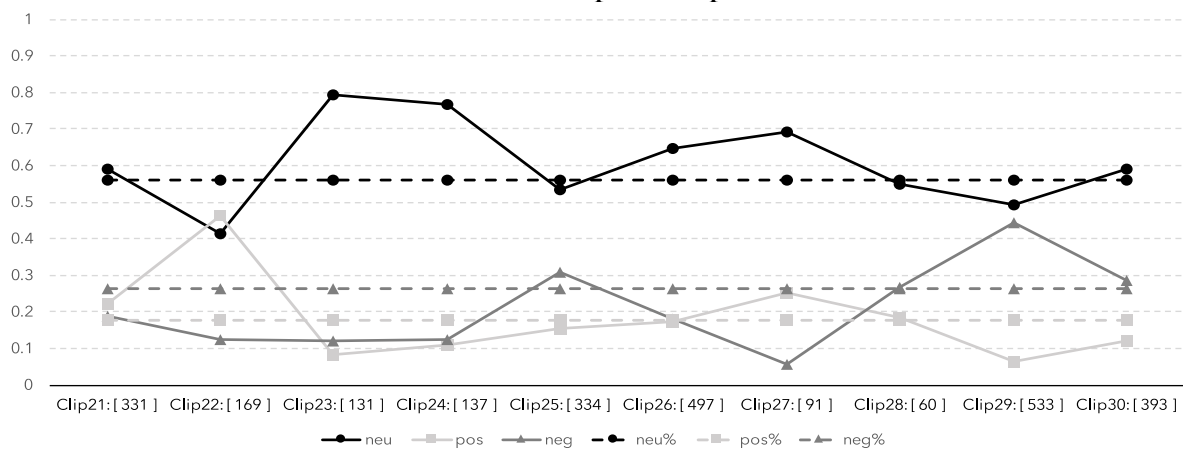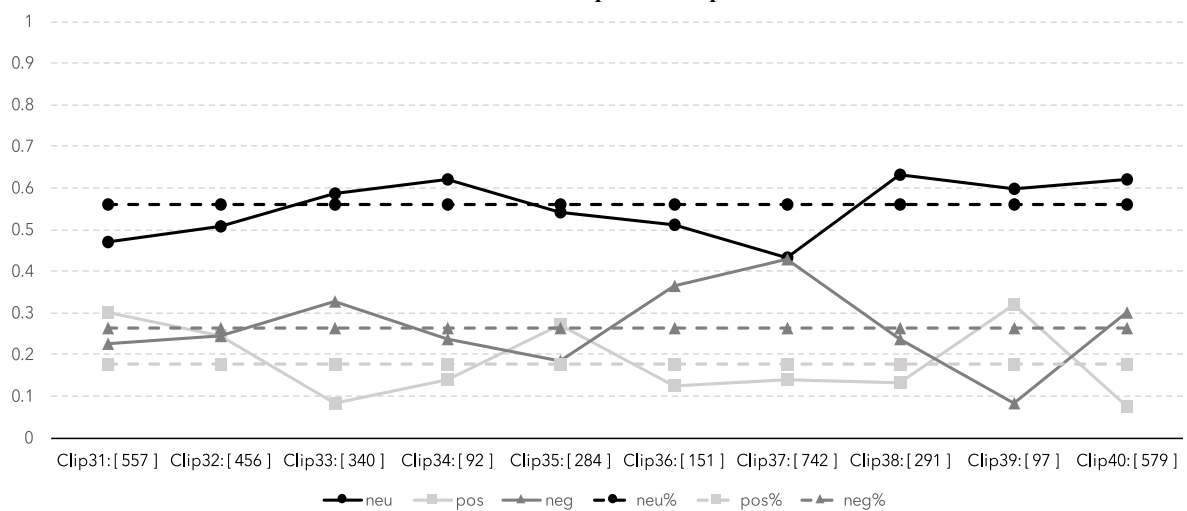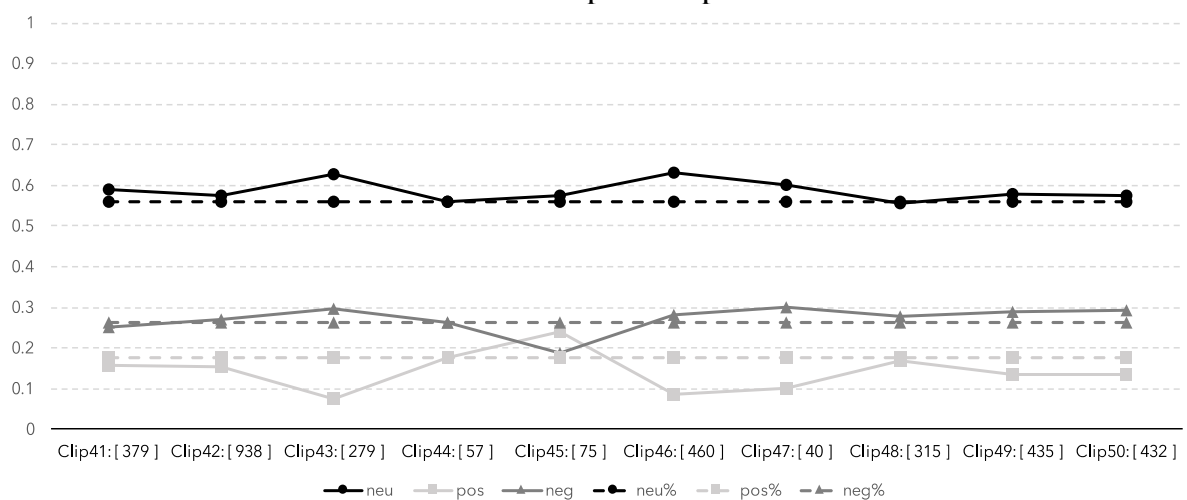
Figure 2 presents the trends in audience sentiment relative to various clips. Panel I pertains to Clips 1-10. Across these clips, the prevailing sentiment is neutral, while the proportion of positive and negative sentiments fluctuates. Notably, there are instances where the number of negative comments surpasses positive ones, and vice versa. Moving to Panel II (Clips 13-19), the prevalence of negative comments persists, although the levels of negative and positive comments are fairly comparable. Panels III and IV mirror this pattern. However, Panels V and VI reveal a significant prevalence of negative comments over positive ones.

