

**ORIGINAL OR TRANSLATED VERSION: PERCEPTIONS AND
PREFERENCES TOWARD BRITISH AND AMERICAN
LITERATURE OF UNIVERSITY STUDENTS
AND LECTURERS**


Manatchai Amponpeerapan

**A Thesis Submitted in Partial
Fulfillment of the Requirements for the Degree of
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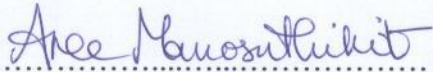
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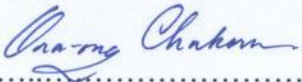
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ABSTRACT

Title of Thesis	Original or Translated Version: Perceptions and Preferences toward British and American Literature of University Students and Lecturers
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This research aims to discover and to pinpoint perceptions and preferences of Thai university students and lecturers regarding two relatable variants of British and American literature sold within Thailand - the original 'English' and the translated 'Thai' versions. Questionnaire surveys were provided to 135 participants, and face-to-face interviews were conducted with 18 participants belonging to four university departments (English, Foreign Languages, Literature, and Translation). The results show the participants have 'universal' perceptions and preferences where literary works are considered relatable to their academic development. They majorly believe the original version should be considered the primary reading version while the translated version should be the supportive material. On the other hand, the respondents display 'department-specific' perceptions and preferences where each department emphasizes different specific aspects of literature related to their respective academic fields, slightly differ their opinions. Nevertheless, both versions are positively perceived for having quality as a possible alternative EFL learning method. The research also discussed possible cycles of learning with literary works, which encourages continuous usage of literature as well as further academic research or studies toward literary reading in Thailand.

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ABBREVIATIONS

Abbreviations

AEC

EFL

ENL

ELF

ESL

IPA

PUBAT

QUAL

QUAN

RL

RT

SL

ST

Equivalence

Asean Economics Community

English as a Foreign Language

English as a National Language

English as a Lingua Franca

English as a Second Language

International Publisher Association

The Publishers and Booksellers

Association of Thailand

Qualitative Research

Quantitative Research

Receptor Language

Receptor Text

Source Language

Source Text

CHAPTER 1

INTRODUCTION

1.1 Statement and Significance of the Study

Thailand has been introduced to intercultural communication and translation since the reigns of King Rama IV and King Rama V (Unya Chanla, 2011, p. 1). During this time, the English language and literary works started to have major impacts on society, including how English has been enforced as the primary foreign language to be taught and learned in the academic process. As time passed, British and American literary works became accessible to the mass population since they were translated into Thai; however, very few citizens and royalties were able to experience literary works in their original forms that were written in English. It was not until the 20th and 21st centuries that the influences from modernization, globalization, and multiculturalism have greatly promoted English language in Thailand. In addition, the nation's official participation in AEC (Asean Economic Community) in 2015 has marked English as a Lingua Franca (ELF) and the language that every individual should be able to read and translate texts between English and Thai languages.

The influences and impacts of English language in Thailand is one of the most significant phenomena in Thailand's history. Hengsadeekul, Hengsadeekul, Koul, & Kaewkuekool (2010, p. 89-94) say that English is largely related to academics and business, being praised and promoted by leaders and the government as the welcome and necessary element to acquire to survive in the age of globalization. English language in Thailand is vastly viewed as something positive, yet there is a common problem of the students underperforming in EFL education and intercultural awareness. Mitchell (2013) claims that Thailand's English-language education suffers from a poor system where students are studying without motivation. Students tend to copy information from lectures, memorize what they need for an examination then

forget to maintain and improve their language abilities. A similar problem can be applied to other subjects, including intercultural knowledge such as the special AEC programs in Thailand's free and digital television channels. Unless it is a personal interest or an academic necessity, many people tend to treat language and intercultural information like a passing trend. People learn it as a fad, as something other people do, but doing so without any realization of the importance or reasons behind it.

To ease these problems, it has been suggested to reconsider the system. One of the most efficient ways to improve students' language and cultural knowledge of English-speaking countries simultaneously is using literary works as academic materials. Unfortunately, aside from educational programs in specific university majors, studying literary works for educational purposes is not widespread in Thailand due to several prejudices and myths.

First, the idea of reading English-language literary works as a studying material is considered difficult for Thai EFL students because of the difficulties in reading literary texts. This is not true because in actuality, people of Thailand have already been established as avid literary readers: V-Reform (2012) has established statistical evidence regarding book sales in Thai bookstores made by SE-Education Public Company Limited. The statistics suggest that since 2009 in Thailand, most readers prefer to read literary works more than other kinds of books regardless of their steep prices. This means that there are significant numbers of EFL students and lecturers who regularly read literary works without a problem. In addition, The Global eBook Report (Wisichenbart, 2014) suggests that in the globalization age, customers develop reading habits from the emerging trend of e-books; therefore, it can be inferred that readers in the modern age may access books they want to read, including literary works in both original and translated versions more easily than in the past. It also should be noted that by the nature of Thailand, as a free EFL country that has never been colonized by English-language speaking countries, the population is positive, open minded, and accepting of foreign works more than in other countries.

Second, reading literary works as a way to improve language and cultural skills tends to counteract the common beliefs that literature should only exist for entertainment, and that students should focus on developing English skills through conventional norms such as textbooks and classroom activities. This belief makes

sense in the context of Thailand where readers are not directly influenced by literary works. After all, why should readers bother with fiction and philosophy when their society focuses on other serious and important aspects such as education, law, and finance? The researcher wholeheartedly disagrees with this idea. Literature and literary translation, in many ways, can be as important as other academic subjects toward readers' lives in multiple ways. Landers (2001, p. 4-5) stated "Of all the forms that translation take - such as commercial, financial, technical, scientific, advertising, etc. - only literary translation lets one consistently share in the creative process". Readers should be reminded that both fields have always been methods for humans to express themselves about their languages, cultural aspects, and their beliefs. These fields, not unlike others, have existed alongside humanity since the Greek and Roman eras. Therefore, they deserve to be equally considered, treated, and judged.

It is widely accepted that individuals will perform better in education if they are emotionally involved with the texts they are reading (Heiden, 2007). The primary purpose of fiction is to have readers engaged in stories. When the readers are attracted to the stories, they develop emotional involvement and imagination, allowing them to acknowledge, absorb, and learn from the works much better than traditional textbook exercises. This is fascinating because the secondary purpose of literature is to reflect and express writers' wishes and intentions toward readers, which revolve around the perceptions toward themselves, other people, and the world around them in practical senses. For example, many American's classics during the 1920s-1930s reflected on the conflicts and struggles invoked by social changes following the Wall Street economic crisis in 1929, which turned America from an idealistic wealthy society during the Jazz Age as depicted in F. Scott Fitzgerald's 'The Great Gatsby' to the Great Depression as depicted in John Steinbeck's 'Grapes of Wrath'. Even in the British fantasy fictions such as 'Harry Potter' and 'The Lord of the Rings' exist the recurring themes about subjective forces of good overcoming evil, with the former's struggles through trials and tribulations eventually earning them well-deserved happy endings. These fictions, therefore, do not exist solely for entertainment. If literary readers are willing to utilize what they have read into understanding toward life, the enjoyment and the commitment they have toward their favorite books will earn them knowledge about how the real world actually works more than textbooks and

exercises. Literary works allow the readers to not only experience cultures, beliefs, morality, and thinking processes belonging to other people in both individual and cultural scales, but also get them involved, engaged, and entertained simultaneously.

Despite how beneficial literary works can be toward readers, students, and lecturers in language and cultural departments, it is difficult to introduce literary reading to them right away since it will be very difficult for them to become instantly involved with the texts. In such cases, there is an alternative form of the translated literary works, the equivalence of literary works that are being processed, transferred, and expressed using the native Thai language in order to simplify and improve the understandability of the readers.

According to Srisamarn Sensathien, Malinee Kitaphanich, & Suwat Niyomsathien (2001), translation of literature is a mixture of art and science; a very important aspect of intercultural communication which allows readers to interact with the texts beyond language barriers, yet it does not limit them from learning and enjoying similar experiences provided in the original texts. This premise is a practical tool that allows readers to reach a significant number of works without a need to read in the original language. In positive perspectives, literary translations not only help with inter-linguistic understanding, but also improve the quality of the original works. Lefevere (1992) claims that rewriting is not a way to destroy the source text, but to associate it with the readers of the target language in order to improve understanding and to make it acceptable within the recipient's culture. Levine (1991) supports this idea by saying that even though a translation destroys the original text, it compensates by reproducing the text in a new form and de-contextualizing the ideology featured in it to readers of the target language for easier reading and understanding. In addition, literary translation has been cooperating with sales and marketing: a method that allows popular fiction such as 'Harry Potter' and the 'Twilight Saga' as well as classics like 'Hamlet' and 'Romeo and Juliet' to be read and understood by the locals.

An idea of translated works becoming an alternative or a compensation originated from a problem that Thailand tends to have lower English language proficiency than expected to effectively read the original works. It should be noted that Thailand is a nation where English language is learnt as a foreign language (EFL), as English is not used in daily life and not a crucial language in history and

politics. Kirkpatrick (2007) says that an EFL country such as Thailand is considered not as effective in communication as other countries which learn English as a second language (ESL) or those which use it as a native language (ENL) because many people do not have a chance to acquire and practice the language skills outside of classrooms in order to maximize its utility. As a result, speakers become less effective in communication, and they develop fears and inferior complexes (Despagne, 2013). In addition, full-text literature may be very difficult for Thai readers because different books tend to have different language usages, styles, and patterns, unlike traditional grammar books which categorize language education by levels and grades to suit learners' skills. Literary translation from English to Thai language proves to be a very important tool that compensates the readers' lack of native language proficiency. However, language is not the only beneficial aspect of the concept. A good translation is capable of providing more benefits to readers.

The 'Book Shelf' section of Prakod Magazine (2014a, p. 182-199, 2014b, p. 187-201) shows that there has always been newly imported and translated literary works from the United Kingdom and United States among other nations available in Thailand. Most of them cost no more than 300 baht, yet they are able to give several benefits to the readers. For example, 'A Short Story of Tractors in Ukrainian' by Marina Lewycka, which was a finalist for Orange Prize For Fiction (currently called Baileys Women's Prize for Fiction), tells a dramatic struggle of Ukrainian immigrants in Great Britain against wars and humanistic cruelty, which reflects the author's real life background as British-Ukrainian; meanwhile. Other examples include 'Silver Lining Playbook' by Matthew Quick, which is an American romantic comedy dealing with interpersonal relationships and 'Maggot Moon' by Sally Gardner in the fantasy genre. The book was praised by Prakod magazine (Book Shelf, 2014b, p. 189) by having its translated cover labeled with a statement "very suitable for Thailand's governors nowadays".

From Thailand's standpoint, the translated version may be more suitable because readers prefer the native language for the sake of convenience and better understanding toward literary works. In addition, a translation theorist Bassnett (2014, p. 1) claims that the 21st century is "the great age of translation" since translation has become "human's common condition" as modern media has been emphasizing

human's awareness of intercultural communication. There have been higher demands of quality literary translation in Thailand since the nation entered the age of globalization. Literary translation maintains, or even promotes original texts as major resources of multicultural knowledge toward people who initially seek linguistic convenience and relaxation by reading fiction in the language they are familiar.

However, translated literary works also raise several issues. Literary translation, not unlike other forms of translation, requires an agent who deals with the processes of language output and input and the quality of translation. Translators turn out to be one of the major reasons translations receive critiques because they are not reliable. Bassnett (2014) says that translation raises fundamental questions regarding the readers' trust toward the translators and the quality of the works. Translation across cultures has always been a problem and a challenge because the linguistic differences between source languages (SL) and receptor languages (RL) as well as cultural values (Newmark, 1981), structures, lexical items, translators' intentions, and translators' attitudes (Judge, 1986). Bassnett (2014) adds that if the translated works have caused loss and betrayal, they would be seen as inferior toward the original texts. Readers tend to find texts written in the original language more acceptable because the original version is superior compared to the translated one. In addition, Walter Benjamin (as cited in Venuti, 2004, p. 16) said "Translation is a mode. To comprehend it as mode, one must go back to the original, for that contains the law governing the translation". Original texts serve as bases which translators use to improve and revise their translations, while readers use them to compare the versions and judge whether or not translated works are of a satisfying quality. In both readers and translators' point of views, original texts remain the important source materials that they eventually have to refer to regardless of their preferences.

So the main question arises, which version would be better suited for Thai readers? Both original and translated versions have their advantages and disadvantages. The emerging importance of English language mainly splits the trends of foreign literary reading in Thailand into two forms: On the one hand, the increases of EFL knowledge and modernization may create an implication that literary translation is no longer mandatory, as readers have become more capable and more willing to read literature from source materials for better experiences and satisfaction.

On the other hand, literary translation may have become more important to Thai readers who do not find necessity or confidence in reading original texts. The question regarding whether the original or translated version is better and vice-versa is a raging debate between theorists of both sciences; unfortunately, there have not been many studies that are devoted to the readers themselves. This is rather ironic because readers are supposed to be important factors that move and alter the trends. After all, both versions of literary works are available for customers in Thailand. Teenagers and adults consume British or American based novels, poems, films and TV programs in both English and Thai languages. It is ironic, and unfortunate, that the recipients of the communication procedure do not get to voice, or care to voice, their opinions regarding their choices aside from minor discussions on Internet forums. The opinions of the consumers can become very important because they can answer questions toward their cultural trends in literature reading, which may eventually lead to further studies and encouragement to use literary work to improve readers' reading habits and academic performances.

1.2 Scope of the Study

This study mainly focuses on the specific groups of university students and lecturers who are capable of reading British and American literary works that have been published in Thailand in the original 'English' version and the translated 'Thai' version. It aims to discover the overall views upon the participants' reading perceptions toward literary aspects and factors that influence their preferences upon the 'more effective' reading version.

1.3 Objectives of the Study

1) To pinpoint perceptions and preferences of the university students and lecturers regarding literary aspects such as reading frequency, advantages or disadvantages of original and translated British and American literature, as well as which version is more preferable among the respondents.

2) To indicate additional ideas, beliefs, and opinions behind the perceptions and preferences toward literary reading of both versions.

3) To indicate how British and American literary works can be related to the development of Thailand's EFL.

1.4 Research Questions

1) What are the perceptions and preferences of the university respondents regarding literary reading of the original and translated versions, and which of them is more preferable?

2) What are the additional ideas, beliefs, and opinions behind the perceptions and preferences toward literary reading of both versions?

3) How can British and American literature be related to the development of Thailand's EFL?

1.5 Research Hypotheses

1) In an early assumption, the researcher believed that reading perceptions and preferences of British and American literature would be based upon academic fields. For example, students and lecturers from the English, Foreign Languages, and Literature fields would have better views upon and prefer reading in the original 'English' version because English texts are their expertise. On the other hand, students and lecturers who belong in translation fields would prefer the translated 'Thai' version because English language education is not their priority, and they would, by their nature, support their own academic and career fields.

2) In regard to the ideas and beliefs behind literary works, the researcher believed that British and American literature would be viewed by the students and lecturers in a positive light with several impressions. First, because Thailand is an EFL country that has not been colonized by foreigners, students and lecturers would be more willing to read and appreciate foreign works. Second, students and lecturers would naturally seek ways to improve their academic performances. Lastly, a lot of useful information would come from the respondents who belong in the Literature and

Translation departments, as they are the most relatable participant group to the original and translated literary works respectively.

3) The way that literary works can be encouraged in Thailand would be possible through the intensive uses of literary works in the classroom as well as additional materials. As the researcher has experienced during high school, the usage of literary works could provide interesting EFL sessions, but the success of the activities tend to be inconsistent because of each student's English ability and reading patience are not equal. Effective literary reading perhaps needs to be constantly encouraged by lecturers and the government.

1.6 Benefits of the Study

1) There will be an understanding toward literary reading that can pinpoint and understand personal and cultural perceptions and preferences from the participant groups. With their answers, it is possible to conclude which version is more suitable as a tool to encourage readers to read more literary works. Students may read to improve their language and cultural skills while lecturers may be able to choose and apply appropriate works for their subjects.

2) More information on the reading versions, including the advantages, the disadvantages, and the problems of literary works will be acknowledged, which may help readers develop strategies when dealing with English language reading. For lecturers, the study may help them understand strengths and weaknesses of the students and the materials they are using. Understanding literary aspects can also benefit authors and translators as they can take such data into consideration to improve their future work.

3) The implications created from the data may indicate the overall importance of literary works of both versions because this study is done to establish knowledge gaps that inspire researchers to expand research related to literature, literary translation, and EFL development in Thailand.

1.7 Organization of the Study

This study will be structured as follows:

1) Chapter 2 presents theories, beliefs and studies that may be related to the current research issue so that it is easier to understand the concepts, importance, and limitations of this study. Such elements include the approaches, ideas, and previous studies related to literary works that are written in the original ‘English’ language and in the translated ‘Thai’ language.

2) Chapter 3 consists of the research methodologies, research instruments and the procedures of data collection and analysis.

3) Chapter 4 illustrates the results of the research, which consist of the quantitative and statistical data, as well as the qualitative opinions and description.

4) Chapter 5 shows discussions upon the results, as well as comparisons between significant pieces of data and toward research questions. In addition, the chapter will draw conclusions, suggestions and limitations of the study.

1.8 Definition of Terms

1.8.1 Perceptions

Perception is “a belief or opinion, often held by many people and based on how things seem” (Cambridge Dictionaries Online, 2015b) It is a subjective product of a person’s mind where a human tries to determine a quality or a value about something based on the inner and exterior psychological actions such as inferring and observing behaviors or objects of interest (Bem, 1972) and evaluate them via experiences gathered by oneself or others. Perception is a popular research issue amongst the qualitative researches which aim to understand the idea and reasons behind a person’s actions and beliefs behind specific issues – in this case, why students and lecturers prefer reading specific versions of literary works. In the context of this study, it aims to provide information that leads to an explanation that can support the participant’s preferences and decisions.

1.8.2 Preferences

Merriam-Webster (2015) defines ‘preference’ as “a feeling of liking or wanting one person or thing more than another person or thing“. The term refers to a decision-making action the participants make toward two or more theoretical objects or actions (Hansson, 1994) - in this case: choosing between the original or translated version of literary works. Preferences can be related to the decision theory which is used to determine the “optimal course of action when a number of alternatives are available and their consequences cannot be forecast with certainty” (Tryfos, 2001, p. 1). Preferences are calculated with descriptive analysis to produce percentages that can determine the ‘preferred’ actions and overall cultural movements of the research issue.

1.8.3 Original Version

The original version of the literary works refers to either a part or a whole of an unedited text of either a British or an American based literary work that is published and exported with the author’s original scripts, narratives, and dialogues. Due to the nationalities of British and American, the works naturally required that the original version is the one that is written in the ‘English’ language.

The common bookstores that sell English language books cited by this study are Asia Books, Kinokuniya, Bookazine, and Dasa Book Café, where more than 80% of the books available are the original works imported from different countries. A problem with the bookstores, however, is that they may contain literary works that are 1) not imported from British and America, such as Kinokuniya Books selling Japanese magazines, and 2) not originally from Britain or America but have been translated to English, such as the Brazilian novel ‘The Alchemist’. Due to the clear title heading referring to “British and American literature” in the thesis, the questionnaire, and the interview, it is considered that respondents must acknowledge by default that all works of fiction mentioned in the above categories are irrelevant to the context of this study’s ‘original version’.

1.8.4 Translated Version

The translated version of the literary works refers to either British or American-based literature that is translated from the original English language to Thai, and is published within Thailand with one or more authorized translator(s). Due to the nature of the works, the context of the study requires the relevant works to have been written with the translated ‘Thai’ language.

The common bookstores that sell Thai language books cited by this study are SE-ED Book Centers, Naiin Bookstores, Dokya Bookstores, and CU Books, where more than 80% of the books are printed and published in Thailand using its native language. A problem with the bookstores, however, is that they may contain literary works that are 1) locally belonged to Thai publishers are created by Thai authors, and 2) not originally from British or American, but are being translated to Thai, such as the France originated ‘Little Prince’. Due to the clear title heading referring to the “British and American literature” in the thesis, the questionnaire, and the interview, it is considered that respondents must acknowledge by default that any fictions fitted in the above categories are irrelevant to the context of this study’s ‘translated version’.

1.9 Summary

In this chapter, the researcher has stated the initial problem with Thailand’s EFL and intercultural education and motivation in Thailand, as it appears there is a lack of motivation from learners. Fortunately, it is possible that literary works, both in original and translated versions, may help improve university-level students and lecturers’ motivation and academic performances. A study toward literary works and literary translation should not be taken for granted. This research aims to discover the perceptions and preferences toward literary reading in Thailand in order to understand the basic perceptions and preferences of the readers as well as to pinpoint the ideas and beliefs that lie behind literary reading activities of both versions.

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on the background information and previous studies that are related or sharing similar focuses toward this study. First, it elaborates on the relevant approaches and theories toward literary works in both the original and translated versions. The chapter starts with the original version first and then the translated version, covering each version's significant issues such as academic definitions, purposes, benefits, and problems. Next, the chapter focuses on previous studies and researches regarding literary preferences and perceptions which can be helpful relating the reader to the current work.

2.1 Approaches and Theories toward the Original Version

2.1.1 Defining and Understanding Literary Works

Milner (2005) defines literature as writing: any form of writing can be counted as literature. Similarly, Cambridge Dictionaries Online (2015a) defines the noun 'literature' as "writing that has lasting value as art". Literary works usually refer to various types of fiction, may it be prose, poems, short stories, and novels that are created for entertainment for artistic purposes. Beardsley (2004) considers literature as a concept of art. From these claims, literature or literary works seem to be limited to writing, which is justified because written texts are usually the mainstream in literary study, especially in education, where books are used as the mandatory learning materials; however, in the age of globalization and modernization, literary works have expanded from books to other media as well.

The most recent annual report of the International Publishers Association (2014) indicates that e-book sales in the United States and United Kingdom have increased phenomenally to the point that they have outperformed the sales of traditional printed media. The report claims that e-books have become 'new patterns'

as “e-books facilitate exports, not just to other countries with a native English speaking population, but also to all other territories with a readership that embraces (second language) English reading” (International Publishers Association, 2014, p.15). In addition, the IPA, with the World Blind Union, International Authors Forum and other stakeholders, have encouraged the use of e-books and digital publications to support blind people, with currently less than 10% of the blind being able to experience these media. This report from IPA implies that there has been an undergoing shift from the traditional definition of books, literary works included, as printed media into online resources that is accessible by anyone, including persons with physical disabilities. Therefore, it can be inferred that more readers will be able to consume books and literary works than they could in the past.

The emerging of the ‘new patterns’ toward literary works should also come with a necessary reminder on how the works are important toward readers’ lives and why they should rely on these resources. Long (2004) says that literary works contain three main qualities: artistic, suggestive, and permanent. Similar to other forms of art, literature expresses or reflects the truth and beauty of the world in subtle tones, waiting to be discovered by readers who have sensitive appreciation toward life. Literature makes use of symbols, metaphors, and figurative speech to hide deeper meanings underneath what seems to be normal narratives and description in order to create everlasting implications toward our knowledge and appreciation toward our own life and others. According to Paul (2013), literature is highly effective in these regards, mainly because it encourages readers to think as they read, as doing so will allow them to engage intensive brain training and allow them to become more empathic and intellectual.

2.1.2 Purposes and Benefits of Literary Works

There are multiple purposes of literary works for Thai students, lecturers, as well as other readers in general. These purposes include:

2.1.2.1 Literary Works as Academic Resources for EFL Education

Hengsadeekul et al. (2010, p. 89-94) has indicated that English language has been promoted in Thai society and academics to the point that English development is more than necessary for Thai people. Fortunately, literary works that

are written in the original (English) language are considered potentially useful resources for academic development in an ESL or EFL country. Kern (2000) says that literary works can improve several academic aspects including critical thinking and language usage. Literary reading connects communicative competence and literary studies as they require interpretation and critical thinking. Bland, & Lütge (2013) indicate a relationship between creativity, imagination, emotion, and language learning influence is very important. High quality children's literature can help students learn to map the world story by story while successively acquiring competence such as visual, intercultural literacy and linguistics. Sell (2005) believes that literature can enhance EFL quality by providing readers cognitive processes of literary narrative structures and that it can improve students' critical and logical thinking. Zhen (2012) also adds that students who have studied literary works in their childhood will gain the confidence to approach other forms of reading and writing as they mature.

Original literary works can effectively increase readers' motivation for learning both inside and outside of classrooms. Zhen (2012) says that students who become interested and appreciate literature will be able to adapt such reading habits into other aspects in real life as they move away from their studies and into their adulthood. This implies that readers will become more interested to read many books and to follow other forms of media once they start reading good literature. Therefore, they will be able to continue to expand their learning outside of the classrooms. The idea of using the 'outside' resources to enhance EFL classroom quality has been proposed by Pegrum (2000), a researcher at Queen Margaret University College, Edinburgh, Scotland. His article, entitled 'The Outside World as an Extension of the EFL/ESL Classroom', indicates that while the external resources such as literary works can help expose the students to English language in a context relatable to real life and therefore become significantly stronger in language usage, inviting such outside resources and adapting them into classes can be even more effective toward the students' language growth, since they are able to learn from such materials while they are being carefully governed and supported by the experienced, including the lecturers, their peers, and other sources of direct responses.

Such ideas of learning can be related to a concept in Thailand known as a ‘lifelong learning’ process, which has been influenced and enforced as a core concept in the national education roadmap to improve Thai students’ reading habits (Office of the Basic Education Commission, 2011). Thailand’s education roadmaps emphasize promoting the significance of books through the establishment of book fairs, reader’s awards, and public libraries which encourage Thai people of all ages to read in order to improve their knowledge both inside and outside academic contexts. This is significant as the idea can be related directly to Thai students. Kamolchanok Buntor (2009), a Thai student blogger, indicates that the enjoyment and motivation she has received from reading ‘Harry Potter’ allow her to read other types of books for longer amounts of time and to understand their contents better in a shorter amount of time. Therefore, it can be concluded that since literary works are already created for entertainment, they are perfect materials for such concept, as invoking English-language literary reading in Thailand will support the lifelong learning ideology, and therefore will allow readers to become effective and versatile EFL citizens.

Because of such implications, universities should consider breaking free from an idea that literary works are only limited to certain university departments, fields, or subjects - especially since the positive view of adapting literary knowledge has already been established within Thailand. Readers should frequently expose themselves to literary reading in order to acquire the benefits the works can offer.

2.1.2.2 Literary Works as Multicultural Resources

Original literary works are major sources of intercultural knowledge. Sell (2005) stated that literature can help readers understand and accept foreign cultures without forfeiting their own. He adds that literary works familiarize readers with legitimate British and American writing styles, and they tend to provide contents that are more believable and relatable toward real life than mockup situations and conversations found in textbooks. Zhen (2012), a Chinese EFL researcher, describes literary works features that “reflects the psychological structure of the nation, spiritual pursuits, cultural customs, religion, history, economy, political system and other aspects of ideology from different facets” (Zhen, 2012, p. 38).

The idea of reading literature as a part of intercultural learning has been promoted since the 1990s (Lütge, 2013). The Council of Europe (2001, p. 1) indicates “In an intercultural approach, it is a central objective of language education to promote the favorable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture.” Lütge (2013) implies that intercultural differences, namely different people, races, cultures, and norms, can be found in foreign literature works, especially in young adult fantasy novels where large varieties of magic, races, and conflicts are the norms. These claims are certainly true because literary works tend to reflect issues of diversity and racism upon real life.

On a larger scale, literary works are considered important in a way that they help furnish and maintain humanity’s history (Long, 2004). Despite their different natures; that history contains fact while the literary works may not, both share a supporting relationship. Real life history usually creates inspiration where historic knowledge is applied into the works (Zhen, 2012). On the flipside, literary works help readers understand and appreciate history. According to Longs (2004), literature humanizes historical figures and makes them more relatable and more appreciative toward readers. For example, Sir Thomas Malory’s ‘Le Morte D’ Arthur’ is considered a vivid interpretation towards the Arthurian legend, the folklores of King Arthur, Queen Guinevere, Knight Lancelot, the Knights of the Round Table, and other monarchs that existed in real life during the European Middle Age. ‘Le Morte D’ Arthur’ may not be an accurate history book as it does not contain facts and truth, but it can encourage readers to invoke additional research and discussions upon the reality surrounding King Arthur’s reign and toward his death during the 5th and 6th centuries. In this case, literature helps readers picture the past, present, or future. They help them understand the gist of historical figures, specific events, and power of imagination. Ultimately, literary works are considered one of humankind’s valuable treasures containing its history and cultures that have been passed from generations to generations.

