

# ภาพพจน์สัตว์ในนวนิยายเรื่อง “หม้ายโหยรัก” (*La veuve Couderc*) ของ จอร์จ ซิเมออง (Georges Simenon)

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## บทคัดย่อ

บทความชิ้นนี้มีวัตถุประสงค์ที่จะศึกษาเกี่ยวกับภาพพจน์สัตว์ในนวนิยายเรื่อง หม้ายโหยรัก ของ จอร์จ ซิเมออง นักเขียนชาวเบลเยียม จากการศึกษาพบว่า ผู้เขียนใช้ความเปรียบเทียบกับสัตว์เป็นจำนวนมาก จนเป็นที่น่าสังเกต เช่น อุปมาอุปไมย อุปลักษณ์ เพื่อเปรียบเทียบลักษณะและกิริยาของตัวละครกับสัตว์ท้องถิ่น

คำสำคัญ: จอร์จ ซิเมออง, ภาพพจน์สัตว์, หม้ายโหยรัก

## Animal Idioms in Georges Simenon's *La veuve Couderc*

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## Abstract

This article studies animal idioms in *La veuve Couderc*, a novel by the Belgian writer Georges Simenon. Results were that Simenon's idioms included many similes and metaphors associating actions and images of characters with farm animals.

**Keywords:** Georges Simenon, Animal idioms, *La veuve Couderc*.

## บทนำ

บทความชิ้นนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับบัณฑิตศึกษา สาขาวิชาการแปลภาษาฝรั่งเศส-ไทย คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ โดยผู้เขียนบทความได้เลือกแปลนวนิยายเรื่อง หม้ายโหยรัก ของ จอร์จ ซิเมออง โดยอิงหลักการแปลของสถาบันชั้นสูงด้านการล่ามและการแปล (École Supérieure d'Interprètes et de Traducteurs) มหาวิทยาลัย Paris III (Sorbonne Nouvelle) ประเทศฝรั่งเศส ในขั้นตอนการทำความเข้าใจต้นฉบับ ผู้เขียนบทความต้องวิเคราะห์ตีความนวนิยายเพื่อทำความเข้าใจกับสารที่ผู้เขียน

ต้องการนำเสนอ ก่อนจะถ่ายทอดเป็นบทแปลที่มีความหมายถูกต้อง และมีอรรถรสเทียบเท่ากับต้นฉบับ การวิเคราะห์ในครั้งนี้อาจไม่ได้มีจุดประสงค์ที่จะวิเคราะห์คุณค่าทางวรรณกรรม

จากการวิเคราะห์ในครั้งนี้อันนี้ ผู้เขียนบทความพบว่าในนวนิยายเรื่องหม้ายโหยรัก มีการใช้ภาพพจน์เกี่ยวกับสัตว์เป็นจำนวนมาก นับได้ว่าเป็นลักษณะเด่นของนวนิยายเรื่องนี้ จึงสนใจที่จะวิเคราะห์ประเด็นนี้ให้ลึกซึ้งขึ้น

### เรื่องย่อ

หม้ายโหยรักเป็นเรื่องราวของหญิงหม้ายชื่อนางกุแตร ที่มักเรียกกันว่า ตาติ เกษตรกรที่อาศัยอยู่ในพื้นที่ชนบทของประเทศฝรั่งเศส เธออาศัยอยู่ลำพังกับพ่ออดีตสามี และดูแลงานในสวนในไร่รวมถึงงานบ้าน เธอมีความสัมพันธ์กับพ่อสามีเป็นครั้งคราวเพื่อทำให้เขาพึงพอใจ วันหนึ่ง เธอได้พบกับผิอง ชายแปลกหน้าคนหนึ่งในรถประจำทาง เขาช่วยเธอขนของเข้าบ้าน เธอเสนอจ้างเขาให้ช่วยทำงานในไร่ โดยเขาพักอาศัยกินอยู่ในบ้านของเธอ ต่อมาเธอก็มีความสัมพันธ์กับเขา หลังจากนั้นผิองได้พบกับเฟลิซี ลูกสาวของฟร็องซัวซ น้องสามีตาติที่อาศัยอยู่ในละแวกนั้น เฟลิซีเป็นเด็กสาวใจแตก เธอมักอุ้มทารกน้อยของเธอนั่งเล่นยามเย็นในทุ่งหญ้าแถบนั้น เมื่อตาติรู้ว่าผิองไปหลงรักเฟลิซี เธอก็พยายามกีดกันและจำกัดอิสรภาพของเขาจนในที่สุดผิองตัดสินใจสังหารตาติ

### วัตถุประสงค์ของการวิจัย

บทความนี้มีวัตถุประสงค์ที่จะศึกษาภาพพจน์ที่เกี่ยวกับสัตว์ในรูปแบบต่าง ๆ ในนวนิยายเรื่อง หม้ายโหยรัก ของ จอร์จ ซิเมออง เช่น อุปลักษณ์ หรืออุปมาอุปไมย โดยเน้นเฉพาะความเปรียบที่เกี่ยวกับสัตว์ เพื่อให้สามารถเลือกสรรถ้อยคำในภาษาไทยให้ตรงกับความหมายในต้นฉบับโดยยังคงอรรถรสทางวรรณกรรมเอาไว้

### ภาพพจน์เกี่ยวกับสัตว์ในนวนิยาย

ในนวนิยายเรื่องนี้ ผู้เขียนได้ถ่ายทอดชีวิตที่เรียบง่ายของคนในชุมชนเล็กๆ แห่งหนึ่งในชนบท มีการพูดถึงงานในเรือกสวนไร่นา การปลูกพืชและเลี้ยงสัตว์ ชีวิตของตัวละครล้วนเกี่ยวข้องกับธรรมชาติ นอกจากผู้เขียนจะพรรณนาความงดงามของธรรมชาติแล้ว เขายังชอบใช้สำนวนเปรียบเทียบที่เกี่ยวกับธรรมชาติอีกด้วย เช่น ตัวแข็งทื่อเป็นต่อไม้ วันเวลาผ่านไป

เหมือนสายน้ำไหล ซึ่งเป็นวิธีที่ทำให้ผู้อ่านมองเห็นภาพได้ชัดเจนยิ่งขึ้น รวมถึงเข้าใจภาพที่ผู้เขียนต้องการสื่อได้อย่างถ่องแท้

นอกจากนี้ ในนวนิยายเรื่องนี้ยังมีการใช้ภาพพจน์เกี่ยวกับสัตว์อยู่เป็นจำนวนมากจนเป็นที่น่าสังเกตและมักเป็นสัตว์ที่พบได้ในชนบท ตัวละครหลักแต่ละตัวในเรื่องมักจะสื่อถึงสัตว์ชนิดใดชนิดหนึ่ง เช่น ฉิ่งเปรียบเสมือนหมาป่า ตาติมีกิริยาคลายแมว ตาแก่กูแดร์มีลักษณะเหมือนสุนัข และฟร็องซวซเปรียบเหมือนนก

แต่ก่อนที่จะวิเคราะห์ในรายละเอียด เราควรศึกษาก่อนว่าสัตว์เข้ามามีบทบาทในนวนิยายอย่างไร และมีผู้ใดได้ทำการศึกษาเกี่ยวกับเรื่องนี้ไว้บ้าง

ความผูกพันระหว่างมนุษย์กับสัตว์เกิดขึ้นมาอย่างยาวนาน ทั้งนี้เพราะสัตว์เป็นแหล่งอาหารและเครื่องนุ่งห่ม โดยช่วงแรกมนุษย์ล่าสัตว์เพื่อยังชีพ ต่อมาเมื่อรู้จักการทำเกษตรกรรมแล้วจึงเริ่มมีการเลี้ยงสัตว์เพื่อใช้แรงงานและเพื่อเป็นสัตว์เลี้ยง

การนำเสนอเรื่องราวเกี่ยวกับสัตว์มีมาตั้งแต่สมัยโบราณที่มนุษย์ในประวัติศาสตร์บอกเล่าเรื่องราวการล่าสัตว์ด้วยการวาดเขียนผนังถ้ำ แต่หากจะนับเรื่องราวที่ใช้สัตว์เปรียบเทียบกับมนุษย์อย่างเป็นทางการแล้วคงจะเริ่มขึ้นในนิทานอีสป ที่มีต้นกำเนิดในกรีกที่ปรากฏในคัมภีร์ไบเบิลเพื่อสื่อถึงความชั่วร้าย รวมถึงในสุภาษิต สำนวนต่าง ๆ เกริกการ์ราร์ด อาจารย์ประจำมหาวิทยาลัยบริติช โคลัมเบีย ผู้เขียนหนังสือเรื่อง *Ecocriticism* กล่าวไว้ว่า “มนุษย์มักจะนำเอาเรื่องราวของสัตว์มาเป็นส่วนหนึ่งของเนื้อหาอยู่เสมอและมักจะถูกนำมาใช้เป็นตัวอย่างที่จะปฏิบัติตามหรือหลีกเลี่ยง ทำหน้าที่เป็นมาตรฐานในการสั่งสอนคุณธรรม สัตว์จึงถูกนำเสนอให้เป็นตัวแทนของคุณลักษณะของมนุษย์” (อ้างถึงในธัญญา สังขพันธานนท์, 2560, น. 331)

ในบทความชื่อ “ใช้เพียงความจริง: สัตวศึกษาในมุมมองของการวิจารณ์แนวนิเวศ” ธัญญา สังขพันธานนท์ ได้แบ่งประเภทของการนำเสนอภาพแทนของสัตว์เป็น 2 แนวทางคือการนำเสนอแบบสมจริง หรือการพรรณนาสัตว์อย่างเป็นธรรมชาติ และการนำเสนอสัตว์ในเชิงเปรียบเทียบหรืออุปลักษณ์ ซึ่งมักปรากฏมากที่สุดในวรรณกรรม (2560, น. 335)

ผู้เขียนได้ใช้ภาพพจน์เกี่ยวกับสัตว์ในการเปรียบเทียบลักษณะและกิริยาของตัวละคร โดยผู้เขียนบทความจำแนกภาพพจน์ต่าง ๆ ตามรายชื่อตัวละครดังนี้

### 1. ตาติ

ตาติเป็นหญิงหม้ายอายุสี่สิบห้าปี ตัวใหญ่ ร่างท้วม ใบหน้ามีรอยแผลเป็น มีนิสัยช่างสังเกต ขยัน อดทน เธอสนใจเรื่องตุ๊กไข่มากและเห็นว่าเป็นเรื่องที่วิเศษ ตาติมาทำงานที่บ้านของตาแก่กูแดร์ตั้งแต่อายุสิบสี่ปี เธอทำงานทุกอย่างภายในบ้าน ตาติแต่งงานกับมาร์แชลซึ่งเป็นลูกชายของตาแก่กูแดร์ แต่ไม่นานสามีของเธอก็เสียชีวิตไปด้วยโรคปอดบวม

พวกเขามีลูกด้วยกันหนึ่งคนแต่ลูกของเธอถูกส่งไปปฏิบัติหน้าที่ประจำกองพันแอฟริกา เธอจึงเหมือนต้องอยู่คนเดียวและทำทุกอย่างด้วยตัวเองมาตลอด

### 1.1 ภาพต้นพืชที่ต้องลมนเปรียบเทียบเป็นรูปเต้านมสัตว์

ผู้เขียนเลือกที่จะเปรียบเทียบภาพทุ่งหญ้าที่ต้องลมนจนใบหญ้าสูงเอนพริ้วไหว เกิดเป็นรูปทรงเหมือนกับเต้านมของสัตว์ โดยภาพนี้อาจจะสื่อนัยยะว่า ตาติที่เป็นเสมือนแม่โคตัวเมียกำลังแผ่รอชายหนุ่มสักคนที่สื่อด้วยภาพม้าขาว

#### ต้นฉบับ

La route montait, toute droite, jusqu'au sommet du coteau où elle semblait s'arrêter net. À gauche, on entendait des craquements dans le bois. À droite, **dans les champs renflés en forme de mamelle**, il n'y avait qu'un cheval, très loin, un cheval blanc qui traînait une barrique montée sur roues ; et, dans le même champ, un épouvantail qui était peut-être un homme.

#### บทแปล

ถนนเส้นนี้ไต่ระดับโค้งไปทางขวาแต่แล้วก็หยุดเอาตื้อๆ บนยอดเขา ด้านซ้ายมีเสียงเอี้ยดอาดในป่า ส่วนทางด้านขวา **ในทุ่งหญ้าที่โป่งพองเป็นรูปเต้านมสัตว์** นั้นมีเพียงม้าหนึ่งตัวอยู่ไกล ๆ เป็นม้าสีขาวซึ่งกำลังลากเกวียนที่บรรจุถัง และในทุ่งหญ้าแห่งเดียวกันนี้มีหุ่นไล่กาตัวหนึ่งที่อาจจะเป็นคนก็ได้

### 1.2 ผลเป็นบนใบหน้าตาติเปรียบเหมือนชิ้นหนังสัตว์

ผู้เขียนกล่าวถึงผลเป็นบนใบหน้าตาติว่ามีขนาดเท่าเหรียญห้าฟรังก์ ลักษณะผลเป็นบนผิวหนังนั้นเหมือนกับผิวหนังสัตว์ประเภทเพียงพอน การสร้างความเปรียบลักษณะนี้ทำให้ผู้อ่านมองเห็นภาพที่ผู้เขียนต้องการสื่อได้อย่างชัดเจน

#### ต้นฉบับ

[...] C'était, sur la joue gauche, une tache de la grandeur d'une pièce de cinq francs, une tache couverte de mille poils bruns et soyeux, **comme si on avait greffé là un morceau de peau d'animal, d'un putois, par exemple.**

## บทแปล

(...) เพราะที่แก้มด้านซ้ายนั้นมียอยใหญ่เท่าเหรียญห้าฟรังก์เต็มไปด้วยขนอ่อนนุ่มสีน้ำตาลนับพันเส้น ราวกับเราเอาหนังสัตว์ชิ้นหนึ่งไปแปะเอาไว้ อย่างเช่น หนังเพียงพอน

จะเห็นได้ว่าหากผู้เขียนบรรยายเพียงแค่ว่ารอยแผลเป็นเหมือนหนังสัตว์ที่มีขนอ่อนนุ่มสีน้ำตาล ผู้อ่านจะจินตนาการภาพนั้นไปตามความรู้และประสบการณ์ที่ผู้อ่านได้พบเจอ ซึ่งจะทำให้ภาพจินตนาการของแต่ละคนจะไม่เหมือนกัน ผู้เขียนจึงจำกัดภาพนั้นให้แคบลงด้วยการเสริมว่าหนังสัตว์นั้นเหมือนกับหนังของเพียงพอน

ในความเป็นจริงแล้ว un putois คือ โพลแคท (ชื่อวิทยาศาสตร์ *Mustela putorius*) หรืออีกชื่อหนึ่งในวงการค้าขนสัตว์คือ Fitch โพลแคทเป็นสัตว์ตระกูลเพียงพอน (*Mustela*) อยู่ในวงศ์ Mustelinae ถือเป็นสัตว์วงศ์เดียวกับวูล์ฟเวอรีน แบดเจอร์ หม่าไม้ หมูหริ่งและมิงค์ ที่คนมักนิยมนำขนสัตว์เหล่านี้มาทำเสื้อผ้า (Elaine Riot, n.d.) แต่ผู้อ่านบางคนอาจจะไม่คุ้นเคยกับสัตว์ชนิดนี้ทำให้ไม่สามารถจินตนาการภาพได้ชัดเจน จึงได้ใช้สัตว์ที่ผู้อ่านคุ้นเคยคือเพียงพอน ซึ่งเป็นต้นตระกูลของโพลแคท

### 1.3 ตาติเปรียบเป็นแม่ไก่

ตุ้ฟักไข่ทำงานหนักไขแทนแม่ไก่ ตาติคาดหวังกับการใช้เครื่องฟักไข่เป็นอย่างมาก ไม่ว่าจะเกิดอะไรขึ้นกับตัวเธอ เธอก็ยังหวังใยเรื่องตุ้ฟักไข่ ไม่ลืมเตือนผองให้จัดการ ตัวตาติเองก็เลยเปรียบเสมือนแม่ไก่ที่คอยหวังใย ดูแลให้ลูกฟักออกมาเป็นตัว

## ต้นฉบับ

— On verra... On va toujours essayer de faire marcher la couveuse.

**Il y a longtemps que j'ai envie d'une couveuse...** Pensez, au prix ou sont les poulets, qu'on peut en faire éclore soixante-cinq à la fois... Malheureusement, comme c'est d'occasion, je n'ai pas pu avoir la notice... Il y a dessus une plaque de cuivre avec des choses écrites...

## บทแปล

“เอาล่ะ... เราจะมาลองทำให้ตุ้ฟักไข่ใช้งานได้ ฉันอยากได้มานานแล้ว ... คิดดูสิ ไก่พวกนี้ราคาเท่าไร แต่แต่ละครั้งเราสามารถฟักไข่ได้ตั้งหกสิบห้าฟอง... แต่โซคร้ายหน่อย มันเป็นของมือสองแล้วฉันก็ไม่ได้คู่มือมาด้วย... ตรงข้างบนที่ป้ายทองแดง มีอะไรเขียนอยู่...”

## 1.4 ตาติเปรียบเป็นสัตว์ที่หวงพื้นที่

### ต้นฉบับ

Qu'est-ce qui n'allait pas ? **Elle était inquiète à la façon d'un animal qui rentre dans son terrier et qui flaire des effluves étrangers.** Comment remarqua-t-elle du gras sur le bois de la table ? C'était à peine visible. Elle leva les yeux vers les deux jambons qui pendaient à une poutre et soudain la colère alluma ses yeux.

