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Editor's Note

As in launching the first Issue of RJSH, Dr. Arthit Ourairat, the President of Rangsit University wrote "the RJSH's mission and identity: not to be just another 'publish-or-perish' publication for tenure-seeking scholars, but to help lead the rightful return of intellectualism to its respected place in society". We, as the new publication team of the RJSH journal, intend to improve this journal quality to act as a medium for presenting new researches with frontier knowledge and new ideas for our society. To be more focus, the scope of this journal is intended to cover the following areas: Social Science (Criminal Justice, Economics, Social Innovation, and Political Science), Humanity (History, Language, Arts & Design), and interdisciplinary studies in Humanity and Social Science.

In this issue, we are so pleased that many articles are from the ASEAN countries; Malaysia, Indonesia, Vietnam and Thailand. The Association of Southeast Asian Nations (ASEAN) has been established since 1967. The ASEAN countries have cooperated in politics, economics, and culture, including academics for several decades. We hope that the ASEAN cooperation will be strengthened further. In addition, this issue also has an interesting paper from Nigeria.

Let us go through all six articles provide some discussion and information to the readers. In the first article of this current issue, Siti Nurul Iman Muhamad Naim and Idris Mansor studied the classic theatrical script of Tenggelamnya Kapal Van Der Wijck, a Malay-Arabic literary script. It contributes to the Malay-Arabic literary translation and script translators of classical theatre dialogues.

In the second article by Xi Chen, Paijit Ingsiriwat and David Marc Schafer, the authors studied the essence of minimalist lifestyle and design. They found that a modular system which is customizable and is flexible to accommodate multiple users and their needs, could organize their possessions which retaining the overall concept of minimalism and improving quality of their works and lives.

Next, Hoang Yen Phuong and Hieu Hong Hua studied employers' requirements for Vietnamese English-majored graduates. They found that many Vietnamese English-majored graduates did not have the attributes that were employers' requirement.

The fourth article is about social media advertising of clothing in Thailand. Kamonthip Pho-Klang studied types and functions of figurative language, a non-literal and creative statement, in social media advertising captions for clothing brands. The study found that alliteration was the most frequently used. Its functions were mainly for describing product features, illustrating the model's look, and product quality.

The fifth article is from Nigeria. Ariyo Andrew Tobi studied technology and election administration in Nigeria. The study concluded that the use of the Permanent Voter Cards (PVCs) and Smartcard Readers (SCR) has enhanced the confidence in the electoral process and made the elections more credible than previous elections. However, the contradictions spawned by technology, and other factors are still undermining the credibility of Nigerian elections.

The sixth article is from Indonesia. Jesica Santosa, Didi Sukyadi, and Budi Hermawan studied the representation of family diversity in the family book, a children's picture book. The study found that the working together of the verbal and visual modes in the picture book have created repetitions and meronymies. The family diversity in the family book is represented as normality. Moreover, it attempted to influence readers to accept the variation of families in society. The last article is from Eric A. Ambele and Federlis T. Abam who imply the intralingual movie to enhance the pronunciation of the students.

We welcome your comments and, of course, your manuscripts. Links to our manuscript submission site can be found at RJSH Online Submission and Review System; https://rjsh.rsu.ac.th. We look forward to hearing from you and thank you in advance. We wish you good health through the pandemic of COVID-19 crisis.

Thamavit Terdudomtham

Editor-in-chief

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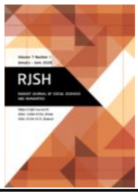

Rhetorical Dialogues of the Theatre *Tenggelamnya Kapal Van Der Wijck* in Arabic Translation

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Abstract

The theatrical script of *Tenggelamnya Kapal Van Der Wijck* (TKVDW) is a Malay-Arabic literary script, which was published in 2018. This theatrical text is a classic script due to its long-form rhetorical dialogue, engagement of correspondence languages, and the employment of literary and poetic drama language to attract viewers, as well as readers' attention. In a theatrical context, rhetorical techniques are considered as key elements of the art of speech-making. However, this long-form rhetorical style, which is infused with a literary romantic language, dialect, and assorted emotive paragraphs from the Malay culture, can be problematic for the translator to communicatively convert it into the corresponding Arab culture and dialogue. In order to analyze these constraints, the researcher had selected the Modern Rhetorical Theory, which was founded by Enos and Brown (1993) to examine the various types of rhetorical techniques that were implemented in the Malay-Arabic translation of the selected theatrical dialogue. Gottlieb's (1992) theory of the Audiovisual Translation Strategy was employed to investigate the translation methods used in translating the selected rhetorical techniques. A textual analysis methodology was used to analyze the case study. The findings showed that the rhetorical language had been widely used in TKVDW theatre dialogues based on their emotional verses as the theme of the drama is love interrupted by custom, and the commonly used translation method is the 'transfer' translation procedure. The findings of the study contribute to literary translation and script translators of classical theatre dialogues, specifically those who are engaging in Malay-Arabic literary translation.

Keywords: *Audiovisual translation, Malay-Arabic, rhetoric, classical theatre, translation methods.*

1. Introduction

Theatre is a modern term for drama, which refers to a performance of art by live performers, which is typically performed by actors or actresses on stage and in front of a live audience. The theatre performers communicate experiences to an audience through while combinations of gestures, music, speech, and dance (Kamus Dewan, 2005). Aaltonen (2000) describes theatre translation as a disciplinary framework, which consists of translation studies, theatre studies, culture, literature, and communication studies. Theatre translation is one form of audiovisual translation because it involves two key elements, including dialogue (audio) and the theatrical aspect (visual). Audiovisual translation is viewed as a genre and, therefore, is a type of text that publishes many and varied genres, such as film, television, opera, and even theatrical scripts (Reiss, 1977).

Theatre or drama is one of the branches of literature. The literary aspect of drama literature is often referred to in the preparation of its script as the creation of dialogue that is also referred to as the language of drama. The main purpose of the dialogue is to convey the thoughts of the drama. The resulting dialogue needs to be compatible with the character, understood directly by the audience to captivate and create an impression in the audience's heart. Sikana (1988) states that the effectiveness of a drama depends on its dialogue ability. Dialogue patterns are often determined by drama forms; for example, modern theatre tends to use short dialogues because it is more concerned with actors, while classical theatre is rhetorical in favor of long and poetic dialogue (Mohd & Hassan, 2008). One of the strengths of the theatre is that its dramatic craft aims to create a specific style so that the effect of the dialogue grabs the spotlight and stays in the memory of the audience; this indirectly requires rhetorical skills.

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Rhetoric is generally a discipline of knowledge that discusses the beauty of oral and written art using an effective language to influence people's attitudes and way of thinking (Zainal, 2015; Idris, Napiah, & Rohani, 2014). Spoken rhetoric refers to phonological aspects such as pronunciation, intonation, tone, facial expression, and choice of diction, while rhetorical writing includes language tools such as language style, discourse form, specific format, and selection of words, as well as expressions (Rahman, Najmuddin, & Omar, 2007). In a nutshell, rhetoric involves linguistic skills and human expression.

Omar (1984) adds that rhetorical devices refer to the characteristics of an effective literary language and style. The purpose is to influence listeners or readers to perform given recommendations. Rhetoric is synonymously said to be applied in creative literary masterpieces such as novels by gaining attention, persuading, and influencing the readers' thoughts and attitudes to adopt the author's ideologies and philosophies (Dehan, Yaakob, & Azis, 2017). For instance, these rhetorical benchmarks, including narration, persuasion, exposition, argumentation, and description in Abdullah Hussain's novels, have succeeded in relaying the author's desires, which are social critiques towards society for his readers.

In addition to novels, the use of rhetoric is seen in a vast array of fields of literacy and speech, encompassing speech texts, politics, academic discourses, business advertisements, media reports, films, dramas, poems, and speeches (Baharum, 2008). It is because human life cannot be separated from rhetoric. Many rhetoric intermediaries are applied during speech and writing with the excuse that discourse may be stale without rhetoric. This Islamic literature masterpiece, for instance, which is a poem entitled Al-Amin by A. Samad Said, embodies rhetoric as a key element in conveying and describing the life of Prophet Muhammad (PBUH) by deploying grandeur language features of high aesthetic values. This masterpiece is considered to have a universal value because of its rhetorically aesthetic values, acknowledged in the Malay language, in addition to many grandeur Arabic language features such as *tikrār, tashbīh, iqtibās, waf al-abī'ah*, and *uslūb al-istifhām*. (Osman, & Nasir, 2013).

Arabic rhetoric, known as *Balaghah* has been the focus of many studies on Islamic literature and religious texts. *Ilm al-Balaghah* is an academic discipline that aims to sharpen language skills for speaking and writing. It emphasizes on eloquence and precision in speaking to leave the desired impact on listeners. It is also considered as a linguistic method for pragmatic function. Rhetoric in Arabic crosses the bridge between syntax and semantics, and it demonstrates how linguistics, pragmatics, and aesthetics overlap (Abdul-Raof, 2006). The researcher found that rhetoric in Arabic and Malay is quite similar, although the Arabic rhetoric is richer, and most of the rhetorical system in Malay is adapted from Arabic. For instance, there are more similarities than differences between *majaz* in Arabic and Malay. It proves how the great potential in Arabic *majaz* has been built on in the Malay rhetorical system to serve as a tool for evolution from the Western tradition of rhetoric (Hassan, Zakaria, & Rahman, 2020).

Elements of Arabic rhetoric such as metonymy, allegory, and simile are widely used in literature to build arguments and to convince listeners – the true functions of rhetoric (Mutar, 2015). In the Arabic drama Flag of Truth, figurative expressions (which is an element of rhetoric) used in the dialogues such as *tashbih, isti'arah, kinayah,* and *mathal* are successfully transferred into the Malay subtitles using literal translation. However, the researcher proposes replacement as a more suitable strategy for translating figurative expressions in subtitles to make for easier and faster comprehension of the message of the story for the audience, in addition to retaining the authenticity of Arabic rhetoric in the source dialogues (Rahman, & Halim, 2016).

According to Mat (2016), in the translation of Arabic literary dialogues into Malay, the translators would need to take into consideration the rhetorical elements in dialogues that contain question marks because the use of rhetorical questions is prevalent in Arabic speech, which agrees with Newmark (1993), who noted that most foreign languages employ rhetorical questions. Newmark thus proposed that the translators be creative in the translation of dialogues to produce translations that are casual in nature. Additionally, Abdullah (1999) also advised that in the translation from Arabic into Malay, translators need to have good mastery and understanding of Arabic rhetoric so that they would not only be able to understand the art and style of Arabic writers but also to accurately transfer these elements into the target language, no matter the type of texts.

In the same vein, radio is one type of the audio media with its delivery channels that attract the listeners' senses, while theatre is an audio-visual text that involves two main elements, namely audio (drama language) and visual (actor's action). The use of rhetoric in speech-to-text radio aims at 'baiting' the listeners to listen continuously to the information presented (Shanmugam, 2012), while the rhetoric in theatre is used so that the audience will watch continuously from the beginning to the end while receiving such a profound impact based on the spoken performance. The same also applies to film, the efficacy of rhetoric in Leftenan Adnan film directed by Aziz M. Osman, which has prevailed in conveying the message to contemplate the value of patriotism amongst society for the audience (Ibrahim, Yusoff, & Ali, 2018).

Furthermore, Badrih (2017) studied rhetoric in Ketoprak Madura drama, which is a traditional stage performance in the Surakarta district, Yogyakarta, Indonesia. The author found that persuasive rhetoric in the proportionate form or suggestion has been broadly employed, such as a single and plural proposition, negative universal, and affirmative universal. The proposition is the expression that can be verified, refuted, doubted, and trusted. Similarly, the rhetorical functions in arja dance drama's speech behavior, which is a musical theatre of Bali citizens, creates harmony between the dialogue pattern and rhetorical presentation style to improve the aesthetic level of staging and enhance the actors' characters (Muada, 2019).

Next, "Dekon," which is a combination of both declamation and acting, is one of the newest theatre styles that require actors to deliver written masterpieces by anyone clearly, loudly, energetically, and alluringly with the help of rhetorical language. The masterpiece presentation needs to be expressed dramatically as theatre acting to create an impactful atmosphere and effect (Hussin, Ismail, Samanggang, & Kalinggalan, 2013). The profoundly desired impact cannot be achieved without rhetoric and, therefore, rhetoric is highly demanded in drama to enliven the story on stage as a real story, which echoes the human life. Based on the existing literature, rhetoric studies are limited, and research that focuses on rhetoric theatre dialogue translation remains scarce, particularly research on the translation of theatrical dialogue from Malay into Arabic.

In summary, rhetoric in theatrical dialogue refers to the art of expressing, speaking, and discoursing effectively from the actors to the audience so that they are influenced by the production of visions or ideas in the drama. Because theatre is a form of creative art that uses language and action as the primary means of staging, the rhetorical art is inevitably present in the theatrical dialogue. In the theatrical script of *Tenggelamnya Kapal Van Der Wjck* (TKVDW), the dialogue is rhetorically based on long-form pronunciation, cultural use of classical language, and the language of the letter together with the emotive verses of melodramatically themed love. This aspect of the theatrical dialogue, therefore, poses a challenge for the script translators of classical theatre dialogues, specifically those who are engaging in Malay-Arabic literary translation.

Therefore, this study aimed to identify the various types of rhetoric used in the context of the theatrical dialogue of *Tenggelamnya Kapal Van Der Wijck* and to identify the translation methods used in the process of the conducted Malay (ST)-Arabic (TT) translation based on the audiovisual translation approach. The study mainly investigated whether the translators maintained the Malay emotive and culture-specific aspects that are inherent in the Malay rhetorical theatre.

2. Objectives

This study aimed to address the following objectives:

i. To identify the types of rhetoric in the theatrical dialogue of *Tenggelamnya Kapal Van Der Wijck*.
ii. To examine the Malay-Arabic translation methods of the rhetorical dialogue of *Tenggelamnya Kapal Van Der Wijck*.

3. Materials and Methods

This study used a qualitative research methodology, whereby text analysis and case study were employed as the focus of the study was solely on TKVDW's theatre translation script. The theatre was staged at the University of Malaya, Malaysia, on November 10, 2016. After that, a book was published by Darul Shakir Enterprise in 2018 entitled '*Terjemahan Dialog Melayu-Arab dalam teater Tenggelamnya Kapal Van Der Wijck*.' The script was adapted from TKVDW's film and translated by three translators from the University of Malaya. The translation consists of 9 episodes with three letters in it. The source dialogue of this script is the Malay language, while the target dialogue is the Arabic language. The genre of

TKVDW's theatrical text is a traditionally classic type of text, which is based on a long rhetorical form of dialogue that emphasizes the use of aesthetic and poetic language such as figurative language and sarcasm. Besides, the theme of the play aims to highlight the major problem of the Minangkabau Malay community in the old days of 1937, during which the tradition of the romance of two young children is prohibited. Therefore, TKVDW's theatre is considered a community drama or a historical drama because it exposes society's shortcomings that prevailed at that time.

The modern rhetorical theory by Enos and Brown (1993) was chosen as a guideline theory to form the theoretical framework so that the rhetorical forms in the TKVDW's theatrical dialogue are identified. The types of rhetoric are examined based on the presentation patterns of the content of the character's dialogue, whether it is narrative, descriptive, exposition, argumentative, or persuasive. Then, the selected dialogue underwent systematic sampling by randomly selecting one sampling unit of the first element in the sampling frame, followed by a detailed description of the data. Subsequently, the researcher will look at how these rhetorical forms are translated using the audiovisual translation strategy, which was introduced by Gottlieb (1992). This strategy involves the procedures of transfer, imitation, transcription, decimation, paraphrase, dislocation, expansion, and deletion. To obtain the complete data on the effectiveness of the rhetorical dialogue translation, the researcher focusses on the frequency of rhetorical use and rhetorical translation procedures.

4. Results and Discussions

4.1 Analysis of Translation of the Rhetorical Dialogue in TKVDW

Based on the text analysis of the TKVDW's theater translation script from Malay into Arabic, there are five types of rhetoric, which were identified based on the theory of Modern Rhetoric by Enos and Brown (1993). These include narrative, exposition, description, argumentative, and persuasion. For each of these types, a randomly selected sample will be discussed along with its translation. The following are the results of rhetorical forms in the theatrical dialogue of TKVDW and its translation:

4.1.1 Narrative

This technique is used to tell a story, event, or incident in a story, beginning with the introduction, development, conflict, and resolution (Dehan & Yaakob, 2015). The concept is divided into two types: 1) narrative fiction is a depiction of universal truth based on immigration and illusion, and 2) narrative factual is a depiction of the truth of something in reality. The use of the rhetoric of this kind is often mentioned in prose writings such as novels, essays, dramas, diaries, fables, and biographies (Rahman, Najmuddin, & Omar, 2007). The following is an example of the narrative rhetoric, which is identified in the text of narrative voice dialogue at the beginning of Episode 1. It provides a clue to the theme of the drama, namely the drama of love:

Malay (SL) Example 1:
SUARA: (Echo) Cinta itu fitrah…pasti ada dalam diri manusia, ia laksana setitis embun yang turun dari langit, bersih dan suci. Jika ia jatuh pada tanah yang subur, di sana akan tumbuh kesucian hati, keikhlasan, setia, budi pekerti yang tinggi dan lain-lain sifat terpuji.

Arabic (TL) Translation:
إن الحب طبيعة ... فطرها الله في كل إنسان. وكأنه قطر الندى النازل من السماء. صاف ونقي. إذا خر على خصوبة الأراضي فسينبت الإخلاص والوفاء وطيب القلب وكل صفات محمودة.

Example 1 shows that there is an element of descriptive in the theatre narration, which is one of the key features of the narrative rhetoric, based on the statement of Kadir (2007), who states that description, dialogue, and monologue are forms of the rhetoric of narrative. The description is performed on the word *cinta* [love] by using metaphorical language to describe that love resembles pure human nature. This imaginative and impressive rhetorical style indirectly captivates the audience and suggests that the drama is about love, and it is the beginning of TKVDW's story.

From a translation perspective, the rhetorical dialogue in (Example 1) entirely used a transfer procedure, which means that the source dialogue text (ST) is conveyed naturally and fully in the target dialogue text (TT). However, other procedures were found in the translation of this extract such as the expansion of the word إن [*inna*] [indeed] in the expression إن الحب طبيعة [*inna al-ub abīat*] [indeed love is natural], which means that love indicates true human nature. The purpose is to reinforce the expressions used to attract the audience. The following phrase uses the paraphrase procedure, i.e., فطرها الله في كل إنسان [*faaraha Allah fī kulli insān*], which means that love is created by God in every human being. The original expression is '*pasti ada dalam diri manusia*' [(it) surely exists in people] which literally translates as وبالتأكيد هو في نفس الإنسان [*wabitta'kīd huwa fī nafsi al-Insān*]. However, the translator did not translate this expression literally because the Arabic grammatical structure does not meet the intended meaning of the source dialogue both in terms of suitability and accuracy. Thus, to retain the same meaning from the original, the translator took the initiative to construct a new sentence that suits the connotation in Arabic communication. In this dialogue translation, the expression '*budi pekerti yang tinggi*' [excellent manners] is not translated as it is considered of minor importance, and it also falls under the honorable qualities already mentioned in the prior expression. Other than deletion, adaptation is also employed for the expression 'lain-lain sifat terpuji' [other honorable qualities], which was translated as وكل صفات محمودة [*wakullu sifātīn mahmudatīn*], meaning every honorable quality. The literal translation for the original expression is من الصفات المحدودة [*al-Ākhar min al-ifāt al-madūdah*]. Although the literal translation is grammatically correct in Arabic, the translator has opted to construct a new sentence with a similar meaning but slightly different language style. It is done to ensure continuity of style from the previous sentence. Thus, each procedure used in the rhetorical narrative is indicative of the translator's bid to highlight the rhetorical elements at the beginning of the story to draw the attention of the listeners. The results can be seen in the translations of the dialogue, which are effective and fully representative of the connotation in the Arabic dialogues.

4.1.2 Exposition

This rhetorical concept uses explanatory or descriptive techniques to express, explain, or present something unknown to the listener (Dehan & Yaakob, 2015). Its main purpose is to convey information or ideas to the audience objectively, precisely, clearly, and in detail so that they can understand them. Information is effectively conveyed either by definition, comparison, clarification, commentary, cause and effect, and modeling (Rahman, Najmuddin, & Omar, 2007). For example, the rhetoric of exposure can be traced to the Zainuddin's dialogue with Hayati in Episode 5 when Hayati comes to visit Zainuddin, who is very ill, with her husband:

Malay (SL) Example 2:
Zainuddin: Hayati, kau datang tepat pada waktunya. Saya sudah siapkan rumah untuk kita tinggal. Saya juga sudah cukupkan dengan kelengkapan rumah. Ini jurunikah kita! Kita akan diijabkabul! Setelah menikah, kita berangkat ke Makassar.

Arabic (TL) Translation:
حياتي! قد جئت في وقته! قد أعددْتُ بيتا لنسكن فيه. وهيأت كل لوازم البيت. هذا المأذون الشرعي! سنتزوج! بعد زفافنا، سننطلق إلى ماكسر.

Based on Example 2, the rhetoric of exposure is shown by Zainuddin's character as he reveals something that he had planned for Hayati a long time ago if two of them could get married, and the matter was unknown to Hayati. After Hayati rejected Zainuddin's proposal, Zainuddin fell ill for two months and almost lost his sanity because he could not accept the betrayal of Hayati's love for choosing another man from a noble family. Zainuddin's plans were revealed after Hayati married Aziz. The use of this rhetoric effectively conveyed information to the audience to express sympathy for Zainuddin's character.

In translating the rhetorical dialogue in (Example 2), there are social and cultural aspects of the Malay culture that should be considered by the translator, which is the word *jurunikah* [marriage official] and the word *ijab kabul* [solemnization of a marriage] The translator needs to select a suitable corresponding expression in the Arabic culture so that the target audience can understand it. The word *jurunikah* [marriage official] is translated into المأذون الشرعي [*alma 'dhun al-shar ^{c} ī*] [authorized by Islamic law], and the word *dijabkabul* [been solemnized of a marriage] becomes سنتزوج [*sanatazawwaj*] [we will get married]. Both translations used the procedure of Gottlieb's transfer (1992) because the ST has its equivalence in the TT. Also, there are Malay cultural, geographical aspects that should be considered, namely the word 'Makassar'. Since the translator tends to maintain the source culture, the transcription procedure is used by the translator through borrowing the ST ماكسر [*Mākassar*] into Arabic. Despite the cultural barriers, the above rhetorical dialogue is successfully transferred into the target language whereby both the meaning and the cultural elements from the source are retained in the translated dialogue. In order to translate the phrase '*kelengkapan rumah*' [home furnishings], the translator has opted for copying by translating it as لوازم البيت [*lawāzim al-bait*] whereby each word is copied and translated as per the source text to achieve equivalence. It is possible as there are equivalent words in the target language. Overall, the rhetorical exposition could be successfully presented to the target audience through the selection of a translation approach whereby information about the characters and the context of the story is provided.

4.1.3 Description

This type of rhetoric refers to a clear and complete description of an object as to its true existence or state, and its presentation is descriptive, informative, impressionistic (trigger imagination) and realistic (concrete fact) (Rahman, Najmuddin, & Omar, 2007). This type involves the process of transmitting information to the audience based on observation. In short, the description rhetoric can be understood as a visual representation with effective disclosure, as shown in Example 3.