2.1.3 Issues toward Literary Works

While literary works are considered beneficial, there are significant aspects that limit their accessibility and have become less appropriate for Thai EFL readers.

2.1.3.1 Languages and Understanding Problems

Maarof, & Kustati (2010) state that reading English literature is a challenging task for EFL readers as they do not use English as a main language or read English books regularly. Not using English regularly means that they may not be able to effectively read the texts, and they also may be scared or not confident toward literary reading. Such problems tend to be egregious, especially in Thailand because of lack of natural language skills and motivation to interpret the texts truthfully. Jakkrapat Kongna (2007) states that Thai readers tend to lack an understanding toward the meanings, the vocabularies, and the structures of English language. They cannot conceptualize the texts, consequently causing them to lose interest in what they are reading. The problem of language understanding tends to lead to the problems with the readers' EFL influences in Thailand. Tasneen (2002) states that English texts used in EFL classes tend to not be as effective as they should considering that traditional EFL education only aims to provide raw information without inviting any personal involvement. Therefore readers do not see the importance of English books beyond something to read and memorize for classroom exams. Fowles's survey entitled 'To Investigate Thai Students' Attitudes towards Reading in English' (as cited in Tasneen, 2002, p. 2) indicates that Thai readers are not 'book lovers' because only 30-40% of the people nationwide would buy books, meaning that Thai readers, by default, rarely care to read.

In addition to the lack of understanding, an overall negative attitude for literary reading is also a major reason why the field is not encouraged. Sell (2005) says literary lecturers have difficulty in justifying the values of their professional existence, an aspect that is unfortunately true in EFL society. He also explains a reason for the phenomena as follows:

"(E)FL teaching should engage with “real life” and “real-life” situations; literature - conceived of as some sort of aesthetic artefact [sic] - is not “real life”, at times not even realistic, and barely relevant to day-to-day living.

Similarly, literature is often remote from learners... Meanwhile, under a communicative approach, FL teaching should favour [sic] speaking and listening skills, whereas literature is a matter of reading writing, or writing to be read. Also, teaching literature entails an imbalance of power and work in the teacher-student relationship, for the teacher is more knowledgeable and takes a more dominant role in communicating that knowledge, especially when the piece of literature is used less as a means to an end than as an end in itself, less as a resource than an object of study in its own right.” (Sell, 2005, p. 86-87)

This statement is significantly true in a country such as Thailand, where language is studied for practical uses rather than novelty, and the cultural values that determine lecturers as important figures who students have to respect unconditionally.

2.1.3.2 Language, Media, and Cultural Domination

The rises globalization and English-language mass media have called linguists and nationalists to worry about linguistic and cultural imperialism worldwide. Robert Phillipson, the language imperialism researcher, has criticized English-language as a growing language in the 21st century in terms of linguistic and cultural impacts. He states that English has a tendency to assert itself and invoke the deaths of indigenous languages (Phillipson, 1997). EFL has had a lot of influence upon the way people speak in Thailand for many years. For instance, there is a phenomenon where Thai and English words are used within the same sentences in Thai contexts. This phenomenon is called code mixing, which tends to appear in mass media such as music (Likhithongsathorn, & Sappapan, 2013) and television programs (Pradthana Kannaovakun, 2000). Thai-English code mixing is supposedly viewed as a linguistic process and is natural when two languages make contact, but on a cultural level, the implication from the phenomenon creates an implication that Thai speakers are causing problems in communication and destroying the charm of traditional Thai language (Chadchai Jaisaen, 2000).

Furthermore, Phillipson (1997) claims that aside from languages, English is believed to destroy the cultures and traditions belonging to indigenous

countries. English influences can be compared to a Trojan horse (Cooke, 1988), as it is an idea that is welcomed by the people initially, but will eventually be proved as a threat toward the victims' native languages and cultures. Kraidy (2002) has stated that the increasing importance of English language American and British media such as fiction may create an implication that there is 'media imperialism' in ESL and EFL countries such as India, Egypt, Mexico, and Brazil. Chadha, & Kavoori (2000, p. 416) indicate media imperialism as an "articulated vision of Western Culture dominance and imposition created by a ceaseless flow of cultural products that invaded and overwhelmed the developing world."

It does not help that literary works have also been considered to have inconsistent, questionable, ambiguous quality despite being 'interesting'. Literary works are known to have aspects that play with readers' emotions and plant false senses of morality rather than invoking readers with rational thinking (Tackett, 2014). The works are usually viewed as the disguises of American and British nationalism as the authors try to invoke prejudices and uses of stereotypes, propaganda, and advertisements, and try to promote or demote certain cultures. (Snyder, 1992; Tackett, 2014). The implication is that media, especially American novels, films, and cartoons, are responsible for Americanizing countries that are supposed to have their own cultures and traditions because readers are too absorbed and manipulated by the works into developing false concepts of morality and cultural standards. This has also been a concern in Thailand, as one nationalist's report (Pimpa Hirankitti, 2000) claims that Thai people are obsessed with foreigner's images and have a habit of consuming foreign media such as movies, comic books, and music, and describes the actions as something that can destroy the society. She adds that Thai people are influenced with bad habits, becoming arrogant, causing problems in the society and invoking the loss of their identities and standards. The issue regarding teenagers' habits in Thailand has always been an argument made by the moral guardians.

2.2 Approaches and Theories toward the Translated Version

2.2.1 Defining and Understanding Literary Translation

‘Translation’ is a word with a root from the Latin word ‘translates’, a past participial of the verb ‘transfere’ which means “to bring or carry across” (Bassnett, 2014). Translation has been defined differently by theorists, but one of the most prominent definitions is coined by Jakobson (1959, p. 232-239), a Russian-American theorist, who states that a translation is a form of verbal interpretation, and there are three kinds of translation as follows:

- "1) Intralingua translation or *rewording* is an interpretation of verbal signs by means of other signs of the same language.
- 2) Interlingua translation or *translation proper* is an interpretation of verbal signs by means of some other languages.
- 3) Intersemiotics translation or *transmutation* is an interpretation of verbal signs by means of nonverbal sign systems."

Most translations fit the second category of Jakobson’s definitions, since they focus on linguistics transfer between different languages. Because of this, the definitions of translation described by other theorists tend to be very similar. For example, Bell (1991) defines translation as "a replacement of a representation of a text in one language by a representation of an equivalent of the second language." (p. 6) Meanwhile, Catford (1965, p. 20) says that translation is “the replacement of textual material in one language by equivalent textual material in another language”. The basic purpose of a translation is to transfer a text written or spoken in the source language to the receptor language while it retains features, functions, contexts, and roles that existed in the original.

Literary translation or ‘translation of literature’ (Ghazala, 2013), too, is classified as an Interlingua translation. The field is considered an important part of translation history. Ezra Pound, a modernist translator and poet (as cited In Weissbort, & Ástráður, 2006, p. 5) claims “A great age of literature is perhaps always a great age of translator, or follows it.” This implies that both fields have always been closely

related and dependent. Literary translation initially originated from people's demands to understand written texts that were written in a foreign language they could not read. The field had been evolving throughout the history of mankind across Europe and America from the Rise of Christianity toward the 18th century with the Bible being the main influence and material to translate. By the 19th century, translation was no longer limited to religious materials since people started appreciating their arts and esthetic aspects of life; therefore, translators in this period preferred to translate classical epics, tragedies, and plays. During the 20th and 21st centuries, literary translation has been expanded by the effects of modernization, globalization (Weissbort, & Ástráður, 2006) and multiculturalism (Karamanian, 2002).

2.2.2 Purposes and Benefits of Literary Translation

Literary works that are translated into a receptor language provide multiple benefits, as follows:

2.2.2.1 Literary Translation as a Compensation of Language

Knowledge

Straumanis (2013) indicates the purpose of literary translation is to introduce great works to worldwide audiences. A significant ideology is that translations of literary works into multiple languages are needed when the work becomes positively regarded among readers. In the age of multiculturalism, there are needs of people to experience the works in the language they understand. Brodzki (2007, p. 2) stated that translation should be considered a fundamental concept for the world, because humans can "no longer function without translation." In other words, 'literary translation' signifies that there has been a steady increase of the human need of understanding in intercultural senses.

2.2.2.2 Literary Translation as a Means to Preserve Literature's

Lifespan

Naturally, the number of languages translated signifies the importance of the work worldwide. Bloomsbury (2014) stated that the seventh book of J.K. Rowling's British fantasy classic, 'Harry Potter' (Harry Potter and the Deathly Hallows) has been translated in over 77 languages. Similarly, L. Ron Hubbard, the British author of 'Battlefield Earth' was awarded with the Guinness World Record as

‘Most Translated Author’ in October 2005, when his work was translated to more than 65 languages (Medeiros, 2005). In 2010, he was recognized for his other novel, ‘The Way to Happiness’ by Guinness World Records (2015) as the ‘Most Translated Author, Same Book’, for it was translated in 70 languages and still holds the world record in 2015.

Benjamin (as cited in Venuti, 2004, p. 16) points out that this phenomenon is related to the concept of life and afterlife in works of art. He claims “Just as the manifestations of life are intimately connected with the phenomenon of life without being of importance to it, a translation issued from the original - not so much from its life as from its afterlife. For a translation comes later than the original, and since the important works of world literature never find their chosen translators at the time of their origin, their translation marks their stage of continued life.” Some works had poor lifespans, or were considered of no value when they originated. When the works have been translated, however, they are revived and become important. One of the most noticeable examples is Anne Frank’s ‘Diary of a Young Girl’. This book was originally a journal written by a Jewish teenager during the World War II holocaust and has become a literary classic when her journal was found after the war. It was made into a Dutch publication and later got translated to multiple languages. Over 30 million copies of Anne Frank’s diary have been sold worldwide (Anne Frank Guide, 2014), and after 65 years of the book’s initial publication, the book has been translated into seventy languages (Anne Frank House, 2012).

Similarly, the trend of invoking Thai literary works translated in English and sold in an international level in order to make them known and preserved as world classics has been emphasized within the country by literature-related organizations and magazines such as PUBAT (The Publishers and Booksellers Association of Thailand) and Prakod. They claim that Thai literature such as ‘Khun Chang Khun Phan’ is potential Asian classics that should be translated and published internationally. Baker, & Phongsoichit (2009, p. 2; 17; 22) describe the fiction as a complex text as the story has been developed from folktale to proper literary work. The story also appears to contain rich themes, settings and allusions relatable to rural Thai people in real life, all of which are noteworthy as a Thai classic.

Because of this, Benjamin points out that the concept of life and afterlife for art is not about its nature, but its history in which translation serves a great contribution. He summarizes (as cited in Venuti, 2004, p. 17): “The history of the great works of art tells us about their antecedents, their realization in the age of the artist, their potentially eternal afterlife in succeeding generations... The life of the originals attains in them to its ever-renewed latest and most abundant flowering.”

2.2.3 Issues toward Literary Translation

Translation of literary works has always been a very risky maneuver. Bell (1991, p. 6), claims that something is always lost or gained from doing a translation, so translators are often accused of incompletely reproducing texts and intentions found in the original version. This is true to a certain extent. Karimi, (2006) indicates different languages provide different patterns, thoughts and perceptions of the writers. He also adds that factors from the texts' cultures, religions, and literary styles also make it difficult to translate them. The particular issue of translation can easily create impacts on both translators and readers.

2.2.3.1 Roles of the Translators

Munday (2012, p. 1) cites the literary translator Sam Hileman's expression on a translator's stressful condition as follows:

“You would never know it, but I hate translation more than I hate anything in the world. I am constantly afraid while doing it, afraid that I won't get it good enough... either not close enough or not strong enough. Or either too close. It is a miserable business, at best always a failure, at worst a disaster.”

Literary translators have usually been viewed negatively. They suffer from doubt that their translation works will not be effective while readers doubt and judge the quality of the translated works, which in itself is subjective. The problems in translation clearly are the major obstacles every translator has to deal with.

The roles of literary translator are defined by Walter Benjamin in his essay, ‘The Task of the Translator’ (‘Die Aufgabe des Übersetzers’), Benjamin (as cited in Venuti, 2004, p. 19-20) states "The task of the translator consists in finding

that intended effect [Intention] upon the language into which he is translating which produces in it the echo of the original." Translators seek to generate the 'true language' based on the source language and the translator's knowledge in multiple tongues to reduplicate a text in order to be understood in another language. The true language, according to him, is an essence of truth and perfection that every philosopher strives for. Good translators seek to create fidelity and reproduction of the original source by asking questions toward the translatability of the original text. Then they attempt to translate with fidelity. By fidelity, however, he does not talk about how literal or straightforward a translation is made in comparison toward the source text, but it means how translators smartly convey meaning through words that retain the connotations and senses featured in the original works. That means, while translations should retain a considerable amount of literal faithfulness, they should also be able to deliver the original version's significance so that translators can achieve 'pure language' that is a desired quality of a translation. Regarding this, Benjamin (as cited in Venuti, 2004, p. 22) adds "It is the task of the translator to release in his own language that pure language which is under the spell of another, to liberate the language imprisoned in a work in his re-creation of that work. For the sake of pure language he breaks through decayed barriers of his own language."

In Douglas Robinson's book, 'Becoming a Translator: An Introduction to the Theory and Practice of Translation' (2012), he explains the task of translator in the light of professionalism. He says that the translator's job is perceived from two main points of view: the 'external knowledge' or clients and readers' points of view and the 'internal knowledge' or translators' points of view as 'External Knowledge' and 'Internal Knowledge'.

In the External Knowledge perspective, Robinson (2012, pp. 6-21) believes that a textual and translator's reliability is needed in translation in order to make it good. Reliability here speaks of the trust that the client or reader put into a translator, that the translation can satisfy their reasons and needs from the text. For example, a university lecturer will expect the translation to transfer literary aspects found in the original to be retained, so that students can earn literary knowledge from the translation. On the other hand, a sales' advertisement will only focus on attracting customers to make money. In such cases, the sales would not want the translation to

contain too much novelty or depth. While every translation in general requires accuracy, equivalence, and fidelity, the quality of the work tends to be judged and evaluated on the quality of the translation work based on the contexts and situations, so the result of whether or not a translation is good or bad is a subjective matter of opinions, contexts, and situations.

On the other hand, Robinson (2012, pp. 24-58) defines translators from Internal Knowledge as a profession. He describes them as people with remarkable skills. They are ‘veracious’ and ‘omnivorous’ readers, literate in multiple languages, and they are capable in many sciences and professions. Robinson adds that translators are hungry for experiences, keen to understand the nature of humankind. They like gathering information that let them improve and master translating skills. Translators tend to carry different ‘selves’ or ‘personalities’ based on the texts that they are translating. Robinson also speaks about translator’s ‘professional pride’, where translators disregard money in favor of love and ambition for their works; they do translating because they want to and feel happy to do so. However, translators are still humans. They have personal beliefs, opinions, biases, etc. which may contrast their duties. There are moments when translators are required to work with texts that contradict their ideologies - for instance, feminist translators against sexist comments and video game translators against journal articles that criticize the social impact from gaming, - translators may lose ‘professional pride’ as they have to work with something they cannot enjoy. The result may be that the finished translation works are poor, as they lack soul and faithfulness of the original (Robinson, 2012). The exact roles and quality of the translator tend to be ambitious and questionable even by modern standards.

2.2.3.2 Translation Quality Assessments

Translation is a complex and subjective process that requires a precise negotiation between languages because every language does not share the same structure, syntax, and vocabulary. Bell (1991) defines translation as a ‘concept’, a ‘process’, or a ‘product’ involving how a translator retains the majority of contents, features, functions, and roles that are featured in the original source. Newmark (1988, p. 190) says that translation is a skill which requires a preservation of style and tones appearing in the original texts.

In a translation study, the balance and quality of a translated work cling upon the idea of ‘equivalence’ (Bassnett, 2014) or the equal values of interchangeable statements between the source and target languages. However, ‘equivalence’ is something that is hard to pinpoint. As translation deals with language and communication, Karamanian (2002) claims that translation, as a process of expressing thoughts to one another, is not merely about words and sentence structures, but also the culture’ aspects that is transferred from an author to a translator and a reader. Hatim, & Munday (2004, p. 6) state that translation is an action that occurs within a specific cultural context. A product of a translation is an end result of a translator’s work which is considered the cognitive, linguistic, visual, cultural, and ideological phenomena (Munday, 2008, pp. 191-192). It is also acknowledged that cultural aspects originating from translation is a factor that needs to be considered in our time (Karamanian, 2002). Due to the natural differences of human cultures, a direct replacement for words between SL and RL may sometimes turn out either incorrect or non-existent. Thai and English, for example, have always had problems with translation equivalence. Munday (2012) says that the two languages have different cultural contexts, formality levels, and entirely different language systems. Thai language tends to be more complex and give more importance toward special lexical, refined, and compound elements while English tends to be more straightforward. English’s single pronoun, “I” may be equivalent to more than five pronouns in Thai “ฉัน [chǎn]”, “ข้าพเจ้า [kâa-pá-jâo]”, “ผม [pǒm]”, “ดิฉัน [dì-chǎn]”, “กู [goo]” etc., all of which are used in different situations based on the user and the mood. On the other hand, some nouns in Thai like “สามล้อ [sǎam-lór]” - a word defining a unique shaped car used for transportation- are unknown to English speakers. A literal meaning of the word, as provided by thai2english (2014) is “tricycle”, but in actual translation, using this word would contradict the context and meaning of the original word, therefore it may be necessary to apply a cultural substitute and replace the word “สามล้อ” with the word “taxi” to make it more understandable internationally, even though it is technically an incorrect translation.

That is to say, translation is more than replacing words, as it tends to be culturally and contextually subjective, which begs a serious question regarding the

acceptable area of the translation quality. In order to come up with methods to find the middle ground in translation equivalences between literal and free translations, a theorist, Nida (1964), established important theories and frameworks which have bridged the gap toward modern translational trends. First, he proposed the idea of ‘formal equivalence’, where a translator puts focus on the original text and translates according to it. Secondly, he proposed the idea of ‘dynamic equivalence’. Similar to free translation, dynamic equivalence focuses on the sensitive aspects of the original texts. In a similar vein, Hatim, & Munday (2004) propose that translation be placed in a sliding scale between *form* and *sense* where the translator has to choose to which extent to translate the text. In their book, they draw a classical dichotomy as follows:

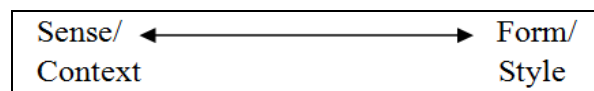


Figure 2.3 ‘Sense and Form’ Translation Model

Source: Hatim, & Munday, 2004, p. 10.

‘Form’, formal, or literal translation is an instance where the translator tries to translate from one language to another language directly while preserving all lexical and syntactic elements from the original text. On the flipside, ‘Sense’, dynamic, or free translation is a situation where the translator tries to capture the essence and meaning of the original text and deliver them in the translation without translating every word and every sentence literally. The two terminologies are applied in an inverse variation, and each of them should not be taken to an extreme. St. Jerome (c.348-420 AD, as cited in Bassnett, 2014) claims that word-for-word and sense-for-sense translations can both result in bad translation if they are handled improperly. If a translator attempts literal translation, it is unlikely that he will be able to capture the essence of the text, therefore writing utter nonsense or crucial misunderstanding. On the flipside, Hatim, & Munday (2004, p. 10) claim that “The senses may be translated, while the form often cannot ... the point where form begins to contribute to sense is where we approach untranslatability.” Untranslatability is a problem which occurs when a translator is unable to translate from the source

language to the target language while maintaining accuracy and staying faithful to the original text. In addition, sense-for-sense translation can cause inaccuracy or incorrectness in structure and syntax, thus translators may need to take the middle ground between ‘Form’ and ‘Sense’ in order to invoke a ‘Balanced’ translation, where the quality of the works will be acceptable among readers.

Quality assessment for literary translation on ‘equivalence’ to find ‘balance’ has been an important subject to study. In Thailand, there have been multiple studies regarding analyses of multiple translated literary works from English to Thai. These studies (Kedkamol Kaewked, 2005; Kanchat Chairat, 2011) found that Larson’s translation techniques (1997) have been major contributions toward changes of contexts and equivalence levels of the target language. Srisamarn et al. (2001), in their analysis research of ‘The Littler Princess’, show that translation techniques such as doublet, cultural substitution and addition can improve the quality of the translated works. They state that the quality assessment toward translation should be made based on the context or ‘sense’ rather than grammar, vocabulary or ‘form’. Kanchat Chairat (2011, pp. 98-100) adds that the goal of translation is a crucial factor that determines the quality of the works, which can refer to the importance of subjective equivalence having a higher priority to textual and literal translation.

2.2.3.3 Translation Imperialism

Another major problem is that translation can be used as a weapon. If original works can suffer from ambiguous morality, then translation can also have the similar issue. Baker (2006) warns about threats from misuses of style and narrative. She cites the 2003 Iraq War, where propaganda and falsely translated statements were spread throughout the conflict. Moss (2003, p. 12-13) gives an example where a statement that claims the American military “does not wish to destroy your landmarks” was mistranslated to “can strike at will, anytime, anyplace.”

The idea that translation can post a threat has always been a problem. Many countries that used to be ruled by English-speaking countries during World War I and World War II have developed a strong dislike toward imperialism, and have antagonized over literary translation. During this time, there has been popular belief that translation has been used as a political tool, where one culture would try to exert linguistic and authority dominance over another culture (Bassnett, 2014). One of the

noticeable studies that suggested this phenomenon is Paul Moon's (1840) analysis of the Treaty of Maitangi, which was signed during February and May, 1840 between the British governor William Hobson and Maori chiefs in northern New Zealand. Moon implies that Hobson tried to assert the government's authority over the Maori by intentionally mistranslating multiple sentences in the Treaty into the Maori language in order to manipulate the latter into giving them their land. In this case, translation of important work such as Peace Treaties between countries have been used as symbolic weapons where the dominant country tries to disempower and assimilate the indigenous one. In addition, Cheyfitz (1991) pinpoints that European translators obtained their rights to the land that had belonged to indigenous people by using styles and terminologies that were unknown to the latter and manipulating them into believing that the land legally belonged to the colonizers. Niranjana (1992) concludes that translation has been an aesthetic political tool for colonialism during colonial and postcolonial periods.

Based on a similar idea, there has been a larger negative impression that literary translation posts regarding the ideology of 'translation imperialism', which has emerged following the rise of English language in the globalized era. Modern linguists tend to relate this issue to ELF and globalization. Boase-Beier (as cited in Maier, 2009) has stated "As with original works, so with translations, there is no land where there are no constraints, no controls, no watchdogs, no filters, no pre-existing poetic patterns, no guardians of public morality" (p. 1).

Maier (2009) suggests that original works and translations are filled with subtexts toward English-cultural domination in the age of globalization. She cites Barker (2000, p. 115), who said that "the globalization of consumer capitalism... dominated by US-controlled corporations" which leads indigenous countries to suffer from "cultural homogenization" or "a loss of cultural diversity" by stressing "the growth of intercultural sameness. Barker's idea is that if readers let themselves be consumed by foreigners, they will unknowingly become pawns or slaves to dominant countries and people that are willing to abuse sciences and arts for their own benefits.

Ironically, the idea and intention of merging cultures has already been known as acknowledged in the world for a long time, as globalization "empowers a view for the entire world as a whole irrespective of the national identity and thus

globalization has narrowed the world by bringing people of all nations closer" (Kumar, 2013, p. 1173). There tends to be varied opinions on whether or not globalization is a good or bad concept. In Thailand's case, the population has not been colonized by English-speaking countries, so they arguably have volunteered to seek British and American language and culture due to the hype and necessity (Nagi, 2012), yet there have been debates on the language and cultural dominations in Thailand. For example, Phaisit Boriboon (2011, p. 47), in referring to Pierre Bourdieu's philosophy of "symbolic violence", states that the Thai government and lecturers tend to over-idealize the traditional ideology of English-language supremacy in Thai education, to the point that it creates "reproduction of social inequalities" which leads to "misrecognition" toward national cultures and the proper EFL tendency. With the ongoing debates, it remains a big question whether this issue may or may not affect Thailand in the future.

2.3 Previous Studies

2.3.1 Studies toward the Contributions of Literature and Literary Translation

The Commonwealth of Learning (2012) cited a case study of Ms. Shikha Pandit, an English lecturer in India, regarding her experimental activities on her students as she was worried that their' indifference toward literature reading would result in a lack of language development, which shows that students are more active toward language learning.

Similarly, the research entitled 'Use of Literature to Enhance Motivation in ELT Classes' conducted by a language teacher Haldun Vural (2013, pp. 15-23) shows that an experiment regarding the use of literary works in English classes provides positive results toward students. Vural's participants in the experiment group initially showed that they had negative views toward the subject. Their issues were that literary works were not enjoyable; they were too difficult as learning materials; they did not provoke after-class learning; finally, they were not a good way of learning the English language. After the experiment was conducted, however, the participants were shown to have better English academic performance than other EFL students,

and their negative beliefs toward literary works were that learning literary works in classes was not fun. This implies that literary works, though initially difficult and boring, can grow on students' interests and can motivate them to perform better in ELT education than using traditional methods.

2.3.2 Studies toward Perceptions and Preferences toward Literature and Literary Translation

There have also been significant changes toward how literary works and bilingualism is viewed in the modern age which renders the postcolonial belief, that literary works and literary translations can sway an individual's belief away from one's own culture, invalid. Salman Ilaiyan's study (2012) entitled 'East Jerusalem Students: Attitudes towards the Acquisition of Hebrew as a Second or Foreign Language in the Arab Educational System of East Jerusalem and Society's Support' shows that Arab students are willing to accept and use Hebrew language as a second or foreign language, and there is a need to support the bilingualism in schooling. Similarly, Baratz, & Abuhatzira (2014) indicate in their article 'Students' Attitudes towards Bilingual Children's Literature in Hebrew and Arabic' that in Israel, foreign literature does not necessary create identity crisis and cultural rejection among younger readers because children from both nationalities willingly adapt the bilingual aspects of the works toward the social dynamic and bilingual education. These studies suggest that the new generations of Israelites have been undergoing a huge shift toward their beliefs and their ways of thinking. Unlike Israelites of the past, who were arrogant toward indigenous cultures, races, and were known to be very insensitive toward religious and identity values, the new generations of Jewish and Arab students are open-minded to different cultures yet they are still proud of their respective ideologies and identities. This is very significant since it creates an implication that, in the age of globalization, even people in the most culturally sensitive nation do not reject bilingualism.

Still, the original literary works do not get appreciated in some other cases. An Algerian teacher Kheladi Mahammed (2014) has conducted a research entitled 'Investigating EFL Learners' Attitudes towards Literature Teaching Methods: Case of 2nd Year LMD Students at the University of Tlemcen'. The study was undertaken to

determine EFL students' views toward the study of foreign literature in EFL classes, using a mixed methodology and instruments such as observation and questionnaire survey. The result from his study initially showed a negative result, as more than 50% of his participants find that literary study is difficult, boring, and useless for their future career, and that they are not satisfied with the literary teaching method in their university. However, he claims that significant numbers of students do acknowledge the importance and the potential of literary works toward EFL studies, as evident from more than 40% of his participants perceiving literary learning as a possible way to improve language skills and cultural awareness as well as a way to engage in group work. For this, he claims that the uses of literary works in an EFL environment (within his context at the University of Tlemcen) should be remodeled to invoke better interest and engagement among the learners.

On the other hand, students tend to be more open-minded and critical toward the uses of translated literary works in an academic context. Among few studies of perceptions toward translated literature, Bussaidi, & Sultana (2015) conducted a descriptive research entitled 'Critical Thinking through Translated Literature in the EFL Omani Class', using descriptive analysis to determine students' perceptions toward the uses of translated literary works in the classroom. Their results show that EFL students in Oman engaged and adopted a judgmental attitude toward translated literature. The researchers claim that students are able to focus on the narrative, literary themes, and figurative aspects of the works then apply them to their cultural knowledge and perception to invoke a very effective EFL learning process. The researchers indicate using translated works can effectively introduce students to the world of literature as they are eager to take part in critical thinking and literary interpretation, which will eventually lead to create a lasting and meaningful understanding toward EFL knowledge and how to utilize it for the interactions and conversations in real life.