### บทแปล

มีอะไรผิดปกติหรือ หล่อนกังวลเหมือนกับสัตว์ที่กลับเข้ามาในพื้นที่ของตัวเองแล้วได้กลิ่นสัตว์แปลกถิ่น หล่อนสังเกตเห็นคราบมันบนโต๊ะไม้ได้ยังไง เพราะมันแทบจะมองไม่เห็นเลยด้วยซ้ำ หล่อนเงยหน้ามองไปยังแฮมสองก้อนที่แขวนอยู่ตรงชื้อ แวดตากร้าวขึ้นทันใด

เหตุการณ์นี้เกิดจากการที่เฟลิซีเข้ามาขโมยแฮมของตาติถึงในบ้าน เมื่อตาติกลับมาจากข้างนอกและสังเกตเห็นรอยคราบบนโต๊ะ เธอจึงรีบตามไปเอาแฮมคืนมาจากเฟลิซ นอกจากนี้เหตุการณ์นี้ยังคงสื่อถึงการมีบุคคลที่สามอย่างเฟลิซีเข้ามาตีท้ายครีวตาติ ซึ่งหมายถึงมาแย่งเมือง คนรักของตาติถึงในบ้านด้วยเช่นกัน ทำให้ตาติ มักจะระแวงเฟลิซีตลอดเวลาเพราะกลัวจะเกิดเหตุการณ์ซ้ำรอย

ผู้เขียนน่าจะเปรียบเทียบตาติกับแมว ถึงแม้จะไม่ได้เอ่ยชื่อสัตว์ แต่ก็สามารถเข้าใจได้น่าจะเป็นแมวเพราะเป็นสัตว์ที่หวงพื้นที่ ยูริดิมิตรีเยฟได้กล่าวไว้ในหนังสือ *สัตว์มีประโยชน์* ว่าแมวเป็นสัตว์ที่หวงถิ่นที่อยู่อาศัย โดยเขตแดนของแมวจะมีบ้านที่อาศัยกินนอน แดนเล็ก ๆ ในสนามหรือสวนสำหรับกินอาหารและแดนล่าเหยื่อ หากมีผู้บุกรุกเข้ามาแมวจะต่อต้านอย่างสุดกำลัง (2536, น. 391)

ผู้เขียนเปรียบเทียบตาติกับแมวหลายครั้ง อย่างเช่น ในตัวอย่างต่อไปที่พูดถึงตาติตอนดื่มกาแฟว่าเหมือนแมวตะกละ หรือเมื่อตอนที่แมวในบ้านตาติมาคลอเคลียเมือง ทั้งๆที่ไม่เคยทำกับคนแปลกหน้าคนอื่น ก็เหมือนเป็นการสื่อความหมายว่าตาติพึงพอใจในตัวเมือง

## 1.5 ตาติดื่มกาแฟเหมือนแมวตะกละ

### ต้นฉบับ

Elle tournait sa cuiller dans le verre et lapait encore une gorgée de café, **avec une gourmandise de chatte.**

### บทแปล

หล่อนใช้ช้อนคนกาแฟแล้วชด้อีกอีกใหญ่ราวกับแมวตะกละ

ผู้เขียนเปรียบเทียบตาติที่ดื่มกาแฟอีกใหญ่ว่าคล้ายกับการดื่มน้ำของแมว เพราะแมวจะใช้ลิ้นแตะบนผิวน้ำเพื่อวัดน้ำเข้าปากอย่างรวดเร็วแล้วปิดปาก ก่อนที่น้ำจะไหลกลับตามแรงโน้มถ่วง เนื่องจากกล้ามเนื้อแก้มของแมวไม่สามารถใช้แรงดูดน้ำเข้าไปได้เหมือนมนุษย์ ซึ่งเป็นภาพของการดื่มน้ำที่ไม่เรียบร้อย ดูไม่งาม (KIITDOO, 2015)

## 1.6 ตาติเปรียบเหมือนแมลงที่มีหนวด

เหตุการณ์ในตอนนั้น ตาติได้รับบาดเจ็บที่ศีรษะ จึงต้องนอนพักอยู่ในห้องนอนบนชั้นสองของบ้าน ไม่สามารถจะลุกไปไหนได้ แต่เธอก็ยังรู้ว่าเกิดอะไรขึ้นบ้างที่ชั้นล่างรวมถึงจับสังเกตได้ว่ามีสิ่งมีที่ทางที่เปลี่ยนไป ผู้เขียนจึงเปรียบว่าตาติเหมือนกับมีหนวดแมลงคอยตรวจหาสิ่งผิดปกติที่เกิดขึ้นรอบ ๆ ตัว เธอสามารถรับรู้ความรู้สึก ตลกกลั่นหรือได้ยินเสียงตามสัญชาตญาณของแมลง

### ต้นฉบับ

Fatigué, nerveux, anxieux, malade, dans l'attente de ce qui ne pouvait manquer de se produire. Tati était incapable de comprendre. **Et pourtant, elle aussi avait comme des antennes.**

### บทแปล

เหนื่อย หงุดหงิด กังวล ป่วย ในระหว่างที่รอสิ่งที่ต้องเกิดขึ้นแน่ ๆ อีก ตาติไม่เข้าใจหรอก แม้ว่าหล่อนจะมีหนวดเหมือนแมลงก็ตาม

## 2. ฌ็อง

ฌ็องเป็นชายหนุ่มอายุสี่สิบแปดปี เขาเป็นลูกชายคนโตของคนกลั่นเหล้าชื่อดังและมีฐานะดีในมงต์ลูซง ในวัยเด็กแม่ของเขาป่วยกระเสาะกระแสะ แต่พ่อก็ไม่สนใจ พ่อมี

ความสัมพันธ์กับหญิงอื่นมากมาย จนเมื่อแม่เสียชีวิตไป พ่อก็ยังคงไม่สนใจใยดีเขา ฌ็องเคยถูกจำคุก 5 ปี เนื่องจากก่อเหตุฆาตกรรม หลังจากพ้นโทษเขาได้มาเจอกับตาติ แม้ว่าเพิ่งพบกันครั้งแรกแต่ก็ทำให้เขารู้สึกพิเศษกับเธอเพราะเหมือนเข้าใจอกเข้าใจเขา

## 2.1 ฌ็องเปรียบเสมือนม้าขาว

ผู้เขียนเปรียบฌ็องเป็นม้าสีขาวที่อยู่ในทุ่งหญ้าที่โป่งพองเป็นรูปเต้านมสัตว์ เหมือนกับเขาเป็นคนพิเศษที่จะมาคอยช่วยตาติที่อยู่ท่ามกลางแม่บ้านบรรดประจำทาง

### ต้นฉบับ

La route montait, toute droite, jusqu'au sommet du coteau où elle semblait s'arrêter net. À gauche, on entendait des craquements dans le bois. À droite, dans les champs renflés en forme de mamelle, **il n'y avait qu'un cheval, très loin, un cheval blanc qui traînait une barrique montée sur roues** ; et, dans le même champ, un épouvantail qui était peut-être un homme.

### บทแปล

ถนนเส้นนี้ไต่ระดับโค้งไปทางขวาแต่ดูเหมือนจะสิ้นสุดเอาดื้อ ๆ บนเนินทางด้านซ้ายมีเสียงเอี้ยดอ้าดในป่า ส่วนทางด้านขวา ในทุ่งหญ้าที่โป่งพองเป็นรูปเต้านมสัตว์นั้นมีเพียงม้าหนึ่งตัวอยู่ไกล ๆ เป็นม้าสีขาวซึ่งกำลังลากเกวียนที่บรรจจุถึง และในทุ่งหญ้าแห่งเดียวกันนี้มีหุ่นไล่กาตัวหนึ่งที่อาจจะเป็นคนก็ได้

## 2.2 ฌ็องเปรียบเสมือนหมาป่าที่อยู่ในทุ่งหญ้าซึ่งเต็มไปด้วยแม่โค

### ต้นฉบับ

N'était-ce pas étonnant que, sur quarante, il n'y eût que la veuve Couderc à regarder l'homme autrement que comme on regarde n'importe qui? **Les autres étaient placides et quêtes comme des vaches qui, dans un pré, verraient un loup brouter parmi elles sans s'en étonner.**



## บทแปล

มันคงไม่แปลกใช่ไหมที่ในบรรดาผู้หญิงกว่าสี่สิบคน จะมีเพียงนางกุแตรที่มองไปยังชายหนุ่มคนนั้นต่างจากเวลาที่เรามองคนอื่น ผู้หญิงคนอื่น ๆ นั้นส่งเสียงยิ้มเหมือนแม่โคกำลังมองหมาป่ากินหญ้าในทุ่งหญ้าโดยไม่ตกใจอะไร

หมาป่าเป็นสัตว์ประเภทกินเนื้อที่มีนิสัยดุร้าย ปราดเปรียว เฉลียวฉลาด ออกล่าเหยื่อเป็นฝูงและมักเลือกเหยื่อที่ออกหากินเพียงลำพัง แต่ในเรื่องนี้ผู้เขียนกลับสื่อภาพหมาป่ากินหญ้าในทุ่งหญ้าที่เป็นถิ่นที่อยู่ของแม่โคเพียงลำพัง ซึ่งเป็นสิ่งที่ผิดธรรมชาติของหมาป่าเพราะหมาป่าเป็นสัตว์กินเนื้อและมีสัญชาตญาณของนักล่า จึงกลายเป็นว่าเมืองคือหมาป่าที่ไม่มีพิษภัยในสายตาของแม่บ้านที่อยู่บนรถประจำทางและทุกคนก็ไม่กลัวเขา

### 2.3 เมืองที่สวมรองเท้าคุณภาพดี ราคาสูง เคลื่อนไหวได้อย่างแมว

#### ต้นฉบับ

Elle n'en oubliait pas de guetter les sursauts des colis sur le toit, mais elle ne détachait pas non plus ses yeux de lui et elle notait tout, ses joues mal rasées, ses yeux clairs qui ne regardaient rien, son costume gris qui était usé, mais qui avait quelque chose de désinvolte, ses souliers fins.

**Un homme qui aurait pu marcher sans bruit, bondir comme un chat.** Et qui, après les sept francs cinquante qu'il avait donnés au chauffeur en échange d'un ticket bleu, n'avait probablement plus d'argent en poche.

#### บทแปล

นางกุแตรไม่ลืมที่จะเฝ้ามองสัมภาระที่กระเดื่องอยู่บนหลังคา แต่หล่อนก็มองเขาไม่วางตาเช่นกัน หล่อนสังเกตเห็นเขาทุกอย่าง แก้มของเขาไม่เกลี้ยงเกลา แหวตเขาสดใส เขาไม่ได้มองอะไร ชูดสูทสีเทาดูเก่า แต่มีบางอย่างที่ดูสบาย ๆ รองเท้าหุ้มสันอย่างดี ชายคนนี้น่าจะเดินโดยไม่ให้มีเสียงได้ น่าจะกระโดดเหมือนแมวก็ได้ทีเดียว และหลังจากจ่ายเงินเจ็ดฟรังก์ห้าสิบของตีมเพื่อแลกตั๋วสีฟ้ากับคนขับแล้ว เป็นไปได้ว่าเขาจะ ไม่มีเงินเหลือเลยในกระเป๋า

ผู้เขียนเปรียบเทียบเมืองที่ใส่เป็นรองเท้าที่ตัดเย็บมาอย่างดี ทำให้เขาสามารถเดินและกระโดดได้อย่างไม่มีเสียงเหมือนแมว โดยอุ้งเท้าของแมวมียันปกคลุม เวลาเดินหรือกระโดดจึงมีเสียงเบามากจนแทบจะไม่ได้ยิน (Persian cat, ม.ป.ป.) ในภาษาไทยมีสำนวน

เกี่ยวกับการเดินของแมวไว้ใช้เรียกพวกโจรขโมยที่ย่องเบาเหมือนแมวว่า ตีนแมว การที่จะกระโดดหรือเดินไม่ให้มีเสียงได้ยังสื่อให้เห็นถึงรองเท้าที่ตัดเย็บเป็นอย่างดี ซึ่งในชนบทนั้นคนที่จะมีรองเท้าที่สั่งตัดเย็บอย่างดีจะต้องเป็นคนที่มีฐานะและด้วยเหตุนี้เองจึงทำให้ตาดิหรือนางกุแควร์รู้สึกว่ามีอะไรที่พิเศษกว่าคนเร่ร่อนทั่วไป

## 2.4 ฌ็องเปรียบเสมือนหมาป่าตอนแอบดูเฟลิซีเล่นกับลูก

ฉากนี้เป็นช่วงที่เฟลิซีกำลังเล่นกับลูกซึ่งเป็นทารก โดยแสดงเป็นหมาป่าตัวใหญ่ที่กำลังจะมากินลูก แต่เธอไม่เคยรู้เลยว่า ฌ็องกำลังแอบดูพวกเธออยู่ในพงหญ้าสูงด้านข้าง ผู้เขียนจึงอาจต้องการสื่อให้เห็นว่าฌ็องคือหมาป่าที่กำลังเฝ้ามองเหยื่อซึ่งก็คือเฟลิซี

### ต้นฉบับ

—Attention !... Je suis le gros loup... Houououou !... [...]

— Je te mange... je te mange... je te mange....

### บทแปล

“ระวังนะ !... ฉันคือหมาป่าตัวใหญ่... ฮูวาวว !...” (...)

“ฉันจะกินเธอ... ฉันจะกินเธอ... ฉันจะกินเธอ...”

## 2.5 ฌ็องที่ขาดความอบอุ่นในครอบครัวเปรียบเสมือนลูกสัตว์ตัวน้อย ๆ

### ต้นฉบับ

Et il avait souhaité ardemment être atteint de lésions. Il irait là-haut aussi, dans la montagne. Il n'aurait rien à faire. Il serait étendu dans un fauteuil transatlantique — c'est ainsi qu'il comprenait la vie de sana — face à la montagne, et on s'occuperait de tout pour lui, **on lui donnerait la becquée comme à un jeune animal**, tout le monde serait gentil, aux petits soins, tandis qu'il pourrait rêver du matin au soir.

### บทแปล

เขากระตือรือร้นอยากจะได้ตัวพิการ เขาอยากที่จะขึ้นไปข้างบนภูเขาด้วยเหมือนกันเพราะเขาไม่มีอะไรทำ เขาจะได้นอนเหยียดตัวบนเก้าอี้พับหันหน้าไปทางภูเขา—ด้วยวิธีนี้เขาจะได้เข้าใจชีวิตในโรงพยาบาลรักษาตัวพิการ—และใคร ๆ ก็จะมา

ดูแลเขา จะมีคนป้อนข้าวให้เขารวกับสัตว์ตัวน้อยๆ ทุกๆ คนจะใจดีและทำให้เขาทุกอย่างในขณะที่เขาสามารถเพื่อฝนได้ตั้งแต่เช้าจนเย็น

สัตว์จะมีวิวัฒนาการที่แตกต่างกัน ซึ่งจะส่งผลต่อการใช้ชีวิตอยู่ร่วมกับพ่อแม่ หากลูกสัตว์ชนิดใดเมื่อฟักเป็นตัวแล้วสามารถออกหาอาหารได้เอง พ่อแม่ก็จะพาออกหากินได้เลย แต่สัตว์บางชนิดนั้น เมื่อฟักออกมาแล้วยังลืมตาไม่ได้ มองไม่เห็น ร่างกายหรือแขนขาไม่แข็งแรง พอที่จะออกไปข้างนอก พ่อแม่ก็ต้องคอยหาอาหารมาป้อนให้ถึงในรังหรือถ้ำที่อยู่ ทั้งยังต้องคอยดูแลปกป้องเลี้ยงดูจนกว่าลูกน้อยนั้นจะสามารถดำรงชีวิตในโลกภายนอกได้

ฌ็องแสดงให้เห็นว่าเขาอยากป่วยเพราะจะได้มีคนดูแลและทำทุกสิ่งทุกอย่างให้เขา คอยหาอาหารมาป้อนให้เหมือนสัตว์แรกเกิดที่พ่อแม่คอยดูแลประคบประหงมอยู่ไม่ห่าง สิ่งเหล่านี้ทำให้เขารู้สึกว่ายังคงมีคนคอยห่วงใย และให้ความรักความอบอุ่นแก่เขา ในชีวิตจริง ฌ็องคิดว่าพ่อแม่ไม่รักเขาเท่าไรเพราะพ่อแม่ผู้หญิงคนอื่นและปล่อยให้แม่ต้องเสียใจจนแม่จากเขาไป ทำให้เขากลายเป็นคนขาดความรักความอบอุ่น

## 2.6 ฌ็องเปรียบเหมือนลูกเจี๊ยบที่อยู่ในกรง

ฉากนี้เป็นเหตุการณ์หลังจากที่ฌ็องได้ฆ่าตาติไปเรียบร้อยแล้ว และเขาพลันนึกขึ้นได้ว่าวันนี้ลูกไก่ที่อยู่ในตู้ฟักไข่จะฟักออกมา แต่กระนั้นพวกลูกเจี๊ยบทั้งหลายก็ไม่มีอิสระในการดำเนินชีวิตเพราะจะต้องอยู่ในกรงขังตลอดไป เหมือนกับตัวเขาเองที่ต้องใช้ชีวิตอยู่ในคุกเช่นกัน

### ต้นฉบับ

Il se leva soudain. Il venait de penser à quelque chose. Il ouvrit la porte de la cour. Un jour terne se levait. Et maintenant il s'approchait de la couveuse d'où venait un pépiement. Des poulets étaient nés. **D'autres émergeaient à peine de leur coque brisée et d'autre enfin donnaient à leur prison les premiers coups de bec.**

### บทแปล

เขาลุกขึ้นในทันใด เขาเพิ่งนึกอะไรขึ้นมาได้ เขาเปิดประตูลานดิน วันที่จิตซิดได้เริ่มขึ้นอีกครั้ง ตอนนี้เขาเดินเข้าไปใกล้ตู้ฟักไข่ที่เป็นต้นเหตุของเสียงดัง ลูกเจี๊ยบหลายตัวฟักออกมาแล้วขณะที่บางตัวกำลังออกจากเปลือกไข่ที่แตกตัวอื่น ๆ ก็กำลังจิกกรงขังของพวกมันอยู่

### 3. ตาแก่กูแตร

ตาแก่กูแตรเป็นพ่อสามีของตาติ รูปร่างผอมสูง ผมหาวโพลน เขาหูหนวกเพราะอุบัติเหตุ และมีความสัมพันธ์กับตาติมาตั้งแต่ที่สามีของเธอยังมีชีวิตอยู่ เขาชอบทำตัวเป็นเฒ่าหัวงูเมื่อพบเจอหญิงสาวในละแวกบ้าน

ในแต่ละวันเขาจะต้อนวัวไปกินหญ้าและทำงานซ่อมแซมสิ่งต่างๆ ในบ้านตลอดทั้งวันตามคำสั่งของตาติ

#### 3.1 ตาแก่กูแตรเปรียบเป็นเฒ่าหัวงู

##### ต้นฉบับ

— Et cela vous étonne que je couche avec, hein ?... D'abord, ce n'est pas ma faute si c'est **un vieux cochon**... [...]

##### บทแปล

“แล้วคุณแปลกใจใช่ไหมที่ฉันนอนกับเขา... ก่อนอื่นนะ มันไม่ใช่ความผิดฉันที่เขาเป็นตาเฒ่าหัวงู... (...)

Un vieux cochon แปลตรงตัวตามต้นฉบับคือ หมูแก่ ซึ่งหมายถึงคนวิปริตทางเพศสำนวนเกี่ยวกับหมูในภาษาฝรั่งเศสส่วนใหญ่แล้วจะมีความหมายเชิงลบ เช่น สกปรกเหมือนหมู (sale comme un cochon) ทำงานแยเหมือนหมู (travail de cochon) และยังใช้หมูเป็นสัญลักษณ์ทางกามารมณ์ เช่น un film cochon คือ ภาพยนตร์โป๊ แต่ในภาษาไทยนั้นหมูไม่ใช่สัญลักษณ์ที่สื่อความหมายในลักษณะเดียวกันกับภาษาฝรั่งเศส สำนวนไทยเปรียบเทียบคนแก่หรือคนมีอายุที่มีเล่ห์เหลี่ยมหรือกลอุบายหลอกผู้หญิงไปทำมิดีมิร้ายว่าเป็นพวก เฒ่าหัวงู ผู้เขียนบทความจึงต้องแปลสำนวนนี้เป็น เฒ่าหัวงู เพื่อให้ผู้อ่านบทแปลเข้าใจภาพที่ผู้เขียนสื่อได้ในทันที

#### 3.2 ตาแก่กูแตรเปรียบเหมือนสัตว์ที่บาดเจ็บ

หลังจากทานอาหารเที่ยงเสร็จแล้ว ตาแก่กูแตรมีลักษณะเหมือนกับสัตว์ที่ต้องการฟื้นฟูตัวเองหลังจากบาดเจ็บ เขาทำงานหนักมาตั้งแต่เช้าตรู่จนร่างกายเหนื่อยล้า เมื่อได้หยุดพักเที่ยง เขาจึงเดินไปที่มุมหนึ่งของสวนเพื่อพักผ่อนสักงีบก่อนเริ่มทำงานอีกครั้งในช่วงบ่าย

### ต้นฉบับ

Sa dernière bouchée avalée, Couderc essuyait son couteau au bois de la table qui, à sa place, était tout entaillé, puis, **comme une bête se place d'elle-même dans les brancards, il déployait son long corps maigre et s'en allait à pas lourds vers quelque coin de la cour** où on ne tardait pas à l'entendre remuer des caisses ou des barriques.

### บทแปล

หลังจากกลืนอาหารคำสุดท้ายแล้ว ตาแกกู่แตรปาดมีดไปบนโต๊ะไม้เพื่อทำความสะอาดมีด ทำให้โต๊ะตรงที่เขานั่งอยู่มีรอยบากเต็มไปหมด หลังจากนั้นเขาลุกขึ้นเหยียดร่างกายอันผอมสูงแล้วเดินลงสั้นเท้าไปยังมุมหนึ่งของลานดินเหมือนสัตว์ที่บาดเจ็บกำลังพักผ่อน หลังจากนั้นไม่นาน เราจะได้ยินเสียงขยับกล่องหรือถัง

## 3.3 ส่วนที่เปรียบเทียบคนที่ต้องทำงานหนักกับวัวควาย

### ต้นฉบับ

[...] Où était-il, Françoise ?... En plein soleil, n'est-ce pas ?... Et c'est lui qui, à son âge, doit faire les gros travaux... **On le traite comme un vieux cheval** sans valeur en attendant qu'il crève à l'ouvrage... Montre-lui le billet, Désiré...

### บทแปล

(...) พ่ออยู่ตรงไหนฟร็องซวซ... กลางแจ้งเลยใช่ไหม... พ่อเนี่ย อายุขนาดนี้ ยังจะต้องทำงานหนัก... ทำอย่างกับพ่อเป็นวัวเป็นควายที่ไร้ค่า เขาคอยให้พ่อทำงานจนตาย... เอากระดาษให้พ่อดูเดซีเร่..."