Malay (SL) Example 3:
Pak Cik Hakim: Namanya Hayati. Kecantikan ciptaan alam. Orang di sini menggelarnya "Keindahan Gunung Merapi". Hayati yatim piatu, dia dan adiknya Ahmad tinggal bersama pak ciknya. Pak ciknya adalah tok penghulu adat kampung ini. Mereka bersekolah di Padang Panjang.

Arabic (TL) Translation:
اسمها حياتي. جمال الخلق. ولُقبَتْ ب(جمال جبل مرافي). إنها يتيمة وعاشت مع أخيها الصغير في بيت عمها. أما عمها فزعيم القبيلة. وهما يدرسان في إحدى المدارس بفادغ فانجغ.

Descriptive rhetoric can be seen in Example 3, which highlights the text of Pak Cik Hakim's dialogue in Episode 1 when he describes Hayati as a beautiful girl of Minang descent, who was in front of Zainuddin when they were talking at a crossroads of the village. The dialogue was informative and descriptive as Pak Cik Hakim told Zainuddin a little about Hayati's life history. This rhetoric has, therefore, indirectly answered every question in the mind of the audience about the female main character.

From a translational perspective, there are some difficulties that translators might encounter pertaining to the geographical culture in the expression *Keindahan Gunung Merapi* [the beauty of Gunung Merapi]. Merapi Mountain is a volcano, which is a symbol of splendor of the people of Java Island with the beauty and height of the mountain. Therefore, the beauty of Hayati is attributed to the nature of the mountain, which requires the translator's ability to understand the social and cultural life of the Minang's people on Java Island. This expression has been translated using the imitation procedure in which each word is imitated and translated into جمال جبل مرافي [*jamāl jabal marāfī*] [the beauty of Gunung Merapi]. As such, the Javanese culture could be retained in the translated dialogue, thus introducing it to the target audience.

Apart from that, the aspects of the social culture such as the word *tok penghulu adat* [a custom leader] have been adapted to the meaning of Arabic connotation by using a dislocation procedure, which is translated into زعيم القبيلة [*zaīm al-qabīlah*] [a tribe leader]. It is so that the target audience could catch on the intended meaning in SD. The literal translation for '*tok penghulu adat*' is زعيم العادة [zaīm al-dah]'; however, the translator has opted to replace it with a similar word which is not only more familiar for the target audience but also allows for the authenticity of the Malay culture to be preserved in TD. Therefore, العادة[*al-dah*] is replaced with القبيلة [*al-qabīlah*]. The word '*bersekolah*' [schooling] has no equivalent in the Arabic language, for it is only used in the Malay culture. Therefore, the expansion procedure was used to expand its meaning in the TL as يدرسان في إحدى المدارس [*yadrusāni fī ihdā al-madāris*] [two of them study in one of the schools], which means that they both study at one of the schools. This procedure should, therefore, be selected to convey the meaning of the SL to the target audience, showing that the Malay culture has been retained in the translation of Arabic rhetorical dialogue. However, based on the selected translation procedure, the element of rhetorical description in the dialogue is successfully presented to the target audience because the translator has managed to find the solution for each translation problem.

4.1.4 Argumentative

The rhetoric of argumentative refers to the art of rational and intellectual persuasion because it requires the audience to agree and believe the truth presented in the presence of clear and concrete evidence. The form of truth presented can be either contradictory, supportive, or natural (Azuwan, Hamzah, Zain, & Abdullah, 2018). This rhetoric does not involve emotion and is often used in debates, talks, academic writings, and forums. The presentation of this technique is induction and deduction (Rahman, Najmuddin, & Omar, 2007). Examples of rhetoric argumentative can be seen in the text of the leader of the village's dialogue to his subordinate, Hayati in Episode 2 as follows:

Malay (SL) Example 4:
Tok Penghulu: Tak boleh Ati!! Orang macam dia tak boleh dijadikan teman hidup! Pada zaman sekarang, calon suami yang kau pilih perlu jelas keturunannya, ada mata pencarian yang kukuh, yang kau boleh menumpang hidup!

Arabic (TL) Translation:
هذا محال يا حياتي! الرجل مثله لا يستحق لك أن يكون قرينا! في عصرنا الآن ، ينبغي أن يكون الزوجَ المختار من سلالة واضحة وصاحب دخل ثابت حتى يمكنكِ الاعتمادَ عليه!

Based on Example 4, the argument made by the leader of the village is against the relationship between Zainuddin and Hayati because Zainuddin did not have a specific race, and he is poor. As the chief of Minang's custom in the Batipuh's village, he strongly adhered to the Islamic customary. According to him, Zainuddin did not have a race because his father, who was Minang's descent, was married to his mother, who was Bugis's descent. The Minangkabau customs, at that time, were said not to recognize anyone who got married to a person from other tribes. Therefore, Zainuddin was expelled from Batipuh's village to prevent his relationship with Hayati. The use of this rhetoric has highlighted the desire of the author who wants to highlight the problems of the society at the time and that it requires a social understanding of the audience to understand it.

Among the procedures that used to translate the argumentative rhetorical dialogue are dislocation and expansion. The dislocation is made to the phrase *tak boleh Ati!!* [cannot Ati!]; it is translated as هذا محال يا حياتي! [*hādhā muāl yā Hayātī*], which means this is impossible O Hayati! Although this could be translated as لا حياتي! [*lā Hayātī*], the translator favored adaptation. The dislocation was intended to evoke the dramatic element of the speech so that the rhetorical aspect of the argument is valid and subsequently encourages the audience to listen to why it was said to be impossible. The use of this procedure is seen to be effective in raising rhetorical elements in the dialogue. Besides, the word *calon suami* [future husband] is translated using a dislocation procedure but still retains its meaning by translating it as الزوج المختار [*al-zauj al-mukhtār*] which means the chosen husband. The translator attempts to choose suitable words with meaning that is close to the one intended in SD. By retaining the cultural connotation from the source in TD, the intended meaning in SD is achieved. Additionally, the rhetorical argument is also successfully presented to the target audience.

4.1.5 Persuasion

Persuasion is a technique used to influence and change the mindset, behavior, and beliefs of the listener. Among the main features of the persuasive language is the use of sweet and refined language, as well as the psychological aspects of the playing words. The purpose is to gain sympathy or draw the attention of the listener to believe and trust what is being said and thus change attitudes or behavior

(Rahman, Najmuddin, & Omar, 2007). This type of rhetoric is divided into two types of persuasion 1) rational persuasion in reference to an argument, and 2) irrational persuasion referring to emotive persuasion. The second type of rhetoric is more precise with the concept of persuasive rhetoric (Dehan & Yaakob, 2015). The following is an example of the persuasive rhetoric in the text of Hayati's dialogue to Zainuddin in Episode 8 as follows:

Malay (SL) Example 5:
Hayati: Zainuddin, itukah keputusan yang kau berikan padaku? Bukankah kau terkenal sebagai seorang yang berhati mulia? Tidak. Saya tidak akan pulang. Saya akan tetap di sisimu. Saya tidak perlukan wang. Saya hanya mahu dekat dengan kau, Zainuddin!

Arabic (TL) Translation:
زين الدين، هل هذا قرارك تجاهي؟ ألست معروفا برحيم القلب. كلا. لن أرجع أبدا سأبقى بجانبك. لا أحتاج للنقود. أريد فقط أن أكون بقربك، زين الدين!

Example 5 shows the rhetoric of emotive persuasion occurs when Hayati tries to persuade Zainuddin to forgive all her past mistakes against Zainuddin. It was evidenced by the use of a rhetorical question "*Bukankah kau terkenal sebagai seorang yang berhati mulia?* [is it you are known as someone with a kind-hearted?], and her purpose is to gain sympathy. Other than that, the style of rhetorical language used such as *saya akan tetap di sisimu* [I will always be by your side] and *saya hanya mahu dekat dengan kau, Zainuddin!* [I just want to be close to you!] clearly highlights the element of emotive persuasion, which is love. Hayati tried to influence Zainuddin's mind by playing words of love because she had hoped that Zainuddin would forgive her and allow her to be back with Zainuddin. The use of this rhetorical language has made a dramatic impression on the audience and has prompted curiosity about what will happen next.

This sequence of dialogue has been translated using several procedures such as transfer, imitation, paraphrase, and expansion. The phrase *berhati mulia* [a kind-hearted], which has the Malay cultural element that has been transferred into Arabic as رحيم القلب [r*ahim al-qalb*], which means 'kind-hearted.' The imitation procedure was used because there is no exact equivalence in the target language unless the translator needs to find the exact meaning of the phrase. As such, the connotation in SD, which contains the element of rhetorical persuasion, could be preserved and highlighted in TD.

The phrase *itukah keputusan yang kau berikan padaku?* [is that the decision you give to me?] has been paraphrased into another sentence to become هل هذا قرارك تجاهي؟ [*hal hādhā qarāruka tijāhī*], which means "is this your decision for me?". When examined, the meaning in the translation is similar to the connotation in SD, although the structure is slightly different from the source dialogue. The translator uses paraphrasing to simplify the sentence, making it easier for the actor to deliver the dialogue, apart from highlighting the element of rhetorical persuasion in TD. Next, the expansion procedure was performed on the sentence لن أرجع أبدا [*lan arjia abadān*], which means "I will not go home forever". The word أبدا [*abadān*] means forever was added to emphasize the rhetorical element of persuasive, which has emotional engagement with the aim of convincing the listener that what is being said is true.

4.2 The Use of Rhetorical Forms in the TKVDW's Theatrical Dialogue

Based on Table 1, the results showed that the rhetoric of persuasion had been used the most compared to other techniques as it was employed 17 times, while the rhetoric of argumentative and narrative have been employed three times in translation. As for the rhetorical use of exposure, it was used four times, and the descriptive rhetoric was used six times in the translation process. The findings indicated that the rhetoric of persuasion had been widely used in the theatre script of "Tenggelamnya Kapal Van Der Wijck" as the drama is about love and the flow of romanticism. Therefore, most of its dialogue uses linguistic expressions such as love, compassion and revenge, and emotions such as anger, resentment, sadness, and joy.

Table 1 Forms of Rhetorical Dialogue

Rhetoric Technique	Frequency
Narrative	3
Exposition	4
Description	6
Argumentative	3
Persuasion	17
Total	**33**

The most dominant form of persuasion used is irrational or also referred to as emotive persuasion because it involves many emotions. The techniques of manipulating the emotions of the listeners have attracted the audience to watch this drama and influenced their thinking through the excessive use of poetic language. The function of this rhetoric is to create a dramatic effect in the hearts of the audience and to feel the emotions of the actors. Besides, the descriptive analysis of the theatrical dialogue serves to inform the audience of complete information, while exposition is intended to enhance the impact of the presentation of the drama ideas. The author also uses the technique of narrative as a more elaborate technique for dramatizing the story and argumentative rhetoric as a tool for reinforcing the drama.

4.3 The Application of Translation Approaches in the Rhetorical Dialogue

Table 2 presents the frequency of translation procedures in translating rhetorical dialogues that include transfer, imitation, transcription, decimation, paraphrase, dislocation, expansion, and deletion. From a total of ten strategies of Gottlieb (1992), only eight strategies were applied in the translation of the target dialogue text. Based on the analysis of all the translations of the rhetorical dialogue, the most commonly used translation procedure is 'transfer' which aims to transfer the SL information into the TL naturally for the target audience to understand because the meaning of the Malay-Arabic dialogue connotation is maintained, i.e., the source text form is maintained in the form of the target text.

Table 2 Translation Procedures of the Rhetorical Dialogue

Translation Procedure	Frequency
Transfer	110
Dislocation	57
Expansion	56
Transcription	44
Paraphrase	40
Decimation	28
Deletion	20
Imitation	7

Upholding the aesthetic and emotive forms in translating the rhetorical dialogue in the TKVDW's theatre aims to create a dramatic atmosphere, to have a profound effect on the audience, and to enhance the aesthetic level of the performance of drama. In this regard, the least favorable procedure used by translators is imitation procedure with seven times of frequency. Imitation is limited because most of the Malay language meanings have corresponding meanings in Arabic. As for the frequency of the dislocation and expansion procedures, the number is approximately 57 and 56 times. Dislocation is used to match the structure of Malay into the Arabic grammatical structure and, therefore, the translation of the rhetorical dialogue sounds good, while the expansion procedure is used when the translator tried to fulfill the cognitive aspects of the target audience.

As for the transcription procedure, the translator used it in the translation of a specific word that includes a person's name, place name, and the geographical background of the TKVDW's theatre venue, which is because the translator did not want to omit essential aspects of the Malay culture in the translation.

Apart from that, the paraphrase procedure is used to enhance the audience's understanding of where there is an absence of an appropriate equivalence in the source language structure. Summarization of dialogue text or decimation is also used when the dialogue is too long, and at the same time, the word of translation has the same meaning as the previous word. Also, deletion is used when there is no equivalence in the target language. The frequency of using the translation approach in the translation of rhetorical dialogue showed that the translator used all the eight procedures of translation to produce a translated drama, which has a similar literary value to the original drama that can exert a long-lasting and profound impact on the audience.

5. Conclusion

The findings of this study showed that there are five types of rhetoric used in the theatrical dialogue of *Tenggelamnya Kapal Van Der Wijck*, including the rhetoric of narrative, exposition, description, argumentative, and persuasion. Because this community's drama is traditionally themed, the rhetorical language used is predominantly based on the use of poetic, aesthetic, and expressive language in communicating love in hyperbole, including creative language, irony, metaphor, and sarcasm. These findings are not in line with the scholars' assertions that the rhetoric of narrative is often seen in drama writing. Using all the rhetoric in the TKVDW's theatrical dialogue effectively conveyed the author's ideas and messages and successfully influenced audiences' emotions with the theme of the drama.

In terms of translation, the transfer procedure has dominated the translation of the TKVDW's theatre rhetorical dialogue. Most of those rhetorical dialogue texts moved naturally according to the grammar of the target language, retaining the Malay emotive elements into the corresponding Arabic emotive elements. In other words, the meaning of emotive in the translation of the rhetorical dialogue can be conveyed directly to the audience through the wisdom of translators through manipulating the persuasive sentence by using a transfer procedure. Besides, other translation procedures, namely, imitation, transcription, decimation, paraphrase, dislocation, expansion, and deletion, were used by the translator to highlight the rhetoric elements of the TKVDW's theatre dialogue and introduce the Malay culture in the translation. The Arabic language audience can, therefore, understand the Malay culture and enjoy the literary drama similarly as the audience of the source language, that is, the Malays.

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Essential Decision a Minimal Approach to Design

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Abstract

In a materially rich modern world, how does one apply the core minimalist concept that possessing and consuming less is actually more and use this as a guide to design products and change our lives? Minimalism is an art and design style that follows the maxim 'less is more' and has, in recent times, evolved and integrated into lifestyles. The author was curious how, in this age of material abundance, was it possible to possess a few items and how to choose items one needs. The author began with understanding the essence of minimalism by reading widely on this topic and following the works of luminary Japanese designers and a well-known Japanese housewife Maria Kondō and her approach to organizing possessions at home. The author then applied this understanding to her room to get a more in-depth insight into how these principles work in life. After that, a few participants were recruited for this study. They were required to send pictures of their desks and engage in a conversation via chatting apps to provide insights into how they organize their possessions. The author found that a modular system that is highly adaptable to suit multiple users and their needs to organize their possessions but still retaining the overall concept of minimalism does indeed help to improve their lives.

Keywords: *Minimalism, minimalist design, minimalist lifestyle, redesign*

1. Introduction

From the 1920s to the 1980s, the trend of design has gradually shown a diversified development trend. In this so-called post-modern period, a new design style, minimalism, has emerged in Western society. The design style of minimalism presents a kind of simple, intuitive, pure function but does not break the characteristic of complete and productive. The method of minimalism inherits the development of modernism and abstractionism in the 20th century and becomes its indispensable design feature with simple forms, rich in connotation and ultimate function. In the 1970s, due to the energy crisis caused by the excessive development of Western society, people gradually began to realize the dangerous adverse effects brought by excessive consumption of resources and the rapid expansion of material desires. People began to reflect that, under such a background, the minimalist design style was generated and developed. At the same time, more and more people are adopting a minimalist approach.

Japanese Minimalist Sasaki (2017a), in his book Goodbye, Things: On Minimalist Living, describes the emergence of minimalism and how it can change one's life through disengagement.

However, not everyone wants to be a minimalist, and most are not, but they also pursue its essential philosophy in life. They agree with the idea and try to learn to abandon the sundries, but in the end, they still own most of the items. For the author, it is not a simple exploration of the definition of minimalism and the analysis of typical works to illustrate its design style. Many designers blindly pursue this, often ignoring the essential meaning of products.

From the author's point of view, the 'less' in the maxim 'less is more,' refers to the cleanliness and simplicity of the living environment and the focus of people's thinking while 'more' refers to all the benefits obtained through the reduction of goods and improving the quality of life. This study focuses on capturing the essence of these concepts by analyzing the minimalist design and the practical experience of room arrangement to truly understand the hidden meaning and abstract thinking concept of minimalism. Inspired by the concepts outlined in Maria Kondō's book, The Life-Changing Magic of Tidying Up, the author applied them to organizing her room and the desk and found that even if most of the items were discarded, the work desk would become messy as long as it was in use (Kondō, 2014). In this study, the author will try and use a structured process of design methods learned in the master's program and apply them to solve the problems of cluttered desks, with the hope of improving the quality of life, by influencing a positive change in people's lives.

1.1 Minimalist Design

Fukasawa and Morrison (2007), a well-known Japanese product designer, founded a minimalist brand ± 0 and served as a design consultant for a renowned Japanese company called MUJI. Fukasawa describes the core of his design thinking approach as *'Without Thought.'* He explains that with a simple example: As per him, when we walk on the ground, we perceive and feel the ground under each step which depends on quite a bit on our subconscious, which does not mean that there is no active thinking, but maybe there is no conscious perception of this act of walking, but our bodies such as hands and feet have recognized the environment and respond.

For the design of products under the minimalist style, the intuitive and straightforward geometric form is not the only way to express the shape of objects. Different products have different material properties, which, to some extent, soften the cold, severe and impersonal sensory experience of the geometric form and directly awaken people's sensory perception.

In the year 2004, Kenya Hara, a world-class Japanese designer, curated an exhibition with the theme "HAPTIC," which is the awakening of the five senses. The word haptic means the feeling of touch or touch of comfort. He uses this word as the name of the exhibition and wants to think about the attitude of cognition based on the perceptual experience of touch to people. No matter what design you work on, the creative process deals with shapes, colors, materials, and textures. Our eyes, nose, mouth, ears, and skin play different sensory roles, and human senses are keen, free, and bold. Therefore, it requires that the designer in the design of the work should be very concerned about the work to bring a variety of sensory experiences (Kenya, 2004).

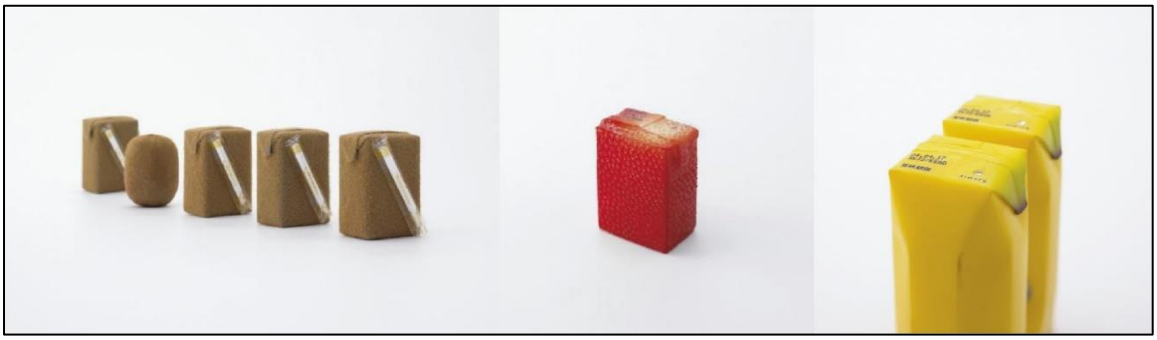

Figure 1 Naoto Fukasawa's Juice Skin design from the HAPTIC exhibition (Fukasawa & Morrison, 2007)

From the exhibition of Fukasawa's work, "Juice Skin," you can get a secure experience of natural texture and tension. The design form and product function of "Juice Skin" is clear at a glance. The strawberry juice box vividly reflects the particles and unevenness on the surface of the strawberry, and the design of the kiwi is the same. From this, we can see that the designer has grasped the essential material attributes of the product in the design. The product is exposed to us in a way that is closest to the original characteristics of the material. In this way, even if there is no text or image on the product, we can understand the properties and functions of the product at a glance. It is a design constructed in the mind of the recipient; this is not just a simple external imitation, but also that it awakens people's perception.

Fukasawa and Morrison (2007) collected 204 everyday items, to find a solution to the extraordinary design examples collected in the Super Normal - Sensations of the Ordinary. Fukasawa explains the design concept of 'Super Normal' when asked why it was "Super." In his opinion, "if our sense of the ordinary belongs to the field of no design, then the incredible attempt will weaken all bold and overly absurd behaviours, and arrogant statements will be deemed to be beyond design." He thinks 'Normal' is the way things are. 'A Super Normal' is something that is designed to be Normal, as we know it to be primitive, although it does not have any personality whatsoever.

Fukasawa and Morrison's elaboration on the design concept of 'Super Normal' fully reflects the typical style of minimalist design and advocates the concept of 'no design' in design. Extreme is the source of design, and the original appearance of things is the essence of what we are pursuing. According to him, this is a 'natural' reasonable and sincere expression.

Braungart and McDonough (2019) an architect and a chemist, set out from their professional practice to illustrate their redesigned sustainable development model in the book Cradle to Cradle by describing the growing patterns of cherries for readers. It used to shout out the slogan "Reduce, Reuse, Recycle," but it did not change the design at the source. Moreover, the existing strategies of energy conservation and recycling can only prolong or degrade the life cycle of products and reduce energy consumption, but the resources will eventually run out. This book learns from nature; all things are nutrients, can return to nature. Using the concept of "nutrient management", product outcomes are carefully conceived from the product design stage so that substances can be recycled continuously. This concept is put forward, has a higher-level request to the design and the high-level request to the designer.

The Japanese brand Muji launched notebooks and notepads made of non-bleach paper, which is fundamentally different from the paper products we buy in traditional stationery stores. They are naturally a light tan in color and are easy to recycle. Muji extended its application to packaging, labels and many other materials. Simplifying the production process significantly reduces the costs, and from an environmental point of view, this significantly reduces pollution. With a unique aesthetic value, these products are in sharp contrast to traditional, overproduced commodities, which are widely available all over the world. Especially in today's society, a large number of trees and vegetation are cut down, and excessive production leads to excessive waste, environmental pollution, and energy shortage. People can no longer ignore the challenges facing the environment.

2.2 Minimalist Life

The minimalist lifestyle is about living with only the things you need. Minimalists are free from the desire to buy and accumulate more. Instead, they find happiness in relationships and experiences.

