



OFFICIAL PROCEEDINGS

The 4th

LSCIC 2023

LANGUAGE, SOCIETY AND CULTURE
INTERNATIONAL CONFERENCE

Maximizing Research and Opportunities
for Sustainable Development

MAY 12, 2023

Organized by
Faculty of Humanities and Social Sciences
Mahasarakham University, Maha Sarakham, Thailand



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**Proceeding of the 4th Language, Society and Culture
International Conference
(LSCIC 2023)**

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**Maximizing Research and Opportunities
for Sustainable Development**

Faculty of Humanities and Social Sciences and
Mahasarakham University, Thailand

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Proceeding of the 4th Language, Society and Culture International Conference (LSCIC 2023)

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Published by

Faculty of Humanities and Social Sciences,
Mahasarakham University, Thailand

Published on

June 2023, 100 copies

Editor-in-Chief

Assoc. Prof. Dr. Nittaya Wannakit

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Asst. Prof. Dr. Theera Rongtheera

Page layout/Cover/Website

Phongsak Sangkhamanee

Printed by

Apichart Printing. 1112/111 Phang Mueang Bancha Road,
Talat Subdistrict, Mueang Maha Sarakham District,
Maha Sarakham Province 44000

Official website of the conference

<https://human.msu.ac.th/lscic>

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National Library of Thailand Cataloging in Publication data

Theera Rongtheera.

Official Proceedings The 4th Society and Culture International Conference
(LSCIC 2023).-- Maha Sarakham : Faculty of Humanities and
Social Sciences Mahasarakham University, 2023.

104 p.

1. Social sciences. I. Title.

300

ISBN 978-974-19-6088-0



Proceedings of the 4th Language, Society and Culture International Conference (LSCIC 2023)

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Assoc. Prof. Dr. Nittaya Wannakit
Dean of the Faculty of Humanities and Social Sciences
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Maharakham University, or MSU, is recognized as one of the top 10 universities in the country for education quality and standard. It is also acknowledged as the leading community-based university in the Northeastern region. Our objective is to provide educational services at all levels of society to promote sustainable development and improve the quality of life for individuals and communities. We are proud of our vibrant academic communities and their contributions to this goal.

At MSU, we are also committed to promoting sustainable development and supporting the United Nations' Sustainable Development Goals (SDGs). These goals aim to create a better future for everyone by addressing global challenges such as poverty, inequality, climate change, and environmental degradation. Education plays a vital role in achieving these goals, as it empowers individuals and communities with the knowledge and skills to create positive change. By providing quality education and academic development, we can help individuals and communities become self-sufficient and build sustainable lives.

We extend a warm welcome to all our speakers and delegates who have taken the time to join us today. We appreciate your presence here. We also express our gratitude to everyone who has helped make this conference possible.

We hope this international conference will provide an excellent platform for networking and expanding future collaborations related to sustainable development and the role of education in promoting self-sufficiency and sustainable livelihoods. To all the participants from around the world, thank you for joining us. We wish you a successful and fruitful conference.

Assoc. Prof. Dr. Nittaya Wannakit

Dean of the Faculty of Humanities and Social Sciences

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Asst. Prof. Dr. Theera Rongtheera

Editor

On behalf of the 4th Language, Society and Culture International Conference (LSCIC 2023) organising committee, I am honored and proud to present the achievement of the 4th LSCIC 2023 Proceedings. The theme of this conference is set as “Maximizing Research and Opportunities for Sustainable Development”. The main objectives are not only to explore the role of humanities and social sciences in sustainable development, but also to discuss innovative solutions to the pressing challenges facing our world today.

We are honored to have all participants from diverse backgrounds, including scholars, researchers, policymakers, and practitioners. Your collective expertise, passion, and commitment to sustainable development will surely make this conference a success. There are 24 accepted papers from the United States, China, Indonesia, Bangladesh, Vietnam, and Thailand, and they are classified into six different panels.

I would like to thank again to all authors and conference participants who contributed to this LSCIC. On behalf of the committee members, I hope you all stay safe and healthy and am looking forward to seeing you again at the 5th LSCIC next year.

Asst. Prof. Dr. Theera Rongtheera

Editor





Asst. Prof. Dr. Staci B. Martin
School of Social Work, Portland State University, USA

Keynote 1

**SUSTAINABILITY AND HUMAN DEVELOPMENT IN
THE 21ST CENTURY AND MYANMAR**

Abstract

Purpose: The purpose of the keynote is to explore how critical hope can be applied to Sustainable Development Goal #4 that specifically impacts United Nations Educational, Scientific and Cultural Organization Education for All Goal #2. The aim of this presentation is to specifically focus on higher education in conflict and protracted areas.

Data & Methods: This keynote will be in three sections focusing on theory, research, and practice. Community-based Action Research (CBAR), Speaking for Ourselves Action Research (SOAR), semi-structured interviews, and surveys were applied.

Selected Findings: The conceptual framework is critical hope and critical despair will be defined. SDG #4 and EFA #2 will be outlined. Research will be shared that focuses on higher education in protracted and conflict areas will focus on Eastern Africa and Southeast Asia.

Significance: Most youth see educational institutions as beacons of hope. To foster hope and psychosocial well being in our youthful refugees, we need to find ways to co-create spaces of hope in our educational institutions. It is paramount that we prioritize, give access, and mobilize.

Asst. Prof. Dr. Staci B. Martin

School of Social Work,
Portland State University, USA





Assoc. Prof. Dr. Weerachat Kilenthong
Dean of the School of Early Children Education,
University of the Thai Chamber of Commerce,
Thailand

Keynote 2

**EARLY CHILDHOOD DEVELOPMENT RESEARCH AS A KEY
DRIVER FOR SUSTAINABLE DEVELOPMENT**

Abstract

Human capital is the most critical factor driving the sustainable economic growth of a nation. Early childhood is the most important and productive period for human capital accumulation (Heckman & Mosso, 2014). An early childhood development research project, called RIECE Thailand project, aims to improve early childhood education quality using the HighScope approach, which has been proven to be a highly effective method (Heckman et al., 2013, 2010). In the first experiment in Mahasarakham and Kalasin provinces, the program hired new graduates from local universities, trained them to implement the HighScope-based curriculum, and randomly assigned them to participating childcare centers. The experimental result shows that the impact of randomly assigned additional teachers on the general score of children is positive and significant, with an effect size of approximately 0.40 standard deviation (Chujan & Kilenthong, 2021). However, hiring new teachers is costly. RIECE Thailand then created a hands-on and intensive teacher training program called on-site training. The second experiment was to test the effectiveness of the on-site training in Roi-Et province. The main result is that the intervention can improve children's cognitive skills by 49%, relative to the control group's mean (Kilenthong et al., 2023). Overall, both experiments confirm that on-site training can significantly raise teacher effectiveness. Therefore, teacher professional development programs should focus more on hands-on and intensive training than in-class and light-touched training.

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The 4th Language, Society and Culture International Conference (LSCIC 2023)
on Maximizing Research and Opportunities for Sustainable Development



Faculty of Humanities and Social Sciences
Maharakham University, Thailand



ELT FOR SUSTAINABLE DEVELOPMENT: TEXTS AND METHODS

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ABSTRACT

In this paper, I make a case for the integration of sustainable development elements in the teaching and learning of English. The fact that language is not explicitly part of the SDG discourse might have led some to argue that foreign language learning and teaching is overlooked and peripheral. This paper suggests that ELT has an important role to play in helping the United Nations make sustainable development goals a reality. The question I am trying to address is an important one: What roles does ELT as a professional organization play in sustainable development? The concept of green ELT is proposed, arguing that at least two ELT elements, content and methods, have been made to align with the call for sustainability. The CCPR model of instruction is suggested as a collection of desirable qualities that individuals should possess for the betterment of the environment.

Keywords: ELT, Sustainable development, Constructivist, Creative-productive education

INTRODUCTION

The Earth is facing critical challenges, particularly global warming, and the United Nations (UN) as the world's governing body is actively seeking to promote sustainable or green economic development. ELT, as a component of language education, has a part to play in this endeavor. Despite the fact that language is not explicitly mentioned in the policy statement as a factor contributing to the world's sustainable development, it has a critical role in not only conveying the green messages, but forging understanding and cooperation among peoples and diverse cultural groups. ELT can go green. In this article, I discuss two ways it can be aligned with several of the UN goals - by addressing the ELT content and the ways it is instructed or ELT methods. These may not be considered new concepts and ideas, but they are what ELT has been practicing for sometime.

One may ask what ELT is. ELT is an abbreviation for English Language Teaching. The Longman Dictionary of Applied Linguistics (1985), authored by three ELT scholars: Jack Richards, John Platt, Heidi Weber, defines ELT as "the teaching of English as a second language or as a foreign language. In North American usage, this is often referred to as TESOL" (p. 91).



In this paper, the key question is: how can ELT contribute to the global movement to make development more sustainable? This paper endeavors to tackle two vital questions: (1) Should sustainable development be integrated into ELT? and (2) If so, how can it be achieved? It must be noted here that these are not entirely new concepts and ideas. As a matter of fact, a lot of teaching methods as philosophical approaches concern these issues. Sustainability framework for ELT, for example, highlights knowledge, skills, values, and attitudes for teachers to use in their teaching (Bilsborough, 2022).

The answer to the first question is unequivocally affirmative, and we must engage in the promotion of sustainable development. Regarding the second question, there are two primary options available to ELT: incorporating sustainable development elements into the curricula and designing courses or programs accordingly, and ensuring that teaching methods are green, that is, the ones that promote critical, creative, productive, and responsible citizens, proposed as the CCPR educational model by Sinlarat (2011).

The concept of “Sustainable Development” or SD, fundamentally, has its association with development that is environmentally friendly. This is due to the fact that today people around the globe have realized that the existing development has significantly destroyed or harmed the environment. The 1992 UN meeting in Brazil resulted in Agenda 21, which is a testimony to this global concern (UNCED, 1992). Hence, sustainable development is not a new concept. The very term sustainability is a hopeful term. As we know in physics everything is heading toward the state of entropy, complex and multi-faceted concept that is often defined in different ways by different organizations and scholars. The United Nations defines sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (UN General Assembly, 1987). This definition emphasizes the importance of balancing social, economic, and environmental considerations to achieve long-term sustainability.

ELT AND SUSTAINABLE DEVELOPMENT

In this section, I discuss roles and contribution of ELT in the universe of sustainable development. As we mentioned earlier, people around the world are becoming aware that the Earth is getting warmer, and they are worried about how this will affect society as a whole. The United Nations (UN) has called for every member to do something about the world. It set 17 Sustainable Development Goals (SDGs) to achieve a sustainable and better future for everyone. Below is a list of the 17 Sustainable Development Goals (SDGs):

1. No Poverty
2. Zero Hunger



3. Good Health and Well-being
 4. Quality Education
 5. Gender Equality
 6. Clean Water and Sanitation
 7. Affordable and Clean Energy
 8. Decent Work and Economic Growth
 9. Industry, Innovation, and Infrastructure
 10. Reduced Inequalities
 11. Sustainable Cities and Communities
 12. Responsible Consumption and Production
 13. Climate Action
 14. Life Below Water
 15. Life on Land
 16. Peace, Justice, and Strong Institutions
 17. Partnerships for the Goals
- (United Nations, 2022)

These goals are crucial for addressing global issues like poverty, inequality, climate change, and environmental damage. They provide a universal framework for all nations to collaborate towards a shared vision of sustainable development. Governments, businesses, communities, and individuals are all called upon to take action. It is vital to accomplish these objectives to establish a fair, prosperous, and resilient world for present and future generations. By working together towards these goals, we can make notable progress towards a sustainable future for all (United Nations, 2023).

English language training for teachers and aid workers has played a pivotal role in the development of numerous countries, Cambodia being a prime example (Chamnan & Cornish, 1997). As a matter of fact, ELT has incorporated the green elements for some time, evidenced from the TESOLers for social responsibility group. Jacobs (1993) wrote an article suggesting ways ELT teachers include the environmental topics in their teaching. Sustainable Development Goal 4 is about quality education and is among the 17 Sustainable Development Goals established by the United Nations. The aim of SDG 4 is “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” Why should ELT teachers care about the world? The best answer, in my opinion, is that we too are members of the global community. Maley (2017) made a case in a poetic message as follows:



Teacher

What do you do?

I'm a teacher.

What do you teach?

People.

What do you teach them?

English.

You mean grammar, verbs, nouns, pronunciation,
conjugation, articles and particles, negatives and
interrogatives ...?

That too.

What do you mean, 'that too'?

Well, I also try to teach them how to think, and feel –
show them inspiration, aspiration, cooperation,
participation, consolation, innovation,
... help them think about globalization, exploitation,
confrontation, incarceration, discrimination,
degradation, subjugation,
...how inequality brings poverty, how intolerance brings
violence, how need is denied by greed, how –isms
become prisons, how thinking and feeling can bring
about healing.

Well I don't know about that.

Maybe you should stick to language,
forget about anguish.

You can't change the world.

But if I did that, I'd be a cheater, not a teacher.

Alan Maley

Together with Nick Peachy, Maley (2017) asked ELT-related professionals to contribute articles and papers for the creative instruction. Overall, they suggest that developing creativity and critical thinking skills goes beyond the academic realm. It has the potential to empower individuals, foster cultural understanding, and contribute to social and economic development at both personal and national levels. Besides, the professionals highlight the relevance of creativity and critical thinking in achieving the UN SDGs, discussing how these



skills can contribute to sustainable development by encouraging problem-solving, empathy, and responsible decision-making.

Similarly, the British Council (2023) has come up with suggested lesson plans, which are designed to introduce learners to the United Nations Sustainable Development Goals and raise awareness about them. This lesson plan introduces learners to the United Nations Sustainable Development Goals (SDGs) while developing their vocabulary, critical thinking, and creative skills. The lesson involves learners predicting and discussing global issues, exploring the meaning of each SDG, prioritizing goals, and designing icons for them. It is designed for primary-level students (8-12 years old) at CEFR level A2 and above and can be completed in approximately 60-90 minutes or divided into two shorter lessons. This reflects the importance of incorporating real-world issues into the classroom while maintaining a positive learning environment.

Bekteshi and Xhaferi (2020) conducted a study aiming to introduce the concept of Sustainable Development (SD) and its goals to future teachers of English Language Teaching (ELT) in the Faculty of Education in Kosovo. An online questionnaire was sent to 89 participants, revealing that 60% of future teachers were aware of the SD concept, but not all “3 Ps” (Planet, People, Profit) were addressed. Results showed a focus on education, gender equality, good health, poverty alleviation, and economics, with a stronger emphasis on social issues and profit goals over environmental issues. The study highlights the importance of future teachers’ knowledge of SDGs for application in ELT classes. This study suggested that teacher training is crucial in bringing SDG into language classrooms.

The realization of the SDGs of the United Nations is challenging due to a range of factors, including economic inequality, political instability, and environmental degradation. Additionally, there are numerous obstacles to achieving the SDGs, such as lack of funding, insufficient infrastructure, and inadequate resources. The complexity of the goals and the interdependence between them further complicates the implementation process. Furthermore, achieving the SDGs requires collective action and cooperation at the global level, which can be difficult to achieve due to competing priorities and interests.

GREEN CONTENTS

This paper suggests that there are several things ELT professionals could do to support the UN green development goals. The teaching of English can go green in terms of incorporating environmentally sustainable practices and materials. Green content simply refers to information, media, or content that focuses on environmentally friendly and sustainable development topics. In general, it focuses on areas such as renewable energy, eco-friendly



practices, conservation, recycling, climate change, sustainable lifestyles, and the protection of natural resources. In ELT, green content could be instructed to raise awareness, educate, and inspire students and communities to adopt eco-conscious behaviors and make environmentally healthy choices. The content can be found in various formats, including articles, videos, blog posts, social media campaigns, educational resources, and more.

ELT teachers can set themselves as examples. They could reduce paper waste by using digital materials and online resources, and encourage students to do the same. Another is fostering their digital literacy skills, designing online interactive activities, utilizing online assessments, promoting accessibility and inclusivity, and encouraging research and evaluation. Green content has the ability to cover a wide range of Sustainable Development Goals (SDGs) subjects, such as peace, gender equality, democracy, and human rights. ELT teachers can assign students to conduct online research and deliver oral presentations, followed by classroom discussions. This approach not only promotes digital literacy skills but also encourages students to critically evaluate the credibility and reliability of their sources. It provides a practical and engaging method for students to explore SDGs while enhancing their research and analytical abilities.

Teachers can create personalized content that focuses on local community issues. For example, if there is pollution in a village, teachers can use it as a real-life case study. This allows students to explore the topic in-depth and have a genuine learning experience. Another idea is to collaborate with students and community members to investigate waste problems in the community. The findings can then be used as the subject of study in the classroom. According to Rungbuphate and Esteban (2019), incorporating local context and culture led to a significant improvement in students' English speaking ability and their awareness of the local culture. Teachers can also incorporate sustainability topics and vocabulary into their lessons, and encourage students to discuss and think critically about environmental issues (Peachy, 2023). Additionally, teachers can model sustainable behaviors and practices, such as using reusable water bottles and recycling, to reinforce the importance of sustainability to their students. Indeed, actions speak louder than words. By making small changes in their teaching practices, English language teachers can contribute to a more sustainable future.

GREEN ELT METHODS

A method is a way of doing something. Here, a method is how we teach English. The traditional one is perhaps the grammar-translation method, where the teaching is conducted in Thai and the students spend most of their time memorizing grammatical rules and doing translation. The green methods are those that promote learners' empowerment and agency.



Content, green or yellow, may not help much if it were fed into the students in the form of rote and uncritical learning. We also need a green method.

One of the methods is the use of cooperative learning to help develop learners' language skills as well as social skills. Jacobs and Chau (2023) ask us to take cooperation to the next level - that is, embracing it not as a method but a set of values. Cooperation at a higher level would positively impact several aspects of SDGs. Goal 13 of the United Nations Sustainable Development Goals (SDGs), for instance, aims to address the pressing need for immediate action against climate change and its consequences. To fight climate change is a real challenge. What is needed are the effective measures to mitigate greenhouse gas emissions, adapt to climate impacts, promote sustainable practices, and foster international cooperation to combat this global challenge.

In the field of education, methods that encourage learner participation are often referred to as "green" approaches. According to Sinlarat (personal communication, May 15, 2017), "No one can use magic, create miracles, or use power to create a happy and strong community. Happiness and wellbeing must be created by and within a particular community by its members." Several scholars (e.g. Siridhrungsri, 2012) have advocated for the adoption of participatory methods in education and community development. This highlights the importance of engaging learners actively in the educational process to create a positive and empowered learning environment.

One way to enhance participation is through the use of project-based instruction integrated with service learning. An example of this is the Taxi project, where students work in small groups to investigate the challenges faced by Thai taxi drivers. Subsequently, they create CDs and booklets which are then given to the taxi drivers (Thadphoothon, 2017). English Language Teaching (ELT) should adopt environmentally friendly methods for teaching English. One such method is the communicative teaching approach, which encourages learner engagement and active participation. The cooperative learning method promotes active participation and promotes equal participation. They tend to promote learners' empowerment and agency. Cooperative learning is one such green method, and Jacobs and Chau (2023) propose embracing cooperation as a set of values rather than just a method.

One may wonder why cooperation should also be viewed as a value. Cooperation becomes even more important as humans gain greater power. We now realize that human actions pose a significant threat to our own survival and that of other species. To use our power wisely and protect ourselves and the planet, we must work together like never before. Some believe that humans are naturally selfish and only cooperate when it benefits them personally. However, others argue that cooperation, rather than competition, is the key to addressing challenges like climate change.



CCPR MODEL OF INSTRUCTION

The CCPR (Criticality, Creativity, Productivity, and Responsibility) model of instruction, proposed by Sinlarat in 2011, has remained relevant to the current educational landscape. However, considering the changes in the world situation, it is crucial to evaluate its applicability, make necessary adjustments, modifications, and improvements, and align it with the concept of sustainable development. The CCPR model could be applied as an intellectual framework for ELT to address the issues of sustainable development. Given that sustainable development has become a global priority, it is imperative to explore how the CCPR model can contribute to the achievement of the Sustainable Development Goals (SDGs). By incorporating the principles of sustainability and responsible citizenship, the CCPR model can empower students to become active participants in shaping a sustainable future of the world.

In terms of applications of the CCPR model, it is essential to emphasize its connection to the SDGs and sustainable development. The model's four dimensions can be aligned with the following considerations:

- **Critical Thinking:** The CCPR model should equip students with the ability to critically analyze issues related to sustainability, such as environmental degradation, social inequality, and economic challenges. By developing critical thinking skills, students can understand the root causes of these issues and propose informed solutions.

- **Creativity:** Encouraging creativity within the CCPR model enables students to think innovatively and propose sustainable alternatives. By challenging conventional approaches, students can generate ideas that address complex environmental, social, and economic problems and contribute to the achievement of the SDGs.

- **Productivity:** The CCPR model's product-oriented approach should be aligned with sustainable development by emphasizing the creation of solutions that have a positive impact on society and the environment. Students should be encouraged to design and implement projects that address real-world challenges, integrating principles of sustainability and social responsibility. An example is the taxi project.

- **Responsibility:** The CCPR model should foster a sense of responsibility among students by considering the social dimensions and ethical implications of their ideas. Students should be encouraged to engage in discussions about the social consequences of their actions and develop a deep understanding of their role as responsible global citizens.

Integrating the CCPR model with sustainable development and English Language Teaching (ELT) helps students think critically, be creative, and develop social responsibility. By combining ELT and the green methods, students enhance their language skills while tackling global challenges. This approach equips them with the necessary mindset and abilities to



participate in sustainable development goals (SDGs) and navigate a rapidly changing world. In short, it promotes a comprehensive educational environment that prepares students for active involvement in creating a sustainable future for all.

SUMMARY AND CONCLUSION

In this paper, I argue that ELT has several roles to play in making the UN goals a reality. The integration of green topics into ELT is not new. By underlining how ELT can support sustainable development through suitable content and instructional techniques, for example, I have emphasized the significance of integrating sustainability into foreign language education. This is a crucial step towards establishing a more sustainable future and equipping learners with the expertise and abilities required to contribute to sustainable development.

In conclusion, ELT has roles to play in sustainable development, which could be done through green contents and methods. Bringing real-world issues into the English language classroom can be an effective way to engage learners and make language learning more meaningful and relevant. By connecting language learning to real-world issues, learners can develop their language skills while also gaining knowledge and understanding about important global issues. This approach can also foster critical thinking and promote a deeper understanding of the connections between language and the world around us.