A closer look at Panel I, specifically for Clips 1-10, reveals a fluctuating ratio of negative to positive comments. Notably, Clip 3 stands out as eliciting predominantly neutral audience sentiments. This is attributed to the audience's resonance with the transwoman protagonist Nira's experiences, particularly her use of a vaginal dilator post-sex reassignment surgery. The study suggests that YouTube audiences understand and support Nira's actions, fostering an information exchange about transgender issues related to male-to-female gender reassignments. It is evident that YouTube has evolved

into an online platform where the transgender community in Thailand freely expresses their sexual orientation and gender identity. This phenomenon aligns with findings in Europe (Blanco Ruiz, & Sainz de Baranda Andújar, 2018; Raun, 2016) and Indonesia (Kusumawardani et al., 2020).

Figure 2
Audience Sentiment

Panel I: Clip 1-Clip 10

Panel II: Clip 11-Clip 20

An Analysis of YouTube Commenters' Sentiments toward Transgender Individuals Using NLP

Panel III: Clip 21-Clip 30

Panel IV: Clip 31-Clip 40

Panel V: Clip 41-Clip 50

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An Analysis of YouTube Commenters' Sentiments toward Transgender Individuals Using NLP

Panel VI: Clip 51-Clip 55
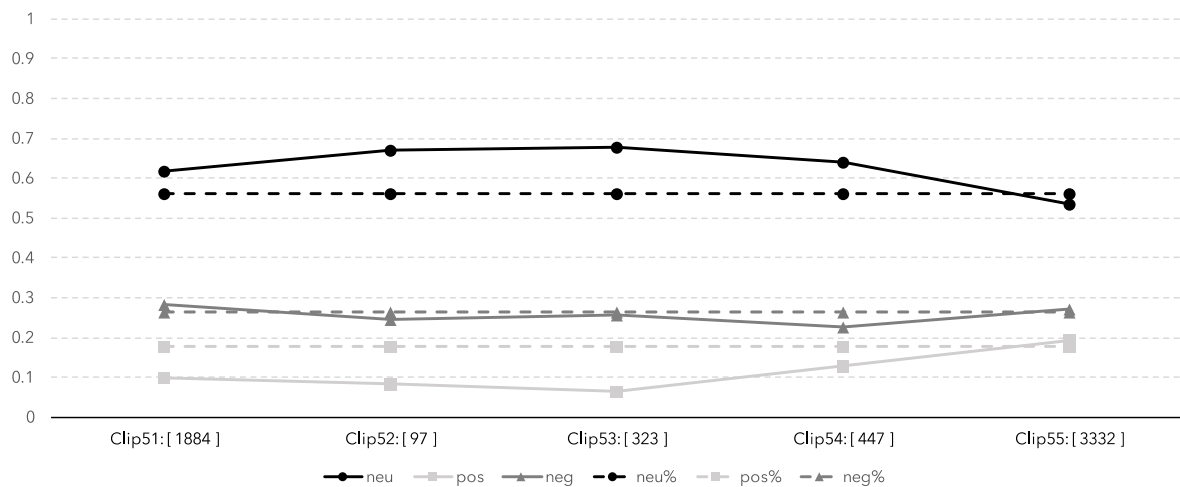
Note: This figure provides an overview of YouTube commenters' sentiments, with neutral, positive, and negative percentages represented by dots, squares, and triangles, respectively. The square bracket for each clip denotes the comment count, while the dashed line illustrates the overall levels of comments.