Japanese minimalist Sasaki (2017b) wrote a book on how to become a minimalist, Goodbye, Things: On Minimalist Living, which describes the emergence of minimalists and how to abandon items to change your life. At the beginning of the book, he wrote that "less is happiness." In the author's opinion, this is another explanation of the minimalist design "less even more" applied in life. Sasaki (2017c) stated in the book that one of the causes of minimalism is the flood of information and matter. He believed that 'functionality' is the criterion for judging whether an item is needed.

Most items in modern times do not win with function, but humans use them for other purposes. To continue to have these non-essentials and keep them functional, it takes a lot of effort and time to manage. In other words, everyone is working hard for some non-essentials. Unconsciously, the objects become the masters of people. A Japanese housewife Kondō (2014) gave an efficient method on how to discard items and how to organize them after discarding them. "The Life-Changing Magic of Tidying Up" has obvious explanations and ideas from how to discard items on how to organize them. She insisted that one rule is to leave items that make your heart-moving, she only did two things, throwing things away and organizing them, and throwing out the trash was the first thing.

The author summarized some of her methods in the book. First of all, before discarding items, you should first think about what your ideal life is like, and then start to sort the items and sort them according to the sort order of clothes, books, documents, small items, and souvenirs. When selecting an item, you must touch it with your hand, perceive the item, and leave the item that hearts you. This approach coincides with the concept of minimalism designed without thought. When sorting, we also start sorting according to this order, but before sorting, we must clear three principles: first, set the location of all items in the home, and items must have a fixed storage place; second, storage should be simplified to the limit; third, do not scatter the storage place, such as living alone, it is more convenient to organize. If you live with other people, there should be a specific storage space for everyone. From person to object: only through continuous sorting and screening can we reflect on and improve our past behaviour, and we can continuously understand our values and outlook on life, and we can have a more confident and more precise plan for the future. We are constantly breaking away, slowly reaching the state of integration of knowledge and action. Several benefits are obtained; you will have more spaces for your essential things, gain more freedom, pay more attention to health and hobbies and less attention to material wealth, have a peace of mind, get more happiness, feel happier, be able to find happiness from enjoying a slow-paced life, have less fear of failure, be more confident, and so on. It is called changing your life through organization.

2. Objectives

The purpose of this study is to get a better understanding of the related practical problem, and thereby improve lifestyle and quality of life through a modular system of organizer that is highly customizable and is flexible enough to accommodate multiple users and their needs.

3. Methods

Develop a framework for the study by reviewing concepts behind minimalism and based on the understanding immerse oneself in the process of applying those concepts in the real context of one’s room. Next, the interview of participants recruited for this study and conducted visual research of their desks to get an insight into how others organize their possessions. Participants come from different fields of work, so the items that appear on the table are somewhat different. For example, a friend of the author who works in a soy sauce company, soy sauce on the worktable is a very reasonable thing. Based on these findings, the multiple variations of modular designs are presented.

4. Results and Discussion

The author interviewed twenty-eight people. In the first interview, the author asked them to take pictures of their desks and send back to the author (Figure 2 below). These photos were analyzed for insights that would trigger a creative solution for what is normally a very messy desk in everybody’s home. A typical desk is equipped with a computer, a laptop or desktop computer. It can be seen that the computer is an indispensable item for people now. Since the computer and its accessories already occupy a large space on the desk, as long as you place some other items on the desktop, it will always tend to get cluttered.

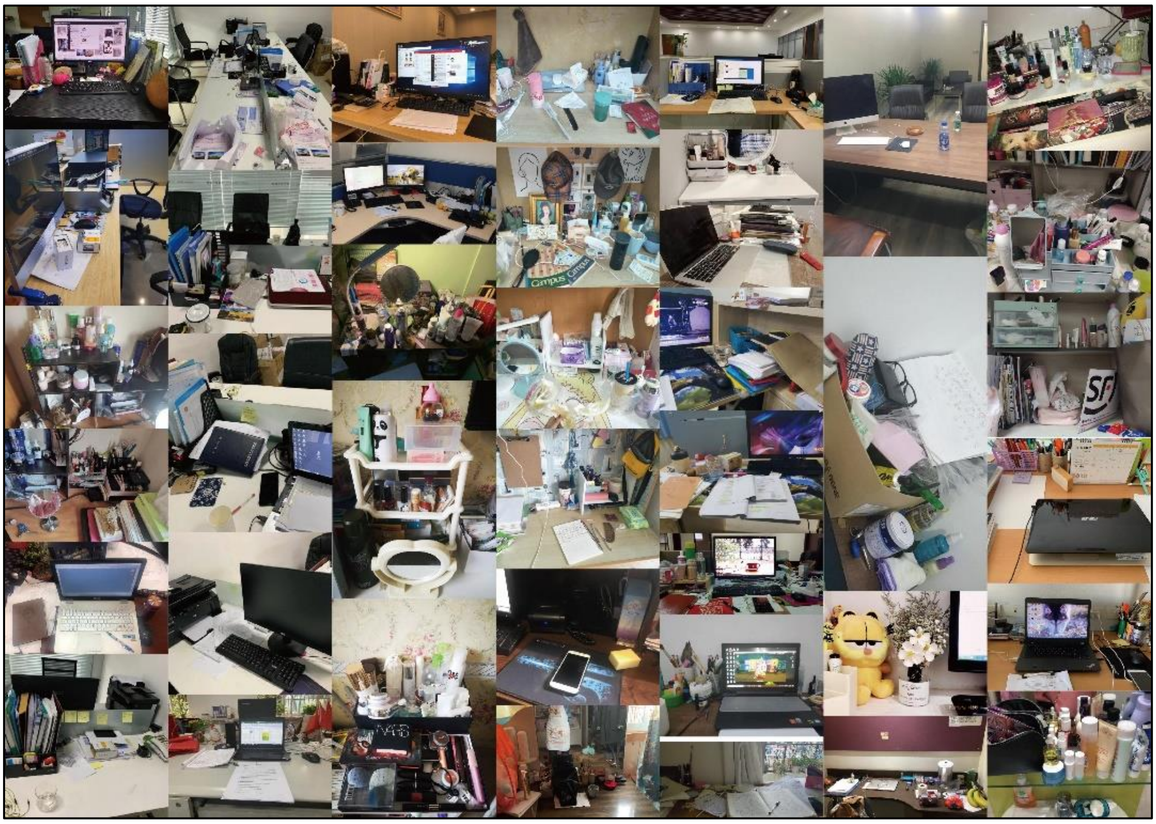

Figure 2 Photographs of desktops collected from participants

The author analyzed the photos to list all objects found in these photos (Table 1) to show how many objects all these participants owned more clearly. Through collating the data and observing the pictures, the author found that although the 28 people interviewed belong to the same age group, they have different jobs, genders, and identities, so their desktops do not have typical office supplies like the desktops of ordinary office workers. However, most desktops still consist of a computer with a bunch of folders and some random clutter on the desktop. Through observation of different photos and combining with the occupation of the picture owner, the things they put on the desk are all related to work. For example, there is a soy sauce in the data. The owner of the soy sauce is actually an office worker in a soy sauce company. There is also the person who puts the bowl on the table. This person is a school teacher. She takes her food to school to eat so she will put the bowl on the table. Moreover, people are so busy at work that the change they get from their purchases is thrown on the table. However, according to the data, pens are most frequently put on the desk, followed by regular office supplies. The computer and its accessories are all fixed, which is not the cause of desktop clutter.

Table 1 The list of the number of items owned by 28 people

Item	Number	Item	Number
Computer	23	Key	3
Mouse	18	Measuring rule	2
Mouse mat	10	Printer	2
Keyboard	8	USB	2
Pen	158	Coin	2
Book	44	Watch	2
Cup	26	Bag	2
Document	17	Clamp	2
Cable & earphone	17	Bluetooth speaker	1
Tissue paper	12	Clip	1
Food & medicine	12	Sponge	1
Power strip	9	Toothbrush	1
Cosmetic	9	Lighter	1
Phone	8	Nail clipper	1
Glasses	8	Photo frame	1
Scissor & cutter	8	Hat	1
Post-it note	7	Bowl	1
Plants	5	Spoon	1
Comb	5	Screw-driver	1
Calendar	4	Rag	1
Mirror	4	Ashtray	1
Toy	4	Kettle	1
Tape	4	Cotton swab	1
Table lamp	4	Shaver	1
Stapler	3	Soy sauce	1
Calculator	3	Gift box	1
		Router	1

The author believes that the observation of the pictures can be very intuitive to get a peek into other people’s desktops and help in designing solutions that are suitable for most users and not just the designer. Therefore, in the second interview, the author asked people about their demands for desktop items and based on other responses, the following table was created (Table 2 below). The author believes that the things people think of must be the necessities in people’s hearts. Knowing what customers think is the most important thing for designers.

We can clearly see from the table that each of the 28 interviewees has different needs for desktop items, but all of them agree that pens are the most needed items. The second is regular office supplies. At the same time, a small number of people chose items not closely related to office supplies, such as coins, food and medicines.

Table 2 The list of the 28 people choose what they need

Item	Number of people	Item	Number of people
Pen	28	Measuring rule	8
Cup	25	Clamp	7
Phone	25	Bag	5
USB	25	Key	5
Tissue paper	24	Calendar	4
Book	23	Tape	4
Document	21	Bluetooth speaker	9
Post-it note	19	Mirror	7
Earphone	19	Cosmetic	6
Power strip	18	Pinter	6
Table lamp	17	Watch	6
Glasses	16	Comb	5
Stapler	16	Food & medicine	4
Calculator	9	Coin	3
Scissor & cutter	8	Toy	3
Plants	8		

Concerning those findings, many items clutter on the desktop. It suggests that different people have different needs for the desktop. If you want to set their fixed position for each item, this is not the best method. Each person's needs are different. The author cannot set what each person must possess or what items must be placed in what position. The data from the two interviews provide the author with some design directions. The author needs to make a design that can be used by people in different work fields.

In order to support the distinct, the author has designed a grid system (Figure 3) composed of four different modules, which can be freely assembled among them, and different combinations can be made according to different needs of people.

Figure 3 The grid system

People who regard painting as a profession, use this grid system to place their painting tools (Figure 4), which can be freely matched and keep the desktop neat and tidy, leaving the most significant space for a painting to create. The businessman put office supplies on the grid system to keep their desktops clean (Figure 5).

Figure 4 Place painting tools

Figure 5 Place office items

Most of our items stored on the table are pen holders and file shelves made of acrylic materials, which lack beauty and versatility.

A right design solution would be to solve problems but not define specific places or functions for each item. Due to the rapid progress of the times, many products have replaced. For example, people used to use MP3 players to listen to songs and use calculators to calculate, but nowadays, they replaced by mobile phones. Therefore, when we consider modular combinations, we need to consider the combination of multiple functions, considering that people now work a lot in specific areas, hence portability as a function can be considered.

This grid design, using recycled materials, have different colors to choose from, and people can select and match according to their decoration style or personal preference (Figure 6).

Figure 6 Different color combinations that are possible

This system design consists of four parts; the basic backboard, frame, panel, and pin. The frame includes triangle frames and quadrilateral frames of different sizes (Figure 7). Only the backboard of the whole system needs to be fixed on the wall with screws, which the slot of the backboard is 25-mm deep, and the embedded module can be stable without falling. The material used is Richlite, which has many advantages. The Richlite is abrasion and corrosion-resistant material; it can support any edge details, including custom-edge designs, and several color options. It is also an ideal substitute for hardwood and steel, which can be applied to different areas; architectural millwork, furniture, industrial works, musical instruments, and others. However, other movable modules use aluminum as material. The author designed the shape of the pin like a snowflake, due to, the gap formed by the intersection of each line of the backboard, this shape can fit well on each side, and it is better fixed on the backboard, which is not easy to fall off.

Figure 7 Each unit module of the grid system design

Since the materials used are waterproof and corrosion-resistant materials, it can be applied to more areas beyond solving the problem of desktop clutter. For instance, it can be applied to the walls of different interior spaces, such as the bathrooms (Figure 8), kitchens (Figure 9), and others.

Figure 8 The designed grids applied in the bathroom

Figure 9 The designed grids applied in the kitchen

5. Conclusion

The design language of Naoto Fukasawa's work inspired the author to develop this grid system design and minimalism, which, as the author understands, is not about having as few things as possible, but about defining your necessities. This system design gives people much space to create and assemble, and does not limit people's use of its functions but let them define their use functions. There are only four modules, which realize the different functionality through different combinations, and entirely realize the minimalist design concept of "Less is More."

The principles of minimalism place a higher requirement on the designer because they need to consider many factors such as diversified ways of style, their living environments, and interpersonal relationships between humans and society and combine them jointly to arrive at a clear and clutter-free solution.

Finally, a clean desktop is not only to achieve the purpose of minimalism. Still, it can improve people's lives through a neat space, give people a pleasant mood, and enhance the quality of life and work. This minimalized design may create and define people's own experiences and allow them to discover and find the essential things for themselves.

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Employers' Requirements for English-Majored Students: A Case Study from Vietnam

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Abstract

Graduate employability patterns seem to have changed worldwide while companies and organizations are shrinking their workforce under unstable and unpredictable economies. The decision to recruit a graduate of employers depends on their qualities and competencies, in addition to discipline-specific skills and knowledge. Therefore, graduates from English majors have to encounter harsh competition not only with their fellows but also with students from other majors. Within that context, this study explores what employers require for English-majored graduates. Using descriptive statistics, the authors designed a five-point Likert scale questionnaire based on the content analysis of 34 job positions for English-majored graduates available on three popular websites for Vietnamese job seekers from June 2018 to May 2019. Participants decided their level of meeting different requirements of employers that were listed as various items in the questionnaire. Results from the survey with 160 participants show that many graduates do not possess the employment attributes that employers are seeking. Consequently, measures should be taken from the university level to better enhance students' employability in the future.

Keywords: *Graduate employability, employability attributes, English majors*

1. Introduction

In order to help their students to successfully respond to the requirements of the industry in terms of skills and knowledge, universities worldwide need to understand the graduate employability (GE) from the perspectives of two important stakeholders involved – employers and graduates. The concept of graduate employability is becoming more and more popular in higher education all over the world. Brown, Hesketh, and Williams (cited in Tomlinson, 2008) claim that employers are involved in employment discourse to performative and organizational capabilities, behavioral competence, and a more comprehensive range of individuals. Within that context, students and universities globally have recognized the changing nature of employability patterns and are trying to incorporate employability attributes in degree program provision (Cai, 2013). Such awareness has inspired research to determine which employers seek employability attributes (EAs) in different contexts. Also, many key stakeholders, such as universities, employers, and governments, have approached graduate employability from a human capital perspective (Kalfa & Taksa, 2015) as it is assumed that the acquisition of specific skills and abilities will lead to enhanced graduateness and, ultimately, graduate-level employment (Clarke, 2018).

Various researchers and institutions have defined the term *employability* differently. For some, employability is the student's ability to gain and maintain a job after graduation. In this respect, Hillage and Pollard (1998) define employability as a student's "capacity to gain initial employment, maintain employment, and obtain employment if required" (p. 2). In the same vein, Yorke (2010) defines it as the capacity of a graduate who can find and retain a graduate-level job and transfer between jobs if they are forced or want to. For others, employability is referred to as the skills, knowledge, attributes, or understandings of the graduates. Some typical definitions in this sense include those by the Australian Chamber of Commerce and Industry & Business Council of Australia (2002), Moreland (2006), Yorke (2006), and Shury, Winterbotham, Davies, and Oldfield (2009). Among these, the definition by Yorke (2006) seems to be the most comprehensive to the content of the current study. According to this author, employability is

A set of achievement - skills, understandings, and personal attributes –makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy (p. 8).

In literature, graduate attributes are variously referred to as crucial skills (Drew, Thorpe, & Bannister, 2002), generic attributes (The Higher Education Quality Council (HEQC), 1996), key

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competencies (Australian Education Council, 1993), transferable skills (Assiter, 1995), employability skills, and soft skills (Business, Industry and Higher Education Collaboration Council [BIHECC], 2007).

In the context of a rapidly updating information, employees have to not only possess and develop knowledge and skills directly relating to their discipline or job positions but also gain some 'generic' attributes that can be transferable to many other career situations and areas (Bridgstock, 2009). These generic skills are defined as 'those transferable skills essential for employability at some level for most' (Kearns, 2001, p. 2). Generic skills have also been known as 'core skills,' 'key competencies,' 'transferable skills,' or 'underpinning skills' (Australian Education Council, 1993).

Recently, there is an oversupply of graduates from many disciplines (Piróg, 2016; Tomlinson, 2012) since higher education worldwide has been massified. Therefore, in certain countries, gaining a university qualification is regarded as evidence of GA development, while in the others, strategies need to be implemented to develop these GA. For instance, Denmark applies the Danish Qualifications Framework, which asks for a competence profile in their research-oriented bachelor's and master's courses. On the contrary, Australia generally accepts graduate attributes that universities develop in their graduates. Meanwhile, the United States and Canada require work-based and work-related learning and portfolios for emphasizing graduate attributes (Harvey & Bowers-Brown, 2004).

In Vietnam, employers' concerns about graduate employability attributes have recently been noticed (Hager & Holland, 2006; Tran & Swierczek, 2009; OECD, 2012). Different stakeholders, especially employers, claim that graduate students do not fully possess the types of GE attributes needed for the workplace. According to Marope (2006), there is a general impression that most employers are dissatisfied with the quality of higher education (HE) output. This observation is following the Organization for Economic Co-operation and Development [OECD] (2012), which states that university graduate students are often not adequately prepared for work, and the training is not relevant to the demands of the workplace. This organization also emphasizes that up to 60% of Vietnamese graduate students cannot secure occupation. Moreover, of those employed, many need to be re-trained or even do not work in areas of their major. Referring to HE, Tran and Swierczek (2009) have also identified an important challenge for developing human resources in Vietnam. That is, there is not enough attention to the development of GE attributes in the country, which has indeed negatively affected how university graduate students have prepared for high-skilled jobs.

Along with the tendency of mass HE, HE institutions are now tied to the economy and the society (European Commission, 2003, 2005, 2011). For example, the UK government has put more pressure on its HE system to change in a way to promote outputs, quality, and the responsiveness to the job market of the graduates (Department for Education, 2010). HE institutions are expected to prepare their graduates to be ready and able to adapt to their working environment (Cable, 2010). In the same vein, in South East Asia, universities are struggling to take on-board employability. Clear evidence for this is the framework designed by the ASEAN University Network (AUN) that requires member universities to cooperate with employers in various activities such as developing the curriculum, designing the syllabus, and preparing them for the employment process. The focus on employment outcomes (such as the ratio of graduates being employed after graduating for one year) in the framework urges universities to consider the employers' requirements whenever implementing their academic practices.

Being a member of the AUN, the university being investigated also has significant concerns over the employability of its students. For the English-majored students graduating from English Language Studies program, the concern is of a higher level as compared to those from English Teaching Pedagogy and English Translation and Interpretation. While graduates in the two latter fields have clear career objectives of being English teachers, translators, or interpreters, those from the former are supposed to work in different positions in enterprises, state departments, or governmental and non-governmental organizations. Many graduates from English Language Studies feel they can do almost anything but, in fact, nothing because they do not have as much field-specific knowledge and skill as the others. A similar situation can also be seen from many other universities that provide the bachelor program of English Language Studies in Vietnam. Therefore, a study on these students' capacity and preparation to meet employers' demands are of crucial importance. That is the gap that the current study is trying to fill.

The current study was conducted to answer the two research questions as follows:

1. What attributes do employers require from students graduating from English majored programs?
2. To what extent do the student participants possess these attributes?

2. Objectives

This study investigates the employability attributes that employers require for bachelor graduates of English majored programs in a university in the Mekong Delta of Vietnam. Also, it explores the extent Vietnamese students met these requirements.

3. Materials and Methods

Participants of the current study are 160 students (38 males, 122 females) of English Language Studies. At the time of the study, 43 of them graduated from the program for two months, 75 were four-year students, and 42 were third-year ones. The average age of these students was 21 years old.

The study has been conducted through several steps. First of all, we screened through the three most popular websites for job hunters in Vietnam, namely timviecnhanh.com, vn.indeed.com, and vietnamworks.com with the keywords "chuyên ngành tiếng Anh" (English specialization), "Ngôn ngữ Anh" (English Language), and "tốt nghiệp đại học ngoại ngữ" (graduating from foreign language universities). The searches were conducted by the end of June 2018 and limited to job vacancies posted on the three websites from then to the end of May 2019. After one week, we collected 34 job positions that employ students graduating from English majored programs. Among these job vacancies, English teachers, interpreters, and translators are the most popular positions being recruited. The companies posting these vacancies are in various industry groups, including education, hospitality, and translations. Employers' requirements for these 34 job positions were then picked out for content analyses. The requirements posed by at least three employers were then turned into items in a questionnaire. The questionnaire was then piloted with three lecturers and ten students of English majors to check for their clarity and validity. After some items have been revised to be more understandable and valid to respondents, the questionnaire was transformed into an online Google Form for the convenience of collecting data. The link of the questionnaire was sent to the e-mail addresses and Facebook Messenger of 240 students of English Language Studies at the university being researched. After two weeks, 160 responses were collected (response rate of 67 %). The data were then coded and input into the SPSS software (Statistical Package for the Social Sciences), version 20 for analyses. The result of the reliability test revealed that the questionnaire was reliable for further data analysis with the Cronbach alpha of 0.79.

The questionnaire

The questionnaire consisted of 5 sections. Sections 1 to 4 investigate students' level of meeting employers' requirements in English proficiency and English used for work, soft skills, working perceptions and attitudes, and other requirements, respectively. Section 5 asks for students' demographic information and their job-related experiences.

More specifically, Section 1 of the questionnaire consisted of 5 questions. The first question requires the students to evaluate their English proficiency and English for works on a 5-point Likert scale, with 1 for 'Completely wrong with me' and 5 for 'Completely right with me.' The next four questions asked if the students had taken an English proficiency test, types of tests taken, time taking the test, and English level stated in the test according to the Common European Framework of Reference for Languages.

Section 2 includes seven items that focus on students' possession of soft skills. Students were required to choose one of the 5-point Likert scales with 1 for Weak and 5 for Very good. These items explore the seven soft skills of communication, convincing others, oral presentation, and public speaking, negotiation, cooperating and working in groups, independent working, and time management and work planning.

Section 3 focuses on students' working perceptions and attitudes and consists of 8 items. These items ask students about different perceptions and attitudes toward jobs.

Section 4 explores students' capacity to meet other requirements. These items range from computer-use skills to the ability to travel on short or long business trips.

4. Results and Discussion

Employers' requirements for job applicants graduating from English Language Studies Programs

Employers require four groups of attributes of graduates from English Language Studies in Vietnam. The first group of requirements is a set of English language skills, as in Table 1. Seven attributes were found in this group. Among them, possessing a certificate of IELTS 5.5, TOEIC 550, TOEFL iBT, or B2 and above is required by 11 employers. The second important attribute of this group is somehow similar to the first when it requires graduates to listen, speak, read, and write well in English. High English proficiency levels and good English pronunciation are required equally by six employers. Meanwhile, spontaneous interpretation capacity is required by three employers, and the ability to differentiate between British and American English and the ability to describe vocal descriptions with illustrating examples are each required by one employer.