Travailler comme un cheval แปลตรงตัวคือ การทำงานเหมือนม้าความหมายของสำนวนนี้คือ การทำงานหนักเป็นเวลาติดต่อกันนานโดยไม่มีการหยุดพักผ่อน ทำให้เสียสุขภาพ ยูริ ดมิทริเยฟ เขียนในหนังสือ *สัตว์มีประโยชน์* ไว้ว่าใน ยุโรปสมัยก่อนใช้งานม้าเป็นหลักในการทำการเกษตร อย่างการลากไถคราด เกวียน หรือเลื่อนเพราะม้าแข็งแรง วิ่งได้เร็ว สามารถเดินบนทางแคบ ๆ บนภูเขาได้ มันมักจะเลือกทางเดินของตัวเองด้วยความมั่นใจว่า

ชีวิตของมันและมนุษย์จะไม่ได้รับอันตราย เป็นสัตว์ที่ทำงานหนักและสามารถไว้วางใจได้ (2536, น. 64)

หากในบทแปลภาษาไทย แปลว่าทำงานหนักเหมือนม้า ผู้อ่านจะไม่เข้าใจ เพราะในบริบทวัฒนธรรมไทยนั้น เราไม่ใช่แรงงานม้าในการทำงานเกษตร แต่เรานิยมใช้วัวควายเอี่ยม ทองดี เขียนไว้ในหนังสือ *ควายไทย* ว่า เดิมทีควายที่ชาวนาใช้แรงงานเป็นควายป่าที่อาศัยหากินตามธรรมชาติ ด้วยลักษณะที่ควายป่าชอบอาศัยอยู่รวมกันเป็นฝูงและชอบทำอะไรซ้ำซากในที่เดิม เมื่อถึงฤดูฝน บริเวณที่ควายป่าอยู่หรือขุดปลักแซ่หน้า บริเวณนั้นวัชพืชจะตายหมดและดินเปลี่ยนเป็นโคลนตมที่เหมาะสมแก่การเพาะปลูก นอกจากนี้ควายป่ายังแข็งแรงมีกินไม่ค่อยมีโรคภัยไข้เจ็บ กินง่ายอยู่ง่ายและเป็นมิตรกับสภาพแวดล้อมที่คุ้นเคยทำให้เกษตรกรสังเกตเห็นประโยชน์ของควายจึงเริ่มไล่ต้อนควายมาใช้แรงงาน (2534, น. 24)

ส่วนวัวที่แม้จะเป็นรองควายในเรื่องความแข็งแรง บึกบึน อุดมทน แต่ก็มีการนำมาใช้แรงงานเช่นเดียวกัน ซึ่งการใช้วัวทำนานั้นจะยุ่งยากกว่าเพราะต้องใช้คราด ไถ ไม่เช่นนั้นแล้วจะไม่สามารถเตรียมดินเพาะปลูกได้

ในการเขียนบทแปลที่ต้องคำนึงถึงวัฒนธรรมปลายทาง ทำให้ผู้เขียนบทความต้องใช้สัตว์ที่ชาวไทยใช้ในการเกษตร และคนไทยก็คุ้นชินกับการเปรียบเทียบการทำงานหนักเหมือนวัวเหมือนควายอยู่แล้ว

### 3.4 ตาแก่กูแดร์เปรียบเหมือนสุนัข

ฉากนี้เป็นตอนที่ฌ็องเล็อบไปเห็นตาแก่กูแดร์นั่งอยู่หน้าบ้านฟร็องซัวแต่ลักษณะอาการของตาแก่ก็นั้นเหมือนสุนัขที่ถูกผูกเชือกไว้ให้เฝ้าบ้านเพราะลูกสาวของเขาไม่อนุญาตให้เขาไปที่ไหนไกล เขาจึงได้แต่นั่งเหงาหงอยเหมือนสุนัขเฝ้าบ้าน

#### ต้นฉบับ

[...] son attitude faisait penser à un chien qu'on attache près de la porte et à qui on vient parfois jeter un coup d'œil, pour s'assurer qu'il ne s'est pas détaché.

#### บทแปล

(...) ลักษณะอาการของเขาทำให้คิดถึงสุนัขที่เราผูกไว้ที่ประตูและคอยสอดส่องเป็นครั้งคราวเพื่อให้แน่ใจว่ามันไม่หลุดหนีไปไหน

สุนัขเป็นสัตว์ที่คนนิยมเลี้ยงเพื่อเฝ้าบ้านเพราะมีลักษณะเป็นมิตร เลี้ยงง่าย และเชื่อฟังเจ้าของหรือผูกพันกับเจ้าของมาก ด้วยนิสัยที่สุนัขติดบ้านจะทำให้มันสามารถทำหน้าที่เฝ้าบ้านได้เป็นอย่างดีโดยไม่หนีหายไปไหน

#### 4. เฟลลีย์

เฟลลีย์เป็นหญิงสาวอายุสิบหกปีและมีลูกวัยทารกหนึ่งคน เธอเป็นหลานของตาติที่อาศัยอยู่ในบ้านใกล้กัน เธอไม่มีงานทำและไม่มีหน้าที่รับผิดชอบอะไรในบ้าน

##### 4.1 เฟลลีย์เปรียบเหมือนแม่วัวสาว

เฟลลีย์ถูกเปรียบเป็นแม่วัวสาว เพราะเธอมีลูกตอนอายุสิบหกปี และการที่เธอเข้าหาผู้ชายทุกคนก็เหมือนกับอาการของแม่วัวหลังคลอดที่เป็นสัตว์ ตาติพยายามพูดเตือนมึงเพื่อไม่ให้ไปยุ่งกับเฟลลีย์ เธอบอกว่าเห็นเฟลลีย์ไปคุยกับผู้ชายคนอื่นอยู่บ่อยครั้ง และมีความสัมพันธ์กับผู้ชายหลายคนจนไม่รู้ว่าใครเป็นพ่อของลูกเธอ

#### ต้นฉบับ

— Ne la regarde pas... dit Tati. Elle croirait que tu es amoureux d'elle ! **Ça court au mâle comme une génisse** et... Qu'est-ce que tu as ?

#### บทแปล

“อย่าไปมองหล่อน...” ตาติพูด ไม่งั้นหล่อนจะคิดว่าเธอหลงรักหล่อน มันวิ่งหาผู้ชายเหมือนแม่วัวสาว... เธอเป็นอะไร”

#### 5. ฟร็องซวซและอาเมลี

ฟร็องซวซและอาเมลีเป็นลูกสาวของตาแก่กูแดร์ ทั้งสองคนไม่ถูกกับตาติและทะเลาะกับเธอตลอดเวลา ฟร็องซวซแต่งงานกับคนดูแลประตูน้ำและมีลูกหนึ่งคนคือ เฟลลีย์ พวกเขาอาศัยอยู่ในบ้านหลังเล็กฝั่งตรงข้ามกับบ้านของตาติ เมื่อรู้ว่ามึงเพิ่งออกมาจากคุกและชอบเดินป่วนเบียดแถวบ้านเธอ เธอจะออกมายืนตรงประตูบ้านเพื่อกีดกันเขาเสมอ ส่วนอาเมลีแต่งงานและย้ายไปอยู่ในเมือง นานครั้งถึงจะกลับมาเยี่ยมคนในครอบครัว

## 5.1 ฟร็องซวซเปรียบเหมือนนกที่หวงรัง

### ต้นฉบับ

[...]Ce fut sa mère, Françoise, bête et hargneuse, qui se campa sur le seuil **pour défendre sa nichée.**

### บทแปล

(...) หากแต่เป็นแม่ของหล่อน ฟร็องซวซผู้โง่และก้าวร้าวยืนจังก้าอยู่ตรงขอบประตูเพื่อปกป้องลูกนกในรังของหล่อน

ธรรมชาติของนกนั้นจะสร้างรังเพื่อวางไข่และเลี้ยงดูลูกนกให้ปลอดภัยจากศัตรูและสภาพอากาศที่ไม่เหมาะสม รวมทั้งช่วยให้ความอบอุ่นแก่ไข่และลูกนก สถานที่สร้างรังจึงเป็นสิ่งสำคัญอันดับแรกที่นกต้องคำนึงถึง โดยนกจะเลือกสร้างรังในที่ห่างไกลผู้คนหรือจุดที่ศัตรูเข้าถึงได้ยาก ในขณะที่พ่อนกออกหาอาหาร แม่กนกจะเป็นผู้ที่คอยฟักไข่และดูแลปกป้องลูกนกในรัง บางครั้งพ่อนกจะคอยผลัดเปลี่ยนช่วยแม่กนกฟักไข่เพื่อรักษาอุณหภูมิ ดังนั้นพ่อแม่กนกจะคอยอยู่ดูแลและปกป้องลูกนกตลอดเวลา หากมีศัตรูเข้ามาใกล้ พ่อแม่กนกจะออกมาออกรังแล้วใช้วิธีอำพรางแกลังตบตาศัตรูเพื่อหันเหความสนใจ หรือใช้วิธีขับไล่โดยการส่งเสียงหรือบินโจมตีจนศัตรูล่าถอยไป ผู้เขียนมักจะเปรียบฟร็องซวซว่าเหมือนกับแม่กนกอยู่เสมอ เพราะเวลาที่ฌ็องเดินเข้ามาใกล้เขตบริเวณบ้าน ฟร็องซวซจะออกมายืนขวางตรงประตูแทนการออกไปไล่เขาไปเพื่อไม่ให้เขาเข้ามาใกล้บริเวณบ้านหลังเล็กของตัวเอง ทั้งยังไม่ให้ฌ็องที่ผู้เขียนเปรียบเหมือนหมาป่ามาฉกลูกนกของหล่อนไปกินตามสัญชาตญาณนักล่า

## 5.2 เปรียบเทียบการหอมแบบแก้มชนแก้มกับนกที่จิกสิ่งของ

### ต้นฉบับ

Deux baisers, un sur chaque joue, secs et nets **comme des coups de bec.**

### บทแปล

พวกหล่อนเอาแก้มชนแก้มด้านละครั้งแบบเสียไม่ได้ และ **ขอไปที่ราวกับนกจิกสิ่งของ**

โดยธรรมเนียมแล้วชาวฝรั่งเศสใช้วิธีชนแก้มกันทั้งสองข้างอย่างนุ่มนวล (la bise) เพื่อทักทายคนรู้จักกัน แต่ผู้เขียนเปรียบเทียบการจูบลาของตาดิกับอาเมลีที่เป็นน้องสะใภ้ซึ่ง



ไม่ค่อยลงรอยกันว่าเหมือนนกจิกสิ่งของ ตามธรรมชาติแล้วนกจะใช้ปากจิกหาอาหารหรือตึงจิกต้นไม้เส้นและทำซ้ำ ๆ กันอย่างรวดเร็วและรุนแรง การจับลาแบบนกจิกสิ่งของจึงสื่อให้เห็นว่าพวกหล่อนจับลาไปตามมารยาท ไม่ได้มีความรักหรือความผูกพันใด ๆ ต่อกันเลย

### 5.3 ฟร็องซวซและอาเมลีเปรียบเหมือนหาคตัวใหญ่

ตาดิพุดเปรียบเปรยว่าสมัยก่อนฟร็องซวซและอาเมลีได้รับการเลี้ยงดูอย่างดีจากตาแก่กุแตรรี่ไม่เคยต้องทำงานบ้านหรืองานไร่เหมือนกับตาดิ ทำให้ทั้งคู่กินและนอนจนร่างกายอ้วนท้วนสมบูรณ์เหมือนกับหาคตัวใหญ่

การที่ฟร็องซวซและอาเมลีถูกเปรียบเป็นหาคก็เพราะหาคชอบกัดกินใบไม้หรือยอดใบไม้อ่อนจนทำให้พืชสวนไร่นาเสียหาย ถือเป็นศัตรูพืชกวนใจของชาวสวนชาวนา ซึ่งฟร็องซวซกับอาเมลีเอาแต่กินนอน ไม่เคยทำอะไรด้วยตัวเองและต้องให้ตาดิคอยดูแลอยู่เสมอจนตาดิไม่พอใจ

#### ต้นฉบับ

[...] **Et les deux filles qui engraisseraient comme de grosses**

**limaces et qui n'auraient rien fait de leurs mains...** [...]

#### บทแปล

(...) แล้วลูกสาวสองคนก็ขุนจนอ้วนเหมือนหาคตัวใหญ่และไม่เคยทำอะไรเลยด้วยมือของตัวเอง...(...)

## 6. ตัวละครอื่น ๆ

### 6.1 ผู้หญิงคนหนึ่งเปรียบเหมือนไก่ป่วย

ผู้เขียนเลือกเปรียบเทียบผู้หญิงคนหนึ่งที่ยืนรอรถประจำทางอยู่ริมถนนท่ามกลางแดดจัดกับไก่ที่ป่วย เพราะตอนที่เธอขึ้นมานรถประจำทางแล้ว เธอยืนโง่งนบนรถที่โคลงเคลง เพราะเธอถือตะกร้าไว้ในมือทั้งสองข้าง และดวงตาของเธอก็ไม่สดใส ซึ่งอาการทั้งหมดนี้เหมือนกับเวลาที่ไก่ไม่สบาย

#### ต้นฉบับ

[...] **La paysanne ne pensait pas à poser ses deux paniers, et elle oscillait entre les banquettes, les yeux fixes comme une poule qui se sent malade.**

## บทแปล

[...] หญิงคนนี้ก็ไม่ได้คิดจะวางตะกร้าทั้งสองใบ เจ้าหล่อนยืนโง่งนงอยู่ระหว่างม้านั่ง ดวงตาจดจ้องราวกับไก่ป่วย

### 6.2 ผู้หญิงจำนวนมากบนรถประจำทางเป็นเสมือนแม่โค

ผู้เขียนเปรียบเทียบว่าบรรดาแม่บ้านที่อยู่บนรถประจำทาง แม้จะไม่เคยพบเจอผีมามาก่อนในเมืองนี้ก็ไม่ได้รู้สึกตระหนกตกใจที่เห็นคนแปลกหน้าหรือสนใจในตัวผีเลย ผิดกับตาดูที่สังเกตเห็นผีมาตั้งแต่ไกล นอกจากนั้นบรรดาแม่บ้านยังคงมองว่าผีเป็นคนที่ไม่มีพิษภัยเหมือนหมาป่ากินหญ้าอีกด้วย

## ต้นฉบับ

N'était-ce pas étonnant que, sur quarante, il n'y eût que la veuve Couderc à regarder l'homme autrement que comme on regarde n'importe qui? **Les autres étaient placides et quiètes comme des vaches qui, dans un pré, verraient un loup brouter parmi elles sans s'en étonner.**

## บทแปล

มันคงไม่แปลกใจไหมที่ในบรรดาผู้หญิงกว่าสี่สิบคน จะมีเพียงนางกูแดร์ที่มองไปยังชายหนุ่มคนนั้นต่างจากเวลาที่เรามองคนอื่น ผู้หญิงคนอื่น ๆ หนึ่งนั่งสงบเสียงเหมือนแม่โคกำลังมองหมาป่ากินหญ้าในทุ่งหญ้าโดยไม่ตกใจอะไร

### 6.3 การเดินของผู้หญิงที่เหมือนห่าน

บรรดาแม่บ้านที่มีลักษณะอ้วนท้วนนั้น เมื่อเดินแล้วจะเหมือนห่าน เพราะนอกจากห่านจะเดินสองขาขึ้นฟูไปด้านหน้าสายไปมาแล้วก็ยังคงเดินไปกินไปด้วยเช่นกัน

## ต้นฉบับ

Ensuite venait le tour de Félicie. Il y en avait d'autres, qui sortaient un peu partout des maisons et qui s'approchaient de la camionnette du boucher. Elles prenaient leur temps. **Beaucoup balançaient le ventre en avant, comme les oies, et mangeaient en marchant.**

## บทแปล

ต่อมาก็ถึงคราวของเฟลิซี แล้วก็ยังมีคนอื่น ๆ อีก ที่ออกมาจากบ้านหลายหลังและเข้าไปใกล้รถขายเนื้อ พวกเขาหลอนใช้เวลาเต็มที่ หลายคนเดินพุ่งยื่นสายไปสายมาเหมือนห่านกินไปเดินไป

## สรุปผลของงานวิจัย

นวนิยายเรื่องนี้กล่าวถึงชีวิตผู้คนในชนบท ตัวละครเป็นชาวบ้านที่มีอาชีพเกษตรกรและเลี้ยงสัตว์ ดำรงชีวิตอยู่ท่ามกลางธรรมชาติ นอกเหนือจากการพรรณนาธรรมชาติ ผู้เขียนยังได้เปรียบเทียบลักษณะนิสัย พฤติกรรมและกิริยาอาการของตัวละครกับสัตว์ต่าง ๆ เช่น ฌ็องเป็นหมาป่าที่คอยจ้องจะกินเหยื่อ ตาติที่ทำกิริยาอาการเหมือนแมวตะกละ เฟลิซีเสมือนเป็นแม่วัวสาวคอยตอม ๆ มอง ๆ ผู้ชาย ตาแกกูดรีเปรียบเป็นเฒ่าหัวงู ฯลฯ ซึ่งนับได้ว่าเป็นลักษณะเด่นของนวนิยายเรื่องนี้

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# **An Analysis of Complex Sentences in Reading Comprehension: A Case Study of CU-TEP**

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## **Abstract**

This research aimed to classify the subtypes of complex sentences frequently occurring in reading comprehension section of CU-TEP. The data used in this study were forty-eight reading passages from two CU-TEP practice books published by Chulalongkorn University Language Institute (CULI). The framework used in clause analysis was from Azar, B. and Hagan, S. (1998). The findings revealed that there were complex sentences occurred in one-third part of all reading comprehension. When compared among three types of dependent clauses in 48 passages, adjective clause appeared the most (53.61%), noun clauses appeared second (29.16%) and adverb clauses appeared third (18.23%). Additionally, reduced forms of dependent clauses were found in passages: adjective clauses were reduced the most, followed by adverb clauses and only one noun clause was reduced. The results of this research support the view that knowledge of complex sentence is very crucial to test takers' comprehension. As a result, complex sentences should be taught in writing or reading courses in order to encourage learners to gain more understanding of reading comprehension tests.

**Key words:** reading comprehension, complex sentence, dependent clauses

## **1. Introduction**

In recent years, standardized tests have played important roles in education systems. More and more students' lives are becoming influenced by standardized tests, as a societal push for educational accountability has led to a dramatic increase in the use of these assessments across districts and nations (Guskey & Jung, 2013). Brown (1998) pointed that standardized tests can serve many purposes and at every stage of the teaching and learning process; however, there are certain limitations. Like Brown, James (2014) found that standardized tests limit student learning because they focus only on cognitive dimensions, ignoring many other qualities that are essential to student success. These assessments may not be sensitive enough to the needs of some subgroups of students, such as English proficiency test that test takers have to face with

challenging academic careers. Researches clearly demonstrates that some variables unrelated to the focal measurement construct (e.g., unnecessary linguistic complexity, cultural biases in construction of items) can affect the quality of high-stakes assessments for these students (Abedi, 2006; Solano-Flores & Li, 2006; Solano-Flores & Trumbull, 2003; Solano-Flores, 2008). To comprehend the passages, some studies showed that vocabulary knowledge is playing a major role to understand the text (Anderson and Urquhart, 1984). Nonetheless, according to Mandler & Johnson (1977), readers who have been taught how to identify text structure and use this knowledge in reading process understand information and recall better than readers lacking such knowledge. This reflects that several features make the text difficult including with difficult words, difficult combinations of nouns and difficult sentences (Agnihorti et al., 1992). Therefore, to understand passages, sometimes only vocabulary knowledge is not enough. Test takers should first understand sentence structures, which make up many clauses. With long passage in the test, sentences that feature long distance dependencies (e.g. reflexive pronoun, objective relative clauses, and passive voice) can cause to reading comprehension failures because sentences are long and syntactically complex (Lely, H. & Marshall, C.R., 2007). As example below:

*Because people know that I am an English teacher, they make allowances for how I dress and what I say. (Atteberry, 2016, P.36).*

This sentence contains four dependent clauses and it is hard for test takers with low skill in complex sentences to specify which is main clause and which is subordinate clause.

The knowledge of complex sentences is very important. To deal with reading comprehension test, the test takers should understand clause and sentence structure used in the passage. As some studies have shown that after students learnt more complex sentences from their oral and written language, then they can use their ability to make sense of what they read (Agnihorti et al., 1992).

To enhance awareness of complex sentences, the researchers chose CU-TEP as a major source of the study to classify the subtypes of complex sentences frequently occurring in reading comprehension part of the test. In general, CU-TEP, Chulalongkorn University Test of English Proficiency, is under the supervision of the Chulalongkorn

University Academic Testing Center. The test consists of three parts: Listening Comprehension (30 points), Reading Comprehension (60 points) and Writing (30 points). As the major focus of the study, the reading section of the test takes seventy minutes and consists of sixty questions in five parts, and generally includes reading passages of varying lengths (short and long texts) with comprehension questions and cloze test questions. The objective of the reading comprehension part is to measure the candidate's ability to extract literal and interpretative meanings from passages which come from a variety of sources such as newspapers, travel brochures, leaflets, magazines and excerpts from short stories and novels.

The result of this study can be helpful for test takers to understand types of complex sentences occurring in reading comprehension section before taking the test. Then the test takers' awareness in complex sentences leads to prepare themselves for the tests for higher test scores.