2.4 Summary

In this chapter, some of the theories regarding original and translated versions of American and British literary works have been reviewed. Literary works written in

the original English language are proven to be beneficial toward EFL readers as they improve students' educational performance and reading habits, but they are also limited because readers are not confident or not capable of reading full texts as well as other issues such as their possibly ambiguous morality. On the other hand, literary translation is acknowledged as an alternative form of literature, which provides similar literary experiences to the readers while it retains and prolongs the lifespan of the original version. However, translation also posts questions toward the quality and faithfulness of the works. Both original and translated versions have advantages and disadvantages, but a few case studies have shown that literary works can be effective when applied to an academic context to improve students' EFL and cultural knowledge, provided that they are motivated and interested in the works.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter elaborates on the research methodology used for the current study. It covers the general research design, research models, sampling techniques, participant groups of interest, research instruments, the lengths of data collection, and data analyses, which can help the reader understand the research procedures.

3.1 Research Design

This research utilizes a mixed methodology, which, according to Ivankova, & Creswell (2009), is a mixture between quantitative and qualitative quantitative research methods. It shares the quantitative research's interests in objective and numeric variables appearing in mass as well as the qualitative research's appeal toward subjectivity, words, and opinions generated from exploring a small but specific participant group related to the phenomenon in order to understand a research problem better than using either quantitative or qualitative methodology alone as it grants accurate and multidimensional views toward the research issue (Rocco, Bliss, Gallagher, Perez-Prado, Alacaci, Dwyer, & Fine, 2003). This method is suitable for the current study because it aims to illustrate the movements and the ideas behind literary reading trends in specific Thai university departments.

Specifically, this research makes use of the research model called 'Triangulation Design' provided by Ivankova, & Creswell (2009), which is a mixed methodology research method. The Triangulation Design is arguably the most common yet the most complex design of mixed methodology. The design is created to let both quantitative data (QUAN) and qualitative data (QUAL) be collected simultaneously, which suits the study due to the limited time and schedule. The Triangulation Design can be depicted in the following research model:

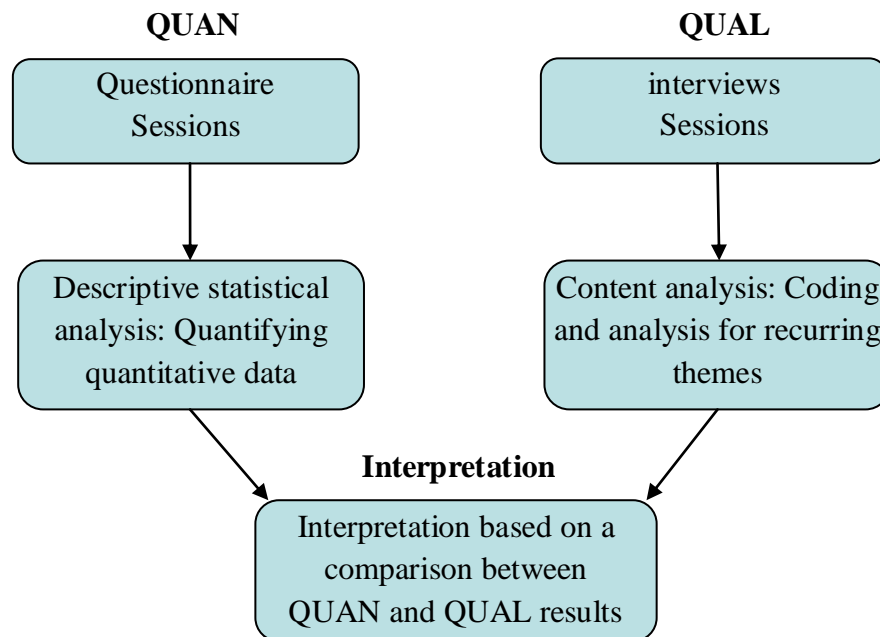


Figure 3.1 Triangulation Design for the Current Study

Note: Adapted from Ivankova and Creswell, 2009, p. 143

In this case, it is used to determine overall cultural trends and movements as well as to explore in-depth, albeit simple, reasons behind such literary reading of the students and lecturers participants. Each aspect of the data can be categorized as follows:

3.1.1 Quantitative (QUAN) Data

The quantitative data are determined by the use of a questionnaire survey to create a statistical data. This data are stored and processed using a social based statistical analysis program, which has a spreadsheet interface containing statistical variables and a labeling system. The result has been analyzed using a descriptive statistical analysis, which is used to describe and summarize data to indicate certain patterns that emerge from the results (Lund Research Ltd, 2013). The analyzed data are mainly calculated into comparable percentages. The quantity of participants preferring original and translated versions as well as their perceptions and preferences toward both versions based on their opinions, which range from their reading habits,

their opinions on strengths and weaknesses of the original ‘English’ version of the texts and the translated ‘Thai’ version is recorded.

The discussion of the quantitative data will be made in ‘Chapter 5: Discussion, Conclusion, and Recommendations.’ to answer the first research question: “What are the perceptions and preferences of the university respondents regarding literary reading of the original and translated versions, and which of them is more preferable?”

3.1.2 Qualitative (QUAL) Data

The qualitative aspect of the data is conducted using raw data and comprises messages and remarks from selected interview participants of interests. It aims to understand the perceptions behind the preferences behind literary reading in both original and translated versions of the texts, which can become a key in establishing literary reading trends in Thailand and provide sound evidence to support their preferences. Statistical analysis alone may not be enough. Analyzing words and statements from experts can help magnify the issue and make the study complete.

The discussion of the qualitative data will be made in ‘Chapter 5: Discussion, Conclusion, and Recommendations.’ to answer the second research question: “What are the additional ideas and opinions behind the perceptions and preferences toward literary reading of both versions?”

3.1.3 Integration of QUAN and QUAL Data

Both quantitative and qualitative results are to be compared, contrasted, and summarized during the discussion to indicate the final interpretation of the literary habits of literary reading in Thai university participants. As the initial data have several differences in nature, the two types of data will have different purposes. The quantitative data will be used as a general statement to convey the general movements of the participants, while the qualitative data will be used as a magnifier to observe the reason and beliefs behind such movements. The qualitative data are also used as the supportive evidence to support the statistical data.

The interpretation and implication of such data will be made in ‘Chapter 5: Discussion, Conclusion, and Recommendations.’ to summarize the study as well as to

indicate an answer to the third research question: “How can British and American literary works be related to the development of Thailand’s EFL?”

3.2 Research Sampling

3.2.1 Sampling Techniques

This research utilizes 'purposive sampling' which is a strategic choice in which a researcher selects specific participants based on the researcher's own judgment. It is considered a very specific and small sample compared to other sampling techniques that, unlike random participants, are based on the study's contexts and objectives and are therefore more relatable and reliable (Palys, 2008). Laerd Dissertation (2012) indicates the goal of purposive sampling is to create statistical inferences toward a mixed methodology. In this case, the participants are chosen based on the criterion that ensure they are capable of reading both versions of the literary works, and therefore are capable of answering every question provided. They are also chosen because their education and career backgrounds imply that they are theory-guided and experts within the contexts of the study.

Prior to the completion of the research data, the sampling was tested in a pilot study and was accepted by an expert in that the respondents were able to give interesting answers that satisfy the research objectives and provide creditable results of the study. The purposive sampling, therefore, could provide more progressive and effective research than choosing random participants.

3.2.2 Sampling Categories

3.2.2.1 Overall Participant Groups: University Departments

After consideration and consultation with an expert on the purposive sampling groups, four suitable university departments, namely ‘Department A’, ‘Department B’, ‘Department C’, and ‘Department D’, have been chosen for this study. All of the departments are located at well-known universities located within Bangkok, Thailand. They have distinctive traits in the relatable fields of language and literary education that make them considerable participant groups to be studied and compared.

1) Department A: English has students and lecturers who specialize in English language practices. These participants are considered to have the closest relation to English language communication and linguistic education as they use English regularly.

2) Department B: Foreign Languages has students and lecturers who are majoring in foreign languages which includes English as one of the primary languages along with French, German, and Spanish. These participants are skilled at reading multiple languages and understanding many foreign cultures.

3) Department C: Literature has students and lecturers who are trained in reading and interpreting British and American literature. They are avid readers of classic and modern literature that were written in the original 'English' language.

4) Department D: Translation has students and lecturers who study in translation and interpretation sciences. These participants are naturally skilled at reading, indicating, and conducting linguistic transfers between the original 'English' version and the translated 'Thai' version of multiple texts.

Due to the very specific natures and traits of the participants, it should be noted that they are not meant to represent a universal population of Thai readers or universities. This research, instead, tries to establish the similarities and differences of different sampling groups toward the same research issue.

This, however, leads to a problem with the types of data of the mixed methodology. The sampling for the quantitative and qualitative aspects of the research are generally based on the four university departments as described above. However, due to the methodology limitations, the categorizing participants are required to use different techniques and therefore create differences in data collection. This means that the quantitative data and the qualitative data are done in completely separated sessions. As the result, they contain possibly different participants, and they are required to be analyzed in different sections before they can finally be combined in the discussion.

3.2.2.1 Quantitative (QUAN) Groups: Random Purposive Survey

While the participants of the quantitative data are based on the four university departments, it is almost impossible to pinpoint and balance the respondents due to the large amount of participants partaking in the procedure. The

methodology for the quantitative data is the distribution of the questionnaire survey. The total number of questionnaires is presented in the following table:

Table 3.1 Participant Counts for the Questionnaire Sessions

Departments	Total
A: English	24
B: Foreign Languages	60
C: Literature	22
D: Translation	29
Total	135

The total number of participants is 135, which consist of 24 participants form Department A, 60 participants form Department B, 22 participants form Department C, and 29 participants form Department D.

An apparent problem with this data set is the large number of participants from Department B, which reached 60 while the other departments have only 20-30 participants. The reason for this is because of the limitations on the participant recruiting procedure. The intended number of participants at first was more than 50 participants for every department, which turned out to be impossible due to the very limited size of the university department, and the staff claiming that only few respondents were available at that time. Due to the time limitations of the thesis, it was not possible to ask the staff to distribute multiple sets of questionnaires to reach the intended numbers. Department B, however, was able to provide such participant count within one session due to its large campus. With the overwhelming numbers of valuable answers from Department B, the experts recommended that all of the data should be kept in the study, so that the results and the efforts would not be wasted.

3.2.2.2 Qualitative (QUAL) Groups: Specific Interviewees

Unlike the quantitative (QUAN) data, the qualitative data focuses on a much smaller and balanced group of participants. This research focuses on two different subgroups of participants: students and lecturers, which are the participant groups most valuable toward the research given the contexts of university departments. The subgroups are determined by an implication that students and

lecturers are different types of people who, while are directly related to the research issue, are different in age, wisdom, and experiences in the ways that answers would be different and very useful for the qualitative research.

First, student participants are used as the representatives of the youth of the new generation. The students, from the initial observation, are literary readers with open-minds and high motivation to read multiple British and American literary works in both the original ‘English’ and the translated ‘Thai’ versions based on popular media or academic requirements. The students are recommended and recruited by the lecturers and department staff whom the researcher contacted. Next, the lecturers are considered the representatives of either the previous or the current generation. University lectures are initially perceived as experienced people, having taught in the subjects that are related to the research issues such as English language, English literature, or English-Thai literary translation, which may cause their viewpoints to be different and more detailed than those of the students.

The participants selected from four university departments are reported in the following table:

Table 3.2 Participant Counts for the Interview Sessions

Departments	Occupation		Total
	Student	Lecturer	
A: English	1	1	2
B: Foreign Languages	1	1	2
C: Literature	1	1	2
D: Translation	1	1	2
Total	4	4	8

The total participant count is eight, including one student and one lecturer from the four departments. The structure of the answers will be presented as tables and summarized quotes.

Due to the different procedures, it is unknown whether the participants are the same or different to the questionnaire respondents (except for Department C, as mentioned); therefore, the responses from the interviews will not be related to the answers of the questionnaire on an individual scale.

3.3 Data Collection Methods & Procedures

3.3.1 Research Instruments

3.2.2.1 Questionnaire

The questionnaire is designed with a lean toward the closed format form of questions that have been supervised based on the researcher's own experiences as a former literature student as well as the advice given by the experts. It is designed to collect quantitative (QUAN) data from more than 20 participants per department of interest, with the main purpose of answering the first research question regarding overall perceptions and preferences the participants are having toward literary reading in both original and translated versions. The weight of the responses is directly related to the quantitative (QUAN) aspect of the study as it aims to summarize overall perceptions and preferences of the participants into comparable variables. The data will be converted to tables and figures which indicate, compare, and contrast the reading habits of each university department.

The questionnaire has been revised based on the advice of experts, and the results have been verified through pilot studies with 20 trial participants of the university departments of interest.

The questionnaire contains 34 items, and is separated into three sections: 'Section 1: General Information', 'Section 2: Opinion Survey Part A', and 'Section 3: Opinion Survey Part B'.

1) Section 1: General Information

This section contains 8 items which consist of check boxes intended to collect participants' personal information.

The first four questions deal with the participants' general information such as the names of university and department. This section is used to identify the participants and to sort them into correct categories for data analysis, but the answers themselves are not calculated and discussed in the study.

The next four questions concern participants reading frequency toward literary reading, which, according to the experts, should be put in the same section as the general information as these questions will encourage participants into

answering the remaining questions. The overall reading frequency and the reading ratio of the original and translated versions will be presented in Chapter 4.

2) Section 2: Questionnaire Part A

This section contains 13 items which consist of multiple-choice questions which indicate the common answers toward the understanding, reading purposes, supportive factors, benefits, and problems as perceived by the participants toward literary works. The answers of this section are calculated as statistics that imply the participants' perceptions toward literary knowledge, which lead to an overall understanding about the status of literary works and literary translation among the participants. To categorize the questions in relation to the study's focuses, they are categorized into the three parts: 'Translated Version', 'Original Version', and 'Translated or Original Version'.

3) Section 3: Questionnaire Part B

This section contains 13 items which use the basic 5-point likert scale, which is a common method to produce measurable results of research. In this case, it aims to collect and measure participants' responses that can confirm some of the claims from Section 1 and to determine additional perceptions and preferences toward literary reading. The available choices for the likert scales range from 'Strongly Agree' (1), 'Agree' (2), 'Indifferent' (3), 'Disagree' (4), and 'Strongly Disagree' (5). The method for this section is different to Section 2 as the main focuses are different. Section 2 focuses on pinpointing the commonly agreed aspects toward the strengths and weaknesses of literary works; therefore, checkboxes with details are mandatory. Section 3, on the other hand, focuses on the participants themselves, measuring the participants' sympathetic and common opinions toward literary reading and influence, where the answers indicate "how much" they agree with the statements rather than upon "what" they agree.

This section is noteworthy for not being in the qualitative research, as it is requested by the experts to be separated from the original interview draft in order to reduce the number of questions. This section, therefore, will be calculated and discussed mainly within the quantitative study.

3.2.2.2 Interview

The individual interview sessions are done with representatives of students and lecturers. The interview paper is designed for a face-to-face interview procedure, which involves interviewer administered procedures and subjective and in-depth answers toward the second research question regarding the reasons and ideas behind the perceptions and preferences toward literary reading in both the translated and original versions. The weight of the responses will lean toward the qualitative (QUAL) aspect of the study, as it aims to study the more subjective, in-depth and individual related perceptions and preferences of the university students and lecturers toward literary reading. The data will be described in detail within tables containing descriptive paragraphs.

The interview form has been revised based on the advice of the experts, and the results have been verified through pilot studies with a trial teacher participant of Department A.

The interview session contains 17 items, and is separated into three sections: ‘Section 1: General Information’, ‘Section 2: Interview Part A’, ‘Section 3: Interview Part B’.

1) Section 1: General Information

This section contains 4 items intended to determine participants’ personal information, which includes their genders and their university departments. This section purely serves as a reference rather than a material for analysis.

2) Section 2: Interview Part A

This part contains 11 items consisting of questions that are the same that appeared in ‘Section 2: Opinion Survey Part A’ in the questionnaire. It is categorized into three parts: ‘Translated Version’, ‘Original Version’, and ‘Translated or Original Version’. The answers are used to explain the participants’ perception toward the strengths and weaknesses of the original and translated versions. The main difference from the questionnaire, however, is that questions are open ended and interviewee based, meaning that participants will be able to express their thoughts and knowledge without restriction. The data analysis will be conducted based on their

statements. Similar data to the questionnaire will be used in parallel to support each other. Different data will be compared and discussed.

3) Section 3: Interview Part B

This section contains 3 items which have additional questions that indicate some interesting issues in Thai society that are related to the research topic. Similar to ‘Section 2: Interview Part A’, the questions are open ended and interviewee based, which allow participants to express their opinions without restriction, but are separated due to the significant tones and issues addressed toward the research issues.

In addition, this section is exclusive to the interview because the section has an element of qualitative research. It was also removed from the quantitative data because of the expert’s request to reduce the number of questions.

3.3.2 Research Procedures

The period of data collection was from November 1, 2014 until March 3, 2015, covering the following procedures with the details categorized by the types of research as follows:

3.3.2.1 Quantitative (QUAN) Data

The procedure of the quantitative data is via questionnaire survey on the random participants of the mentioned four university departments. The procedure is as follows:

First, the researcher contacted the university staff and obtained their permission to conduct research with the participants. Then, copies of questionnaires were sent to the university departments either via EMS or personal contact, so that they could distribute the questionnaires among EFL, English literature, or translation classrooms with random participants during a specific time before the completed questionnaires were collected. By doing so, the questionnaire answering procedure was completed without the researcher’s intervention or observation. The exception to this procedure is Department C (Literature) because the staff stated that the researcher was required to visit and hand the questionnaire to the respondents in person. The session with Department C turned out to be the only session where the researcher can

confirm that the participants from the quantitative data are completely different from the qualitative data.

3.3.2.2 Qualitative (QUAL) Data

The individual interview sessions are done with the representatives of students and lecturers who are recommended by the department staff.

Similar to the quantitative data, the researcher contacted the university departments for permission and availability of the participants. Unlike the quantitative data, the interviews are done via direct appointments with students and lecturers, where participants can answer questions promptly. The respondents are lecturers chosen by the researcher, and the students are recruited by the lecturers. The sessions are completed in Thai language to gain maximum information. The answers are then translated and described under the supervision of a translation professor, who can suggest the most effective ways to translate, summarize, and present the data. Each interview session is 30 minutes or less and are recorded via a smartphone's voice recording program.

3.3.2.3 Integration of QUAN and QUAL Data

Both quantitative and qualitative results will be compared, contrasted, and then summarized during the discussion to indicate the final interpretation of the literary habits of literary reading in Thai Universities. As the initial data has several differences in nature, the two types of data will have different purposes. The quantitative data will be used as a general statement to convey the general movements of the participants while the qualitative data will be used as a magnifier to observe the reason and beliefs behind such movements. The qualitative data is also used as the supportive evidence to support the statistical data.

3.4 Summary

In this chapter, the research techniques used in sampling, data process, and data analysis have been mentioned. This research uses mixed methodology to triangulate the understanding toward the research issues. The participants are chosen using a purposive sampling technique, which focus on the participants of four university departments who are capable of answering questions related to the research

issues. By processing the quantitative data into a statistical program, cultural trends can be calculated to determine the preferred version(s) as well as to locate the reading purposes, factors, benefits, and problems found by the participants toward both versions. The qualitative data, on the other hand, is stored as audio files on a mobile phone and computer for transcription in order to showcase the in-depth answers and information regarding the research issues.

CHAPTER 4

RESULTS OF THE STUDY

This chapter reports the results obtained from the research, which are separated mainly into two sections: the quantitative results and the qualitative results. Each has its own sections.

For the quantitative data, the chapter displays graphs, bars, and tables based on the sections marked in the questionnaire: Section 1: General Information - which shows the participants' reading habits, Section 2: Questionnaire Part A - which shows participants' perceptions toward literary works such as reading purposes, benefits, reading factors, benefits and problems of each version, and Section 3: Questionnaire Part B - which deals with further perception and preferences between the versions.

The qualitative data, on the other hand, are based on the reading versions and summarized so they can be briefly compared with the quantitative data. The qualitative data are separated into three important sections: 'Original Version', 'Translated Version', and 'Original or Translated Version'.

4.1 Quantitative Results: Questionnaire Surveys

The following quantitative (QUAN) results are gathered and calculated from questionnaire survey sessions on the mass participants, which focus on the general information toward Thai university readers' trends of British-American literary reading upon the original and translated versions.

4.1.1 General Information

This section indicates the basic information related to the literary reading habits of the participants for both versions. The data mainly generate the participants' preferences toward literary reading habits.

4.1.1.1 Participants' Literary Reading Frequency

Table 4.1 Overall Literary Reading Frequency (Per Month)

		Departments				Total
		A: English	B: Foreign Languages	C: Literature	D: Translation	
Reading Frequency	0-1 Book	25%	61.7%	4.5%	41.4%	41.5%
	1-3 Book(s)	70.8%	36.7%	72.7%	48.3%	51.1%
	4-6 Books	0%	1.7%	9.1%	10.3%	4.4%
	8-10 Books	0%	0%	9.1%	0%	1.5%
	≥11 Books	4.2%	0%	4.5%	0%	1.5%

Table 4.1 shows that the average reading ratio of the participants is around 1 and 3 literary title(s) per month, though some of the departments are distinctive in the reading frequencies. Surprisingly, Department B does not read a lot whereas Department C is the only group that has an overall high reading frequency, with participants who read more than 4 books.

The statistics shows that in Department A, 70.8% say that that they read from 1-3 titles while 25% of the participants read less than one literature title per month. Department B, despite studying foreign languages, reports that 61.7% of the participants read less than one title per month and only 1.7% read more than 4 books. Meanwhile, In Department C; 72.7% read from 1-3 books whereas 9.1% read from '4-6 books' and '8-10 books'. Lastly, Department D shows that 48.3% read from 1-3 titles and 41.4% read less than 1 book. Interestingly, Department A and Department B have very contrasting reading habits despite being in similar university fields that focus on foreign language education, albeit located in different universities.

Table 4.2 Frequency of Original and Translated Versions (Per Month)

		Department				Total
		A: English	B: Foreign Languages	C: Literature	D: Translation	
Frequencies of Original Version <i>Translated Version</i>	Never (0%)	4.2% <i>12.5%</i>	8.5% <i>20.3%</i>	0.0% <i>4.5%</i>	0.0% <i>6.9%</i>	4.5% <i>13.4%</i>
	Seldom (1-20%)	0% <i>58.3%</i>	32.2% <i>13.6%</i>	0.0% <i>40.9%</i>	10.3% <i>34.5%</i>	16.4% <i>30.6%</i>
	Sometimes (21-40%)	8.3% <i>4.2%</i>	35.6% <i>28.8%</i>	18.2% <i>27.3%</i>	10.3% <i>24.1%</i>	22.4% <i>23.1%</i>
	Often (40-60%)	33.3% <i>16.7%</i>	8.5% <i>15.3%</i>	9.1% <i>22.7%</i>	6.9% <i>20.7%</i>	12.7% <i>17.9%</i>
	Usually (61-80%)	4.2% <i>4.2%</i>	1.7% <i>11.9%</i>	13.6% <i>4.5%</i>	17.2% <i>6.9%</i>	7.5% <i>8.2%</i>
	Almost Always (81-88%)	41.7% <i>4.2%</i>	5.1% <i>9.1%</i>	45.5% <i>0%</i>	41.4% <i>6.9%</i>	26.1% <i>4.5%</i>
	Always (100%)	8.3% <i>0%</i>	8.5% <i>5.1%</i>	13.6% <i>0%</i>	13.8% <i>0%</i>	10.4% <i>2.2%</i>

Table 4.2 shows the reading frequency comparison between literary versions. According to the data, the original version is read more than the translated variants. For the original version (bolded texts), it is indicated that each department's reading frequency for the original version appears to peak at the 'almost always' option with each department's top score, except for Department B, where once again, students admit having very low reading frequencies. For the translated version (italic texts), 'seldom' and 'sometimes' options are the average answers. There are moderate numbers of participants who 'sometimes' and 'often' read both versions at similar rates.

For the original works, Department A shows that 33.3% 'often' read the works while 41.7% 'almost always' read the works in English. Next, in Department B, 35.6% 'sometimes' read the originals and 32.2% 'seldom' read the works. Department C shows that, astonishingly, 45.5% 'almost always' read in English language while 13.6% 'usually' and 'always' read them. Finally, Department D shows that up to 41.4% 'almost always' and 13.8% 'always' read the original version.

The translated version, on the other hand, indicates that in Department A, 58.3% ‘seldom’ read the translated works while 12.5% of the participants ‘never’ read the translated version, but 16.7% ‘often’ read the version. Department B show that 28.8% ‘sometimes’ and 20.3% ‘never’ read translated works. On the other hand, Department C shows that 40.9% ‘seldom’; 27.3% ‘sometimes’ and; 22.7% ‘usually’ read the translated version. Finally, responses from Department D show 34.5% ‘seldom’ read in Thai and 24.1% ‘sometimes’ read in Thai.

An overall comparison between the two versions show that the majority of the participants tend to read original materials more than the translated version, with the highest percentage for the original version (26.1%) being in the ‘almost always’ while the highest number for the translated version (30.6%) being in the range of ‘seldom’. However, it should be noted that the second and third highest values of the original version (22.4% and 16.4%) range from ‘seldom’ to ‘sometimes’. This implies that while there are more people who read the originals, there are people who moderately read both versions with equal frequencies.

4.1.1.2 Preferred Literary Bookstores in Thailand

Table 4.3 Preferred Bookstores in Thailand

		Departments			
		A: English	B: Foreign Languages	C: Literature	D: Translation
Preferred Bookstores (Original Version)	Asia Books	45.8%	61.7%	86.4%	41.4%
	Kinokuniya	87.5%	35.0%	63.6%	86.2%
	Bookazine	0.0%	0.0%	4.5%	0.0%
	Dasa Bookstore	0.0%	0.0%	13.6%	10.3%
Preferred Bookstores (Translated Version)	<i>SE-ED Books</i>	8.3%	31.7%	9.1%	3.4%
	<i>Naiin Bookstore</i>	8.3%	21.7%	18.2%	3.4%
	<i>CU Books</i>	16.7%	1.7%	0.0%	10.3%

This table indicates the preferred bookstores of the participants. In every department, it is shown that participants choose English language bookstores such as ‘Asia Books’ and ‘Kinokuniya Books’ over Thai bookstores such as ‘Naiin’

and 'SE-ED Book Center'. This heavily implies that the participants prefer visiting bookstores that provide British and American fiction printed in the original languages.

Department A shows that 87.5% choose 'Kinokuniya' and 45.8% choose 'Asia Books'; 16.7% choose 'CU Books' while only 8.3% chose 'Naiin' and 'SE-ED' Bookstores. Next, Department B shows that 61.7% visit 'Asia Books' and 35% choose 'Kinokuniya', while 31.7% and 21.7% prefer 'SE-ED Book Center' and 'Naiin' respectively. In Department C, up to 86.4% choose 'Asia Books' and 63.6% choose 'Kinokuniya'. Lastly, Department D shows that 86.2% prefer 'Kinokuniya' and 41.4% choose Asia Books. 6.9% choose 'other' as they prefer doing Internet shopping via Amazon.com, which heavily implies that they prefer the original version. Only 3.4% each choose 'Naiin' and 'SE-ED' as their favorite bookstores.

4.1.2 Questionnaire Part A

Questions appearing in this section deal with the important aspects of literary reading in both original and translated versions, which include the reading purposes, factors, benefits, problems, as well as the comparison between versions to indicate participants' *perceptions* toward British and American literature and their translated equivalence.

An important note to take regarding this section is that the options are multiple-choice based, which was not limited to how many choices the participants could pick. The percentages calculated upon each choice will be based on whether or not one participant choose to select such choices in their individual questionnaire, and therefore calculated based on that choice alone upon the total papers distributed. For example, it is possible that 70% of the participants of one department chose Choice A, and 65% of the same participants also choose Choice B simultaneously. The total percentages, therefore, do not equal 100%.