Table 1 Employers' requirements of English proficiency and English used for work

Requirement	Positions having such requirements
Possessing a certificate of IELTS 5.5, TOEIC 550, TOEFL iBT, or B2 and above	12
Listening, speaking, reading, and writing English well	11
High English proficiency	7
Good English pronunciation	6
Spontaneous interpretation capacity	3
Ability to differentiate between British and American English	1
Ability to describe vocal descriptions with illustrating examples	1

Table 2 below reveals the second group of requirements, which are classified as soft skill attributes. Skills of communicating and convincing others are the two most essential skills required equally by 13 employers. The two-second critical soft skills required by nine employers are cooperating and working in groups, and working independently. The three last skills required by eight different employers are skills of oral presentation and public speaking, negotiation, and time management, and work planning.

Table 2 Employers' requirements of soft skills

Requirement	Positions having such requirements
Communication	13
Convincing others	13
Cooperating and working in groups	9
Independent working	9
Oral presentation and public speaking	8
Negotiation	8
Time management and work planning	8

Besides English language and soft skill requirements, employers also request students to possess somewhat positive perceptions and attitudes toward occupations, as listed in Table 3. Being quick, enthusiastic, and honest is required by 14 different employers and can be considered the most crucial attribute in this group. Being ranked the second are three attributes of ability to work under pressure, high discipline and working attitudes, and being creative and flexible at work with the eight employers' requirements. The other attributes in this group include being self-confident and not afraid of challenges (each required by eight employers), having logical and critical thinking, ambitiousness, and willingness to participate in training courses (each required by three employers).

Table 3 Employers' requirements of work perceptions and attitudes

Requirement	Positions having such requirements
Being quick, enthusiastic, and honest	14
Ability to work under pressure	8
High discipline and working attitudes	8
Being creative and flexible at work	8
Being self-confident and not afraid of challenges	4
Logical and critical thinking	3
Ambitiousness	3
Willingness to participate in training courses	3

Other requirements are also posed by employers and listed in Table 4. Among them, good computer skills are required by 15 different employers and ranked the most critical attribute. Other attributes required by 3 to 6 employers are abilities to analyze, synthesize data and write reports, good appearance and voice, willingness for business traveling, and the possibility to work for the company for a long time.

Table 4 Employers' other requirements

Requirement	Positions having such requirements
Good computer skills	15
Company loyalty	6
Willingness for business traveling	5
Good appearance and voice	3
Abilities to analyze, synthesize data and write reports	3
Ability to find clients using the Internet tool	1
Social understanding	1
Taking initiatives at work	1
Being efficient and meeting deadlines	1

The findings to the first research question revealed that similar to many other employers worldwide, the employers of English Language Studies graduates require them to have critical skills (Drew, Thorpe, & Bannister, 2002). In this case, the skill of using the English language in Table 1; employability skills, and soft skills (Business, Industry and Higher Education Collaboration Council [BIHECC], 2007) as listed in Table 2 and 4, and critical competencies (Australian Education Council, 1993) as listed in Table 4.

The findings also echo with Bridgstock's (2009) idea that within the area of rapidly changing information and knowledge-intensive economy, workers have to not only maintain and develop knowledge and skills in their field but must also possess 'generic' attributes that can be applied to other job situations and areas.

The extent students of English majors meet employers' requirements

English proficiency and English used for work

Student participants' attributes of the English language are listed in Table 5. In general, students in the current study did not have high efficacy of their English language competence. It can be seen that less than 60% of student participants ticked the columns of 'Right' and 'Completely right of me' in the items that asked them to evaluate their listening, speaking, writing, and all four skills together. Students showed to be more confident with their reading skills than the others, possibly resulting from their long habit of learning reading and grammar accumulated from secondary high school and their less investment in productive language skills such as speaking and writing.

Table 5 Student participants' attributes of English language competence

Requirements of English proficiency and English used for work	Completely wrong of me (%)	Wrong of me (%)	Neutral (%)	Right of me (%)	Completely right of me (%)
I have good listening skills in English.	1.3	7.5	36.9	6.3	8.1
I have good speaking skills in English.	0.6	5.6	37.5	48.1	8.1
I have good reading skills in English.	1.3	2.5	20.6	64.4	11.3
I have good writing skills in English	0.6	5.0	36.9	51.9	5.6
In general, I am good at all four skills of English	1.9	11.3	30.0	53.1	3.8
I can listen and interpret languages spontaneously.	5.6	16.3	48.8	25.6	3.8
I have good English pronunciation skills.	1.3	6.9	33.1	47.5	11.3

Table 5 also reveals that less than 60% of student participants thought they are good at English pronunciation. Much less proportion of students was able to listen and interpret languages spontaneously, as required by employers.

Tables 6 and 7 below partly explain the findings in Table 5. Only 32.1% of participants have ever taken a standardized test of IELTS, TOEIC, or VSTEP, and only 14.4% possessed an English level of C1 and above. Meanwhile, the Vietnam National Competency Framework issued, according to Decision 1982/QD-Ttg on October 18, 2016, regulated that students graduating from English-majored programs must have level 5 of the National Foreign Language Framework (equivalent to level C1 of Common European Framework of References for Languages – CEFR).

Table 6 Student participants' English proficiency tests taken

Type of Standardized Tests Taken	No. of students	Percentage (%)
IELTS	11	6.9
TOEIC	20	12.6
VSTEP	20	12.6
Other	40	25.0
No test has been taken yet	69	42.9

In other words, the English proficiency level of student participants in the current study does not meet the standard of the national graduate attributes. However, since most of them are undergraduate students, there can be a possibility that they will be able to reach the language target by the time they graduate from university.

Table 7 Student participants' English proficiency level according to tests

English Proficiency According to Standardized Tests	No. of students	Percentage (%)
B1	33	20.6
B2	35	21.9
C1	20	12.5
C2	3	1.9

Soft skills

Among the seven soft skills required by employers, the participants are the most confident with their skills of cooperating and working in groups and skills of working independently (Items 5 and 6 in Table 7). Ranked the second in the list are their skills of time management and work planning. It can be the result of the changing of teaching methodology within the institution in the past decade in the direction of boosting students' learning autonomy and cooperation. Besides, the credit-based system at the institution may have also contributed to students' capacity to plan their study and manage their time.

Table 8 Student participants' attributes of soft skills

Attribute	Weak (%)	Average (%)	Fairly good (%)	Good (%)	Very good (%)
My communication skill is ...	0.6	11.3	46.3	34.4	7.5
My skill in convincing others is ...	1.9	18.8	45.6	26.9	6.9
My oral presentation and public speaking skill is ...	0.0	16.9	48.1	29.4	5.6
My negotiation skill is ...	4.4	20.0	51.9	20.0	3.8
My skills in cooperating and working in groups is ...	0.6	5.0	29.4	53.1	11.9
My skill of working independently is ...	0.0	5.6	21.3	50.6	22.5
My skills in time management and work planning is ...	0.0	8.8	31.3	45.6	14.4

On the contrary of the researchers' expectations toward the student participants' skills of communicating, convincing others, negotiating and oral presentation, and public speaking, only 23.8 to 41.9% ranked themselves as good and very good. These findings may result from the fact that students have not been created with favorable conditions to practice these skills during their class hours and outside the classrooms.

Perceptions and attitudes

Table 9 reveals a brighter side of the whole picture when from 70 to more than 90% of the respondents evaluate themselves as having good perceptions and attitudes toward their prospective occupations.

Table 9 Student participants' attributes of perceptions and attitudes

Attribute	Completely wrong of me (%)	Wrong of me (%)	Neutral(%)	Right of me (%)	Completely right of me (%)
I am quick, enthusiastic, and honest.	0.6	5.6	24.4	55.6	13.8
I am able to work under pressure.	0.0	0.6	6.3	58.1	35.0
I have high discipline and good working attitudes.	0.0	0.6	6.9	60.0	32.5
I am creative and flexible at work.	0.6	0.6	31.9	53.1	13.8
I am self-confident and not afraid of challenges.	0.0	2.5	31.9	50.6	15.0
I have logical and critical thinking.	0.6	1.3	6.9	52.5	38.8
I am ambitious at work.	0.0	1.9	10.0	61.9	26.3
I am willing to participate in training courses		0.6	5.6	57.5	36.3

These findings show that when it comes to future jobs, students have a high readiness level and commitment to adapt to the working environment. It is of crucial importance because, according to Hillage and Pollard (1998), employability is the "capacity to gain initial employment, maintain employment, and obtain employment if required" (p. 2).

Other requirements

Similar to findings on the attributes of perception and attitudes toward future jobs, most of the respondents in the current study also show that they have been prepared and committed for future jobs. Table 10 reveals that more than two-thirds of the respondents can use common office software skillfully. It can be because students have been highly aware of the importance of computer literacy not only at school but also at work. Also, students will be exempted from the courses of Basic Informatics in the study program if they gain an official certificate of computer use. Many students have invested time in attaining the certificate because they know that it will be useful for their future job-seeking.

Table 10 Student participants' attributes of other competences

Attribute	Completely wrong of me (%)	Wrong of me (%)	Neutral(%)	Right of me (%)	Completely right of me (%)
I am able to use the software of Word, Excel, PowerPoint skillfully.	0.6	5.6	28.1	50.0	15.6
I am able to travel for long or short business trips.	0.0	1.9	15.0	55.6	27.5
I have a good appearance and voice.	0.6	2.5	26.9	52.5	17.5
I am able to work for the company for a long time.	0.0	0.6	13.1	57.5	28.8
I am able to analyze, synthesize data and write reports	1.3	6.9	40.6	43.8	7.5

The respondents' high commitment for future jobs is also revealed in Items 2 and 4 in Table 9. They are willing to travel during the jobs and work for the company for a longer time.

5. Conclusion

The current study has been conducted to explore English-majored students' level of meeting potential employers' requirements. Findings from the survey with 160 respondents revealed that the students have a higher level of meeting employers' requirements of working perceptions and attitude, as well as other competencies as compared to those of English language and soft skills. Since the participants came from 3 different groups of students, namely, new graduates, senior, and junior students, the data from newly graduated students can be different from the overall data. In other words, the graduates may have a higher level of meeting the employers' demands than the other two groups.

Despite that, some implications can still be suggested to the English Language Studies program in general. First, the HE institutes of English-majored programs should develop strategies and faculty/departmental plans for improving the graduates' employability skills and attributes. The universities need to include the promotion of employability skills and attributes in various official documents such as their mission statements, learning and teaching strategies, course frameworks, strategic documents, and practical guidance. Second, the staff should be prompted to recognize that developing graduate employability skills and attributes go hand in hand with developing academic capacity and broader life skills. Lastly, there should be cooperation between the HE institutes and employers. For example, the students should be provided with the opportunities to access work-based learning when their HE institutions implement integrated placements, internships, and work-based learning opportunities into their training programs. In this way, both the HE institutions and employers will gain benefits. The universities can train their graduates to meet the employers' expectations, while the employers themselves can also recruit suitable applicants from the university without spending time and cost on training and re-training for jobs.

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Figurative Language in Social Media Captions for Clothing Advertisements

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Abstract

Social media advertising is a means of online communication to inform prospect customers about products in a verbally and visually persuasive way. Since language has a powerful influence over people and their behavior, social media captions play an important role in the world of digital marketing. This study aimed to explore types of figurative language most frequently employed in social media captions for clothing advertisements. Lexical and syntactic analysis were also conducted to investigate how the figurative language was applied in captions of clothing advertisements and for what functions. The sample group included 100 captions from Instagram and Facebook sites of five fashion brands: H&M, UNIQLO, Forever 21, Topshop, and Mango, out of which 20 were taken from each brand. Results revealed that alliteration was the most frequently used, followed by imagery, and assonance. As for its functions, the figurative device was employed in advertising captions mainly for describing product features, illustrating the model's look, action or feeling, and emphasizing product quality.

Keywords: *figurative language, social media captions, clothing advertisements*

1. Introduction

In this highly competitive world, marketers and advertisers strive to make their products or services different from competitors and persuade consumers that their items are worth buying. For advertisers, several channels are available to place their advertisements and catch the eyes of potential customers. Now that the focus on mobile and digital advertising is growing at a rapid rate, social media sites such as Facebook or Instagram have become essential tools since they can establish a connection between marketers and consumers, and offer interactivity to the users.

Inspired by the power of social media to connect people in virtual relationships, advertisers have sought ways to get involved in online communities and to leverage the "likes", "shares", and "comments" for the highest profits and reputation of their brands (Andriole, 2010). In order to influence consumers' perception of the brand and get people to recognize the products, advertisements rely almost entirely on the use of impactful language. Positive adjectives, euphonious and rhythmical structures, as well as figurative language are consequently applied to make the language persuasive and emotionally appealing.

Employing figurative language in advertisements is widely accepted among advertisers as it has the power to illustrate images and arouse consumers' interest in the products. As defined by several scholars (e.g. Phillips & McQuarrie, 2002; McQuarrie & Mick, 1992; Supasamout, 2006), figurative language means the use of words or phrases to imply another meaning which is beyond the literal interpretation. This rhetorical device can make an advertisement memorable at a glance, and clarify its concept by explaining what it does not include.

With catchy lexical and linguistic structures, figurative speech is said to be a language of imagination that produces a pleasurable degree of arousal and helps to convey meaning in an artistic manner. It may violate grammatical rules or imaginatively create new words to fulfill emotional needs and emphasize the uniqueness of the products. (Gibbs & Turner, 1997; Stern, 1987)

As for social media advertising especially in the fashion industry, pictures seem to be the simplest way to grab viewers' interest. However, creative captions are also required to make products stand out from the crowd and keep consumers' attention. This supports Nualpoh's (2017) idea that the language used in clothing advertisements can influence customers to make a purchase decision, especially the employment of descriptive words or adjectives which helps to convey stylish function and attractive designs. Captions are not only explanations for the posts, but also opportunities to describe a story, shine a light on the best qualities of products, and show the brand identity. Effective advertising captions will lead to more engagement, enhance the brand image, and compel people to take action. The use of figurative speech in social media advertising language, as a consequence, is worth studying for the benefits of advertisers to see how this rhetorical device is used in a marketing context and for English language learners to see how this linguistic component is applied for professional purposes in this digital world.

2. Literature Review

2.1 Advertisement

Advertisement is an impersonal way of communication through various paid media. Usually supported by identified sponsors, it persuades audience to buy products and makes the items stand out in consumers' mind (Bovee, Thill & Dovel, 1995; Moriarty, 1997).

Kotler (2003) explained main functions of advertising in four aspects as follows;

1) Economic function
   Advertising creates the need for a product or service and arouses consumers' interest. It provides consumers with information about products or services, and thus helps them to make the best purchase decision.
2) Social function
   Advertising content contributes to the formation of consciousness and certain standards of thinking and social behavior of the people in a society. When the advertisement is addressed to consumers, besides the promotion of an item advertised, it helps to form ideological values of the society and has an effect on the character of social relations.
3) Marketing function
   Advertising is a key element in the promotion of products or services with a major aim for customer satisfaction. It creates a demand for the products, stimulates sales, and increases the volume of profits for a certain period of time.
4) Communicating function
   Advertising is one of the specific forms of communication designed to connect advertisers and consumers. It not only informs customers about products or services, but at the same time transforms the content in a certain way that becomes associated in customers' mind with factual information about the qualities of the items advertised.

By taking into account the forms and mediums of advertising, Cook (2001) and Hermerén (1999) classified advertisements into print, broadcast, outdoor, and digital advertising. As for the digital advertising which is the main focus of this study, it is a method of delivering persuasive content to customers through online and digital channels. One major benefit of the digital advertising is its unlimited coverage of time and geographical areas. It can help advertisers to spend less investment on advertising but reach global audience in a very short time frame.

2.2 Figurative Language

Figurative language is a non-literal and creative statement applied to arouse readers' imagination and visualization towards the things described (Laosrirattanachai, 2017). It is employed to enhance the persuasive quality of advertising, grasp people's attention, and increase memorization.

Phillips and McQuarrie (2002) classified figurative language in advertising into schemes and tropes. Schemes emphasize the use of words differing from typical language structures in terms of phonological and syntactic features, while tropes focus on the deviation of text meaning or semantic features. Some examples of schematic figurative language are alliteration, rhyme and assonance while those of tropic figures are hyperbole, simile, imagery, and personification.

Though categories of figurative language have been discussed differently in several studies, some certain types are frequently mentioned. The researcher will focus on commonly found types of figurative language which will be discussed in the next sections as relevant research and results of this study.

Table 1 Types of figurative language and definition

Types of Figurative Language	Definition	Examples
Schemes		
Alliteration	The repetition of initial consonant sounds in a phrase or sentence	*Girly grunge* *Puffy and peachy to perfection*
Rhyme	The repetition of vowels and final consonants, typically at the ends of words, with different beginning consonants	*Crazy Daisy* *Fun in the sun*
Assonance	The repetition of vowel sounds followed by different consonants in a phrase or sentence	*Soaking up all that glow* *Walk along the seashore*
Repetition	The repetition of words	*Very special pieces for every special occasion* *A banana dress for when you're baking banana bread*
Parison	The parallelism between successive phrases which often involves the use of one or more embedded repeated words	*You never had it so easy. Your tires never had it so good.* *The quality you need. The price you want.*
Anaphora	The repetition of words at the beginning of phrases	*Stay healthy, Stay comfy*
Epistrophe	The repetition of words at the end of phrases	*Look good, feel good*
Tropes		
Metaphor	An implied or hidden comparison between two unrelated things that share some common characteristics	*Spread your wings in our most-loved butterfly sweatshirt.* *The ultimate trench coat has landed. Get yours quick.*
Simile	A comparison between two different things with linking words such as "like" or "as"	*As beautiful as a painting* *A little outfit that looks like sunshine*
Imagery	The representation of something in a way that appeals to physical senses (visual imagery, auditory imagery, olfactory imagery, gustatory imagery, and tactile imagery)	*When the evening turns to night – dress up to dazzle in our new limited occasionwear!* (visual imagery) *Make great strides in your wellness routine in supportive, stretchy styles that move with you.* (textile imagery)
Hyperbole	Exaggerated speech beyond reality to emphasize or magnify the meaning	*An accessory can level up your look in the blink of an eye*
Personification	To give an inanimate object human characteristics	*The sun is calling.* *When your keys are playing hide and seek*
Allusion	An implied or indirect reference to an outside source	*Mirror, mirror on the wall... can you tell we love flowers?* (Similar to a quote from "Snow White and the Seven Dwarfs" - "Mirror mirror on the wall, who is the fairest of them all?")
Metonymy	To replace the name of one thing with the name of something else closely associated with it	*The pen is mightier than the sword.*
Rhetorical Question	A question which requires no answer, but is intended to make a point or persuade readers	*Which color is calling you today?*
Pun	a play on words with similar or identical sounds but different meanings	*Happy Fry-Day* *Haier and higher*

2.3 Related research

Several scholars have conducted studies to explore the use of figurative language in advertisements. Their findings are to be discussed as follows:

Laosrirattanachai (2017) analyzed the use of figurative language in print accommodation advertising from three travel magazines in the American edition: *Condé Nast Traveler*, *Luxury Travel Advisor*, *and Travel + Leisure*. Results demonstrated that the most frequently found genres in advertising headlines were alliteration, repetition and parallelism whereas in the body copy, alliteration, assonance and hyperbole were intensively applied. Another research focusing on the use of figurative language in magazine advertisements was conducted by Pathumratanathan and Tapinta (2012), which investigated the employment of figurative language in *Sawasdee* and *Fah Thai* in-flight magazines and revealed that alliteration, metaphor, parison, personification, and rhetorical questions were five common types. When comparing among these five types of figurative language, the most popular ones for writing advertising headlines and body texts were alliteration and metaphor, whereas alliteration and parison seemed to be fashionable for creating slogans.

Pathumratanathan and Tapinta (2012) also concluded that figurative language in headlines could gain more attention from readers, while in body texts it could make readers know, understand, and imagine about the selling points of products and stimulate purchasing decisions. As for advertising slogans, the figurative language was mentioned as making slogans more memorable.

Alliteration was also mentioned as the most frequently applied figurative speech in the study of Zakiyah (2015) who explored figurative language in advertising taglines of *Indonesia Tatler magazines* (August 2013 edition). Other than alliteration, personification, hyperbole, metonymy, and climax were reported as the most preferred to create interesting meaning and reflect characteristics of human beings.

As for cosmetics advertisements, Supasamout (2006) explored the employment of figurative language in lipstick advertisements of two leading English women's magazines in Thailand named *Cleo* and *Cosmopolitan*. Findings showed that alliteration was employed at the highest number, followed by rhyme, metaphor and imagery respectively. It was also demonstrated that alliteration and rhyme were used mostly to describe lipstick colors, while metaphor was employed to illustrate lipstick characteristics and imagery to reflect the lipstick shine.

Not only in magazine advertisements, but figurative language was also applied in newspaper advertisements and according to Fitratunnas (2017), alliteration, metonymy, metaphor, simile and hyperbole were found as the most frequently used figurative speech in *Jakarta Post* newspaper with their major function being to attract readers' attention.

From all of the research findings above, some certain types of figurative language were considered as the most preferred among advertisers to arouse readers' attention and make the advertisements more memorable. However, an inadequate number of studies was noticed regarding the employment of figurative speech in social media, especially advertising captions.

3. Objectives of the Study

This study aimed to investigate types of figurative language frequently used in social media advertising captions for clothing brands and examine functions of figurative language in social media captions.

4. Research Methodology

To achieve the research objectives, sampled advertising captions were purposively selected from the Instagram and Facebook sites of five fashion brands: H&M, Uniqlo, Mango, Forever 21, and Topshop, under the criteria that the captions must contain figurative language and be published from January - May 2020. The entire sample group was 100 captions, 20 of which were from each of the five selected brands (10 Instagram posts and 10 Facebook posts). Obtained data were analyzed by using descriptive statistics in terms of numbers and percentages. Lexical and syntactic analysis approaches were also adopted as well as the identification of figurative language functions in the advertising captions.

5. Results

Out of 100 advertising captions from Instagram and Facebook sites of five selected fashion brands, 213 patterns of figurative speech were found and could be categorized into 14 types, some of which were analyzed as belonging to more than one type. The most frequently applied type of figurative language was alliteration (24.88 %), followed by imagery (22.06%) and assonance (10.33%). The fourth and fifth ranks were personification (9.39%) and simile (7.04%) respectively. Other types of figurative language employed were shown in Table 2.

Table 2 Types of figurative language frequently-applied in advertising captions

	Types of Figurative Language	**Number**	**Percentage**
1	Alliteration	53	24.88
2	Imagery	47	22.06
3	Assonance	22	10.33
4	Personification	20	9.39
5	Simile	15	7.04
6	Rhyme	14	6.57
7	Rhetorical Question	10	4.69
8	Hyperbole	9	4.23
9	Repetition	8	3.75
10	Metaphor	8	3.75
11	Anaphora	3	1.41
12	Pun	2	0.94
13	Allusion	1	0.47
14	Epistrophe	1	0.47
	Total	213	100

With respect to functions of figurative language in advertising captions, according to the findings, the figurative speech was applied mostly for describing product features such as types of clothes, patterns, colors, and materials, followed by demonstrating models' look, action, or feeling under presented outfits, and product quality as shown in Table 3. Clothing styles and environmental surroundings were also illustrated in captions through the use of figurative language.