## **2. Research Question**

The study attempts to answer the following research question: What were clausal forms used in reading comprehension section of CU-TEP?

## **3. Complex Sentences**

This part covers the following topics: the definition of complex sentences, functions of dependent clauses in complex sentences and clause reduction.

### **3.1 The definition of complex sentences**

Complex sentence is a sentence formed by linking simple sentences together, but the elements in a complex sentence (different from a compound sentence) are not of equal importance. It always contains one independent (or 'main') clause and at least one dependent (or 'subordinate') clause (Longman Grammar, 1988).

### **3.2 Functions of dependent clauses in complex sentences**

According to Florida (1995), in a complex sentence, independent and dependent clauses are not equal in grammatical importance. An independent clause can express a complete thought and can be a standalone sentence. Conversely, a dependent



clause is usually a supporting part of a sentence, and it cannot stand by itself as a meaningful idea.

According Azar, B. (1998), a complex sentence is composed with a linking word between the independent clause and dependent clause as follows:

1. **Subordinate conjunction:** If, as if, since, because, that, whether, least, as, before, after, while, till, until, though, although, unless, so that, than, provided, in order, that, provided that and notwithstanding.
2. **Relative pronoun:** who, whom, whose, which, that, as, but, what, of which
3. **Relative adverb:** when, why, where

In the case of clauses, Azar, B. and Hagan, S. (1998) indicated that complex sentence has a dependent clause and at least an independent clause that can function either as noun clauses, adjective clauses or adverb clause in a sentence.

#### **Noun clause**

A noun clause is a type of dependent clauses. It names a person, place, thing or idea. Since it acts as a noun, it can be a subject, object, a subject complement, an object complement or an appositive. It can be formed by; beginning with a question word (wh/h), beginning with *whether* or *if*, beginning with *that*, writing in quoted speech form or reported speech by using “ ” and using –ever.

Example: I don't know where **he lives**. (Azar and Hagan, 1998, p.240)

The above example used the question word “**where**” to introduce a noun clause “**he lives.**” that is an object of the verb “**know**”.

#### **Adjective clause**

An adjective clause is a dependent clause that modifies noun and usually begins with a relative pronoun and sometimes with a subordinating conjunction.

Example: The movie **which we saw** last night wasn't very good.

(Azar and Hagan, 1998, p.268)

According to the example, the sentence used the question word “**which**” to introduce an adjective clause “**we saw last night.**” that provided more information

about the movie. Besides, it did not change the basic meaning of the main clause

**“The movie wasn’t very good.”**

### **Adverb clause**

Adverb clauses are used to show relationships between ideas. Adverb clauses are group of words which contains a subject and a predicate of its own, and does the work of an adverb, which modifies the meaning of a verb, an adjective or another adverb in the main clause. Adverb clauses are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to an independent clause. When an adverb clause precedes an independent clause, a comma is used to separate the clause. When the adverb clause follows, usually comma is no needed. Words that introduce adverb clauses are called subordinating conjunctions.

Example: **Since** Monday is a holiday, we don't have to go to work

(Azar and Hagan, 1998, p.362)

The above example shows an adverb clause modified verb. It tells the reason of the action of subject. Moreover, it cannot stand on its own, but need a clause to help it make sense or to help it complete a thought.

### **3.3 Clause Reduction**

#### **Reduced form of noun clause**

When a noun clause begins with question word (wh/h) and is used as a direct object in a sentence, you can omit it, with no change in meaning. We may reduce a noun clause by deleting the clause marker (subordinator) and change the verb phrase to infinitive.

Example: Diego can’t decide what **he should do** about his roommate.

Diego can’t decide **to do** about his roommate.

(Azar and Hagan, 1998, p.252)

According to the above sample, both clauses have the same subject, then the noun clauses is reduced to infinitive phrase by omitting **what, subject** and auxiliary **should**, and then it was changed the form of the verb phrase to infinitive.

### Reduced form of adjective clause

Adjective clause may be reduced by removing relative pronoun (that, who, or which) to become an adjective phrase. It modifies a noun and it does not contain a subject and verb. Besides, if an adjective clause has verb *be* form as a verb, we can omit the pronoun and verb *be* form the clause. In the same way, if there is no *be* form, we can omit the pronoun and change to form of verb to *-ing* form.

Example:           The girl ***who is*** sitting next ***to me*** is Maria.

                          The girl sitting next to me is Maria.

(Azar and Hagan, 1998, p.290)

From this example, the relative pronoun ***who*** and verb ***be*** were reduced because ***who*** is the subject of the clause.

### Reduced form of adverb clause

Some adverb clauses may also be changed to modifying phrases, and the ways in which the changes are made are the same by omit the subject of the dependent clause and the *be* form of the verb.

If there is no *be* form of a verb, omit the subject and change the verb to *-ing* (Azar and Hagan, 1998, p.375).

Example:           Before I left for work, I ate breakfast.

                          Before ***leaving*** for work, I ate breakfast.

(Azar and Hagan, 1998, p.375)

From the above example, both clauses have the same subject and hence we can reduce the adverb clause to avoid repeating the subject. The reduced adverb clause becomes an adverb phrase, which does not have a subject and consists of a conjunction ***Before*** and a base verb + ing ***leaving*** for a past participle for the passive voice.

According to types of clause above, reduced forms of clause tend to be syntactically complex, Omitting many subordinated and conjoined clauses make the sentences become more complex than those normal patterns of clauses (Horowitz and

Berkowitz, 1967; Wilkinson, 1971; Schallert, Kleimen and Rubin, 1977). As a result, the researchers propose that the regular and the reduced forms mirror the level of difficulty. That is, reduced forms are more difficult (or more marked) than the regular forms. In other words, to understand the reduced forms, readers or test takers must understand the full forms, but not vice versa. Thus, reduced forms, as a marked structure, take longer time to acquire.

#### **4. Research Methodology**

The part explains the procedures used in the study. It copes with data sources, research instruments, and data collection and analysis.

##### **4.1 Data Sources**

The researchers employed 48 passages from two CU-TEP practice books published by Chulalongkorn University Language Institute (CULI). One was published in 2005; another was in 2016. Only reading comprehension part from the two books were the major focus of the study. The total number of passages from the two books was 48 passages. Generally, many CU-TEP preparation books are published by many publishers. However, the researchers believe that the two books by CULI should be the best source of data since CULI is a part of organization in Chulalongkorn University which is directly responsible for the CU-TEP test. As a result, the books by CULI should be closely reflected the test better than the books by other publishers.

##### **4.2 Research Instruments**

This study had two main research instruments as follows.

One was a framework of English complex sentences based on Azar, B. and Hagan, S.'s framework (1998). It is very important to be noted that a complex sentence always has one of the three clauses. All details about complex sentences were discussed in the previous part. The second tool was a table of clause analysis that includes a blank to fill each passage and three columns for filling target clauses, clause types and expert agreement.

## Clause Analysis

**Table 1** Clause Analysis

Passage			
Target clauses	Clause types (NC, ADJC, ADVC)	Expert agreement	
		Expert 1 (✓, ✗)	Expert 2(✓, ✗)

This table was not only used for data collection, but also double-checked researchers' clause analysis by experts.

### 4.3 Data Collection and Analysis

Below is a procedure to do the data collection and analysis

1. Forty-eight reading passages were collected from the two CU-TEP practice books.
2. Then the target clauses were listed in the table of clause analysis (see Appendix 1).
3. All target clauses were submitted to two experts to analyze and check all data whether those clauses fitted the framework of Azar, B. and Hagan (1998) (see Appendix 2). Both experts went through all data set individually. The two experts were: a non-Thai female lecturer who taught at an international college in a public university. Another was a Thai female instructor who held a Master's degree and was lecturing in English Translation Course at another public university.
4. After the experts finished checking types of clause, the researchers compared the answers from the two experts. If they had different answers, the researchers consulted the third person to find the final solution.
5. Finally, the researchers calculated the frequency of three main target clauses and presented the findings.

## 5. Findings

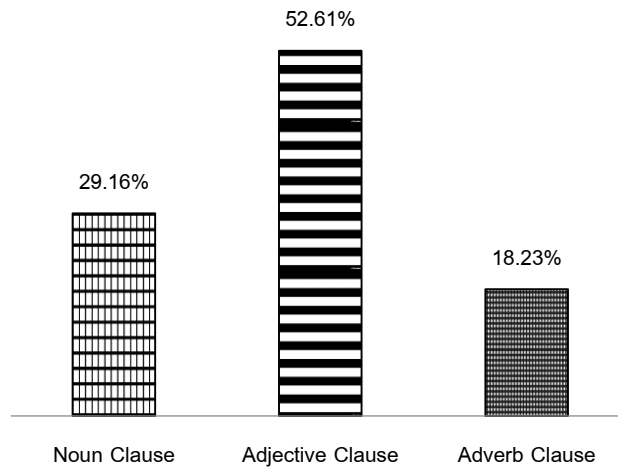
As stated in research question, this study intended to find out clausal forms used in reading comprehension section of CU-TEP by exploring 48 passages in reading comprehension section from the two CU-TEP practice books. The results of the study were presented by dividing into two parts: clause analysis and frequency of occurrence of complex sentences.

From 48 passages of reading comprehension section, the results were presented in Table 2.

**Table 2** Total Frequency of Three Major Clauses

Types of clauses	Reading Comprehension Section			Total number of clauses	Percentages
	Cloze Test	Short Passage	Long Passage		
Noun Clause	16	15	153	184	29.16%
Adjective Clause	41	22	269	332	52.61%
Adverb Clause	14	12	89	115	18.23 %
Total				631	100%

According to Table 2, 631 clauses were found in 48 passages. The statistics showed that adjective clauses were occurred most (332 adjective clauses from the total of 631 clauses). The number of noun clause and adverb clause was 184 and 115, respectively. See a clearer picture; a bar chart of the three clauses was presented in Figure 1.

**Figure 1** Total Frequency of Three Major Clauses

To narrow down the three individual types of clauses, full form and reduced forms from each type were classified, as in Table 3.

**Table 3** Full-Form and Reduced-Form of Clauses Found in Each Part of Passages

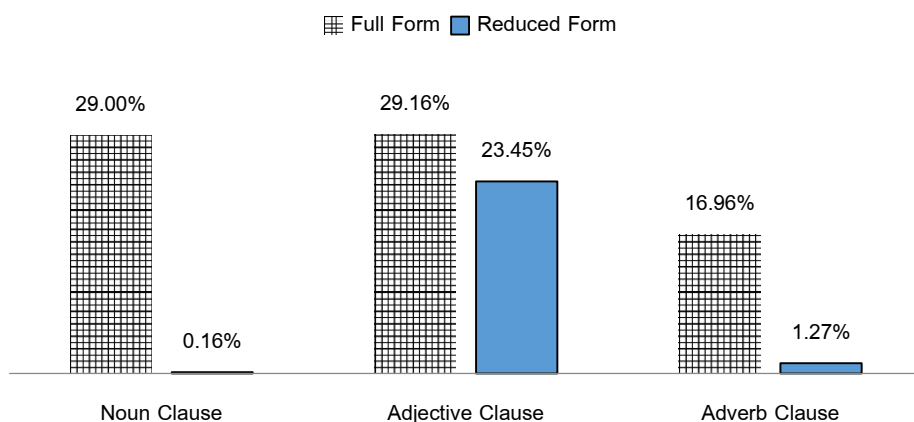
Clause Type \ Test Sections	Noun Clause		Adjective Clause		Adverb Clause	
	Full	Reduced	Full	Reduced	Full	Reduced
Cloze Test	16	0	28	13	14	0
Short Passage	15	0	11	11	11	1
Long Passage	152	1	145	124	82	7
Total	183	1	184	148	107	8

In Table 3, the full form and reduced form of clauses appeared in three sections of reading comprehensions. In the full-form clause structure, adjective clauses appeared the most (184 clauses). Noun clauses appeared second (183 clauses). Adverb clauses appeared the least (107 clauses). In the reduced forms, obviously, adjective clauses were

found the most (148 clauses), followed by adverb clauses (8 clauses), and only one noun clause was reduced in these passages.

Once again, to see a clearer picture of full and reduced form, below is a bar chart of the two major forms.

**Figure 2** Frequency of Occurrences of Full Form and Reduced Form of Clauses Found in 48 Passages



From figure 1 and figure 2, it was found that there were 52.61% of adjective clause appeared the most of clause forms by occurring in full form 29.16% and reduced-form 23.45%, followed by noun clause 29.16% from the total of 631 clauses by complements in full form 29% and reduced-form 0.16 % from the total of 631 clauses. The adverb clauses appeared the least 18.23% which occurred in full form 16.96% and reduced-form 1.27%.

It is observed that most of adjective clauses were reduced in passages (148 reduced adjective clauses from the total of 332 adjective clauses). Most of them were found in long passages section (124 clauses from the total of 148 reduced adjective clauses, followed by 13 reduced adjective clauses in cloze test section and 11 reduced adjective clauses in short passage section). There were 8 reduced adverb clauses and only one reduced noun clauses from 48 passages.



## 5. Conclusion and Discussion

According to research question of this study, it aimed to explore clausal forms used in reading comprehension section of CU-TEP. It was found that there were a great number of clause occurred in reading comprehension tests. Among three types of clauses, the researchers found that adjective clauses occurred most. The noun clauses and adverb clauses were found respectively. Why were adjective clauses found the most frequent than the other two? The basic reason is that they are used to give more information about nouns. According to Biber, et al. (1999, p.642), adjective clauses were the most common in academic prose within the different text types: news, fiction, and conversation. They were used to establish the reference of the antecedent and give additional information. This is compatible with some research studies. For example, Hyland and Tse (2010) claimed that adjective clauses were often used to give additional information about head nouns so that readers or listeners are able to identify them more easily or recover more information about them. Similarly, Ngamkitjawat (2013) stated that adjective clauses were used to give more information to define or identify the things talked about. They were employed to make the readers understand the contents more easily and more clearly. However, her study did not show that adjective clauses were found more frequent than the other two clauses in all cases. That is, only a textbook from medical science shares the same findings as the present study. Nonetheless, even though adjective clauses were not found the highest in the other two textbooks from social science and technology, they still had high frequent use.

In the case of using noun clauses, this study found that noun clauses occurred as the second rank by using that-clauses in high frequency. This finding was the same as Ngamkitjawat's (2013). She found that noun clauses appeared the second of three clausal forms by occurring of That-clauses most frequency. However, she stated that direct speeches and reported speeches were not found in three academic books; whereas, this current research found that occurrence of direct speech and reported speech was very frequent. This might be because selected passages in reading comprehension presented data, facts, news and articles, with reporting speeches. As Azar, B. (1998) said that noun clauses can occur as direct report of speech or thought

as the objects of verb which express mental activity and refer to reproducing words exactly as they were originally spoken.

As for adverb clauses which appeared the least. They were characterized by the role in describing time relations and expressing cause and consequence. This finding was not consistent with Ngamkitjawat (2013) because Ngamkitjawat's research found adverb clauses occurred in the highest rank (39.75% and 36.89%) of textbooks in social science and technology while the current research found adverb clauses with 18.23% in 48 passages.

In the reduced clause level, reduced form of adjective clauses was found at the highest frequency in the three types of dependent clauses. According to Rubin, et al. (1977) suggested reduced forms of clause tend to make the sentences become more complex than those normal patterns of clauses. As a result, the passages written by reduced forms of clauses make readers take longer time to comprehend (Strickland, 1962; Horowitz and Berkowitz, 1967; Wilkinson, 1971; Schallert, Kleimen and Rubin, 1977). For reduced forms of dependent clauses uses, they are very difficult for test takers who are non-native speakers to acquire this usage from their real life.

### **Pedagogical Implication**

According to the present findings, reading comprehension sections often use complex sentences. To encourage learners to gain more understanding of complex sentences, complex sentences should be taught in writing or reading courses. However, teachers should not ignore teaching complex sentences in listening and speaking because understanding, recognizing, and producing complex sentences require a substantial amount of prior knowledge and experience in listening, and speaking as well. The findings are very supportive for teachers to know which type of complex sentences should be focused on in order to make their learners in different fields comprehend the contents of reading comprehension. To help learners learn and understand reading comprehension better, teachers teach learners about sentence structure, starting from simple sentences, compound sentences, complex sentences and finally reduced form of dependent clauses. The teachers should show the passage that

has mixed types of sentences from authentic materials such as articles from newspapers, signs, brochures, etc. Below is an excerpt from a comic book.



Teacher can use this to teach both the adjective clause and the noun clause. Notice that their forms are very similar. In the first sentence, *who doesn't like me* is a noun clause. It contains the subject *who* and the verb *like*. The clause acts as an object of the preposition *about* in the sentence. In the second sentence, *who love me* is an adjective clause. *Who* is a subject pronoun and refers to "*the people*". As we can see that this clause immediately follows the noun *the people* it modifies.

After students learn the basic forms and functions of complex sentences, teachers assign them to produce a complex sentence by combining one dependent clause one independent clause. However, not only are their full form introduced, but their reduced form must be discussed as well.

### Recommendations of Further Research

1. This research covered only analysis 48 passages from two CU-TEP practice books. Therefore, the findings of this research may not be generalized for other groups of readers in other contexts. Further researches should be conducted other standardized tests such as international standardized tests, even other standardized tests of other universities.

2. Empirical research should be conducted by having subjects do the reading passages with different types of clauses. The findings not only answer which type of structure is the hardest or the easiest, but also lead to teaching preparation to better student reading comprehension.

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## APPENDIX

## Appendix 1 A Sample of Clause Analysis by the Researchers

Short passage (CU-TEP Practice Test Book II, p.73 )	
<p>Your recent survey has shown a dramatic decrease in the number of couples <u>registering for marriage and a striking increase in the divorce rate</u>. I think it indicates <u>that lovers are opting to live together and separate mutually when the relationship turns sour without having to go through the legal process</u>. Also, in modern life, couples are less tolerant of living together, no longer valuing the traditional view or practice of staying married for life. It's also probably <u>because divorce is no longer viewed as taboo</u>.</p> <p>A legal marriage certificate is important in order to avoid any ensuing complications. The institution of family is complex with many stakeholders <u>involved, namely the couple, their parents, siblings, off-spring and other relatives with different backgrounds and upbringing</u>. <u>When a problem arises</u>, <u>what may seem morally and emotionally right</u> could be legally wrong. With a marriage certificate, the law could help resolve a conflict. In case there are additional moral and emotional issues, then, <b>to each his own judgement</b>.</p> <p>The license, as a governmental document, is also good to obtain <u>as the threat of a chaotic paper chase for divorce might scare you to the point of keeping your marriage together</u>.</p>	
Clause	Clause types (NC,ADJC, ADVC)
<u>registering for marriage and a striking increase in the divorce rate</u> .	ADJC
<u>that lovers are opting to live together and separate mutually</u>	NC
<u>when the relationship turns sour without having to go through the legal process</u>	ADVC
<u>because divorce is no longer viewed as taboo</u> .	ADVC
<u>involved, namely the couple, their parents, siblings, off-spring and other relatives with different backgrounds and upbringing</u>	ADJC (reduced)
<u>When a problem arises</u>	ADVC
<u>what may seem morally and emotionally right</u>	NC
<u>as the threat of a chaotic paper chase for divorce might scare you to the point of keeping your marriage together</u> .	ADVC

**Appendix 2 A Sample of Checking the Data by the Experts**

Short passage (CU-TEP Practice Test Book II, p.73 )			
<p>Your recent survey has shown a dramatic decrease in the number of couples <u>registering for marriage and a striking increase in the divorce rate</u>. I think it indicates <u>that lovers are opting to live together and separate mutually when the relationship turns sour without having to go through the legal process</u>. Also, in modern life, couples are less tolerant of living together, no longer valuing the traditional view or practice of staying married for life. It's also probably <u>because divorce is no longer viewed as taboo</u>.</p> <p>A legal marriage certificate is important in order to avoid any ensuing complications. The institution of family is complex with many stakeholders <u>involved, namely the couple, their parents, siblings, off-spring and other relatives with different backgrounds and upbringing</u>. <u>When a problem arises, what may seem morally and emotionally right</u> could be legally wrong. With a marriage certificate, the law could help resolve a conflict. In case there are additional moral and emotional issues, then, <b>to each his own judgement</b>.</p> <p>The license, as a governmental document, is also good to obtain <u>as the threat of a chaotic paper chase for divorce might scare you to the point of keeping your marriage together</u>.</p>			
Clause	Clause types (NC,ADJC, ADVC)	Expert Judgement	
		Expert 1	Expert 2
<u>registering for marriage and a striking increase in the divorce rate</u> .	ADJC	/	/
<u>that lovers are opting to live together and separate mutually</u>	NC	/	/
<u>when the relationship turns sour without having to go through the legal process</u>	ADVC	/	/
<u>because divorce is no longer viewed as taboo</u> .	ADVC	/	/
<u>involved, namely the couple, their parents, siblings, off-spring and other relatives with different backgrounds and upbringing</u>	ADJC (reduced)	/	/
<u>When a problem arises</u>	ADVC	/	/
<u>what may seem morally and emotionally right</u>	NC	/	/
<u>as the threat of a chaotic paper chase for divorce might scare you to the point of keeping your marriage together</u> .	ADVC	/	/
	Noun clause	Adjective clause	Adverb clause
Total	2	2	4



## The Readability of Secondary and High School Level

### Commercial Textbooks: A Multilevel Analysis

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#### Abstract

Choosing appropriate materials for English as a Foreign Learning (EFL) classes is crucial. The materials must meet the target competence for EFL learners. ELF textbooks used at secondary and high schools in Thailand are certified by Office of the Basic Education Commission. This study attempted to reveal the readability of the certified commercial textbooks by Coh-Metrix, a web tool for text analysis. 267 passages were randomly chosen from 12 commercial textbooks for Matthayomsuksa 3 and 6 licensed by OBEC. Coh-Metrix 3.0 and Coh-Metrix Text Easability Assessor that are computational tools on website were used to analyze the passages for five characteristics: (1) narrativity, (2) syntactic simplicity, (3) word concreteness, (4) referential cohesion, and (5) deep cohesion. The result revealed that the readability of the certified commercial English textbooks were at an average level. However, the borderline scores between 'average' and 'low' of referential cohesion could imply that the passages in the sampled textbooks were quite easy but there was a possible difficulty in text base and situation model level because of the lack of cohesion.