4.1.2.1 Original Version

1) Literary Reading Purposes

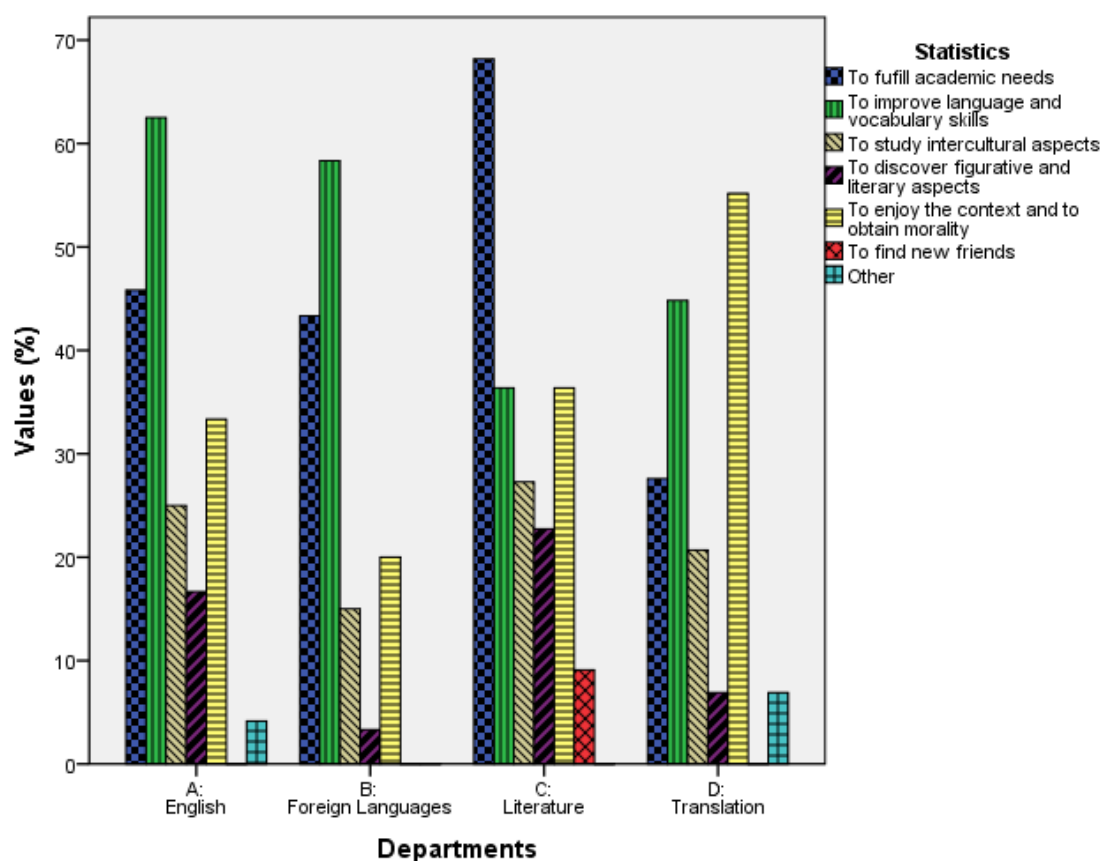


Figure 4.1 Purposes of the Original Version

Two most regarded purposes in reading literary works in the original version are ‘to improve language and vocabulary skills’ and ‘to fulfill academic necessity’. The third most regarded purpose is ‘to enjoy the contexts and gain morality’. While they do read for enjoyment, it appears that the respondents have the reading priority related to the academic perspective, especially in linguistic and cultural departments.

In Department A, 62.5% read to improve their English language skills; 45.8% of the participants read the originals as the part of their education; and 33.3% read to enjoy the works. Next, Department B indicates 58.3% read to improve language skills, 43.3% read as a part of their education, and 20% read

to enjoy the works. Department C shows that 68.2% read the original works as a part of their English literature curriculum; 36.4% read the original version to improve language skills and to enjoy the contexts and 27.3% read to study intercultural aspects of the works. Lastly, Department D gives the most distinctive answers. The respondents indicate that 55.2% read to enjoy the works, while ‘to improve their English language skills’ and ‘to fulfill an academic necessity’ become secondary and tertiary purposes, scoring 44.8% and 27.6% respectively.

2) Literary Reading Factors

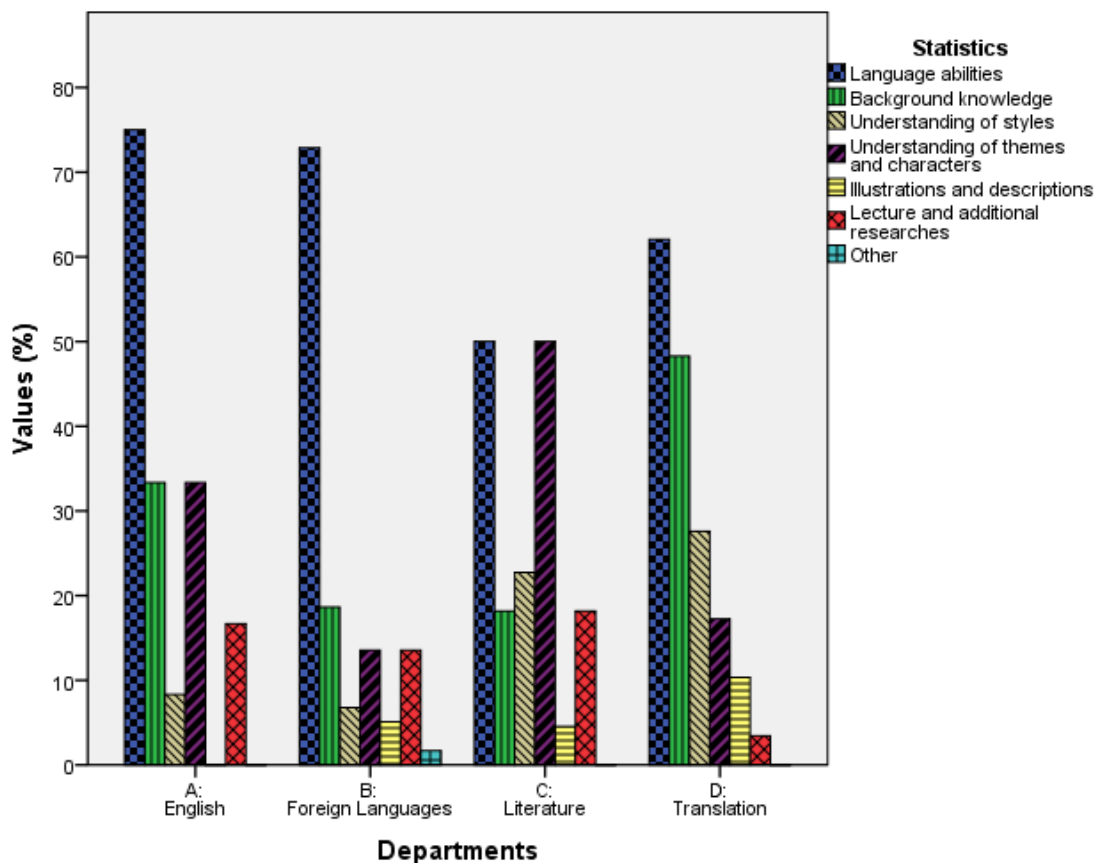


Figure 4.2 Reading Factors of the Original Version

Figure 4.2 covers the reading factors indicated by the participants. ‘Reading factors’ defines the aspects appearing in the books or those generated from the readers that can help understand and analyze the works better. It appears that English language is the most dominant reading factor for the original version as English is a necessary tool for EFL readers to understand the texts.

Department C, however, shows that the understanding toward themes and characters is also an important factor as the participants claim they are required to understand the original works beyond the narrative levels.

Department A indicates that 75% say that language skills contribute deeply to the understanding toward the original version while ‘background knowledge’ and ‘themes and characters’ equally share the rating of 33.3%. In Department B, 72.9% choose ‘language skills’ and 18.6% think that background knowledge is important. Next, Department C reveals that, ‘themes and characters’ and ‘English language skills’ both score 50%; while the rest of the choices are below 25%. Finally, Department D shows that 61.1% choose English language skills as an important reading factor; 48.3% indicate literary background as an important factor, and 27.6% say that literary writing style is important.

3) Literary Reading Benefits

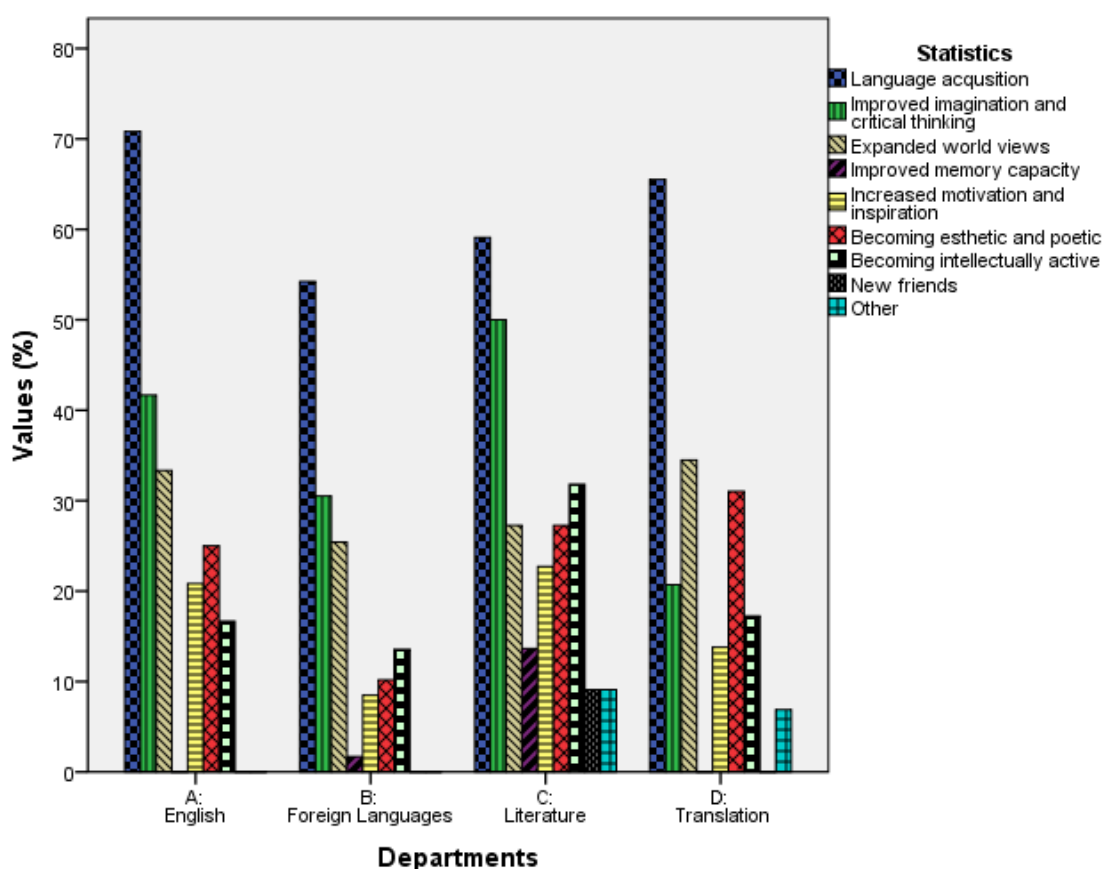


Figure 4.3 Benefits of the Original Version

Figure 4.3 reveals the results of the participants' opinions toward the benefits of the original version. The most commonly regarded benefit is 'language proficiency', scoring more than 50% in every department. For the secondary benefits, all the departments agree that 'imagination and critical thinking' are important benefits except for Department D, where the participants take more interest in how the world is perceived and depicted around them.

Department A reveals that up to 70.8% think that their language skills are improved by reading literary works; 41.7%, meanwhile, believe that reading the original can improve their imagination and critical thinking; 33.3% say literature can expand their worldviews. Next, Department B shows that 54.2% improved their English skills; 30.5% state that literary works can improve their imagination and critical thinking skills, and 25.4% state that the works can improve worldviews. The results from Department C show that 59.1% think that English language proficiency is the main benefit from the original version while 50% claim that they have improved their imagination from reading literary works. Finally, Department D shows that 65.5% believe that English language skills are beneficial; 20.7% believe literature can improve imagination; 34.5% say literary works can expand their worldviews.

4) Literary Reading Problems

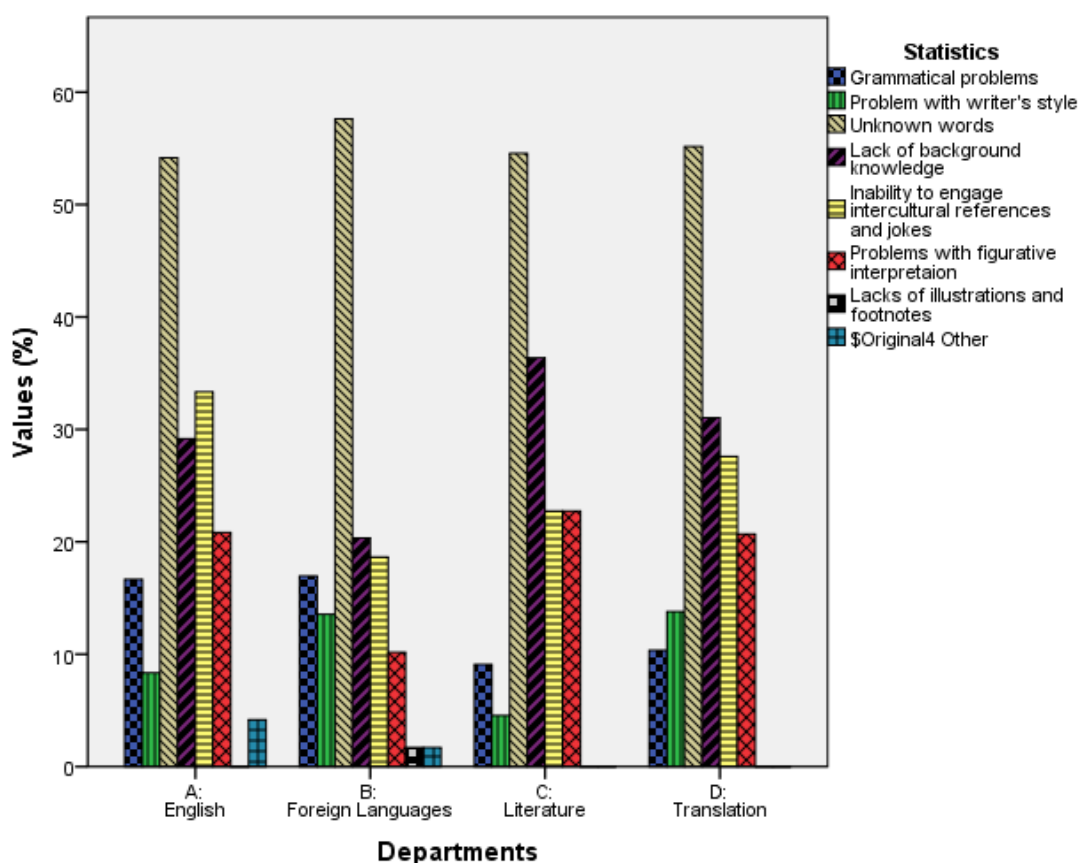


Figure 4.4 Common Problems of the Original Version

This figure shows the common problems perceived by the respondents. In every department, ‘unknown words’ are the most common problems seen in the original version, with the scores in every department surpassing half of each department’s total participants. The lack of literary or social background is the second most regarded problem. On the other hand, grammatical problems and styles do not seem to pose a significant threat to Thai readers, perhaps because the participants already acknowledge the basics of English language reading.

Department A indicates that 54.2% think that unknown words are the main problem of the original version; 29.2% of the participants state that they lack background knowledge necessary to understand the works; 33.3% say that they are not able to engage in the intercultural references and jokes. Next, 57.6% of

Department B struggle with unknown words while the rest of the problems score lower than 25%. Next, Department C shows 54.5% who speak of the unknown words as the main problem; 36.4% say they struggle with a lack of background knowledge; and 22.7% indicate ‘intercultural references’ and ‘figurative aspects’ being significant problems. Lastly, Department D shows that 55.2% of the participants have problems with unknown words; 31% think their lack of background knowledge is an important problem, and 27.6% say that they have problems understanding references and jokes.

4.1.2.2 Translated Version

1) Literary Reading Purposes

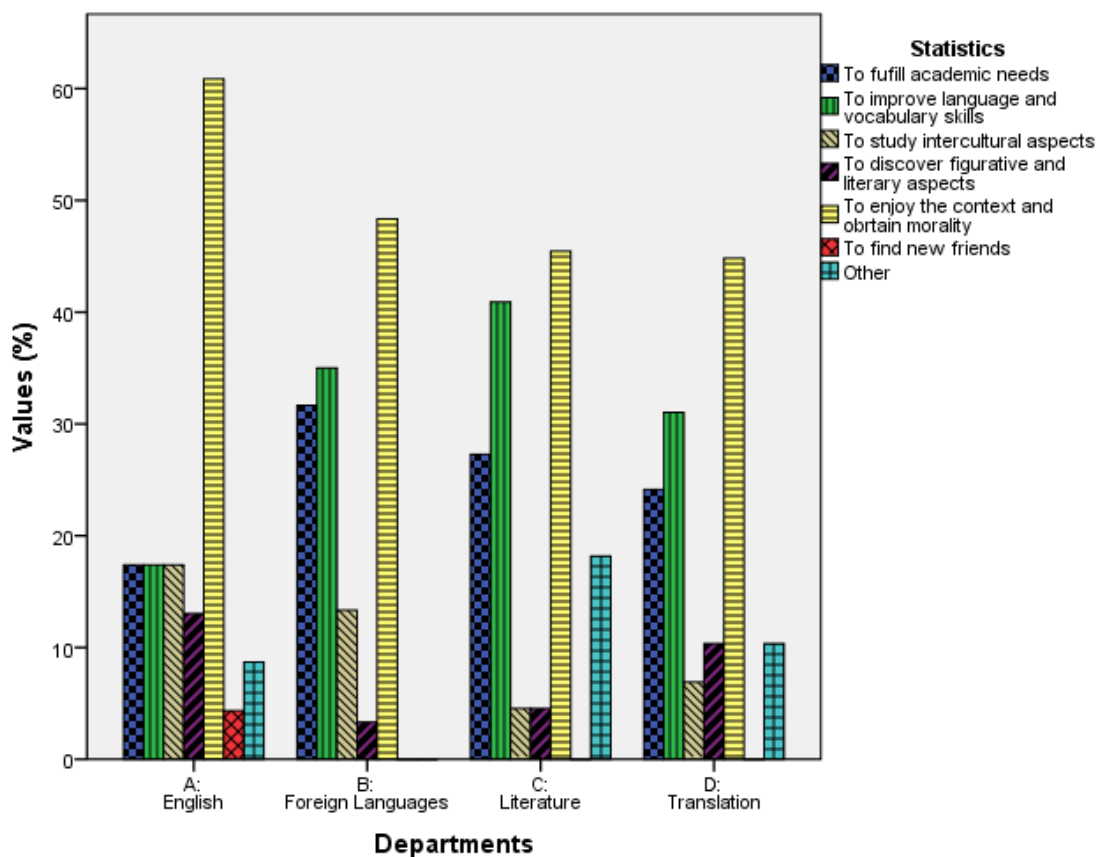


Figure 4.5 Purposes of the Translated Version

Figure 4.5 shows the result regarding the literary reading purposes of the translated version. The three most regarded answers for the version in order are: ‘to enjoy the contexts’, ‘to improve language skills’ and ‘to fulfill academic necessity’. The dominant answers count for the first option which implies that, unlike the original version, the main purpose of the translated literature is to entertain the

reader. Like the original version, however, the participants believe that reading and studying translated works improve Thai language skills and serve as part of the university study.

Department A indicates the dominant rating of 60.9% who read to enjoy the works as the other choices scored lower than 20%. Next, Department B shows that 48.3% choose to read to enjoy the story and moral, 35% read to improve their native Thai language and 31.7% read as part of their education. Next, Department C shows that 45.5 % read ‘to enjoy the contexts and to gain morals’ while 40.9% read to improve language skills. Lastly, Department D indicates that 24.1% read to fulfill their academic necessity and 31% read to improve language skills.

2) Literary Reading Factors

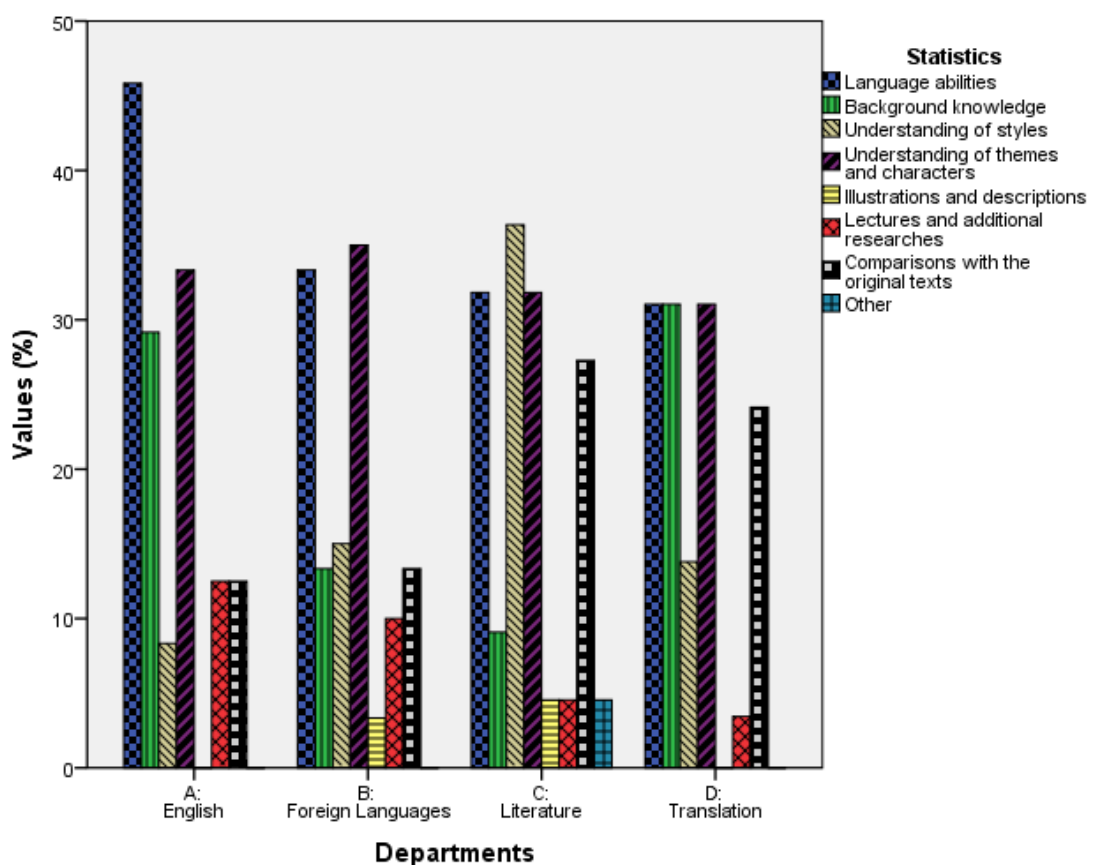


Figure 4.6 Reading Factors of the Translated Version

This figure indicates the reading factors of the translated version. The scores show some variety regarding the most important reading factors for each department. Departments A and B, interestingly, regard Thai language as one of the most important factors in reading whereas style turns out to be an important issue for English literature students. Comparing translated and original versions is also a highly appreciated method used by the participants of Departments C and D, since they need to compare both versions to gain more overall understanding and to improve translation skills respectively.

First, Department A shows that 45.8% consider Thai language skills to be important reading factors; 33.3% believe that story's themes and characters are crucial in understanding the works; 29.2% say that background knowledge toward the works is important. Second, Department B shows that 35% believe themes and characters are important while 33.3% think language skills are an important factor. Third, Department C shows that 36.4% state that styles in translation is important toward understanding and 31.8% believe 'language skills' and 'understanding toward themes and characters' are needed. Finally, Department D shows that three options: 'language ability', 'background knowledge', and 'themes and characters' are equally considered as the most important reading factors, at 31%; meanwhile, 24.1% believe that a comparison between translated and original versions must be made for effective reading

3) Literary Reading Benefits

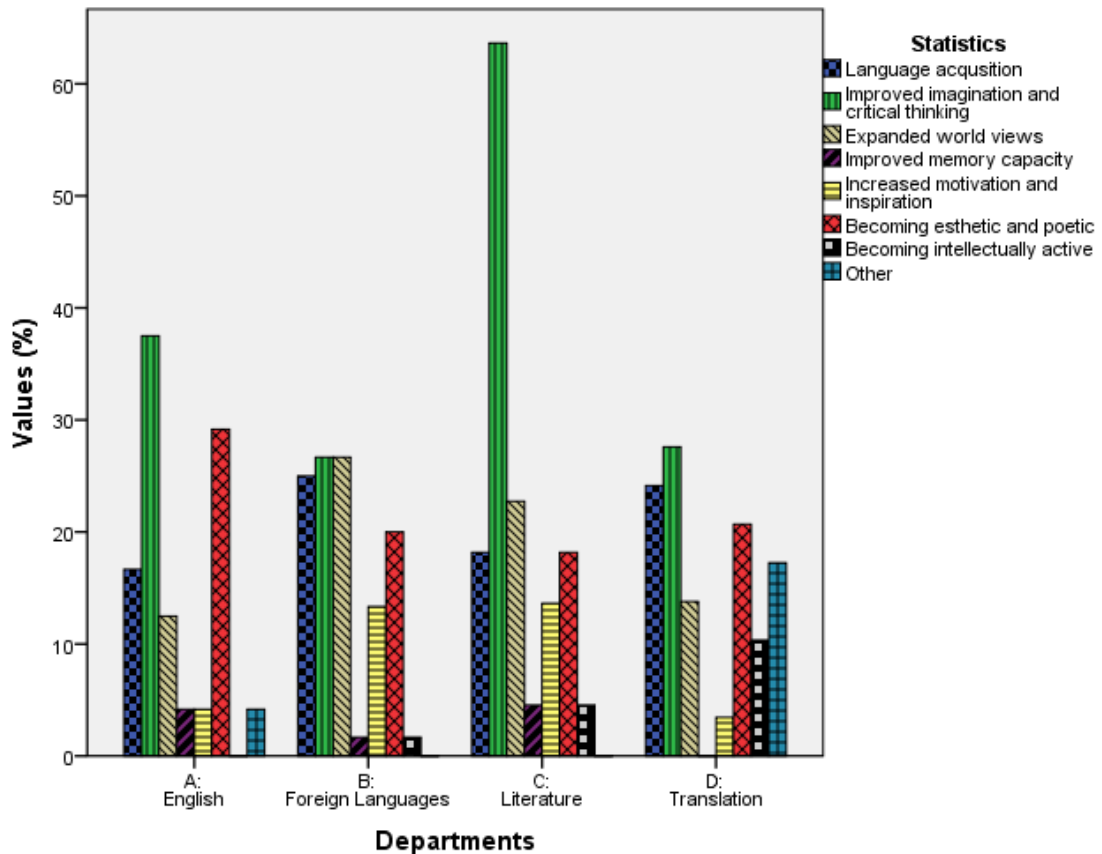


Figure 4.7 Benefits of the Translated Version

Figure 4.7 shows the main benefits of the translated works. It indicates that ‘Improving imagination and critical thinking’ are the most highly regarded benefits of the translated version, scoring over 60% for Department C and over 25% for the other three departments. Meanwhile, language skills, worldviews, and estheticism are lesser but equally regarded positive aspects of the works.

In terms of Department A, 37.5%, believe they can improve imagination and critical thinking; 29.2% state that they have become esthetic and poetic; 12.5% indicate that reading literature can expand world views; 4.2% indicate that literature can ‘improve readers’ memory capacity’ and ‘grant inspiration and motivation’. In Department B, 26.7% indicate ‘improving imagination’ and ‘expanding world views’ as equally regarded benefits; 25% state they acquire Thai language proficiency from the works; 20% indicate that they are becoming esthetic

and poetic. Department C shows that 63.6% have improved their imagination and critical thinking; 22.7% agree that translated literary works can expand readers' views toward reality; 13.6% state that they become motivated by the stories they read. Lastly, Department D showcases 'improved imagination' as the most regarded benefit, attaining 27.6% while 24.1% of the department claims they learn language from the works. Meanwhile, 20.7% say that they become more esthetic as they read.