Table 3 Functions of figurative language in advertising captions

	Functions / **Types of Figurative Language**	**Describing clothing features**	**Describing models in presented outfits**	**Describing quality of clothes**	**Describing styles of clothes**	**Describing surroundings**	**Others (call to action, introducing clothes)**
1	Alliteration	12	11	11	10	5	3
2	Imagery	25	4	10	3	4	
3	Assonance	7	5	4	5	-	1
4	Personification	8	1	3	1	6	1
5	Simile	5	3	2	5	-	
6	Rhyme	3	7	2	3	-	
7	Rhetorical Question	4	1	2	1	1	1
8	Hyperbole	4	1	1	2	1	
9	Repetition	3	1	1		1	2
10	Metaphor	7	1	-			
11	Anaphora	-	2	1			
12	Pun	1	1	-			
13	Allusion	1		-			
14	Epistrophe	-	1	-			
	Total	80	39	37	30	18	8

6. Discussion

Figurative language is a rhetorical device commonly applied in a wide variety of product advertisements including in the fashion industry as it helps to make the brands memorable and highlights the advertised products in a positive way. This study explored types of figurative speech applied in social media captions for clothing advertisements. Alliteration, imagery, and assonance were found as being employed the most.

As for alliteration, according to the results, it was the most frequently used type of figurative language in captions which was consistent with several studies (Laosrirattanachai, 2017; Pathumratanathan & Tapinta, 2012; Zakiyah, 2015; Supasamout, 2006). With this rhetorical device, initial consonants of words are repeated to make captions attractive and memorable such as *"Much-missed summery feelings"*, *"Swing into spring style"*, and *"Keep it casual"*. In terms of syntactic features, most alliterative patterns found in the obtained data were phrases comprising adjectives and nouns, such as *"The pop of purple"*, *"Pretty in pleats"*, *"Simple, stress-free Sunday style"*, and *"Puffy and peachy to perfection"*, or the repetition of the first consonant sounds of two adjectives, such as *"Free and flowy"*, *"Gorgeous gray"*, and *"Snug and stylish"*.

Another type of figurative language found as the second most widely used was imagery. Results showed that visual and tactile imagery were mainly used to describe clothing features, surroundings, and the model's look in the presented outfits, which supported Supasamout's (2006) finding that imagery was the fourth most preferred type of figurative language in lipstick advertisements and mainly employed to reflect the lipstick shine. Some examples of visual imagery in the obtained data were *"A burst of light and colors arises now"* or *"Sunny skies, floral prints and denim shorts are my kinda days"* and those of tactile imagery reflecting sensory feeling of touch and texture included *"Relax your mood and spend good time in softness and comfort"* or *"Go for loose and relaxed silhouettes and comfort will be guaranteed"*.

Interestingly, many imagerial phrases were found as being employed in combination with other types of figurative language to increase eye-catching effects and enhance emotional appeals. Some phrases reflected imagery with the repetition of consonant or vowel sounds such as *"Soaking all that glow"*(imagery and assonance) or *"Stay warm and comfy every cozy Sunday"* (imagery, assonance, and rhyme). Some captions with imagerial effects were also stated through personification such as *"This animal flippy dress is speaking to our wild side"* and *"Supportive, stretchy styles that move with you"*.

The third most common type of figurative language was assonance which was in concord with Laosrirattanachai's (2017) finding that assonance was intensively applied in the body copy part of travel magazine advertisements. As for this study, many captions were written with the repetition of vowel sounds in order to make the conveyed information attractive to readers. This vowel harmony was seen in content words such as nouns, verbs, or adjectives to create a euphonious effect; for example, *"Denim never fails"* *"Stay warm and comfy"* or *"Today's theme is green"*.

As demonstrated by the results that alliteration and assonance were revealed as the most and the third most preferred types of figurative language in social media captions, it can be said that phonological characteristics through the repetition of consonant or vowel sounds are preferred in advertising language. The finding supported Phillips and McQuarrie's (2002) claim that advertisements should be euphonious, rhythmical and alliterative. To shed light on this, Vasiloaia (2009) explained that advertising language can be compared to poetic texts in the way that mnemonic devices (alliteration, rhyme, assonance, etc.) are constantly applied to make readers remember and later recall the texts. These sound techniques resonate in customers' minds, contributing to the attraction of texts and enhancing better memorization.

With respect to lexical and syntactical analysis, most captions with figurative language contain short and simple words of one or two syllables in combination with hashtags and emoticons to briefly present the products in an attractive and eye-catching way. In support of this, Supasamout (2006) explained that the language of advertising should be simple and informal with oral language to make the advertisements memorable and easy to understand. Little space and limited number of characters are important factors underlying this; as shown in the findings some contractions are used to cut short the length of captions such as *"vacay"* for "vacation" and *"co-ords"* for "coordinates". Also, most Instagram and Facebook users prefer shorter texts on their feeds since they are on the visual platform of pictures and videos, not endless posts. Primarily based upon photos and well-crafted captions, a simple but appealing message is possibly the only way to make a significant impact on this platform of social media advertising.

In terms of the pronoun use, first and second person pronouns were commonly employed to create a feeling of casual acquaintances like a conversation between friends, not sellers and customers. Call to action was mainly seen with the use of "you" and "your" to persuade readers to do as suggested.

Summer's on the horizon – make sure your wardrobe is ready for warmer weather.	(imagery, alliteration)
Get the best from your wardrobe with these timeless garments you'll never get tired of.	(assonance / hyperbole)
Choose your pattern to change your mood every day	(alliteration)

When taking into consideration the two main categories of figurative language as described by Phillips and McQuarrie (2002), schematic figurative language was shown in this study as more frequently employed than the tropic ones. Phonological features under schematic patterns of figurative speech such as alliteration and assonance tend to be preferred to attract people's interest and enhance their memorization, as supplementary to the tropic figurative speech such as imagery, personification, and simile which creates mental images and persuade readers to buy the products.

Apart from the study of most frequently used types of figurative speech, content analysis was also applied to explore functions of figurative speech in advertising captions. Results revealed that figurative language was employed mostly for describing product features, illustrating the model's look, action or feeling, and emphasizing product quality. Clothing styles and environmental surroundings were also described in captions through the use of figurative language.

As for the description of product features, figurative speech was mainly used for providing details about types of clothes, patterns, colors, and materials. Sample phrases and sentences included *"A tee to match your taste"* (alliteration describing clothing type), *"Candy color co-ords"* (alliteration describing clothing type and color), *"Denim, Then & Now"* (assonance describing clothing material), and *"Utility meets graphic print: a love story"* (personification describing clothing pattern).

Since a main function of social media captions was to illustrate photos, figurative language was also employed to help describing the model's look or action while wearing the outfits advertised. Present participial phrases and imperatives were highly used for this function such as *"Waving hello to the weekend"* (alliteration), *"Skating on sunshine"* (alliteration), *"Rise & shine"* (assonance and imagery), and *"Stay hydrated"* (assonance). As for the imperatives, this type of sentence can generate a sense of demanding and influence the readers' behavior; for example, *"Dress up to dazzle"*, and *"Choose your pattern to change your mood every day"*.

Another function of figurative language in captions was to describe the quality of clothes. Action verbs are commonly used to demonstrate what the outfit can contribute to; for example, *"New knit to beat the cold"* (alliteration), *"AIRism fabric that wicks away sweat while maintaining a lightweight and soft feel"* (alliteration), and *"Quality that moves with you"* (personification). The figurative language was also applied to present clothing styles which was ranked as the fourth most common function in the captions. Some examples included *"Girly grunge"* (alliteration), *"Effortless femininity perfect"* (alliteration), and *"Swing into spring style"* (alliteration). Surroundings were also described in advertising captions through the employment of figurative language to add more feelings to the posts such as *"Sunny skies"* (alliteration and imagery), *"Warmer weather"* (alliteration and imagery), and *"The sun is calling"* (personification).

7. Conclusion

Captions play an important role in social media fashion advertisements since they can attract customers to focus on not only models in the pictures but also clothing products they are wearing. In order to arouse social media users' interest, the language in captions should be persuasive and memorable. Figurative language seems to be another suggested component of advertising captions, since it can create emotional appeals and describe how impressive models and presented outfits. Schematic and tropic types of figurative speech should be applied in complement with each other in order to create not only persuasive but also impressive language patterns for the highest effectiveness of fashion advertisements.

8. Implications and Recommendations for Future Research

The emergence of social media has provided a new dimension to advertising and created new opportunities for increasing the brand awareness. This study indicates significant implications for companies especially clothing brands that use social media advertising as a part of their advertising strategy to observe current trends in social media language. It is highly recommended for advertising specialists to gain more comprehensive understanding of consumers' psychological characteristics and design well-crafted advertisements that suit their preferences.

The research findings may also be productive for English language learners who are interested in features of advertising and social media language. Lexical and syntactic characteristics of social media advertising captions which contain figurative speech provide an interesting perspective of the specific use of English language.

Future research can be developed by exploring the impact of social media captions in customers' purchase decision or investigating consumer responses to the discussed figures of speech in advertisements. In-depth interviews with targeted audience of advertising can also be conducted, and the investigation of cultural differences in the comprehension of figurative language in social media advertisements is recommended.

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Technology and Election Administration in Nigeria

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Abstract

In this study, election administration in Nigeria between 2015 and 2019 was analyzed with the view to ascertaining the extent to which the deployment of technology enhances the credibility of the electoral process. The study employed secondary data obtained from textbooks, journals, and newspapers and adopted the instrumentalism theory of technology as a framework of the analysis. The findings showed that the appalling and fraudulent electoral process that is characterized by rigging led to the deployment of technology in election administration in Nigeria. The use of technological devices such as permanent voterscards and smartcard readers has spawned contradictory ramifications for the electoral process. On the other hand, the deployment of technological devices in the registration and accreditation of voters is seen to have made the electoral process more transparent and credible. However, the utility of these technological devices is being vitiated by poor handling and inadequacy of internet facilities. Besides, there are some fraudulent practices such as vote-buying, underage voting, and lack of internal democracy that are undermining the credibility of the electoral process. The study concluded that the adoption of technology has, to a large extent, transformed the election administration in Nigeria, though there are still challenges and impediments to be surmounted. The study recommended that electoral officers should be adequately trained on how to handle the technological devices and that functional internet facilities should be put in place for the optimal performance of technological devices. It further recommended that efforts should be made to reform modalities for the conduct of party primaries as well as regulate prohibitive nomination fees for political office aspirants. Finally, it suggested that stiff penalties for underage voting and vote-buying among others should be institutionalized.

Keywords*: Credible elections, democracy, election administration, permanent voter's card, Smart card readers, technology*

1. Introduction

The conduct of elections is a core attribute of modern democracy. When such elections are freely and fairly conducted, they permit the citizens to have the opportunity to elect their representatives. The political history of Nigeria since independence in 1960 aptly shows that elections that ought to confer legitimacy on leaders were in the past conducted in such ways that made a mockery of the involvement of the electorate in the electoral process. They were massively rigged and accompanied by violence (Joseph, 1991).

In response to the recurring incidence of fraud in election administration in Nigeria, a series of reforms have been carried out on the electoral process since the inception of the Fourth Republic in 1999. The electoral body, that is, the Independent National Electoral Commission (INEC), introduced the use of technology in the electoral process. It started with the use of Direct Data Capture Machines in the registration of voters for the 2011 elections when INEC procured and deployed over 132,000 Direct Data Capture Machines (DDCMs) for the registration exercise (Yakubu, 2017). The exercise featured an Automated Fingerprints Identification System (AFIS) designed to rid the register of multiple registrants. Similarly, in the build-up towards the 2015 elections, the registration exercise featured an improved AFIS designed for the identification of similar fingerprints on the register used for the 2011 elections.

In the 2015 polls, INEC, for the first time, adopted technology for the registration and accreditation of voters. During the exercise, the Temporary Voters' Cards (TVCs) that were issued to voters for the 2011 election were replaced with the Permanent Voter Cards (PVCs) (Ayeni & Esan, 2018).

Similarly, the 2015 and 2019 polls were conducted using PVC and Smartcard Readers (SCR). In the presidential poll of the 2015 general elections, the candidate of the All Progressives Congress (APC), General Muhammadu Buhari (Retd.) won the presidential election receiving 15,424,921 (53.96%) votes while Dr. Goodluck Jonathan of the Peoples' Democratic Party (PDP) received 12,853,162 votes (44.96%). The other twelve presidential candidates altogether received 309,480 votes (1.08%) (INEC, 2015).

Apart from the fact that the candidate of the then ruling political party, the PDP; Dr. Goodluck Jonathan, conceded defeat to the candidate of the then opposition party, General Muhammadu Buhari of the APC, the 2015 elections witnessed low election petitions. The various election tribunals received a total of 297 petitions compared to 506 petitions in the 2003 elections, 1270 in the 2007 polls, and 731 in the 2011 elections (Nwangwu, 2015). In the 2019 general elections, Major General Muhammadu Buhari of the APC also won the presidential election. He polled 15,191,847 votes while his arch-rival Alhaji Abubakar Atiku of the PDP polled 11,262,978 votes (INEC, 2019b). However, unlike the 2015 polls, when the then sitting President, Dr. Goodluck Jonathan, congratulated the APC candidate, the PDP presidential candidate and the PDP utterly rejected the results of the poll. They proceeded to the tribunal to contest the results. Similarly, the number of petitions was also on the high side. The various electoral tribunals in various parts of the federation received a total of 766 petitions nationwide(Yahaya, 2019). It is against the background of these conflicting views this paper examined the attraction and limitations of the adoption of technology in election administration in Nigeria.

2. Objectives of Study

This study aimed to ascertain the extent to which the deployment of technology in election administration has transformed the electoral process in Nigeria. The objectives of this study are to:

1) Discuss the rationale for the introduction of technology in election administration in Nigeria.
2) Ascertain the extent to which the deployment of technology has addressed infractions in the electoral process in Nigeria.
3) Identify issues and challenges associated with the deployment of technology in election administration in Nigeria.
4) Highlight measures capable of enhancing the credibility of the electoral process in Nigeria.

3. Materials and Methods of Study

The study employed a qualitative research technique. Data were elicited from the official publication of the election management body in Nigeria, namely, the Independent National Electoral Commission, journal, textbooks, and newspapers, and qualitatively analyzed in this study.

This study was anchored on instrumentalism theory of technology, a theoretical perspective adapted from the philosophy of technology. This theory sees technology as morally neutral and disconnected from its social consequences and as a means to address the humanly-defined problem or need. In this study, 'technology' was seen as tools or equipment deployed to solve a specific problem, which, in this context, is electoral fraud. Various devices used in the conduct and administration of elections of the 2015 and 2019 polls such as the Permanent Voter Cards (PVC), the Smartcard Readers (SCR), mobile telephony system, the Internet, and other computer-mediated communication (CMC) devices were considered as technological instruments intentionally deployed to enhance the credibility of elections in Nigeria. Hence, the objective of the analysis in the remaining part of this study focused on the extent to which these new technological devices helped in ensuring the sanctity and credibility of the 2015 and 2019 polls in Nigeria.

Discussion in this paper, apart from this introductory segment, was organized into different segments which focused on conceptual and theoretical issues, the attraction of technology in election administration in Nigeria, the challenges of new technologies for the electoral process as well as the conclusion of the study.

4. Result and Discussion

In this section, the discussion focused on technology, election administration, and credible elections, as well as the framework of analysis.

4.1 Technology

Various writers have defined technology from different perspectives. In this study, some of the definitions that focus on the functional dimension of technology were considered. Kumar, Kumar & Persaud (cited in Wahab, Rose & Osman, 2012) advanced the view that technology consists of two primary components. The first component is made up of physical items such as products, tooling, equipment, blueprints, techniques, and processes while the second component concerns the know-how in management, marketing, production, quality control, reliability, skilled labour, and functional areas. This conception by Kumar et al. (2012) saw technology as instruments or equipment deployed for a particular purpose. The second dimension of the definition given by Kumar et al. (2012) was about the knowledge of how the various equipment or tools are combined to achieve the desired goal. Flowing from the views espoused by these writers, technology is intentionally deployed to achieve a predetermined purpose.

According to Grubler (2003), technology, in its narrowest sense, consists of manufactured tools and equipment. He asserted that the purpose is to enhance human capabilities or to enable human to perform tasks they could not perform otherwise (p. 20). He contended further that technology transcends artefacts to encompass things that are made and how they are made (p. 20) as well as the knowledge about how to deploy them.

Carroll (2017) classified technology into two categories stressing the intention or purpose of deployment, namely, primary and secondary intentions. Carroll (2017) asserted that the primary intention is when technology, as stated earlier, is employed to achieve a particular task or solve a problem. In contrast, the secondary intention refers to a situation where technology that is deployed to achieve a primary purposeis at the same addressing another problem or serving a purpose that was not intended in its initial application.

4.2 Election Administration

Election administration has also received considerable attention in the literature. It is about the different activities involved in the conduct of elections which entails activities before, during, and after the conduct of elections (Tobi & Oikhala, 2018). Ajayi (2007) averred that election administration refers to the election management bodies and the existing rules and regulations that guide the conduct of elections. Harris (1934) stressed the attributes of ideal election administration. He advanced the view that it is that one which uniformly and regularly produces precise and accurate results; where it is expected that there would be no slightest question about the integrity of the ballot box or doubt cast upon the honesty of the elections (p. 1). Harris (1934) asserted further that a sound election system involves a convenience to the voters, so that they may participate in the elections without severe loss of time or trouble. He also advanced the view that there should never be any question about the accuracy of the results which should be as accurate as of the accounts of a bank or any other commercial institution (Harris, 1934).

4.3 Credible Election

Different writers have developed different parameters for measuring the credibility of an election. This study adopted the Open Election Data Initiative criteria for evaluating the credibility of elections in Nigeria. These are inclusiveness, transparency, accountability, and competitiveness. Inclusiveness stresses equal opportunities for all citizens to participate as voters in the selection of the representatives and as candidates for election. The principle of transparency means that each phase of the electoral process should be open to scrutiny. Information regarding all stages of the electoral cycle must be made available to the voters and candidates. Also, partisan and non-partisan observers should be accredited to serve in all phases of the election process. The principle of accountability means that stakeholders in the electoral process must be made to answer questions for malfeasance and remedies must exist for those whose election-related rights were violated. Competitiveness implies that the electoral system must permit citizens to form political parties they think will represent their interests. Similarly, parties and candidates must be able to campaign and voters to cast their votes freely (Open Election Data Initiative, n:d).

5. The Attraction of Technology in Election administration in Nigeria

The history of election administration in Nigeria since the attainment of independence is that of the perversion of the will of the people (Akinsanya, 2015). There is hardly any election in Nigeria whose outcome has not been contested. The first post-independence elections conducted in 1964/1965 were very controversial. In the Second Republic, the electoral process did not fare better. The outcome of the elections included violence and arson in different parts of the country. In the journey to the Third Republic, the June 12, 1993 election adjudged to be the freest in the political history of Nigeria and presumably won by Chief M. K. O Abiola was annulled by the military government of the day. The narrative on election administration in Nigeria shows that elections have been far from being democratic as the will of the people have not been allowed to triumph.

Between 1999 and 2019, six general elections were conducted in Nigeria. The first in the series was the 1999 general polls supervised by the military. Though there were isolated sharp practices and irregularities as reported by domestic and international observers, the overall outcomes of these elections were accepted (Nwangwu, 2015). However, in the 2003 elections, reports of domestic and international election observers showed that the elections were marred by a series irregularities in many states of the federation. For instance, the International Republican Institute (INI) (2003) observation team noted among other things that inadequate election administration, unfriendly election environment caused by the violent political campaign as well as series of deliberate acts of electoral fraud in some parts of the country collectively undermined the electoral process in Nigeria (IRI, 2003). In the 2007 polls, the electoral process was equally marred by a series of irregularities. The National Democratic Institute (NDI) (2007) observation team noted failure to display voters register, inadequate voting materials, the omission of the names of some candidates in the ballot papers, lack of secrecy in the voting process and underage voting among others were noticeable in the 2007 polls (NDI, 2007). Even, late President UmaruYar 'Adua, who became president on the platform of these questionable electoral practices, had to admit publicly at the occasion of his inauguration that the elections were massively rigged and that a reform was needed.

It was the general condemnation of the 2007 election and the determination to stem electoral fraud that prompted the INEC to introduce technology in the administration of election in Nigeria. The former Chairman of INEC, Professor Attahiru Jega while justifying the use of the (SCRs) for accreditation of voters before the upper chamber of the National Assembly, that is, the Senate in 2015, declared among other things that, it was one of the mechanisms introduced by the Commission to improve on the credibility of the electoral process and that the use of card readers would add value to the electoral process in Nigeria in line with international best practices (Adebowale, 2015). Similarly, Mr. Kayode Idowu, the then Chief Press Secretary to INEC Chairman, also gave four features of the SCR that informed its deployment in the electoral process. These are:

(i) The verification of the PVCs presented by voters at polling units and ensuring that they are genuine and issued by INEC.
(ii) The biometric authentication of the person who presents PVC at the polling unit and ensures that he/she is the legitimate holder of the card.
(iii) Provision of disaggregated data of accredited voters in male/female and elderly-youth categories- a disaggregation that is vital for research.
(iv) Sending the data of all accredited voters to INECs central server, thereby enabling the Commission to determine if fraudulent alterations were made (Idowu, 2015).

Since 2015 when the deployment of technology in election administration commenced, it has continued to be applauded because it is, to a considerable extent seen, to have made elections conducted to be more transparent than previous exercises. As mentioned earlier on, the idea of electronic registration started during the preparation for the 2011 elections when Direct Data capture Machines were used in the registration exercise. Though it was an improvement on previous exercises, there were still cases of multiple registrations. In the build-up to the 2015 elections, INEC deployed technology in the revision of the 2011 voters register. It embarked on data optimization process, which involved an Automated Fingerprint Identification System (AFIS) exercise to address the problem of multiple registrations associated with the 2011 registration exercise. Apart from this, INEC embarked on Continuous Voters

Registration exercise for those who did not register in 2011. At the end of the exercise, the final number of registered voters for the general elections announced by INEC stood at 68,833,476 (Nwafor, 2015). Similarly, in the build-up to the 2019 elections, INEC revised the voters' register and was able to have an idea of total voters in Nigeria.A total number of 84,004,084 Nigerians registered as voters for the 2019 elections (INEC, 2019a). This development, without doubt, safeguarded against multiple registrations as well as multiple voting.

Furthermore,the use of the card reader and the PVC in the accreditation of voters has transformed election administration in Nigeria. With technology, the process has been broken down into three phases. These are identification, verification, and authentication. Identification is about the physical comparison of the face of the card holder with the image displayed on the SCR when the PVC is read (Nwafor, 2019). Verification (that is to ascertain whether the card is original) - being able to read the information on the chip of the PVC presented; Authentication is about the comparison of the fingerprint stored on the card with what is physically presented and scanned by the reader. With these innovations, technology has improved on the processes of accreditation of voters on the polling day.

Writing on the attraction of the deployment technology in election administration in Nigeria, Ayeni and Esan (2018) asserted among, other things that.