Panel I: Clips 1-10

Panel I depicts a surge in negative sentiment for Clips 8 and 9, with this reaction closely tied to the content featured in these clips. In Clip 8, tensions rise during an argument between Nira's aunt, a domineering and wealthy married woman, and her handsome husband. His despair about their marriage is compounded by Nira's unrequited love for him. The wife's actions, fuelled by jealousy after discovering her husband's encounter with Nira, are perceived as disrespectful and irrational. YouTube commenters expressed strong disapproval of the aunt's behaviour, leading to a backlash that extended beyond the character to the actress in real life.

Clip 9 triggers resentment among prominent YouTube commenters, primarily stemming from its portrayal of a transgender boy (known in Thai as *katoey* or *toot*, meaning gay). This disapproval is reflected in a corresponding surge in negative comments. The storyline, presented in flashbacks, unfolds as Nira's father questions his son's masculinity. As a boy named Chanantawat, young Nira rebels against conventional male stereotypes, including refraining from typical male behaviours such as playing football, evoking disapproval from his father. Commenters express their disagreement with the father's gender bias, challenging societal norms.

Panel II: Clips 11-20

In Panel II, a surge in negative sentiments in response to Clip 17 may be attributed to the portrayal of transgender characters rebelling against workplace class segregation. The character Ma-now, a renowned actress and model, confronts Nira,

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an emerging make-up artist, demanding submission and resignation. The audience supports Nira's insistence on human dignity, viewing her as a fighter for justice.

Clip 18 elicits YouTube comments praising brilliant minds, good hearts, and the beauty of women and transwomen, exemplified by a conversation between Yod Doi and Bai Tong, as follows:

> *Nowadays, many people are transformed by cosmetic surgery, so we must measure the value of humanity based on intelligence and compassion. If celebrities look down on others, their true colours will eventually be exposed and condemned.*

YouTube commenters align with this perspective, reflecting sentiments of love and acceptance in response to portrayals of mentally and physically beautiful transwomen.

Panel III: Clips 21-30

In Clip 22, positive sentiment reached its peak as YouTube commenters expressed their admiration for the transgender characters' styles and use of language. The clip features two transgender characters conversing at work, with one a serious and protective boss, and the other a witty and lovable worker, wearing fashionable clothing. The audience appreciates the representation of transgender characters through their stylish attire, approachability, and humorous behaviour. Clothing emerges as a potent symbol through which transgender characters distinguish themselves from cisgender individuals. Furthermore, this study identifies humour as a key element in the portrayal of transgender characters, aligning with the findings of Jobe's 2013 research.

Conversely, negative sentiments escalated in response to Clip 29, as YouTube audiences expressed disdain for two female antagonists who tarnished Nira's reputation. The audience rejects the aggressive behaviours and indignities perpetrated by the antagonists, illustrating a negative reaction to Nira's experience of gender discrimination. This underscores the challenges faced by transgender or LGBTQ characters in Thai drama series, despite Nira's educational and occupational background.

Panel IV: Clips 31-40

An intriguing sentiment pattern is revealed in Clip 37, marked by a surge in negative sentiment within YouTube comments. In this clip, a confrontation unfolds between Nira and Ma-now, highlighting issues of physical bullying and the assault of a social inferior. Commenters express outrage at the offensive language directed by Ma-now toward Nira. This upsurge in negative sentiments highlights the audience's disapproval of class segregation and gender inequality, persistent challenges in Thai society. This sentiment aligns with the findings of Barker-Plummer (2013) and Åkerlund (2019), who argue that media portrayals of transgender individuals

contribute to an imbalance in gender issues, particularly in Southeast Asia (Kusumawardani et al., 2020; Muhammad Ali & Mothar, 2020).

Panel V: Clips 41-50

In these clips, audience sentiments were predominantly neutral, with a notable increase in positive sentiments in response to Clip 45. The portrayal of Nira, a prominent transwoman character, challenges conventional notions of endearment. This aligns with previous research that found transgender individuals were often depicted as unlovable (Davis, 2009). The audience expresses sympathy for Nira's challenging life, revealed through flashbacks depicting her experiences as an unloved son, a gay individual facing condemnation, and someone deemed less beautiful or talented than the female antagonist Ma-now. The audience concurs that, like anyone else, Nira deserves happiness.

This study suggests a shift in the portrayal of transwomen in media, moving away from traditional moral attitudes. While earlier studies found that transgender individuals were frequently portrayed as sex workers (Davis, 2009), *Falling Leaves* depicts Nira as "the other woman," romantically involved with her uncle-in-law and accused of adultery. Many commenters disapprove of her behaviour, expressing sentiments of disappointment. The consistent negative sentiments of the audience correspond with Clips 47-50.