4) Literary Reading Problems

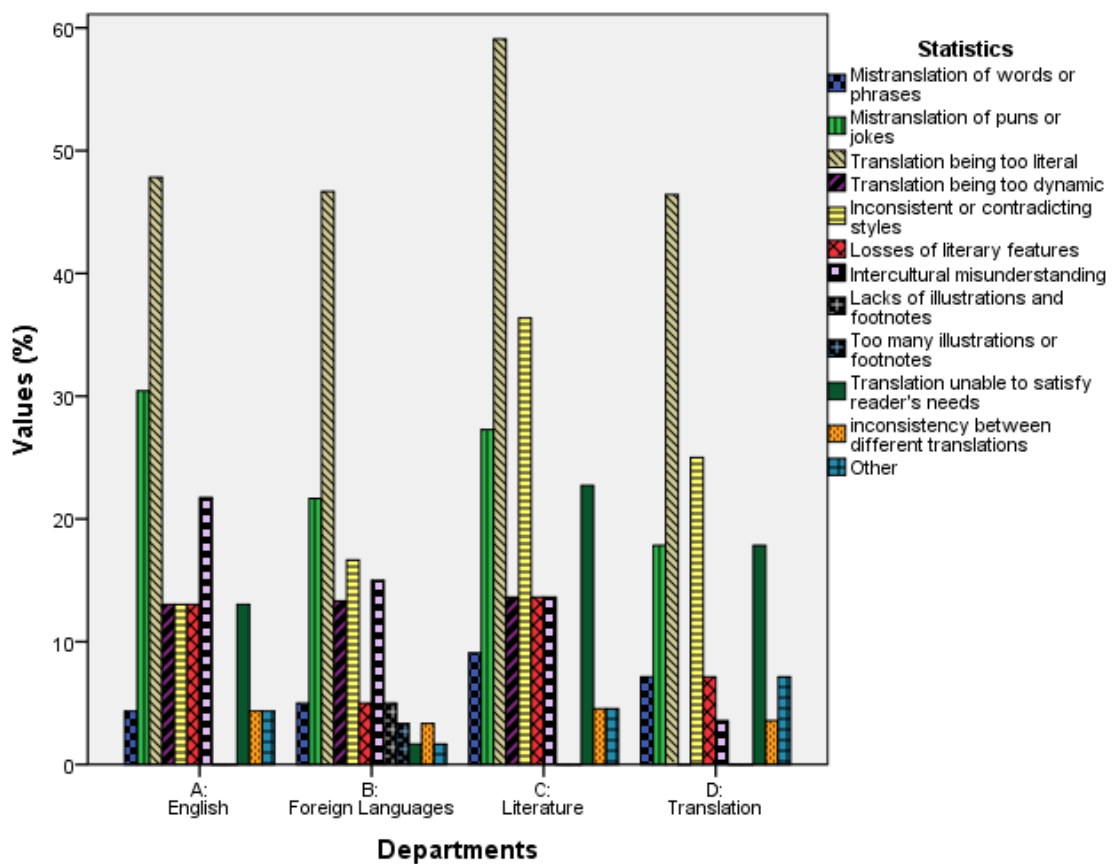


Figure 4.8 Common Problems of the Translated Version

Figure 4.8 shows the common problems found in the translated literary works. The most regarded problem with the translation is the potential that the translation is too literal, which seems to create unsatisfying translation by the participants' standards. The other significant problems involve the mistranslation of puns and jokes as well as the contradicting styles, which cause the translated version to be inferior in quality.

Department A shows that 47.8% state that translation tends to be too literal and does not make sense; 30.4% indicate mistranslation of jokes and puns as a problem, and 21.7% state that reading the translated version allows intercultural misunderstanding. Next, Department B shows that 46.7% believe translation is too literal; 21.7% state that translators cannot translate jokes and puns and only 16.7% claim that the translated version has different and incorrect styles compared to the original. In Department C, it is shown that 59.1% indicate that they have problems with translation being too literal while 36.4% state that translators tend to have contradicting styles compared to the originals. Lastly, Department D indicates that 46.4% say that translated works tend to be too literal and 25% claim that translation styles tend to be inconsistent and contradicting.

4.1.2.3 Original and Translated Versions

This section concerns the additional questions that can be related to a direct comparison of original and translated versions of British and American literary works which can indicate perceptions and preferences of the participants. Unlike other sections, this part focuses on the beliefs held by respondents themselves rather than the analyses of the literary version.

1) Preferences toward Literary Works

Table 4.4 Preferences to Self and Others

		Departments				Total
		A: English	B: Foreign Languages	C: Literature	D: Translation	
Preferences for Oneself	Original	95.8%	85%	100%	96.4%	91.8%
	Translation	4.2%	15%	0%	3.6%	8.2%
Preferences for Others	Original	75%	76.7%	81.8%	35.7%	68.7%
	Translation	25%	23.3%	18.2%	64.3%	31.3%

Table 4.4 shows the preferences of the respondents over the values of literary works for themselves and other readers. ‘Preferences for Oneself’ shows that the original English language is dominantly more preferable over the translated Thai version. “Preferences for Others” is a set of additional questions that

test the participants' awareness and the willingness to recommend literary works to other readers such as students, lecturers, friends, families, or casual readers who also gave more positive responses for the original version; however, the gaps of difference between the original and the translated version are significantly decreased. Notably, Department D is shown as the only department in which the translated version outscores the original version.

With regard to the preferences toward the participants themselves, 95.8% of Department A prefers the original version while only 4.2% prefer the translated version. Similarly, 85% of Department B's participants choose the original version while only 15% say otherwise. Interestingly, all of the participants within Department C (100%) choose the original version and nobody prefers the translated version. Lastly, 85% of Department D's participants prefer original literature whereas 3.6% prefer the translated literature.

The lower half of the table shows that 70% of Department A would recommend the original version to 20% who recommend the translated version. Department B, similarly, has 76.7% recommending the original version compared to the translated version's 25.3%. Department C dominantly recommend the original version, 81.8% to 18.2%. Lastly, and most importantly, Department D is the only group that recommends the translated version over the original, scoring 64.3% and 35.7% respectively.

2) Reasons toward Literary Preferences

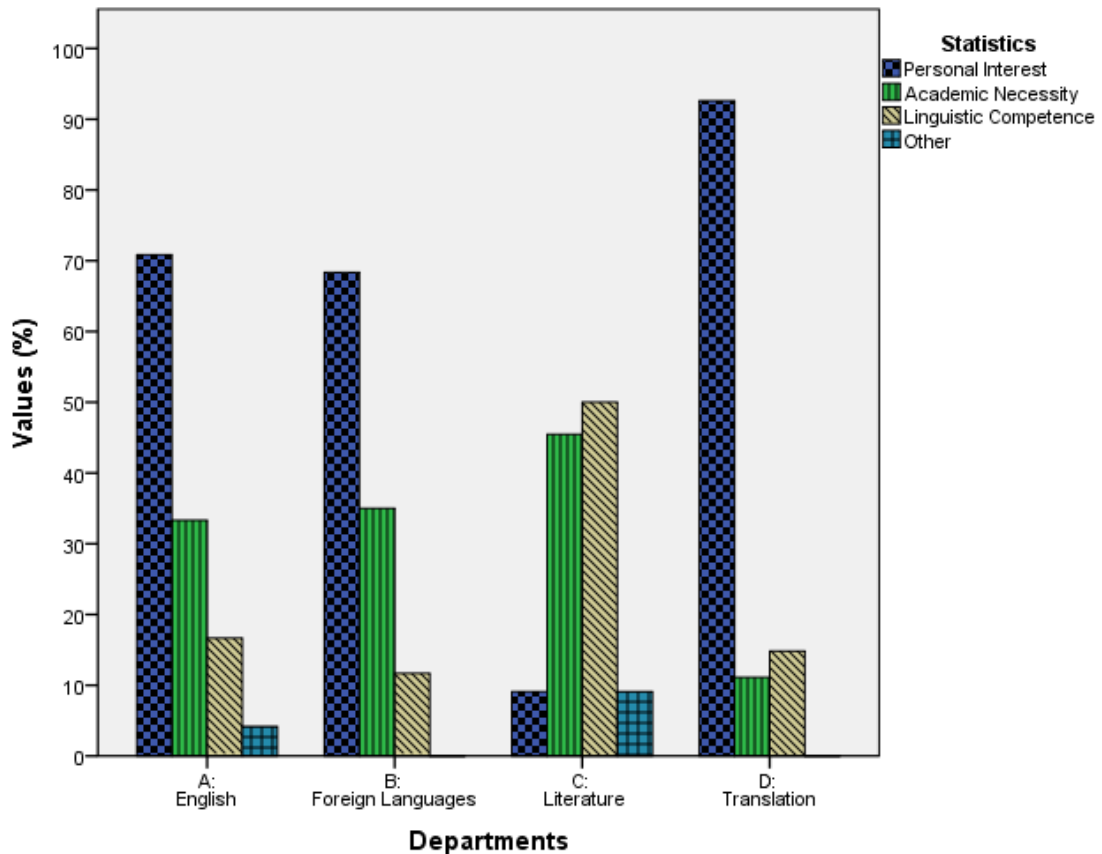


Figure 4.9 Reasons toward Literary Preferences

As shown in Figure 4.9, personal interest is one of the most regarded reasons for their literary reading in Departments A, B and D with percentages above 60 percent. Academic necessity also appears to be an important reason for students in Departments A and B as their departments require intensive training and use of English language.

The most highly regarded answer for the participants of Department A is ‘personal interest’ scoring 70.8%; 33.3% indicate academic necessity being the main reason and 16.7% read because they’re skilled in the languages. Next, Department B indicates that 68.3% of the participants read because of personal interests; 35% read for education; only 4.2% read because they have sufficient language skills to do so. Department C shows that 50% of the participants indicate

that they read because their superior language skills allow them to interact better with the original version while 45.5% state that they read as a part of their education. Interestingly, only 9.1% read because of personal interest. Finally, Department D shows that 92.6% read literary works because of their own interests while only 14.8% state that they read to improve their language skills and only 11.1% state that they read because of academic necessity.

3) Translation: Preserve or Destroy

Table 4.5 Translation: Preserve or Destroy?

		Departments				Total
		A: English	B: Foreign Languages	C: Literature	D: Translation	
Translation:	Preserve	12.5%	10%	40.9%	7.1%	14.9%
Preserve or	Destroy	4.2%	3.3%	50.0%	0%	10.4%
Destroy?	Both	83.3%	86.7%	9.1%	92.9%	74.6%

Table 4.5 shows the opinions on whether translated versions preserve or destroy the original works. The majority of the answers, however, claim that translation can both preserve and destroy the original works depending on the contexts and translators' skills, and even then the works tend to preserve rather than destroy. A variant of these beliefs is found in Department C, where the respondents' instead picked either 'Preserve' or 'Destroy' with extreme perceptions that yield very similar outcomes. Department C is also, naturally, the lone exception of all departments that viewed translated versions more negatively.

For Department A, 83.3% state that the translated literature can both preserve and destroy the original while only 12.5% and 4.2% state that the translated version preserve and destroy original literary works respectively. For Department B, similarly, 83.3% say that both can happen. Department C, on the other hand, 50% say that the translated works destroy the original works while 40.9% say that they preserve the original; only 9.1% believe that both can happen. Lastly, Department D only 7.1% of the participants state that the works preserve the original

while 92.9% say that translated works may preserve and destroy them simultaneously. No one in this department says that translated versions only destroy the original.

4) Translation Types

Table 4.6 Translation Types

		Departments				Total
		A: English	B: Foreign Languages	C: Literature	D: Translation	
Translation Types	Form	0%	0%	0%	0%	0%
	Sense	41.7%	75%	63.6%	35.7%	59%
	Balanced	58.3%	25%	36.4%	64.3%	41%

The table above shows the preferable translation type used within literary works. Overall, the answers for ‘balanced’ translation is slightly higher than ‘sense’ translation, but the rating for both answers tend to vary among the departments: Departments A and D prefer the ‘balanced’ translation whereas Departments A and D prefer the ‘sense’ translation. Of all 135 participants, nobody believes that ‘form’ or literal translation is optimal for literary works.

Department A shows that 58.3% prefer the ‘balanced’ translation, a translation type that aims to find a middle ground between literal and free translations. However, 41.7% prefer ‘sense’ translation. In Department B, on the other hand, 75% prefer ‘sense’ translation while only 25% prefer the ‘balanced’ type. In Department C, 63.6% choose ‘sense’ translation while 36.4% choose ‘balanced’ translation. Lastly, Department D shows that 64.3% choose ‘balanced’ translation while 15.7% choose ‘sense’ translation. Nobody from any department choose ‘literal translation’.

4.1.3 Questionnaire Part B

Section 3 of the questionnaire is designed using the 5-point Likert’s scale method, where the participants ranked their answers from 1 (Strongly Disagree) to 5 (Strongly Agree). The section deals with specific issues that can determine both

perceptions and *preferences* toward the original and translated versions in symmetrical and personal perspectives.

4.1.3.1 Importance of the Literary Versions

The following section deals with the importance of literary works toward the participants themselves and other readers. At a glance, the following data appears to be similar to questions in Section 2, where the participants choose their reading preferences regarding the original and translated versions. However, the questions in Section 2 have tried to indicate ‘which version’ is more suitable for the readers. The following questions, however, try to indicate ‘how much’ literary works are important to the participants and other readers and to what extent they respect literary works.

1) Importance of Literary Works toward Oneself

Table 4.7 Importance of Literary Works toward Oneself

		Departments				Total
		A: English	B: Foreign Languages	C: Literature	D: Translation	
Importance of the Original Version toward Oneself	Strongly Agreed	25%	28.3%	40.9%	48.3%	34.1%
	Agreed	66.7%	55%	54.5%	51.7%	56.3%
	Indifferent	8.3%	16.7%	0%	0%	8.9%
	Disagreed	0%	0%	0%	0%	0%
	Strongly Disagreed	0%	0%	0%	0%	0%
Importance of the Translated Version toward Oneself	Strongly Agreed	8.3%	21.7%	0%	17.2%	14.8%
	Agreed	37.5%	56.7%	68.2%	44.8%	52.6%
	Indifferent	45.8%	20%	31.8%	37.9%	30.4%
	Disagreed	4.2%	1.7%	0.0%	0%	1.5%
	Strongly Disagreed	4.2%	0%	0%	0%	0.7%

The first half of the table shows that the overall implications toward the importance of original literary works toward the readers appears to be significantly positive, since every department agrees that the original version is important to them. Interestingly, Department D, translation majors, tends to be very outspoken about their preferences. The latter half of the table suggests the importance

of translated works toward themselves. The major answers are within the ranges of 'agreed' and 'indifferent' that the translated works are important to them. Few negative responses are made toward the issue, implying that Thai readers see the importance of the translated works themselves, though there are also significant numbers of people who do are indifferent to them.

For the original version, Department A shows that 66.7% 'agreed' and 25% 'strongly agreed' with the issue regarding the importance of the original works toward themselves, while only 8.3% disagree with it. In Department B, 55% say 'agreed' to the remark while 28.3% choose 'strongly agreed' and 16.7% say 'indifferent'. In Department C, 54.5% say that they 'agreed' to the remark while 40.9% say 'strongly agreed'. Lastly, Department D shows 51.7% 'agreed' and 48.3% 'strongly agreed' to the remark.

For the translated version, In Department A, 37.5% say 'agreed' to the remark. While only 8.3% say 'strongly agreed'. Next, Department B shows 56.7% 'agreed', 20% believe they are indifferent; and 1.7% 'disagreed'. In Department C, there are 68.2% of the participants who 'agreed' and 31.8% who are 'indifferent' toward the matter. Lastly, in Department D, 44.8% 'agreed' while 37.9% are 'indifferent' toward the idea.

2) Importance of Literary Works toward Others

Table 4.8 Importance of Literary Works toward Others

		Departments				Total
		A: English Languages	B: Foreign Languages	C: Literature	D: Translation	
Importance of Original Version toward Others	Strongly Agreed	12.5%	3.3%	9.1%	10.3%	7.4%
	Agreed	37.5%	41.7%	36.4%	51.7%	42.2%
	Indifferent	50%	50%	50%	37.9%	47.4%
	Disagreed	0%	3.3%	4.5%	0%	2.2%
	Strongly Disagreed	0%	1.7%	0%	0%	0.7%
Importance of Translated Version toward Others	Strongly Agreed	29.2%	15%	50%	55.2%	31.9%
	Agreed	54.2%	56.7%	36.4%	41.4%	49.6%
	Indifferent	12.5%	25%	13.6%	3.4%	16.3%
	Disagreed	0%	3.3%	0%	0%	1.5%
	Strongly Disagreed	4.2%	0%	0%	0%	0.7%

Table 4.8 shows the value of literary works to the participants and others according to the respondents. The upper half shows that the participants of almost all of the departments are indifferent toward the significance of original English except Department D, which have more positive responses. In the lower half, on the other hand, participants agree that translated literary works are important to other Thai readers. There are fewer indifferent responses and almost none disagreed.

For the original version, Department A shows that 50% are ‘indifferent’ toward the issue; 37.5% ‘agreed’ with the statement; 12.5% ‘strongly agreed’ that the original literary works are important to Thai readers. Next, Department B shows that 50% are ‘indifferent’ to the idea while 41.7% ‘agreed’ with the statement. Then, Department C reveals that 50% (the highest value) are ‘indifferent’ while 36.4% ‘agreed’. Only 4.5% choose ‘disagreed’. Last but not least, participants from Department D show that their answers are different from the other departments; 51.7% ‘agreed’ with the statement while only 31.9% answered ‘indifferent’.

In Department A, 54.2% say ‘agreed’ with the idea that the translated version is important to Thai readers whereas only 4.2% states ‘disagreed’ to the same remark. Next, Department B shows that 56.7% (the greatest value within the department) ‘agreed’ with the remark; 25% are ‘indifferent’ toward the matter, and 3.3% ‘disagreed’ with the statement. Department C shows that, interestingly, 50% of the participants ‘strongly agreed’ that the translated version is important to other readers while 36.4% merely ‘agreed’ to the subject, and the remaining 13.6% are ‘indifferent’ to the remark. Lastly, Department D indicates that 55.2% and 41.4% ‘strongly agreed’ and ‘agreed’ respectively. Finally, only 3.4% say ‘indifferent’.

4.1.3.2 Cultural Impacts from Literary Works

This section explores the perceptions regarding the positive and negative impacts of literary works in both languages toward Thai society in terms of individual’s reading habits, cultural preference, and Thai society.

1) Literary Works upon Cultural Derailment

Table 4.9 Literary Works upon Cultural Derailment

		Departments				Total
		A:	B:	C:	D:	
		English	Foreign	Literature	Translation	
		Languages				
Will the original version destroy Thai culture?	Strongly Agreed	0%	3.3%	0%	3.4%	2.2%
	Agreed	4.2%	11.7%	4.5%	0%	6.7%
	Indifferent	16.7%	21.7%	22.7%	0%	16.3%
	Disagreed	29.2%	36.7%	40.9%	51.7%	39.3%
	Strongly Disagreed	50.0%	26.7%	31.8%	44.8%	35.6%
Will the translated version destroy Thai culture?	Strongly Agreed	0%	1.7%	0%	0%	0.7%
	Agreed	4.2%	15.0%	4.5%	0.0%	8.1%
	Indifferent	8.3%	25.0%	13.6%	0.0%	14.8%
	Disagreed	29.2%	30.0%	54.5%	44.8%	37.0%
	Strongly Disagreed	58.3%	28.3%	27.3%	55.2%	39.3%

The upper part of Table 4.9 shows whether or not the participants think that literary works written in the original English language can

influence the readers into abandoning their native cultures and traditions. The data indicates that, generally, the participants tend to either disagree or strongly disagree with the idea that literary works can derail or decay Thai society, culture, and tradition. The lower part shows the participants' reaction toward the idea of translated works being able to distort or destroy Thai native culture and tradition. For the translated version, more than 30% of all participants disagree or strongly disagree with the idea that translated literary works can derail or destroy Thai culture. This data emphasizes that the participants tend to have positive perceptions toward literary works.

For the original version, only 4.2% of Department A 'agreed' that the works can derail Thai culture; 16.7% are 'indifferent' toward the issue; 29.2% indicate they 'disagreed' and 50% say 'strongly disagreed' with the idea. In Department B, 3.3% strongly 'agreed' while 11.7% 'agreed' with the idea; 21.7% are 'indifferent'; 36.7% - the largest group of this department - say 'disagreed', and 26.7% say 'strongly disagreed'. Meanwhile, Department C shows that 4.5% 'agreed' with the matter, 22.7% are 'indifferent' toward it, 40.9% 'disagreed' with the statement and 31.8% 'strongly disagreed' with it. Lastly, in Department D, 3.4% 'strongly agreed' on the subject; 51.7% say that they 'disagreed' with the statement while 44.8% say that they 'strongly disagreed' with the issue.

For the translated version, Department A indicates 4.2% who 'agreed' with the statement; 8.3% are 'indifferent'; 29.2% state 'disagreed' and 58.3% (the common group) say 'strongly disagreed'. Next, Department B shows 1.7% choosing 'strongly agreed', 15% choosing 'agreed', 25% picking 'indifferent', 30% picking 'disagreed', and 28.3% choosing 'strongly disagreed'. Then, Department C has 4.5% who 'agreed' with the remark; 13.6% are 'indifferent' and 27.3% choose 'strongly disagreed'. Lastly, Department D shows that 44.8% 'disagreed' with the statement while 55.2% 'strongly disagreed' with the remark - no other options are chosen.

2) Literary Works Improving Reading Habits

Table 4.10 Literary Works Improving Reading Habits

		Departments				Total
		A:	B:	C:	D:	
		English	Foreign	Literature	Translation	
		Languages				
Can the original version encourage reading?	Strongly Agreed	16.7%	16.7%	13.6%	24.1%	17.8%
	Agreed	41.7%	41.7%	40.9%	48.3%	43%
	Indifferent	33.3%	38.3%	31.8%	20.7%	32.6%
	Disagreed	8.3%	3.3%	13.6%	6.9%	6.7%
	Strongly Disagreed	0%	0%	0%	0%	0%
Can the translated version encourage reading?	Strongly Agreed	29.2%	35%	36.4%	55.2%	38.5%
	Strongly Agreed	0%	0%	0%	0%	0%
	Agreed	58.3%	56.7%	54.5%	41.4%	53.3%
	Indifferent	8.3%	6.7%	9.1%	3.4%	6.7%
	Disagreed	0%	1.7%	0%	0%	0.7%
	Strongly Disagreed	4.2%	0%	0%	0%	0.7%

Table 4.10 shows whether or not the participants think that literary works can encourage readers to read more books. The upper half shows that participants tend to either agree or are indifferent to the statement. This implies that participants tend to have a positive view that literary works can improve their reading habits. The lower half shows that the participants agree that translated literary works can encourage and improve reading habits, indicating that they have an optimistic view toward the issue. The most selected options are ‘agreed’ and ‘strongly agreed’ in Departments A, B and C, while Department D has them swapping priorities.

First, in Department A, 41.7% ‘agreed’ with the statement while 33.3% are ‘indifferent’ to it; 8.3% disagreed with it. Second, Department B shows that 41.7% ‘agreed’ with the statement while 38.3% are ‘indifferent’. Third, Department C shows that 40.9% (the highest number of the participants) ‘agreed’ while 31.8% are indifferent to the statement. Fourth, Department D shows that 48.3% ‘agreed’ with the statement; 20.7% choose ‘indifferent’ and 24.1% chose ‘strongly agreed’.

Department A shows that 58.3% ‘agreed’ with the remark while 29.2% say ‘strongly agreed’ and ‘indifferent’. Department B shows that 56.7 % say ‘agreed’ while 35% answer ‘strongly agreed’. In Department C, there are 54.5% who ‘agreed’, 36.4% who ‘strongly agreed’, and 9.1% who are ‘indifferent’ to the idea. Meanwhile, Department D indicates 55.2% who ‘strongly agreed’ with the statement and 41.4% who ‘agreed’ with it. Finally, only 3.4% are ‘indifferent’ to the matter.

3) Encouragement of the Literary Works

Table 4.11 Encouragement of the Literary Works

		Departments				Total
		A: English	B: Foreign Languages	C: Literature	D: Translation	
Should the original version be encouraged?	Strongly Agreed	37.5%	45.0%	36.4%	55.2%	44.4%
	Agreed	54.2%	46.7%	54.5%	27.6%	45.2%
	Indifferent	8.3%	8.3%	9.1%	17.2%	10.4%
	Disagreed	0%	0%	0%	0%	0%
	Strongly Disagreed	0%	0%	0%	0%	0%
Should the translated version be encouraged?	Strongly Agreed	16.7%	40.0%	13.6%	51.7%	34.1%
	Agreed	54.2%	33.3%	40.9%	20.7%	35.6%
	Indifferent	20.8%	16.7%	27.3%	20.7%	20.0%
	Disagreed	4.2%	8.3%	4.5%	3.4%	5.9%
	Strongly Disagreed	4.2%	1.7%	13.6%	3.4%	4.4%

Table 4.11 shows whether or not the participants encourage literary works to be read and studied. For the original version, Thai participants tend to agree with the idea. According to the data, there has been no negative feedback from the participants, and while some were neutral, there are far fewer compared to the overwhelming positive answers. The translated version, similarly, is encouraged by the participants.

Department A indicates that 37.5% ‘strongly agreed’ with the idea; 54.2% (the majority of the department) say ‘agreed’; and 8.3% say ‘indifferent’.

Meanwhile, Department B has 45% who 'strongly agreed', 46.7% who 'agreed', and 8.3% who are 'indifferent' to the statement. In Department C, there are 36.4% who 'strongly agreed' that literature should be encouraged; 54.5% (the highest value), say 'agreed' and 9.1% say 'indifferent'. Lastly, Department D has 55.2% who 'strongly agreed' to the idea while 27.6% say 'agreed' and 17.2% are 'indifferent'.

The second half of the table indicates whether or not the participants think the translated version should be encouraged to read or study. Department A reveals that 16.7% 'strongly agreed', 54.2% 'agreed', 20.8% are 'Indifferent', and 4.2% 'disagreed' and 'strongly disagreed'. In Department B, 40% (the highest value within the department) 'strongly agreed' with the statement while 33.3% say that they 'agreed' with it; 16.7% state 'indifferent'; 8.3% say 'disagreed', and 1.7% 'strongly disagreed'. Department C has 13.6% of the participants who 'strongly agreed' and 'strongly disagreed'; 40.9% who 'agreed'; 27.3% who are 'indifferent', and 4.5% who 'disagreed' with the statement. Department D has 51.7% who 'strongly agreed' with the idea while 20.7% choose 'agreed' and 'indifferent' options. Lastly, 3.4% 'disagreed' and 'strongly disagreed'.

4.1.3.3 Quality Assessment of Literary Works

This section indicates the participants' perception regarding the quality of the translated version to indicate the value of the works in comparison to the original version.

1) Accessibility of the Translated Version

Table 4.12 Accessibility of the Translated Version

		Departments				Total
		A: English	B: Foreign Languages	C: Literature	Dept. D: Translation	
Is the translated version easier to access than the original?	Strongly Agreed	4.2%	26.7%	9.1%	20.7%	18.5%
	Agreed	41.7%	38.3%	36.4%	48.3%	40.7%
	Indifferent	37.5%	26.7%	45.5%	20.7%	30.4%
	Disagreed	16.7%	8.3%	9.1%	10.3%	10.4%
	Strongly Disagreed	0%	0%	0%	0%	0%

Table 4.12 shows whether or not the translated version is easier to access, rent, buy, and read compared to the original counterparts. Most participants agree that translated works are easier to access than the original works. This partly implies that in Thailand, participants have more opportunities to visit Thai language bookstores and that the translated literature is more preferable to readers.

Department A shows that 4.2% say ‘strongly agreed’ to the statement; 41.7% - the largest group of the department - ‘agreed’; 37.5% are ‘indifferent’; 16.7% ‘disagreed’. Meanwhile, Department B reveals that 26.7% choose ‘strongly agreed’ and ‘indifferent’ while 38.3% choose ‘agreed’, and 8.3% choose ‘disagreed’. Next, Department C has 9.1% who choose ‘strongly agreed’ and ‘disagreed’, 36.4% who choose ‘agreed’, and 45.5% - the most in this department - who choose ‘indifferent’. Lastly, Department D shows that 20.7% choose ‘strongly agreed’ and ‘indifferent’, 48.3% choose ‘agreed’, and 10.3% choose ‘disagreed’.