> The incorporation of ICT in Nigerian electoral system has modernized the system and improved election management in the country. Results revealed that the introduction of Electronic Voters Register (EVR), Automatic Fingerprints Identification System (AFIS), and Smart Card Reader (SCR) had reduced the incidence of multiple registrations and multiple voting to the barest minimum (p. 5)

Apart from the registration and accreditation, technology has also been featuring prominently in the election monitoring either by registered domestic and international observers and monitors or party agents and their supporters. With the use of technology such as the Internet, Whatsapp, Facebook, and twitters, communication and exchange of information, particularly about the conduct of the elections, are now made more accessible. Mobile smartphones have become real instruments used to monitor elections in various parts of the country as video and images can now be exchanged to show situation reports in different voting locations in the country. In the 2015 and 2019 polls, as results were being announced at the polling booths, the party agents were using mobile phones to send messages to party members.

6. Challenges and Limitations of Technology in Election Administration in Nigeria.

The narratives on the effectiveness of the deployed technology seem to have been over-bloated and exaggerated as a series of issues have arisen with the increasing deployment of technology. First, in the much-celebrated 2015 general elections seen to be credible, there were certain contradictions spawned by the adoption of technology, particularly the permanent voters' card, and the Smart Card reader device. It has been alleged that the PVC was used as an instrument for disenfranchising voters. Specifically, INEC was accused of using the distribution of PVCs to suppress voters in some parts of the country, particularly in the South East. Nnaji (cited in Agbu 2015) argued that in the 2011 election, the South East region had about 5 million registered voters, but the region recorded only 2.6 million voters in 2015. He contrasted this development with the total voters in Jigawa and Kano states. Jigawa was part of Kano state before its creation in 1991. It had 3.1 million and even doubled that of Lagos state, which had 1.4 million voters. Similarly, the PVCs collection rate equally raised questions. For instance, the states in the North East Region tormented by the Boko Haram terrorist sect with parts of their residents displaced had higher PVC collection rates than the highly populated, relatively peaceful, and politically conscious, the Lagos State.

Also, the allegation of using the PVC to suppress voters was equally extended to the stronghold of the frontline political parties. For instance, in the build-up to the 2015 elections, when INEC started issuing PVCto replace the Temporary Voter Cards (TVC), there were allegations against INEC by the APC and PDP accusing the election body of trying to disenfranchise their members notably when it was announced that only holders of PVC would be allowed to vote amidst the complaints by Nigerians of problems encountered in the process of collecting their PVCs. Part of the complaints included the absence of INEC officials in some accredited booths, the late arrival of officials, missing cards, among others. In the 2019 general elections, the contradictions experienced during the 2015 elections repeated themselves. People complained of their inability to collect their PVCs. This complaint was obvious in metropolitan areas, particularly Lagos.

There is also a recurring issue of the failure of the biometric technology on the polling day. Before the 2015 elections, INEC carried out a test in March 2014 on the effectiveness of the biometric technology. The test run took place in 225 of the total 120,000 polling units and 155,000 voting centers that were used for the 2015 general elections. The exercise took place in twelve states selected from each of the six geopolitical zones as follows: Niger and Nassarawa (North Central), Bauchi and Taraba (North East), Kano and Kebbi (North-West), Anambra and Ebonyi (South East), Ekiti and Lagos (South West), as well as Delta and Rivers (South-South). In the exercise, the device was said to have recorded 100 percent success in the authentication of the genuineness of the PVC. However, the success rate was 59 percent in the verification of fingerprints (Adebayo, 2015). Before the test run, the then Chairman of INEC, Professor Jega had assured Nigerians that the Commission had conducted some functional tests on the Smart Card Reader and that the device passed in all the thirteen categories conducted regarding its desirability.

In the 2015 polls, what happened during the test run exercise repeated itself during the polls on March 28 and April 11, 2015. The smart card reader device failed to verify the fingerprints of many voters, including that of the former President, Dr. Jonathan, his wife, and mother (Yakubu, 2017). Basically in some states, the authentication success rate was 79 percent, while in others it was as low as 16 percent (Yakubu, 2017) Apart from this, it was widely observed that the accreditation process was prolonged and the use of the SCR had to be abandoned. It was envisaged that the SCR would not spend more than20 seconds to accredit a voter (Adebowale, 2015), but during the 2015 polls, the device spent more than ten minutes to accredit a voter on the polling day to the extent that in Borno state, it was reported that the SCRs succeeded in accrediting only ten percent of the voters (Odiakose cited in Alebiosu, 2016). This slow performance of the SCRs foot dragged the accreditation exercise beyond the stipulated time. It led to the rescheduling of polls for the following day in some polling units in different parts of the country (Yakubu, 2017). Due to the failure of the SCR device, INEC resorted to manual accreditation of voters, thus defeating the primary purpose of the device. For instance, in the Presidential and National Assembly elections held on March 28, 2015, at Ikangba Polling Units 02/003 and 02/010 in Odogbolu Local Government Area of Ogun State, the fingerprints of many voters including that of the author could not be captured by the SCR. They were accredited manually before they could vote.

With regards to the 2015 polls, contradictions spawned by the SCR as reported by Election Monitor (as cited in Nwangwu, 2015) included: Cases of fingerprints andPVC rejection**,** card readers not working at all, delays in using the card readers in some polling units and network failure. Others included cases where voters' pictures did not appear on the card reader, the card readers functioned slowly and did not pick up on time, some card readers not very sensitive to thumbprints, initial rejection of passwords by card readers, cases of low battery strength, cases where the card reader did not correspond with the manual, miss-match information and some of the card readers had an incorrect setting.

The malfunctioning of the SCR device in the 2015 polls has been attributed to the way and manners they were handled. It was observed that some INEC officials did not remember to remove the protective film cover on the face of the lens which might have blocked the lens of the card readers, making it difficult for them to read the biometric data in the PVCs presented by voters for scanning which made the verification of fingerprints to be impossible (Alebiosu, 2016), which means that part of the reasons for the failure of the technological devices can be attributed to way and manner INEC staff handled the devices (Yakubu, 2017). Apart from poor handling, in some locations, the SCRs could not work at all because of the inadequate Internet services, which could be attributed to the poor state of the infrastructure of the Internet in Nigeria. The failure of the SRC prompted INEC to change the mode of accreditation into manual in areas there were problems with the SCR in the 2015 presidential election (Odiakose as cited in Alebiosu, 2016). This development, as argued by Alebiosu spawned contradictory ramifications because the directive came when the elections were on and "after millions of frustrated voters had gone home disenchanted" (Alebiosu, 2016, p. 83).

What transpired in the 2019 elections did not differ significantly from what happened in the 2015 elections. Though there were recorded improvements in the operation of the smart card device, the SCR failed to capture the fingerprints of many voters on the February 23 and March 7, 2019, polls. For instance, it was reported that the Presidential candidate on the platform of the Young People's Party, Professor Kingsley Moghalu, and the then Speaker of the House of Representatives, YakubuDogara experienced difficulties with the smart card reader in capturing their fingerprints (Nigeria Civil Society Situation room, 2019). One of the effects of the failure of SCR was that INEC central server could not be relied upon to account for the total number of voters accredited and therefore difficult if not impossible to determine if fraudulent alterations were made. Manual accreditation of voters in the 2019 polls led to the cancellation of votes in many parts of the country (Isuwa, 2019). The implication of the preceding shows that the smart card reader has not successfully functioned as a device for accreditation of voters.

7. Enhancing the Credibility of the Electoral Process in Nigeria

Discussion in the preceding section, aptly shows that the deployment of technology was designed to enhance the credibility of the electoral process in Nigeria, which, however, to an extent has not been achieved. There are still roadblocks to credible elections in Nigeria which should be dismantled. These are discussed in this section.

First, the use of the PVCs and SCRs focused on voter's registration and accreditation but not on other areas where electoral malpractices have been visible in Nigeria. For instance, technological devices have no bearing on some issues such as internal democracy, vote-buying, underage voting, among others. Primaries are still far from meeting the principles of inclusiveness and competitiveness. Internal democracy within the parties remains a farce as parties still engage in the imposition of candidates and total disregard to agreed modalities for contesting political offices (Agbu, 2015). In the built-up to the 2019 polls, the primaries conducted in some states of the federation such as Imo and Ogun were very controversial. The complaints were on the issues of the imposition of candidates and lack of internal democracy. This issue of imposition of candidates and godfatherism as it is popularly called in Nigeria have not allowed for internal democracy within the parties. They have continued to undermine the credibility of the electoral process, meaning that there is the need for a reform of guidelines for the conduct of party primaries to provide a level playing field for contestants.

Second, the electoral process in Nigeria is still far from being credible if assessed against principles of inclusiveness and competitiveness. One reason for this can be explained within the context of distorted political finance which overtly and covertly disenfranchised many political aspirants in the 2015 and 2019 elections. What the frontline parties required aspirants to pay were beyond the reach of what vast majority of the contestants could afford. For instance, in the built-up to the 2019 elections, the fees for expression of interest for the frontline political parties were too high, thereby disenfranchising many Nigerians having political ambitions, particularly the youth. In order to obtain the presidential form in the APC, aspirants were required to pay N 45 million; governorship N 22 million; senatorial N 7 million; House of Representatives N 3.8 million and state House of Assembly N 850,000. In the PDP, presidential aspirants were expected to pay N 12 million, governorship N 6 million; senatorial N 3.5 million; House of Representatives N 2.5 million, and N 600,000 for the State House of Assembly (Editorial Punch Newspaper, 2018; Oyewamide & Oguntuase, 2018).

The implication of these prohibitive fees for the electoral process in Nigeria is that it has continued to pave the way for the moneybags to participate in the electoral process or for the incumbents at all levels to continue to perpetuate themselves and equally disenfranchising honest and serious-minded whose salaries are based on the paltry minimum wage of N 18,000 per month (Kupoluyi, 2018). Consequently, there is a need for a downward review of political finance.

Thirdly, despite the deployment of technological devices in the administration in Nigeria, the process is still fraught with fraudulent practices such as vote-buying and underage voting in some parts of the country. In the 2015 polls, underage voting was observed mainly, in Kano, Jigawa, Katsina, Gombe, Bauchi, Katsina, and Kogi States (Ndujihe & Kumolu, 2015). In the 2019 elections, underage voting was equally observed in some parts of the country. These issues are beyond technology, and surmounting them has the capacity of enhancing the credibility of the election in Nigeria.

8. Conclusion

Technology is a human-made device to accomplish a specified task. In this context, the adoption of technology in the conduct of elections in Nigeria should not be seen as an end to itself, but a means to achieve credible polls. If properly implemented and adhered to, election technology will have the capacity of enhancing voter identification, rule out identification fraud that encourages multiple voting, and make the voting process much easier and faster (Agbata, 2018).

There is no doubt about the fact that the use of the PVCs and SCRs in the election administration in Nigeria has bolstered the confidence of the electorates in the electoral process and made the elections more credible than previous exercises. Nonetheless, apart from the contradictions spawned by technology, there are a series of other factors that are still undermining the conduct of credible elections in Nigeria. While efforts aimed at addressing contradictions associated with the malfunctioning of the technological devices are critical, attention should emphasize the other segments of the electoral process, mainly the conduct of primaries, to ensure that they remain transparent, inclusive, and competitive. Underage voting and increasing rate of vote-buying should also be tamed to enhance the credibility of the electoral process. Apart from a downward review of the prohibitive expression of interest and nomination fees to permit the participation of low-income earners, efforts should be made to ensure that there is strict compliance with existing regulations on political finance regarding the ceiling on campaign funds.

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The Representation of Family Diversity in *The Family Book*: A Verbal and Visual Analysis

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Abstract

Picturebooks are effective media to raise children's awareness of various social problems, including family diversity. This study aims to investigate how family diversity is represented verbally and visually in a picturebook entitled *The Family Book* and elaborate on the signification of the representation. This descriptive qualitative study focuses on finding the ideational meaning by identifying the type of processes used in the clauses and images of the picturebook and the intersemiotic relation between them. The data were analyzed by employing Halliday's transitivity system, Kress and Leeuwen's visual grammar, and Royce's intersemiotic complementarity. The findings showed that for the verbal representation, the most dominant process used in the picturebook is a relational process that is used to identify something or assign a quality. For the visual representation, the predominant process used in the images is a symbolic attributive process. Through the relational and symbolical processes, the diverse identities and characteristics of families are presented and implicitly can determine the types of those families. Additionally, the intersemiotic analysis has found that the working together of the verbal and visual modes in the picturebook have created repetitions and meronymies. These results imply that family diversity in *The Family Book* is represented as normality. Family diversity as a normal thing is attempted to be explained to the readers not only to enhance their understanding of family but also to influence them to accept the variation of families in society.

Keywords: *Family diversity, Ideational meaning, Picturebook*

1. Introduction

Picturebooks are powerful and popular multimodal texts that can be used to educate children. Through the combination of the semiotic resources, picturebooks are useful to help children make meaning and have a better understanding of some abstract phenomena (Guijarro, 2016; Kachorsky, Moses, Serafini, & Hoelting, 2017). The society changes, especially in the field of family, make children, as the young generations, need to learn more about themselves as well as others' home lives. Hence, picturebooks can be solutions to facilitate the children to learn about this issue. Furthermore, it is useful to develop children's identity and perception of other people and culture (Koss, 2015; Wilson, 2014).

Bland (2013) states that picturebooks are narrative or information texts that provide an interplay between words and pictures. According to Nikolajeva and Scott (2006), the core of a picturebook is the interaction between the two kinds of texts, which are verbal and visual. It means that, as a multimodal text, both verbal and visual modes in picturebook are essential and would be incomplete without each other. From the picturebooks, children can see the reflection of the world, which will make them learn to accept themselves and respect each other, meaning that the picturebooks are essential media to facilitate the development of children's awareness of various social problems and can be an excellent solution for the children to know and understand about real life.

One crucial issue in picturebooks is family diversity. Family diversity is the variations of families that can be identified by the socio-economic characteristics (education and income level), family structure (traditional family, adoptive family), family life cycle stage (no children family, family with disability member), and family context (ethnic, religion, relationship to a community) (Ooms & Preister, 1988). The emergence of various families is increasing in this era, which is caused by several factors; such as people's

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comprehensions of marriage, migrations, and economic (Furstenberg, 1999). When the children see society and realize that they have a different kind of family, it may trigger the kids to compare their own family with others' families. The children might have a negative perception of the unusual type of family. When they think that to be different is not right, the children will tend to reject their own family or exclude others' different families. Hence, it is crucial for all children to see the diversity of families represented in children's literature, such as picturebooks.

Previous studies have been done in analyzing picturebooks. Damayanti and Febrianti (2020) investigated the reading path patterns in *Tacky the Penguin* by analyzing the intersemiotic relation in the picturebook. They found that the whole picturebook is built from a page-by-page reading path which allows for a linear and non-linear reading path. Hermawan and Sukyadi (2017) investigated the ideational and interpersonal meanings of three Indonesian picturebooks. This study revealed that the narrative in the children's books are mostly about the activities done by and to children and presented as an offer to readers. Similarly, Guijarro and Sanz (2008) analyzed *Guess How Much I Love You* and focused on the compositional, interpersonal, and representational meanings. The findings show that the narrative patterns are dominant, the information is presented as an offering without any demand, and a simple plot is built by the collaboration of the simple verbal text and the attractive visual text. The other semiotic analysis by Yoanita and Primasanti (2018) revealed that all of the stories from the selected picturebooks highlight the developments of person-oriented qualities and environment-oriented qualities to promote character education. Additionally, some content analysis studies also have been done to examine the representation of disability in children's books (Sugiarto, 2020; Koss, 2015). Sugiarto (2020) found that children with disabilities are presented as weak, dependent, not productive, and objects of curiosity and violence, and vehicle for the growth of the other characters in the story. Koss (2015) found that most contemporary picturebooks do not depict the multiethnic world and represent the stereotypes toward diversities. Furthermore, Hakim (2020) investigated the representation of Chinese Indonesians in fourteen Indonesian picturebooks. The results show that various stereotypes and binary opposition of the Chinese Indonesians and the indigenous Indonesians are found in the picturebooks. Lastly, Daly (2017) investigated the representation of diversity and found that picturebooks mostly provide the phenomena of diversity in ethnicity and family rather than in disability and languages area.

Systemic Functional Linguistics (SFL) which is proposed by Halliday (1994) can be used as the foundation in analyzing the verbal and visual texts in the picturebooks. Halliday believes that language is structured in order to make three main kinds of meanings: ideational, interpersonal, and textual meanings. Ideational meaning is the meaning of phenomena, things and ideas, goings-on, and the circumstance. This kind of meaning is realized by the transitivity system through the participants, processes, and circumstances. Interpersonal meaning is the meaning that expresses the speaker's attitudes and is realized in the lexicogrammar through the mood system. Lastly, the textual meanings are realized through the pattern of theme and cohesion to create relevance to the context of the text. Kress and Leeuween (2006) applied this concept to visual design. They believe that pictures also convey these three meanings. In visual grammar, those three strands of meaning are called representational meaning, interactive meaning, and compositional meaning. The representational meaning can be realized through the participants, processes realized by the use of vector in the picture, and the circumstance. The vectors in images serve like verbs in verbal language and give the participants in the picture a role of either actor, reacter, sayer, or phenomena (Hermawan & Sukyadi, 2017). Meanwhile, interactive meanings are realized through the gaze, shot, and the angle of the picture. At the same time, the compositional meaning is realized through the compositional layout elements such as position and frame (Kress & Leuuwen, 2006). Furthermore, as well as the visual grammar theory, Royce (1998) also applies SFL theory to the concept of intersemiotic complementarity. According to Royce (1998), intersemiotic complementarity is a framework that illustrates the ways verbal and visual modes cooperate in making a coherent message in page-based multimodal text and proposes that these modes semantically complement each other to convey meaning. There are diverse ways used to identify the three strands of meanings between the text and image. According to Royce (1998), in analyzing the ideational metafunction, the represented participants or entities that appear in the visual have to be identified. While in analyzing the interpersonal metafunction, the focus is on the represented and interactive participants. Meanwhile, in analyzing the textual metafunction, the critical point is considering the coherent structural elements or composition.

2. Objectives

Using the transitivity system as a part of SFL, along with Kress and Leeuwen's visual grammar and Royce's intersemiotic complementarity, the paper reports how family diversity is represented verbally and visually in *The Family Book*. Moreover, this paper also elaborates the signification of the representation. The investigation in this paper is limited to the ideational meaning conveyed through the semiotic resources in the picturebook. The combination of the transitivity system, visual grammar, and ideational intersemiotic complementarity in this paper may serve as an attempt to offer a new alternative in investigating the ideational meaning in picturebooks.

3. Materials and Methods

This study employed a descriptive qualitative method as the research design, in which the data was taken from a picturebook. According to Creswell (2014), the qualitative method can rely on texts and images. Moreover, describing a phenomenon and its characteristic is the aim of descriptive research (Nassaji, 2015).

For the investigation, a children's picturebook entitled *The Family Book* by Parr (2010) has been selected to be analyzed. *The Family Book* was published by Little, Brown Books for Young Readers in New York. It uses bold and simple colored images along with clauses to convey the messages. The data were in forms of verbal and visual taken from 29 pages of *The Family Book*. The verbal data were in the form of the clauses that tell the narrative of the picturebook. Meanwhile, the visual data are in the form of images.

The first step in investigating the data of this study was analyzing the ideational meaning of the verbal texts. The collected verbal data were broken down into clauses. The clauses then were analyzed using the transitivity system from Systemic Functional Linguistics, which is proposed by Halliday (1994) to find the participants, process types, and circumstances. Meanwhile, the representational meaning of the visual data was analyzed using visual grammar theory proposed by Kress and Leeuwen (2006). The visual analysis was presented in the table. The first step of the visual analysis was describing the image, such as the object, background, and situation. The second step was identifying the participant, process, and circumstance in the visual data. The last analysis step was analyzing the intersemiotic relation between the verbal and visual texts using Royce's intersemiotic complementarity (1998), which involves two principal stages presented in the tables, which are;

- The first stage was done in the first table to identify the visual elements in connection with the depicted participants (Identification), process (Activity), context (Circumstance), and participants' characteristics (Attributes), based on the previous visual grammar analysis. After that, the Visual Message Elements (VMEs) were identified from those visual elements.
- The second stage was that the identified VMEs are grouped into lexical inventories collated with the verbal items in the second table (ideational intersemiotic relation table). Then, the semantic relationship was interpreted between each VME and the verbal item by classifying the relation of Repetition, Antonymy, Synonymy, Meronymy, Hiponymy, and Collocation, labeled as 'R', 'A', 'S', 'M', 'H', and 'C.'

The data that had been analyzed then formed a conclusion on how *The Family Book* by Todd Parr (2010) constructs the representation of family diversity. Finally, the representation of family diversity was interpreted by the researcher to find out the signification.

4. Results

4.1 Findings of the Verbal Text Analysis

The findings of the verbal analysis showed that the clauses in *The Family Book* contain five types of processes. Those processes are relational attributive, mental, material, behavioral, and existential. Generally, the transitivity analyses of the verbal texts indicate that family diversity that is depicted in the picturebook is mostly constructed and realized through the use of three dominant processes; relational process (41.40%), material process (24.14%), and mental process (20.70%). The table 1 summarizes this finding.

Table 1 Number of each process type in *The Family Book*

Processes		Total	
		f	**%**
Relational	Attributive	12	41.40
	Identifying	-	-
Mental		6	20.70
Material		7	24.14
Behavioral		3	10.34
Existential		1	3.45
Total		**29**	**100%**

The relational process, as the predominant process used in *The Family Book*, is used to characterize and identify an entity (Halliday & Matthiessen, 2014). This process is classified into two types; attributive and identifying. Based on the analyzed text, attributive processes are used more frequently than the identifying process. Halliday and Matthiessen (2014) state that relational attributive process is about classifying something and assigning a quality. In the context of *The Family Book*, these processes are used to assign various qualities or characteristics of families. One of the relational clauses in this picturebook is realized through this clauses: "*Your family is special no matter what kind it is".* The process in this clause is attributive intensive, where the participant carries the attribute. The attribute in attributive intensive is quality or epithet ascribed to the carrier (Eggins, 2004). The quality which is assigned to "your family" as the carrier is special, which means unique or different from others. Additionally, the relational attributive processes in the picturebook also involve the state of having, which is realized through the verb "have". It is proven in the clause *"Some families have a stepmom or stepdad and stepsisters or stepbrothers*". The carrier in this relative clause is "some families," while the attribute is "a stepmom or stepdad and stepsisters or stepbrothers". This clause implicitly represents the blended family which is a family that involves the members from two separated families (Derman & Edwards, 2010). This process of having is used to explain the different possessions of families. Therefore, it can be inferred that through the relational clauses, which represent the qualities and the possessions of the families, the type of the families that are being told can be classified.

The second dominant process in the picture book is a material process. This process indicates that the participant does something or undertakes an action (Eggins, 2004). The activities depicted in *The Family Book* are the actions done by a certain type of family and the activities that indicate the preferences of families. The material clauses which depict activities of certain types of families can be seen in the clauses *"Some families adopt children"* and *"Some families share a house with other families*". "Some families" as the actors in these clauses are depicted as the entity who do the actions of adopting children and sharing a house. Adopting is the activity done by an adoptive family (Derman & Edwards, 2010) while sharing a house with other families is the activity done by a joint family (Sharma, 2013). Moreover, the activities which indicate the preferences of families are realized in this material clause *"Some families eat different things"*. The actor in this clause is "some families", and the material process is realized through the verb "eat". The goal in this process is "different things". Eating is an activity which is done by all kinds of families, but the goal in this clause as the entity to which the action is directed indicates that some families have different preferences of foods. The activity and the goal in this clause indicate that some families as the actor have different preferences of foods. Hence, the material processes in the picturebook are used to explain the actions that make a family belongs to a certain kind of family type and show the preferences of families according to the object to which their activity is directed.