Panel VI: Clips 51-55

The prevailing pattern remains consistent in this panel, with the majority of comments being neutral, followed by negative and positive comments, in that order. However, a notable deviation occurs with Clips 53 and 54. In these clips, Nira grapples with mental health challenges, receiving treatment for depression and post-traumatic stress disorder following experiences of domestic violence and her mother's demise. Doctor Ben, a male psychiatrist plays a crucial role in her healing journey. The audience resonates with Dr. Ben's counsel, exemplified by comments such as, "The world destroys only you, doesn't it? Do not use your deep scars to get revenge on others." The prevailing sentiment from the audience overwhelmingly expressed support and encouragement for Nira, as reflected in positive sentiments. This aligns with the findings of Gillig et al. (2018), where the surveyed audience exhibited hopefulness for transgender characters in US television programs.

Ultimately, YouTube commenters perceive Nira as a survivor. In the final episode, Clip 55, she attempts to take her own life after her biological sex is revealed. Her uncle-in-law (and lover) knows that Nira is biologically male, as does her father. Nira's aunt, whom Nira believes has never been unkind to her, is privy to all of Nira's secrets. Nira apologizes for being transgender and deceitful. The audience empathises with her tragic situation, acknowledging that, despite facing challenges in love and relationships, Nira, as a transwoman character, perseveres.

Overall, this series portrays LGBTQ individuals embracing freedom and self-love. The YouTube commenters echoed this sentiment, expressing gratitude for a series that highlights resilient transwomen. Furthermore, the audience commended the cast for their outstanding performance. YouTube commenters shared a spectrum of sentiments – positive, neutral, and negative – toward the transgender characters in the series *Falling Leaves* for several reasons. Emotions ran high among the audience, potentially as a result of rejecting certain storylines or experiencing feelings of anger and depression when Nira was perceived as unlovable, unwanted, and immoral. Conversely, the audience resonated with the narrative or felt hopeful about the diminishing tolerance for social issues such as domestic violence, class segregation, and gender discrimination in the workplace. They also admired Nira's inner and outer beauty. Most importantly, the audience acknowledged that Nira confronted numerous challenges but persevered.

Conclusions

This study aimed to evaluate the emotions and opinions of the general public, as expressed in YouTube comments, regarding transgender characters in the Thai drama series *Falling Leaves*. Employing sentiment analysis through NLP, the study analysed 24,726 typed comments. Overall, the predominant sentiment was neutral. The findings indicate that the majority of viewers or commenters agreed with or appreciated the show's portrayal of transgender characters. The second-highest average sentiment was negative. The study's evidence suggests that the transwoman character's vulnerabilities were perceived as human shortcomings. Furthermore, negative sentiments about toxic masculinity, such as societal expectations regarding boys playing football and men having mistresses, indicate a rejection of these norms, with a desire for the development of healthier expressions of masculinity to combat domestic violence.

One noteworthy discovery from this study is the popularity among YouTube commenters of the portrayal of the leading transwoman protagonist who, despite attempting suicide, does not meet a tragic end. This finding reflects the audiences' recognition of transgender individuals as human beings deserving of sympathy. The comments affirm the importance of fostering greater self-love and enhancing self-worth among transgender individuals. These instances contribute to a decline in neutral sentiments and an increase in positive sentiments in the latter part of the study.

The transgender characters in the series *Falling Leaves* were intentionally created to advocate for gender equality. Furthermore, the study's method of quantitatively measuring sentiment adds objectivity to the analysis. The methodology, leveraging NLP, proved time-efficient in handling a substantial number of comments. Such an approach could serve as a valuable tool for gauging audience engagement and interpreting meaning. Television producers could use sentiment analysis to gauge anticipation for a show. Overall, these results suggest a promising trend in the understanding of transgender issues and the acceptance of transgender identity within Thai society.