**Keywords:** Readability, Coh-Metrix, Commercial Textbooks

#### 1. Rationale of the Study

It is noted that suitable reading materials would promote the readers' language developments (Ismail, 2016). This implies that too easy text will bore the readers and too difficult text can bring down the readers' motivation (Carrell, 1987; Graesser, McNamara, Cai, Conley, & Pennebaker, 2014). Many learners may not be able to learn and create new knowledge from the texts in their classroom through reading comprehension (Valencia, 2014).

Valencia (2014) found that content-area textbooks can cause some reading challenges for many learners: density structure, specialized, vocabulary, background knowledge, or lack of coherence. Additionally, when learners move up to next high school level, they might be necessarily required to read more complex texts in terms of

vocabulary, sentence structure and text organization. In middle and high school levels, texts demonstrate greater conceptual challenges. Therefore, learners need to consider, synthesize, and evaluate information gained from different sources, such as they are able to analyze contents from citing textual evidence. When learners complete tasks, sophistication from one year to the next along with complexity in the ideas and information will be increased (Hervey, 2013, p.1). It can be summarized that increasing complexity of texts affects reading comprehension. According to Davison (1980), complexity appears in sentence constructions, including subordinate clauses in them. There is also a reputation for being more complex which more difficult for hearer or reader to process. Therefore it might be said that complexity in language features can conduce to reading difficulty. Also Corzo-Pena (1996) revealed that syntactic difficulty should be considered as one of the possible causes which affect reading comprehension and it is also a significant factor for considering the child's linguistic development as assessing textbook difficulties. In addition, it suggests that the instructors should simplify texts for learners in their classes, if textbooks are very complex. In Thailand, Chawwang (2008) found that 12<sup>th</sup> grade learners had the problems in their low level reading ability in three areas which are (1) sentence structure, (2) vocabulary, and (3) reading comprehension. Mingsakoon (2003 as cited in Chawwang, 2008) noted that learners had problem in sentence structure because they could not understand texts well with limited vocabulary knowledge. In addition, complex noun groups, nominalizations, coordinating conjunctions, participial phrases, and prepositional phrases mainly caused problems in reading comprehension of the learners since they render texts complex and difficult to understand (Nuttall, 2000 as cited in Chawwang, 2008). It means that complex structures affect reading comprehension. Many researchers within the field of L2 reading, linguistics, and discourse processing have argued that understanding cohesive devices is necessary for developing information processing and reading comprehension skills in L2 reading because cohesive devices are essential for the managing of textual understanding (Crossley, Louwerse, McCarthy, &McNamara, 2007).

It is, therefore, challenging for all instructors to evaluate and choose the right materials for their students. Ismail (2016) emphasized that the readability has become a major concerned for language teachers to choose suitable reading materials for the

students. The term 'readability' is widely used to explain the level of ease or difficulty which a text can be comprehended by readers. In order to select appropriate texts for learners, several readability formulas have been introduced in attempts to provide reliable measurements of readability; still, most of them are solely mathematical calculations based on word difficulty and sentence length (Isamil, 2016). The study had argued earlier that shallow-based readability formulas, such as the Flesch Reading Ease and the Flesch-Kincaid Grade Level formulas are useful only for initial assessment of text difficulty because they rely mainly on word length (defined as the number of either letters or syllables in a word) and sentence length to assess the difficulty of texts (Crossley et al., 2007).

Among such formulas and tools, a computational automated tool called Coh-Metrix was developed, refined, and tested between 2002 and 2011 at the University of Memphis, initially funded from the Office of Educational Research and Improvement (OERI) in U.S. Coh-Metrix provides a wide range of language and discourse measure that is arguably the broadest and most sophisticated automated textual assessment tool currently (McNamara, Graesser, McCarthy, & Cai, 2014). There have been research studies aiming to analyze texts by using Coh-Metrix such as analyzing discourse variation in the texts of Japanese, American, and British scientists (McCarthy, Lehenbauer, Hall, Duran, Fujiwara, & McNamara, 2007), assessing cohesion and difficulty in high school textbooks (McCarthy, Lightman, Duffy, & McNamara, 2006), assessing text readability using cognitively based indices (Crossley, Greenfield, & McNamara, 2008), predicting EFL writing ability from levels of mental representation (Aryadoust & Liu, 2015), evaluating of linguistic quality in multi-document summarization (Pitler, Louis, & Nenkova, 2010) and so on.

### **1.1 Statement of Problem**

In teaching EFL, there are factors that should be considered such as choices about which language skills to teach and how, where the language will be used, learning environment, choosing of suitable content and materials, and assessment criteria (Graddol, 2006 as cited in Darasawang, 2007). According to the study by Noom-ura (2013), there were problems with English language teaching and learning and the professional development (PD) in Thailand finding that Thai teachers of English viewed

the problems involved with themselves, curricula and textbooks due to limitation of impractical curricula and textbooks. For curricula, teachers can apply CEFR (The Common European Framework Reference) to designing curriculum, developing teaching and learning process, test, evaluating, developing English teachers, and setting learning objectives English teaching following the policy of The Office of The Basic Education Commission Ministry of Education. (OBEC, 2015) Even though textbooks that are provided by OBEC, teachers should match them to their students' grade level appropriately. Therefore this study may be guide for teachers. Although there are many studies about syntactic complexity and readability in each genre of texts, but not in Thailand. It is, therefore, essential to assess readability of passages provided in commercial English textbooks licensed by OBEC in order to reveal the readability of those textbooks.

### **1.2 Purpose of the Study**

This research aimed to analyze the readability of reading passages in commercial books licensed by OBEC.

### **1.3 Research Questions**

1. To what extent is the readability of reading passages in commercial books for secondary schools?

2. To what extent is the readability of reading passages in commercial books for high schools?

### **1.4 Significance of the Study**

Developing reading skill may face the problem like difficulty or syntactic complexity. Ernst von Glasersfeld (1970) found that syntactic complexity seems affect readability followed length of sentence. Also, syntactic complexity has been studied for a long time and found that it influences learning. Douglas and Miller (2016) claimed that reading and writing skills are more or less path closely by cited from Johnson (1980) and Loban (1963) who paid attention on growing complexity in reading with the same markers of complexity in writing skill. Also in higher level education, level of grammar and vocabulary may be higher and more difficult and it might cause complexity for learners in understanding what they are reading. Therefore, students' language skill might be able to improve properly if the instructors can suggest or consider the

appropriate books for their levels. The current research can guide instructors or teachers to choose appropriate text books or reading passages for improving their students' reading skill.

## **2. Literature Review**

### **2.1 Syntactic Analysis**

Recently, linguists have been attempting to develop and applying wider techniques in order to extend the scope of consideration and state the structure of natural languages without semantic reference. It focuses on investigating the statements of a linguistic grammar based on the behavior of language users in such a way that grammatical notions, appearing as words or expressions that are being defined in constructional system (Chomsky, 1953). The factor that affects making a text grammatically difficult and more complex is the length of the sentence. While Halliday (1990) claimed that density is a kind of complexity which rises from arrangement of words. Complex sentences begin from simple sentences linking together through coordination and subordination which makes the language more complex (Holger, 2004 as cited in Lintunen & Mäkilä, 2014). Additionally, there are studies emphasized on the development of syntactic complexity or the effect on second language (L2) writing. (Beers & Nagy, 2009; Lu, 2010; Wood & Struc, 2013)

Constructing phrases, clauses and sentences for various purposes rises from stringing words together. There are many choices of how to order them and choose them appropriately and effectively for successful communication, which cause syntactic complexity (Scontras, Badecker, Shank, Lim, & Fedorenko, 2014). In other words, if learners produce refined language, it may become complex in using of more challenging and difficult language (Ellis & Barkhuizen, 2005 as cited in Bulté & Housen, 2012). Syntactic complexity may be called grammatical complexity and it is referred to linguistic processing and product (Wood & Struc, 2013). Additionally, it involves development of grammatically complex writing in term of second language studies as reflecting in target language acquisition. Later, syntactic complexity was studied and claimed that it affected reading comprehension.

Moreover simplicity has a long philosophical history as an antonym of complexity. Syntactic simplicity is simplifying sentences with few words and familiar grammatical structures for easier understanding that sometimes it causes learners is complicated because it is too short or text is more difficult because the simpler and more frequent words (Graesser et al., 2014). Even though the text is simple, it has difficulty to understand. Hence, simplicity is assumed that is the same thing as complexity but they are opposite side.

## **2.2 Readability**

The definition of readability is concerned with the interaction between the reader and the text. The readability of a text is a measure of how well and how easily a text conduces the intended meaning to a reader (Owu-Ewie, 2014). Glasersfeld (1971) offers the definition of readability is reading proficiency of students. Similarly, McNamara, Louwse and Graesser (2005) explained that readability is student's ability to comprehend and learn from text. Additionally, readability is power of reading that can measure for length of words and length of sentences follows the Flesch-Kincaid metrics of text ease or difficulty. Even though they perhaps emphasized on different aspects, readability is generally an ability of learners to comprehend a text.

Readability formulas have been created in order to scale texts on difficulty and age level for several decades. There are many formulas such as Flesch-Kincaid readability test, Dale-Chall, Gunning Fog, SMOG, etc. (Carapella, 2012; Lenzner, 2013). Particularly, there is a popular readability formula, the Flesch-Kincaid readability test. It is divided into two tests: the Flesch Reading Ease and the Flesch-Kincaid Grade Level. These two tests are used in Coh-Metrix as well.

The Flesch Reading Ease and the Flesch-Kincaid Grade Level based on word length (number of letters or syllables) and sentence length to assess difficulty levels (McNamara et al., 2005), but they have different weighting factors. The results of the two tests should be inverse correlation approximately: a text with a comparatively high score on the Reading Ease test should have a lower score on the Grade-Level test. Another formula appearing in Coh-Metrix is Coh-Metrix L2 readability based on psycholinguistic and cognitive models of reading that Crossley, Greenfield, and McNamara (2008) chose the variables including a word overlap index, a word frequency

index, and an index of syntactic similarity and they found it is appropriate to measure L2 passages.

### **2.3 Coh-Metrix**

Coh-Metrix is a computational tool initiated in 2002 and later led to the Coh-Metrix grant proposal establishing common ground between a group of researchers from various fields and with very different backgrounds. According to McNamara et al. (2014), the project “has quickly and effectively moved well beyond its original goals ... It is arguably the broadest and most sophisticated automated textual assessment tool currently on the Web” (p.17).

The current version of Coh-Metrix is Coh-Metrix 3.0 producing 108 indices of the linguistic and discourse representations of a text that can be used in many different ways to investigate the cohesion of the explicit text and the coherence of the mental representation of text. Definition of cohesion consists of characteristics of the text is to help the reader mentally link ideas in the text. One of all indices used for analysis, Flesch Reading Ease: RDFRE. The output of the Flesch Reading Ease formula is a number from 0 to 100, with a higher score meaning easier reading. The average text has a Flesch Reading Ease score between 6 and 70.

Secondly, Coh-Metrix Text Easability Assessor is a computational tool that provides percentile scores on five characteristics of text, containing Narrativity, Syntactic Simplicity, Word Concreteness, Referential Cohesion, and Deep Cohesion. The five text easability scores are brought from a broad range of linguistic features calculated by Coh-Metrix. These are characteristics that are considered.

Narrativity is telling a story, with characters, events, places, and things that are familiar to the reader. Narrative is close to everyday, oral conversation. (McNamara, Graesser, Cai, & Kulikowich, 2011)

Syntactic simplicity is measured by the number of modifiers in the noun phrases and the number of words before the main verb in the sentences in the paragraph.

Word concreteness is measured and displayed the degree to which the paragraph contains more concrete or abstract words.

Referential cohesion is a measure of the noun and stem overlap between nearby sentences and all the sentences as well as measuring semantic overlap in sentences for words that are explicitly and implicitly similar or related in meaning.

Deep cohesion is the number of connectives in the sentences in the paragraph including causal (because, so), additive (and, moreover), temporal (first, until), logical (and, or), and contrastive connectives (although, whereas) are measured. (Sarawit, 2013)

### 3. Research Methodology

#### 3.1 Samples

The commercial books that were chosen for this study were 12 commercial textbooks for Matthayomsuksa 3 and 6 licensed by The Office of The Basic Education Commission Ministry of Education (OBEC) used in teaching and learning in secondary school which are accessible to be verified OBEC textbook index website: <http://academic.obec.go.th/textbook/web/index.php?>. The researcher randomly chose reading passages from these commercial books by using Yamane's formula (1976) which is the simple formula of sample size with an error 5% and with a confidence coefficient of 95% to find size of samples for randomizing without replacement later. The samples from Matthayomsuksa3 textbooks are 143 passages and Matthayomsuksa 6 textbooks were 123 passages as shown in Figure 1.

**Figure 1** Samples of the study

The commercial textbooks of Matthayomsuks 3 <b>177 passages</b>			The commercial textbooks of Matthayomsuksa 6 <b>151 passages</b>		
science	informational	narrative	science	informational	narrative
0	115	62	2	106	43
<b>Sample size to randomize (Yamane's formula)</b>					
0	89	54	0	84	39



### 3.2 Data Analyses

After the samples are selected, the two instruments for analysis are Coh-Metrix3.0 and Coh-Metrix Text Easability Assessor that are computational tools on website called, <http://cohmetrix.com/>. The passages were evaluated for five variables: (1) narrativity, (2) syntactic simplicity, (3) word concreteness, (4) referential cohesion, and (5) deep cohesion (McNamara, Graesser, Cai, & Dai, 2013).

The tool, Coh-Metrix describes percentage below 25 as low, above 75 as high and in between as average. The range for the average score has the biggest range compared to the high and low score which only cover the 25% of top and bottom percentage respectively. The following ranges were used to interpret the data as follows:

**Table 1** Interpretation

<b>Range of percentage</b>	<b>Interpretation</b>
75-100%	High
26-74%	Average
0-25%	Low

### 4. Results

In order to illustrate the readability characteristics of certified textbooks for secondary and high schools, the research findings are presented according to the research questions. The readability is presented in five characteristics including narrativity, syntactic simplicity, word concreteness, referential cohesion, and deep cohesion.

Research Question 1: To what extent is the readability of reading passages in commercial books for secondary schools?

**Table 2** Frequency distribution of passages in the commercial textbooks for Matthayomsuksa 3

	<b>Narrativity</b>	<b>Syntactic Simplicity</b>	<b>Word Concreteness</b>	<b>Referential Cohesion</b>	<b>Deep Cohesion</b>
<b>High (75-100%)</b>	48	45	75	11	42
<b>Average (26-74%)</b>	75	97	58	52	71
<b>Low (0-25%)</b>	20	1	10	80	30

According to Table 2, it was found that the majority of the passages has high narrativity, average syntactic simplicity, high word concreteness, low referential cohesion, and average deep cohesion. This can imply that the passages are moderately oral conversation or story telling with familiar words for readers. The passages are fairly short and easy, and their sentence structures are similar which are easy to be understood by the readers. It also indicated that the ratio of concrete words to abstract words are high. Moreover, the passages has very little of idea overlaps. Finally, they hold an average number of connectives.

With the different statistical analysis based on genres of the passages, Table 3 showed the mean scores of the readability of passages in the commercial textbooks for Matthayomsuksa 3.

**Table 3** Mean scores of the readability of passages in the commercial textbooks for Matthayomsuksa 3

<b>Characteristics of Readability</b>	<b>Narrative Passages</b>			<b>Informational Passages</b>		
	<b>Mean</b>	<b>SD</b>	<b>Level</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
Narrativity	80.09	14.22	HIGH	45.10	22.09	AVERAGE
Syntactic Simplicity	65.76	14.83	AVERAGE	66.11	15.08	AVERAGE
Word Concreteness	72.28	24.66	AVERAGE	70.09	24.90	AVERAGE
Referential Cohesion	34.63	23.24	AVERAGE	28.21	23.69	AVERAGE
Deep Cohesion	53.39	28.24	AVERAGE	53.28	29.08	AVERAGE

Table 3 revealed that, with different genres, the readability of passages in the commercial textbooks for Matthayomsuksa 3 was at different levels. It was clearly shown that the narrative passages have high narrativity, which could be assumed by their genre. Moreover, the narrative passages have low referential cohesions. On the other hand, the informational passages are at average levels of all characteristics of the readability.

Research Question 2: To what extent is the readability of reading passages in commercial books for high schools?

**Table 4** Frequency distribution of passages in the commercial textbooks for Matthayomsuksa 6

	<b>Narrativity</b>	<b>Syntactic Simplicity</b>	<b>Word Concreteness</b>	<b>Referential Cohesion</b>	<b>Deep Cohesion</b>
High (75-100%)	31	30	45	7	<b>55</b>
Average (26-74%)	<b>70</b>	<b>90</b>	<b>65</b>	48	54
Low (0-25%)	22	3	13	<b>68</b>	14

According to Table 4, it was found that the majority of the passages has average narrativity, average syntactic simplicity, average word concreteness, low referential cohesion, and high deep cohesion. This can imply that the passages are moderately oral conversation or story telling with familiar words for readers. The passages are fairly short and easy, and their sentence structures are similar which are easy to be understood by the readers. It also indicated that the ratio of concrete words to abstract words are almost equal. Moreover, the passages has very little of idea overlaps. Finally, they hold a large number of connectives.

**Table 5** Mean scores of the readability of passages in the commercial textbooks for Matthayomsuksa 6

Characteristics of Readability	Narrative Passages			Informational Passages		
	Mean	SD	Level	Mean	SD	Level
Narrativity	76.72	19.17	HIGH	43.86	22.59	AVERAGE
Syntactic Simplicity	58.72	19.88	AVERAGE	61.64	17.50	AVERAGE
Word Concreteness	67.64	23.06	AVERAGE	61.92	26.70	AVERAGE
Referential Cohesion	32.69	24.07	AVERAGE	25.29	21.27	AVERAGE
Deep Cohesion	61.54	25.05	AVERAGE	64.62	27.17	AVERAGE

Table 5 showed that, with different genres, the readability of passages in the commercial textbooks for Matthayomsuksa 6 was at different levels. It was clearly shown that the narrative passages have high narrativity, which could be assumed by their genre while the other characteristics are at the average level. On the other hand, the informational passages are at average levels of all characteristics of the readability

By looking at the mean of referential cohesion, it is clear that the samples were actually average in referential cohesion but with a borderline score, which was almost low. So, it means the samples are quite low in connectives and transitional phrases content. By comparing to the previous research on the readability of Malaysian English children books (Ismail et al., 2016), the readability of commercial books for the high schools in Thailand is almost similar, but they are different in terms of syntactic simplicity.

## 5. Conclusion

This study provides a clearer view of English textbooks used in Thailand. Educators, writers, and publishers should make use of the existing studies on reading materials to improve their textbooks. The present study also demonstrates how the use of computational tools, Coh-Metrix, can be of assistance to L2 reading researchers, material developers, and publishers of L2 materials. Coh-Metrix can play a role in assigning texts to improve reading skills at the level of words, syntax, text cohesion, and genre, whereas the unidimensional metrics do not differentiate particular reading components. However, we believe that additional research in this field is needed, particularly studies with larger and more diverse corpora and studies that consider

different types of learners and genres. It is even more important to make use of the current study to be a stepping stone to analyze the context of English language teaching in Thailand under the educational reform policy especially in the field of English language teaching.