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THAI EFL INSTRUCTORS' AND STUDENTS' ATTITUDES TOWARD TEACHING ENGLISH SWEARING AND TABOO LANGUAGE

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ABSTRACT

This study investigates the attitudes of Thai instructors of English and Thai undergraduate students toward the inclusion of English swearing and taboo language in classroom activities. Three research questions are addressed: (1) To what extent do Thai students have awareness of the existence of English swearing and taboo language? (2) To what extent do Thai EFL students understand the use of English swearing and taboo language in a particular context?, and (3) What are students' and instructors' attitudes toward teaching and learning English swearing and taboo language in the EFL classroom? Data were collected from thirty-four fourth-year English major students through an online questionnaire, and five Thai instructors participated in a semi-structured telephone interview. Findings indicate that most students understand and are aware of swear words and their usage in English, and that both students and instructors generally have positive attitudes toward teaching taboo words in the EFL classroom. They also expressed concerns about uncomfortable feelings and cultural appropriation. Nevertheless, many instructors would like to introduce the notion of swearing and taboo language to their students, provided that appropriate teaching materials are made available for them.

Keywords: swear words, swearing, taboo language, EFL classroom

INTRODUCTION

One of the primary goals of learning English as a Foreign Language (EFL) is to communicate in English effectively and in appropriate contexts (Saville-Troike, 2002; Holster, 2005; Mairina, 2017; Martinez & Vera, 2019). However, learning English as a Foreign Language involves more than just academic or general conversation; it also includes understanding and observing native speakers' usage of swear words and taboo language. Finn (2017) emphasized that swear words and taboo language can arise in any casual conversations, and their misuse can have personal and social consequences, leading individuals to feel ashamed or avoid using such language altogether.



Consequently, EFL learners often struggle to use English appropriately, particularly in informal conversations where swear words may be used, as they have difficulties conforming to social and cultural norms within these informal contexts. This challenge becomes more significant when dealing with offensive language or taboo words since non-native English speakers have limited exposure to the taboo and swear words commonly used by native English speakers in their daily lives. In addition, most EFL students are monolingual and have limited opportunities to learn English within their own country exclusively. As a result, this limited exposure and practice may lead to the inability to effectively communicate with English speakers and limitations in understanding the use of words in specific contexts, such as formal or informal conversations, professional settings, or social gatherings, where distinct language norms and expectations exist. These limitations significantly impact their overall communication skills.

Although EFL students do not typically learn swear words directly in their language classrooms, they may come across such language through alternative means, such as social media. This exposure to swear words and taboo language outside of formal language instruction is relevant to the study investigating the attitudes of Thai EFL instructors and students toward teaching English swearing and taboo language. The reference to Dynel's study (2012), which examines the impoliteness of swear words and their nature and purpose in anonymous internet communication, highlights the prevalence of swearing and taboo words in contemporary media. It illustrates the ease of encountering these words and the difficulty in avoiding them due to their frequent appearance in various forms of media, including television, the internet, songs, and more. From the aforementioned study, it can be implied that EFL learners have high potential for exposure to such language beyond the controlled educational environment, prompting the need to explore how instructors and students perceive and approach the teaching and learning of these controversial language elements.

By referring to Dynel's findings and the pervasive presence of swearing and taboo words in media, the study can further investigate the attitudes of Thai EFL instructors and students regarding the integration of these linguistic aspects into the language curriculum. This exploration would shed light on potential challenges, sensitivities, and pedagogical considerations associated with addressing swearing and taboo language in EFL instruction. In terms of the study's background, the researchers address three research questions:

1. To what extent are Thai EFL students aware of English swearing and taboo language?
2. To what extent do Thai EFL students understand the use of English swearing and taboo language in a particular context?
3. What are students' and instructors' attitudes toward teaching and learning about taboo language in the EFL classroom?



REVIEW OF LITERATURE

The concept of English taboo language

Taboo refers to any social or religious custom that prohibits people from doing or discussing a certain subject because it can create offensiveness or embarrassment among the group (Lubis et al., 2020). Crystal (1995) stated that taboo is something that people tend to avoid using in polite society (p. 45). The term 'taboo' also applies to language, as certain words related to sex, private parts, or race can make people feel uncomfortable, as defined in the *Advanced Learner's English-Chinese Dictionary (Sixth edition)* (2004). However, despite not being explicitly permitted for use, these words exist in every language. In the English language, Gao (2013) proposed that taboo language can be categorized into five categories: 1) excretions (e.g., shit, piss), 2) death and disease (e.g., die, hell), 3) sex (e.g., pussy, dick), 4) four-letter words (e.g., damn), and 5) swear words (e.g., fuck). These words carry a social stigma and are often avoided or censored in public discourse due to their potential to offend or challenge societal norms. Understanding the prevalence and awareness of English swearing and taboo language among Thai EFL students is crucial to address at hand.

Sociolinguistic Competence

Sociolinguistic competence plays a crucial role in effective communication within social contexts, encompassing an understanding of participant status, interaction goals, and the norms or conventions of communication (Martinez & Vera, 2019). In the context of English taboo language, EFL learners need to develop sociolinguistic competence to navigate the social restrictions associated with its use.

Holster (2005, p. 55) notes that individuals who speak English as their first language are generally aware of the social rules governing specific situations and exercise caution when employing taboo words. However, the functional use of taboo language poses challenges for EFL learners, as they struggle to grasp the precise meanings of such expressions in a foreign language (Swan, 2005). Consequently, EFL learners often avoid using certain words in their native language that phonetically resemble taboo words in English, as observed among Thai learners of English (Haas, 1951, as cited in Holster, 2005). For instance, they consciously avoid words like 'fak', which means 'gourd' in Thai but resembles 'fuck' in English. Saville-Troike (2002) further highlights that such taboos frequently arise in multilingual contexts, where a word acceptable in one language sounds like a taboo word in another (p. 227).

The lack of sociolinguistic competence among EFL students hinders their ability to use swear words appropriately in specific situations. Therefore, it is crucial for them to comprehend the social circumstances that influence speech behavior and familiarize themselves



with sociolinguistic principles to prevent the inadvertent misuse of taboo language. Addressing the research questions posed in this study can shed light on the extent to which Thai EFL students possess sociolinguistic competence in relation to English swearing and taboo language. It will provide valuable insights into their comprehension of the social dynamics associated with these linguistic features and inform the development of instructional strategies aimed at improving their sociolinguistic skills. By exploring the students' sociolinguistic competence, the study aims to bridge the gap between their linguistic knowledge and the contextual understanding necessary for appropriate language use.

The offensiveness and appropriateness of English swearing and taboo language

Swear words have traditionally been evaluated for their offensiveness using techniques such as evaluative and semantic differentiation rating. There is conclusive evidence that swear words are highly offensive, sexual terms are generally regarded as the most offensive, followed by expletives, as noted by Baudhuin (1973) and Berger (2002). Baudhuin (1973) identified specific words like 'fuck,' 'shit,' 'cunt,' and 'motherfucker' as being among the most offensive, although their ranking may vary. Additionally, Fägersten (2012) investigated this topic and found that swear words were frequently used in informal conversations among college students. However, the use and perception of obscenity can be influenced by the situation and the interlocutor, taking into account factors such as gender, age, social class, and race (Johnson & Fine, 1985). Bailey & Timm (1976) specifically examined the contributing factors to swearing behavior. The researchers designed a questionnaire and presented participants with hypothetical situations involving various emotions. The findings challenged the notion that emotions alone are sufficient incentive for swearing. Instead, the majority of participants indicated that their decision to swear in a given situation was influenced by the personal identity of the person they were communicating with, rather than solely being driven by their own emotional state. Furthermore, the study highlighted that factors such as the age and level of intimacy with the interlocutor played a more significant role in motivating swearing behavior.

Furthermore, the age of the speaker and their relationship with their interlocutor have been identified as significant factors in the social dynamics of swearing. According to Jay (1992), children start acquiring and using swear words of varying offensiveness as soon as they develop language skills, but they are promptly instructed to cease such language. Fägersten (2012) suggested that the close social relationships between individuals may contribute to the use of swearing, and the reduced restraint in swearing could be associated with the age of the children, which could correspond to their parents' adolescence or approaching maturity.



These discussions regarding the offensiveness and social dynamics of swearing and taboo language are directly linked to the research questions. They provide a foundation for understanding the attitudes, awareness, and appropriate use of English swearing and taboo language among Thai EFL students (RQ 1 and 2). By delving into these aspects, the study aims to uncover insights into how sociocultural factors shape the understanding and usage of taboo language among Thai EFL learners.

Taboo language in current social media

The integration of social media into people's daily lives is prevalent, and many EFL students have already been exposed to swear words and taboo languages without even realizing it. Some researchers investigated the prevalence of taboo words on social media as their usage has increased. Dynel (2012) examined the impoliteness of swear words, as well as their nature and purpose in anonymous internet communication, as shown by YouTube. Wang (2014) also investigated the use of English swear words on microblogging sites, such as Twitter. According to Oliver (2011), given the prevalence of taboo words on social media nowadays, many students acquire these words and inevitably become more familiar with taboo language from other sources besides the classroom.

It is essential to investigate the extent to which EFL students are exposed to and influenced by taboo language on social media (RQ 1). Furthermore, exploring the potential effects of social media exposure on students' attitudes, awareness, and use of taboo language is crucial in understanding the sociocultural dynamics of language acquisition in the digital age (RQ 2). By addressing these questions, the study aims to provide insights into the role of social media in shaping students' sociolinguistic competence and the challenges it may present in the language learning process.

Attitudes toward taboo language in the academic field

For obvious reasons, studies on taboo language are often disregarded in academic discourse (Andersson & Trudgill, 1990). According to Mairina (2017), the majority of university students believe that the curriculum on swear words is unnecessary for them because it is not appropriate for educated people, and if taught, they will apply it to their daily lives. However, Mercury (1995) argued that students prefer classroom opportunities to explore and discuss dirty word etiquette. Holster (2005) suggested that learners of English must comprehend the offensiveness of swear words and be able to appropriately use taboo language in a particular situation. This is not because these words are inherently bad or offensive, but rather because their proper usage has never been taught.



This matter must be approached not only from the students' perspective but also from that of the instructors. Language instructors have traditionally seen themselves as regulators of standard linguistic rules and have typically adhered to using only formal language (McGroarty, 1996, as cited in Holster, 2005). Moreover, Holster (2005) recognized that instructors who admitted to using taboo words in the classroom, or even in their own conversations, often felt severely restricted and shamed. This fact can emphasize the difficulty of discussing the literal meanings of taboo words and can contribute to avoidance. Mercury (1995) suggested that instructors should be equipped with effective procedures, materials, and training to address this issue. Thus, to alleviate the discomfort, instructors should be mentally and physically prepared to teach this subject.

The lack of research conducted on swearing and English taboo words in EFL classrooms in Thailand are intriguing and raises further questions about the attitudes and perspectives of both instructors and students in this context. Given the potential benefits of lessons that emphasize taboo language, its appropriate usage, and contextual understanding, investigating the attitudes of Thai instructors and students toward learning and teaching English swearing and taboo language in EFL classrooms becomes a compelling research objective. By exploring these attitudes, this study aims to contribute to the understanding of how taboo language is perceived and approached within the academic setting in Thailand and provide insights into effective teaching strategies in this area.

The study will further explore the significance of sociolinguistic competence in using taboo language appropriately in English as a foreign language (EFL) classrooms, considering the challenges EFL learners face in understanding the sociolinguistic restrictions associated with taboo language. The authors will also delve into the offensiveness and appropriateness of English swearing and taboo language by examining factors such as situational context, interlocutor identity, age, and relationship dynamics. Additionally, the authors will discuss the prevalence of taboo language on social media platforms and its impact on EFL students' exposure to and familiarity with taboo words. Furthermore, the authors will explore the attitudes of instructors and students in the academic field toward taboo language, addressing the perspectives of both groups and the challenges faced in discussing and teaching taboo words. Finally, this investigation will emphasize the gap in research regarding swearing and English taboo words in EFL classrooms in Thailand, highlighting the need for studies in this specific context and the potential benefits of incorporating taboo language lessons in the Thai EFL classroom.



METHOD

Participants and context

From the teacher's perspective, listening to the views of students provides an invaluable source of evidence of effective learning strategies (Adeyanju, 1987). Thus, it is essential to explore the attitudes of not only the students, but also the instructors regarding the discussion of learning and teaching swear words and taboo language in EFL classrooms. The study's participants were divided into two groups: Thai fourth-year students and instructors from the Department of English at Thammasat University. This group of students was chosen because they had completed an average of 15 years of learning English as a foreign language. Furthermore, they had already completed the world Englishes and intercultural communication courses, which strengthened their understanding of language usage in various cross-cultural contexts. The student participants were diverse in terms of age and gender. Of all 34 students, 21 (61.8%) were female, 7 (20.6%) were male, 4 (11.8%) were others, and 2 (5.9%) preferred not to say. Their ages ranged from 21-25 years old. In addition, the 5 instructor participants were diverse in terms of their expertise; the subjects they were teaching include research writing, interpretation, intercultural communication, literature, and career English.

Procedures

The researchers used a questionnaire to reach a large number of target participants from the student group. According to Holster (2005), a questionnaire is the best way to conduct this research because it is about a sensitive topic, and some people may feel uncomfortable or even embarrassed in a face-to-face interview.

The online questionnaire was a mixture of closed-ended and open-ended questions. In the closed-ended section, the participants were asked to assess their recognition of 7 common English swear words, adapted from Lindahl's (2008). Also, the participants were required to rate the degree of offensiveness and appropriateness of the provided swear words in each contextual dialogue, adapted from Kapoor's (2014), using 5-point Likert scales (1 = inoffensiveness, 5 = extremely offensive), as well as 4-point Likert scales (1 = appropriate, 4 = inappropriate). In addition, the "Not sure" responses are not included in the data analysis. (See Appendix A)

The open-ended section was also included to seek qualitative data on the participants' attitudes towards the study of English taboo language in the EFL classroom. Before the administration, to gain accurate and complete data, the questionnaire was reviewed by experts and conducted a pilot study to ensure its reliability.



For the instructor group, the researchers employed the telephone interview technique instead of using the questionnaire as there were fewer participants, and this technique allowed the researchers to explore in-depth information on the sensitive topic (Mealer & Jones, 2014). In this study, a half hour semi-structured interview was conducted. The questions were adapted from Holster's (2005) (see Appendix B), which was the same set of questions as the students. However, they were slightly changed to fit the teaching aspect. The aim of this instrument is to allow the instructors to describe and compare their perspectives with the students on the use of taboo words in society and teaching taboo words in the EFL classroom.

Data Analysis

A total of 34 students responded to the online survey via Google Forms. The entire survey took approximately 15 minutes to complete. Additionally, the researchers asked the instructors for their consent to participate in the interview conducted in Thai, which lasted approximately half an hour. All conversations were recorded and transcribed for data analysis, which was subsequently translated into English.

To answer the research questions, the percentages of students' responses to 7 English swear words were calculated to analyze the degree of word recognition and frequency of word acquisition from various sources. This is to ascertain the students' awareness of English swear words. In addition, to assess the students' comprehension of using swearing and taboo language, the mean scores and standard deviations of responses to 10 contextual dialogues were also calculated to identify which swear word was reported as being most and least offensive, and which was perceived as most and least appropriate. Most importantly, the thematic analysis and the percentage calculation of all participants' responses were also employed to investigate whether there were any significant themes regarding students' and instructors' attitudes toward learning and teaching English taboo language.

RESULTS & DISCUSSION

Research Question 1: To what extent are Thai EFL students aware of English swearing and taboo language?

To answer this question, quantitative data from the questionnaire and qualitative data from the interview were examined, which investigated the students' recognition and acquisition of English swear words and taboo language.

Table 1 illustrates the percentage of the top seven commonly used English swear words recognized by the students in the current study. The value of the percentage refers to the degree of recognition, which ranges from 100% (highest) to 0% (lowest).



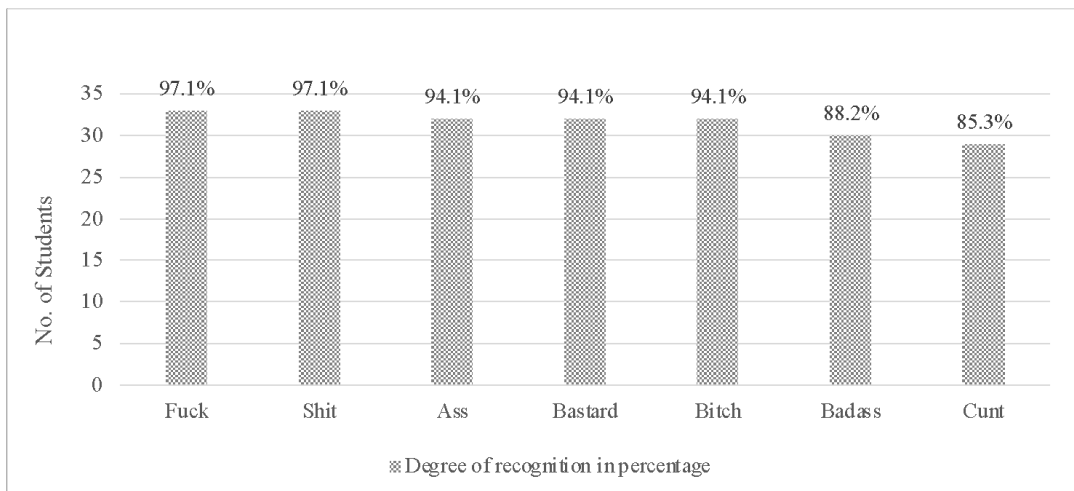


Figure 1: English swear words ranked in order of degree of recognition

As presented in Figure 1, the top seven English swear words are ranked in order of their percentage of recognition. It is found that with the highest degree of recognition (100%), there are no single words left unknown. The most recognized words were 'fuck' and 'shit' (97.1%), while the least recognized word was 'cunt' (85.3%).

Based on the result, the majority of students are aware of taboo English, specifically swear words, as more than 90% of the students recognize the words that are frequently and commonly used in general. The words 'fuck' and 'shit' as the two most known swear words, are in line with the result of the study of Jay (2009), who discovered that considering the high frequency of these words' occurrence, the top ten taboo words such as 'fuck', 'shit', 'hell', etc. Therefore, it is essential for language learners to recognize these words in order to comprehend everyday conversation and achieve communicative competence. The following excerpts indicate the importance of raising awareness of taboo English.

"Because if I live abroad, I will understand the words and the context in which they are used. Moreover, it is better if I know many vocabularies in English extensively".

(Student 21, survey respondent)

"I think it is necessary for EFL students to be aware of taboo words in English, and they should realize that this is a crucial part of the language in everyday communication."

(Instructor 04, interview)

Following an investigation into the degree of English swear word recognition as discussed previously, the percentage indicating the degree of the frequency with sources the respondents acquired these words are summarized in figure 2 below. The value of the percentage refers to the degree of frequency, which ranged from 100% (highest) to 0% (lowest).



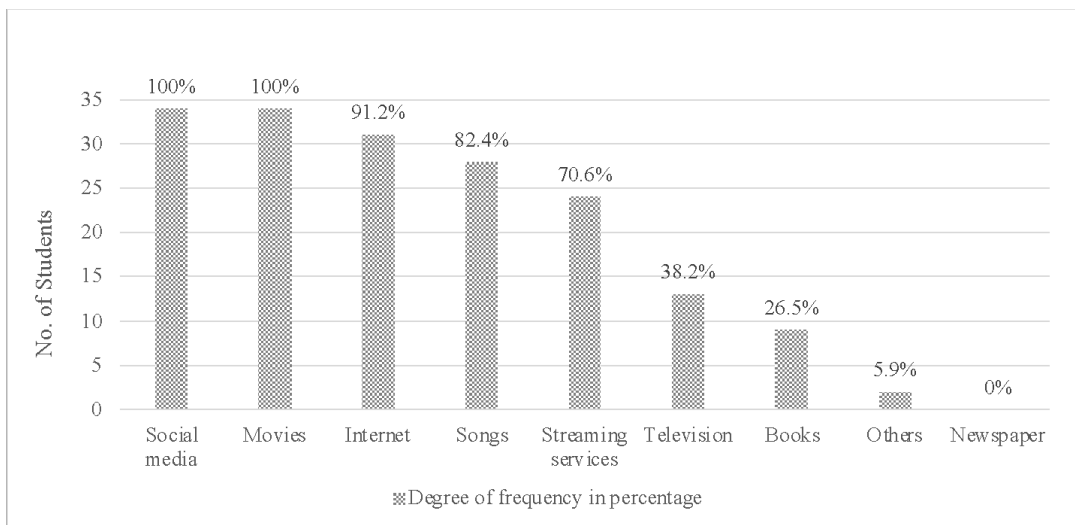


Figure 2: The sources ranked in order of the degree of frequency

Based on the ranking shown above, there were nine possible sources provided: social media, movies, the internet, songs, streaming services, television, books, the newspaper, and others as an optional choice. Considering the high degree of frequency, which was above 80%, it was clear that social media and movies (both 100%) were the most notable sources for the respondents to frequently acquire these words, followed by the internet (91.2%) and songs (82.4%), respectively. On the other hand, the least common sources were books (26.5%) and newspapers (0%).

The possible influence on students' word recognition was coming from many different sources, such as movies, songs, the internet, social media, etc. Generally, swear words and taboo language were not formally taught or learned in the classroom. As a result, students were less likely to encounter these words when reading print media like textbooks or newspapers, as the language used was mostly formal and educational. On the contrary, incidental acquisition of English taboos was more likely to occur informally outside the classroom, particularly through online media. As social media and the internet are the main mediums for the young generation nowadays, the likelihood of students encountering online information that contains a variety of taboo words is rather undeniable. Marina (2017) also stated that popular culture such as movies and music lyrics were common sources of bad language. Therefore, the use of taboo English by speakers in society today appears to be more prevalent than ever. The following excerpt illustrates the point:

"Swearing and profanity seem to be more prolific nowadays than they were 10 years ago. Many swear words and phrases have been incorporated into everyday speech. This is because



these words have become acceptable on social media and in mainstream media like movies and songs.” (Instructor 03, interview)

Research Question 2: To what extent do Thai EFL students understand the use of English swearing and taboo language in a particular context?

To respond to the second research question, the degree of unacceptability (offensiveness) and the appropriateness of English swearwords used in the contextual dialogue rated by the students were investigated through quantitative data from the questionnaire and qualitative data from the interview. Additionally, the context was provided as being abusive (swearing with the direct intention of causing harm) or casual (swearing with little or no intention of causing harm).

Table 1 demonstrates the means and standard deviations for the degree of offensiveness ranked by dialogue with abusive and casual intentions. The value of the mean refers to the degree of unacceptability, which ranges from 1 (inoffensive) to 5 (extremely offensive), with 3 as moderately offensive.