Author

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APPENDIX

Name of Each Highlight Clip

Highlight Clips	Name of the Clips
1	Falling Leaves - Do you really want to be a transgender boy? [Highlight] (ใบไม้ที่ปลิดปลิว - อยากเป็นกะเทยมากนักเหรอ??? [Highlight])
2	Falling Leaves - Peanut/Fat chin to breasts/Saggy breasts to knees [Highlight] (ใบไม้ที่ปลิดปลิว - อีบวบ เหนียงยานถึงนม นมยานถึงเข่า [Highlight])
3	Falling Leaves - The use of a vaginal dilator post-sex reassignment surgery [Highlight] (ใบไม้ที่ปลิดปลิว - แยงโม [Highlight])
4	Falling Leaves - Having a good mom, I do not need anything else. [Highlight] (ใบไม้ที่ปลิดปลิว - มีแม่แบบนี้ก็ไม่ต้องการอะไรอีกแล้ว [Highlight])
5	Falling Leaves - You can be anything, just don't be a transgender boy. [Highlight] (ใบไม้ที่ปลิดปลิว - ลูกจะเป็นอะไรก็ได้ ขอแค่อย่าเป็นกะเทย [Highlight])
6	Falling Leaves - Whose scarf is on my husband? [Highlight] (ใบไม้ที่ปลิดปลิว - ผ้าพันคอของใคร ติดผัวฉันมา [Highlight])
7	Falling Leaves - My son wants to transform perfectly into a woman. [Highlight] (ใบไม้ที่ปลิดปลิว - ลูกชายของฉันต้องการเป็นผู้หญิงที่สมบูรณ์แบบ [Highlight])
8	Falling Leaves - My husband, why can't I be worried about him? [Highlight] (ใบไม้ที่ปลิดปลิว - ผัวของฉัน ทำไมจะหวงไม่ได้! [Highlight])
9	Falling Leaves - I don't like playing football. [Highlight] (ใบไม้ที่ปลิดปลิว - หนูไม่ชอบเตะบอลครับ [Highlight])
10	Falling Leaves - If we meet again, what should I do? [Highlight] (ใบไม้ที่ปลิดปลิว - ถ้าเราจะเจอกันอีก ผมต้องทำยังไงครับ [Highlight])
11	Falling Leaves - If you act like this, your husband will definitely leave you! [Highlight] (ใบไม้ที่ปลิดปลิว - ทำตัวแบบนี้ผัวทิ้งแน่ๆ! [Highlight])
12	Falling Leaves - Do you know who I am, bitch? [Highlight] (ใบไม้ที่ปลิดปลิว - เธอรู้หรือเปล่าว่าฉันเป็นใคร อีคางคก [Highlight])
13	Falling Leaves - Looks like a high society celebrity. In fact, just bring a make-up artist. [Highlight] (ใบไม้ที่ปลิดปลิว - มองเผินๆเหมือนเซเลปไฮโซ ที่แท้ก็แค่พกช่างแต่งหน้า [Highlight])
14	Falling Leaves - Why did you let this tootsie out? Introducing my daughter [Highlight] (ใบไม้ที่ปลิดปลิว - ปล่อยอีตุ๊ดออกมาทำไม เปิดตัวลูกสาว [Highlight])
15	Falling Leaves - I'm not your brother who can have sex with anyone without consideration. [Highlight] (ใบไม้ที่ปลิดปลิว - ผมไม่ใช่พี่ชายคุณนะที่จะได้เอาใครไม่เลือก [Highlight])
16	Falling Leaves - Reasons why makeup doesn't cover your skin. Hurt without swearing. [Highlight] (ใบไม้ที่ปลิดปลิว - เหตุผลที่แต่งหน้าไม่ติด เจ็บแบบไม่มีคำหยาบ [Highlight])

[81]

17	Falling Leaves - Bow down to my feet now! Are you the owner? [Highlight] (ใบไม้ที่ปลิดปลิว - กราบตีนฉันเดี๋ยวนี้! เป็นเจ้าที่เหรอ [Highlight])
18	Falling Leaves - Make merit for the next life. I can do surgery in this life for myself. [Highlight] (ใบไม้ที่ปลิดปลิว - ทำบุญได้ชาติหน้า ทำหน้าได้ชาตินี้ [Highlight])
19	Falling Leaves - My friends are all transgender. Can you accept it? [Highlight] (ใบไม้ที่ปลิดปลิว - เพื่อนมีแต่สาวประเภทสอง รับได้เหรอ [Highlight])
20	Falling Leaves - How to flirt with girls directly. [Highlight] (ใบไม้ที่ปลิดปลิว - วิธีจีบสาวแบบตรงๆ [Highlight])
21	Falling Leaves - Your wife is fierce. I can't handle it. [Highlight] (ใบไม้ที่ปลิดปลิว - เมียพี่ดุ หนูไม่ไหว [Highlight])
22	Falling Leaves - When you do something, and your friends trick you /Be very intimidating [Highlight] (ใบไม้ที่ปลิดปลิว - เวลาทำอะไรแล้วโดนเพื่อนดัก /เลิ่กลั่ก [Highlight])
23	Falling Leaves - I am pathetic, be a crazy child, right? [Highlight] (ใบไม้ที่ปลิดปลิว - ฉันมันน่าสมเพช เป็นเด็กบ้าใจคอวิปริต เหรอ [Highlight])
24	Falling Leaves - A man who wants women to listen to the songs they want to listen to is romantic. [Highlight] (ใบไม้ที่ปลิดปลิว - (ผู้ชายที่อยากให้ผู้หญิงได้ฟังเพลงที่อยากฟัง โรแมนติกนะ [Highlight])
25	Falling Leaves - You are just a daily labour, a lackey. /How do you breathe? [Highlight] (ใบไม้ที่ปลิดปลิว - เป็นแค่ลูกจ้างแรงงานรายวัน อีขี้ข้า /หายใจยังไง [Highlight])
26	Falling Leaves - Our relationship is impossible. /Kiss [Highlight] (ใบไม้ที่ปลิดปลิว - เรื่องของเรามันเป็นไปไม่ได้หรอกค่ะ /ตบด้วยปาก [Highlight])
27	Falling Leaves - I'm not a child. [Highlight] (ใบไม้ที่ปลิดปลิว - ผมไม่เด็กนะครับ [Highlight])
28	Falling Leaves - If you don't change yourself, your husband will definitely leave you. [Highlight] (ใบไม้ที่ปลิดปลิว - ถ้าไม่เปลี่ยนสันดาน ผัวทิ้งแน่นอน [Highlight])
29	Falling Leaves - The model who handed flowers to your husband purposely missed the turn. #RungrongTeam [Highlight] (ใบไม้ที่ปลิดปลิว - นางแบบที่ยื่นดอกไม้ให้สามีคุณ จงใจผิดคิว #ทีมรังรอง [Highlight])
30	Falling Leaves - It's our first year anniversary of knowing each other. Rolex isn't expensive. It's not pricy [Highlight] (ใบไม้ที่ปลิดปลิว - ครบรอบ 1 ปีที่เรารู้จักกัน Rolex มันไม่แพงเลยค่ะ เบาๆ [Highlight])
31	Falling Leaves - Listen to the heart of the person who is being discriminated against. /End of the bully era [Highlight] (ใบไม้ที่ปลิดปลิว - ฟังหัวใจคนโดนเหยียด /หมดยุคบูลลี่ [Highlight])
32	Falling Leaves - Starting a battle for the young aunt's man /Bitch [Highlight] (ใบไม้ที่ปลิดปลิว - เปิดศึกแย่งผู้ชายของน้าสาว /อีคางคก [Highlight])
33	Falling Leaves - I don't care about my husband's fame. The makeup artist jumped up from the hole behind the stage. [Highlight] (ใบไม้ที่ปลิดปลิว - ผัวก็ไม่ไว้หน้า อีช่างแต่งหน้าก็กระโดดขึ้นไปจากรูหลังเวที [Highlight])
34	Falling Leaves – Really like a man, I got goosebump. [Highlight] (ใบไม้ที่ปลิดปลิว - เหมือนผู้ชายจริงๆ ขนลุกไปหมดเลย [Highlight])