2) Understanding Capacity of the Translated Version

Table 4.13 Understanding Capacity of the Translated Version

		Departments				Total
		A: English Languages	B: Foreign Languages	C: Literature	D: Translation	
Is translated version easier to understand than the original?	Strongly Agreed	8.3%	13.3%	4.5%	6.9%	9.6%
	Agreed	33.3%	51.7%	50.0%	24.1%	42.2%
	Indifferent	33.3%	25.0%	27.3%	41.4%	30.4%
	Disagreed	8.3%	8.3%	18.2%	27.6%	14.1%
	Strongly Disagreed	16.7%	1.7%	0.0%	0.0%	3.7%

Participants provided their opinions on their beliefs regarding whether or not the translated version is easier to understand than the original version in Table 4.13. Overall, participants tend to either agree or are indifferent to the idea that translated works are easier to understand than the original. On one hand, this implies that even though the participants are majoring in English-related departments, they still believe that literature written with the native language is easier to read and understand. On the other hand, participants tend to have no opinion on the matter,

implying that they either do not care about the understanding level or they prefer not to compare the two versions in this regard.

Department A shows that 8.3% ‘strongly agreed’ and ‘disagreed’, 33.3% choose ‘agreed’ and ‘indifferent’, and 16.7% ‘strongly disagreed’. In Department B, 13.3% ‘strongly agreed’ to the idea; 51.7% ‘agreed’; 25% are indifferent and 8.3% said ‘disagreed’. In Department C, 4.5% say ‘strongly agreed’; 50% say ‘agreed’; 27.3% say ‘indifferent’; 18.2% state ‘disagreed’. Lastly, Department D indicates that 6.9% strongly agreed to the statement while 24.1% ‘agreed’ with it; 41.4% are ‘indifferent’ and 27.6% ‘disagreed’ with the remark.

3) Status of the Translated Version

Table 4.14 Status of the Translated Version

		Departments				Total
		A: English	B: Foreign Languages	C: Literature	D: Translation	
Is translated version inferior to the original?	Strongly Agreed	4.2%	5.0%	0.0%	0.0%	3.0%
	Agreed	20.8%	25.0%	22.7%	17.2%	22.2%
	Indifferent	29.2%	28.3%	63.6%	31.0%	34.8%
	Disagreed	29.2%	31.7%	9.1%	37.9%	28.9%
	Strongly Disagreed	16.7%	10.0%	4.5%	13.8%	11.1%

Table 4.14 shows whether or not the translated version is inferior to the original. The largest group of the participants tend to avoid giving their opinions on whether the translated works are inferior to the original or not, while, to a lesser extent, the scores between ‘agreed’ and ‘disagreed’ are close to each other, with the latter having slightly higher scores. This implies that participants believe that the translated version may or may not be weaker than the original in terms of quality.

Department A reveals that 29.2% are ‘indifferent’ and ‘disagreed’ while 20.8% ‘agreed’. Only 4.2% of the participants ‘strongly agreed’ with the idea. Next, Department B shows that 31.7% ‘disagreed’; 28.3% are ‘indifferent’. In Department C, 63.6% are ‘indifferent’ to the remark and 22.7% of the

participants ‘agreed’. Lastly, Department D shows that 37.9% ‘disagreed’ and 31% say indifferent’. Only 13.8% say ‘strongly disagreed’.

4) Original Version as the Base for Translation

Table 4.15 Original Version as the Base for Translation

		Departments				Total
		A: English Languages	B: Foreign Languages	C Literature	D: Translation	
Is the original version important as a base for translation?	Strongly Agreed	20.8%	46.7%	54.5%	34.5%	40.7%
	Agreed	54.2%	38.3%	31.8%	44.8%	41.5%
	Indifferent	20.8%	15.0%	13.6%	17.2%	16.3%
	Disagreed	4.2%	0%	0%	3.4%	1.5%
	Strongly Disagreed	0%	0%	0%	0%	0%

Table 4.15 tries to relate the participants’ perceptions and preferences toward Benjamin Walter’s important statement “Translation is a mode. To comprehend it as a mode one must go back to the original, for that contains the law governing the translation” (as cited in Venuti, 2004, p.16). This statement involves a recurring theme about translation, where the translator requires the use of the original version as the base to determine the standards, rules, and laws regarding translation styles and limitations.

The majority of the participants tend to agree with Benjamin’s quote that the original version must be used as the base for translation in order to ensure high quality. Their answers imply that the participants acknowledge the basic rule of translation and that both versions are very close and dependent on each other. While the respondents prefer original works, they acknowledge the translated version tends to be easier to access and understand. There are varying opinions on whether the translated works are inferior to the originals, implying that there is no finite belief in Thai context on which version is superior. They acknowledge that both versions are required to product good translation.

Department A shows that 20.8% ‘strongly agreed’ with the quote; 54.2% (the common group of Department A) ‘agreed’; 20.8% say ‘indifferent’

and 4.2% say ‘disagreed’. Next, Department B shows that 46.7% ‘strongly agreed’, 28.3% ‘agreed’, and 15% say ‘indifferent’. Department C, on the other hand, has 54.5% who ‘strongly agreed’, 31.8% who ‘agreed’ and 13.6% who are ‘indifferent’. Lastly, Department D has 34.5% who ‘strongly agreed’, 44.8% who ‘agreed’, 17.2% who are ‘indifferent’ and 3.4% who strongly disagreed’.

4.2 Qualitative Results: Individual Interviews

The following quantitative (QUAL) results are gathered and calculated from face-to-face interview sessions of the purposive participants from the university departments of interest. The results focus on the in-depth information regarding their views toward literary works of both versions.

4.2.1 Interview Part A

4.2.1.1 Original Version

The following questions are related to the original version, which deal with the important aspects of the works regarding the purposes, reading factors, benefits, and problems found within the original version.

1) Literary Reading Purposes

Table 4.16 Purposes of the Original Version

	Lecturer	Student
Department A: English	- To experience the originals	- To experience the originals
Department B: Foreign Languages	- To entertain myself	- To improve English language skills
Department C: Literature	- To entertain myself - To gain literary knowledge	- To memorize stories and quotes
Department D: Translation	- To experience the originals - To study foreign cultures	- To experience the originals - To improve English language skills

Overall, the purposes of the original are similar to the quantitative data: to improve academic skills and to enjoy the contents. The additional belief is that the original version is the source of the ‘real’ story, narrative, and

author's intention which is the reason the participants read the original version rather than the translated equivalent.

Departments A, B, and D show that the students and lecturers have a similar tendency of reading the original version to experience real narrative. Four participants claim to read to improve academic abilities including English skills, foreign culture knowledge, and literary knowledge. Department C's lecturers elaborate on the needs of the students to gain 'literary knowledge' which can be separated into two forms. The first is the general understanding where the readers understand the synopses. The second type of understanding is the advanced level of literary awareness where the students must be able to realize figurative elements of fiction such as metaphors, symbols, foreshadows, as well as linguistic, cultural, and personal implications and relationships between the authors, the contemporary cultures, and the readers. The teacher indicates that learning these aspects are crucial for students to be successful in British and American literary education.

2) Literary Reading Factors

Table 4.17 Reading Factors of the Original Version

	Lecturer	Student
Department A:	- English language skills	- English language skills
English		
Department B:	- Personal research	- English language skills
Foreign	- Advice from other readers	- Foreign cultural knowledge
Languages		
Department C:	- English language skills	- A need to experience the originals
Literature	- Personal researches	
Department D:	- A need to experience the originals	- Personal research
Translation	- English language skills	- Advice from other readers
	- Foreign cultural knowledge	

The interviewees show that the dominant factor of original literary reading is, identical to what the quantitative data indicate, the English language ability of the reader. The secondary factors are personal research and advice attained from other readers.

Three lecturers and two students indicate language skills as important, with Department A indicating that English language is the main language used in reading, interpreting, and understanding the works. Surprisingly, more than

one participant claims that reading English language can be more understandable than Thai, claiming that translations sometimes are confusing and badly conveyed. In addition, the participants imply having the need to be skillful toward language and interpretation to successfully study the texts and become successful in their respective classes and curriculums. Meanwhile, the participants mention either ‘personal research’ or ‘advice from other readers’ as the factors. University-level literary readers are capable of conducting additional research from many sources such as the Internet, dictionaries, as well as by consulting other literary readers to help themselves understand the works better. They reveal significant motivation to improve their own reading and learning experience and satisfaction.

3) Literary Reading Benefits

Table 4.18 Benefits of the Original Version

	Lecturer	Student
Department A: English	- Efficient contents	- Efficient contents - Understanding of the story - Translation knowledge
Department B: Foreign Languages	- Being entertained - English language proficiency - Cultural knowledge - Adaptable knowledge	- Writing knowledge - Efficient contents
Department C: Literature	- English language proficiency - Philosophical knowledge	- English language proficiency - Writing knowledge
Department D: Translation	- Efficient contents	- English language proficiency - Writing knowledge - Translation knowledge

The overall benefits of the original version is that it provides ‘real’, reliable, and efficient material which leads to other benefits such as better understanding toward the works and efficient academic improving experiences.

Five participants indicate several types of ‘knowledge’ gained from reading literary works. Similar to the reading purposes, the original version is capable of providing language, styles, narrative structures, cultural background, philosophical remarks, and other utility knowledge that the participants can adapt to improve their skills in their respective academic contexts. For example, students claim to have improved their writing and translation skills reading the works while lecturers

have improved their worldviews and additional teaching methods. Both students and lecturers commonly indicate they have improved their English skills from reading the original, which implies that the English language is still a dominant key aspect of British and American literature.

4) Literary Reading Problems

Table 4.19 Common Problems of the Original Version

	Lecturer	Student
Department A:	- English language difficulty	- English language difficulty
English	- Lack of cultural knowledge	- Lack of cultural knowledge
Department B:	- Lack of cultural knowledge	- English language difficulty
Foreign Languages		
Department C:	- English language difficulty	- Outdated stylistics
Literature		
Department D:	- Lack of cultural knowledge	- Complex stylistics
Translation		

Participants indicate that two main problems of the original version are linguistic and cultural problems,. These problems potentially limit readers from reading efficiently. The students are evidently concerned with the language while the teachers are concerned with the lack of background and cultural knowledge.

At least 4 participants directly indicate English language difficulty as the common problem of reading the original works, and other answers can also be related to the language difficulty, such as complex or outdated structures and styles. Notably, a Department C lecturer provides an example of Williams Faulkner, an American poet from 1919-1962, whose style intentionally invokes complex and run-on sentences which can be very difficult to locate subjects, verbs, and other parts, which makes interpreting the texts difficult. In another case, the lecturer cites an Irish novelist James Joyce who has a tendency to make up vocabulary which does not exist in modern dictionaries. The student respondents claim that long, complex, and outdated stylistics can easily cause the texts to be very tiring and boring to read. Meanwhile, the original works are acknowledged by lecturers as containing unfamiliar cultural aspects. Department B indicates that foreign cultures and religions

are unknown to her while Department D claims that the fact she is of a different culture causes her to not understand some works.

4.2.1.2 Translated Version

The following results are related to the translated version, which deal with the important aspects of the works found within the translated version.

1) Literary Reading Purposes

Table 4.20 Purposes of the Translated Version

	Lecturer	Student
Department A:	- To understand the texts better	- To study translated language
English	- To access popular works	- To compare literary versions
Department B:	- To compensate English skills	- To entertain myself
Foreign Languages		
Department C:	- To compensate English skills	- To understand the texts better
Literature		
Department D:	- To compare literary versions	- To improve translation skills
Translation	- To study stylistics	

The main purposes to read the translated version are to compensate the language skills and to gain quicker and better understanding of the works. Some of the participants read to improve their academic skills, especially translation, through the comparison between the translated and the original version.

The answers of the participants tend to involve the uses of translated works as the alternative for the original version in order to compensate language skills and to improve overall understanding. Department B's lecturer claim that as a child, her English language ability was not efficient enough to read the originals, therefore the translated works are needed. Her answer is relatable with the students', which concentrate on using the translated works as examples to improve their experiences as literary readers and translators. The lecturer of Department D (Translation) indicates that studying and comparing the original and translated versions of complex literary works, such as 'Mrs. Dalloway' by Virginia Woolf, which contain stylistics that are almost untranslatable to Thai, is a very good way to learn the proper ways to translate literary works.

2) Literary Reading Factors

Table 4.21 Reading Factors of the Translated Version

	Lecturer	Student
Department A: English	- Translation stylistics	- Comparison with the originals
Department B: Foreign Languages	- Thai language skills	- Personal interests - Lecturers' guides
Department C: Literature	- Thai language skills - Translation stylistics	- Thai language skills
Department D: Translation	- Comparison with the originals - Thai language skills - Cultural knowledge	- Comparison with the originals - Personal research

The main reading factor of the translated version is the native Thai language, which needs to be accompanied by good translated language by the translators. Some of the students and lecturers claim that an effective reading of the translated works also requires comparison of the works with the original English language equivalences.

Four participants indicate that native Thai language is an important factor in reading the translated works. Two lecturers claim that good translated language and styles are keys to understanding the works. Two students and one lecturer believe that they understand better when they refer back and forth between translated and original versions. The participants answers tend to indicate that the translated versions are 'flawed' because of the language transferring difficulty. Department C's lecturer indicates that some translators cannot translate all of the contents or cannot master the languages. There are cases that they know the meaning of the words, but are unable to express them in the receptor language. Nevertheless, the translated version retains the advantage for using the easily understandable native Thai language, which still helps the readers understand significant portions of the works. Students participants tend to consider the translated works either as 'alternatives' or 'supporting material' to be read along with the original version in order to maximize reading benefits.

3) Literary Reading Benefits

Table 4.22 Benefits of the Translated Version

	Lecturer	Student
Department A: English	- Understanding of the works	- Being entertained - Translation skills
Department B: Foreign Languages	- Understanding of the works - Being entertained - Creative thinking	- Cultural knowledge
Department C: Literature	- Understanding of the works - Cultural knowledge	- Understanding of the works
Department D: Translation	- Cultural knowledge	- Being entertained - Thai Language proficiency - Understanding of the works

‘Gaining quick and better understanding toward the original version’ is the most regarded benefit of the translated version whereas the secondary benefits are being entertained and gaining cultural knowledge. This data is slightly different from the quantitative data, but nevertheless similarly relatable to academic performances and personal enjoyment.

Five participants, 3 of which are lecturers, answer in a way that the translated version allows them to understand literary works quickly and better because the native language is easier to read. Three participants believe that they read to entertain themselves, and to study foreign cultures as they appear in the works. The translated version appears to have been an important choice that allows readers to save time and effort in order to understand the works better while they are still enjoyable and effective toward novice translators who want to study from examples. It is also implied that the translated works are significantly easier to read compared to the original version because more participants enjoy reading the works than the originals.

4) Literary Reading Problems

Table 4.23 Common Problems of the Translated Version

	Lecturer	Student
Department A: English	- Poorly translated texts	- Mistranslation - Not faithful to the originals
Department B: Foreign Languages	- Not faithful to the originals	- Not faithful to the originals
Department C: Literature	- Mistranslation - Not faithful to the originals	- Literal translation - Poorly translated stylistics
Department D: Translation	- Poorly translated texts - Unavoidable pitfalls	- Mistranslation - Unavoidable pitfalls

Every participant indicates variants of translation problems which originate from poor quality. These problems involve complex structure, mistranslation, wording problems, literal translation, and most importantly, the works not being faithful to the originals.

Four participants indicate that the works are not faithful and therefore inferior to the original version. Some of these reasons stem from translation mistakes made by the translators as well as unavoidable pitfalls where the translators are forced to alter the contents in unimpressive ways. For example, Department D cites Virginia Woolf's fiction as very difficult to translate because of their complex structures and figurative natures. Interestingly, only one person considers the literal translation as a problem despite it being the glaring problem indicated in the quantitative data, which may be the result from the emphasis of other translation problems by the interviewees. A student of Department A emphasizes the mistakes and pitfalls of the translated version as well as the need of using the original version as a reading aid.

4.2.1.3 Original and Translated Versions

The following datasets are related to the specific issues that involve a comparison between the original and the translated versions, which deal with the quality, accessibility, and preferable values toward both versions

1) Preferences toward Literary Works

Table 4.24 Literary Preferences for Oneself

	Lecturer	Student
Department A: English	Original version: - Efficient contents	Original version: - Efficient contents - Translation being error prone
Department B: Foreign Languages	Original version: - More satisfaction	Original version: - Translation being error prone
Department C: Literature	Original version: - Translation being error prone	Both versions - Both conveying different purposes
Department D: Translation	Original version - Efficient contents	Original version - Efficient contents

Seven out of eight interviewees indicate preferring the original version to the translated version. Another person claims to like both versions, but puts priority on the originals. They commonly state that the originals have ‘real’ and efficient contents while the translated version has unpleasant mistakes and pitfalls.

This data set emphasizes the superiority of the original version as efficient sources of contents. Department A’s lecturer claims that the works are genuine and original while Department B’s student says that the original version is “always better”. Meanwhile, the translated version is heavily criticized for its inconsistent quality. The student of Department A states that “Translators’ skills tend to vary. They may be professional, but they are not immune to mistakes and there are other factors, such as the pressure from editors and deadlines that cause them to not have adequate time to do everything they see fit.” Meanwhile, Department D’s teacher again emphasizes the figurative natures of some fiction which cause some translations to not be good quality. For all of the participants, the original version is the main reading priority, even for the one student who claims to like both versions.

Table 4.25 Literary Preferences for Others

	Lecturer	Student
Department A: English	Both versions - Original version should be the main priority - Translated version are more accessible	Both versions - Depend on the readers' language skills
Department B: Foreign Languages	Both versions - Depends on the readers' language skills - Original for students	Original version - Original version should be the main priority.
Department C: Literature	Both versions: - Original for students - Translation for casual readers	Original version: - Efficient contents - To improve English language skills
Department D: Translation	Original version: - To improve English language skills	Both versions: - Depend on readers' objectives

Unlike the individual preferences, participants' answers are positive regarding both original and translated versions rather than just the former because of the limited language ability and little to no necessity for certain groups of readers. They, however, still claim that the original version is better than the translated equivalent.

Five people indicate that both the original and translated versions should be encouraged among readers. Department A's lecturer claims that both versions have their own purposes: the original version gives more language benefits while the translated work gives readers opportunities because it is more accessible. Departments A and D's students as well as Department B's lecturer state that the reading version should be determined by the readers' language abilities and reading objectives, where casual readers should read the translated version because it is easier to read, while EFL and university-level students should read the original version. The latter reason is similar to those of 3 answers claiming the original version should be dominantly encouraged. These participants imply that students and readers in the modern era should try to expose themselves to English language texts as much as possible to improve their English language skills. Despite that, the participants do not have a complete negative view on the translated version. The interviewees in general believe that literary reading is a good activity regardless of the reading

version. Department C's lecturer claims that "While the translated version is not as satisfying as the originals, they are better than not reading anything."

2) Translation: Preserve or Destroy

Table 4.26 Translation: Preserve or Destroy?

	Lecturer	Student
Department A: English	Both: - Depends on translation quality	Preserve: - Introduce readers to literature
Department B: Foreign Languages	Both: - Depends on translation quality	Both: - Depends on translation quality
Department C: Literature	Preserve - Translators naturally never try to destroy the works.	Both - Depends on translation quality
Department D: Translation	Both: - Depends on translation quality	Both: - Depends on translation quality

Roughly 75% of both categories of participants think that translation can both preserve and destroy the works. The rest of the participants believe that the translation mainly preserves the original version.

All participants claiming that translation can both preserve and destroy the original version say that the quality of the translation and the translators are the most important factors that determine whether the works generate positive or negative impressions. According to a lecturer of Department A, the translation that is wrong or not faithful to the original can destroy the source material, while the high quality translated works can introduce Thai readers to literary reading. Department B indicates that good translated works allow the story to make more sense and are more consistent for local readers despite the few unavoidable losses. Some of the participants, however, indicate that literary works mainly preserve the original works. Department A's student state that the translation is admirable because it expands the works for people so that they can understand and appreciate the works regardless of their English language skills. Department C's lecturer, meanwhile, indicates that it is not the translator's nature to destroy the original work, and the mistakes are usually not intended, and even then, mistakes are aspects that are natural and are unavoidable in translation.

4.2.2 Interview Part B

The following questions are related to other issues that can be related to literary works in the contexts of this particular study.

4.2.2.1 Duties of Literary Translators

This question explores the participants' perceptions regarding translators' roles in literary translation and tries to pinpoint specific beliefs shared by Thai students and lecturers.

Table 4.27 Duties of the Translators

	Lecturer	Student
Department A: English	- To express and retain literary aspects and writing styles	- To express and retain literary aspects and writing styles - To not alter the original texts while translating
Department B: Foreign Languages	- To express and retain literary aspects and writing styles	- To understand the original works completely - To express and retain literary aspects and writing styles
Department C: Literature	- To express and retain literary aspects and writing styles	- To express and retain literary aspects and writing styles
Department D: Translation	- To express and retain literary aspects and writing styles - To expand literary works to the local readers - To preserve literary work's lifespan	- To express and retain literary aspects and writing styles - To not alter the original texts while translating

Astonishingly, every single participant has a common belief in the duty of the literary translator; the translator should be required to express and retain literary aspects and writing styles as the contexts are transferred between the source and target languages, though minor details may be different.

“Retaining literary aspects” in this case may include narrative, language, meaning (Department B), styles, thoughts, philosophies, cultures (Department C), and characters (Department D). To a lesser extent, students from Departments A and D indicate that the translator must not alter or change the original contents. In addition, Department B's students says the translator also needs to understand the source materials perfectly so that the translated works can truly be considered effective recreations of the works for readers who do not read the original version. Finally, a Department D teacher mentions that the translator must be able to pay homage to the

original works and respect them enough to provide quality translation and to expand their lifespan.

4.2.2.2 Limitations of Literary Works as EFL Learning Materials

The following data shows participants' opinions regarding the limitations of literary works when they are integrated with EFL classes. It explores the students and lecturers' opinions regarding the lack of literary reading, studies, and encouragement in Thailand compared to other EFL or ESL countries

Table 4.28 Limitations of Literary Works as EFL Learning Materials

	Lecturer	Student
Department A: English	- Too difficult to learn - Thai EFL classes do not support literature	- Too difficult to learn - Thai EFL classes do not support literature
Department B: Foreign Languages	- Thai people do not like reading. - Depend on an individual	- Lecturers are not skilled in literature
Department C: Literature	- Lecturers are not skilled in literature - Thai EFL classes do not support literature	- Translated works are sufficient
Department D: Translation	- Thai EFL classes do not support literature	- Translated works are sufficient

A general limitation with literary works as EFL materials, according to the participants, is that Thai education does not support learning them in classrooms, the lecturers are not skilled in teaching them, and students find them too difficult to learn. In addition, Translated works are considered sufficient materials for readers.

Three lecturers indicate a problem of teaching literary works in the classroom. They stated that the Thai EFL curriculum has been designed in ways that English should be taught only for the communicative and grammatical aspects. Department A's lecturer indicates that preparing literary teaching is time consuming while Departments C and D claim that literary studies are not widespread in Thailand aside from the literary-exclusive fields, so there is a lack of skillful lecturers teaching literature. Department D's lecturer emphasizes the idea that literary works and EFL should not be completely separate fields as they currently are. The students, meanwhile, believe that the original version is too difficult and the translated version should be sufficient as the additional reading materials. Department A's student

bluntly claims that literary study in the classroom is a “waste of time” because in the equal span of time one studies literature, one could have spent more time studying other subjects. Department B’s lecturer indicates that literary study preferences also depends on the readers, since some people like reading while others do not.

4.2.2.3 Literary Reading and ASEAN

In response to the integration of the ASEAN community as well as the heightened importance of the English language, the following data shows the participants’ perceptions of the relationships between literary works, English language learning as well as the influences and impacts created from the ASEAN ‘trend’ that has emerged since early 2010s.

Table 4.29 Literary Reading and ASEAN

	Lecturer	Student
Department A: English	Unchanged: - Readers still prefer the translated versions - Original version is expensive	Positively changed: - Readers will be motivated. - Readers will improve English skills
Department B: Foreign Languages	Unchanged: - If the government does not encourage reading, nothing will change	Positively changed: - Gradual improvement over time because of the social enforcement - Readers will improve English skills
Department C: Literature	Unchanged: - Thai students are too lazy to develop	Positively changed - Readers will be motivated. - Readers will improve English skills
Department D: Translation	Positively changed - Gradual improvement over time because of social enforcement	Positively changed - Gradual improvement over time because of social enforcement

Overall, the opinions regarding AEC and English as an official language generate rather clashing opinions. Most of the lecturers view that nothing will change in terms of literary reading habits even with the influences of AEC, while students actively believe that changes will occur over time due to the students being motivated to read and use the English language.

All lecturers, except in Department D, claim that student readers may not improve their reading habits due to the influence of AEC fads. Department A claims that the translated version is more preferable for the readers; Department B states that unless the government actively encourages literary reading, readers will not

take interest, which is likely what will happen considering the different focuses of the community; Department C directly implies that Thai readers will not care about reading since they lack motivation and learning capacities of the foreign EFL learners. Department D's students and lecturer, however, view the issue differently. Departments A, C, and D indicate that the influence from English as a Lingua Franca will indirectly force students to become motivated enough to take interest in sufficient sources of language learning, which includes British and American literary works, particularly the original versions. Department B indicates that changes will happen only gradually over time. The students in general have more positive views toward literary reading during this era; therefore, Thailand may need to adapt to ELF influences.

4.3 Summary

In this chapter, the researcher has presented statistical tables from the questionnaire surveys as well as the summarized answers from the face to face interview sessions, with both sessions conducted with purposively selected participants from four university departments regarding their personal beliefs behind their literary preferences of the original and translated versions.

The quantitative results show the general views the participants have toward literary reading trends in Thailand, which corresponds to the first research question to determine the overall image of the trend. It appears that the respondents have positive views toward both the original and translated versions, believing that they are important and relatable to the readers and to one another, though they tend to agree that the original version is more preferable and more satisfying than the translated version.

Meanwhile, the qualitative data supports the idea provided by the quantitative aspect, and shows that the original version is closely tied to their academic development, while the translated version is more accessible and easier to understand for readers. In addition to the main questions appearing in the quantitative research, the researcher asked the participants three questions regarding the duties of translators and the status of literary works in EFL classes in the ELF influenced society of AEC.

The participants tend to have neutral to positive views toward translation while they tend to be rather positive toward the growth of EFL in Thailand, which requires more time and effort from schools, universities, readers, and the government in order to put such beliefs into development. Overall, the interviewee participants also have positive views toward literary works.

The implications from both data sets and the discussions of the study will be discussed further in ‘Chapter 5: Discussion, Conclusion, and Recommendations’.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the results and conducts discussions and implications as the means to answer the two research questions. The answers toward research question #1 aim to elaborate on the overall preferences of Thai University EFL students and lecturers upon the reading trends of British and American literature in both original and translated versions. Meanwhile, the answers toward research question #2 will pinpoint interesting common beliefs and opinions that can be summed as the participants' perceptions toward literary reading. After discussing both, the researcher will wrap up the research by summarizing and discussing the integration of the quantitative and qualitative data. In addition to the conclusion and discussion, the final part suggests limitations of the research as well as suggestions for researchers in the future should they become interested to expand upon similar research topics.

5.1 Discussion of the Study

The results from Chapter 4 show the perceptions and preferences held by the participants which are intended to be integrated with the ultimate question regarding how such reading trends can be related to Thai readers and their social development. As shown within those chapters, participants tend to dominantly relate literary works with the academic contexts as they claim to use them to improve EFL, literary, and translation capacities to improve the quality of their education even if the works were established as forms of edutainment. The aspects of data provided by both quantitative and qualitative aspects can be used to answer the research questions provided in the beginning of this study and the discussion and implications of both aspects will follow.

5.1.1 Answers toward Research Question #1: Perceptions and Preferences toward Literary Reading

This section concerns the further discussion upon the quantitative results depicted in the first half of Chapter 4 regarding research question #1, “What are the perceptions and preferences of the university respondents regarding literary reading of the original and translated versions?”