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## **Conrad's Hymn to Colonialism: *Lord Jim* as the Reflection of Western Colonialism at its Peak**

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### **Introduction**

Regarded as one of the greatest British writers of the early twentieth century, Joseph Conrad's writing skills in the English language are exceptional, an amazing considering that English was his fourth language, but that he was self-taught. A naturalized British citizen, Conrad was born Józef Teodor Konrad Korzeniowski in Berdyczów, the Polish part of Ukraine. By the time of his birth, Berdyczów was dominated by Prussia, Russia, and Austria-Hungary, which meant that he experienced firsthand what it was to be a colonized subject from the time he was born. Conrad's own father joined the movement that resisted colonial dominance, and that sent him as well as the young Conrad into exile. This was probably the time when Conrad began to adopt skeptical view of the world and be resentful of the feelings of inequality and subjugation that slaves and colonized subjects are exposed to. Such a poignant experience earned from a very young and impressionable age might have been the force that inspired him to write the kind of fiction that is seen to be critical of colonial practices such as the well-known *Heart of Darkness*.

The discrepancy between his personal life and his work occurred and is reflected in the series of his writings. In 1886, Conrad adopted an anglicized name British nationality after a few years of sailing on several English ships. Acquiring British citizenship had an impact on Conrad in several ways. It enabled him to make a living out of the maritime trade, and, on the other hand, it provided him with the opportunity to fulfill his childhood aspirations to see the world and eventually use these locales as the sources to write his novels. This opportunity to explore the world and faraway places possibly led Conrad to absorb the pride of a colonist to meet, conquer, and colonize the native lands. However, despite his pride in the British Empire, Conrad was seen, according to Jonah Raskin, as a "foreigner wearing odd clothes and speaking different languages. (49)" In other words, he could never be regarded as a true British gentleman

but rather an immigrant, a second-class citizen like other colonized subjects. Though proud of the Great British Empire, he also experienced the dark side of it specifically its exercise of power towards the others such as the Boer War in which he felt an “allegiance toward his adopted country, he was, at the same time, extremely suspicious of the Empire politics and jingoism. (*Conrad’s Life* 9)”

Of Joseph Conrad’s novels, arguably his best-known ones *Heart of Darkness* and *Lord Jim*, are usually studied through the psychological framework to the extent that Conrad’s moral condemnation of Colonization is often neglected. In *Imperialism: Conrad’s Heart of Darkness*, Jonah Raskin, therefore, proposes that instead of studying the novel through theoretical or critical frameworks such as psychoanalysis, the novel should be considered as a form of colonialism condemnation (131). There are also studies that discuss the asymmetrical relationship within his novels, since, as to Gene M. Moore states, in “*Slavery and Racism in Joseph Conrad’s Eastern World*,”

“Slavery plays an important role in Conrad’s Malay fictions but remains largely invisible to Western eyes because slavery in the Malay Archipelago was not based on racial difference... Recent histories of the Sulu and Iranun in relation to piracy and slavery make it possible to appreciate Conrad’s use of slavery both literally and metaphorically and reveal his sympathy for those who like himself understood what it meant to be stateless and insecure (1).”

In the eyes of academia, Conrad’s novels are not written with the sole intent of criticizing colonial practices; the novels could be seen to indicate a sense of colonial pride as well. In *Contested Masculinities: Crises in Colonial Male Identity from Joseph Conrad to Satyajit Ray*, Nalin Jayasena views Jim’s relationship with other characters as contributing towards Jim’s self-aggrandizement and white man’s pride. Other characters, who are placed in direct and indirect relationships with Jim, function to elevate Jim’s superiority and uphold his heroic characteristics (56). It may be said that even though Conrad attempted to portray his protagonists as figures for which to criticize the British Empire, these characters had a self-conflict that made Conrad’s works ambiguous as well as Conrad’s controversial perception towards the British Empire.

Conrad’s ambiguous and contradictory perception towards the British Empire can be highlighted when he is juxtaposed against a figure like Rudyard Kipling. Both of them

were contemporary writers, who introduced the nineteenth century British readers to the world beyond their familiar frontier. As writers, Conrad and Kipling “cultivated an exotic air (Raskin 49),” since both are credited for introducing new overreaching and nefarious lands into English fiction, Congo and India namely. Conrad even hailed Kipling for the “fresh experiences” Kipling provided to his readers. Jonah Raskin, however, stated in his book *The Mythology of Imperialism* that both Conrad and Kipling loved their Britain but differently, claiming that “In times of crisis they defended Britain, albeit politically their positions were antagonistic. (54)” The difference was that while Kipling hailed for the white men’s burden, Conrad debased it since he did not agree with the brutal and inhumane conduit exercised by the British officials in several parts of the world. In fact, Conrad defines writing and British novels as “the conquest of the colony.” Writing, for Conrad, is “colonizing, appropriating space, taming wilderness of words, building a society. (Raskin 50)” What the British people read about exotic lands was made up by Western prejudices of the East, and writing was quite a crucial and brutal tool, even a weapon, of the Westerners to justify their colonization over the native lands and, most importantly, to create a strong binary opposition positioning the Westerner as prerogative creature and the native as a duteous figure. Therefore, Conrad envisioned many great dangers of what Kipling’s poem would bring. Conrad also condemned Kipling’s actions in the Boer War in which the latter helped in publishing a military newspaper and promoting the United States to become an imperial power. He saw the war as fatuous and senseless and his reaction to Kipling’s manner in the war was what he described in French as “C’est à crever de rire<sup>1</sup>.” (Raskin 54) The war, in Conrad’s opinion, would not bring the country to its zenith but rather its downfall.

Despite disagreeing with Kipling’s discriminating perception of the white man’s superiority, Conrad’s protagonist Jim in *Lord Jim*, as this thesis propounds, reflects the superior role and status of a white man as a colonizer during a time that might be considered the peak of Western colonialism in Southeast Asia. Marlow’s narration of Jim reflects a similar hierarchical colonial mentality as Kipling asserted in his poem “The White Man’s Burden” in a way that the character establishes fixed binary oppositions

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<sup>1</sup> Meaning “This is hilarious”

between himself and other characters to aggrandize himself as an idealistic British hero. In the novel, characters residing in Southeast Asia, both white and non-white, are employed as the figures in inferior supporting roles for Jim, a true British gentleman, to explore his moral ambiguity which eventually turns out that Jim, the white colonizer, is endowed with a superior morality in comparison with the other characters. Though Jim can be perceived to be a colonizer to a lesser extent than he is amiable with the local residents, the strong barrier that exists between the white and non-white in the story remains strong; both groups of people would never amalgamate. Polarized in this white and non-white dichotomy, Jim becomes the only figure of excellence in comparison to other characters in the novel.

The reason why this thesis posits *Lord Jim* as a novel representing the peak of Colonialism is because this novel is set during a time when the British Empire was seen to have reached its peak of colonial expansion throughout the world, including Southeast Asia. This British maritime distention was influential and caused a surge of maritime competition between powerful nations in which the competition affected lives of westerners and natives on so many levels, both personal and mercantile, as seen through many characters in *Lord Jim* such as Jim, Gentleman Brown, and Rajah Allang. Apart from geographical and economic growth, an imperialistic mindset had spread widely and concurrently (Young 12). This imperialistic mentality reflects what is emphasized throughout Rudyard Kipling's poem "The White Man's Burden (1899)," in which the duty of a westerner who journeys into a foreign land is to help civilize the land and its people. The poem encodes two major issues: first, a fixed binary opposition, where the white man represents civilization and a non-white man represents barbarianism; second, an idealistic heroic model, what a British hero should be. The character Jim, likewise, reveals an imperialistic mindset that is similar to Rudyard's poem to the extent that Jim's relationship with people in Patusan seems to reflect hierarchical framework; Jim does follow what Kipling has proposed in the "White Man's Burden" that he comes to Patusans to be a savior of the people. The presence of Jim as a savior of the natives may be conceived as reflecting the success of Western colonialism in Southeast Asia during the time *Lord Jim* made its publication. Jim establishes what can be seen as a master-slave relationship with the people in Patusan, where the people

place Jim in a higher status by calling him “Tuan<sup>2</sup>.” The term “Tuan” in Malay language is reserved for the Malay rulers only and it conveys an extolled sense of nobility as it can be translated as “Your Majesty” or “Your Highness.” This positioning, therefore, grants Jim the chance to assume the role of protecting the Patusanians while simultaneously signifying that Jim is admissible to the world of the East not as a common person but as a noble man of sorts. Jim’s entry represents the prosperous image of the British Empire whom its colonists were able to perform a guarding role and acquire a status of the knight in the shining armor: a savior who has come to help the people in the far-off lands. He creates a rather illusory heroic image of himself through his relationship with other characters, and, by this extension, Jim reflects how the British people at that time perceived not only themselves but their nation as glorious and superior as well.

#### **Jim the Virtuous: Jim’s relationship with other white male characters**

In the novel, the character Jim is cunningly crafted as a statuesque figure compared to a white character residing in Patusan under a title of Gentleman Brown in order to illustrate that, among his fellow white male, Jim was still the best of his own kind. The distinction lies in the fact that Jim was regarded as morally and ideally superior than Gentleman Brown, a white-man pirate rampaging people in Patusan. Marlow recounted Jim’s superiority as “he was of the right sort, he was one of us, ()” not only his western ancestry but his nurtured British heroic code of conduct,

“...those men did not belong to the world of heroic adventure; they weren't bad chaps though. Even the skipper himself...His gorge rose at the mass of panting flesh from which issued gurgling mutters, a cloudy trickle of filthy expressions; but he was too pleurably languid to dislike actively this or any other thing. The quality of these men did not matter; he rubbed shoulders with them, but they could not touch him; he shared the air they breathed but he was different...”  
(24-5)

With similar backgrounds in a way that both are westerners seeking for

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<sup>2</sup> Meaning “Lord.”

opportunities and prosperity in Patusan; the two shared several affiliations. They also enjoyed the company of Southeast Asian natives both men and women as Jim had Dain Waris and Jewel, who are Jim's best friend and Jim's mistress; while Gentleman Brown is "a white man living amongst the natives with a Siamese woman. ()" Eventually, both of them ended up differently; one becomes a hero and the other a miscreant causing the loss of many lives including Jim and Dain Waris, who were considered leaders of their community. To present the image of virtuous and glorious Western or British hero, Jim was more appropriate than Gentleman Brown.

First of all, Jim is an appropriate representative of the British Empire as he represents the Empire with a youthful and majestic image, while Brown possibly represents the Empire with an image of atrocity and decay. Marlow's portrayal of Brown was atrocious and disgraceful. According to Marlow, "[Gentleman Brown] was willing and able to talk between the choking fits of asthma, and his racked body writhed with malicious exultation at the bare thought of Jim (267)." Gentleman Brown was in his decaying form; his appearances became more disgusting because of his inner thoughts that emphasizing how disgraceful Gentleman Brown was. This can be seen as Marlow continued telling his first meet with Gentleman Brown, "I had to bear the sunken glare of his fierce crow-footed eyes if I wanted to know; and so I bore it, reflecting how much certain forms of evil are akin to madness, derived from intense egoism, inflamed by resistance, tearing the soul to pieces, and giving factitious vigour to the body." (267) The portrayal of Brown disclosed to readers at the time was ill, unpleasant, and cunning which was not a good and perfect image of a Western hero who bore a mission of a white man's burden to help others. Brown's first introduction to readers would hardly impress anyone, and he was introduced like a stock devilish character. Using Brown's appearances as the representation of the British Empire or the West would do no good to the Western powers which, during that time, were conquering lands in several parts of the world. The Western powers or even Western people might not like to be represented by the mask of Gentleman Brown who was a cruel and cunning thief aiming to steal and ruin the native people. Furthermore, Gentleman Brown was introduced in his decaying form; the old and rotten body of Gentleman Brown might convey the idea of deterioration which probably contrasted the image of the prospering Western powers.

From the time he is introduced at the very beginning of the novel, Jim is presented in a different light from Gentleman Brown. Marlow describes Jim as follows,

He was an inch, perhaps two, under six feet, powerfully built, and he advanced straight at you with a slight stoop of the shoulders, head forward, and a fixed from-under stare which made you think of a charging bull. His voice was deep, loud, and his manner displayed a kind of dogged self-assertion which had nothing aggressive in it. It seemed a necessity, and it was directed apparently as much at himself as at anybody else. He was spotlessly neat, appareled in immaculate white from shoes to hat, and in the various Eastern ports where he got his living as ship-chandler's water-clerk he was very popular. (11)

Jim's appearances and postures narrated by Marlow were portrayed with confidence, gentleness, and with holiness through his all-white attire that possibly intended to make Jim look like a saint who comes to purge a devilish native land. Jim, through the eyes of Marlow, embodied these three elements that might be more reputable to represent the image of Western colonizers and powers than which of Gentleman Brown. This image of Jim seems ideal as a representation of the Western power in the way that he was a beautiful and well-mannered British man. When he walked, he had his self-confidence gentled him, yet his confidence did not intimidate other fellows; instead, it conveyed that Jim was friendly and willing to offer help. Description of Jim might be more preferable to Western readers of the novel as they would wish that a character Jim so gentlemanly and upright-like would represent them in any native land. Moreover, Marlow's description of Jim complements what Kipling presents in his famous poem *The White Man's Burden* in which Kipling propounds that a white man would need to be a priest-like man exorcising the "half devil half child (Kipling, *The White Man's Burden* 6)" natives. Jim was illustrated as "He was spotlessly neat, appareled in immaculate white from shoes to hat, and in the various Eastern ports where he got his living as ship-chandler's water-clerk he was very popular." (Joseph Conrad, *Lord Jim* 8)

This could mean that Jim came to Patusan as a savior of sorts who has the ability to purge calamity and evil spirits away from the people. Furthermore, his all-white attire has the effect of distinguishing Jim from other people. This probably creates the



dichotomy between white people and the non-white people in a way that these two groups of people would not be consolidated: the white man may come to alleviate the native's sufferings, yet he was not "one of them;" he is still "one of us," an Englishman. Despite Jim's mysterious and doubtful background, Jim's presentation of himself was seemingly charming and attractive that readers of the novel would be content to choose Jim to represent them in the faraway land. Jim's glorious disguise was also a way to cover up his dubious past and ambiguous purpose of coming to Patusan as well as the Western people wanted to cover up their distrustful aim of conquering the native land in a welcoming and affectionate disguise. In addition, according to Marlow, Jim became "very popular (11)," and such popularity was a fundamental need of the Western people when reaching the lands, they wished to conquer.

Secondly, Jim presents himself as more highly moralistic than Brown. Both Jim and Gentleman Brown shared a romantic ideal that they were searching for spiritual fulfillment in Patusan. They did not only aim to find the material prosperity in this native land as, according to Marlow, Brown revealed that even though he had gained so much wealth from the locals, all of those assets "had yielded him nothing in the way of material advantage except a small bag of silver dollars...And that was all--absolutely all. (275)" Both Jim and Gentleman Brown were trying to evade their guilt in which Jim attempted to escape from the Patna scandal, while Brown hardly escaped from Spanish officials due to his piracy. These two alleged offenders had their ultimate fears: divulgence for Jim and imprisonment for Brown. Therefore, in order to escape their guilt and avoid their fears, they chose to hold the titles of "Lord" and "Gentleman" that conveyed the sense of courage. Both of them had a different means to encounter with their ultimate fears, and their measurements were an answer of a question on what were the characteristics of a true hero who did not only conquer the native land but could also conquer the heart of the people. When Brown had to declare war with the Patusanians, he already knew that they would be captured because the Patusan army outnumbered his; therefore, he again chose to run away because he knew that if he was captured, he would only end up imprisoned, which was his inmost fright. In his secret meeting with Jim, Brown revealed his attitude that he would save himself in case he was caught off guard, "it came to saving one's life in the dark, one didn't care who else went--three, thirty, three

hundred people"--it was as if a demon had been whispering advice in his ear. "I made him wince. (300)" In order to protect himself from demolition, Brown would do anything even sacrificing people's lives. He proved that he really meant that when he mistakenly killed Dain Waris because he thought that Dain Waris would be an obstruction to his escape.

On the other hand, Jim managed to face his ultimate fear in a different manner. Dain Waris' death might have left Jim to feel guilty and responsible for Waris' life in the same way that he felt responsible for the passengers on the Patna. He could have saved Dain Waris as he could have saved those crew members. Instead of running away as he did in the past, this time Jim chose to stay and take responsibility by ending his life in exchange for the loss of Dain Waris' life. Both men's decisions led to a question on the ideal Romantic hero as, between these two men, who was the embodiment of a true hero. Brown's decision could be interpreted that he would never be considered a true hero that he was always taking from others. In this case, he took away Dain Waris' life to escape from his fear, if he turned himself in, he might be incarcerated, but if he fought against Dain Waris, he might have a chance to get away. This may not conform to one's image of a true hero, who is supposed to help or give to other people rather than taking. In contrast, Jim was willing to give up his life in order to offer compensation with Dain Waris' death. His action could be seen as an act of giving; he was not running away this time, instead, he chose to stay and tried to offer retribution for his guilt. This in one way was a means for Jim to redeem himself from his shameful past, and, in another way, it revealed Jim's intense leadership in a way that he would be the only one to remedy Doramin's loss. By taking the blame instead of allowing Doramin to lead the army against Brown's which could result in large numbers of casualties. Jim, therefore, could be seen as sacrificing himself to save many innocent lives by choosing to accept death; while Brown refused. With such decisions, the two figures are juxtaposed with Jim seemingly to be superior than Brown; while Brown was defeated by his own fears; Jim, on the other hand, had overcome it.

Death does end Jim's life, but it also provided him with the opportunity to be a true hero because his death might be considered as a heroic death. This could be seen

through Marlow's interviews with several locals who refer to Jim as "Tuan Jim." After his death, people continue to treat Jim with respect by addressing him using honorific the title "Tuan," apparently affirming that the fact that Jim is morally superior to them. Brown's decision, on the other hand, does not qualify him as a true hero but a coward escaping from a crime he had committed. He lacked responsibility, and he had to live his life in shame for guilt. In his first meeting with Marlow, Brown tells Marlow to address him with the title "Gentleman Brown;" a self-appointed unlike Jim's. He told the native people to address him that way so in order to elevate his self-esteem, and he was successful in creating an aura that implied he was superior man to the native people who thus agreed to remain as his subordinates (267). By doing so, he might want to cover up his shameful past by using the term Gentleman which was a wicked irony despite the ungentle things he had done in his life. In conclusion, the novel offered an answer that the true hero who could win the heart of the people was a man who courageously confronted his own ultimate fear and truthfully be willing to help other people with no hesitation. Therefore, the image of Jim is an appropriate alternative to reserve Western ideal heroic code. For Western readers, an image of Jim would console them and would be chosen to represent the West and its people not Gentleman Brown who would be considered coward and a dog in the manger by the Western people because he could not fulfil the Western expectation of being giver rather than a taker. Jim sacrificing his life chimes in with Kipling's ending of "The White Man's Burden" in the way the that "through all the thankless years, cold edged with dear-bought wisdom," Jim eventually redeemed his lost "manhood (30-3)," in the land of Patusan.

### **Jim the Protector: Jim's relationship with non-white male characters**

Jim's relationship with white male character designated how Jim was portrayed a physically and morally superior figure among his own white male fellows, and how the character Jim could be a clean-cut representation of the Westerners in Southeast Asia during the time of colonialism. Apart from exquisite appearances and immense morality among white men, the character Jim might be introduced as an embodiment of the peak of Western colonization in Southeast Asia through his relationship with the Patusanians.

Jim's relationship with the native people was clearly of a hierarchical nature; it was Jim who was the master and the natives were, to some extent, his slaves. The Partusianians involved and juxtaposed with Jim to see how Jim was an embodiment of the peak of Western colonialism was Rajah Allang.