Additionally, mental processes as the processes of feeling, thinking, or perceiving (Gerot & Wignell, 1994) are also used in the picturebook to represent family diversity. Halliday (1994) states that this process encodes the meaning of thinking or feeling. In the picturebook, the mental processes are mainly realized through the word "like" which means find something pleasant, attractive, or satisfactory (Oxford learner's dictionaries, 2020). It can be seen in the clause "*Some families like to be clean"*. "Some families" has a role as the sensor, and the word "like" is the mental-affective process that relates to the feeling of the sensor. While "to be clean" has a role as the attribute rather than a phenomenon. According to Halliday and Matthiessen (2014), the phenomenon may not be only a thing but also an act or a fact. They further say that an act is a formation of a process, while a fact may be notion, idea, or possibility (Halliday & Matthiessen, 2014). "To be clean" is not a thing, an act, or a fact, but it is a quality which is realized by an adjective. It can be inferred that the mental processes in the picturebook are used to depict various preferences which are preferred by some families according to their consciousness, which is in line with Hermawan and Sukyadi (2017) who state that mental process is related with the human consciousness that allows the main characters as the sensor to think, identify, or feel about the phenomenon. Hence, the mental processes in the picturebook facilitate the readers to see that the diversities which occur in families are not only in terms of the things that can be seen such as family arrangement but also in terms of the things that they feel or think. Furthermore, the examples of preferences or things that tend to be chosen or liked by some families in *The Family Book* are simple, so the readers are more comfortable to comprehend it.

4.2 Findings of the Visual Text Analysis

In conveying the representational meaning, *The Family Book* uses both narrative (40.63%) and conceptual (59.38%) processes. The dominant type of conceptual process found in this picturebook is symbolical processes (34.38%). This process aims to establish the participant's identity. The table 2 summarizes this finding.

Table 2 Number of processes types in images of *The Family Book*

Processes		**Total**	
		f	
Conceptual	Symbolic Attributive	9	28.13
	Symbolic Suggestive	2	6.25
	Analytical	8	25.00
Narrative	Action	8	25.00
	Reactional	3	9.38
	Speech	2	6.25
Total		**32**	**100%**

The conceptual process is the process that represents the participants in terms of class, structure, or meaning (Kress & Leeuwen, 2006). The symbolic process, as a part of the conceptual process, is used to establish the meaning or identity of an entity. This process can be either symbolic attributive or symbolic suggestive. Based on the visual analysis, *The Family Book* mostly uses symbolic attributive processes to establish the gender and roles of the carriers through their clothes and accessories as the symbolic attributes. It can be seen in Figure 1.

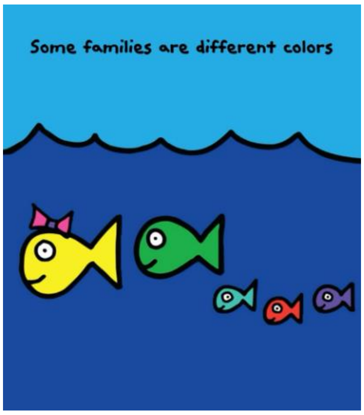

Figure 1 Symbolic attributive image
(Reprint from Parr, 2010, p. 7)

The symbolic attributive process in the picture above is realized by the yellow fish as the carrier and the pink ribbon it wears as the symbolic attributive. This symbolic attributive is made salient by the conspicuous color, which is pink. The pink ribbon as an accessory worn by the yellow fish identifies that the big yellow fish is a female and has a role as the mother in this fish family.

Furthermore, the symbolic attributive processes also build the carriers' identity in terms of their preferences by using several symbolic attributes such as hill to represent some families that prefer to live far away, soap bubbles to represent families who love the cleanliness, and mud to represent families who prefer to be messy. One of them is exemplified in the pictures below.

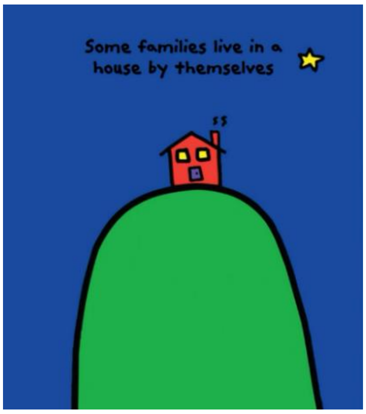

Figure 2 Symbolic attributive image
(Reprint from Parr, 2010, p. 28)

In Figure 2, the carrier is the red house, and the symbolic attribute is the hill. As the symbolic attribute, the hill is made salient by its exaggerated size. It symbolizes the red house as a house that is located in a remote area and far from the others' houses. Therefore, the family in the red house as the carrier is given the identity of a family living far away in a house alone. This type of this family, living alone/apart together (LAT) family, is preferred by some families to avoid daily problems that happen from living together with other families (Few-Demo & Demo, 2016).

The conceptual process as the predominant process used in *The Family Book* indicates that the findings of the visual analysis in the present study are different from the previous studies (Hermawan & Sukyadi, 2017; Guijarro & Sanz, 2008), which found that there is a predominance of narrative patterns in the children picturebooks. Through the visual texts, *The Family Book* represents diversity in families by showing the meaning or identity of the participants rather than presenting unfolding actions and events.

4.3 Findings of the Intersemiotic Complementarity Analysis

The intersemiotic analyses found that the collaboration of the verbal and visual modes in the picturebook creates repetition, meronymy, synonymy, and antonymy relations. The results of the intersemiotic analyses are summarized in Table 3.

Table 3 Number of the intersemiotic complementarity relations in *The Family Book*

Intersemiotic Relations	Total	
	f	**%**
Repetition	33	53.23
Meronymy	15	24.19
Synonymy	13	20.97
Antonymy	1	1.61
Total	**62**	**100%**

The table shows that verbal and visual modes in *The Family Book* mostly complement each other by the relations of repetition and meronymy. According to Royce (1998), the repetition is an intersemiotic sense relation that has an identical experiential meaning. It appears when the visual message element (VME) of the visual text is in line with the verbal element of the text. The repetition relations in the picturebook occur in the parts that tell about the structures or arrangements of families, physical appearances of families, habits, and preferences of families. Meanwhile, meronymy is a part-whole relation (Royce, 1998). In the picturebook, this relation is used to explain the parts or figures that form a family. The following table shows the repetition and meronymy relations found in *The Family Book*.

Figure 3 Repetition and meronymy relations between the verbal and visual modes (Reprint from Parr, 2010, p. 19)

Table 4 Ideational intersemiotic of repetition and meronymy relations in *The Family Book*

Text Sources	**Message Elements**	
VMEs	Two blue nestlings, a bluebird (Children, single parent)	A bluebird (Single-parent)
Text page 19	Some families (M)	One parent instead of two (R)

The image depicts a half-round bird nest with two blue nestlings inside it and a bluebird on the edge of the nest. The nestlings look at the bigger bluebird that seems like their parent. The single bird is standing on the edge of the nest and opening both of its wings and beak. Through the intersemiotic analysis, it is found that the image and the clause in Figure 3 complement each other by the relations of meronymy and repetition. The images of the two nestlings and a bird represent a family consists of two children and one parent. Children and parent are the figures that form a family. Thus, the images of two nestlings and one bluebird have meronymy relation with “some families”. In addition, the repetition relation is formed by the image of a bluebird which depicts a single parent and the verbal text “one parent instead of two”. The verbal and visual modes on this page clearly tell about a single-parent family. It is a family that can be either the father or the mother who is singly responsible for raising the children (Derman & Edwards, 2010). Regarding the meronymy relation, it facilitates the readers to know about the parts of family and have a better understanding of the different structures that families may have. Meanwhile, the repetition relation is used to emphasize the topic of the family, which is being discussed. This relation also makes the readers easier to understand about a single-parent family or the other type of families, which is being discussed in the picturebook because the visual mode on the page presents the similar message as the verbal mode. Hence, both modes strengthen each other’s message.

5. Discussion

According to the findings above, it is evident that the verbal and visual modes in *The Family Book* similarly represent family diversity. Most verbal and visual processes in the picturebook aim to assign qualities and establish the identity of families, meaning that family diversity in *The Family Book* is represented as various qualities that families may have. The qualities represented in the book are mostly in terms of characteristics, preferences, and arrangements. Those different qualities, which are considered as abnormal, are presented in *The Family Book* as everyday things and illustrated by the attractive pictures. There is no negative stereotype or stigma used to depict the diverse families in the picturebook. This strategy allows the readers to have the same point of view about all kinds of families without discriminating a specific type of family. These findings disagree with Koss’ (2015) study, which found that picturebooks represent stereotypes toward diversity and provide negative images of it. *The Family Book* attempts to convey messages to the readers that diversity is a common thing and to be different is okay. This statement is in line with Walsh (2012), who states that the diversity and complexity of contemporary families are considered as the new normal. Moreover, it can be concluded that family diversity that is represented as a normal thing in *The Family Book* is attempted to be explained to the readers not only to enhance their understanding of family but also to influence them. Thus, readers can get new perspectives about family and accept different kinds of families in this world.

6. Conclusion

Through the dominant processes used in the verbal data, which are the clauses, it can be inferred that *The Family Book* represents family diversity by highlighting the different characteristics, different activities, and different preferences that can determine families into specific types. Consequently, by reading this picturebook, the readers will get a better understanding of various things that serve the diversities among families. Furthermore, it is evident that through the visual modes, which are the pictures, *The Family Book* represents diversity in families by showing the meaning or identity of the participants rather than presenting the unfolding actions and events. Meanwhile, the repetition and meronymy relations as the frequently used relations in the picturebook make the readers more comfortable to understand about a particular type of family as the verbal and visual modes present the similar messages and help the readers to grasp a better understanding of the different structures that families may have. Thus, it can be inferred that the verbal and visual modes in this picturebook work together and complement each other.

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Enhancing Pronunciation Learning through Intralingual Movie Subtitling in a Thai University Context

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Abstract

At present, many students watch movies but they are unaware of the enormous benefits; movies can help them achieve effective English pronunciation. As a result, this study was set out to investigate how English subtitles can be used to enhance and facilitate students' pronunciation learning. This quantitative study was conducted with 35 final year Thai English-majored students in a university in Southern Thailand. The data were collected from the participants through a questionnaire after watching a movie with intralingual subtitles. Frequency-percentages as a descriptive statistical tool were used to analyze the data to effectively demonstrate how intralingual subtitling can better improve English pronunciation. The results revealed that watching English intralingual subtitled movies has a positive impact on improving Thai students' English pronunciation skills, as well as their vocabulary. Such results can provide insights for students, teachers, and curriculum designers into realizing the benefits of English intralingual movie subtitling in learning and developing the students' English pronunciation skills. It could also enhance the opportunity to incorporate English movies in the classroom within the context of ICT-based learning, which could serve as a motivation for the students in general.

Keywords: *Intralingual, subtitling, movies, pronunciation learning, university students, Thai context*

1. Introduction

When watching some films on television, a series of words displayed usually at the bottom of the television screen can be noticed. These words are called subtitles (Chiayee, 2017; Muzahaddah, 2019; Kanellopoulou, 2019). Although students generally watch movies for fun, such movies, particularly those with subtitles, can be quite instructive. In the area of English as a foreign language, learning the language through intralingual subtitled movies in and out of class can, in many ways, enhances students' development and achievement of correct English pronunciation.

It was not long after the invention of films that efforts were made to convey the dialogue of the actors to the audience. They started with what we now call intertitles: texts, drawn or printed on printed paper, filmed and placed between sequences of the film. They were first seen in 1903 as epic, descriptive titles in Edwin Stanton Porter's *Uncle Tom's Cabin* (The technique may have been invented by cartoonist and filmmaker J. Stuart Blackton). The titles were, from 1909 onward, called sub-titles as they were used in the same way as subtitles in, for instance, a newspaper. Early, but rarely, the subtitles were placed in the moving image (Witting & Christina, 2002). In fact, the very first " subtitles" in the modern sense saw the light of the already silent film era. In 1909, M.N. Topp registered a patent for a device for the rapid showing of titles for moving pictures other than those on the film strip. With this method, the projectionist showed the subtitles on the screen below the intertitles using a sciopticon (a kind of slide projection). However, this was never much more than a curiosity, although similar techniques, with the titles on a film strip instead of slides, have been used from time to time up to the present day (Bravo, 2005; Caimi, 2006; Chiayee, 2017; Muzahaddah, 2019; Kanellopoulou, 2019). From the year 1927 onward, with the invention of sound film, the audience could hear the actors, so the titles inserted between scenes disappeared and the problem assumed new dimensions. Though, one could make several language versions or have the film post synchronized (dubbed) in another language. However, some film producers and distributors found this

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technique complex and expensive. They thus became what we now called subtitles (Muzahaddah, 2019). Since this technique is comparatively cheap, it became the preferred method in smaller language areas. In the early day of film subtitling, the main problem was to place the subtitles on the distribution copies, as the negative was usually in safekeeping in the country of origin. Countries such as Norway, Sweden, Hungary, and France quickly took the lead in developing techniques for subtitling films. However, the first attested showing of a sound film with subtitles was when the jazz singer (originally released in the U.S. in October 1927) opened in Paris, on January 26, 1929, with subtitles in French. Later that year, Italy followed suit, and on August 17, 1929, another Al Jolson film, *The Singing Fool*, opened in Copenhagen, fitted with Danish subtitles. (Gottlieb, 2002).

An extensive study by the European Survey on Language Skills ESLC; European Commission (2012), examined the foreign language skills of approximately 54,000 students and multifaceted analysis geared towards clarifying the influence of languages both internally and externally. Araujo and Costa (2013) indicated that there is a positive relationship between foreign language competence and conventional and new media exposure of students to foreign languages. Although the possibility of going from the lowest level of proficiency to an intermediate level depends more on watching movies with subtitles in the mother tongue and the original version. This is in line with the dual coding theory put forth by Paivio and Clark (1986, 1991) where the researchers demonstrated that imagery, concreteness, and verbal associative processes are pivotal in various educational domains, as these facilitate the interpretation of school material, learning, memory, teaching, and individual motivation of learners. Based on the dual coding theory (DCT) of Paivio and Clark (1991), intralingual subtitled movies in line with the dual coding theory of Paivio and Clark (1991) can enhance learners' pronunciation of different vocabulary as used in selected movies while watching and reading the subtitles from one scene to another, forming imagery, concrete and verbal associative process in the mind of the leaners in a way that they will hardly ever forget.

Subtitles are most often used to help viewers who are deaf, those with hearing difficulties, or people who have accent recognition problems to follow the dialogue or commentary in films (Eken, 2003; Muzahaddah, 2019). Recently, it has been used in the language teaching and interpreting fields. How native speakers of English pronounce words is undoubtedly different from that of non-native speakers (NNS). Thus, this study aimed to discover how one can use subtitles to enhance EFL student's pronunciation and investigate how students in a Thai EFL university setting can use subtitled films to learn appropriate English pronunciation as a way of easing their communication and comprehension in everyday conversation.

The choice of the research direction in this paper is based on the apparent fact that that many people like watching films but are unaware of how it can be academically helpful. It would make students create language within a familiar and motivating context, that is, using its audio-visual extract, like the films (Gottlieb, 2002; Eken, 2003; Kanellopoulou, 2019). The students will also feel as if they were playing an active role in their learning process, thus enhancing their language learning. The use of subtitles would also be a cheaper and easier way in achieving this goal of learning a second language or foreign language at the convenience of the learners. More so, technology in this context is very motivating to students. The objectives of this study will be achieved through the following research questions:

1) Can intralingual subtitling be included in the curriculum of pronunciation teaching?

2) How can learners use intralingual subtitles to learn English pronunciation?, and 'How can teachers use intralingual subtitles to teach English pronunciation?

2. Objectives

The study has the following as its primary objectives:

(a) To describe the benefits of intralingual subtitles in the learning and teaching of pronunciation;

(b) To recommend to teachers and policymakers the implementation of monolingual subtitles in teaching English pronunciation; and

(c) To advocate for other learners of English and/or teachers of English the use of intralingual subtitled films in learning pronunciation.

3. Review of Literature

This section examines the publications that are germane to our investigation to widen our horizons on the subject matter. Central to this investigation is the use of intralingual subtitling in the learning and teaching of English in a Thai EFL setting. It is worth noting that much has been written on the use of subtitles, but very little has been put down particularly on the use of intralingual subtitling to teach pronunciation in Thai EFL university contexts.

3.1 Subtitling in general

According to Reich (2006), subtitling is a branch of translation called audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues. Neves (2008) believes that captioning and subtitling have the same definitions although some make a distinction and believe that *captioning* is considered to be for both deaf and hearing-impaired viewers while *subtitling* is special to hearers. According to (Gerzymisch-arbogast 2008, as cited in Zarei & Rashvand, 2011), subtitles are the written translation of film dialogues appearing synchronously with the corresponding dialogues produced on the screen. He adds that the process of subtitling involves two steps: (1) from one 'language' to another, and (2) from verbal speech to a written text.

Reich (2006) holds that although there were voiceless films in cinemas at the beginning of the film-making history where the producers tried to find a solution to convey the dialogues to the viewers. They finally decided to write short statements on a paper and insert them between the film sequences. The written statements were called intertitles. Subtitles are new forms of interfiles. Eken (2003) suggests that foreign language teachers exploit the media including television, video, and the internet as motivational tools in and out of class. Similarly, Koolstra and Beentjes (1999) believe that watching television programs is a useful way to learn a foreign language. They also maintain that many Dutch students learn English from television and radio more than in schools. Wang and Shen (2007) believe that if something is to be learned, it must be noticed. Watching television programs makes this possible. It is, however, difficult for learners to understand films if they rely only on listening comprehension. Here subtitling plays a prominent role. (Meskill 1996, as cited in Hayati & Mohmedi, 2011) believes that subtitled video, a combination of pictures, sounds, and texts, do not hinder comprehension, but rather enhance it. Furthermore, Chang (2004) demonstrates that foreign films, especially when subtitled, increase viewers' motivation to acquire that language. Similarly, Danan (2004) maintains that media have a motivational effect on language learning. In this respect, video alone is not enough. He suggests that stakeholders exploit subtitling although there is some belief that these technologies are distracting and result in listening laziness. Paivio and Clark (1986, 1991) demonstrated that imagery, concreteness, and verbal associative processes are pivotal in various educational domains, as these facilitate the interpretation of school material, learning, memory, teaching and individual motivation of learners. Based on the dual coding theory (DCT) of Paivio and Clark (1991) intra-lingual subtitled movies are said to enhance learners pronunciation of different vocabulary as used in selected movies while watching and reading the subtitles from one scene to another, forming imagery, concrete and verbal associative process in the mind of the leaners in a way that they will hardly ever forget. The positive effects of concreteness and imagery on the readability of texts and memory lead to generalizing oral transmission of knowledge in the classroom. That is to say, it would be easier to understand and recall lessons containing specific details and evoking vivid images than lessons that are abstract and not image-arousing. Besides, as in classroom lessons, the same imagery manipulations that benefit memory for text should also benefit memory for orally presented knowledge Paivio and Clark (1991).

Opposed to the idea of listening laziness through watching subtitled videos is Zanon (2006) who concludes that using subtitled video in language classes causes students to be more relaxed while watching. Also, because it is a nice and pleasurable activity, it improves language comprehension and acquisition. Watching subtitled videos motivates students and familiarizes them with the target culture. It also has an effective role in acquiring correct pronunciation and developing new words and idioms. In the same vein, Bravo (2005) maintains that watching subtitled movies enhances the learners' motivation and results in the incidental acquisition of foreign languages.

According to Schroter (2005), subtitling is a form of translation called "additive translation."

Because paralinguistic features including intonation and stress patterns, gestures, and facial expressions affect the meaning, both verbal and nonverbal utterances are supposed to be conveyed into subtitles. Although some believe that subtitling is advantageous overdubbing since it presents original dialogues, Schroter (2005) argues that both have the same effect on the audience's understanding. He also believes that although it is a fact that subtitles distract viewers to focus on the image, it is not too difficult to read, watch, and listen to all at once.

3.2 Addressees of subtitling

Neves (2008) states that the addressees of subtitles do not belong to one unique group; therefore, subtitlers have to consider various age groups and social backgrounds. According to Chang (2004), even though subtitling was originally formulated for deaf and hearing difficulties, it is also beneficial for second language learners. Similarly, Zanon (2006) and Caimi (2006) maintain that due to creating a combination of sound, image, and text, this approach can be used for all types of students. According to Zanon (2006), subtitling enjoys many advantages; it motivates learners and makes them secure and gains self-confidence. Besides, it can help language learners to monitor their speech and find new vocabulary. Koolstra and Beentjes (1999) believe that interlingual subtitles contribute to learning expressions, pronunciation, syntax, and connotations as well as vocabulary. They found that interlingual subtitling has three main advantages overdubbing: the first is that subtitling is cheaper than dubbing. The second is related to the actors' original voices, which certainly affect comprehension. The last, and the most important, is that it may result in incidental language learning.

3.3 Interlingual and intralingual subtitling

Neves (2008) makes a distinction between interlingual and intralingual subtitles. The language of intralingual subtitles is the same as that of dialogues, whereas the language of interlingual subtitles is different from that of the audio. Bravo (2005) believes that both interlingual and intralingual subtitles result in language learning. He comments that learners of lower levels of proficiency are supposed to work with the first, whereas advanced learners benefit from the second to develop pronunciation and their knowledge of words and idioms. According to Caimi (2006), intralingual subtitling affects students' memories, develops their listening and reading comprehension, enhances their self-confidence, and replaces learning with entertainment. He maintains that there are two types of intralingual subtitles: the first is special to deaf or hearing-impaired viewers in which dialogues, as well as every other sound, are subtitled on the screen. In fact, this kind of subtitling is viewed as an "accessibility aid". The second kind has been formulated for people whose language is different from that being spoken in the film. Caimi believes that intralingual subtitling for didactic aid improves second language learners' listening comprehension due to the reproduction of oral language in written form. According to Danan (2004), intralingual subtitles are called "captions" and interlingual ones are referred to as "standard subtitles". He believes that although both increase the learners' motivation, captioning suffers several limitations, whereas standard subtitling leads to incidental language learning. For example, he argues that captioning is suitable for beginners only if adapted to a primary level of linguistic ability. Stewart and Pertusa (2004) hypothesize that films subtitled in the target language are more appropriate foreign language learning tools for English learners although most English instructors use English subtitled films in foreign language classes. The biggest drawback of English subtitling is the neglect of listening skills. On the other hand, Bird and (Williams 2002, as cited in Caimi, 2006) and (Schmidt 2007, as cited in Zarei & Rashvand, 2011; Gorjian, 2014) maintain that one of the best ways of language learning is watching intralingual subtitled programs. The above-mentioned studies reflect only part of the relevant literature. A more thorough examination of the literature is not within the scope of this paper, such as higher levels of controversy as to the effectiveness of various types of subtitling on vocabulary learning. In an attempt to resolve part of this controversy, the present study aims to investigate the use of intralingual subtitling in the learning and teaching of pronunciation to university students in a Thai EFL university context.