5.1.1.1 Literary Reading Perception

1) ‘Universal’ Perceptions

As covered in Chapter 4, university departments shows they have similar perceptions toward literary reading. The comparison between the dominant answers by the two departments can be viewed in the following table:

Table 5.1 Summarized Literary Perceptions

Department A English	Purposes - Original: To improve language (62.5%) To enjoy the works (33.3%) - Translation: To enjoy the works (60.9%)	Benefits - Original: Language acquisition (70.8%) Improved imagination (41.7%) - Translation: Improved Imagination (37.5%) Becoming esthetic (29.2%)
	Factors - Original: Language skills (75%) Background knowledge (33.3%) Themes and characters (33.3) - Translation: Language skills (45.8) Background knowledge (33.3%)	Problems - Original: Unknown words (54.2%) Intercultural references (33.3%) - Translation: Literal translation (47.8%) Grammatical mistranslation (47.8%) Joke/Pun mistranslation (30.4%)
Department B Foreign Languages	Purposes - Original: To enjoy the works (58.3%) To improve language (43.3%) - Translation: To enjoy the works (48.3%) To improve language (35%)	Benefits - Original: Language acquisition (54.2%) Improved imagination (30.5%) - Translation: Improved imagination (26.7%) Improved worldview (26.7%)
	Factors - Original: Language skills (72.9%)- Translation: Theme and characters (35%) Language skills (33.3%)	Problems - Original: Unknown words (57.6%) Lack of background (20.3%) - Translation: Literal translated (46.7%) Joke/Pun mistranslation (21.7%)

Table 5.1 (Continued)

Department C Literature	Purposes - Original: Academic necessity (68.2%) To improve language (36.4%) To enjoy the works (36.4%) - Translation: To enjoy the works (45.5%) To improve language (40.9%) Factors - Original: Language skills (50%) Themes and characters (50%) - Translation: Inconsistent styles (36.4%) Language skills (31.8%)	Benefits - Original: Language acquisition (59.1%) Improved imagination (50%) - Translation: Improved imagination (63.6%) Expanded worldviews (22.7%) Problems - Original: Unknown words (54.5%) Lack of background (36.4%) - Translation: Literal translation (59.1%) Inconsistent styles (36.4%)
	Department D Translation	Purposes - Original: To enjoy the works (55.2%) To improve language (44.8%) - Translation: To enjoy the works (44.8%) To improve language (31%) Factors - Original: Language skills (61.1%) Background knowledge (48.3%) - Translation: Language skills (31%) Theme and characters (31%) Benefits - Original: Language acquisition (65.5%) Expanded worldviews (34.5%) - Translation: Improved imagination (27.6%) Language acquisition (24.1%) Problems - Original: Unknown Words (55.2%) Lack of background (31%) - Translation: Literal translation (46.4%) Inconsistent styles (25%)

The overall outlooks upon literary reading aspects are quite similar. For the original version, most of the respondents state that literary works can effectively improve their English language skills as well as providing them entertainment, which benefits them as they become more skillful at language use and more imaginative. They also believe that the most problematic aspects of the works are unknown words. For the translated version, participants tend to read to enjoy, and in return they expect to obtain improved imagination and critical thinking. They also commonly think that the translated version can be effective as they are written with the native Thai language, but they tend to have a problem of being too literal and having inconsistent or contradicting styles to the originals. The major answers tend to be similar for all departments.

The ‘universal’ perceptions toward literary works tend to be related to the improvement of EFL, ELF, and international cultural knowledge that have been implanted within literature. For the original version, Most of the participants state that literary works can effectively improve their English language skills as well as provide them with entertainment, which provides benefits as they become more skillful at language usage and more imaginative. For the translated version, participants tend to read to enjoy, and in return they expect to obtain improved imagination and critical thinking. They also commonly think that the translated version can be effective as they are written with their native Thai language, which can be useful when used as support or an alternative to the original version. The participants acknowledge that literary works are dominantly related to their academic development, confirming the status as the sources of EFL knowledge (Kern, 2000: Sell, 2005) and cultural knowledge (Zhen, 2012). Therefore, literary reading should be considered an important activity for EFL students and lecturers.

2) ‘Department-Exclusive’ Perceptions

However, it should be noted that while the ‘universal perceptions’ of the participants tend to be common, each department does have its own distinctive traits and priorities toward specific literary aspects. For example, Department A and Department B, despite being the most comparable two participant groups that commonly learn English primarily in classrooms, they appear to have totally different minor perceptions; Department A appears to focus on grammatical and esthetic aspects of the works while Department B is more concerned about literary aspects such as themes and characters. Meanwhile, departments with exclusive studying fields give even more noticeable answers. Department C considers literary aspects within the works to be as equal as language aspects, reflecting their natures as literary readers, whereas Department D considers the background knowledge, reflecting their roles as translators.

Department-exclusive ‘perceptions’ tend to come from the fact that that each department has its own distinctive traits and priorities toward specific literary aspects despite the majority being related to EFL and cultural education. The unique traits of the department should be considered important factors to consider

should literary works of either version be deployed to the readers because they tend to read with different purposes and goals.

5.1.1.2 Literary Reading Preferences

1) ‘Universal’ Preferences

From the results, it is shown that most participants tend to read 3-6 titles literature titles per month, which considering the education level of the participants, is quite acceptable because they show a sign of interest in traditional printed fiction. Another very important issue to discuss in this particular study is the preference of the versions based on participants’ answers. This issue can be addressed via the literary bookstore that the participants dominantly visit. The following table concludes the ratio between the four dominant bookstores which sell variants of British and American fiction in Thailand.

Table 5.2 Summarized Dominant Bookstores

Bookstore	Overall Percentage
Naiin Books	14.8%
SE-ED Books	17.8%
Asia Books	58.5%
Kinokuniya	60%

‘Naiin’ and ‘SE-ED’ are considered well known translated Thai-language bookstores while ‘Asia Books’ and ‘Kinokuniya’ are considered the well-known original English-language bookstores. The table clearly shows that the number of participants who choose to visit English-language bookstores are considerably higher than Thai bookstores: more than 30%. What this data clearly implies is that majority of participants will have higher priority to choose the original English language works despite factors indicated from the interviewees such as the high price and the difficulty of reading the original works.

Further points why the original version is preferred over the translated version lies within the reasons the participants choose to read the versions they have chosen in the few questions prior. From the result, every department except Department C states that ‘personal interest’ is a significant reason they choose to the literary versions to read (See Figure 4.9, p. 65). With more than 90% indicating the

original version being preferable (See Table 4.4, p. 63), the data heavily implies that a great number of readers choose to read the original versions from their own free will, a good sign that the participants generally are still interested in reading books and fiction in the original English language.

The translated versions, however, are not totally ignored. While the general reading habits are aimed toward the original versions, the translated works are actively considered as an alternative or a choice for non-English readers. More than 60% of the participants are willing to recommend the Thai translated versions to other readers (See Table 4.4, p. 63) while the readers themselves hold positive views toward the translated versions, for they are considered easier to access (see Table 4.12, p. 75) and to understand (see Table 4.13, p. 76), making them ideal reading materials for the non-English and non-university readers.

The answers regarding “Preferences toward Literary Works” (p. 63) as well as “Importance of Literary Works toward Oneself” (p. 68) and “Importance of Literary Works toward Others” (p. 69), show that the participants tend to have similar ideas toward literary works regarding the importance, influences, and impacts toward individuals and Thai society, though not without a few exceptions. Every department is shown to have positive views toward literary works in both versions. After all, the majority agree that that literary works are important to themselves and others, which is similar to case studies in India (The Commonwealth of Learning, 2012) and Israel (Baratz, & Abuhatzira, 2014). Thailand, however, is a noteworthy case. Thailand has been established as a country that outspokenly promotes English language (Hengsadeekul et al., 2010, p. 89-94), and this appears to be one of the major reasons British and American literature is well received within Thailand. Thailand is notable for being one of very few countries that has not been colonized by English-language speaking countries. It has not encountered the same problems as India and Algeria which were colonized, nor does it have the same problem as Israel where the population is sensitive to the exposure toward foreign cultures. Thailand is a country that welcomes the influences of intercultural trends and fads from novels, films, and lifestyles from English-language countries. The growing influences of Thailand’s exposure to foreign cultures speak of its people’s openness toward foreign cultures

and the desire to imitate them, which justifies the perceptions and preferences of the participants regarding this issue.

However, the influence of English also causes a suspicion by nationalists and theorists who are afraid of Thai people being overly obsessed by British and American cultures (Pimpa Hirankitti, 2000) to the point where Thailand's cultural identity is at risk of being destroyed (Chadchai Jaisaen, 2000). The data shown in '4.1.3.2 Cultural Impacts from Literary Works' (p. 70-74) indicate that the majority of the participants strongly do not agree with these beliefs. The respondents do not think that literary works of either version can derail Thai culture (See Table 4.9, p. 71), but they can improve their reading habits (See Table 4.10, p. 74). Therefore, literary works should be encouraged among readers (See Table 4.11, p. 75). From the general viewpoint, it can be concluded that Thai university departments clearly have positive views toward English language literary works and positive benefits toward academic development.

2) 'Department-Exclusive' Preferences

One of the noticeable trends of Department C: Literature and Department D: Translation is that the participants tend to react outspokenly positive regarding the original and translated versions respectively. Referring to Table 4.2 (p. 50), it is shown that Department C is the sole department that scores 100% on the preference of original versions and 0% on the translated versions toward themselves. Their views show an overwhelming belief that the original version, the subjects that they are related with on a daily basis, are far superior, effective, and preferable compared to the translated version. Meanwhile, answers toward the quality of the translated works are rarely negative for Department D. To a lesser extent, English major participants tend to relate literary works to English language education and development. This finding corresponds to the research hypothesis which indicates that each department have unique perceptions and preferences toward literary works, but the details appear to be slightly different.

Robinson's (2012) theory about 'Interior Knowledge' is the most relatable idea to the participants' perceptions and preferences that may describe the behaviors of the students and lecturers, particularly those of Department D. 'Interior Knowledge' claims that translators tend to view translation as a process that

satisfies their pride and joy of their career. It is safe to assume that readers at the university level choose their departments based either on their personal interests, dominant skills, or career possibilities; thus it is likely that Department D should be viewed as the standard amongst the translators regarding their perceptions and preferences toward the translated works. In this case, more than one participant claims that it is natural that translators do not want to interpret or alter the original works in the ways that destroy them intentionally, but mistakes tend to happen most likely because of their misunderstanding or misconception of the source materials; therefore it is not correct to criticize translators as people who destroy the source materials. Therefore, it is only natural that Department D has overwhelmingly positive views toward their profession, and they want to promote and take pride in their activities. A similar phenomenon can be applied toward Department C and their outstanding positive views toward the original version.

5.1.2 Answers toward Research Question #2: Ideas and Beliefs toward Literary Reading

This section of the chapter summarizes the results from the face to face interviews related to research question #2 “What are the additional ideas and opinions behind the perceptions and preferences toward literary reading?”

5.1.2.1 Specific Beliefs toward the Original Version

1) Original Version as ‘Pure’ and ‘Satisfying’ Material

Participants believe that they read the original version to witness and acquire English language skills and to experience the ‘real’ narrative and intentions of the writers, both of which correspond to the general trend of the readers that they are reading to meet their academic needs and personal interests.

The participants’ indication of the satisfactions and skills acquired from the reading heavily imply that the ‘true’ and ‘pure’ source materials are very effective sources that help the students, become more effective at studying their fields, and the lecturers become more sophisticated and effective at their jobs. These answers imply that the ‘motivation’ factor exists phenomenally. According to Zhen (2012), literary works may have a charm that attracts and allows readers to improve reading habits significantly from literary reading activities. The original version

appears to have such charm to the university level participants, motivating them with sufficient contents and enforcing EFL and intercultural learning.

2) Original Version as EFL Learning Material

The original version is indicated as the supplemental academic material that can improve students' EFL and specific skills related to the students' departments despite being shown as the more difficult type of material compared to the translated version. Similar to the responses from the quantitative data, English language skills and assistance are the key factors and benefits of reading, with university students and lecturers being significantly skilled in English to read. The participants claim that they have become stronger at using English language while participants related to literature and translation claim that they acquire reading and writing skills that can be applied to their professions

A surprising answer provided by the participants is that reading the original version is more understandable than reading the translated 'Thai' version. As mentioned above, the original version has the charm and accuracy that make it a preferable option for EFL students and lecturers. It is possible that the original version can provoke more intensive learning and enjoyment than the translated version. According to Bussaidi, & Sultana (2015), EFL learners who expose themselves to foreign texts tend to develop a 'judgmental attitude' toward literary works, allowing them to be more critical and effective at learning from the books. In addition, literary works appear to have a power to motivate and improve readers' attitudes toward reading, as evident from Vural's study (2013, p .15-23), where students are reported as having improved perceptions and preferences toward literary reading after a case study. These factors suggest literary works can be very potent as either EFL class materials or additional reading items outside classrooms.

5.1.2.2 Specific Beliefs toward the Translated Version

1) Translated Works as Quick Access to Literary Reading

Based on participants' answers, participants tend to read the works because they need a quick understanding and a conception of the story, themes and characters because the translated Thai, the native language of the readers, proves to be more effective to provide the general information they need regarding the works. They find that translated language is more comfortable and more accessible to Thai

readers provided that the translation is well made. In addition, the translated version is claimed to be ‘enough’ for some readers who either want to save time or do not have a need to read in English at all.

The overall answers of the participant suggest the translated version as either a ‘basic version’ which can be locally accessed when reading the original version is not a likely option. The idea is that translated works appear to have superior accessibility and understanding to the original version. The native Thai language plays a significant role in making the version approachable by local readers. Straumanis (2013) said that the goal of translation is to introduce readers to literary works, which is true in terms of Thailand. Many of the works being translated are of high quality or at least well known among international readers. Reading the translated version; therefore, is a convenient way to get involved in literary works.

2) Translated Works as Supportive Materials

Participants claim to learn Thai and English languages from the translated version as well as multiple ways to improve their writing and translation skills. The interesting aspect of these answers is that the translated version is either treated as valuable examples or the side materials that should be used alongside the original version to maximize the reading benefits. Translated literary works are considered valuable examples of translated language to be applied to their own works. Combining them with the original works, however, expand their usefulness significantly.

Pound’s philosophy on translation (as cited In Weissbort, & Ástráður, 2006, p. 5) emphasized the parallelism between the original and translated versions, which is true to a certain extent. The translated version is one of the easiest ways for the readers to experience literature, but it tend to suffer a consistency problem that makes it difficult to read. At least two participants repeatedly emphasize the need to compare the two versions to maximize the benefits gained from literary works, claiming that the translated version, by itself, is prone to mistakes and pitfalls that can only be rectified by reading the originals, while the difficult aspects of the original version can be covered and supported by the translated works. The use of the original and translated versions simultaneously is a very interesting way to invoke literary reading habits for Thai university readers.

5.1.2.3 Other Specific Beliefs

1) Perceptions toward Translator's Roles

Regarding the role of the translators, the participants acknowledge them as something similar to the traditional meaning: a translator is the person who translates a work of original language into the target language, keeping important elements such as literary techniques and figurative meaning consistent and comparable with the source material. It is also shown that participants from all departments have significant knowledge regarding translation rules and complexity. Some of the participants also acknowledge the limitations of translators and suggest that they should not be terribly criticized over mistakes and pitfalls.

An indication of the participant is that they have a fair amount of knowledge toward literary translation, and it should not be a problem for them to give empathy to translators. By giving understanding to the translators with acknowledging what is necessary to make good translation, there are higher chances to improve the translation field and the quality of the future works.

2) Perceptions toward Literary Works in EFL Classrooms

Participants acknowledge the limitation of literary works as EFL reading materials for several reasons such as the unsupportive system in Thailand and the lacks of skills and motivation from lecturers and students. An important part of the answers to highlight, however, is that the answers tend to imply that literary works should be encouraged more in Thai society.

The limitations of EFL classrooms suggest the extent that literary works may be accessed by the students and lecturers. From the answers, it is indicated that literary works should be used more in classrooms, but by doing so, literary works may create difficulty in the EFL learning processes. The possible solution to this issue is either trying to reinforce the structures of EFL cases to allow the studying of literary works, or deeming literature as side materials to be studied outside of the classroom. Either way is considered beneficial (Pegrum, 2000). It is suggested that studying literary works is better than not reading at all.

3) Perceptions toward Literary works and AEC

The influence of AEC and English as a Lingua Franca has been established very early in this study's introduction. Such influences appear to

have been controversial within the different generations of Thai university participants. On one hand, lecturers suggest nothing will change from the cultural impacts from the promotion of AEC, while students are more aware of the direct and indirect impacts of the trend on EFL development in the future.

The indication is that literary works may have an increased priority in Thai society with the promotion of the English language ensuring the new generation to seek out multiple sources of English language development. The influences from foreigners and governments are important factors that will determine whether English language literary works will be accepted in Thailand in the future. The society should consider the potential changes and accept the alternative sources of knowledge if Thailand is desperate to improve the national EFL and ELF standards.

5.1.3 Answers toward Research Question #3: Literary Works upon Thai EFL Development

This section discusses the considerable trends and movements upon combining the quantitative and qualitative data, which should summarize and therefore complete the last section of the triangular design.

5.1.3.1 The Original Version

As shown within the study, participants tend to read the original as part of an academic process to maximize literary satisfaction and to fulfill their respective departments' course outlines. The English language is indicated to be a key factor that determines the success and the failure of their reading activity, both in the input and output processes, which can be seen from the following diagram:

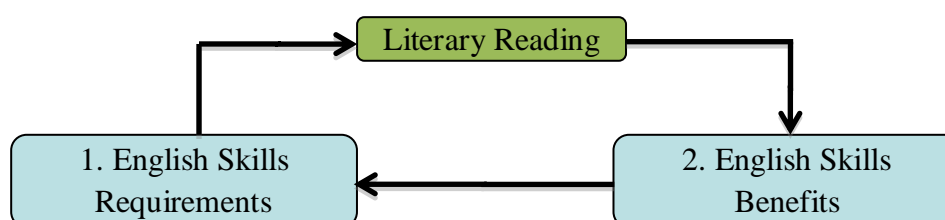


Figure 5.1 EFL Learning Cycle of the Original Version

The process of literary reading appears as a cycle that determines the continuous language learning process from literary reading, provided that the readers do not abort the process. The basic idea is that readers are required to have a significant amount of English language skills in order to read and interpret the original works. By successfully doing so, the participants gain a main benefit in the form of improved language knowledge that can be used in the next reading sessions, which allow them to gain even more benefits for even further readings, which helps the students to expose themselves to the language and become more effective at using it.

In addition to language, the participants from different university fields appear to have acknowledged the possibility of adapting their knowledge from literary works toward the specific skillsets unique to their respective fields. Naturally, students in such respective departments are being exposed to English language and literary works from different aspects; for example, students from literature science are required to study the deeper aspects of the works, while students from the translation science are required to study the inter-language and intercultural transfers between the source and target language.

5.1.3.2 The Translated Version

Unlike the original version, the participants do not read the translated version merely for academic improvement, but also for enjoyment and better understanding. With the superior accessibility and understandability it provides, translated literature is viewed as significantly positive in Thai educational contexts that can effectively boost the benefits gained from both versions. In this case, it can be assumed from the data that literary reading should place more focus on the original version and use the translated versions as side materials or alternatives which expand the readers' understandability toward the works as well as providing simple enjoyment for readers, allowing the cycle of learning to be more effective than the readers attempting to read the original version alone. This cycle can be depicted with the following model:

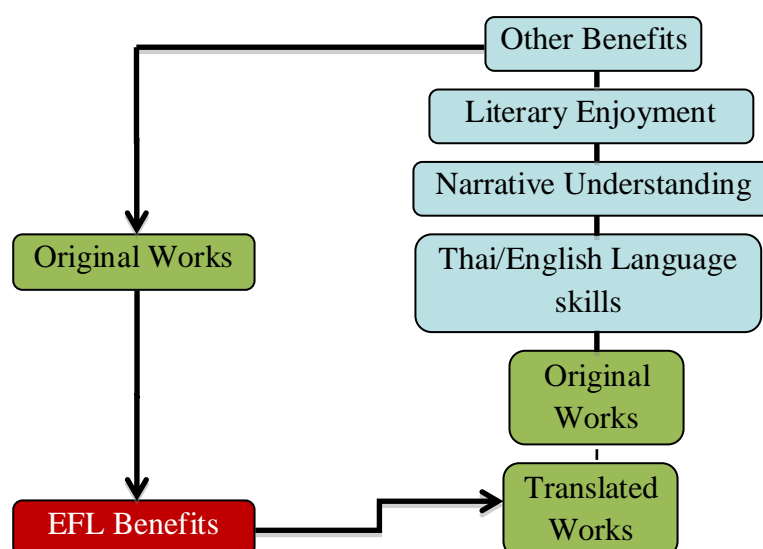


Figure 5.2 EFL Learning Cycle of the Translated Version

Figure 5.2 shows that, by starting literary reading with the translated version, the readers will be able to gain various benefits from the translated version as they start a comparative study between the Thai and English versions of the same texts. Such benefits may consist of the language knowledge between the source language and the target language including the solutions toward the unknown words and the understanding toward difficult language structures in the original works, the general conceptualization of the works including the narrative, characters, themes, and symbols, the increased literary enjoyment toward the works, and lastly the other benefits that may emerge from reading. The idea of using translated works as ‘side materials’ can be compared to Kasmer’s (1999) theories regarding the uses of translated literary works for bilingual immersion and co-teaching. Kasmer (1999) claims that both the original and translated works should be used simultaneously. Doing so allows the students to relate their background knowledge of the native language to significantly improve the understanding toward the original English language and foreign cultures.

Another issue worth discussing regarding the translated works is the status of the works toward the idea of nationalism. In this case, a significant number of participants view the translated version in the light of language nationalism yet they are open minded toward foreigner’s cultures. They initially claim that foreign

language works do not harm the cultural and traditional identity of Thailand, though they do emphasize the importance of Thai students mastering the use of the native language alongside English. They believe in the beauty and worthiness of Thai native language toward their cultural identity. The idea of preserving language should be encouraged among translators so that they become more motivated to create works with great quality, and the idea should be encouraged among readers to encourage the consuming and embracing of Thai language. Such ways of thinking should certainly be viewed as a positive thing, considering foreign cultures' heavy influences on Thai culture. The mild and healthy nationalist thoughts tend to allow readers to constantly welcome interesting knowledge belonging to other cultures, while they are properly protected from the possibility of cultural and linguistic imperialism as in the 'better safe than sorry' ideology.

One of the most noticeable values of the translated version in Thailand is that they tend to be used as supportive materials to enable readers to become more effective at reading the original works and become more effective at using English and other skills specific to their fields. The works are seen as important aspects to have in Thailand and are potential to significantly improving the quality of EFL in academic contexts. Another important point regarding the works is that translated works are the possible tools used to continue the importance of the native Thai language. These works are potential at showcasing Thai language and encouraging readers to preserve and master the language they were born with and have grown up using. Therefore, it is important that Thai society considers the translated version to be only slightly less important to the original works.

5.1.3.3 Translation Study in Thailand

According to the quantitative and qualitative data, the studying of translation is overall positive. Translation is acknowledged as the complex procedure, especially in the fields of literary works, where literal translation is not of high quality and not accepted. Literary readers acknowledge translation as the alternative for readers with lesser necessity to read in the English language. The participants appear to acknowledge the basic requirements and problems with translation, and therefore accept translated works even though they claim the translated version is inferior to the original.

5.1.3.4 Effects of Literary Works upon EFL Education

In an early assumption toward this study, the researcher asked the participants a question regarding the lack of usage of literary works in EFL classrooms, as opposed to foreign countries where literature is widely encouraged. The uses of literary works within EFL classes are brought up in this study because, according to previous studies, they can be significant toward the development of English language education in several parts of the world; therefore, it should be considered to follow examples of this development in Thai society as well.

In the study, the participants state that Thailand usually views literary works as entertainment rather than learning materials because they are not practical and useful compared to traditional language learning materials. In addition to a lack of good lecturers and the lack of interest, the study of literary work is significantly limited to literature-related departments. Such ideas may be understandable considering the function of language usage and the inconsistent depiction of fiction toward traditional EFL development; however, it should be noted that literary works, if chosen properly, can be adapted into EFL usage such as short paragraphs or passages in the similar way that textbooks' mock conversations and paragraphs. Doing so may allow similar contexts to be taught and students may be inspired to seek to read full texts in order to expand their reading habits and capacity. It is, therefore, highly suggested that there's an encouragement of literary reading within the academic contexts to try to maximize EFL benefits. By utilizing the models provided, English language development through the use of literary works using either version can be recommended as an alternative learning method within the contexts of Thai EFL in order to maximize language learning benefits as well as to proudly promote English as the nation's international *lingua franca*.

5.1.3.5 Effects of Literary Works upon Culture

An overall analysis shows that participants do not believe that Thailand is affected by cultural and media imperialism and that literary works in both versions should be encouraged among readers. The growing influences of foreign language works in Thailand can be viewed both ideally and cynically. On one hand, the beliefs toward literary works implies that EFL readers are ready to expose themselves and learn EFL aspects from the works without worrying about being assimilated by the

material they are studying; on the other hand, participants are unknowingly invoking cultural, media, and linguistic imperialism that emerge when the situation is already too late to fix, like a ‘Trojan Horse’. Both Ideas are possible and should be subjected to further debates, Personally, the researcher believes that literary works are more beneficial than destructive to Thai culture, considering the positive results of the study and the belief that Thai society knows how to manage their reading activities.

5.2 Conclusions

This study has been conducted to explore the perceptions and preferences of Thai university students and lecturers upon literary reading trends on both original ‘English’ versions and translated ‘Thai’ versions, which provide significantly positive results regarding both versions.

The original works are perceived as an important tool in improving English language and department exclusive skills as well as providing entertainment as they relate them with their immediate needs to improve EFL and department-exclusive proficiencies. A further discussion attempts to indicate the potential of literary works in Thai EFL classrooms by saying that literature should be influential among readers for continuous learning processes.

For the translated version, the participants read the works mainly to enjoy the contexts and to substitute or support the original version. The participants are shown as having an understanding toward literary translation theories and trends. Despite having significantly lower priorities than the original, the overall values of the translated works are not out of the picture, and they are recommended to be read by the participants from the translation major and other non-English learning readers. For this reason, the study tries to convey that the translated versions should be utilized as supplemental materials that are encouraged among students and other readers with lower skills in English language. These literary works could be useful tools in the literary learning cycle.

In addition, both versions are viewed positively as important tools that can improve the readers’ abilities without affecting their perceptions toward Thailand’s culture and tradition as feared in the belief of literary imperialism (Phillipson, 1997).

Literary reading in Thai society in general, therefore, is welcomed by students and lecturers, thus both fields of literary works and literary translation should play a larger role in Thai EFL development.

5.3 Implications of the Study

This study mainly has benefits for students, lecturers, and other readers who wish to improve their English language, literary reading, and translation skills. One of its implication is to encourage students to read and learn from literary works and literary translations in order to invoke academic improvement including English language skills, literary techniques, translation techniques, styles, foreign cultures, morals, and other aspects that make readers more ‘human’ and wiser as they continue their respective careers. It is also an important development that they do not take literary works in either version for granted.

Several implications are also made toward writers, translators, as well as book publishers in Thailand. By acknowledging the ‘perceptions’ of literary readers, it is possible that the writers improve their writing techniques based on the strengths and weaknesses of the original versions, whereas translators may do the same to the translated versions by considering the participants’ opinions as a way to improve their translation skills. By acknowledging the ‘preferences’ toward literary versions, on the other hand, it is possible for book publishers to hold events and to focus the sales upon specific reader groups who preferred specific reading versions as an indirect way to promote literary reading in Thailand.

In addition, there is a pedagogical implication toward the potential development of Thai education. An immediate problem of the Thai academic system comes from the fact that Thailand has only recently recovered from multiple political conflicts which had have been plaguing the country for over five years, yet the nation has rather low English and literary standards. It is be a challenge yet a requirement that there is an immediate plan to stabilize and improve the educational quality to correspond to the AEC trends. For this, the government and related figures should consider using literary works as either an alternative or supportive material to achieve such goals. By suggesting literary works, however, the researcher points out that the

traditional textbooks and classroom activities are not bad. This study merely suggests an alternative or a supplemental method to open a potential way to improve Thai education and development.