Table 1: Comparison of perceived degrees of offensiveness

Rank	Swear words	Dialogues	Mean	SD
Abusive intention				
1	Cunt	Don't wander off, you stupid cunt!	4.41	.925
2	Fuck	Fuck you, I've had it. Clean it up yourself.	3.62	1.231
3	Shit	He is always beating his wife. That man's a complete shit.	3.41	1.395
4	Bastard	You bastard! You've made her cry.	2.82	1.193
5	Ass	You said that you're a nice guy? Nice guy, my ass! You're a cheater!	2.38	1.129
Casual intention				
6	Shit	Did you know Pedro won the match last night? Yes, he is the shit!	1.82	1.086
7	Fuck	Oh fuck! I burnt my tongue	1.65	.917
8	Badass	Dude, don't mess with me. I'm a real badass!	1.47	.748
9	Bastard	You won again? You lucky bastard!	1.44	.746
10	Bitch	Bitch, you look so fabulous in that dress!	1.29	.524

As illustrated in Table 1, the overall mean of the offensiveness degree of swear words in casual dialogue was 3.32, which means they were more unacceptable to use. In contrast, the overall mean of the offensiveness degree of swear words in abusive dialogue was 1.53, which means they were more acceptable to use. In addition, the word 'Cunt' ranked at a high of 4.41 and was indicated as the most offensive, while the word 'Bitch' ranked at a low of 1.29 and was the least offensive.

The data revealed that the word 'cunt' was a maximally unacceptable word under any circumstances. On the other hand, the word 'bitch' was able to function as a term of



endearment. Significantly, swear words can be more or less offensive, depending on how they are used. Likewise, Beers-Fagersten (2012) stated that the word 'bitch' was versatile, widely used, and becoming more and more accepted in today's society. Moreover, as Swan (1995) pointed out, it can be challenging for foreigners to truly understand how severe these English taboos are in a different culture. However, the data showed that EFL students can potentially understand the meaning as well as the offensiveness of English taboos that are likely to appear in everyday conversation and the media in general.

With regard to an investigation into the degree of unacceptability as discussed previously, the means and standard deviations indicate the degree to which the respondents perceived each swearword's appropriateness considering the relationship in the contextual dialogue with social distance as a significant variable. It refers to the degree of intimacy between the speaker and the listener. A low social distance would represent a close, intimate connection, whereas a high social distance would represent a lack of intimacy. The value of the mean refers to the degree of appropriateness, which ranges from 1 (appropriate) to 4 (inappropriate). The most and least appropriate words are summarized in Table 2 below.

Table 2: Comparison of perceived level of appropriateness.

Context: Relationship	Dialogues	Mean	SD
High social distance			
Student/Professor	Dude, don't mess with me. I'm a real badass!	3.94	.239
Daughter/Mother	Oh fuck! I burnt my tongue!	3.44	.500
Subordinate/Boss	Did you know Pedro won the match last night? Yes, he is the shit!	3.21	.845
Waiter/Customer	You won again? You lucky bastard!	2.94	1.099
Low social distance			
*Boyfriend/Girlfriend	Don't wander off, you stupid cunt!	3.85	1.015
Roommate/Roommate	Fuck you, I've had it. Clean it up yourself.	2.38	.746
Friend/Friend	You bastard! You've made her cry.	1.82	.999
Neighbor/Neighbor	He is always beating his wife. That man's a complete shit.	1.71	1.115
Girlfriend/Boyfriend	You said that you're a nice guy? Nice guy, my ass! You're a cheater!	1.29	.579
Best Friend/ Best Friend	Bitch , you look so fabulous in that dress!	1.12	.327

As portrayed in Table 2, the overall mean level of appropriateness in the high social distance relationship group was at a high of 2.96, which means the more there is a lack of intimacy, the fewer swear words are used. In the low social distance group, the overall mean level of appropriateness was 1.66 (*not included), indicating that the greater the intimacy, the more swear words were used. It is also worth noting that, despite being the most offensive swear word (see Table 3), the word 'cunt' remains inappropriate to use even between interlocutors (boyfriend and girlfriend) who have strong imitation connections.



It is undeniable that the functional use of taboo English is indeed complicated, and discretion is a crucial part of successful swearing (e.g., Jay, 1992; Mercury, 1995). According to Beers-Fagersten (2012), the inherent offensiveness of swearing must also be variable according to social context. This is in line with findings that students tend to give more importance to the import of sociolinguistic context, especially the relationship between speaker and listener, than the offensiveness of taboo words. However, one result showed that the most offensive word, 'cunt', remains inappropriate regardless of context. The reason might be because it was a derogatory word that conveyed negative images of women and was used as a serious insult by native speakers (Holster, 2005). The results strongly suggested that social distance represents one of the most important contextual variables in the use of and reaction to swear word usage. Most respondents believed that swearing occurs most often and is more appropriate to use among friends, intimates, and others of low social distance, where the speaker is relatively 'safe' from negative listeners' judgments. As a result, students tend to have a good understanding of the usage of taboo words in social contexts. The following excerpts illustrate the point:

"I think it is necessary for us to truly understand the usage of English swearing and taboo words so we can be aware if someone talks bad about us. if we don't understand their level of offensiveness and the context, we might use these words offensively toward one another."

(Student 12, survey respondent)

"It is necessary for students to be aware of taboo words in English. That is, they have to know when and how to use it. People nowadays have the freedom to express themselves. They can use those words to express the degree of their feelings at any time and place. However, they are sometimes unaware that not everyone is comfortable with swear words, which can offend listeners." (Instructor 05, interview)

Research Question 3: What are students' and instructors' attitudes toward teaching and learning about taboo language in the EFL classroom?

For responses to this question, the data were gathered from two main sources. First, based on the questionnaire, the researchers used thematic analysis to identify themes present in the students' responses to the open-ended questions and calculated them into percentages in order to facilitate their attitudes toward taboo English learning. Qualitative analyses of data obtained from instructors' interviews were also implemented for comparison.

Analysis of the qualitative data revealed three emergent themes: 1) Expectations for learning outcomes, 2) the necessity of teaching taboo English, and 3) interest in the special lesson and possible limitations. There were three main perspectives regarding the importance of teaching and learning the taboo language in the EFL classroom. Students who displayed positive, negative, and neutral attitudes.



1. Attitudes on expectations for learning outcomes

Figure 3 below summarizes and reports the percentage of attitudes on expected learning outcomes, which consists of 34 responses to the open-ended question: Will learning about those words give any disadvantages or advantages to EFL students?

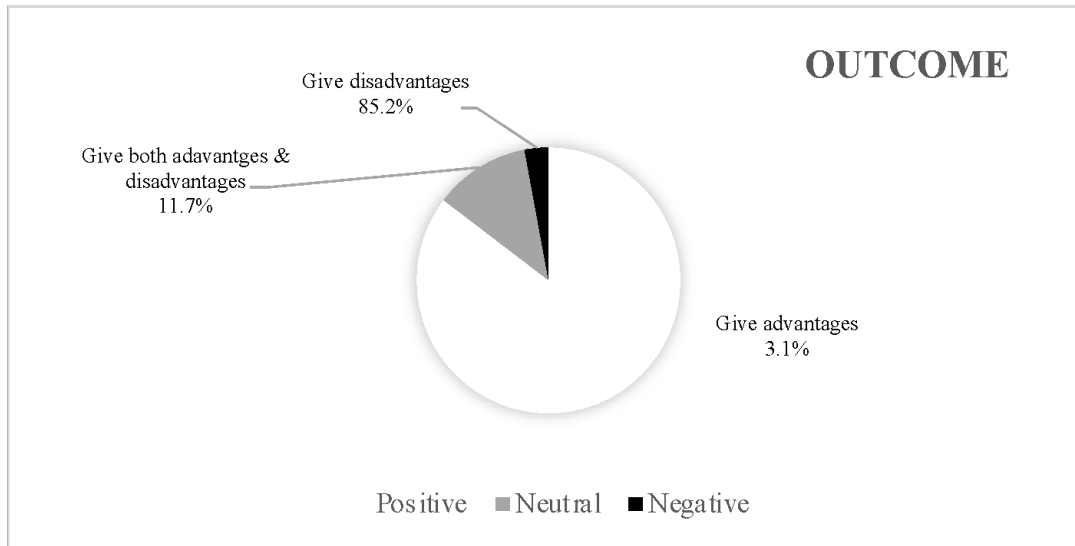


Figure 3: Attitudes on expectations for learning outcomes

As indicated in Figure 3, “give advantages” responses are reported by 29 (85.2%) students as their expected outcome of learning English swearwords and taboo language. In addition, “give both advantages and disadvantages” and “give disadvantages” responses are reported by 4 (11.7%) and 1 (3.1%) student, respectively. Therefore, most of them had a positive attitude toward learning taboo English and considered the knowledge they gained from the lesson to be useful and beneficial. The following excerpts sum up the typical attitude of many of the participants:

“It will be advantageous in that it will help students understand the context and meaning of the conversation better. For example, they can fully understand the text or real-life conversations between native speakers (e.g., in translation class, the students will be able to choose an appropriate equivalent for those words or dialogues). They must, however, understand the precise meaning and how to use them in context, or they may use them incorrectly or offensively.”
(Student 03, survey respondent)

The students’ perspectives were in line with the majority of instructors. They were positive about the teaching outcome and referred to the advantages that students could receive by learning about these words. For example, students would be able to understand the use of these taboo words if they had a chance to speak or listen to what native people say. In addition,



it had the potential to raise students' awareness of these offensive words while enhancing their cultural understanding of the language. This is the reason it is important to teach about the appropriacy and inappropriacy of taboo words to prevent intercultural miscommunication. Moreover, students' ability to translate may have improved when they learned more words and what they meant. This was essential not only for formal language in textbooks but also for informal language in movies and songs. The following quote emphasizes the point:

“Teaching about these taboo words will have advantages for EFL students because it will enhance their cultural understanding of the language. Moreover, it will help them cope better when they hear people using these phrases, especially when traveling to a foreign country or an environment where English is the only language spoken.” (Instructor 04, interview)

2. Attitudes on the necessity of teaching at the university level

Figure 4 below summarizes and reports the percentage of attitudes on the necessity of teaching taboo English, which consists of 34 responses to the open-ended question: Do you think English taboo words need to be taught at the university level?

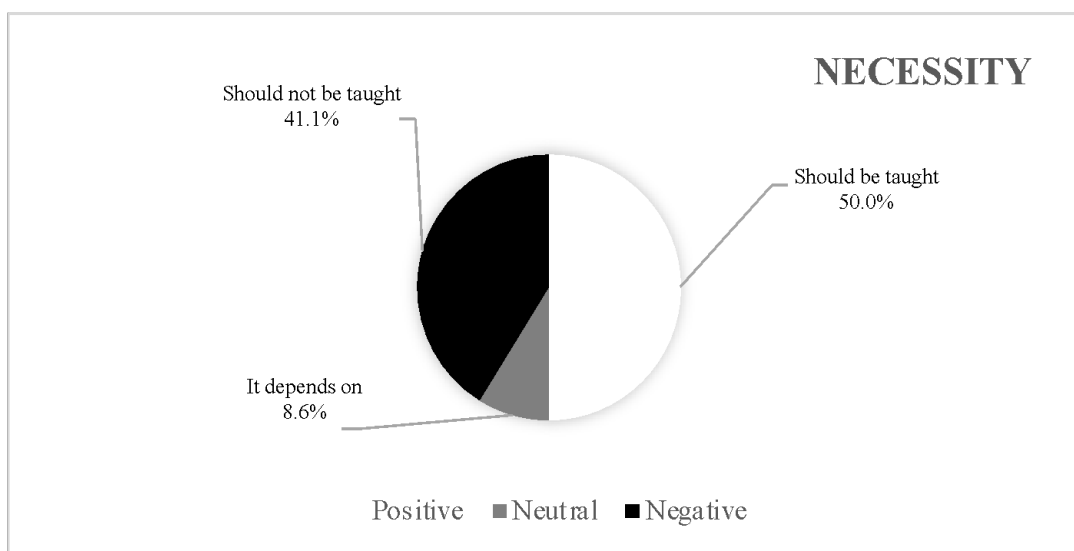


Figure 4: Attitudes toward the necessity of teaching taboo English

As indicated in Figure 4, “should be taught” responses are reported by 17 (50.0%) students that it was necessary to teach. A total of 14 (41.1%) students considered that taboo English “should not be taught.” In addition, “it depends on” responses are reported on 3 (8.6%) as students considered the teaching somewhat necessary. As a result, the majority of the students had a positive attitude that was almost the same as their negative attitude toward teaching taboo English at the university level. The following excerpts illustrate both attitudes of the participants:

“Yes. It would be good if it were a culture-related course. I also believe that knowing some taboo words may improve the naturalness with which EFL students use English.”
(Student 12, survey respondent)

“I still believe that educated people can use common sense to decide to use these words appropriately. And nowadays, teenagers can learn these words from the media. So, there is no need for university instruction.” (Student 20, survey respondent)

The majority of students shared the same views as the instructors. The results suggested that taboo language like swear words should not be taught as a form of academic or grammatical instruction but rather as sociolinguistic instruction in subjects related to literature or culture. In addition, instructors believe that most EFL students already have some sense of social cues and a good understanding of the use of taboo words. Students nowadays could acquire taboo language naturally and easily from other sources outside the classroom, such as in various types of media like social media, movies, or song lyrics, which generally confirm patterns established earlier in the current study. The following quote helps clarify the point:

“It depends. I think it should be taught if we include it in some lessons in the courses related to literature or culture to improve students’ sociolinguistic competence. However, most college students already have some social cues and a good understanding of these words from other sources, such as social media, movies, and songs.” (Instructor 01, interview)

3. Attitudes toward the interest in the special lesson and possible limitations

Figures 5 and 6 below summarize and report the percentage of attitudes on the interest of the lesson and possible limitations, which consists of 31 responses to the open-ended question: Would you be interested in taking a special lesson focusing on the usage of English taboo words, if possible?

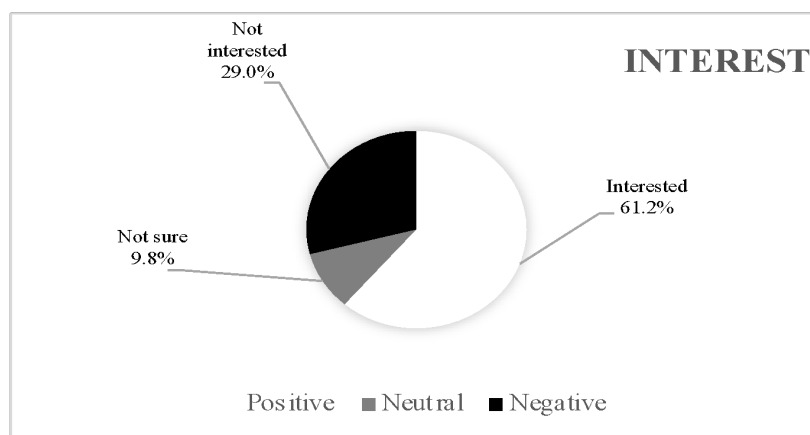


Figure 5: Attitudes toward the interest of the lesson



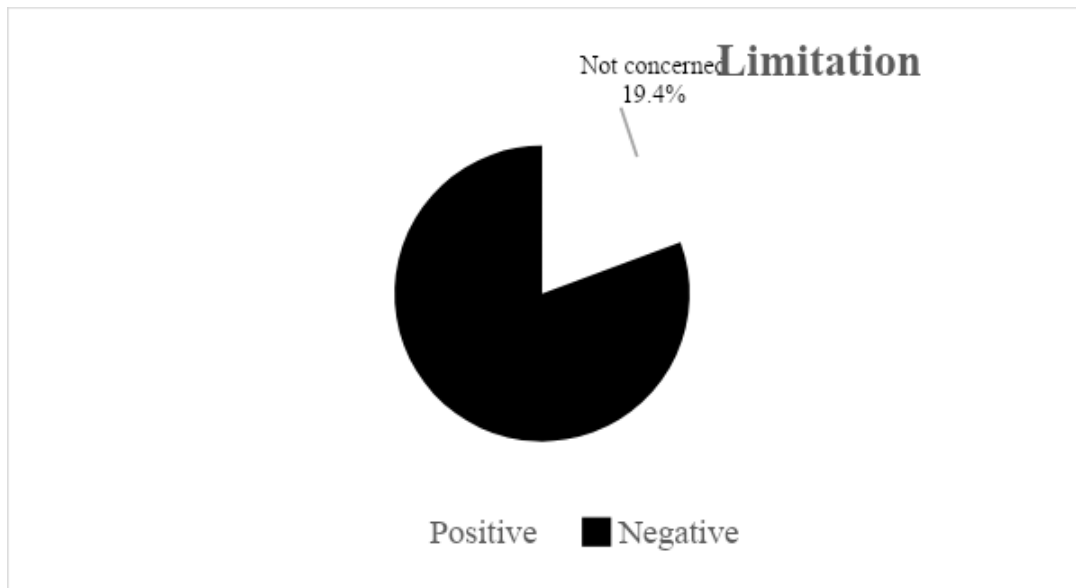


Figure 6: Attitudes toward possible limitations

As indicated in Figure 5, 'interested' is reported by 19 (61.2%) responses as their interest in the lesson. In addition, 'not interested' and 'not sure' were reported by 9 (29.0%) and 3 (9.8%) responses, respectively. Therefore, most of the students had a positive attitude toward learning taboo English and expressed an interest in participating in the class if they had a chance. The following quote sums up their view:

"I would love to take part in this special lesson, but only 1-2 short lessons would be fine." (Student 09, survey respondent)

According to Crooks (2006), the students perceived the language and knowledge presented in the Taboo English sessions as valuable and fascinating, and they approved of the materials utilized to teach the taboo language. It is also noteworthy to point out that instructors of general English courses in this study, such as Interpretation, Intercultural Communication, and Literature had greater interest in and opportunity to explore taboo English in context during these lessons, while the opportunity or need to investigate the topic of taboo words would be less likely to happen in academic or business English courses, including Research writing and Career English. They clarified:

"Yes, I'm very interested in creating this special lesson, particularly in literary studies; for example, the difference between swear words in British and American English in young adult novels would be perfect." (Instructor 04, interview)

"I have never given this thought before because swear words and taboo English are not suitable or related to my subject." (Instructor 01, interview)

Additionally, as indicated in Figure 6, ‘concerned’ responses are reported by 25 (80.6%) students as there is a possibility of limitation and they are concerned about it. A total of 25 (19.4%) students considered that they were ‘not concerned’ about the lesson. Therefore, most of the students had a negative attitude toward the lesson and expressed concerns about the possible limitations that can emerge during teaching and learning taboo English in the EFL classroom. Some students and instructors who were positive considered the importance of teaching and learning about swear words and taboo English as they are commonly heard in spoken English today:

“Like it or not, they are part of the everyday vocabulary heard by students, and they need to know what is generally acceptable and when not to use them. It’s not forbidden for me to address swear words because, just as sex education doesn’t encourage students to have sex, a swearing lesson doesn’t encourage students to swear more.” (Instructor 03, interview)

The following section scrutinizes the issue by discussing in greater detail each limitation that contributes to the student’s concerns about the special lesson regarding taboo English. The survey responses revealed two major limitations: uncomfortable feelings and cultural appropriation. The following excerpts illustrate the point:

“The limitations of Thai society would make it very uncomfortable for the teacher to teach.” (Student 10, survey respondent)

“In Thai culture, it seems inappropriate to discuss taboo words directly, especially with your teacher.” (Student 03, survey respondent)

Most instructors’ concerns are also in line with those of the students. Furthermore, responses indicated that a lack of materials available to address this aspect of the language could hinder formal instruction. Significantly, even though they stated that they would not initiate the swearing lessons, they still suggested that it was important to address these words, and they were willing to teach if specifically asked by students as a “teachable moment” They clarified:

“Teaching taboo words is challenging, and it seems to reject standard language-learning approaches. The contexts in which the use of swear words is appropriate or not are also difficult to define.” (Instructor 04, interview)

“It’s important to teach about taboo words to build awareness. However, it should not be in the form of lesson material, especially in academic English courses. I would say that it should come in the form of a teachable moment; that is, if there was an opportunity for students to raise this issue, I would not mind discussing it with them.” (Instructor 01, interview)



CONCLUSION

The study addressed the first research question and arrived at the conclusion that the Thai EFL students reported knowing all provided swear words and sources with a high degree of recognition, suggesting they had a high level of awareness of swear words on a regular basis. It was also revealed that, nowadays, swearing, and English taboo are commonly heard in Thai society and are becoming increasingly prevalent in the media among the youth.

As for the second research question, the act of swearing is strongly influenced by various social contexts, including variables such as abusive or casual intentions and the social distance of the speaker's relationship. The EFL students reported that, given the offensiveness of each English swear word, they have a possibility to use these words appropriately and contextually with an overall high to medium level of comprehension. This suggests that the Thai EFL students have an ability to use taboo language successfully with discretion by not offending their listeners and being mindful of the social restrictions placed on them in most situations.

In relation to the third research question, the positive attitudes reported regarding three aspects of learning and teaching taboo English, such as the beneficial outcomes, the need to learn, and the interest in the lesson, are identified and similar in most of the EFL students' and instructors' groups. However, they still had negative attitudes about the limitations of swearing lessons in the actual classroom. When comparing students and instructors, both groups appear to be concerned about uncomfortable feelings and cultural appropriation. Significantly, most instructors are more concerned since they lack the material to teach taboo English. This makes them reluctant to discuss the topic, but they are willing to teach if the timing is appropriate and the student's needs are met.

PEDAGOGICAL IMPLICATIONS

The findings pointed out that there is still a long way to go in Thailand for taboo language teaching and learning, and it is especially important in EFL classrooms to provide practical ways and a safe space to address this topic. We hope that these results will encourage Thai instructor discussion and create awareness surrounding the importance of teaching swearing to EFL students. In addition, this study has initiated a debate about whether this language should be taught in academic settings. This helps Thai students acquire communicative English skills and use them more confidently in a natural and appropriate way in various English language contexts. Moreover, it has the potential to prompt policymakers to reconsider and develop the way English is taught in Thailand, with a focus on a communicative approach. As Thai students frequently hear swear words and taboo English in the media, it is becoming increasingly pervasive in Thai society nowadays. They need to sociolinguistically learn the



right context of use and why it is so commonly used among native speakers. This study also proposes that students should have the opportunity to attend Taboo English sessions as an elective. We suggest that precautions be taken while teaching Taboo English as an extra unit in some courses. In addition, instructor training must be discussed if the study of taboo language is to be planned and implemented effectively. There is practical value in exploring this topic and teaching the nonlinguistic elements relevant to its utilization in the language classroom.

ACKNOWLEDGEMENTS

We would like to express our deepest gratitude and indebtedness to our research supervisor, Assoc. Prof. Varisa Osatananda, Head of English Department, Faculty of Liberal Arts, Thammasat University, for giving us endless encouragement and providing invaluable guidance throughout this journey.

Sincere thanks to our classmates and professors as study participants for providing the necessary information and resources for a chance to accomplish this research project successfully.

Finally, we would like to express our appreciation to everyone involved in this project, especially friends and families, for their continued support, kindness, and understanding during the project's duration. Our heartfelt thanks.