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35	Falling Leaves - The man can do anything to make women fall in love with him /Remember girls! [Highlight] (ใบไม้ที่ปลิดปลิว - ผู้ชายถ้ามันจะเอา มันทำได้ทุกอย่าง /จำไว้สาวๆ [Highlight])
36	Falling Leaves – Insulting directly, it's like this. [Highlight] (ใบไม้ที่ปลิดปลิว - แซะกันซึ่งๆ หน้ามันเป็นแบบนี้แหละ [Highlight])
37	Falling Leaves - Is your thousand-dollar bill as big as a house wall? /This dog barks disdainfully. [Highlight] (ใบไม้ที่ปลิดปลิว - แบงค์พันเธอมันใหญ่เท่าฝาบ้านเหรอ /หมาตัวนี้เห่าแบบเหยียด [Highlight])
38	Falling Leaves - I want to take care of you as a lover. /I stopped, have you stopped yet? [Highlight] (ใบไม้ที่ปลิดปลิว - ผมอยากดูแลคุณในฐานะคนรัก /เราหยุดแล้วคุณล่ะหยุดหรือยัง [Highlight])
39	Falling Leaves - Genuine concern from the polite doctor is like this. [Highlight] (ใบไม้ที่ปลิดปลิว - ความห่วงใยที่แท้จริงมันเป็นแบบนี้ หมอละมุนบอกต่อด้วย [Highlight])
40	Falling Leaves - Reconcile with a husband who lies because of jealousy or sincere because of love. [Highlight] (ใบไม้ที่ปลิดปลิว - ง้อสามีที่ตอแหลเพราะหวง หรือ จริงใจเพราะรักมาก [Highlight])
41	Falling Leaves - Some women can't just be bought using money /Going to Hong Kong? [Highlight] (ใบไม้ที่ปลิดปลิว - ผู้หญิงบางคนมีเงินอย่างเดียวก็ซื้อไม่ได้นะคะ /ฮ่องกงมั้ย [Highlight])
42	Falling Leaves - A person who despises everyone in the world as inferior is lowest person /Whore [Highlight] (ใบไม้ที่ปลิดปลิว - คนที่เหยียดทุกคนบนโลกว่าด้อยกว่าคือ คนที่ต่ำที่สุด /อีกะหรี่เบิ้ลๆ [Highlight])
43	Falling Leaves – People who don't care anymore. You are trying to temp, they won't take it. /Where is your heart with? [Highlight] (ใบไม้ที่ปลิดปลิว - คนหมดใจยั่วให้ตายก็ไม่เอา /ใจของคุณอยู่กับใคร [Highlight])
44	Falling Leaves - Flirting like this, whoever finds it is done. /Make me accept it. [Highlight] (ใบไม้ที่ปลิดปลิว - อ่อยแบบนี้ใครเจอก็เสร็จ /ทำให้ยอมสิคะ [Highlight])
45	Falling Leaves - No matter how often you are born, you are not half of other people. /Psychotic psychopath [Highlight] (ใบไม้ที่ปลิดปลิว - เกิดมากี่ทีก็ไม่ได้ครึ่งนึงของคนอื่นหรอก /อีโรคจิตวิปริต [Highlight])
46	Falling Leaves - It must be woeful, falling behind, sinking into the ground /The wife demands her husband back. [Highlight] (ใบไม้ที่ปลิดปลิว - มันจะต้องฉิบหาย ตกอับ จมดิน /เมียหลวงทวงผัว [Highlight])
47	Falling Leaves - I'm going to fight. /Human or wooden stick? [Highlight] (ใบไม้ที่ปลิดปลิว - ฉันจะเอาเธอไปฟาดมัน! /คนหรือไม้หน้าสาม [Highlight])
48	Falling Leaves - If you want to sell yourself to anyone, sell it, except the men from my family. /Always complain! [Highlight] (ใบไม้ที่ปลิดปลิว - จะขายตัวกับใครก็ขายไป ยกเว้นผู้ชายตระกูลฉัน /ขี้ฟ้องแบบแวะปั้ม [Highlight])
49	Falling Leaves - Sleep in the room next to me or want me to sleep next to you. /Have a sweet dream and kiss. [Highlight] (ใบไม้ที่ปลิดปลิว - นอนห้องข้างๆ หรือ อยากให้นอนข้างๆ /ฝันดีฟอดๆ [Highlight])
50	Falling Leaves - There are few people in my life that I love. And you are the person I love the most. /So sweet! [Highlight] (ใบไม้ที่ปลิดปลิว - มีไม่กี่คนในชีวิตที่ฉันรัก และคุณคือคนที่ฉันรักมากที่สุด /หวานมากแม่ [Highlight])