Last but not least, the researcher would like to recommend researchers to take interest in similar issues addressed in this study in order to justify and expand the fields even further for the benefits of every related academic field. Researches on language and communication as well as the literature and translation fields as the study regarding the attitudes of participants toward the uses of media as an instructional material are surprisingly rare in Thailand, and therefore should be encouraged.

5.4 Limitations of the Study

There have been several difficulties in this research because the triangulation ‘mixed methodology’ used in this research only provides a basic idea of literary trends. It cannot be used as a representative toward the reading trend of the whole nation nor every university reader in Thailand. Due to the wide and generic choices of the subject and participants, this research has been created only to fill the knowledge gap to allow researchers to notice the possibility of literary study within the field of language, communication, literary, and translation studies.

5.5 Recommendations for Future Research

Following the research limitations, it is highly suggested that several deeper aspects toward literary reading in Thailand be explored. Future research may include the following; studies upon the same research topic using different research methodologies and different data analysis techniques to expand the understanding of cultural trends and movements of Thai readers, similar researches on the different groups of participants outside of academic contexts, pragmatic analyses on literary works of both versions, deeper observations on the beliefs and theories behind literary reading trends in Thailand, suitable selections and choices of literary genres to be studied inside and outside classrooms, effective ways to integrate literary reading into

academic contexts, or intensive studies upon the relationships between literary works and Thai readers in the 21st century. The matters of literary reading may also be discussed separately based on the readable versions because both original and translated versions are viewed differently in the contexts of Thai university participants. Doing so may allow researchers to understand the status and the implications that each version have on the participants and their societies.

One of the significant results from the current study implies that students at the university level are motivated and open-minded to read literary works in both original and translated versions in order to improve their academic performances; however, there has not yet been solid proof or significant case studies conducted within Thai contexts as done in other countries. Therefore, it is suggested that researchers try to conduct case studies or observation based on participants' reading habits. By conducting an active observation on the participants, researchers may be able to prove the extent of effectiveness that literary works have on Thai education, and therefore can further the research fields into practicality.

In addition, the noteworthy questions regarding the consummation of literary media should be expanded toward different forms other than traditional printed media such as e-books, television shows, films, video games, and the Internet, since books are no longer the only sources of literary works in either version.

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APPENDICES

APPENDIX A
SAMPLE QUESTIONNAIRE

Questionnaire on the Research Topic
“Original or Translated Version: Perceptions and Preferences
toward British and American Literature of University
Students and Lecturers”

The following questionnaire is divided into three sections, including:

- 1) Section 1: General Information (ข้อมูลทั่วไป)
- 2) Section 2: Opinion Survey Part A (แบบสอบถาม ส่วน A)
- 3) Section 3: Opinion Survey Part B (แบบสอบถาม ส่วน B)

Section 2 consists of three sub-topics, entitled “Translated Version (ฉบับแปล)”, “Original Version (ต้นฉบับ)”, and “Translated or Original (ฉบับแปลหรือต้นฉบับ)”.

Section 1: General Information (ข้อมูลทั่วไป)

*Please answer the following questions by ticking ‘X’ in the checkboxes
and filling information in the given space.*

(โปรดตอบคำถามดังต่อไปนี้โดยกาเครื่องหมาย ‘X’ ลงในช่องทางเลือกและระบุข้อมูลในช่องว่าง)

I. What is your gender? (โปรดระบุเพศของคุณ)

☐ Male (ชาย)

☐ Female (หญิง)

II. What is your current occupation? (โปรดระบุอาชีพของคุณ)

☐ Student (นักเรียน/นักศึกษา)

☐ Lecturer or Professor (ครู/ศาสตราจารย์)

III. What is the name of your department? (โปรดระบุสาขาวิชาของคุณ)

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IV. What is the name of your university? (โปรดระบุมหาวิทยาลัยของคุณ)

.....

V. How often do you read British or American literary works (e.g. Harry Potter, Dracula, The Great Gatsby, the Lord of the Ring, etc.) per month? (คุณอ่านวรรณกรรมอังกฤษหรืออเมริกัน เช่น แฮร์รี่ พอตเตอร์, แดร์กรีกวลา, เดอะเกรทแกตสบี, เดอะลอร์ดออฟเดอะริงส์, ฯลฯ มากเท่าไรต่อเดือน)

- ☐ Less than 1 book (น้อยกว่าหนึ่งเล่ม) ☐ 1-3 books (หนึ่งถึงสามเล่ม)
- ☐ 3-6 books (สามถึงหกเล่ม) ☐ 6-8 books (หกถึงแปดเล่ม)
- ☐ 8-10 books (แปดถึงสิบเล่ม)
- ☐ More than 11 books: Please specify (มากกว่าสิบเอ็ดเล่ม: โปรดระบุจำนวน)
-

VI. Among the works that you have read, how often do you read in the original 'English' language? (ในจำนวนวรรณกรรมที่คุณอ่าน เป็นงานเขียนต้นฉบับภาษาอังกฤษประมาณเท่าไร)

- ☐ Never (ไม่เคย: 0%) ☐ Seldom (แทบจะไม่: 1-20%)
- ☐ Sometimes (บางครั้ง: 21%-40%) ☐ Often (บ่อยครั้ง: 41-60%)
- ☐ Usually (อ่านโดยปกติ: 61-80%) ☐ Almost Always (แทบทุกครั้ง: 81-99%)
- ☐ Always (ทุกครั้ง: 100%)

Please give some examples of the works you have read in the original 'English' language. (โปรดยกตัวอย่างวรรณกรรมต้นฉบับภาษาอังกฤษที่คุณเคยอ่าน)

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VII. Among the works that you have read, how often do you read in the translated 'Thai' language? (ในจำนวนวรรณกรรมที่คุณอ่าน เป็นงานที่เขียนฉบับแปลภาษาไทยประมาณเท่าไร)

- ☐ Never (ไม่เคย: 0%) ☐ Seldom (แทบจะไม่: 1-20%)
- ☐ Sometimes (บางครั้ง: 21%-40%) ☐ Often (บ่อยครั้ง: 41-60%)
- ☐ Usually (อ่านโดยปกติ: 61-80%) ☐ Almost Always (แทบทุกครั้ง: 81-99%)
- ☐ Always (ทุกครั้ง: 100%)

Please give some examples of the works you have read in the translated ‘Thai’ language. (โปรดยกตัวอย่างวรรณกรรมฉบับแปลภาษาไทยที่คุณเคยอ่าน)

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VIII. Which of the following bookstores do you usually visit when you want to buy a foreign literary work? (ร้านหนังสือยี่ห้อใดที่คุณเข้าใช้บริการบ่อยๆ เมื่อคุณต้องการหาอ่านวรรณกรรมต่างประเทศ)

- ☐ Naiin Bookstore (ร้านนายอินทร์) ☐ Asia Books (เอเชียบุ๊กส์)
- ☐ Se-ed Book Center (ซีเอ็ดบุ๊คเซ็นเตอร์) ☐ Kinokuniya (คิโนะคุนิยะ)
- ☐ Dokya Bookstore (ร้านหนังสือดอกหญ้า) ☐ Bookazine (บุ๊คกาซีน)
- ☐ Dasa Book Café (ร้านหนังสือดาสะ)
- ☐ Chulalongkorn University Bookshop (ศูนย์หนังสือแห่งจุฬาลงกรณ์มหาวิทยาลัย)
- ☐ Other: Please specify (อื่นๆ โปรดระบุสถานที่)

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Please elaborate why (โปรดระบุเหตุผลที่เลือก)

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Section 2: Questionnaire Part A (แบบสอบถาม ส่วน A)

Please answer the following questions by ticking 'X' in the checkboxes and filling information in the given space.

(โปรดตอบคำถามดังต่อไปนี้โดยกาเครื่องหมาย 'X' ลงในช่องทางเลือกและระบุข้อมูลในช่องว่าง)

Translated Version (ฉบับแปล)

1. Which of the following aspects is more important in translation? (อะไรต่อไปนี้สำคัญกว่ากันในการแปล)

- ☐ Accurate translation of form (การรักษาโครงสร้างทางภาษา โครงสร้างและไวยากรณ์เดิม)
- ☐ Accurate translation of sense (การรักษาเนื้อหาของตัวบท ความหมายและการสื่อสารเดิม)
- ☐ A balanced equivalence of form and sense (ความสมดุลถูกต้องระหว่างภาษาและเนื้อหา)

Please elaborate why (โปรดระบุเหตุผลที่เลือก)

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2. Which of the following are the purposes you read British or American literary works that are written in the translated 'Thai' language? More than one item can be chosen. (อะไรคือจุดมุ่งหมายในการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในฉบับแปลภาษาไทย ท่านสามารถเลือกตอบได้มากกว่าหนึ่งข้อ)

- ☐ To fulfill academic needs (เพื่อการศึกษาในโรงเรียนหรือมหาวิทยาลัย)
- ☐ To improve language and vocabulary skills (เพื่อพัฒนาทักษะทางภาษาและคำศัพท์)
- ☐ To study intercultural aspects (เพื่อศึกษาวัฒนธรรมต่างประเทศ)
- ☐ To discover figurative and literary aspects (เพื่อค้นหาส่วนประกอบต่างๆทางวรรณกรรม)
- ☐ To enjoy the stories and to obtain morals (อ่านเพื่อเอาสนุกและหลักคำสอน)

- ☐ To gain new friends (เพื่อหาเพื่อนใหม่)
- ☐ Other: Please specify (อื่นๆ โปรดระบุ).....

3. Which of the following are factors that help you read British or American literary works that are written in the translated 'Thai' language? More than one item can be chosen. (อะไรคือปัจจัยที่ช่วยคุณในการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในฉบับแปลภาษาไทย)

- ☐ Language ability (ความรู้ทางภาษา)
- ☐ Background knowledge (ความรู้เบื้องหลัง)
- ☐ Understanding of the translator's style (การเข้าใจลีลาการแต่งของผู้แปล)
- ☐ Understanding of the themes and characters (การเข้าใจแก่นสารและตัวละคร)
- ☐ Illustrations and descriptions (รูปภาพและคำอธิบาย)
- ☐ Teacher's lecture or additional researches (การอธิบายจากอาจารย์ หรือการสืบค้นเพิ่มเติม)
- ☐ Comparison with the original text (การเปรียบเทียบฉบับแปลกับต้นฉบับ)
- ☐ Other: Please specify (อื่นๆ โปรดระบุ).....

4. Which of the following are the benefits you have received from reading literature in the translated 'Thai' language? More than one item can be chosen. (คุณคิดว่าคุณได้ประโยชน์อะไรบ้างจากการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในฉบับแปลภาษาไทย ท่านสามารถเลือกตอบได้มากกว่าหนึ่งข้อ)

- ☐ Obtain language proficiency (ได้รับความรู้ทางภาษา)
- ☐ Improve imagination and critical thinking (เกิดความคิดสร้างสรรค์และการคิดวิเคราะห์)
- ☐ Expand your world views (ทำให้มองโลกกว้างขึ้น)
- ☐ Improve memory capacity (เสริมสร้างความจำ)
- ☐ Increase motivation and inspiration (กระตุ้นและได้รับแรงบันดาลใจ)
- ☐ Become aesthetic and poetic (ทำให้มีอารมณ์สุนทรีย์)
- ☐ Become intellectually active (กระตุ้นสมองและสติปัญญา)

- ☐ Gain new friends (ทำให้ได้เพื่อนๆ)
- ☐ Other: Please specify (อื่นๆ โปรดระบุ).....

5. Which of the following are the common problems that you see in translated literary works? More than one item can be chosen. (อะไรคือปัญหาที่พบบ่อยขณะที่อ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในฉบับแปลภาษาไทย ท่านสามารถเลือกตอบได้มากกว่าหนึ่งข้อ)

- ☐ Mistranslation at grammatical levels (แปลระดับไวยากรณ์)
- ☐ Mistranslation of puns and jokes (แปลการเล่นคำและมุขตลกผิด)
- ☐ Translation being literal not making senses (แปลตามหลักภาษาเกินไป จนตัวบทไม่สื่อความ)
- ☐ Translation focusing too much on meaning and not being faithful to the original (แปลเน้นความหมายมากเกินไป จนภาษาเขียนไม่ถูกต้องตามต้นฉบับ)
- ☐ Inconsistent or contradicting style (ลีลาการแปลที่ไม่มั่นคงหรือขัดกับต้นฉบับ)
- ☐ Losses of literary features (ส่วนประกอบทางวรรณกรรมหายไป)
- ☐ Intercultural misunderstanding (มีการเข้าใจผิดทางด้านวัฒนธรรมต่างกัน)
- ☐ Lack of illustrations and footnotes (มีภาพและข้อมูลเพิ่มเติมน้อยไป)
- ☐ Too many illustrations and footnotes (มีภาพและข้อมูลเพิ่มเติมมากเกินไป)
- ☐ Translation that cannot satisfy reader's need (บทแปลไม่สามารถสนองความต้องการของผู้อ่าน)
- ☐ Inconsistent between different translated versions (บทแปลแต่ละบทที่ไม่เหมือนกัน)
- ☐ Other: Please specify (อื่นๆ โปรดระบุ).....

Original Version (ต้นฉบับ)

6. Which of the following are the purposes you read British or American literary works that are written in the original 'English' language? More than one item can be chosen. (อะไรคือจุดมุ่งหมายในการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในต้นฉบับภาษาอังกฤษ ท่านสามารถเลือกตอบได้มากกว่าหนึ่งข้อ)

- ☐ To fulfill academic needs (เพื่อการศึกษาในโรงเรียนหรือมหาวิทยาลัย)
- ☐ To improve language and vocabulary skills (เพื่อพัฒนาทักษะทางภาษาและคำศัพท์)
- ☐ To study intercultural aspects (เพื่อศึกษาวัฒนธรรมต่างประเทศ)
- ☐ To discover figurative and literary aspects (เพื่อค้นหาส่วนประกอบต่างๆทางวรรณกรรม)
- ☐ To enjoy the stories and to obtain morals (อ่านเพื่อเอาสนุกและหลักคำสอน)
- ☐ To gain new friends (เพื่อหาเพื่อนใหม่)
- ☐ Other: Please specify (อื่นๆโปรดระบุ).....

7. Which of the following are the factors that help you read British or American literary works that are written in the original 'English' language? More than one item can be chosen. (อะไรคือปัจจัยที่ช่วยให้คุณอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในต้นฉบับภาษาอังกฤษ ท่านสามารถเลือกตอบได้มากกว่าหนึ่งข้อ)

- ☐ Language ability (ความรู้ทางภาษา)
- ☐ Background knowledge (ความรู้เบื้องหลัง)
- ☐ Understanding of the author's style (การเข้าใจในลีลาของผู้เขียน)
- ☐ Understanding of the themes and characters (การเข้าใจแก่นสารและตัวละคร)
- ☐ Illustrations and descriptions (รูปภาพและคำอธิบาย)
- ☐ Teacher's lecture or additional researches (การอธิบายจากอาจารย์ หรือการสืบค้นเพิ่มเติม)
- ☐ Other: Please specify (อื่นๆโปรดระบุ).....

8. Which of the following are the benefits you have gained from reading literature in the original 'English' language? More than one item can be chosen. (คุณคิดว่าท่านได้ประโยชน์อะไรบ้างจากการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในต้นฉบับภาษาอังกฤษ ท่านสามารถเลือกตอบได้มากกว่าหนึ่งข้อ)

- ☐ Obtain language proficiency (ได้รับความรู้ทางภาษา)
- ☐ Improve imagination and critical thinking (เกิดความคิดสร้างสรรค์และคิดวิเคราะห์)

- ☐ Expand your world views (ทำให้มองโลกกว้างขึ้น)
 - ☐ Improve memory capacity (เสริมสร้างความจำ)
 - ☐ Increase motivation and give inspiration (กระตุ้นและได้รับแรงบันดาลใจ)
 - ☐ Become aesthetic and poetic (ทำให้มีอารมณ์สุนทรีย์)
 - ☐ Become intellectually active (กระตุ้นสมองและสติปัญญา)
 - ☐ Gain new friends (ทำให้ได้เพื่อนใหม่)
 - ☐ Other: Please specify (อื่นๆ โปรดระบุ)
-

9. Which of the following are the common problems you face while reading British and American literature in the original 'English' language? More than one item can be chosen. (อะไรคือปัญหาที่พบบ่อยขณะที่คุณอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนใน

ต้นฉบับภาษาอังกฤษ ท่านสามารถเลือกตอบได้มากกว่าหนึ่งข้อ)

- ☐ Grammatical problems (ปัญหาทางด้านไวยากรณ์)
- ☐ Problems with the writer's style (ปัญหาทางด้านลีลาของผู้แต่ง)
- ☐ Unknown words (คำศัพท์ที่ไม่รู้ความหมาย ต้องเปิดพจนานุกรม)
- ☐ Lack of background knowledge (ไม่มีความรู้เบื้องหลัง)
- ☐ Inability to engage intercultural references or jokes (การที่ไม่เข้าใจข้อความหรือมุขตลก)
- ☐ Problems with figurative interpretation (ปัญหาการตีความส่วนประกอบทางวรรณกรรม)
- ☐ Lack of illustrations and descriptions (มีภาพและข้อมูลเพิ่มเติมน้อยไป)
- ☐ Too many illustrations and descriptions (มีภาพและข้อมูลเพิ่มเติมมากเกินไป)
- ☐ Other: Please specify (อื่นๆ โปรดระบุ).....

Translated or Original Version (ฉบับแปลหรือต้นฉบับ)

10. Which version of British and American literary works do you think is more important to you? (คุณคิดว่าวรรณกรรมอังกฤษและอเมริกันฉบับภาษาใดที่มีความสำคัญกับคุณมากกว่ากัน)

☐ The original 'English' version (ต้นฉบับภาษาอังกฤษ)

☐ The translated 'Thai' version (ฉบับแปลภาษาไทย)

Please elaborate why (โปรดระบุเหตุผลที่เลือก)

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11. Which version of British and American literary works do you think is more important to Thai readers, and should be encouraged more? (คุณคิดว่าวรรณกรรมอังกฤษและอเมริกันฉบับภาษาใดมีความสำคัญต่อผู้อ่านไทย และควรได้รับการส่งเสริมมากกว่ากัน)

☐ The original 'English' version (ต้นฉบับภาษาอังกฤษ)

☐ The translated 'Thai' version (ฉบับแปลภาษาไทย)

Please elaborate why (โปรดระบุเหตุผลที่เลือก)

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12. Which of the following are the factors that drive you to read literary works? (คุณคิดว่าอะไรเป็นปัจจัยที่ผลักดันให้คุณอ่านวรรณกรรม)

☐ Personal interest (ความสนใจส่วนตัว)

☐ Academic necessity (ความจำเป็นทางการศึกษา)

☐ Linguistic competence or comfort (ทักษะหรือความสะดวกทางภาษา)

☐ Other: Please specify (อื่นๆ โปรดระบุ).....

13. Do you believe that translation 'preserve' or 'destroy' the original work? (คุณเชื่อว่าการแปลเป็นการ 'ถนอม' หรือ 'ทำลาย' วรรณกรรมต้นฉบับ)

- ☐ Translation ‘preserves’ the original. (การแปลเป็นการ ‘ถนอม’ วรรณกรรมต้นฉบับ)
- ☐ Translation ‘destroys’ the original. (การแปลเป็นการ ‘ทำลาย’ วรรณกรรมต้นฉบับ)
- ☐ Both can happen. (เกิดขึ้นได้ทั้งสองกรณี)

Please elaborate why (โปรดระบุเหตุผลที่เลือก)

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Section 3: Questionnaire Part B (แบบสอบถาม ส่วน B)

Please answer the following questions by ticking 'X' in the checkboxes.

(โปรดตอบคำถามดังต่อไปนี้โดยการเครื่องหมาย 'X' ลงในช่องว่าง)

Translated Version (ฉบับแปล)

	Strongly agree (เห็นด้วย อย่างมาก)	Agree (เห็นด้วย)	Indifferent (เฉยๆ)	Disagree (ไม่เห็นด้วย)	Strongly disagree (ไม่เห็นด้วย อย่างมาก)
14. Translated literary works are important to you. (วรรณกรรมแปลนั้นสำคัญสำหรับคุณ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Translated literary works are important to other readers. (วรรณกรรมแปลนั้นสำคัญสำหรับผู้อ่านคนอื่น)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Translated literary works can encourage reading. (วรรณกรรมแปลสามารถพัฒนาความรักการอ่านของคนไทย)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Translated literary works can sway readers away from Thai's traditions and cultures. (วรรณกรรมแปลสามารถบั่นถอนคนไทยให้ละเลยประเพณีและวัฒนธรรมของชาติตนเอง)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Translated literary works should be encouraged among students and teachers. (ควรมีการส่งเสริมวรรณกรรมแปลกับนักเรียนและครู)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Original Version (ต้นฉบับ)

	Strongly agree (เห็นด้วย อย่างมาก)	Agree (เห็นด้วย)	Indifferent (เฉยๆ)	Disagree (ไม่เห็นด้วย)	Strongly disagree (ไม่เห็นด้วย อย่างมาก)
19. Original literary works are important to you. (วรรณกรรมต้นฉบับนั้นสำคัญสำหรับคุณ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Original literary works are important to other readers. (วรรณกรรมต้นฉบับนั้นสำคัญสำหรับผู้อ่านคนอื่น)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Original literary works can encourage reading. (วรรณกรรมต้นฉบับสามารถพัฒนาความรักการอ่านของคนไทย)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Original literary works can sway readers away from Thai's traditions and cultures. (วรรณกรรมต้นฉบับสามารถบั่นถอนคนไทยให้ละเลยประเพณีและวัฒนธรรมของชาติตนเอง)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Original literary works should be encouraged among students and lecturers. (ควรมีการส่งเสริมวรรณกรรมต้นฉบับกับนักเรียนและครู)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Translated or Original Version (ฉบับแปลหรือต้นฉบับ)

	Strongly agree (เห็นด้วย อย่างมาก)	Agree (เห็นด้วย)	Indifferent (เฉยๆ)	Disagree (ไม่เห็นด้วย)	Strongly disagree (ไม่เห็นด้วย อย่างมาก)
24. Translated literary works are easier to find than the originals. (ผู้อ่านจะหาอ่านวรรณกรรมแปลได้มากกว่าวรรณกรรมต้นฉบับ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Translated literary works are easier to understand than the originals. (วรรณกรรมแปลนั้นเข้าใจง่ายกว่าวรรณกรรมต้นฉบับ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Translated literary works are inferior to the originals. (วรรณกรรมแปลมีความด้อยค่ากว่าวรรณกรรมต้นฉบับ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

END OF THE QUESTIONNAIRE

THANK YOU FOR YOUR COOPERATION

APPENDIX B
SAMPLE INTERVIEW

Interview on the Research Topic
“Original or Translated Version: Perceptions and Preferences
toward British and American Literature of University
Students and Lecturers”

The approximate time used for the interview will be from 10-15 minutes. The session will be recorded with a smartphone's voice recording feature.

The following interview session is divided into three sections, as follows:

- 1) Section 1: General Information (ข้อมูลทั่วไป)
- 2) Section 2: Interview Part A (แบบสอบถาม ส่วน A)
- 3) Section 3: Interview Part B (แบบสอบถาม ส่วน B)

Section 2 consists of three sub-topics, entitled ‘Translated Version (ฉบับแปล)’, ‘Original Version (ต้นฉบับ)’, and ‘Translated or Original (ฉบับแปลหรือต้นฉบับ)’.

Section 1: General Information (ข้อมูลทั่วไป)

*Please answer the following questions by ticking ‘X’ in the checkboxes
and filling information in the given space.*

(โปรดตอบคำถามดังต่อไปนี้โดยกาเครื่องหมาย ‘X’ ลงในช่องทางเลือกและระบุข้อมูลในช่องว่าง)

I. What is your gender? (โปรดระบุเพศของคุณ)

☐ Male (ชาย)

☐ Female (หญิง)

II. What is your current occupation? (โปรดระบุอาชีพของคุณ)

☐ Student (นักเรียน/นักศึกษา)

☐ Lecturer or Professor (ครู/ศาสตราจารย์)

III. What is the name of your department? (โปรดระบุสาขาวิชาของคุณ)

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IV. What is the name of your university? (โปรดระบุมหาวิทยาลัยของคุณ)

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Section 2: Interview Part A (แบบสอบถาม ส่วน A)

Please fill in the answers to the questions in the given space

(โปรดตอบคำถามดังต่อไปนี้โดยระบุข้อมูลลงในช่องว่าง)

Translated Version (ฉบับแปล)

1. What are the purposes of reading British or American literary works that are written in the translated 'Thai' language? (อะไรคือจุดมุ่งหมายในการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในฉบับแปลภาษาไทย)

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2. What are the important factors that help you read British or American literary works that are written in the translated 'Thai' language? (อะไรคือปัจจัยที่ช่วยให้คุณในการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในฉบับแปลภาษาไทย)

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3. What are the important benefits you have received from reading literature in the translated 'Thai' language? More than one item can be chosen. (คุณคิดว่าคุณได้ประโยชน์อะไรบ้างจากการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในฉบับแปลภาษาไทย)

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4. What are the common problems that you see in translated literary works? (อะไรคือปัญหาที่ค้นพบบ่อยขณะที่คุณอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในฉบับแปลภาษาไทย)

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Original Version (ต้นฉบับ)

5. What are the purposes of reading British or American literary works that are written in the original 'English' language? (อะไรคือจุดมุ่งหมายในการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในต้นฉบับภาษาอังกฤษ)

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6. What are the important factors that help you read British or American literary works that are written in the original 'English' language? (อะไรคือปัจจัยที่ช่วยให้คุณในการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในต้นฉบับภาษาอังกฤษ)

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7. What are the benefits you have gained from reading literature in the original 'English' language? (คุณคิดว่าคุณได้ประโยชน์อะไรจากการอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในต้นฉบับภาษาอังกฤษ)

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8. What are the common problems you face while reading foreign literature in its original 'English' language? (อะไรคือปัญหาที่ค้นพบบ่อยมากที่สุดขณะที่คุณอ่านวรรณกรรมอังกฤษและอเมริกันที่เขียนในต้นฉบับภาษาอังกฤษ)

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Translated or Original Version (ฉบับแปลหรือต้นฉบับ)

9. Which version of British and American literary works do you think is more important to you? (คุณคิดว่าวรรณกรรมอังกฤษและอเมริกันฉบับภาษาใดที่มีความสำคัญกับคุณมากกว่ากัน)

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10. Which version of British and American literary works do you think is more important to Thai readers, and should be encouraged more? (คุณคิดว่าวรรณกรรมอังกฤษและอเมริกันฉบับภาษาใดมีความสำคัญต่อผู้อ่านไทย และควรได้รับการส่งเสริมมากกว่ากัน)

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11. Do you believe that translation 'preserve' or 'destroy' the original work, or both? (คุณเชื่อว่าการแปลเป็นการ 'ถนอม' หรือ 'ทำลาย' วรรณกรรมต้นฉบับ หรือเกิดขึ้นได้ทั้งสองอย่าง)

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Section 3: Interview Part B (แบบสอบถาม ส่วน B)

Please fill in the answers to the questions in the given space

(โปรดตอบคำถามดังต่อไปนี้โดยระบุข้อมูลลงในช่องว่าง)

12. What do you think is the duty of a literary translator? (คุณคิดว่าหน้าที่ของผู้แปลวรรณกรรมคืออะไร)

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13. What do you think is a reason there has *not* been many EFL classrooms in Thailand that actively use literary works as learning materials? (คุณคิดว่าทำไมถึงไม่มีห้องเรียนภาษาอังกฤษในประเทศไทยที่ใช้วรรณกรรมเป็นสื่อการสอนอย่างจริงจัง)

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14. What do you think may happen to the literary reading habit of Thai people after English has become an official lingua franca due to the influence from AEC in 2015? (คุณคิดว่าอะไรจะเกิดขึ้นกับนิสัยการอ่านวรรณกรรมของคนไทย หลังจากที่ภาษาอังกฤษถูกระบุเป็นภาษากลางในประชาคมเศรษฐกิจอาเซียนในปี พ.ศ. 2558)

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END OF THE INTERVIEW

THANK YOU FOR YOUR COOPERATION

BIOGRAPHY

NAME

Manatchai Amponpeerapan

ACADEMIC BACKGROUND

Bachelor's Degree with a major in
English from Kasetsart University,
Bangkok, Thailand in 2013