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APPENDIX A

Questionnaire on the English Taboo Language

The purpose of this survey is to collect information about the awareness and attitudes of fourth-year English Department students toward swearing and English taboo words. The entire survey will take approximately 15 minutes to complete.

Your response will be confidential and anonymous.

1. **Gender:** Female Male Prefer not to say Other: _____

2. **Age:** _____

3. **Below is the list of English swear words. Please check (✓) in the box for the words that you recognize.**

No.	Words	Recognized (✓)
1.	Ass	
2.	Badass	
3.	Bastard	
4.	Bitch	
5.	Cunt	
6.	Fuck	
7.	Shit	



4. According to the words above, from which sources did you see or hear them? (The answers can be more than 1).

No.	Words	Sources								
		Television	Streaming services	Internet	Social Media	Movies	Songs	Books	Newspapers	Others
1.	Ass									
2.	Badass									
3.	Bastard									
4.	Bitch									
5.	Cunt									
6.	Fuck									
7.	Shit									

Source: adapted from Lindahl's (2008), *The x-word and its usage: Taboo words and swear words in general. and x-words in newspapers.*

5. From the list of 7 words above, check (✓) only one box for each item by indicating the level of offensiveness. (Scale from 1-5: 1 is inoffensive and 5 is extremely offensive)

*If you are not sure whether it is offensive, please check (✓) in the scale 6

No.	Dialogue	Level of offensiveness					
		1 Inoffensive	2 Slightly offensive	3 Moderately offensive	4 Very offensive	5 Extremely offensive	6 Not sure
1.	You said that you're a nice guy? Nice guy, my ass! You're a cheater!						
2.	Dude, don't mess with me. I'm a real badass!						
3.	You bastard! You've made her cry.						
4.	You won again? You lucky bastard!						
5.	Bitch, you look so fabulous in that dress!						
6.	Don't wander off, you stupid cunt!						
7.	Oh fuck! I burnt my tongue!						



No.	Dialogue	Level of offensiveness					
		1 Inoffensive	2 Slightly offensive	3 Moderately offensive	4 Very offensive	5 Extremely offensive	6 Not sure
8.	Fuck you, I've had it. Clean it up yourself.						
9.	Did you know Pedro won the match last night? Yes, he is the shit!						
10.	He is always beating his wife. That man's a complete shit.						

Source: adapted from Lindahl's (2008), *The x-word and its usage: Taboo words and swear words in general. and x-words in newspapers*

6. Read the following dialogues and indicate whether the underlined words are appropriate in the given context by checking (✓) only one box.

(Scale from 1-4: 1 is appropriate and 4 is inappropriate)

*If you are not sure whether it is appropriate, please check (✓) in the scale 5

No	Contexts	1 Appropriate	2 Somewhat appropriate	3 Somewhat inappropriate	4 Inappropriate	5 Not sure
1.	Student A to Professor B: <i>Dude, don't mess with me. I'm a real <u>badass!</u></i>					
2.	Girlfriend A to her cheating boyfriend B: <i>You said that you're a nice guy? Nice guy, <u>my ass!</u> You're a cheater!</i>					
3.	Bro A to Bro B during a heated argument: <i>You <u>bastard!</u> You've made her cry.</i>					
4.	Casino waiter A to customer B who often won at gambling: <i>You won again? You lucky <u>bastard!</u></i>					
5.	Female Friend A to her bestie gay friend B: <i><u>Bitch</u>, you look so fabulous in that dress!</i>					



No	Contexts	1 Appropriate	2 Somewhat appropriate	3 Somewhat inappropriate	4 Inappropriate	5 Not sure
6.	Daughter A to her mom B, while drinking hot soup: "Oh <u>fuck!</u> I burnt my tongue!"					
7.	Roommate A to roommate B, who is very messy: " <u>Fuck</u> you, I've had it. Clean it up yourself."					
8.	Boyfriend A to his girlfriend B while shopping: Don't wander off, you stupid <u>cunt!</u>					
9.	Subordinate A to his Boss B: Did you know Pedro won the match last night? Yes, he is the <u>shit!</u>					
10.	Neighbor A to neighbor B while gossiping: John always beats his wife. That man's a complete <u>shit.</u>					

Source: adapted from Lindahl's (2008), *The x-word and its usage: Taboo words and swear words in general. and x-words in newspapers*

7. Please answer the following questions and give your opinion

7.1 Is it necessary for English Department students and EFL students to be aware of English taboo words?

7.2 Will learning about those words give any advantages or disadvantages to EFL students?

7.3 Do you think English taboo words need to be taught at university level?



7.4 Would you be interested in taking a special lesson focusing on the usage of English taboo words, if possible? Do you think there will be any limitations?

“Thank you very much for your time and cooperation.”

APPENDIX B


Semi-structured Interview Questions

Part 1: Attitudes towards the use of taboo words in society.

1. Do you think that swearing and taboo words are now more prevalent than they were in the past?
2. What factors contribute to this phenomenon?

Part 2: Opinions on teaching English taboo words in the EFL classroom.

Before answering the following questions in this part, we would like you to take a look at an example worksheet created by Holster (2005), An investigation of ESOL teachers' attitudes towards teaching about taboo English in the second language classroom.

Discussion	Language In Use
<p>Discuss the statements below. Do you agree? Why or why not?</p> <ol style="list-style-type: none"> 1. Most English swear words are about sex or parts of the body. 2. We can hear a lot of swear words on movies and on TV. 3. Men swear more often than women. 4. Young people swear more often than older people. 5. We can only swear when we are angry. 	<p>What words might you hear in the following situations? Circle the best answer.</p> 
<p>Language</p> <p>Which of the following are swear words?</p> <ol style="list-style-type: none"> 1. fuck 2. dog 3. shit 4. arsehole 5. bummer 6. pig 7. jerk 8. bastard 9. fart 10. crap 	<ol style="list-style-type: none"> 1. A Kiwi friend has just bought a new car. He goes for a ride. He gets home and parks his car but crashes into a fence. What might he say? <ol style="list-style-type: none"> a) Fuck off! b) Oh, fuck! c) Fuck up! d) Fuck you!
<p>How Offensive Are Swear Words?</p> <p>Look at these words. How offensive do you think they are? Grade them from 1-5. Number 1 is the <u>least</u> offensive word and number 5 is the <u>most</u> offensive word.</p> <ol style="list-style-type: none"> a) fuck b) shit c) cunt d) bitch e) bugger 	<ol style="list-style-type: none"> 2. Your Kiwi friend is having an argument with a neighbour. He is very angry. What might he say? <ol style="list-style-type: none"> a) Go to hell, you bloody! b) Go to hell, you piss off! c) Go to hell, you bastard! d) Go to hell, you hell. 3. Your Kiwi friend needs to find a pen quickly to write down an important telephone number but she can't find a pen in her bag. What might she say? <ol style="list-style-type: none"> a) Bitch! b) Bastard! c) Wanker! d) Oh, shit!



1. Is it necessary for English department students and EFL students to acknowledge about English taboo words?
2. Will teaching about those words give any disadvantages or advantages to EFL students?
3. Do you think English taboo words need to be taught at university level?
4. Would you be interested in creating an optional course on the usage of English taboo words, if possible? Do you think there will be any limitations?
5. How would you deal with students who specifically brought up the words during lessons?
(For example, will you ignore or explain the contexts, functions, grammatical usage, sociolinguistic aspects, etc.)



PROCEEDINGS



THE EFFECT OF SQ4R TEACHING METHODS WITH GRAPHIC ORGANIZER TOWARDS VOCABULARY LEARNING AND ENGLISH ANALYTICAL READING SKILLS FOR EFL STUDENTS

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ABSTRACT

Analytical reading and vocabulary learning are fundamental skills to learn and live in today's world. The purposes of the research were to 1) compare the students learning ability of English vocabulary development before and after using SQ4R teaching methods with graphic organizer 2) compare the students learning ability of English analytical reading skills before and after using SQ4R teaching methods with graphic organizer and 3) investigate the students' opinions toward teaching and learning management using the SQ4R teaching methods with graphic organizer. The samples of this research were 30 Grade 10 EFL students who studied at Pisanpunawittaya school, Khon Kaen province in the second semester of the academic year 2022, selected by cluster random sampling. The study was designed for a 6-week experiment. The research instruments of this study consisted of 1) The English vocabulary test 2) The analytical reading skill test and 3) The questionnaire toward teaching and learning management using SQ4R teaching methods with graphic organizer. The collected data were analysed by percentages, mean, standard deviation, and dependent sample t-test. The findings of the study were as follows: 1) the students' learning ability of English vocabulary after using SQ4R teaching methods with graphic organizer was significantly higher than before learning at the .05 level. 2) The students' analytical reading skill after using SQ4R teaching methods with graphic organizer was significantly higher than before learning at the .05 level. 3) The students' opinions toward SQ4R teaching methods with graphic organizer were at the highest level.

Keywords: SQ4R teaching methods with graphic organizer, English vocabulary, English analytical reading skill

INTRODUCTION

Nowadays, English is becoming an important part of Thais. Due to the study of English, it gives many benefits to the living of Thais. Therefore, the Thai government provides English courses to all students in Thailand. The Thai Ministry of Education estimates Foreign



Language Department to be part of the eight-learning department in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) by setting the vision to build a good mindset in English for Thai students. Thai students can use English to communicate in any situation. Moreover, their knowledge of English can bring them to explore any knowledge for applying to their working and studying abroad in the future. Additionally, they will know the diversity of history and culture in the world society. Furthermore, they can propagate creatively Thai culture to the world society by giving the topic about language for communication to use English in listening, speaking, reading, writing, exchanging, giving the opinion, interpreting, and presenting in any topic to get a strong relationship. (Ministry of Education, 2008)

In learning at the present, English is one of the successes in students' life, because English is the world-wide-speaking language. Widely, English is taught to students more than another language. So, English is the international language that can use to communicate around the world. English learning is an important base of intercommunication appropriately (Read, 2013). However, English learning needs to start from the minor point, vocabulary. Vocabulary is an essential part of the English learning process. The importance of vocabulary and how vocabulary affects languages development is up to the vocabulary in the mind. To compare the vocabulary as a brick of a skyscraper is very important even if it is a minor point (Nation, 2013). Vocabulary learning is an important element of language learning. With limited vocabulary knowledge, ability to convey message in target language is also limited.

In Thailand, not only English is the trouble that affects learning, but it is also the trouble with communication. One of the obstacles in English communication is that Thai students do not have enough vocabulary in their minds enough for communication. Thus, using English in Thai students interfere with their communication effect to the English in the classroom (Ritthirat & Shiramane, 2014). Besides, the O-NET results of Grade 10 in 2020 by NIETS, English proficiency of Thai students is still quite low. Therefore, the English proficiency of Thai students need to develop.

SQ4R teaching method is a flourishing teaching method for developing vocabulary learning and analytical reading skill activities. It is developed from the conceptual SQ3R of Francis P. Robinson. Later, SQ4R is developed by Walter Pauk (1984) which is a clear six-step teaching method, to make students more effective in reading rather than reading without asking questions in advance – if questions are used, it helps students get ideas from the questions and they try to find answers only when the teacher asks. The process of this reading method utilizing SQ4R starts from Step 1 – for readers to explore (Survey-S) or read the story briefly to find the focus of the story. Step 2 is to ask questions (Q-Question) to assist in reading, going with purpose and capturing key points correctly. Step 3 is to read the text (R Number 1: Read) in the chapter, studying it carefully to find the answer to the questions' set. Step 4



is to take notes (R Step 2: Record), with the information obtained from reading (R-1: Read) and focuses on taking notes on important and necessary areas by using concise text. Step 5 is used to answer questions or write a summary of them, and is important (3rd R: Recite) as it includes writing summaries – with readers trying to use their own words as much as possible. Finally, Step 6 is achieved by analyzing the review of the reading (R Figure: Reflect) and expressing consistent or inconsistent comments – specifying the reading using a chapter read from the news as an example (recorded events, advertisement, article, and literature).

When students have learned the vocabulary through this method, they will be increased more vocabulary. This method will increase their reading ability as well. From the research of Talubklang, P. (2019) can be concluded that vocabulary knowledge influences analytical reading skill, writing and academic achievement. Furthermore, the research of Chatputtichai (2017) shows the results that if students know the meaning of English words that they do not know before, it will develop students' English analytical reading skill and make more inferences in the context. And the research of Mangkornwong (2016) studies a mediation between vocabulary knowledge and analytical reading skill of first-year undergraduate students from government and private universities. The result shows that students have the proper way to learn vocabulary, and it will increase vocabulary and analytical reading skill.

Furthermore, there is another interesting teaching technique – that is graphic organizer, the conceptualized learning management of Tony Buzan (Buzan, 2010, 5-7), who initiated the knowledge of the brain to adapt and adopt it to learning. It has evolved from taking notes in letters, in lines, in rows, or using a single pen or pencil to record with words. Pictograms were chiefly used and radiate around the center line, like the branching of tree branches using colorful lines. A study about the use of graphic organizer is from (Moollaong, 2014) who researched 'Skill Development English analytical reading skill' using reading skill strategies and graphic organizer techniques. For Mathayomsuksa 3 students who are tested in this study, the results of the research are that the reading skill of students after study is significantly higher at the .05 level and students have very good reviews on the reading practice, similar to the grade six study mentioned earlier.

From the above information, it is found that students who manage to learn with the SQ4R teaching methods with graphic organizer techniques display higher reading abilities. From the observation of Grade 10 EFL students, the researcher finds that most students do not have enough English vocabulary in their mind. For that reason, the researcher is interested in improving the learning of English vocabulary of Grade 10 EFL students to promote the analytical reading skill by using SQ4R teaching methods with graphic organizer, which will develop English vocabulary learning outcomes and English analytical reading skill to be more effective.



Research Purposes

The purposes of this research were

- 1) compare the students learning ability of English vocabulary development before and after using SQ4R teaching methods with graphic organizer.
- 2) compare the students learning ability of English analytical reading skills before and after using SQ4R teaching methods with graphic organizer.
- 3) investigate the students' opinions toward teaching and learning management using the SQ4R teaching methods with graphic organizer.

LITERATURE REVIEW

SQ4R Teaching Method

Learning management using SQ4R teaching method is developed from the SQ3R teaching method, which is a teaching method that helps develop reading skills in various ways with reading steps (Pauk, 1984).

The researcher has summarized the steps of the SQ4R teaching method according to Walter Pauk's main steps as follows;

1. Steps into the lessons, students' interest is stimulated to connect to the subject being read.
2. The teaching stage is a learning activity to develop comprehensive reading skills; 1) Students' survey (Survey-S) for reading and reading passages, 2) students' cooperatively asking comprehensive reading questions (Question-Q) from reading chapters, 3) students reading the chapters carefully (Read-R) search for answers to the questions set, 4) students must record data after they read by using graphic organizer (also named Mind map) based on Tony Buzan's concept, 5) students summarize key point (Recite-R) from the questions in the question step according to the mind map, and 6) student review (Reflect-R) with analysis of reading and commenting. The teacher will review the questions and answers from the reading chapters. If any important information disappears, students return to reward the script.
3. Summary stage – students and teacher together summarize the learning results with a 'Spider map' – the teacher examines the learning results with questions.

Overall, the teaching method SQ4R vastly improves vocabulary and reading ability, and is efficient because there is a clear learning management procedure that takes into account each students' interests and is posed to give reading a purpose. By setting questions in advance, reading has these certain purposes and helps students get ideas from the questions and try to find answers. Therefore, using questions is a guideline to keep the students reading within the specific scope. The steps all clearly encourage students to collect the essence, whereby they can transfer these acquired reading skills to also be used in their daily lives.



Graphic Organizer

Mind map graphics (Buzan, 2010), is a British initiative to bring knowledge of the brain to be applied in learning, evolved from writing notes with letters. It is now essentially a memorization of the glyphs that radiate around the center line, like the branching of tree branches using color; to systematically convey between the main idea and the secondary thought, and how connecting those ideas together in an orderly way makes it easy and clear to understand.

Graphic organizer can be categorized into many formats, such as Tony Buzan's concept map, herringbone style, spider web design, circular conceptual design, etc., but they all follow the same principle color, line or marker – they all diffuse thought from the center in line with the brain's nature. In this study, the researcher used two types of graphic organizer: 1) Mind map, based on Tony Buzan's concept, used in the learning activities – a step to take notes because it is a graphic organizer that helps organize ideas. The main ideas and secondary ideas here are grouped together with images, colors and lines, helping readers see the relationship of each issue. It helps to remember the content that can be read. 2) Spider Map graphics, suitable for use in summation of ideas in the conclusion.

Graphic organizer can be used to organize a variety of learning activities. Both steps mentioned above lend themselves well to the lesson's learning activities. With the clear steps highlighted, learners can summarize all knowledge points. Using graphic organizer also encourages analytical thinking and analytical reading skills in systematic way which makes it simpler for learners to understand. They remember knowledge well and can remember for a long time, whilst it is also attractive through use of color and organization – ideal for short-term memorize lasting as long-term memories.

Analytical Reading

Analytical reading is a fundamental skill to learn and live in today's world. It has advances in technology, science and modern communication, by relying on the reading process to build knowledge, solve problems, develop ideas, make it possible to express opinions, and make rational decisions. It also creates a vision for life, and helps the reader apply knowledge gained with analytical thinking which has been extensively researched (Rattasanwong 2012, 52).

The stages of analytical reading stem from considering the nature of the text being read and setting the point for analysis. It then analyzes various important issues including story, form, strategy, and presentation. It considers both the purpose of the author and then giving facts and opinions on them, finding the answer and applying acquired knowledge.

The analytical reading teaching method focuses on the students' use of thinking in identifying the details of the subject read. Let's start with a keyword analysis – 'thematic



sentences, first reading chapters that are short to then reading those long in length. Learners should seek or know how to seek knowledge by themselves. There are a variety of practical exercises that include listening, reading, speaking, or presenting work, and the most important part is that the content used as a chapter read must be consistent with the objectives and also the age of the learners. From measuring and evaluating the analytical reading, the researcher has measured and evaluated the results in the analysis. There are three issues of measurement which are crucial: 'Analysis of Element', 'Analysis of Relationship' and 'Analysis of Organizational Principals'.

Vocabulary Learning

Vocabulary is essential for language learners to communicate effectively. In other words, a large vocabulary enhances learners' ways to express their feelings through words and conveys their messages. Learners may utilize different vocabulary learning strategies when learning new words. Besides, vocabulary learning has positive impact on vocabulary achievement and reading comprehension of EFL students. It is central to the development of proficiency and the achievement of competency in English language.

Thus, vocabulary is central to language and is of great significance to language learners. Vocabulary learning not only seems to have contributed to the improvement of students' achievement and reading comprehension but also it improves their confidence, decreases their anxiety, increases their motivation, interest and success in learning English language and consequently, it makes students independent and autonomous in learning. From the above information, reading is a fundamental skill to learn and live in today's world and it also creates a vision for life, and helps the reader apply knowledge gained by reading skill. SQ4R teaching method and graphic organizer can improve students' analytical reading skill. Therefore, the present study determines to study the effect of SQ4R teaching method with graphic organizer toward students' vocabulary learning and analytical reading skill for EFL Students.



Conceptual Framework

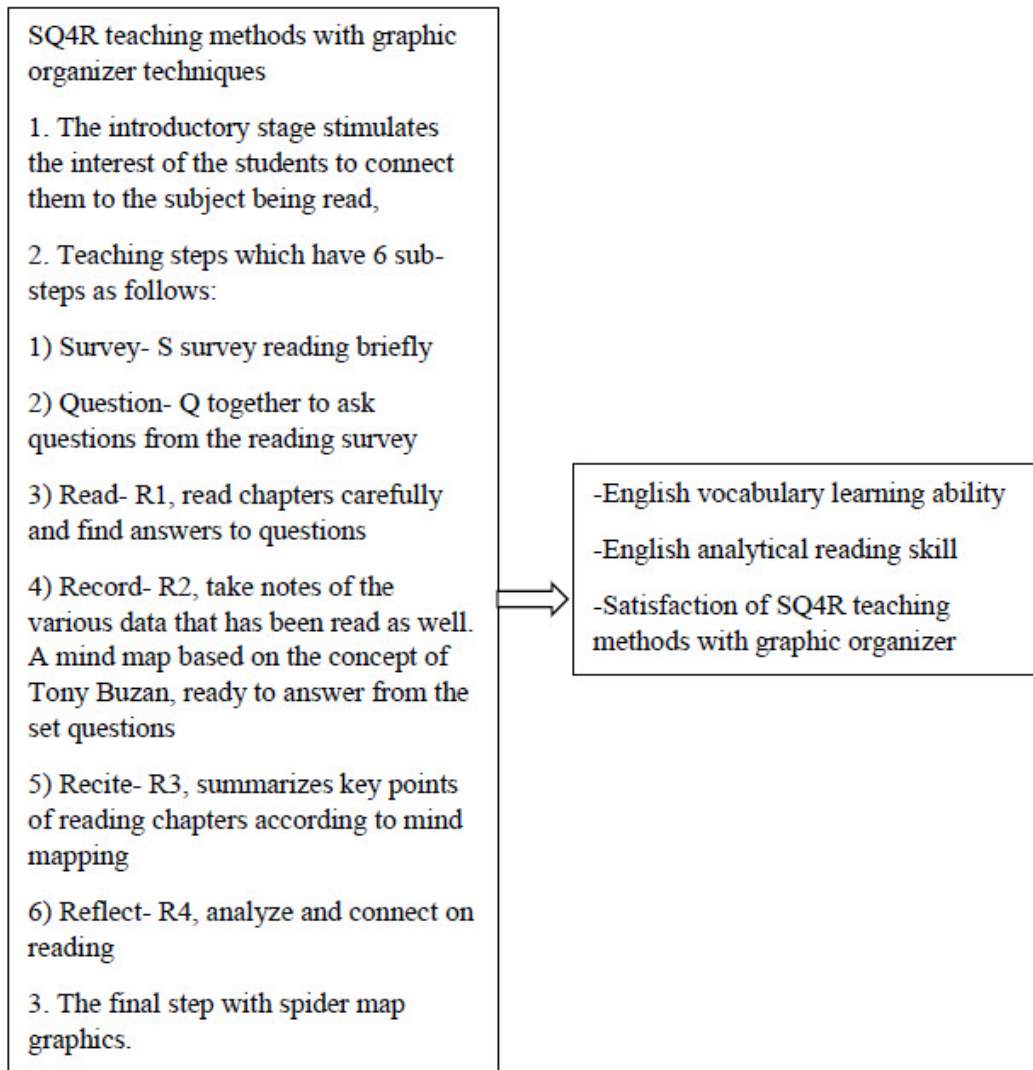


Figure 1.

METHOD

The design of this Pre-experiment research is One-group pre-test-post-test.

Population and samples

The population of the study was 54 EFL students who studied in Grade 10 at Pisanpunawittaya School, Muang district, Khon Kaen in the second semester of 2022.