Rajah is juxtaposed with Jim in terms of what was an ideal leader. While Jim is compassionate and just, Rajah is wicked, oppressive, and lustful. Marlow's description of Rajah Allang was gathered from his interview with Stein, "he [Rajah Allang] was a dirty, little, used-up old man with evil eyes and a weak mouth, who swallowed an opium pill every two hours, and in defiance of common decency wore his hair uncovered and falling in wild stringy locks about his wizened grimy face. (181)" Contrasted with Marlow's description of Jim, Rajah Allang was presented in the same light as Gentleman Brown: old and devilish. This could be seen as a colonial trope writing of the non-white people; portraying the leader of the native people with oldness could be deciphered that the local government was backward and, to some extent, was decaying. Moreover, Rajah Allang was portrayed as an embodiment of wickedness; this presentation probably wanted to intensify the prejudices of the West towards the native people that they were barbaric and opium-addicted which also implied that these people were a slave of the Western product since opium was introduced to Southeast Asian region in the 17<sup>th</sup> century (Ebrey 236). Rajah Allang's appearances were contrasted with Jim's exquisite gesture and attire, and when the two were compared, Jim might be perceived as the desirable one. Jim was youthful compared to Rajah Allang, and such adolescent could represent the West as the new and blessing force visiting the barbarian land. Also, Jim's presentation was amicable, and it could be construed that the West was more affectionate to the local people than the local leader, like Rajah Allang, himself. Marlow describes Jim to the extent that he appears to emphasize with youth and power,

He stood erect, the smoldering brier-wood in his clutch, with a smile on his lips and a sparkle in his boyish eyes. I sat on the stump of a tree at his feet, and below us stretched the land, the great expanse of the forests, somber under the sunshine, rolling like a sea, with glints of winding rivers, the grey spots of villages, and here and there a clearing, like an islet of light amongst the dark waves of continuous tree-tops... And there I was with him, high in the sunshine

on the top of that historic hill of his. He dominated the forest, the secular gloom, the old mankind. He was like a figure set up on a pedestal, to represent in his persistent youth the power, and perhaps the virtues, of races that never grow old, that have emerged from the gloom. I don't know why he should always have appeared to me symbolic. Perhaps this is the real cause of my interest in his fate. I don't know whether it was exactly fair to him to remember the incident which had given a new direction to his life, but at that very moment I remembered very distinctly. It was like a shadow in the light. (316)

Apart from Rajah Allang's hideous look, his governance could be seen as mischievous that his governance implied the idea of the local backward government which rejects the Western form of government that were considered modern. According to Stein, Rajah Allang was not a sultan himself, but he was an uncle of the sultans, and he was the one who had held the absolute power over the land of Patusan. However, he administered the land and treated the people immorally. To Stein,

"There were in Patusan antagonistic forces, and one of them was Rajah Allang, the worst of the Sultan's uncles, the governor of the river, who did the extorting and the stealing, and ground down to the point of extinction the country-born Malays, who, utterly defenseless, had not even the resource of emigrating--"For indeed," as Stein remarked, "where could they go, and how could they get away?" No doubt they did not even desire to get away. The world (which is circumscribed by lofty impassable mountains) has been given into the hand of the high-born, and this Rajah they knew: he was of their own royal house. (181)"

As abovementioned, Rajah Allang's administration of the land and the people was corrupted as he seized the ruling power from his own nephew; it was barbarous as he exercised his power through absolutism and mass extermination of the Malays. This was apparently how the native or local administration was introduced and displayed to Western readers of the twentieth century; it was inhumane in a way that the locals did abuse their own kind like Kipling proffered that these people were sullen and half-man-half-devil. The local administration represented by Rajah Allang could be seen as how much the native leader lacked an ability to lead a civilized government: instead of reconcile with the Malays peacefully, he chose to solve the problem through mass

murder. Such violent act could be seen as barbarous and backward in need to be improved, by extension, or replaced by a better form of government: the West's.

Moreover, Rajah Allang highlights his inhumanity with his treatment to his political prisoners. Jim experienced this by himself as he was held imprisoned in Rajah Allang's cell for several days. "Filthy place, isn't it? And I couldn't get anything to eat either, unless I made a row about it, and then it was only a small plate of rice and a fried fish not much bigger than a stickleback--confound them! Jove! I've been hungry prowling inside this stinking enclosure with some of these vagabonds shoving their mugs right under my nose." (468) Rajah Allang's treatment of prisoners as told by Jim was mentally and physically torturous filling the cell with dirt and hunger. Moreover, Rajah's treatment of Jim could be seen as an attempt to eradicate Jim, the new Western power, from his territory.

While Rajah could be seen a devilish villain, Jim, in the role of a leader like Rajah Allang, is like a knight in a shining armour who came and saved the people of Patusan. Jim represented Western advancement including benevolence, logic and human rights. Opposed to Rajah Allang, Jim was a kindhearted leader in Patusan as Marlow heard the local headman's reflection of Jim,

He talked to me (the second white man he had ever seen) with confidence, and most of his talk was about the first white man he had ever seen. He called him Tuan Jim, and the tone of his references was made remarkable by a strange mixture of familiarity and awe. They, in the village, were under that lord's special protection, which showed that Jim bore no grudge. (192-3)

The local headman's opinion towards Jim reflected that, during two-year stay in Patusan, Jim emerged as a meliorating leader than Rajah Allang. The local people's acceptance of Jim could be interpreted as the Western colonization was running smoothly and successfully in the land as the people complied to Jim's domination. He was arrogant to the Patusanians and was able to assimilate with the people in which they felt "familiar and awe" with their Tuan Jim; Jim was loved and admired by the local people; while Rajah Allang was defined, according to the local headman, as "terror (193)." Jim replaced Rajah Allang as ruler as he was regarded positively by the locals, and such referring could be interpreted as a way to show how the new Western way of

ruling was much accepted than the old local one.

As representative of the new way of authority, Jim demonstrated a new way to handle social disturbance; he ironed the situation out with logic and humanity. Jim could be regarded as a logical character; in the time of disturbance, he was diplomatic and attempted to resolve the problem inoffensively. Jim's means was contrasting with Rajah Allang's violent means in dealing with conflicts; while Rajah Allang chose annihilation, Jim chose diplomacy. Jim's logical and diplomatic abilities were attested when he dealt with Brown's army. He was diplomatic as he agreed a secret meeting with Brown, listening to what Brown wanted, and asserting what he wanted. He treated the problem humanely as he was willingly to help Brown because he somehow could relate to Brown's fate. This could be seen as a more civilized resolution to an insurgency in order to resolve the problem, to prevent bloodshed, and to save people lives. While Rajah Allang dealt with this same situation by pretending to have a diplomatic negotiation as he sent Kassim and Cornelius to the meeting; he did not aim to resolve the problem, he, in fact, wanted to eradicate Jim and his authority in Patusan by waging war. In short, both Jim and Rajah Allang were juxtaposed in terms of leadership, both are pitted apart each other one representing Western administration and the other, the native administration; while the former attempted to willingly help and listen to all parties; the latter was selfish and had a cunning and violent way to preserve its benefits and retain the power. Rajah Allang, at this point, might be seem as morally inferior to Jim. The image of Rajah Allang and his characterization became the Western prejudices against people in Southeast Asia that they were savage and ferocious; therefore, they adopted the idea of the white man's burden as their justification to start their colonizing project.

Another indigenous character designated in the position as inferior to Jim is Dain Waris. Dain Waris was seen to be equal to Jim in terms of intellect and martial strength, yet this man was in an asymmetrical relationship with Jim because, in comparison to Jim, he was always lesser than Jim, or, in other words, a "second in command."

Dain Waris, the distinguished youth, was the first to believe in him; theirs was one of those strange, profound, rare friendships between brown and white, in which the very difference of race seems to draw two human beings closer by

some mystic element of sympathy. Of Dain Waris, his own people said with pride that he knew how to fight like a white man. This was true; he had that sort of courage--the courage in the open, I may say--but he had also a European mind. You meet them sometimes like that, and are surprised to discover unexpectedly a familiar turn of thought, an unobscured vision, a tenacity of purpose, a touch of altruism. Of small stature, but admirably well proportioned, Dain Waris had a proud carriage, a polished, easy bearing, a temperament like a clear flame. His dusky face, with big black eyes, was in action expressive, and in repose thoughtful. He was of a silent disposition; a firm glance, an ironic smile, a courteous deliberation of manner seemed to hint at great reserves of intelligence and power. Such beings open to the Western eye, so often concerned with mere surfaces, the hidden possibilities of races and lands over which hangs the mystery of unrecorded ages. He not only trusted Jim, he understood him, I firmly believe. (492)

The description of Dain Waris comparing to Jim explains how he is treated as an underdog even though he may be considered an intellectual in Western hegemonic cultures and a mentally and physically strong man. He became Jim's inferior since he was described that he had a "European mind;" this could be interpreted that his Asian identity was subdued that he would not be accepted with his native courage until he had something European adhered within him. The word "surprised" Marlow employs possibly signifies how the West sees the natives as an inferior who can never have their own integrity and intelligence; the only way they could be perceived as mere equal is to adopt a western identity. This "small stature" does clearly illustrate not only the physical form of Waris but also lists him in a subordinate position to the Western people; even though he gains special strength, but he was not a white man. He was clearly not one of them. Waris was a lesser being than Jim through Marlow's narration, and it was made clear when the narrator said that "If Jim took the lead, the other had captivated his leader." (492) Jim, in this relationship, is still the master to Dain Waris who tend to be the best of the Patusanians.

Waris's death does not seem to aggrandize Waris himself but it is a means that intends to dignify Jim as the situation would lead Jim to encounter Gentleman Brown



with bravery and to redeem his lost honor that, this time, he did not run away from his ultimate fear, death. The character of Lord Jim, in this way, follows what is embodied within Kipling's "The White Man's Burden," a strict dichotomy between Jim and indigenous people: an image of the British hero who is armed with honor and bravery. This therefore, could be interpreted that Jim's relationship with the people in Patusan reflected the peak of colonialism when British men were seen, both from the perceptions of Southeast Asian natives and British people, as the hero who had saved and maintained civilization. British men, like Lord Jim, brought modernity to Patusan as what Simpson and Weiner observed "Englishmen are [socially and politically] modern to the last degree (948)." He also saved the natives from the kind of savagery Kipling referred as "new-caught sullen people, half devil half child (6-7)," who showed "the threat of terror (11);" this includes Rajah Allang whose regime was forcible and despotic, and Dain Waris who can be considered an infirmity compared to Jim. The two could become the "threat of terror" in terms of two different types of leaders; the former is obviously a tyrant ruling with violence, and the latter is a mimicry<sup>3</sup> of white man; he can only be a facsimile not an exemplar like Jim.

### **Jim the Conqueror: Jim's relationship with a non-white female character**

In conjunction with the image of being the virtuous, Jim completes the image of Western powers as colonial power within Southeast Asia with an image of the conqueror through a hierarchical-master-slave relationship with a local woman, Jewel. Jim treats Jewel very well as his romantic partner unlike what Cornelius did to his voiceless wife, Jewel's mother. However, Jim's relationship with her did convey the sense of inequality. Jewel could presumptively be seen as the colonial subject; she was an absolute subordinate to Jim, the colonizer. Jim tantamount to Jewel and became her master through these processes: renaming her native name and teaching language. In the act

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<sup>3</sup> Homi K. Bhabha develops the concept of "Mimicry" from Frantz Fanon's psychoanalytic model of colonialism and Jacques Lacan's concept of mimicry and the split subject and lays out his own idea in "Of Mimicry and Man." Bhabha proposes the term "mimicry" as "subject of a difference that is almost the same, but not quite," (Homi K. Bhabha, *Of Mimicry and Man* 127 (Bhabha) (Bhabha) (Bhabha)) in which the colonial subject can well imitate and adapt one's self into a colonizer's hegemonic cultures and politics; however, one will never "quite" fits in the colonizer hegemony truly. (W. E. Cain, L. A. Finke and B. E. Johnson 2325)

of renaming Jewel, Jim demonstrates a sense of familiarity, mastery, and ownership. Jim, throughout Marlow's narration, is a serious man, he is hardworking to the extent that people might see him a workhorse; however, inwardly, he does seem to crave for the sense of belonging as well, "Jim with his own hands had worked at the rustic fence, you will perceive directly the difference, the individual side of the story. There is in his espousal of memory and affection belonging to another human being something characteristic of his seriousness. He had a conscience, and it was a romantic conscience. (217)" Therefore, he needed someone to share his romantic compassion, and Jewel, a Eurasian woman, was the one he chose. However, Jim did not become familiar with Jewel by accommodating and assimilating with the Patusanian culture. On the contrary, he introduced her into his own culture by replacing her Malay with an English name, Jewel. To make the unpronounceable Malay name to him into the pronounceable English name is an act of colonial trope to know something unknown.

Giving her an English name is his way of introduce Jewel into the English-speaking culture. English during the time was a lingua franca that was seen as an apparatus of the British Empire to increase its power in colonization. To have a colonial subject to abandon his/her mother tongue could be seen as the British power is exercised through an articulation of the colonial subject; the will and the identity of such colonial subject could possibly be reduced and ripped off eventually. By such condition, Jim became a master, and Jewel became his subordinate. Moreover, according to colonial trope, jewelry was always a reward for those who wandered in an exotic land and invested their power in fighting against maleficence of a native country; therefore, the name "Jewel" might be intended to be a commodity for Jim who now dwelt in and protected Patusan; he conquered the land by becoming "Lord or Tuan Jim." To this end, Jim's dedication was rewarded by his own "Jewel,"

"The white man had obtained it, I was told, partly by the exercise of his wonderful strength and partly by cunning, from the ruler of a distant country, whence he had fled instantly, arriving in Patusan in utmost distress, but frightening the people by his extreme ferocity, which nothing seemed able to subdue...such a jewel... is best preserved by being concealed about the person of a woman. Yet it is not every woman that would do. She must be young..."

and insensible to the seductions of love. (220-1)”

The choice of the word “obtained,” this probably entails how the white men or the colonial power perceived the native women not as human being but only a subject to them. Thus, when Jim obtained Jewel, he did not only obtain her as an object, but he also became her master; he, as a white-man colonizer, owned the colonial subject. Jim’s reward, according to what Marlow heard, was not only any ordinary woman, but this jewel must be pure and untouched by anyone or any man before. The story Marlow heard of Jim conveys the idea of how a colonizer would deserve nothing but the best in the exotic land.

Jim does not only construct a master-slave relationship with Jewel by objectifying her, but, when he taught her to speak English, he did conquer her through language. Teaching her the English language is a way for Jim to introduce the Western culture to Jewel. Marlow recounts his story when visiting Jim and Jewel in Patusan,

“...she had learned a good bit of English from Jim, and she spoke it most amusingly, with his own clipping, boyish intonation. Her tenderness hovered over him like a flutter of wings. She lived so completely in his contemplation that she had acquired something of his outward aspect, something that recalled him in her movements, in the way she stretched her arm, turned her head, directed her glances. (221)”

While Jim is transmitting the Western accent into Jewel’s tongue, he is, at the same time, reducing and silencing the identity of Jewel into something that Homi K. Bhabha defines as “mimicry, almost the same but not quite.” Jewel is able to speak English, but her English is not of her own voice or even intonation, it was a replica of Jim’s English. She might be seen as the native gemstone that had been through the polishing process and finally became a product that is acceptable to the West. Moreover, Jewel unconscious imitation of Jim’s posture might be interpreted as she had followed the patriarchal mentality introduced to her through Jim, and she might be unaware of this and unconsciously follow such mentality. Through Jewel’s English, the master-slave relationship is strengthened and is made clear that Jewel completely becomes Jim’s property. Therefore, Jewel was double restraint by the language and gender role, and Jim was the master to her subjugation. In conclusion, Jim’s master-slave relationship

with Jewel completes the picture of Jim as the conqueror in Patusan; he represents how the Western colonizer successfully conquered the native lands, and as a conqueror he obtains the most precious gem, "Jewel," which connotes several layers of subjugation.

Jim in Joseph Conrad's *Lord Jim* fully shows what is the peak of Western colonialism. His character represents how a white man is mentally and physically superior to a native or even a white man residing in and degenerated by a native land. Jim's relationships with other characters create a fixed binary opposition to show how Jim, a white colonizer, is superior to the others. Though death did end Jim's life, this fixed binary opposition is secured. Jim still represents an image of a good morale. Jim's accomplishments in Patusan in terms of virtue, leadership and courage, and dedication, makes Jim a hero not only to the native people in the novel but to the Western readers of *Lord Jim* in reality. Jim's success and pride could represent the success of Western colonization in Southeast Asia in a way that the West came to the native land developing backward and devilish administration, leading and protecting the native people from adversity, and educating the people with Western culture alias language. He even goes as far as to sacrifice himself just to save the people in Patusan; this conforms with the Western code of conduct that places emphasis on doing good for others. Jim's self-sacrifice could be seen as an exorbitant act that one can do or reach, and it makes him become more extraordinary than other people. This tallies with Kipling's philosophy in *The White Man's Burden* that a white man who goes to a far-off land should carry the burden not only to seek for commercial benefits but to help the "Other"<sup>4</sup> people whom they identify as subordinate. Henceforth, the success of Jim and of the Western colonizers does come with the hierarchical relationship with the local community and folks; those who were non-white or those who were expats are considered inferior to those who were nurtured and were educated intensely in the Western practices like Dain Waris. Therefore, Jim, as the paragon of almost everything, can be regarded as the representation of a successful white colonizer who does succeed in colonizing a native

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<sup>4</sup> Edward Said propounds the definition of the Oriental "Other" in his *Orientalism* (1978) developing his idea from Jacques Derrida's critique of concept of "self," "margin," and "other" that the Orient "Other" is how the West perceives and constructs the East, and this, simultaneously, implies how the West constructs and perceives itself. In other words, the West and the East has the fixed-binary relationship in which the West is good and the East is an opposition. (Said)(W. E. Cain, L. A. Finke and B. E. Johnson 1988)

land, and, by extension, he mirrors an image of the peak of Western colonialism the Western readers wanted to see. Even though Conrad might not agree with the colonial practices via the colonies; however, his novel *Lord Jim* and his protagonist Jim could not escape the colonial mentality of seeing the East and its people as inferior. The image of Jim in the end of the novel reflects the glorious image of a white colonizer in the end of Kipling's poem in which Jim is able to defeat the savagery and "search manhood" and gain "dear-bought wisdom. (30-3)"

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# A Study of Move Structures and Linguistic Features in Online Skincare Product Advertisements for Women and Men

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## Abstract

The present study investigated moves structures, linguistic features, and advertising strategies used in 100 online skincare product advertisements (50 women's advertisements and 50 men's advertisement). The samples were first analysed for move structures and the results assessed for inter-coder reliability. Then the linguistic features and the advertising strategies used in each move were examined, revealing seven moves in corpus A (Women) and six moves in corpus B (Men). The findings also suggested that certain linguistic features and advertising strategies were employed to make the skincare products desirable and prompt consumers to buy them. It is hoped that the results of this study will serve as a guideline for learning and teaching of online advertisement writing.

**Keywords:** move structures, linguistic features, advertising strategies, online skincare product advertisements

## 1. Introduction

With the development of the internet, online advertising has become a way to reach people around the world. Companies promote their products and services on their websites to a worldwide audience. Unlike forms of advertisements that are intended for consumers of all ages, online advertisements tend to target young people, who represent their primary market. Therefore, writers of advertisements would benefit from understanding online advertisements that target young male and female consumers. Recently there has been an increase in the number of skincare products for males, a market traditionally aimed toward females. Since the consumers are different in terms of sexes, interests and lifestyles, the advertisers try to create advertisements that appeal to specific target consumers and encourage them to buy. To attract their attention, an advertiser has to ensure that the messages in the advertisements are persuasive and attractive. In this effort, language plays an important role in promoting the products or service and communicating with consumers. The writing of online advertisements

requires knowledge not only of the linguistic resources but also of effective advertising strategies to persuade the target consumers to buy certain products. Advertisers employ different types of strategies for different purposes, to arouse people's interest, encourage people to buy products and services, and convince them to believe and trust the brand or the products.

## **2. Theoretical Framework**

### **2.1 Genre and Move Analysis in Advertisements**

Martin (1985, p. 503) defined genre as a "staged, goal-oriented, social process" in which speakers or writers select language with specific audiences in mind in order to accomplish their communicative goals. According to Bhatia (2004, p.59), the members of the "colony of promotional genres" consist of sales promotion letters, job applications, book blurbs, and advertisements. Move analysis is the study of the structures and the use of linguistic features within a given genre, which reveals the patterns of text organization and the linguistic resources used to achieve the communicative purpose. Bhatia (1993) describes a move as a unit that has particular communicative functions. A move can be further divided into steps and sub steps. Bhatia (2004, p.65) proposed that the move structures in advertisements consist of headlines (for reader attraction), targeting the market, justifying the product, detailing the product, establishing credentials, providing endorsements by celebrities or typical users, offering incentives, using pressure tactics, and soliciting response. Teo (2008, pp.61-87) identified six moves in women's skincare products advertisements as targeting the market, justifying the products, appraising the products, establishing credentials, offering endorsements or testimonials, and urging actions.

### **2.2 Linguistic Features in Advertisements**

Vestergaard and Schrøder (1985) explained three language techniques that advertisers use to promote products and services: arousing attention and creating interest, stimulating desire and creating conviction, and encouraging the audience to take some action. Myer (1994, pp.46-61) found that the common sentence structures found in advertisements include statements, commands, questions, and exclamations, while common stylistic devices include parallelism, ellipsis, and incomplete sentence.