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51	Falling Leaves - Please…Can I do it? [Highlight] (ใบไม้ที่ปลิดปลิว - ขอนะ...ผมทำได้มั้ย? [Highlight])
52	Falling Leaves - Tricking a man into thinking she's pregnant in order to get married. But he knows it's not true [Highlight] (ใบไม้ที่ปลิดปลิว - หลอกผู้ชายว่าท้องเพื่อแต่งงาน แต่โป๊ะท้องลม [Highlight])
53	Falling Leaves - The doctor offered it himself. I didn't ask! /People who are quiet when getting angry are terryfying. [Highlight] (ใบไม้ที่ปลิดปลิว - หมอเป็นคนเสนอตัวเองนะ ฉันไม่ได้ขอ! /คนนิ่งๆตอนโกรธโคตรน่ากลัว [Highlight])
54	Falling Leaves - Are you a couple pretending to be siblings? False conversation. /They are the evil Avengers. [Highlight] (ใบไม้ที่ปลิดปลิว - พี่น้องท้องติดกันหรือเปล่า บทสนทนาตอแหล /แท็กทีมอเวเจอร์คนร้ายๆ [Highlight])
55	Falling Leaves - I will enjoy my life as much as possible, Nira Kongsawat. /Nira's conclusion. [Highlight] (ใบไม้ที่ปลิดปลิว - ฉันจะมีความสุขกับชีวิตให้มากที่สุด นิรา คงสวัสดิ์ /บทสรุปนิรา [Highlight])

Note: This table matches between each clip number and its title name. I translate the title of each clip to English. The original title name is in the parenthesis for each clip.

BOOK REVIEW

Zhang, W. (2023). *Taming the Wild Horse of Shadow Education: The Global Expansion of Private Tutoring and Regulatory Responses.* Routledge.

By **Bussaya Hanchanachaikul**
Kasetsart University

The title of this text employs the metaphor of a wild horse as it refers to the prevalent phenomenon of a fee-charging, out-of-school, private supplementary tutoring which may be difficult for government authorities to control.

In the academic literature, private supplementary tutoring is interchangeably referred to as shadow education: "as the curriculum changes in the schools, so it changes in the shadow" (p. 2). Originally, the book draws on a Working Paper for UNESCO's Global Education Monitoring (GEM) Report (2017). This report highlights the trajectories in education towards the fourth aim of Sustainable Development Goals (SDGs) approved by the United Nations in 2015, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (UNESCO, 2017). Nevertheless, some critics might argue that shadow education exacerbates the exclusivity and educational inequality, which is opposite to the fourth goal of SDGs.

The book is divided into three main parts. **"Part I: A Global Framework"** consists of two chapters. The first chapter, *"The Conceptual Framework"*, introduces the definitions of private supplementary tutoring and its main three components that distinguish it from private and public schooling according to Bray (1999). The author differentiates the types and venues of shadow education delivered by teaching personnel, tutoring enterprises, and a mixed type for readers to juxtapose and compare between their close boundaries. The author also highlights dominant characteristics of shadow education ranging from one-to-one and small group to lecture type and organized large classes offered by formal and informal tutoring providers.