The sample of the study was 30 EFL students, selected by Cluster Random Sampling due to each mixed-ability class of students who were good, average and poor.



The research tools

1. The study included five lesson plans by SQ4R teaching methods with graphic organizer as a road map to instruct the students. One lesson plan was used for one week and the class met two periods per week (50 minutes per period). The lesson plans were designed based on the language functions that were related to the course objectives and lesson plans were assessed by three experts. Three steps were used to instruct the students in each lesson plan:

A. The introductory stage stimulates the interest of the students to connect them to the subject being read and interesting vocabulary learning activities.

B. Teaching steps which have 6 sub-steps as follows:

- 1) Surveys- S survey reading and introduce new vocabulary briefly
- 2) Question- Q together to ask questions from the reading survey and related vocabulary
- 3) Read- R1, read chapters carefully and find answers to questions
- 4) Record- R2, take notes of the various data that has been read as well.
- 5) Recite- R3, summarizes key points of reading chapters according to mind mapping
- 6) Reflect- R4, analyze and connect on reading and vocabulary

C. The final step with summarized by spider map graphics.

2. An English vocabulary test, the text containing 40 items of 4 multiple choices was developed to collect data on students' English vocabulary ability based on the contents of the five units. The test contains three issues of measurement which are crucial: 'Analysis of Element', 'Analysis of Relationship' and 'Analysis of Organizational Principals'. Each item in the text was later validated by three experts in order to find the index of item objective congruence (IOC). The items that were commented on to be related to the contents were adjusted. After that, the test was tryout by a non-samples of 30 students in order to find the reliability of the test and the difficulty of each item. The results showed that the reliability of the test was 0.89 which was considered reliable.

To construct the English vocabulary test, the researcher had processed as followed;

- 1) studying concepts on how to create the English vocabulary test,
- 2) studying measurement and evaluation in Core curriculum for Basic Education Curriculum 2008,
- 3) analyzing the content and purposes of learning and creating the English vocabulary test which was a multiple choice test with 50 items covering four options and the content is consistent with purposes of learning,
- 4) offering the test to the experts to check the correctness and to evaluate the content validity



considering the consistency of the test with the purpose of learning, 5) trying out the test with 30 Grade 10 EFL students (none-target group) to analyze difficulty (p) and discrimination (r), and then selecting 40 items of difficulty value between 0.27- 0.77 and the discrimination (r) between 0.20 – 0.60 and testing the reliability of the test by using a formula of KR 20 Kuder Richardson which had a confidence factor of 0.89 and 6) using the test with the sample.

3. An English analytical reading skill test, the test containing 40 items of 4 multiple choices was developed to collect data on students' analytical reading skill on the contents of the five units. Each item in the test was later validated by three experts in order to find the index of item objective congruence (IOC). The items that were commented on to be unrelated to the contents were adjusted. After that, the test was tryout by a non-samples of 30 students in order to find the reliability of the test and the difficulty of each item. The results showed that the reliability of the test was 0.81 which was considered reliable.

To construct the English analytical reading skill test, the researcher had processes as followed; 1) studying concepts on how to create the English analytical reading skill test, 2) studying English analytical reading skill measurement and evaluation in Core curriculum for Basic Education Curriculum 2008, 3) analyzing the content and purposes of learning and creating the English analytical reading skill test which was a multiple choice test with 50 items covering four options and the content is consistent with purposes of learning, 4) offering the test to the experts to check the correctness and to evaluate the content validity considering the consistency of the test with the purpose of learning, 5) trying out the test with 30 Grade 10 students (none-target group) to analyze difficulty (p) and discrimination (r), and then selecting 40 items of difficulty value between 0.22- 0.60 and the discrimination (r) between 0.29 – 0.86 and testing the reliability of the test by using a formula of KR 20 Kuder Richardson which had a confidence factor of 0.81 and 6) using the test with the sample.

4. The questionnaire towards teaching and learning management using SQ4R teaching methods with graphic organizer. The researcher used 5-level Likert Scales to investigate students' opinions with teaching and learning management using SQ4R teaching methods with graphic organizer. The questionnaire consisted of three aspects teachers, contents, and activities.

Data collection

The data used in this study were obtained from as follows;

1. The researcher introduced the learning purpose.
2. The sample took 60 minutes to do a pretest of an English vocabulary test and an English analytical reading skill test.
3. The teacher as a researcher taught the students by using SQ4R teaching methods with graphic organizer.



4. After completing all the research tools, the sample took the posttest of an English vocabulary test and an English analytical reading test.

5. Students took a questionnaire towards teaching and learning management using SQ4R teaching methods with graphic organizer.

Data and statistical analysis

1. Analyse students' English vocabulary and English analytical reading skill from English vocabulary test and English analytical reading skill test. The mean and standard deviation were used to compare the mean of the pre-study and post-study scores. Implemented with t-test dependent.

2. Analyse the opinions of students from the student opinion questionnaire toward SQ4R teaching methods with graphic organizer – using mean and standard deviation.

RESULTS

1. The English vocabulary of the sample group from the English vocabulary test before and after using this method were significantly different at .05.

Table 1: The progress of the students' vocabulary learning abilities.

English vocabulary test	\bar{x}	S.D.	\bar{D}	S.D.(D)	t
Pre-test	40	16.4400			
			19.3200	2.3297	20.752**
Post-test	40	35.7600			
		3.3280			

Table 1 presents the results of the statistical data from the pre-test and post-test scores. It can be seen that there was a statistically difference between the pre-test and post-test scores of the students at the significance level of .05. This mean score of the pre-test and post-test were 16.4400 (S.D. = 4.2223) and 35.7600 (S.D. = 3.3280) respectively.

2. The English analytical reading skill of the sample group from the English analytical reading skill test before and after using this method were significantly different at .05.



Table 2: The progress of the students' English analytical reading skill.

English analytical reading skill test		\bar{x}	S.D.	\bar{d}	S.D.(D)	t
Pre-test	40	13.7813	4.2784	20.6250	3.2701	35.679**
Post-test	40	34.4068	3.1710			

Table 2 presents the results of the statistical data from the pre-test and post-test scores. It can be seen that there was a statistically difference between the pre-test and post-test scores of the students at the significance level of .05. This mean score of the pre-test and post-test were 13.7813 (S.D. = 4.2784) and 34.4068 (S.D. = 3.1710) respectively.

3. The results showed that students had positive attitudes toward SQ4R teaching methods with graphic organizer as the table below.

Table 3: The students' opinion toward SQ4R teaching methods with graphic organizer.

Evaluation report	\bar{x}	S.D.	Interpret
1. Teacher			
1.1 Teachers' teaching preparation.	4.71	0.45	highest
1.2 Teachers' clear learning objectives.	4.58	0.49	highest
1.3 Teacher gives students opportunities to ask questions.	4.54	0.57	highest
total	4.62	0.68	highest
2. Content			
2.1 Content taught is modern and practical.	4.54	0.57	highest
2.2 Content is appropriate. Not too easy.	4.62	0.48	highest
2.3 Content is clearly explained.	4.54	0.49	highest
total	4.58	0.48	highest
3. Activities			
3.1 Teaching and learning activities are consistent with the objectives.	4.54	0.49	highest
3.2 Fun and interesting learning activities.	4.37	0.63	high
3.3 Facilitation. Advise while doing activities.	4.29	0.54	high
total	4.42	0.49	high
Total all	4.53	0.54	highest

Table 3 presents the results of the opinions of students toward learning by using SQ4R teaching methods with graphic organizer were at the highest agreement level (= 4.53, S.D. = 0.54).



DISCUSSION AND CONCLUSION

The results can be discussed as follows;

1. Comparison result of English vocabulary of Grade 10 EFL students before and after the using SQ4R teaching methods with graphic organizer, the results of comparison between the pretest and posttest revealed that the learning achievement after learning was higher than the one before learning. There was a statistically significant difference at the .05 level because the method had a process to help develop students to have a good memory (Buzan, 2010). SQ4R teaching methods with graphic organizer is a method of remembering by using words or what they want to remember is linked to something that is already precisely remembered. To remember something new may be associated with something new and something that is already remembered. Connections may be made by creating an imaginary picture of what is to be remembered and what is well remembered (Barsar, 2017).

Besides, the use of the graphic organizer that offers a sequence of ideas about what is being read and new vocabulary learning development and be able to convey the ideas, helps learners remember what they learned well while simultaneously being interesting. The learners develop the idea of creativity and imagination (Dechakupt and Yindeesuk, 2017), who said that the Mind map is a way of conveying meaning, and is used to systematically present the collected information with clear understanding. The learner will remember knowledge well and can remember for a long time, whilst it is also attractive through use of color and organization – ideal for short-term memorize lasting as long-term memories.

2. Comparative results of English analytical reading skill of Grade 10 EFL students before and after the using SQ4R teaching methods with graphic organizer, it was found that the students who received SQ4R teaching methods with graphic organizer had been promoted the English analytical reading skill after using SQ4R teaching methods with graphic organizer is significantly higher than before school at .05 level, which is consistent with the research of Malelohit (2018) which studied the use of language teaching approaches that emphasize vocabulary to build knowledge of English vocabulary and reading ability. The results showed that the students had a higher reading proficiency in English after being taught using SQ4R teaching methods with graphic organizer, possibly due to the improvement of English analytical reading skill through SQ4R teaching methods with graphic organizer. It improved students' English analytical reading skill because it described memorization of new words before reading the text in the text, giving students a basic knowledge of English analytical reading skill better, as well as helping to exchange ideas, making students have the ability to read for higher comprehension.



3. The results of the opinions of students toward teaching and learning management using SQ4R teaching methods with graphic organizer were at the highest level. This may be SQ4R teaching methods with graphic organizer is one of the most effective and well-known mnemonic techniques, according to Barsar (2017), who said that learning and memorization when data had been arranged in good order with SQ4R teaching methods with graphic organizer, it was a technique that facilitated learning for learners. It helped the EFL students understand the content more. As a result, they were encouraged to study. Chatputtichai (2017) and Khamkaew (2018) said that the application of SQ4R teaching methods with graphic organizer may enhance students' success opportunities and it was the motivation of students to find knowledge on their own. That enhanced students develop positive attitude toward learning.

SUGGESTIONS

Suggestions for bringing research results into use:

1. To organize learning activities by using SQ4R teaching methods with graphic organizer, teachers should choose reading texts that are appropriate to the students and those that can be applied in daily life. They should also be short in length because it will make the students be more attention-driven and enthusiastic about their studies.

2. Before organizing learning activities, the instructor should explain SQ4R teaching methods with graphic organizer in detail in the first learning lesson plan. When the EFL students are tasked in the next learning lesson plan, they will already understand and be able to do it by themselves.

3. Teachers should create a challenging atmosphere in the classroom , promoting EFL students to express their opinions freely. During learning activities, positive reinforcement should be made to stimulate learners' enthusiasm.

Suggestions for future research:

1. This research focuses on learning English vocabulary and analytical reading skill by SQ4R teaching methods with graphic organizer for Grade 10 EFL students who are taught by the researcher only at one level. Therefore, next research should be conducted on learning English vocabulary and English analytical reading skill at other levels.

2. Content to bright in the text study should be updated and in the global situation.

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REFLECTIONS ON EDUCATION IN A POPULAR VIETNAMESE LITERATURE: COFFEE WITH TONY

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ABSTRACT

This study aimed at exploring reflections on Vietnamese education in Coffee with Tony, one of popular Vietnamese literature. This literary work was voted as one of Vietnam's inspirational books for young people. The Vietnamese version of Coffee with Tony was retrieved from the gacsach.club website. The study is documentary research which applied a qualitative approach by using content analysis and presenting results of the study in a descriptive analysis method. Salient findings revealed that there are four significant reflections on Vietnamese education including values of education, the Vietnamese teachers, Vietnamese students and English language learning.

Keywords: Vietnam, education, contemporary literature, popular literature, Coffee with Tony

INTRODUCTION

Vietnamese literature is a powerful form of social consciousness reflection. It is a perfect combination of cultural values, spirituality and wisdom of Vietnamese people. Vietnamese literature has undergone significant changes in artistic thoughts and creative activities. These changes are related to life conditions and Vietnamese society in different time and space according to social and political dynamics. One of the important characteristics of Vietnamese literature is that its content is often changed according to the characteristics of society in each period, which are all reflected from the emotions, feelings and thoughts of the author (Viet, 2019).

The economic reform policy in 1986 and the development of the country into a market socialist economy affected the style and content of Vietnamese literature. It has the characteristics of modern or contemporary literature and is published through various social media, through the Internet. Healy (2013) asserts that the "new autonomous forms of literature have emerged and slowly superseded the rigid state-regulated literary production of the past". Furthermore, Healy (2013) states that "it transformed conditions of Vietnamese society of the



post-renovation era ...of a generation born... into a more liberal and open society where... They worship consumerism, collective benefit by individual gratification, local distinctiveness by globalizing uniformity and tradition by modernity.” which resulted by the rise of popular Vietnamese literature.

In Vietnam, the proliferation of literary websites, e-books websites (both licensed and unauthorized), personal writer websites and blogs, literary forum and online literary journals prove the appeal of the internet, especially young writers who are more technically proficient and commercially knowledgeable than their predecessors. The Internet has become an indispensable tool for aspiring writers to launch a writing career. Not only can it reach thousands of readers, but more importantly online publishing allows them to bypass the strict and official publishing channels of the state, and unleash creativity without complying with the demands of literary institutions (Healy, 2013).

Young writers also take advantage of the marketing possibilities of the internet and effectively promote their work online. Many maintain their web pages and meticulously curate job listings, reviews and interviews. Most of them have English topics for readers around the world. Followers are reminded of new works. Blog regularly engage readers through online forums and social networking sites or advertise events through Facebook, Twitter. Hue Hoang Thi & Ha Hoang Thi Hong (2016) proposed a new literary concept called “Network Literature”, referring to the author’s literature that appeared on the network. The concept of networked literature is literature published, disseminated, or obtained through a networked environment in which many forms exist.

Young people in Vietnam have been increasingly reading stories online because it saves money, manpower, and time and even protects the environment (Le Minh Tan, 2021). The influences of online novels on the literary circle in Vietnam is seen from the large number of readers on the platform, especially on Facebook. There is an interesting contemporary piece of literature namely “Coffee with Tony” (Cà Phê Cùng Tony), a collection of writings shared on “Tony Buổi Sáng” or “Tony Morning” fan page since 2013. The book was released for the first time in 2015 and the 2nd edition was in 2017.

32 chapters of “Uncle Tony’ s writings have inspired young people in Vietnam. The shared stories were diverse with Tony’s life after graduation and his works. He went to study in America and came back to open his fertilizer business. The stories are about the author’s experiences and profound philosophies. His narrative thereby reflected some negative aspects of lifestyles, thinking’s and behaviors in the society hence he has called each individual to improve oneself to live in ways that were more civilized and more generous. The author has targeted his young readers by sharing various reflections from business ideas, for example, how to start a



business, useful suggestions for solving future problems, how to treat people, required skills to improve, working performances, and proper life styles. Henceforth, he hoped that all these would help his young readers to change themselves in more positive directions.

His reflections on Vietnamese education were deliberated from his direct experiences as a Vietnamese student when he was young as well as from his career as an entrepreneur, when he gained his experiences from interacting with the new generation. Those experiences were deemed priceless as those of which were both useful and meaningful for the new generation in Vietnam's modern society and economy. His narrative style was rather a satirical and exaggerated style of writing. The stories were conveyed through the language of "netizens." Sometimes, the stories were expressed with a bold local personality. As a result, the stories were powerful for creating a sense of belonging to young people and suitable for young people's interests. Unavoidably, this literature shed light outstanding issues of society, especially unwanted habits, thinking limitations, unethical behaviors, unpreferable lifestyle with jealousy, envy, lack of confidence, conservatism, arrogance, and snobbish boasting. However, the story has also portrayed some inspirational aspects of beautiful, civilized, compassionate lifestyles, as well as successful and happy people. These characteristics of the story have somehow assisted the readers to realize many interesting notions and useful experiences of Vietnamese people in general and young people in particular.

In terms of popularity, *Coffee with Tony* (Cà Phê Cùng Tony) was voted as one of Vietnam's inspirational books. It was published twice and soon won the Best-Selling Book award in 2018, which was awarded by the Young Publishing House with more than 200,000 copies.

It was also one of ten Vietnamese literary works selected to translate into Thai by the Department of Cultural Promotion, Ministry of Culture, Thailand in the ASEAN National Literature Book Translation Project. Therefore, the researcher realized its significance and weighed that it was worthy to analyze how this popular Vietnamese literature *Coffee with Tony*, reflected key aspects of education in Vietnam.

REVIEW OF LITERATURE

Popular Literature

Popular literature is information that can be found in magazines, newspapers, blogs, podcasts, social media, internet. It is accessible, easy to understand and usually created for the general public (Seneca Libraries, 2023). It is a literature which is widely read for specific purposes. Simon (2000) asserts that in Germany "the newer term popular literature promises to allow for a 'plurality of methods' intent on discovering the specific interrelations between



literature, mass production, distribution, and consumption Popularity has generally been linked to the technical ability to reproduce cultural products mechanically, the phrase popular literature describes literature from the beginning of printing onward. The adjective “popular” thus not only delineates the common taste of a majority of people but also always connotes accessibility and “of the populace”—the people’s choice.”

Therefore, popular literature is the literature which is written to reach a large number of people in any form of literature. Popular literature is written for all, mostly often a non-official publication. In the modern world, popular literature is widely spread because of the internet technology.

Lara Šesek & Maruša Pušnik (2014) state that popular literature has been changed by the World Wide Web and digital media-communication processes with technological and social development. They have influenced the use of popular literature and transformed both reading and publishing and also changed authors’ activities and the habits of readers of popular literature. In their research on reading popular literature and digital media: reading experience, fandoms, and social networks, the findings show that “Slovenian readers who strongly connect reading activities with the Internet subsequently bring global fan activity trends to Slovenia. The new age readers construct their identities in a weakly connected group of people, who prefer to communicate on different digital communication channels rather than in real life. Popular literature products create identities of younger readers and also proving their belonging to an extensive group of people with similar tastes.” From social media they read popular literature products and decide to read a certain book based on similar factors.

This popular literature also emerged in Vietnam and it somehow changed and challenged government authority control over media content. The Internet becomes an instrument for Vietnamese writers to overcome the censorship policies of the government and gain freedom of expression. Tran (2019) mentions that the internet was officially in use in Vietnam in 1997. Vietnamese literature took advantage of the internet to change its way of publishing from book form to various social media publishing on the internet. In the beginning, the internet was mainly used to introduce Vietnamese literary magazines until it reached its remarkable advance between 1995 and 2006. The most popular Vietnamese language literary websites stimulated various trends of writing that differed from the mainstream literature. The internet triggered and challenged many Vietnamese writers to explore new interesting ways of writing and go beyond its traditional way of writing. The internet creates an opportunity for Vietnamese literary websites to interact with different groups of readers.

The Internet still has a high impact on writer, roles of reader and publishing process. In her research on the re-institutionalization of popular fiction – the Internet and a new model



of popular fiction prosumption in China, Chao (2013) concludes that “the rising popularity of internet literature is closely associated with a new model of production and consumption of popular literary works as the internet has become the platform for the new model. Part of the production and consumption of popular literature has today moved from mass media (printed works) to social media (the internet)... where netizens can post their literary works by appropriating their favorite characters from mass-media contexts... With popular literature pouring into the online market, prosumption indeed facilitates the rapid dissemination of internet literature.”

Vietnam and Education

Education virtually plays a key role in human resource development as this is an imperative way to improve individual labor productivity through the accumulation of knowledge, skills, and attitudes. Vietnam has been evaluated as one of the countries with the highest level of spending on education and training in the world. The General Statistics Office of Vietnam showed in 2020, on average, households have to spend more than USD 301 for a member who is attending school, an increase of about 7.0% compared to 2018. The rate of study at people-founded and private schools in urban areas is higher than in rural areas (9.6% versus 2.1%). Spending on education and training on average per person attending private schools in 2020 was between USD 767-1,090, 3-4 times higher than public schools (USD 263) (Tổng cục Thống kê, 2021). Education and training play an important role in household spending in Vietnam with a high proportion of expenditure. Therefore, expenditure on education is relatively a large burden for most of the Vietnamese families.

Education is extremely important to the Vietnamese culture and children are expected to work hard to succeed in their academic achievement. The Vietnamese believe that one of the traditional values of the Vietnamese people are the promotion of learning and the respect for teachers (Lattman, 2023). Vietnamese parents tend to be very strict about their children's studies. They do not want their children to suffer the same hardship as they do. There is only one way which is the most important to promote education for children. Therefore, the parents can do everything for their children no matter how hard or tired they are. Some houses even have to reduce food expenses to invest money for children's education. Hongsawan (2010) asserts that sometimes Vietnamese parents do not pay attention to their children's capability of studying at a higher level or what skills their children have, but mainly focus on how good at studying they are.

Nguyen et al. (2021) state that parents are willing to pay high private tuition fees for public school teachers because of the importance of tutoring subjects for their children.



In Vietnam, tutoring comes from the needs of parents' learning orientation for their children. They believe tutoring is to support and foster students to study to meet aspirations of students' parents. Parents paid for tutoring fees for their high school children to prepare for important entrance exams, which are believed to directly affect their further study and future career decisions (Trung tâm Thông tin và Thống kê KH & CN TP. HCM., 2019).

Vietnam Young Generation Research Report by British Council (2020) which collecting data from interviewing 1,200 people age between 16–30 years old found four tenths (38%) of young people are under pressure to learn according to the choice of family. However, about the same ratio (35%) doesn't see that pressure. The discussion emphasized that this force leads to various corruption in schools like correcting or faking test scores. One respondent pointed out that "there are people who cheat, bribe, fix points and forge diplomas to enter university." Nevertheless, more than three-quarters of young people surveyed (77%) agree that Vietnam education is also improving compared with previous generations. However, two thirds of young people (68%) think that people of the same age as them are having trouble finding a job, finding the right subject and finding how to reach proper expectations. This shows the need for the government to continue to revise the curriculum in school to meet the needs of the 21st century through teaching skills such as creative communication, critical thinking and time management. On the website of University of Information and Communication Technology (Trường Đại học Công nghệ Thông tin và Truyền thông, 2023) also states that student's study at school with good grades, when they enter the labor market, they also think they are good, but in fact, the knowledge learned in school is only a must-have foundation to develop career skills, not a factor to determine whether they work well or not.

Le Xuan Mai & Le Thanh Thao (2022) found that students in Vietnam have to learn English as a foreign language from primary schools to University's level. The Vietnamese government has implemented many changes to improve the English competencies of the Vietnamese people. However, the results seemed unsatisfactory because the English as foreign language teachers had been affected by many external factors including previous educational policies, students' learning outcomes, and school facilities.