Myer identified the Common lexical features found in the advertisements as the use of the second person pronoun 'you' and 'your', adjectives, binomial or multinomial expressions, and nominal expressions (Myer, 1994, pp.77-81; Bhatia, 2004, pp.4-8).

### **2.3 The Use of Advertising Strategies**

Kaur, Arumugam and Yunus (2013, p.68) suggested that eight the advertising strategies involved in women's beauty product advertisements are manufacturing consent through implication, invoking inadequacies, unrealistic representation, positive self-representation, puffery, scientific evidence and clinical test proof, and emotive words. Cheong and Kaur (2015, pp.378-380) found five strategies that were used in packaging of men's grooming products: constructing a hegemonic masculine image, negotiating (a masculinised) metro sexuality, empowering men, giving men a logical reason to groom, and portraying skincare products in novel ways.

## **3. Methodology**

The present study aimed to answer three research questions including:

- (1) What are the move structures of men's and women's online skincare product advertisements?
- (2) What are the linguistic features that are used in each move?
- (3) What are the typical strategies that are used in each move?

### **3.1 Data Collection**

A total of 100 advertising texts, 50 women's (Corpus A) and 50 men's (Corpus B), were selected through a stratified random sampling procedure from the official websites of five brands, including L'Oréal, Olay, Nivea, Dove, and Garnier from May to June 2016. These brands were selected as among the top ranking brands according to the website of Brand Finance (n.d.).



**Table 1** Details of data collection in Corpus A and Corpus B

<b>Brands</b>	<b>Number of texts in Corpus A (women's advertising texts)</b>	<b>Number of texts in Corpus B (men's advertising texts)</b>
Loreal	5	14
Olay	13	-
Nivea	9	15
Garnier	8	4
Dove	-	17
Total	50	50

### **3.2 Developing an analytical frameworks**

The researchers developed three analytical frameworks based on findings from a pilot study involving 20 text samples (10 women's and 10 men's online advertisements) in the corpora and findings from previous studies: Bhatia (2004) on moves structures and lexical features in advertisements, Myer (1994) on the syntactic feature in advertisements, Kaur, Arumugam and Yunus (2013) on discursive advertising strategies in women's beauty product advertisements, and Cheong and Kaur (2015) on strategies used in men's grooming products' packaging. From this combination, new category items were identified and the analytical frameworks were developed.

### **3.3 Validating analytical frameworks**

After the coding of the pilot study was completed, a co-coder who held a master's degree in Intercultural Studies was invited to analyze the same set of 20 texts. After a meeting at which the objectives of this study and the analytical frameworks were explained, the co-coder worked independently. Cohen's Kappa value was used to measure the inter-coder reliabilities for move coding of the two sets, were .849 for the women's texts and .896 for the men's texts, both of which indicated high agreement between the coders, as, according to Fleiss (as cited in Orwin, 1994), the value of  $k > .75$  is excellent. These results showed that the model of move coding was applicable. The results of Cohen Kappa values in coding advertising strategies were .807(women's texts) and .847 (men's text), which also showed high agreement between the coders and the model for coding advertising strategies is applicable. Then, the analytical frameworks were revised. Although the findings from previous studies were the starting

points for the developed model, the names of categorical items were changed to fit the purposes of the study.

**Table 2** Analytical framework for move coding

Moves and steps	Descriptions	Examples
M1 providing headlines that attract consumers' attention	Heading the advertisement with a phrase that captures readers' attention. The copy writers select one of following six moves as a headline.	You want to be touched by ultimate smoothness? (Women No.41)
M2 Targeting the market	Highlighting that the product is for a particular group of consumers.	Face wash for men with sensitive skin. (Men No. 21)
M3 Justifying the product -Step1 indicating the importance or need of the product	Pointing out the reason why the product is essential	After cleansing it's important to use a moisturiser to help keep problem skin hydrated. (Men No.7)
-Step2 Establishing a niche	Pointing out the problems and that the solution is using the product.	As you age, skin takes longer to recover and responds more slowly. (Women No.5)
M4 Establishing credentials	Highlighting the brands or products in a positive or reliable way.	As skincare experts we know that dry skin needs extra care, so we have developed this enriched formula... (Women No.35)
M5 Detailing the product -Step1 Introducing the product	Introducing the product by naming and stating the most essential part of the product.	Introducing the first ever face masks from L'Oréal Paris. (Women No.33)

Moves and steps	Descriptions	Examples
-Step2 Indicating the key ingredient or special formula	Indicating how the key ingredients can contribute the benefit to consumers.	It's enriched with Vitamin E and natural, soothing Chamomile and Witch Hazel extracts. (Men No.30)
-Step3 Describing the texture	Explaining the how the texture of the product improves the texture of the skin.	Iridescent, ultra light texture that leaves skin feeling silky soft. (Women No.11)
-Step4 Describing the scent	Explaining the scent of the product in a positive way.	This luxurious night cream with aromas of essential oils rosemary and lavender helps to unwind and relax the senses... (Women No.3)
-Step5 Describing how the product works	Providing a description of the effects of the product.	Reduce the appearance of fine lines and wrinkle. (Women No. 24)
-Step6 Indicating the result of the product	Indicating the result of the product in a positive and attractive way.	Skin looks suppler and softer. (Men No.15)
-Step7 Highlighting the ease of using the product	Convincing the consumers that the product is easy to use.	Non-sticky and non-greasy, feels invisible on skin. (Men No.6)
-Step8 Describing how to use the product	Describing the steps of using the products.	For daily use, apply onto wet face, lather and thoroughly rinse with water. (Women No.16)
-Step9 Promoting other products in the same range	Stating other products that match consumers' needs	Use together with Total Effects Pore Minimizing CC Cream. (Women 23)

Moves and steps	Descriptions	Examples
M6 Claiming clinical testing	Stating there has been clinical testing to increase consumers' confidence in the product.	Dermatologically tested. (Women No.8)
M7 Urging action	Encouraging consumers to take some action including using, trying, or buying the product	Choose Dove Men+Care Deep Clean Body and Face Wash. (Men No.23)

**Table 3** Analytical framework for coding linguistic features

Linguistic Devices	Descriptions	Examples
1.Statement	To assert facts and provide the information about the product	This is our best face wash for men prone to dry skin. (Men No.17)
2.Command	To invite the reader to take some action	Unmask beautiful skin with the Pure Clay Detox face mask. (Women No.7)
3.Question	To turn passive receiving into active understanding and invoke assumptions from the readers.	Do you want to protect your lips from drying out? (Women No.39)
4.Exclamation	To show the writers' feeling of excitement and invoke readers' emotion.	3-in-1 Body, Face & Hands! (Men No.35)
5.Incomplete sentence	To highlight the main information and save space	Cleanses and purifies. (Men No.14)
6. Participle phrase	To highlight the formula or key ingredients	Enriched with an ultra-refreshing Menthol, it instantly provides a cool effect on skin for an immediate fresh feeling. (Men No. 15)

Linguistic Devices	Descriptions	Examples
7. Prepositional phrase	To emphasize the intended consumers or how to use the product	For oily skin problems & skin imperfections(Women No.50)
8. Relative clause	To emphasize how the product works	A face scrub that helps prevent impurities with Magnolia Extract and pore cleansing power beads. (Women No.42)
9.Direct pronoun 'You' & 'Your'	To create an equal, intimate and friendly atmosphere.	You're a man with sensitive skin. (Men No.44)
10.Adjective	To emphasize the quality, value and benefits of products.	Skin looks younger and firmer. (Men No. 8)
11.Binomial & multinomial expression	To make the text precise and imply factual information, a sequence of two or more descriptive in the same grammatical category are linked by 'and' or 'or'.	"Skin is <u>smooth, fresh and radiant</u> with every wash"
12.Nominal expression	To provide an attractive description of the product or highlight special formula, a series of nouns is arranged linearly, occasionally with the integration of adjectives.	" <u>The light, fast absorbing and perfume free formula</u> contains Q10 and Creatine ..." (Men No.34)
13. Adverb	To elaborate the benefits of the product	Instantly removes oil and dirt to help free skin from impurities. (Men No.1)
14. Conjunctive Adjunct	To provide more information about the product	Exfoliates to detoxify skin <u>while giving</u> it a deep clean and hydrates. (Women No.22)

Linguistic Devices	Descriptions	Examples
15. Noun phrase	To save space and indicate information briefly.	Oily/Impure Skin. (Women No.42)
16. Infinitive (to)	To indicate how the product works	Micellar Oil-Infused Cleansing Water is an easy way to remove even waterproof & long-wear makeup. (Women No.46)

**Table 4** Analytical framework for coding advertising strategies

Advertising Strategies	Descriptions	Examples
1. Manufacturing consent through implication	Making promises of benefits of the product to consumers	It leaves your skin feeling soft, smooth and youthful looking. (Women No.28)
2.Claiming problem-solving ability	Making promises that the product can reduce skin problems	Fine lines appear smoother within 1 hour. (Men No.12)
3 Positive self-representation	Claiming that this product is better than or exceptionally effective compared to others	This <u>best</u> face moisturizer for men prone to dry skin is fast-absorbing ... (Men No.16)
4 Puffery	Exaggerating the benefit of the product to a degree that cannot be determined exactly.	NIVEA Vital Multi Active Anti-Age Day Cream with SOY is <u>a highly effective formula</u> that has been developed.... (Women No.35)
5 Invoking inadequacies	Stating “skin problems” or “undesirable conditions”	As you age, skin takes longer to recover and responds more slowly. (Women No.5)
6.Highlighting the necessity of skincare practice	Indicate the benefits from maintaining skincare practice	Cleansing is the single most important part of a face care routine to wash away dirt

		and oil, and keep skin looking healthy and clean. (Men No.17)
7.Claiming problems of other products	Pointing out the problems of other products	Unlike some regular men's body washes that can strip skin, Dove Men+Care protects skin against dryness... (Men No.28)
8 Portraying skincare products	Convincing consumers that the skincare product is a functional tool.	Need to recharge your batteries? (Men No.37)
9 Highlighting product innovation	Claiming advanced innovations that put the user ahead of the times.	The Opti-Blur Technology diffuses light on the skin to instantly blur lines, wrinkles & pores. (Women No.13)
10 Highlighting exclusiveness	Emphasizing that the product has been specifically designed based on understanding the needs of the intended consumers	Gentle and non-irritating for sensitive skin. (Men No.36)
11. Raising curiosity	Asking question to increase consumers' curiosity to know more about the products	How does Wrinkle De-Crease work? (Women No.6)
12 Dermatologist endorsement & Claiming scientific evidence	Making claims to create trust and build consumers' confidence.	Clinically tested to provide up to 24-hour hydration, this ultra hydrating cream helps keep skin healthy .... (Men No.18)

### 3.4 Data Analysis

The data analysis consists of three main phases including move analysis, linguistic features analysis, and advertising strategies analysis. First, the moves were coded by the researcher and a co-coder manually and independently. Although the Kappa's values of .849 (women's texts) and .864 (men's text) showed a high agreement,

the coders had further discussion to reconcile discrepancies and reach the value of inter-rater agreement of 1.00 in coding. In move coding process, the occurrences of each move were calculated in terms of percentages of texts in which they were found and evaluated based on the cut-off points suggested by Kanoksilapatham (2007). A move that occurred in at least 60% of the texts was labeled as a conventional move, and if it occurred in less than 60% it was labeled as an optional move. Then, the uses of linguistic features and advertising strategies in each move were identified and calculated in the same way.

## 4. Results

### 4.1 Results of move structures

**Table 5** the occurrences of move structures (n=50)

Move	Step	Women		Men	
		F	%	F	%
M1 Providing headlines to attract consumers' attention		35	70**	50	100**
M2 Targeting the market		20	40*	24	48*
M3 Justifying the product	S1 Indicating the importance of the product	2	4*	7	14*
	S2 Establishing a niche	7	14*	8	16*
M4 Establishing credential		2	4*	-	-
M5 Detailing the product	S1 Identifying the product	23	46*	16	32*
	S2 Indicating the key ingredients or special formula	43	86**	40	80**
	S3 Describing the texture	7	14*	3	6*
	S4 Describing the scent	4	8*	8	16*



S5 Describing how the product works	41	82**	42	84**
S6 Indicating the result of using the product	32	64**	33	66**
S7 Highlighting the ease of using the product	15	30*	28	56*
S8 Stating how to use the product	30	60**	19	38*
S9 Promoting other product in the same range	10	20*	5	10*
M6 Claiming clinical testing	16	32*	15	30*
M7 Urging action	7	14*	12	24*

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Note the symbol \*\* indicates conventional moves and the symbol and \* indicates optional move

In corpus A (Women), seven moves were identified including providing headlines to attract readers' attention, targeting the market, justifying the product, establishing credentials, detailing the products, claiming scientific evidence or clinical test of the products, and urging action. However, Move 4, establishing credentials, was not found in Corpus B (Men). Four conventional moves found in both sets were M1, providing headlines to attract readers' attention; M5S2, detailing the products by highlighting the key ingredients; M5S5, describing how the product works; and M5S6, indicating the result of using the product. One move, M5S8, stating how to use the product, was a conventional move only in Corpus A (Women).

#### **4.2 Results of linguistic features analysis**

The linguistic analysis identified the linguistic devices used in each move to achieve communicative goals. Table 6 shows the frequencies of 16 linguistic features in corpus A (women) and corpus B (men). First, the results of linguistic features at the syntactic level in Corpus A (Women) revealed that incomplete sentences were most commonly used in Moves 1, 2, and 6, and statements were most frequently used in Moves 3, 4 and 5. Command was found to be used in 100% of the instances of Move7. Also, prepositional phrases were used in Moves 1, 2, 3, and 5. For the lexical level, the

findings of Corpus A (Women) indicated that copy writers tended to use conjunctive adjuncts frequently to connect or provide more information of the products in Moves 1, 4 and 5. Nominal expressions were mostly used in Moves 2 and 5, and the direct pronoun “you” and “your” were frequently used in Moves 3 and 7. Adverbs were used in Move 6. The results of linguistic features at the syntactic level in Corpus B (Men) showed the most common use of incomplete sentences in Move 2 and 6. Statements were frequently used in Moves 1, 3, and 5, and commands were used in 100% of the instances of Move 7. Also, prepositional phrases were used in all moves. For the lexical level, the copy writers tended to use nominal expression frequently in Moves 1, 5 and 7. Adverbs were most commonly used in Moves 2 and 6. The conjunctive adjunct was used in Move 3 to connect and provide more reasons for using of the product. (See Table 6 for the results of linguistic features analysis in percentage)

#### **4.3 Results of the use of advertising strategies**

This analysis attempted to identify strategies used in each move. The results of Corpus A (Women) revealed the use of all strategies except strategy 7, claiming problems of other products of all 12 strategies in Corpus B (Men), highlighting the similarity of strategy use in men’s and women’s advertising texts. Manufacturing consent through implication was the most commonly used strategy in Moves 1, 5 and 7, and highlighting exclusiveness was frequently used in Move 2. Also, the claim of dermatologist endorsement was used frequently in Move 6. The results also indicated different uses of strategy in Move 3 in men’s and women’s advertising texts. In corpus A (Women), invoking inadequacies were frequently used in Move 3. However, in corpus B (Men), highlighting the necessity of skincare practice was used frequently. Finally, the findings revealed the use of positive self-representation, highlighting exclusiveness, and dermatologist endorsement in Move 4 of corpus A (Women). (See Table 7 for the results of advertising strategies in percentage)

### **5. Conclusion and Discussion**

This study investigated the move structures, linguistic features, and strategies in 100 texts (50 men and 50 women’s skincare product advertisements). The findings demonstrated that the moves structures in online skincare advertisements do not

completely correspond to previous investigations in move structures of advertisements by Bhatia (2004) and Teo (2008). The move structures of online skincare in the present study consist of fewer moves. The possible reason is that online skincare advertisements is not a hard-sell type, so three moves (offering incentives, using pressure tactics, soliciting response) were not employed. The results of move structures revealed seven moves in corpus A (Women) and six moves in corpus B (Men). Moreover, the researchers discovered new move (Claiming clinical testing) which possibly suggests that the copy writers wanted to build trust and make the products outstanding in terms of safety. The researchers identified nine steps in the move for detailing the products which indicates that this move played a key role in selling the products. The results also highlighted the similar use of conventional moves including headlines to attract readers' attention and detailing the product. Various linguistic features were employed to communicate with the intended consumers. Selected syntactic and linguistic features were aimed at creating an interest and giving information intended to prompt consumers to buy the products. As it is proposed in previous findings (Myer, 1994 and Bhatia, 2004), the researchers found that online skincare products advertisements utilize more linguistic features including participle phrase, prepositional phrase, relative clause, adverb, conjunctive adjunct, noun phrase, and infinitive. Finally, the findings in advertising strategies supported the previous studies (Kaur, Arumugam and Yunus, 2013; Cheong and Kaur, 2015), some advertising strategies were identified. The present study explored five advertising strategies including claiming problem solving ability, highlighting the necessity of skincare practice, claiming problems of other products, highlighting product innovation, highlighting exclusiveness, and raising curiosity. The findings of advertising strategies highlighted that composers of online advertisements wrote messages to convince consumers that they would benefit from the product, implied that particular products were developed with an understanding of the target group's needs, and elicited consumers' confidence in the safety and the effectiveness of the product by referring to testing or expert testimony, such as the endorsement of a dermatologist. The findings of this study can be implemented as a guideline for lessons in writing online advertisements.

**Table 6** the results of linguistic features analysis in percentage

Linguistic devices	Corpus A Women							Corpus B Men						
	M1	M2	M3	M4	M5	M6	M7	M1	M2	M3	M5	M6	M7	
	N=43	N=23	N=12	N=2	N=363	N=18	N=11	N=57	N=39	N=17	N=371	N=21	N=19	
1.Statement	21	3	83	100	33	6	-	49	23	88	32	10	-	
2.Command	5	-	-	-	21	-	100	9	-	-	9	-	100	
3.Question	7	9	17	-	2	-	-	4	13	6	1	-	-	
4.Exclamation	-	-	-	-	-	-	-	-	-	-	0.2	-	-	
5.Incomplete sentence	67	70	-	-	23	83	-	39	33	6	23	48	-	
6. Participle phrase	-	9	-	-	7	6	-	25	15	-	11	14	-	
7. Prepositional phrase	21	57	17	-	33	11	18	49	87	35	39	29	53	
8. Relative clause	5	-	8	-	2	-	9	4	10	18	7	-	11	
9.Pronoun	14	-	50	-	11	-	64	23	5	35	13	-	42	
10.Adjective	28	13	25	50	20	-	9	26	23	29	21	14	21	
11.Binomial & multinomial expression	14	4	33	-	19	-	-	32	15	29	29	-	11	
12.Nominal expression	26	35	25	-	25	6	18	35	28	35	30	24	68	
13. Adverb	16	9	33	-	23	67	9	18	33	12	17	52	5	
14. Conjunctive Adjunct	42	13	33	50	25	-	18	26	3	47	19	5	5	
15. Noun phrase	-	22	-	-	8	17	-	2	-	-	4	-	-	
16. Infinitive (to)	12	-	17	-	9	-	-	11	3	35	13	14	5	

**Table 7** the results of advertising strategies in percentage

Strategies	Corpus A Women							Corpus B Men						
	M1	M2	M3	M4	M5	M6	M7	M1	M2	M3	M5	M6	M7	
	N=43	N=23	N=12	N=2	N=363	N=1 8	N=1 1	N=57	N=3 9	N=17	N=371	N=2 1	N=1 9	
1. Manufacturing consent through implication	47	9	8	-	41	-	27	61	13	6	54	14	32	
2.Claiming problem-solving ability	35	-	8	-	15	-	9	25	3	-	16	-	-	
3 Positive self-representation	-	-	8	50	1	-	-	4	15	6	0.5	5	-	
4 Puffery	26	9	-	-	7	-	9	7	10	-	8	-	-	
5 Invoking inadequacies	-	4	67	-	-	-	-	-	-	18	-	-	-	
6.Highlighting the necessity of skincare practice	-	-	8	-	-	-	-	-	-	47	-	-	-	
7.Claiming problems of other products	-	-	-	-	-	-	-	-	-	35	-	-	-	
8 Portraying skincare products	-	-	8	-	-	-	-	4	-	-	-	-	11	
9 Highlighting product innovation	2	-	-	-	5	-	9	9	-	-	8	-	5	
10 Highlighting exclusiveness	5	83	-	50	0.3	17	-	16	77	12	0.3	14	-	
11. Raising curiosity	-	-	-	-	2	-	-	-	-	-	1	-	-	
12 Dermatologist endorsement & Claiming scientific evidence	7	4	8	50	0.3	100	-	2	-	-	-	100	-	

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