3.4 Pronunciation Problems

In English language learning contexts, pronunciation is either not stressed or even ignored. Few scholars argue that neglect can be due to the assumption that supra-segmental characteristics appear unlearnable Greenwood (2002). Also, many teachers rarely consider pronunciation a skill in its own right rather than a sub-component of the macro skill of speaking Kanoksilapatham (2010). Pronunciation is a global construct consisting of segmental (e.g., consonant and vowels) and suprasegmental (e.g., stress, intonation, rhythm, pace, volume). A critical factor in affecting English pronunciation among Thai students is the lack of opportunity to practice English pronunciation. Many Thai students do not communicate often in the English language since they use the Thai language more often by so doing many Thai students are lacking in English pronunciation. This problem can be engaged by introducing intra-lingual subtitled movies in English language classrooms which will not only improve English pronunciation of students but it will also serve as an opportunity for learners to practice and improve communication skill while in a relaxed atmosphere of learning.

4. Materials and Methods

This section describes the methodology of the study including the participants and data collection and analysis procedures.

4.1 Movie selection

The film used in this investigation is *The Sound of Music* produced and directed by Robert Wise based on a musical book written by Howard Lindsay and Russell Crouse and screenplay by Ernest Lehman. The movie is also based on the book: *The Story of the Trapp Family* by Maria Von Trapp. This movie was selected as it was professionally subtitled. Consequently, it is a suitable resource to investigate the research objective. Another choice of this movie is the real-life and contextualized features that the film possesses which will help stimulate the viewers' interest. Besides, the genre of comedy and music adds to its attractiveness. Again, it is assumed that this film had been watched by most of the students under study, therefore, this will enable them to pay more attention to the point of focus (pronunciation) and little attention to the storyline. Among other movies, *The Sound of Music* was chosen based on the students' consistent interest in the particular movie and recommendation during practice in class indicating that they enjoyed watching the movie *The Sound of Music* with intralingual subtitles.

4.2 Participants

The participants in this study were 35 final year English-majored students in a university in Southern Thailand. This sample was motivated by the fact that these students are usually looked upon by their peers and students of other Departments and Faculties as those who command a certain degree of language proficiency, usually higher than theirs.

It tends to be true as these students mainly study the English Language throughout their stay at the university. As English-majored students, all 35 participants were selected due to their good command of the English language and clear understanding of the meaning of word stress, sentence stress, consonant clusters, 'unfamiliar' vowels, and juncture. They have been trained in class during practice to understand the different patterns of pronunciation before they were given questionnaires for this study. Thus, this study aimed at complementing other teaching-learning methods of effective pronunciation by suggesting another method, which is, using monolingual subtitling.

4.3 Instruments

The data for this study were collected principally using questionnaires. Due to time constraints, only an excerpt of the film, *The Sound of Music*, was selected for the participants to watch in a classroom setting along with the researchers. The essence of this exercise was for the students to observe whether subtitles could better their learning of English pronunciation. The film was watched for 45 minutes, after which the researchers administered the questionnaires for the students to fill in the necessary information. The collected information was then collated and used as data for analysis.

4.4 Data Analysis

The collected data from the questionnaires were analyzed quantitatively using descriptive statistical tools and employing frequencies and percentage counts to effectively demonstrate how using intralingual subtitling movies in teaching can better improve students' English Language pronunciation skills. The descriptive analysis was then interpreted and discussed based on a thematic-content based approach.

5. Results

The analyzed data were distributed into different themes for proper and effective interpretation. The themes (see Table 1 below) include difficulty in pronouncing words, Placement of stress, Language learning in general, Learning rhythmic patterns, Pronunciation of English consonant clusters, Developing a better accent, Pronunciation of unfamiliar vowel sounds, Knowledge of juncture, Those who like and dislike intralingual subtitles, and Should intralingual subtitles be used to teach English pronunciation.

Table 1 Themes and frequencies distribution

Theme	**% response (yes)**	**% response (no)**
Difficulty in pronouncing words	51.5 %	48.5%
Placement of stress	60%	40%
Language learning in general	85.7%	14.3%
Learning rhythmic patterns	71.4%	28.6%
Pronunciation of English consonant clusters	68.6%	31.4%
Developing a better accent	80%	20%
Pronunciation of unfamiliar vowel sounds	65.7%	34.3%
Knowledge of juncture	42.8%	57.2%
Those who like and dislike intralingual subtitles	74.2%	25.8%
Using intralingual subtitles to teach English pronunciations	65.7%	34.3%

For the first theme, the table above reveals the percentage of students who claimed to have (or not to have) problems with pronunciation. Of 35 students, 18 (51.5%) claimed that they have pronunciation problems, while 17 (48.5%) were comfortable with their pronunciation. This, however, does not tie with the general opinion in the university and the available literature, which discloses that the level of pronunciation in the university environment is very low. The second theme is about the difficulties students face in stress placement. Of 35 students, 21 (60%) asserted that intralingual subtitles help them in the correct placement of stress, while 14 (40%) found it not helpful. 30 students (85.7%) found intralingual subtitling as helpful in language learning in general while 5 students (14%) did not deem it helpful. Also, according to the table, 25 (71.4%) students confirmed that intralingual subtitling assists them in learning the various rhythmic pattern of English while 10 of them (28.6%) said it does not help them. Moreover, 24 out of 35 students (68.6%) stated that intralingual subtitles advance the pronunciation of English consonant clusters while 11 of them (31.4%) said it does not advance their English pronunciation development. Based on the accent, 28 students (80%) alleged that intralingual subtitling helps them to develop a better accent while seven of them (20%) said it does not aid in developing their accent. Furthermore, 23 (65.7%) reported that intralingual subtitles help them in improving their pronunciation of unfamiliar vowel sounds like /^/ while 12 of them (34.3%) supposed it cannot. The next theme discloses that 15 students opined that intralingual subtitling increases their knowledge of juncture, while 20 of them (57.2%) said that it does not increase their knowledge of juncture. It was further realized that 26 students (74.2%) liked intralingual subtitles, while the remaining nine (25.8%) disliked intralingual subtitles. Lastly, the last theme uncovers whether intralingual subtitles should be used to teach English pronunciation or not. A total of 23 students

(65.7%) affirmed that it should be used whereas 12 of the students (34.3%) disagreed. From these findings, it is evident that intralingual subtitling helps most Thai English-majored university students in the learning of the different elements of pronunciation. The discussion and implications are emphasized in the next section.

6. Discussion

The primary objectives of this study were to describe the benefits of intralingual subtitling on pronunciation learning, by investigating how students in a Thai EFL university setting can use subtitled films to learn appropriate English pronunciation and other skills of language like comprehension, as a way of easing their communication and comprehension skills in everyday conversation. Intralingual subtitling impact on learners comprehension has to a greater extend, perhaps one of the well-documented aspects in the literature, especially concerning multilingual speakers. As Vanderplank (2015) rightly puts it, the picture that has been built up with the literature is very informative in that the previous years of research into intralingual subtitles have proven to repeatedly have a positive effect on language learning similarly to the case of Thai university students in this study.

Watching motion pictures with intralingual subtitles is famous amongst language learners; however, most often it is not given due representation as a section of a language course. The truth that instructors intuitively understand this with precise implementation can beautify language learning, especially direct or incidental vocabulary, pronunciation and accent acquisition (Garnier, 2014). Intralingual subtitled movies can facilitate adequate understanding due to the impact of aural, visible and textual gains from watching movies with intralingual subtitles (Zanon, 2006). In the process of language learning, visible information can be fundamental as it serves physique language, gestures and facial expressions that accompany the meaning, pronunciation, intonation and stress of vocabulary, as nicely as the tradition and actual language of the audio in specific movies. Subtitles delivered to a visible channel neither distract nor intrude with the oral and pictorial information. Multiple sources of a message rather amplify the potential of learning reminiscence and successfully promote language learning.

In line with the dual coding theory (DCT) of Paivio and Clark (1991), intra-lingual subtitled movies are said to enhance learners pronunciation of different vocabulary as used in selected movies while watching and reading the subtitles from one scene to another, forming imagery, concrete and verbal associative process in the mind of the leaners in a way that they will hardly ever forget. The positive effects of concreteness and imagery on the readability of texts and memory lead to generalizing oral transmission of knowledge in the classroom. That is to say, it would be easier to understand and recall lessons containing specific details and evoking vivid images than lessons that are abstract and not image-arousing. Besides, as in classroom lessons, the same imagery manipulations that benefit memory for text should also benefit memory for orally presented knowledge Paivio and Clark (1991).

Based on the results presented above, it can be said that the use of intralingual subtitling as an aid in pronunciation is very effective about the overall results. This provides equipped input in three different aspects (image, written text and verbal expression) that contribute to supply a more robust and probably longer-lasting mental object of recent lexical things. Intralingual subtitled movies help learners monitor a speech that might most likely be lost otherwise. Whereas films that are not subtitled will produce a high level of insecurity and anxiety in learners, the incorporation of intralingual subtitles provides instant feedback and positive reinforcement that contributes to forming a sense of confidence in the learners which will facilitate them to feel free and motivated to read and repeat vocabulary from the subtitles of the films with effective pronunciation and accent gained as they watch.

This is evident in the total number of students who affirm that intralingual subtitling enhances their pronunciation development. The differences as expressed in percentages give a picture of the positive remark from the majority of the participants in this study who indicated that intralingual subtitling contributes to their effective pronunciation. Regarding difficulty in pronouncing words, of the 35 students sampled in this study, 51.5 % of them claimed that they have pronunciation problems while the other 48.5% were comfortable with their pronunciation. For stress placement, 60% of them asserted that intralingual subtitles help them in a correct stress placement, as opposed to 40% who did not find it helpful. From the point of view of language in general, 85.7% of the students found intralingual subtitling helpful in language learning in general, as opposed to 14.3% of students who did not deem it helpful. For rhythmic patterns learning, 71.4% of the students said intralingual subtitling helps them in learning the various rhythmic patterns of English while 28.6% of them think otherwise.

As opposed to the idea of listening laziness through watching subtitled videos as opined by Danan (2004), the results here show that using subtitled video in language classes makes the students more relaxed while watching (Yang, Chen, & Jeng, 2010). Moreover, since it is a nice and pleasurable activity, it improves language comprehension and acquisition (Burger, 2013; Cintas, 2008). Watching subtitled videos motivates students and familiarizes them with the target culture. The findings further suggest that intralingual subtitles also play an effective role in pronunciation acquisition especially through imitation of the dialogue. Thus, having a more practical class with the integration of intralingual subtitling in teaching English lessons could be a more realistic way of helping Thai students to learn. When watching movies, the students could look at the subtitles on a more edifying and academic basis, knowing that their purpose is for learning. However, gaining a desirable accent from watching movies with intralingual subtitles requires effective implementation because most learners may effectively recognize, pick vocabulary and pronounce them accurately after watching a particular movie with intralingual subtitles more than once (Etemadi, 2012). Consequently, intralingual subtitling has a very effective role in acquiring and learning correct pronunciation and other aspects of a language as clearly seen in the results of this study.

7. Conclusion

This study has shed light on the use and benefits of intralingual subtitling as a learning strategy in language pedagogy. The study concludes, based on its analysis and results, that intralingual subtitling is necessary to support English language learning and teaching classes for the mastery of English pronunciation. Based on the results, the majority of the students conceded to this vital role of intralingual movie subtitling, and its integration thereof, during their English lessons, particularly those on pronunciation skills development. Such results could be helpful to language instructors in general and education establishments in particular on this relevant and practical role. The exploitation of intralingual subtitling will enrich the content of language programs and improve, to a greater extent, the pronunciation and listening comprehension skills of students. The study would even be necessary for language course developers who may realize it is worthwhile to incorporate intralingual subtitled academic movies in their courses for the benefits of the language learners who face many challenges in pronunciation and listening comprehension to non-educational materials broadcast on different satellite channels. Language teachers and learners, in general, may find using intralingual subtitling a great tool for self-access learning and development. Videos are now available on the internet on a large scale, and the learners can follow instructional procedures to maximize the simplest use of subtitled movies.

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APPENDIX A

RANGSIT JOURNAL OF SOCIAL SCIENCES AND HUMANITIES (RJSH)

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APPENDIX B

RANGSIT JOURNAL OF SOCIAL SCIENCES AND HUMANITIES (RJSH)

NOTE FOR AUTHORS

1. Aims and Scope

Rangsit Journal of Social Sciences and Humanities (RJSH) is a multidisciplinary international scholarly journal that aims to provide a high profile vehicle for publication of various new issues in different academic areas. The scope of the *Journal* encompasses, but not limited to Interdisciplinary Studies in Humanities and Social Sciences, any of the following areas:

Social Science
- Criminal Justice
- Economics
- Social Innovation
- Political Science

Humanity
- History
- Language
- Arts & Design

2. Submission Deadline

Submissions are to be permanently open. A manuscript submitted between July 1st and December 31st will be considered for publication in the January-June Issue of the subsequent year whereas a manuscript submitted between January 1st and June 30th will be considered for publication in the July-December Issue.

3. Categories of Articles

The *Journal* accepts the following types of articles:

1. **Research Articles:** A research article is a regular quantitative or qualitative article which aims to present new findings or interpretations.
2. **Review Articles:** A **review article** or survey articles, also called a literature review, is an article that survey of previously published research on a topic an summarizes the current state of understanding on a topic. It should give an overview of current thinking on the theme and, unlike an original research article, won't present new experimental results. By analyzing a large body of data from existing studies, some systematic reviews can come to new conclusions. Review articles can also provide recommendations for potential research areas to explore next. Moreover, a review article surveys and summarizes previously published studies, rather than reporting new facts or analysis.
3. **Innovations:** An innovation is an article that aims to present creative arts and designs, procedures or devices.

Research articles, review articles, and innovations should not exceed 15 pages of standard A4 paper using *RJSH* format. The manuscript template is available at https://rjsh.rsu.ac.th. All categories of articles must coincide with manuscript preparation instruction (see Manuscript Preparation Section).

4. Editorial Policies

RJSH accepts only the original work that has not been previously published, nor is it a dual submission. The submission also implies that the authors have already obtained all necessary permissions for the inclusion of copyrighted materials, such as figures and tables from other publications. Submitting a copied piece of writing as one's own original work is considered plagiarism. The *Journal* is published by Rangsit University Press, Thailand. Contributions are in English. Copyright is by the publisher and the authors.

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Author./(Year of publication)./Title of Abstract (abstract)./*Journal Title*,/*Volume*(Issue),/Page number.

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Clark, D. V., Hausen, P. H., & Mammen, M. P. (2002). Impact of dengue in Thailand at the family and population levels (abstract).*Am J Trop Med Hyg*, *67*(2 Suppl), 239.

Books

Author./(Year of publication)./*Book Title:*/*Capital letter also for subtitle*./Edition (if any)./Location,**/**Country :/Publisher.

Example:

Cochrane, A. (2007). *Understanding urban policy: A critical approach.* Malden, MA: Blackwell Publishing.

Palmer, G. R., & Short, S. D. (2010). *Health care and public policy: An Australian analysis* (4th ed.). South Yarra, VIC: Palgrave Macmillan.

Bulliet, R. W., Crossley, P. K., Headrick, D. R., Hirsch, S. W., Johnson, L. L., & Northrup, D. (2011). *The earth and its peoples: A global history* (5th ed.). Boston, MA: Wadsworth.

Chapter in edited book

Richards, K. C. (1997). Views on globalization. In H. L. Vivaldi (Ed.), *Australia in a global worl*d (pp. 29-43). North Ryde, Australia: Century.

<u>Article or Chapter in an Edited Book</u>

Author./(Year of publication)./Title of chapter./In/Editor/(Ed.),/*Book Title*/(pages of chapter)./ Location:/Publisher.

Example:

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

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Tester, J. W. (2008). The future of geothermal energy as a major global energy supplier. *Proceedings of the Sir Mark Oliphant International Frontiers of Science and Technology Australian Geothermal Energy Conference*, Canberra, Australia: Geoscience Australia. Retrieved from http://www.ga.gov.au/image_cache/GA11825.pdf

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Author./(Year of publication)./*Title of dissertation or thesis* /(Doctoral dissertation or Master's thesis)./Awarding Institution.

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Norasingha, A. (2009). *Expression and distribution of mucorinic receptors in hepatic composite of the cirrhotic rat* (Master's thesis). Rangsit University, Pathum Thani.

<u>Editorials</u>

Author./(Year of publication)./Title of Editorial (editorial)./*Journal Title*,/ *Volume*(Issue),/Page numbers.

Example:

Fisher, R. I. (2003). Immunotherapy in Non-Hodgkin's lymphoma: Treatment advances (editorial). *Semin Oncol*, *30*(2Suppl 4), 1-2.

<u>Journal Articles</u>

Author./(Year of publication)./Article Title./*Journal Title*,/ *Volume*(Issue),/Page numbers.

Example:

Leelawat, S., Leelawat, K., Narong, S., & Matangkasombut, O. (2010). The dual effects of delta 9-tetrahydrocannabinol on cholangiocarcinoma cells: Anti-invasion activity at low concentration and apoptosis induction at high concentration. *Cancer Investigation*, *28*(4), 357-363.

Polk, A., Amsden, B., Scarrtt, D., Gonzal, A., Oknamefe, O., & Goosen, M. (1994). Oral delivery in aquaculture. *Aquacult. Eng*, *13*, 311-323.

Seals, D. R., & Tanaka, H. (2000). Manuscript peer review: A helpful checklist for students and novice referees. *Advances in Physiology Education, 23*(1), 52-58.

Srichandum, S. & Rujirayanyong, T. (2010). Production scheduling for dispatching ready mixed concrete trucks using bee colony optimization. *American J. of Engineering and Applied Sciences*, *3*(1), 823-830.

Letters

Author./(Year of publication)./Title of Letter./*Journal Title*./ *Volume*(Issue),/Page number.

Example:

Enzensberger, W., & Fisher, P. A. (1996). Metronome in Parkinson's disease (letter). *Lancet*, *347*, 1337.

Notes

Author./(Year of publication)./Title of Note./*Journal Title*./ *Volume*(Issue),/Page number.

Example:

Haier, R. J., Schroeder, D. H., Tang, C., Head, K., & Colom, R. (2010). Gray matter correlates of cognitive ability tests used for vocational guidance. *Biomed Central*, *3*, 206.

Unpublished/In Press Articles

Author./(In press Year)./Article Title./*Journal Title*./(in press).

Example:

Veena, B. (2004). Economic pursuits and strategies of survival among Damor of Rajasthan. *J Hum Ecol.* (in press).

Internet periodicals

Author./(Year of publication)./Article Title./*Journal Title*,/*Volume*(issue),/ page numbers./Retrieved mm dd, year, from the full URL of the web page

Example:

Adams, P. J. (2000). Australian economic history. *Journal of Australian Economics*, *5*(2), 117-132. Retrieved June 12, 2001, from http://jae.org/articles.html

Internet non-periodicals

Author./(Year of publication)./*Article Title*./Retrieved mm dd, year, from the full URL of the web page

Example:

Lemire, D. (n.d.). *Write good papers*. Retrieved July 1, 2010, from http//www.daniel-lemire.com/blog/rules-to-write-a-good-research-paper

Newspaper retrieved from a database

Article – with an author

Author./(mm dd, Year)./Article Title./*News agency*./Retrieved from the full URL of the web page

Example:

Darby, A. (August 20, 2002). Rarest tiger skin a rugged survivor. *Sydney Morning Herald.* Retrieved from http://www.smh.com.au

Article – without an author

Article Title./(mm dd, Year)./ *News agency*./Retrieved from the full URL of the web page

Example:

Rarest tiger skin a rugged survivor. (August 20, 2002). *Sydney Morning Herald.* Retrieved from http://www.smh.com.au

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9. Further Reading

The following resources will provide valuable guidelines for the preparation of manuscripts.

Anonymous. (n.d.). How to write abstract. Retrieved January 17, 2011, from http://www.journal.au.edu/au_techno/2006/jan06/vol9num3_howto.pdf

Anonymous. (n.d.). How to write an abstract: Links and tips. Retrieved January 17, 2011, from http://research.berkeley.edu/ucday/abstract.html

Koopman, P. (n.d.). How to write an abstract. Retrieved January 17, 2011, from http://www.ece.cmu.edu/~koopman/essays/abstract.html

Lemire, D. (n.d.). Write good papers. Retrieved January 17, 2011, from http://lemire.me/blog/rules-to-write-a-good-research-paper/

Plonsky, M. (n.d.). Psychology with style: A hypertext writing guide. Retrieved January 17, 2011, from http://www.uwsp.edu/psych/apa4b.htm

Seals, D. R., & Tanaka, H. (2000). Manuscript peer review: A helpful checklist for students and novice referees. *Advances in Physiology Education*, *23*(1), 52-58.

Jones, A., & Pham, H. (n.d.). Basic Referencing using the APA System, Teaching and learning unit, Faculty of Economics and Commerce, The University of Melbourne. Retrieved February 15, 2011, from http://www.scribd.com/doc/57603066/A-Pa-Style

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The introduction should put the focus of the manuscript into a broader context. As you compose the introduction, think of readers who are not experts in this field. Include a brief review of the key literature. If there are relevant controversies or disagreements in the field, they should be mentioned so that a non-expert reader can find out about these issues further. The introduction should conclude with a brief statement of the overall aim of the experiments.

To insert a citation in the text use the author-year system, i.e., the author’s last name and year of publication. Examples are as follows: "Since Johnson (2008) has shown that..." or "This is in agreement with results obtained later (Benjamin, 2010)". For 2-3 authors; all authors are to be listed, with “and” separating the last two authors, for more than three authors, list the first author followed by et al. The list of references should be arranged alphabetically by authors' names. All publications cited in the text should be presented in a list of references following the text of the manuscript. The manuscript should be carefully checked to ensure that the spelling of authors' names and dates are exactly the same in the text as in the reference list. Responsibility for the accuracy of bibliographic citations lies entirely with the author(s). Citation of a reference as "in press" implies that the item has been accepted for publication. Authors are responsible for the accuracy of the content of the references.

2. Objectives

The objectives of the study should be specified explicitly.

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This section should provide enough detail to allow full replication of the study by suitably skilled investigators. Protocols for new methods should be included, but well-established protocols may simply be referenced.

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The results section should provide details of all of the experiments that are required to support the conclusions of the paper. There is no specific word limit for this section. The section may be divided into subsections, each with a concise subheading. The results section should be written in past tense.

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Tables should be numbered consecutively. Footnotes to tables should be typed below the table and should be referred to by superscript numbers. Submit separate files of tables in their original file format and not as graphic files in addition to incorporating in the main text. Tables should not duplicate results presented elsewhere in the manuscript (e.g., in graphs).

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R2			
R3			
R4			
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Figure 1 Figure caption

Table 2 Table caption

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Figure 2 Figure caption

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6. Conclusion

The Conclusion section restates the major findings and suggests further research.

7. Acknowledgements

People who contributed to the work but do not fit criteria for authorship should be listed in the Acknowledgments, along with their contributions. It is the authors' responsibility to ensure that anyone named in the acknowledgments agrees to being so named. The funding sources that have supported the work should be included in the acknowledgments.

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