Chapter 2 is of more significance and presents *"What Needs to Be Regulated, Why and How?".* This chapter recollects an expanding phenomenon of private supplementary tutoring from various publications across the continents. The author suggests five main reasons why shadow education should be regulated: (1) social inequalities, (2) backwash of regular schooling, (3) corruption, (4) protection of consumers and employees, and (5) taxation. Moreover, the author elaborates a number of categories for possible regulation for tutoring companies such as registration, premises, personnel, contracts, advertising, and hours of operation. As far as the regulation is concerned, Zhang recommends tutoring providers and policy makers ponder the empirical evidence. Other suggested regulations for tutoring companies

include class size, affordability and financial management, curriculum and tutoring materials, organizational structure, as well as application of technology in registration, certification, monitoring, and consumer protection. Not only does the author suggest a five-dimensional model to regulate shadow education for companies, tutors, and consumers, but also advises an alternative approach to empower schools and teachers to provide tutoring under the socio-political condition of possibility. In addition to the diverse forms of private supplementary tutoring, the chapter discusses public-private partnerships (PPPs) in three major different modes to secure public trust and balance the institutional accountability.

Next, **"Part II: Five Countries Studies"** consists of five chapters. This second section presents a collection of the author's previous case studies in five countries: Japan, China, India, Egypt, and Denmark from three continents: Asia, Africa, and Europe. Namely, *"Chapter 3: Japan - Changing Dynamics of Regulation and Self-regulation"* explains the evolution and expansion of shadow education in Japan, while *"Chapter 4: China – Strong State Confronting Strong Market"* discusses the interrelationships between the state's regulation and the status of mainstream schooling in China. Then, *"Chapter 5: India – Diversity in a Decentralised System"* scrutinizes the complexities of decentralized systems in shadow education and challenges in legislative directions in India, whereas *"Chapter 6: Egypt – Teachers as Tutors"* highlights phenomenon of schoolteachers dual working as private tutors in Egypt. Lastly, *"Chapter 7: Denmark – Students as Tutors"* portrays a unique case study of young, untrained students working as private tutors in Denmark, which differs from its counterparts with recent emergence of shadow education as well as supplementary tutoring business models and patterns of (non-)regulations in the Scandinavian educational landscape.

In my opinion, the heart of this book lies in *"Part II: Five Countries Studies"* since the author does not only analyze the case studies individually across time and space in great depth, but she also contextualizes across these five case studies in breadth from micro- to macro-levels. This part invites the readers to actively consider possible context-specific issues, cultural diversities, and social norms in which each country values its educational system.

Furthermore, **"Part III: Conclusions"**, presents the author's final remarks. In *"Chapter 8: Learning from Comparing"*, the author puts forward the trajectories in shadow education towards the fourth aim of the SDGs alongside aspirations, mandates, and goals in attempting to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (UNESCO, 2017). The author provides guidance to some extent regarding the professionalization and specialization of tutoring from ideal vision to policy enactment as well as possible challenges of shadow education that both tutoring companies and government authorities might encounter. Significantly, Zhang proposes four critical concepts and the author asserts that "shadow education and schooling must be considered together" (p. 116) as "takeaway" messages. Despite the educational inequalities and social disparities caused

by private tutoring, the author concludes that shadow education is "here to stay" (p. 113). Therefore, great attention should be paid to enforce regulations and policies for shadow education in an attempt to encompass several points of reference. Finally, the author advises why PPPs should transcend the commercial modes for sustainable education in response to the fourth SDG goal.

Regarding implications, the book advocates for changing the roles of stakeholders including students, parents, schoolteachers, private tutors, tutorial entrepreneurs, policy makers, and central governments. With respect to its nuanced contribution, this book can serve as a useful resource for master's and doctoral students as well as academics who are interested in private supplementary tutoring and comparative education administration. Particularly, interested researchers may find this book valuable for not only identifying research gaps to fill, but also observing which research designs and data collection methods to replicate. However, this book is not free of limitations. Since only five case studies/countries among three continents were selected from the author's previous works, these findings might not be generalizable elsewhere. Thus, in compliance with the fourth SDG goal, continued future investigations yielding further practical implementations from all stakeholders are urgently needed.
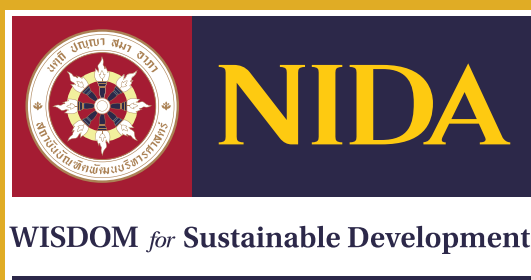
Author

Bussaya Hanchanachaikul, a postgraduate with MA TESOL from University of Sunderland who holds a bachelor's degree in English Literature from Kasetsart University, is now pursuing her Ph.D. in English Language Studies and Teaching (ELST) at NIDA. She worked as an English teacher for Kasetsart University Laboratory School for 6 years and a part-time English tutor for 10+ years. Currently, she is working as a new lecturer majoring English Language Teaching in the Faculty of Education at Kasetsart University. Despite being a novice researcher, her interests lie in English language teaching and learning, shadow education, inter- / cross- cultural communication, pragmatic and discourse analysis, as well as world literature. Her dissertation supervisor is Asst. Prof. Dr. Pattrawut Charoenroop at GSLC, NIDA.

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