However, Hongsawan (2010) criticized Vietnam higher education that the university focused on teaching students to learn by memorization. Therefore, they were unable to apply their knowledge into daily life practices and work. Such problems stemmed from the fact that the Vietnamese curriculum emphasized theory rather than practice which resulted in various problems for students who graduated from universities in Vietnam. They were unable to apply the theory learned in their occupations and not well adapted to work in a group or work with others.



METHOD

The content of Coffee with Tony in Vietnamese language was retrieved from the gacsach.club website. The study applied a qualitative approach by using content analysis and reporting the results by descriptive analysis method in concordance with the proposed objectives of the study.

RESULTS

The content analysis revealed that there were four salient findings. The reflections on Vietnamese education as realized through the Coffee with Tony significantly reflected the Vietnamese values of education, teachers, students and English language learning. The next part will respectively present the salient results in detail.

Reflections on value of education

It is commonly known that the Vietnamese have been placing great value on education due to their roots in Confucianism. Pham (2022) asserted that “Confucius was the first private educator in ancient China to open a school with the spirit of “teaching tirelessly” in order to train knowledgeable and pioneering people to establish social order and build the ideal social model. As a result, the education system has been increasingly improved, and the rather strict academic examinations have successfully selected many talents worthy of being “the vitality of the nation.”

In *Coffee with Tony*, he portrayed a picture of a mother sending her children to school. Mother has fully hoped that education will change her children’s lives to better economic and social conditions.

“And throughout this S-shaped country, it is not difficult to see images of thin mothers, black pants and worn shirts, wearing conical hats, riding bicycles carrying tiny boys and girls, like candy sitting behind a bag, to go to school with a bright belief that the next generation of Vietnamese will not suffer like their parents.” (Tony Buối Sáng, 2018)

The older generation Vietnamese have valued the presence of knowledge, graduation certificates, diploma certificates of commendation are hung at home where it is easily visible.

“Grandparents said that they are arrogant, they are not good at concealing, they can show off only when we have them... yesterday evening, Tony stayed up all night deciding what to show off. The goal is to be respected ... Alright, let’s show off our degree. Diplomas accumulated,



bought, sold, begged, copied, imitated ... There is no shame hidden in the alleys that I would not give up to obtain. Therefore, proceeding to search for a degree certificate. The first is a certificate of a healthy child. Then the elementary school diploma, High school diploma, bachelor's degree, master's degree and doctoral degree..." (Tony Buỗi Sáng, 2018)

Tony then mentioned the shift in educational values of the Vietnamese young people. The new generation did not like to show off their degrees nor did they pay more attention to those who acquired knowledge, those who were highly educated but interested and worshipped those who succeeded without having to study or dropout, and did not graduate.

"Nowadays, no one shows off their degree. They said to each other If you study like that, it's normal to be rich, smart, knowledgeable or have a high position. They have to show off the opposite. If you haven't learned anything, people will be more respectful. Impersonating the former general manager of the bank who published books 'From a buffalo boy to a general manager' and forcing people to buy? or imitating an autobiography writing; 'The richest man in Indochina was an orphan?' He had locked his parents in the house for several days during the public relations campaign because he is afraid that they will be caught by the media that he has parents."

(Tony Buỗi Sáng, 2018)

Then Tony went home to burn all of his degrees and certificates. Tony changed his background to suit new trends of the new generations as the following portrayal;

"Tony's final background: Grade 3 dropped out of school to raise buffaloes...so went to Saigon... After a few years, I can't do it anymore. So, I went to work as a masseuse at the Lang Son border. Then go to America to dress up a deer... Then later came back to open the Phuong Tim Fertilizer Company and was very rich." (Tony Buỗi Sáng, 2018)

With two successful Harvard dropouts, the famous Facebook founder Mark Zuckerberg and Bill Gates, might lead the new generation to think studying in higher education doesn't matter for their success. In fact, higher education institutions provide perspective and insights from different spheres of knowledge and life and provide essential information from other fields as well. Tony believes that education is imperative for Vietnamese people, not only for their knowledge but also for their good communication skills.

"The learning conditions are much better, especially in terms of monthly financial support and English, informatics... but your communication skills are much worse. Other soft



skills such as problem-solving thinking, communication, psychology... are mostly not as good as they used to be.” (Tony Buối Sáng, 2018)

According to his experiences, when people lived and worked together, beside discipline in each academia background, Tony emphasized on necessary skills such as communicative skills, and constructive management skills, and positive problem-solving capabilities. He has argued that Vietnamese universities should include these soft skills in their curriculums.

Interestingly, Tony mentioned his friend from Thailand who has 3 children. His friend sent two of them to well-known universities in Bangkok and continued to study abroad in the United States and Australia. When they graduated, they repatriated and then worked for their parents’ businesses, but with less inspiration. After seeing the outcome, his Thai friend then changed to encourage his youngest child to study in agricultural major to gain experience by learning and field practicing. After graduating, his youngest child opened an agricultural business with high energy and succeeded in managing business and managing his employees well. Tony expressed his perspectives on higher education and placed great value on studying, practicing, and caring for other people whom they have interacted with.

In Vietnam, having a chance to study in a famous school makes students and their parents proud. Tony once pretended to say to the teacher who taught at a famous high school in Khánh Hòa that he attended the school. The teacher asked him questions about school and his studying, which made him so embarrassed that he didn’t know how to answer, so he immediately left.

Within the educational system, the teachers are considered one of the most important inputs for students. Tony also paid respect to a teacher on November 20th even though Tony has never been in her class. He went on his business on teacher’s day and bought something from a local store whose owner was a teacher. She said that she waited every year for her students to come but none showed up. Even though Tony never attended her school, he gave her a bouquet of flowers and a present.

“If there is one piece of advice, Tony advises you to spend time with your former teachers, especially those who are retired, waiting for someone among their old students to remember...now people only visit teachers who are teaching, no one remembers the old teacher, because she is just a village teacher. Some of her students are men and women in the district, in the province...” (Tony Buối Sáng, 2018)



Reflections on the Vietnamese Teachers

In the modern world of internet technology, Vietnamese classrooms with new generations of students and old generations of teachers interestingly reflect the generation gap between the two.

“Older people are teachers who have taught for many years. And the new generation who are students and use modern technology in the classroom is a clear contrast. That both generations are even in the same classroom but they live in different worlds, the old world and the new world.” (Tony Buỗi Sáng, 2018)

In fact, the teachers in Vietnam now are generally younger and have more modern intellects. However, there are still the older generations of teachers who always use the same slides that have been taught for many years and never update the contents.

“...there are electronics instructors who still use the definition that “the phone is a device that receives audio signals, used only for listening to music and calling,” while the students sitting...are all 3G whirring, some worried, some worried, some worried about playing games, whatever he said, never mind him, all the old things, click google immediately.”
(Tony Buỗi Sáng, 2018)

Critiques of the old generation of teachers who are not well adapted to new knowledge, new pedagogy and new technology in the rapidly changing world continues. Tony asserts that passive education causes inactive students to memorize and copy whatever the teacher says.

“Although the curriculum is quite advanced, the teaching and learning method is still passive, students sit and wait for the teacher to come, say something, listen to it, read something and copy it. Teachers become broadcasters with inspirational voices and after 4-5 years, students are professional copywriters. The student was excited for 15 minutes before collapsing on the desk and snoring like thunder. Lecture halls are giant schools with words that lull thousands of students through the microphone to sleep well for generations... Only a few friends sitting at the front desk can still copy, and close to the exam day, they become the source of documents for the “neighborhoods” ... to borrow copies.” (Tony Buỗi Sáng, 2018)

Tony strongly encouraged the teachers to change their teaching methods to a more attractive and energetic style, especially for those who are university professors.



“If you are a university professor, if you hold a microphone and talk on the podium, students are snoring and snoring down there, then you should take a look at yourself. The method of communication is not attractive to others... Should go back to review, change the method, so that the students are fascinated, it is attractive. It’s easy, it’s not difficult. Make them read first, research first, then go to class, those who can’t ask won’t take the exam... If you have a question in a book or textbook, ask someone else to answer it. If the question is difficult, I will give it a hand. Be a teacher!

If it’s changed and they’re still sleeping, then we should change jobs... Otherwise, trade to your advantage. Recorded... lectures and sent them to be sold at drugstores, labelled as replacement of sleeping pills.” (Tony Buổi Sáng, 2018)

Moreover, the teachers should be open-minded and give more opportunities for students to respond to various answers or unexpected reasons, which differ from other students. Tony gave two examples of his deviated answers to his teachers. One was when he was in a village school when teacher proposed the topic: “analyze the gentle manners of Tắm and the cruelty of Cám’s mother and daughter” from a story of Tắm and Cám, a folklore that has similar story to “Pla boo thong” in Thailand. Tony thought that Cám was not supposed to be blamed for stealing shrimps because he and his friends also stole mangoes from the neighbour’s house a few times when they were young. But for him, Tắm was a cruel person.

“...the act of sending someone to pour boiling water for the dead Cam’s teeth and then doing an inhuman act of cutting off her head to make fish sauce shows her terrible cruelty, but she speaks gently. After reading this far, the teacher fainted and the principal asked Tony to expel.” (Tony Buổi Sáng, 2018)

Another incident occurred when he expressed his feelings towards a folk song on fishy mud smelling in a lotus pond. He said the mud has nourished, protected, and provided nutrients for the lotus and he disagreed with the song. After reading his essay, the teacher took it to the principal and fifteen minutes later, the principal appeared at the classroom door. Nevertheless, Tony was not informed of what happened after that.

Reflection on the Vietnamese Students

School, in Tony’s point of view, is a place to build unwanted habits of stealing for students with the consent of the teacher. This bad habit continues to escalate when those students graduate and work in different occupations. People continue their career and keep



stealing within the contexts of various jobs, for example, secretary, receptionist, driver, maid, accountant and cashier. Even though people don't call it stealing but call it corruption. He insists that it is actually a way of stealing. Tony urges people to stop stealing in any form.

“In school, piracy was a form of stealing and cheating. Steal knowledge and deceive teachers. Unfortunately, this act of stealing is very common, even covered by teachers, because of the achievements of the class and the school... where one should be trained to be a true, good, and beautiful person. Practice day by day, and become normal... Steal and cheat to get a high score for a beautiful diploma... A doctor of plagiarism smoothly told Tony, there's nothing humiliating here. The doctor is still in glory, still being promoted and making a lot of money. Because the knowledge may be fake, but the degree is real, Ma.” (Tony Buối Sáng, 2018)

In his previous experiences, Tony found most students were inactive and did not pay attention to their study and exam. They did not remember what subject they took the previous day and who was the teacher. The students in higher education could not read a book and did not remember what they were writing about in their thesis. Because people who went to graduate school were unemployed, got pressure from their families, and wanted to have a higher degree for their careers in the unknown future.

On the contrary, Tony found a student who just graduated from a school in the National University of Ho Chi Minh City, this student was going to Singapore for a job interview. Tony was very surprised to know that the student was well prepared in documents and information seeking for jobs in different countries. Tony thinks young people should have inspiration, dare to go abroad, dare to think, dare to do, and dare to commit.

Tony also encouraged the students to find answers by themselves, not to totally depend on the teachers, because the teachers might have misunderstandings on certain topics.

Tony felt good to know that after the readers read the book “Coffee with Tony,” she wrote a message to him and promise to change her and her friend's life accordingly.

“(We) decided to change our lives. (We) will work hard at the library to read books, learn more foreign languages via youtube, will exchange and speak often... will go online to read information, not chat nonsense anymore, will also limit the use of social networks or virtual life on the computer and live the real life outside more. When we graduate, we will go abroad to work, if not, we will return to our hometown, get rich in our homeland, with a strong belief.”

(Tony Buối Sáng, 2018)



Reflections on English Language Learning

English language learning is a powerful tool to gain access into the world of knowledge. Tony repeatedly asserted how important the English language is, and suggested stakeholders to focus on increasing studying time for English language learning.

“English is compulsory in education, anyone who goes to the crane (university) can speak, there’s no way I can’t speak without talent...anyone who takes English seriously, is successful...Should reduce the program so that you have time to invest in foreign languages. At least reading skills because a lot of human knowledge online is in English.”

(Tony Buối Sáng, 2018)

Tony also struggled to improve his English language skills in Harvard Business School. He has his own style of pronouncing words in English with swallowing words, and his classmates could not understand what he said. When he was a translator for Vietnamese businessmen, Tony said that interpreting from English to Vietnamese was not smooth at all and he was also scared and embarrassed. He also criticized how hard it is to understand American accents, and even suggested that American citizens improve their English competency.

CONCLUSION AND DISCUSSION

The reflections on Vietnamese education in Coffee with Tony have four dimensions of value of education, the Vietnamese teachers, the Vietnamese students and English language learning. In terms of educational values, the Vietnamese concentrate on parents’ dedication for their children to be more educated in order to have a better life. This finding is consistent with Nguyen et al. (2021) saying parents are willing to pay high tuition fees for their children. There is a shift in education values among the new generations, they don’t want to show off their degrees nor pay more attention to highly educated people unlike the older generation. They worship those who succeed without having to study instead.

The Vietnamese teacher was deemed to be the most important input for student knowledge. Tony strongly encouraged the teachers to change their racing methods so their teaching could be more attractive and energetic style. The teachers should be well adapted to new knowledge, new pedagogy and new technology. Tony asserted that passive education has caused serious problems such as inactive students who always memorize and copy whatever the teachers say. Hongsawan (2010) criticized Vietnam higher education that the university focused on teaching students to learn by memorization.



For the Vietnamese students, Tony insisted that school is a place where the students were spoiled. He exemplified that the students were allowed to build stealing habits up with the consent of the teacher and this bad habit continued even after the students graduated and it could be called stealing or corruption later on. It is consistent with the Vietnam Young Generation Research Report by the British Council (2020) that young people are under pressure to learn according to the choice of family, and this force leads students to various corruption in schools.

In the English language learning aspect, Tony repeatedly asserted how imperative the English language is, and suggested increasing studying time for English learning. This result is consistent with Le Xuan Mai and Le Thanh Thao (2022) reporting on the results of poor English competency of the students.

As popular literature plays a key role in reflecting society and its social characteristics as well as its members, the *Coffee with Tony* has significantly reflected some key aspects of Vietnamese Education as it is, through the personal lens of Tony. Even though the narrative is reflected from a solo writer, in depth and direct perspectives are accountable for reflecting the contemporary Vietnamese educational circumstances as a whole.

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PROCEEDINGS



JAPONISME: REPRESENTATION OF JAPAN IN CONTEMPORARY FRENCH CHILDREN'S LITERATURE

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ABSTRACT

Japonisme, exoticism of Japan, is the influence of Japanese arts and cultural objects in the 19th-century Europe driven by the “fresh and surprising forms of creative expression [the Europeans] saw in woodblock prints, standing screens, and other items imported from Japan”. Europe was exposed to the beauty of Japanese arts as early as the 16th century. However, the flourished trades between Japan and Europe came with the expansion of Christianity which became later a major cause of Japan's seclusion. Throughout the isolation period, Japanese arts and architectural designs fascinated the European monarchies and developed exotic taste for Japan. When Japan finally authorized limited trades in the 1850s, japonisme immediately found its place in Parisian society. Its influence was not only seen in virtual arts, but also in French literature in the latter half of the 19th century. Japanese objets d'art became decoration elements in the scenery of fictional Paris. Despite the fall of japonisme after 1900, the link between Japan and its traditional arts has still been so powerful that France seems to refuse modern industrialized Japan that doesn't held the “exotic” aesthetics anymore. Therefore, we can find the images of the 19th-century Japan in today's media, and in recent published children's literature which should be the very first place for a child of one culture to discover cultures of faraway lands. In this presentation, we will explore the limited image of Japan in contemporary French children's books and discuss the impact of cultural representation in children's literature.

Keywords: Japonism, Japan, French literature, Children's literature, Cultural representation

INTRODUCTION

Japonisme, exoticism of Japan, is the influence of Japanese arts and cultural objects in the 19th-century Europe driven by the “fresh and surprising forms of creative expression [the Europeans] saw in woodblock prints, standing screens, and other items imported from Japan” (Takashina, 2021). Europe was exposed to the beauty of Japanese arts as early as the 16th century. In 1543, the Portuguese arrived in Macau, one of their Asian commercial ports,



and commenced its trades with Japan a short while later, then followed by the Dutch and the Spanish. In the 17th century, Japan was a country of East Asia which, with China, aroused the most fantasies among Europeans. However, the flourished trades between Japan and Europe came with the expansion of Christianity which became later a major cause of Japan's seclusion. Three orders of Catholic Church – the Jesuits, the Franciscans, and the Dominicans – were charged to promote their beliefs in this region and, only within several decades, convinced 150,000 Japanese to Catholicism (Lambourne, 2006, 11.). Lest the Christianity disturb the shogunate's politics, the European missionaries and Christians were eliminated: in 1597, 6 missionaries and 20 Japanese Christians were executed in Nagasaki; in 1614, every missionary settled in Japan was arrested then expelled; and in 1615, Shogun Tokugawa Hidetada had 50 Christians massacred in Nagasaki. The conflict between Japan and the West exacerbated to the point that even the Western merchants were also chased from the country: the Spanish in 1624 and the Portuguese in 1639. The Dutch, who came to Japan with commercial purpose, was the only European people who could maintain the trades.

Throughout the isolation period, Japanese arts (e.g., decorative arts, lacquerware, porcelains, woodblock prints, paintings, etc.) and architectural designs fascinated the European monarchies and developed exotic taste for Japan in general. The fact that Japan cut off almost all its contact with the West increased the arts' value. Therefore, in the beginning of the 19th century, due to the Western world's demand, Russian, British, and American vessels attempted to engage in a relationship with Japan hoping to establish new commercial trades and to break the Dutch monopoly. Japan resisted this western pressure for decades, and finally authorized limited trades in the 1850s: European merchants were only allowed to stay in Nagasaki, Hakodate, and Shimoda. We thus found Japanese arts in European markets end, of course, the taste for "japonisme" – a term introduced to French society in 1872 by Philippe Burty to define aesthetics of Japan (Cua, 2019) and its influence on Western art – that expanded to every social class after the seclusion was ended.

FRENCH WRITERS OF THE 19TH CENTURY AND THEIR APOLOGIA FOR JAPONISME

After japonisme found its place in Parisian society, its influence was not only seen in virtual arts, but also in French literature in the latter half of the 19th century. By the 1860s, craze for Japan was widespread, and Japanese objets d'art became decoration elements in the scenery of fictional Paris. French author, Guy de Maupassant, often used the decoration "à la japonaise" for impressing and seducing feminine characters in his novels. In *Bel-Ami* (1885), the main character invited his mistress to his cheap bachelor's apartment located in a



Parisian working-class neighbourhood. To impress the lady, the character decided to put up some Japanese decoration objects on the wall:

“As soon as he had got through his day’s work, he speculated how he should arrange his room to receive his mistress and hide as far as possible the poverty of the place. He was struck by the idea of pinning a lot of Japanese knickknacks on the walls, and he bought for five francs quite a collection of little fans and screens, with which he hid the most obvious of the marks on the wallpaper.” (Maupassant, 1885, 136)

If the Japanese decoration were supposed to “hide [...] the poverty of the place”, they surely represented the luxury for Parisians at that time. In *Pierre et Jean* (1887), Maupassant decorated a seduction scene with Japanese decorative objects again. He suggested that the objects were so beautiful that even “unpracticed hands and blinded eyes” would successfully decorate a charming room:

“When they had returned to the drawing-room, Jean abruptly threw open the door to the left, showing the circular dining-room with three windows, and decorated to imitate a Japanese lantern. The mother and the son had here lavished all the fancy of which they were capable, and the room, with bamboo furniture, porcelain statuettes, jars, silk hangings glistening with gold, transparent blinds threaded with beads looking like drops of water, fans nailed to the wall to drape the hangings on, screens, swords, masks, cranes made of real feathers, and a myriad trifles in china, wood, paper, ivory, mother-of-pearl, and bronze, had the pretentious and extravagant aspect which unpracticed hands and blinded eyes inevitably stamp on things which need the utmost tact, taste, and artistic education.” (Maupassant, 1887, 169)

The luxury represented by japonisme was not only limited to concrete objects, but also extended to lifestyle and taste of a person. It seems like the adjective “Japanese” could be a synonym for “exotic” and “innovative”, then automatically add value to an object described. For example, in an Alexandre Dumas (son)’s play, *Francillon* (1887), Annette de Riverolles presents to her guests a dish called “japanese salad” (*salade japonaise*) while the ingredients are quite local: potatoes, mussels, lettuce, truffle, salt, pepper, olive oil, and vinegar. Annette explains with confidence the dish’s name:

¹ Translated by the author.

² Translated by the author.



“Henri: Mademoiselle, I would like to ask you about the recipe of the salad that we have just had this evening. It seems like the salad is your own creation.

Annette: Japanese salad

Henri: Was it Japanese?

Annette: That is how I call it.

Henri: Why?

Annette: So that it has a name; and everything is Japanese nowadays.

Henri: Was it you who invented this salad?

Annette: Certainly. I enjoy cooking very much. (Dumas (fils), 1899, 270)

This usage of the adjective “Japanese” to add an exotic value to an object can also be found in l’abbé de Choisy’s *Mémoire* (1727) The term “Japanese work” is used as a flattering qualifier to designate a piece of high quality, even if it was not of Japanese origin (Castelluccio, 2020, 29).

The Parisians and writers also had passion for Japanese literature. Many poetry collections were translated during the second half of the 19th century: Léon de Rosny published in 1871 *Anthologie japonaise, poésies anciennes et modernes des insulaires du Nippon*, an anthology of poems illustrated with lithography of plants and animals; *Les poèmes de la libellule* (1885) by Judith Gauthier was published together with lithography of Japan in different seasons. Japanese traditional poems, haikai and haiku, were introduced to French readers for the first time by the books *Le haïkaï : les épigrammes lyriques du Japon* (1906) and *Au fil de l’eau*, collection of 72 haikus written between 1905-1922 by Paul-Louis Couchoud who composed these poems in French while still respecting Japanese versification.

These examples, proving the fascination the French had for Japanese arts, emphasize zeal for japonisme that had such an important impact on French people’s taste in arts in the latter half of the 19th century. Despite the fall of japonisme after 1900, the link between Japan and its traditional arts presented in the extracts mentioned has still been so powerful that France seems to refuse modern industrialized Japan that doesn’t held the “exotic” aesthetics anymore. Therefore, we can find the images of the 19th-century Japan in today’s media, and in recent published children’s literature which should be the very first place for a child of one culture to discover cultures of faraway lands.

³Translated by the author.



JAPONISME IN CONTEMPORARY FRENCH CHILDREN'S LITERATURE

Since the 1950s, the way Japan was presented was not really changed despite Japanese animations' influence in French medias. Representations of Japan et Japanese people in children's literature were frozen in the eras of Edo (1603-1868) or Meiji (1868-1912) which was the time that Japan decided to open their maritime borders and allowed Europeans to visit and export Japanese decorative objects. Japan was presented to French young readers in the 1960s in photographic documentaries like *Noriko la petite Japonaise* (1962) and *Au Japon avec Harumi* (1968). The only illustrated book in that decade was *Les Pokkoulis* (1965) published in the collection "Enfants de la Terre" by Le Père Castor. In these books and even the ones published in the 21st century, we often find images of Japanese children in traditional costumes with gestures reminiscent of the Japanese prints that were popular throughout Japan's isolation or even after the opening of the country. These costumes are probably for the reader, as well as for the author and the illustrator, benchmarks of exoticism that have been valued for centuries. The story of *Les Pokkoulis* takes place in post-war Japan, towards the end of the 1950s or the beginning of the 1960s which, in reality, is modern Japan where its people dress in Western style. The characters' clothes are very accurate, except that they all wear pokkuris, the traditional shoes that were no longer worn in everyday life in those years. The protagonist, the child of the owner of the pokkuri shop, wish to see the girl who usually passes by the shop to admire pairs of red pokkuris. In his imagination, the girl, wearing a pair of red pokkuris, is in traditional costume and makes the gestures found in old prints as shown in images below.



(1)

(2)

(3)

Figure 1: Jan, I., & Luc, P. (1965). *Les Pokkoulis*, Flammarion, 17.

Figure 2: Utagawa F. (1843). *Beauty and her umbrella*.

Figure 3: Eisho. (1790). *Hinatsuru of Choshi-ya and the second geisha playing with a puppet*.

We also find reflections of Japanese prints in more recent albums. The *Akiko* series (2004-2016) by Antoine Guilloppé tell anecdotes from the life of a Japanese girl. The work of



the illustrator highlights the landscape of the place where the characters live. In all the albums of the series, Akiko wears a traditional costume, as if the story takes place in the past. The album *Akiko la voyageuse* (2014) opens with a double-page illustration of Akiko playing a shamisen, a traditional Japanese musical instrument, under a tree by the river. This illustration resembles an early 19th century print by a well-known Japanese engraver, Kitagawa Utamaro which shows an identical scene. *Imagier des gens* (2008) by Blexbolex makes a long list of people that the young reader can meet and includes a Japanese character: a woman in a kimono from the second half of the 19th century. The caption “Une beauté” (A Beauty) still refers to the appreciation of the exotic beauty of Japanese women once presented in prints.



(4)

(5)

Figure 4: Kitagawa, U. (1800). *Flower of Edo: a Narrative Chant of a Young Woman* [Woodblock print]. Edo Publisher.

Figure 5: Guilloppé, A. (2014). *Akiko la voyageuse*. Picquier Jeunesse, 1-2.



(6)

(7)

Figure 6: Miyagawa, S. (1893). *Koraku-en Park* [Woodblock print].

Figure 7: Blexbolex. (2008). *Imagier des gens*. Albin Michel Jeunesse.



Contemporary modern Japan is only part of the documentaries. Despite the word “today” in the album *Aujourd’hui au Japon, Keiko à Tokyo* (Today in Japan, Keiko in Tokyo, 2010), it is still ancient Japan that is represented. The contemporary everyday life evoked in the book – school, the Tokyo subway and manga (Japanese comics) – is overshadowed by Japanese cultural elements. On her birthday, Keiko eats her cake, a green tea cake with red bean sauce. Under the dining table is a pair of straw sandals which, in reality, are always left in the entrance of the house. Her grandmother sends her a Zen Buddhism lucky charm, daruma, and origami papers. Keiko travels to present historical-tourist sites and festivals. During her visit to Mount Fuji, she stays with her family in a traditional hotel, a ryokan. She goes to the Asakusa district for the big festival at the temple. In Kyoto, Keiko sees geishas in the historic-touristy Gion district and visits Nijo Castle where samurai lived in the pre-opening days of the country. The only trip that evokes a post-opening event is to Hiroshima where she talks about World War II. The documentary *Bienvenue au Japon* (2009) illustrated with digital images has the temptation to modernize the book, but also gets bogged down in Japanese exoticism. Apart from chapters on the architectures of the capsule hotel in Tokyo, the avant-garde fashion of young Japanese women and the robot, the rest of the book repeats what the other documentaries present: the festivals, the geishas, the origami and the others traditional art forms. The authors are content to repeat stereotyped “exotic” cultural elements that only represent the superficial part of the whole culture. American anthropologist Edward T. Hall developed the iceberg theory. Hall thus proposes an analogy between the culture of a society and an iceberg: the upper part visible above the water represents the observable cultural elements such as the Visual Arts (painting, music, entertainment, etc.), literature, clothing, food, parties, language, games, etc.; and the larger part, hidden under water, represents other deeper and less concrete elements like values, beliefs, concepts, etc. To understand an entire culture, one must also “immerse oneself” in the water to discover and understand the basis of the elements visible at the top of the iceberg. Therefore, the cultural elements presented in these children’s books are part of Japanese culture, but what the reader retains from this book is limited to a few markers the culture that French authors try to “fascinate” their readers just like how the 19th-century authors did.



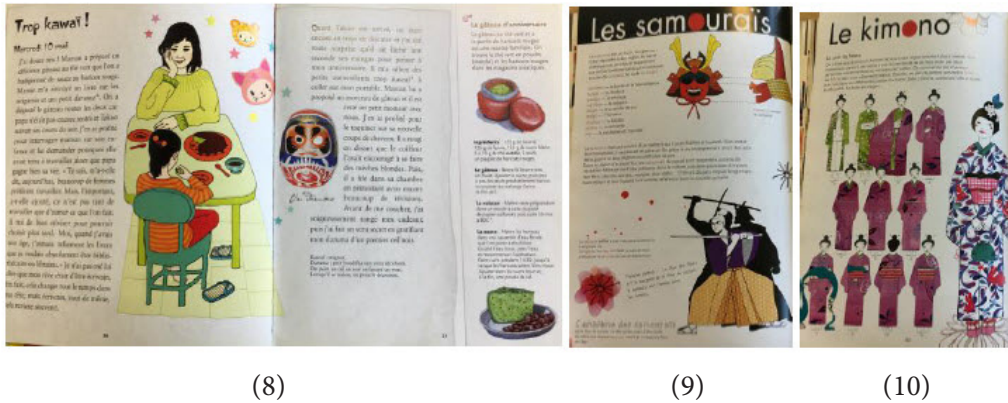


Figure 8: Clastres, G., Green, I. (ill.), & Silloray, F. (ill.). (2010). *Aujourd'hui au Japon, Keiko à Tokyo*. Gallimard Jeunesse, 26-27.

Figure 9: Izumi, & Leblanc, S. (2009). *Bienvenue au Japon* (pp. 56). Milan, 56.

Figure 10: Izumi, & Leblanc, S. (2009). *Bienvenue au Japon* (pp. 56). Milan, 60.

This problematic phenomenon would be understandable if these children's books had been published before the 20th century when the image of Japan was only diffused by the texts of travelers and by prints and everything was stereotyped according to these two sources. Japan in children's books, whatever the era that one evokes it, always seems the Japan closed to the rest of the world where the women walk in the street in kimono. However, the number of children's books translated from Japanese is gradually increasing, especially manga which has now become one of the first reading choices for young people, and, through these books, French readers discover other dimensions from Japan.

Despite the information about the "culture" selected by the authors, the reader may learn nothing, in essence, about the culture mentioned. If a baguette, a beret and a marinière do not represent all French culture, this limitation of the representation of Japan may not appeal to Japanese while foreigners regard them as "symbols" of their homeland, neither can a culture be defined by an assortment of cultural elements.

CONCLUSION

Japonisme is not just a temporary style or an artistic current, it simultaneously developed an artistic taste among the French, and this fantasy it produced still makes people dream. For two centuries, Japan has been "stuck" in Western fascination, as if Western people refused to look at them differently. Admittedly, some books can perfectly inform the young reader about the culture of others, but they hardly manage to present the current reality: the way in which Japan is industrializing their scientific and technological progress and their new



forms of art. Despite the popularity of Japanese manga in France and the publication of books translated from Japanese, most of the illustrators of French albums refused to change their style: the illustrations of Japan were limited to the adaptation of prints from the 19th century. By enclosing this country in their imagination, French publishers, authors and illustrators limit the discovery of their young reader.

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PROCEEDINGS



PSYCHOLOGICAL CONDITION OF OLDER ADULT SURVIVORS FROM NATURAL DISASTER: CASE STUDY AFTER EARTHQUAKES IN INDONESIA

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ABSTRACT

Indonesia is a country located in the Ring of Fire which is known for its high frequency of natural disasters. This study aimed to explore the psychological condition of older adult survivors who experienced natural disasters following the 2018 earthquake in Lombok. We employed a qualitative method to explore the experience of ten older adults, specifically those who were victims and lost their partners (5 males and 5 females). Purposive and snowball sampling played a significant technique to access the key informants. The data were collected through in-depth interviews. The results of the study revealed that older adult survivors who lost their spouses experienced profound (1) post-traumatic stress condition include flashbacks, nightmare, anxiety, and depression (2) loneliness can be the results of losing a loved one, and can lead to symptoms such as depression, reduce social interaction, and a tendency towards introversion. (3) survivor guilt experienced feelings of guilt or shame, particularly in case they have survived while others did not (4) physical health problems are also related to psychological condition. As victims, they reported that insomnia and loss of appetite resulted in negative impacts on their health and overall well-being (5) low self-confidence due to loss of family members, insufficiency of family and social support, feeling of life insecurity, and financial hardship, which can contribute to overall psychosocial distress and reduce well-being of older adults. Notably, this study yielded an intriguing finding that highlights the influence of social support from family and the surrounding environment, as well as a strong religious belief, on the psychological well-being of older adult survivors. This research underscores that older adult survivors of natural disasters are at high risk of experiencing psychological problems and, therefore, require greater attention and specialized care to enhance their quality of life.

Keywords: Older adult, Psychological Impact, Earthquake, Indonesia



INTRODUCTION

Disasters represent a form of natural phenomena that can result in significant harm to human populations and infrastructure. Examples of such disasters include earthquakes, tsunami, and volcanic eruptions (GFDRR, 2011). In recent years, there has been an increase in the frequency and severity of natural disasters worldwide which can be attributed to factors such as geographic location and climate change (Djalante et al., 2018). Indonesia, located in the “Ring of Fire”, an area characterized by frequent seismic and volcanic activity around the Pacific Ocean, is particularly vulnerable to natural disasters (Djalante et al., 2017; Djalante et al., 2018). Other countries in the Asian Pacific Ocean, including Japan, China, Taiwan, and the Philippines (Marfai et al., 2008; Siagian et al., 2013), have also experienced natural disasters in recent times (Inoue et al., 2016). For instance, in the previous year, two earthquakes in the cities of Osaka and Hokkaido, Japan, resulted in the loss of 45 lives (Agerholm et al., 2018). Additionally, in 2017, an earthquake in the Xinjiang region claimed 25 lives (Shepherd et al., 2018). In 2018, Taiwan experienced a fatal earthquake that resulted in the loss of 17 lives (Drillsma et al., 2018), while the Philippines was struck by earthquakes during the same year, but without any reported casualties (Birsell et al., 2018).

Among the countries situated in the Ring of Fire region, Indonesia is notable for the frequent and devastating nature of its natural disasters, which have had a profound impact on affected populations (Djalante et al., 2016). In 2004, a massive earthquake of magnitude 8.9 struck the Aceh province of Sumatra Indonesia (Djalante et al., 2017), resulting in the deadliest tsunami in history that claimed thousands of lives, even in distant countries like Thailand. This disaster represents only one of the 429 recorded natural disasters that have struck Indonesia, causing immeasurable harm to its population (Djalante et al., 2017; Enia, 2008). The frequency of such disasters in Indonesia is evident from the 489 disasters recorded between 1990 and 2017 (Djalante et al., 2018). Among the affected regions, Lombok has been particularly hard-hit. As recently as March 17, 2019, another earthquake claimed the lives of four people (IRCPM, 2019). This disaster followed two earthquakes in 2018 that resulted in a total of 562 deaths (AHA, 2018) and caused extensive damage to this unfortunate population.

The Indonesian government acknowledges the significance of this disaster preparedness despite recognizing the logistical challenges associated with such an endeavor (BPS, 2013). Disaster preparedness encompasses various components, including prediction and post-disaster recovery. Notably, post-disaster recovery efforts must account for the older population, given demographic shifts that warrant attention to this segment of the population (Hutton et al., 2008). The attention is warranted, due to the heightened vulnerability of the elderly to psychological distress, sleep disturbance, anxiety, and depression (Inoue et al., 2016).



Valenti et al., 2013), which necessitates greater effort to adapt to the challenging post-disaster environments (Greiner et al., 2016). It is imperative to note that Indonesia is frequently impacted by natural disasters, and thus, individuals in disaster-prone areas must prepare themselves physically and mentally for any future occurrences. Victims of natural disasters cannot be avoided, but preparedness can mitigate the adverse effects of such events. On the other hand, living in a disaster zone necessitates a constant state of preparedness for any future contingencies, requiring individuals to prepare themselves both physically and mentally. However, despite their best efforts, those residing in disaster-prone areas often experience a pervasive sense of worry, anxiety, and trauma. This traumatization of the population can have deleterious effects on their post-disaster health and well-being. Consequently, this study aims to investigate the situation of older adult victims of natural disasters, especially, the case of an earthquake in Lombok, Indonesia. By conducting this research, the research hopes to gain insights into the situation of the older adults following the disaster.

REVIEW OF LITERATURE

Elderly Situation After Disaster

Natural disasters always bring suffering to many people throughout the world. Victims of natural disasters come from all ages ranging from children, adolescents, adults and the elderly. These high mortality rates can be attributed to several factors, including lack of evacuation facilities, infirmities that made evacuation difficult if not impossible, and high levels of poverty and isolation which increased their vulnerability in the face of social failure of emergency response (Vincanne et al., 2011). Recent decades have seen a global rise in the huge number of elderly people affected by natural disasters, implying that a developing number of the elderly will find themselves “in harm’s way” amid community disruption and distress. Service providers need to be prepared to meet the mental health needs of elderly and be particularly vigilant after natural disasters to ensure in particular early detection and management of PTSD (Georgina et al., 2016). Previous studies found that the older adults are more vulnerable to immediate impact of natural disasters and suffer more from injuries and loss of life in disasters than do younger people and argued that the chronic health conditions, impaired cognitive abilities, and decreased sensory awareness that are correlated with age likely put older adults at a disadvantage in emergency situations (Hassan et al., 2016).

Study participants reported generally negative changes in both physical (muscle and bone pain, erythroderma, hypertension, hyperthyroidism, fibromyalgia) and psychological health (depression, anxiety, loss of motivation, anguish). It appears that following exposure to natural disasters, material losses are more determinant of subsequent psychological health



problems among elders than are indicators related to the perceptions of event intensity (Labra et al., 2018). Experts have described how different phases of disaster and recovery are associated with mental health problems. The first reactions to an earthquake are emotional numbness, the loss of sense of reality, and an abnormal sense of time. Several days after the disaster, these responses are followed by anxiety and fear of aftershocks. Within a week, somatic signs appear, such as poor sleep. Depression is often common after earthquakes, with reported frequencies ranging from 6% in bereaved earthquake survivors in India to more than 72% in young Turkish earthquake survivors (median age of 16 years). Female sex is a risk factor for post-earthquake depression (Susan et al., 2011).

Most communities and governments now recognize that disasters have significant adverse effects on the mental health of affected populations, including children, women and other vulnerable groups. However, governments and opinion leaders are likely to be poorly aware of the way that social conditions, especially poverty and disadvantage, mediate many of these effects. They are likely to have little information about the mental health of the population and how it is affected by the policies and practices they introduce across education, employment, social development, and other sectors. Nor are they likely to be well informed about the evidence-based options for promoting mental health and wellbeing at a population level, and the help this could give to the recovery and good functioning of the community (Herrman et al., 2012). The findings of the study showed that the impact of the earthquake in Nepal were seen in aspects such as economic, social, financial, security, settlement, and relief materials. Older people were reported by community informants to appear most distressed about their material loss as everything was destroyed due to the earthquake and resulted in no sources of income (Ramesh et al., 2017).

Elderly victims of the earthquake and tsunami in other countries on elderly victims at six months after the tsunami in southern Thailand. A considerable proportion of elderly people had had physical illness, symptoms of depression, and socioeconomic deprivation. Primary care physicians, psychiatrists, surgeons, nurses, and social workers could be the multidisciplinary team to improve quality of care (Somjit et al., 2007). Based on our findings, religious behaviors help older adults to ease their stress and to release their negative feelings. Further, prayer motivates them to endure difficult situations and receive emotional comfort, collectively helping them to become emotionally resilient (Leila et al., 2017).



METHOD

Participants and context

This study focused on investigating the experiences of ten older adults (5 males and 5 females) residing in Lombok, Indonesia, who have been affected by natural disaster, particularly the earthquake that occurred in 2018. The study has established specific inclusion criteria for the participants, which require them to be aged 60 years or above, to possess effective communication ability, to have experienced the Lombok earthquake in 2018, and to have lost their spouse. The older adults who meet these criteria were invited as key informants for this study.

Qualitative Research

Qualitative research is a widely employed methodology in social sciences that enables researchers to explore the comprehend individuals' life experiences, including changes, human communication, perceptions, and interpretations. Although primarily used in social sciences, this approach can be applied in health sciences studies since the two fields are interrelated (Holloway, 2002). Fundamentally, this methodology investigates a phenomenon holistically and perceives every event as holding significance in human life (Denzin, 1994). Every person has different experiences in their lives. As each person has unique experience, researchers must adopt a sensitive approach while collecting data to capture this uniqueness. This ensures that the data generated is of superior quality and authenticity and that the research outcomes have a high level of accuracy (Holloway, 2002). Qualitative research is a dynamic process that is driven by the life stories and experiences of key informants. This approach is particularly suitable for older adults, as it allows them to feel more comfortable and flexible while sharing their experiences.

Procedures

In order to gain access to key informants, the researcher reached out to the village head man to obtain permission and receive recommendations for potential participants. The researcher utilized purposive and snowball techniques. Once potential informants agreed to participate in the study, they were given the freedom to choose a comfortable location within their home to answer the questions, as some questions may elicit discomfort, sadness, or tears. Prior to commencing the interview, the researcher provided a comprehensive explanation of the research objectives and obtained informed consent from the participants. The researcher also ensured that all information collected would be protected and presented in an anonymous manner to protect the privacy and confidentiality of the participants.



In-depth interviews have been recognized as a significant technique for data collection. The questions were structured in a sequence that ranged from general to deeper and more detailed inquiries. The duration of each interview ranged from 60 to 120 minutes. The participants were given the option to skip any question they felt uncomfortable answering and were entitled to take breaks and reschedule appointments if needed. To ensure effective communication and minimize any difficulties faced by participants during data collection, such as hearing problems or difficulties in expressing their responses, family members were invited to participate as communication supporters. Additionally, researcher supplemented data collection by observing participants, conducting informal interviews, and participating in daily and cultural activities. All information gathered during the study was recorded and transcribed, with significant messages selected and presented as narrative results. Finally, content analysis was performed on the collected data. This study was approved by the Ethics Committee of Universitas Negeri Malang, Indonesia.

RESULTS

Population characteristics

The key informants in this study were all older adults who followed the Islamic tradition and were Indonesian. They met the inclusion criteria, which required them to be widowed and have lost their spouse in the earthquake that occurred in 2018. The sample consisted of an equal distribution of male and female participants, with each gender making up 50% of the total respondents. The age ranges from a minimum of 67 years to a maximum of 74 years. The majority of the participants had completed their education up to the elementary level (70%). In terms of occupation, 90% were engaged in agricultural activities. Only one participant had previously worked as a governmental officer, specifically as a teacher prior to retirement. The details are shown in Table 1.

Table 1: Population Characteristics of the respondents

Sex	Age	Education	Marital status	Nationality	Occupation
Male	70	Elementary	Widower	Indonesian	Agriculture
Male	72	Senior High School	Widower	Indonesian	Agriculture
Male	67	Elementary	Widower	Indonesian	Agriculture
Male	67	Elementary	Widower	Indonesian	Agriculture
Male	71	Elementary	Widower	Indonesian	Agriculture
Female	69	Senior High School	Widow	Indonesian	Teacher
Female	70	Junior High School	Widow	Indonesian	Agriculture
Female	74	Elementary	Widow	Indonesian	Agriculture
Female	72	Elementary	Widow	Indonesian	Agriculture
Female	68	Elementary	Widow	Indonesian	Agriculture



Psychological conditions and impacts

The results of the study revealed that older adult survivors who lost their spouses experienced profound (1) post-traumatic stress condition include flashbacks, nightmare, anxiety, and depression (2) loneliness can be the results of losing a loved one, and can lead to symptoms such as depression, reduce social interaction, and a tendency towards introversion. (3) survivor guilt experienced feelings of guilt or shame, particularly in case they have survived while others did not (4) physical health problems are also related to psychological conditions. As victims, they reported that insomnia and loss of appetite resulted in negative impacts on their health and overall wellbeing (5) low of self-confidence due to loss of family members, insufficiency of family and social support, feeling of life insecurity, and financial hardship, which can contribute to overall psychosocial distress and reduce wellbeing of older adults.

Post-traumatic stress disorder

The loss of a partner during a disaster can result in profound and long-lasting psychological impacts on survivors. Among the key informants, the risk of developing depression, anxiety, and post-traumatic stress disorder (PTSD) is significantly higher, especially if they have experienced a significant loss. This is particularly noteworthy since PTSD can be challenging when they face unique challenges in processing and coping with traumatic events, making PTSD particularly challenging for them. Furthermore, losing a partner can significantly reduce the quality of life for older individuals. They reported struggling to find purpose or meaning in their daily lives, and their sense of identity was impacted by loss of their partners, leading to feelings of hopelessness and despair. This can have a detrimental effect on their overall well-being and quality of life, as well as impair their ability to function effectively in daily life.

Loneliness

The loss of a partner during a disaster can have significant negative consequences for the social well-being of older adults. Social support is an essential component of maintaining positive mental and emotional health, and the loss of a partner can result in feelings of isolation and disconnection from others. Aside from experiencing social isolation, those who lost their partners during a disaster reported feeling insecure in their daily lives. They expressed uncertainty about their future prospects, especially when they have to live alone without companionship and have insufficient family members or social support. This sense of insecurity contributed to a decline in self-confidence and overall psychological distress. The respondents expressed experiencing greater levels of pain, especially when they had to leave their home or were forced to relocate, as they struggled to establish a new social connection in an unfamiliar



place. Being alone in a new environment made them feel like they didn't belong, and they were no longer able to engage in the activities they used to enjoy with their partner. Loneliness and isolation are strongly impacted by these circumstances.

Survival guilt

The respondents reported that surviving a natural disaster caused them a traumatic experience that leaves a lasting impact on one's life. For those who survived while others did not, it resulted in self-loathing or self-frustration or thoughts such as "why wasn't I chosen" or "why wasn't I included". This psychological response to a traumatic event can lead them to the feeling of unworthiness, shame, and depression. Older adults have experienced survivor guilt as they grappled with the loss of spouses and the devastation around them.

Physical health problems

The relationship between physical health and psychological condition has been extensively studied in medicine, psychology, and public health. This study has shown a strong association between the two, with poor physical health often leading to negative psychological outcomes, and poor psychological condition contributing to poor physical health. For instance, among older adults, low health motivation can lead to disregard for physical follow-up in health care and services, particular for those suffering from chronic diseases. Respondents also reported loss of appetite, which can result in malnutrition, dehydration, and other health problems. Insomnia, frequently mentioned by the respondents, can significantly impact physical and psychological health. Chronic insomnia can result in fatigue, weakened immune system, and an increased risk of chronic medical conditions. Insomnia can also lead to psychological problems such as anxiety, depression, and decreased quality of life.

Low self-confidence

The loss of a spouse due to natural disaster can have a devastating impact on an older adult's self-confidence, leading to feelings of insecurity and inadequacy. Respondents reported struggling with low self-esteem and a lack of confidence in their abilities to navigate life on their own. They felt overwhelmed by the sudden loss of their partner and unsure of how to move forward without them. Moreover, they mentioned feeling of isolation, as they felt disconnected from their social support system. Without the emotional and physical support of their partner, they felt lost and abandoned, which led to further feelings of low self-worth and questioning of their own abilities to cope with the situation, especially financial management during the hard time and loss of a loved one.



CONCLUSION AND DISCUSSION

In conclusion, the devastating earthquake in Lombok, Indonesia, has left older adult survivors with long-lasting psychological conditions that affect their overall wellbeing. Post-traumatic stress, survivor guilt, loneliness, physical health problems, and low self-confidence are among the most common psychological conditions experienced by older adult survivors.

To address these challenges and improve the mental health and wellbeing of older adult survivors, several suggestions can be made. Firstly, providing mental health support services, such as counselling and therapy, can help reduce the symptoms of post-traumatic stress, survivor guilt, and loneliness. Secondly, creating support groups and social networks can help survivors connect with others who have undergone similar experiences, reducing feelings of isolation and loneliness. Additionally, providing access to medical services and addressing physical health problems can improve the overall wellbeing of survivors. Thirdly, creating economic opportunities and providing financial support can help survivors regain their self-confidence and independence. This can be achieved by creating job opportunities, providing microcredit loans, and offering financial support to those who have lost their livelihoods. Fourthly, improving communication and coordination between government agencies, NGOs, and communities can help ensure that survivors receive the necessary support.

In conclusion, addressing the psychological conditions of older adult survivors requires a comprehensive approach that integrates mental health services, social support, healthcare, and economic opportunities. By implementing these suggestions, we can help improve the overall wellbeing of older adult survivors of the Lombok earthquake and other similar disasters.

ACKNOWLEDGMENTS

The authors would like to express gratitude to Thammasat University for the research funding. Further, we would like to show massive appreciation for all participants who took part in this study.

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BARRIERS TO HEALTHCARE ACCESS DURING COVID-19 PANDEMIC ON OLDER REFUGEES IN INDONESIA

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ABSTRACT

This phenomenological qualitative study was conducted in the cities of Jakarta and Bogor to explore the barriers encountered by older refugees in accessing health care services during COVID-19 pandemic. This study involved in-depth interviews with ten key informants including case workers, refugee representatives, community interpreters, and physicians. The results yield six major barriers: (1) virtual information barrier, refers to the lack of awareness and knowledge concerning available health care services, particularly among older refugees who may not be familiar with digital technologies, (2) Educational barrier, including limited health literacy and inability to understand medical instructions or navigating the healthcare system, (3) Language barrier, encompassing difficulties in communication due to language differences, leading to misunderstanding and inadequate in service and treatment, (4) Financial policy barrier, referring to the impact of health and social policies on access to healthcare service, such as the lack of coverage for certain treatment, testing, or personal protective equipment (PPE), (5) Financial instability, including the inability to pay for healthcare services due to low income or the absence of insurance coverage related to their legal status, (6) Services unavailability, referring to the lack of access to healthcare services due to geographic location, transportation, and limited healthcare providers during pandemic. These findings highlight the multifaceted nature of barriers to health care access for the older refugees, which can be influenced by individual, social system, health system, and policy-level factors. Addressing these barriers requires a comprehensive approach that considers the unique needs of this specific population. Policymakers, governmental sector, and NGOs (national or international organization) must work together to develop targeted interventions and model to fill in these gaps and ensure equitable access to health care services for older refugees, not only COVID-19 pandemic, but also in general situation.

Keywords: older refugee, COVID-19, Indonesia



INTRODUCTION

The refugee population is considered one of the most susceptible groups in society, due to their limited access to certain rights in comparison to local citizens. As of mid-2020, the number of refugees worldwide exceed 26 million individuals (UNHCR, 2020). According to the United Nation High Commission for Refugee (UNHCR), the Covid-19 pandemic has worsened the situation for refugees, with resettlement numbers hitting a two-decade low and leaving many struggling to survive (UNHCR, 2020). The older refugee population, in particular, faces significant challenges during health crisis, given their generally declining health status. The elderly generally experiencing a decline in health status as their body system and organs become more vulnerable to disease with age (Papalia et al., 2007). Massey et al. found that older refugees have a lower physical quality of life (Massey et al., 2017). A result is consistent with a survey conducted by Doocy et al. which showed that refugees, as they age, suffer from more chronic diseases (Doocy et al., 2015). Rehr et al. reported that 44.7% of adult refugees suffer from more than one chronic disease, and patients aged above 59 are 7.3 times more likely to suffer multi-morbidities NCD (Rehr et al., 2018). Access to healthcare is crucial for this population group to maintain their health, as a delayed in treatment for chronic disease patients may worsen their health status.

In 2020, the global healthcare system and hospitals were overwhelmed by the rapid spread of COVID-19 virus and its high fatality rate. As the number of COVID-19 cases increased, a significant number of health care resources were redirected to confront the virus. However, there was a shortage of specialists in this field, and as a result, other specialists were employed to meet the needs of the massive number of patients. Additionally, many healthcare staff members were also infected by COVID-19, which further exacerbated the shortage of medical specialists. As a consequence, patient with chronic diseases were neglected and undervalued, and hospitals and clinics began to postpone and reduce some non-communicable disease (NCD) care services. The fear of transmission and hospital effort to reduce unnecessary visits led to a dramatic decrease in number of patients with both acute and chronic (non-COVID-19) diseases accessing healthcare services (Mauro et al., 2020; Shin et al., 2020). During the COVID-19 pandemic, government worldwide instructed their citizens to stay home, except for essential reasons, in order to reduce the risk of infection and alleviate the burden on hospitals (Palmer et al., 2020). Additionally, the availability of medicine was disrupted due to lockdown measures affecting export activities and manufacturing industries, as well as stockpiling by certain parties (EMA, 2020).

The paralysis of health system has interrupted the continuity of care for out-patients with chronic diseases, including older refugees. There have been studies discussing healthcare



access among refugees in several countries during the COVID-19 pandemic. However, these studies primarily focus on general refugee population. They have found that refugees are often excluded from national health plans (Hargreaves et al., 2020; Elisabeth et al., 2020), fear of accessing healthcare facilities due to discrimination (Martuscelli, 2020; Novick et al., 2020), lack access to interpreter services (Nisanci et al., 2020; Novick et al., 2020), face financial barriers to accessing healthcare (Salmani et al., 2020; Nisanci et al., 2020; Novick et al., 2020), and have low health literacy rates (Salmani et al., 2020; Nisanci et al., 2020).

Several studies have highlighted the impact of the COVID-19 pandemic on healthcare access for older adults, indicating that regular treatment has been discontinued (Khoury & Karam, 2020; Ghimire et al., 2020) due to concerns about virus transmission, postponing appointments, and difficulty in obtaining medical care or appointments (Yu et al., 2022). This is a particularly concerning issue for chronically ill patients, such as those with HIV, tuberculosis, cardiovascular disease, and diabetes, who require continuity of care and are at a higher risk of complications and mortality if their treatment is interrupted (Lau et al., 2020). Despite the existing research, there is currently a lack of studies specifically focused on healthcare access for older refugees during the pandemic. This study aims to address this gap in the literature by identifying the barriers to healthcare access that older refugees are facing amid the COVID-19 pandemic.

REVIEW OF LITERATURE

Access to healthcare is defined as opportunity to reach and obtain appropriate healthcare services in situations of perceived need for care (Levesque et al., 2013). A survey by Doocy et al. in Lebanon and Jordan found that refugees are able to receive needed care (82.9% and 84.7% respectively) (Doocy et al., 2015; Doocy et al., 2016). Healthcare facilities accessed by refugees in Lebanon are mainly primary health centers (PHCs) (Doocy et al., 2016). PHC services are free in some host countries or considered affordable to overcome cost barriers for refugees. Although, refugees with chronic diseases need secondary or tertiary treatment, cost still remains an issue (Naja et al., 2019). Financial constraints prohibit refugees from undergoing important health procedures, especially the ones with chronic diseases. Chronic diseases linked to catastrophic spending since they are usually required lifelong and expensive medication. If they are not properly managed, they may result in severe complications and even more expensive hospitalizations (McNatt et al., 2019).

In addition, knowledge about health service availability is crucial to obtain treatment, including location, transport, the insurance system, etc. Low health literacy is more prevalent among older adults (HRSA, 2019). Unfamiliarity with the healthcare system reduces the



engagement with the service (Au et al., 2019), which may result in severe health consequences for the older refugees. Low health literacy may be caused by language barriers. Studies showed language barriers as common problems among refugee community (Carrara et al., 2011; Matlin et al., 2018; Wernly et al., 2020). Evidently, the presence of interpreter service help older refugees to overcome language barriers (Au et al., 2019; Brandenberger et al., 2019).

Making appointment for treatment is challenging for refugees particularly with language limitation. It may cause them missing appointment and misunderstand written materials such as inform consent (Morris et al., 2009). Refugees rely on external help to make appointment due to language barrier when scheduling visit (Zeidan et al., 2019). Misinterpretation and miscommunication during making appointment cause delayed in care seeking. They will only access healthcare service when the condition is severe or very sick (Morris et al. 2009). Despite making appointments, refugees reported complex referral system made it difficult to access care. Referral system is frustrating and too long which resulted in negative outcome such as physical suffering, stress, anxiety and more serious condition (Mangrio & Forss, 2017). Due to budget restriction, the NGO referral system only provides emergency and life-saving intervention, such as pregnancy and appnedix surgery. Those with non-urgent medical needs have to wait for health and budget assessment from UNHCR (Harvey, 2019).

METHOD

From March to August 2021, this study utilized a qualitative and phenomenology approach in Jakarta and Bogor, two cities in Indonesia where over half of the refugee population resides. Snowball sampling was employed as a key technique for identifying and accessing key informants. To obtain a comprehensive understanding of older refugees' access to health care during the COVID-19 pandemic, multi-stakeholders were identified and investigated, including refugee representative, case workers (NGO workers), community interpreters, and health professional. Due to the COVID-19 pandemic, in-depth interviews were conducted online using the Zoom application. Prior to the interview, the research objectives and inform consent were provided to ensure the privacy and confidentiality of the participants. Throughout the 45–120-minute interviews, participants were provided with the option to select either English or Indonesian as their preferred language. The information gathered during the interviews was recorded and subsequently translated into text. To ensure the validity and consistency of the data, all information was rechecked by the data triangulation method. The research conclusion was reached through content and group analysis. This study was approved by the Ethics Committee of Universitas Padjajaran, Indonesia. This paper is a part of a master degree thesis research which discuss more comprehensive approach of this issue.



RESULTS

1. Population Characteristics

The table 1 displays the ten participants who took part in this study, with approximately 80% being females, ranging from 26 to 45 years old. All of the case workers and health professionals were Indonesian, with 33.33% holding a bachelor's degree and 66.67 holding a master's degree. An equal proportion of single and married individuals were presented. The maximum amount of work experience was 4.5 years, while the minimum was nine months. The refugee presentative and community interpreters were both migrants from Pakistan and Afghanistan, with 75% were females. An equal proportion of high school and bachelor's degree holders were represented, and both single and married individuals were represented equally (50%). The working experience ranged from 1 year to 6 years.

Table 1: Population characteristics of participants

CODE	Sex	Age	Education	Marital status	Country of origin	Occupation	Working Experience
CW1	Female	31	Master	Single	Indonesia	Case worker	4.5 years
CW2	Female	28	Master	Single	Indonesia	Case worker	1.5 years
CW3	Female	26	Bachelor	Single	Indonesia	Case worker	9 months
CW4	Female	31	Bachelor	Married	Indonesia	Case worker	2 years
PH1	Male	37	Master	Married	Indonesia	Physician	5 years
PH2	Female	38	Master	Married	Indonesia	Physician	4 years
RR1	Male	26	High School	Single	Afghanistan	Refugee Representative	1 year
RR2	Female	45	Bachelor	Single mother	Afghanistan	Refugee Representative	1 year
CI1	Female	31	High School	Married	Pakistan	Community Interpreter	3 years
CI2	Female	32	Bachelor	Married	Pakistan	Community Interpreter	6 years

2. Barriers to healthcare access during COVID-19 pandemic on older refugees

The results identify six major barriers including (1) Virtual information barrier (2) Educational barrier (3) Language barrier (4) Financial policy barrier (5) Financial barrier and (6) Services unavailability, the details are follows.

2.1 Virtual information barrier: The study identifies that the shift towards virtual information delivery in response to COVID-19 has created a significant obstacle for individuals with limited familiarity with digital technology. In particular, older refugees, who possess minimal digital proficiency and have restricted access to technology, are at a higher risk of being excluded from essential health information. The case workers noted that this exclusion can



manifest in various ways, such as an inability to receive emergency news and announcements, unable to updates rules and regulations regarding COVID-19 policy from governmental or non-governmental organizations, being uninformed on new protocol and treatment procedures from healthcare providers, being unable to receive health services and assistances, and inability to cooperate in referral services when needed, as well as being unable to receive health media or education materials.

2.2 Educational barrier: The educational background of older refugees can have a significant impact on their access to healthcare. The research found that older refugees with low levels of education had limited access to healthcare services, such as difficulties in understanding medical information and the healthcare system. Moreover, illiteracy emerged as a significant barrier to the effective communication of health information to older refugees. Despite efforts to translated the information into their respective languages, many older refugees were unable to comprehend the message conveyed through posters or written materials, due to low levels of education and illiteracy in their native language or English, mentioned by refugees representative *“Considering their background, they are refugees who come from uneducated background and it would be hard for them even if they received the information, it would be hard for them to understand because usually the information is in English and we do, we do, we do translate it in Persian but still because they are come from the uneducated background so it is hard for them to understand.”* Finally, if they have barriers to healthcare services, their conditions may be worsened and lead to more serious health problems.

2.3 Language Barrier: to facilitate effective communication between healthcare providers and older refugee, non-governmental organization (NGO) has established “Community Interpreters” comprised of refugees with diverse linguistic backgrounds. These interpreters are selected based on their language proficiency and received brief training to support refugees and NGO in interpreting capacities. Volunteers are available as needed to provide accompanying and translation services for older refugees during hospital visits. During the pandemic, community interpreters have reported using phone interpreting to support older refugees, as fear of transmission in hospitals have deterred in-person communication. However, both interpreters and healthcare professionals have acknowledged the limitations of phone interpreting, including poor network connectivity, interruptions, confusion, and background noise disruptions. Additionally, personal protective equipment (PPE) and hearing loss among older refugees have contributed to inefficient communication among them. The health professionals are concerned if their information is not accurately delivered and inconsistent with what they hope for. They reported a gap of health interpretation between doctor and patient affecting the quality of care, as quoted *“They bring their own phones and*



ask us to call the interpreter, so we call them and talk with them. And it seems like, um.. still difficult, because a lot of information is not well-received by the patients, such as how to use the drug, ineffective diagnosis delivery by third party service, and miscommunication through phone by interpreters.”

2.4 Financial policy barrier: in the research area, the NGOs have facilitated the older refugee’s access to healthcare and services by providing health assistance. Nevertheless, non-emergency cases are subject to prolong waiting times due to eligibility criteria. Reports suggest that numerous health requests remain unanswered for weeks or months, leading some refugees to seek assistance from their representatives to contact the NGOs for updates. A comprehensive review of the eligibility criteria for health assistance is necessary to address the issue of long waiting period, which may discourage refugees from seeking aid. Financial constraints have compelled one of the NGOs to limit its funding coverage to life-saving and emergency cases only.

2.5 Financial instability: refugees face financial instability in host country, where they are generally prohibited from engaging in income-generating activities. As a result, they rely on their savings, humanitarian aid or support from relatives living aboard. The COVID-19 pandemic has exacerbated their financial constraints, which widespread layoffs affecting older refugees who depend heavily on support from relatives in other countries. UNHCR advocates for refugees to have the right to work and access health insurance. However, Presidential Regulation Number 82 of 2018 on health insurance stipulates that only those who have worked for at least six months in Indonesia and paid their dues are eligible for health insurance, including foreigners. Despite this, refugees in Indonesia are not permitted to work, and this proposal is still under discussion.

2.6 Services unavailability: the COVID-19 pandemic has had a significant impact on the availability of health services, as described by the participants. These disruptions have been caused by a variety of factors. Firstly, limiting the number of out-patient visit per day is a measure that many hospitals and clinics have implemented to reduce the risk of COVID-19 transmission. This can lead to delays in accessing healthcare services and may result in some patients not being able to receive the care they need. Secondly, patient overcapacity is another issue that has been reported during the pandemic. With a large number of people seeking medical attention, hospitals and clinic were become overwhelmed and unable to provide timely care to all patients. Thirdly, the absence of doctor services due to their assignment to COVID-19 treatment can also lead to delays in healthcare delivery. This can be particularly stressful for patients who require urgent medical attention. Finally, widespread virus in the premises can lead to the closure of health facilities, which can further disrupt health care delivery. This can



lead to delay in accessing healthcare services and may result in some patients not receiving the care they need.

DISCUSSION AND CONCLUSION

The COVID-19 pandemic has created barriers to healthcare access for older refugees, who may struggle to adapt to rapid changes. Both limited education and illiteracy, present significant challenges. Compare to other age group, older refugees generally have lower health literacy (Wångdahl et al., 2014), which can hinder their ability to access appropriate health care services (Doetsch et al. 2017). Illiterate refugees, in particular face difficulties in navigating the healthcare system in host country (Floyd & Sakellariou, 2017) [74] due to limited knowledge of available services which ones they can access (Morris et al., 2009; Mangrio & Forss, 2017; Antonipillai et al., 2017). Providing navigation assistance can improve their familiarity and engagement with healthcare services and reduce barrier to care (Strong et al., 2015). The lack of understanding knowledge of health-related can hinder health decision-making and ultimately lead to a decline in health status (Gele et al., 2016).

Language barriers significantly affect the quality of care, as language is key to effective information exchange. Older refugees with low language proficiency may struggle to understand their medical condition (Carrara et al., 2011), while health providers may have difficulty understanding their patients (Matlin et al., 2018). Sharing information during the examination process is crucial to empower patients to make informed decisions about their health treatment. Without this exchange, patients may feel disempowered and distressed, and misinformation can lead to incorrect diagnoses and difficulties in properly taking prescribed medication (Morris et al., 2009).

Providing adequate interpreters can help improve the communication and engagement (Matlin et al., 2018). However, without an interpreter, communication problems are more likely to occur during health examinations (Wångdahl et al., 2014). During the pandemic, Phone conversation through interpreters are used more often than in-person interpreter, but research shows that they lead to ineffective communication due to technological issues and time constraints (Clarke et al., 2020). This problem is worse for health professionals wearing personal protective equipment which makes it hard for them to hear each other (Kaplan, 2020). Older refugees with hearing problems or who cannot use a phone could face even more communication difficulties when access healthcare. Non-verbal cues could not be observed through phone conversations using interpreters, and it is not possible to understand the patient's emotions states and build a connection (Cameron, 2022). Despite its inconvenience, the use of phone interpreters is necessary to prevent virus transmission.



Obviously, the COVID-19 pandemic has had a significant impact on older refugees' financial stability who are not allowed to work in Indonesia and rely on charities and financial support from their relatives overseas. The high number of job losses during the pandemic resulted in breaking the chain of financial support for these refugees (Arnault et al., 2021). Almost half of the refugees in the US experienced financial crises due to job lost during the pandemic, according to Zhang's study (Zhang et al., 2021). Similarly, Moustafa's survey found that 72.2% of refugees in Lebanon were unemployed, while over 75% of those who could not access health care due to financial constraints as the primary reason (Moustafa et al., 2021). Refugees in Malaysia also relied on charities due to financial instability during the pandemic, (Ng & Zhang, 2020). Wood et al concluded that without financial stability and employment, refugees prioritize basic needs like food and rent over healthcare, which can worsen the health outcomes of older refugees with chronic conditions (Wood et al., 2019).

Moreover, NGOs are becoming more selective due to limited funding, focusing only on emergency and life-saving cases. The high cost of non-communicable disease care is the main reason for this limitation. Additionally, NGOs' referral system are inconsistent due to funding constraints (Ansbro et al., 2021), and their sustainability is at risk as they rely on external financial support (Richard et al., 2016).

The finding showed that disruptions in health service availability during COVID-19 pandemic, which can worsen the health condition of older refugees and reduce their quality of life. They often had to wait for a long time for appointments with a specialist and for surgeries (Kurpas et al., 2018), which can lead to untreated chronic diseases and severe comorbidities, potentially resulting in fatal consequences if infected with COVID-19 (Saifee et al., 2021). Other studies also showed that immigrants face difficulties accessing healthcare during pandemic, including delays in seeking care and limited access to medical specialists, family doctors, and mental health care (Etowa et al., 2021).

These findings demonstrated that there are many different factors that can prevent older refugees from accessing healthcare, including individual, social, health system, and policy-level barrier. In order to address these challenges, a comprehensive approach is needed. Policymakers, governmental sector, and NGOs (national or international organization) must work together to develop targeted interventions and model to fill in these gaps and ensure equitable access to health care services for older refugees, not only COVID-19 pandemic, but also in general situation.

However, it is important to acknowledge some limitations of this research, Firstly, the participants were all affiliated with NGOs that focus on refugee issues, so they may not represent all older refugees who receive health assistance. Those who are not receiving assis-



tance may face even greater barriers to health care access. Secondly, some older refugees were not interviewed due to health and safety concerns during the pandemic. To obtain a more comprehensive view of the issues, it is recommended that the combination of quantitative and qualitative should be planned and implemented,

ACKNOWLEDGMENTS

The authors would like to express gratitude to Thammasat University for research funding. Further, we would like to show appreciation for all participants who took part in this study.

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LSCIC 2023
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ISBN 978-974-19-6088-0



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