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An analysis of symbols regarding women's roles in Rupī Kaur's *Milk and Honey*, "the hurting" section

Thanaporn Yimphet¹, Sukanya Kaowiwattanakul^{2*}

Abstract

The objective of this study was to analyze symbols regarding women's roles that appeared in Rupī Kaur's poem *Milk and Honey*, "the hurting" section. This study applied Timpane and Watt's theory (2001) for the analysis of symbols based on Abrams' (1999) concept of symbols consisting of both conventional symbols and private symbols. Moreover, the researcher employed a conceptual framework for the analysis of women's roles for eight roles. The data were analyzed, presented, and tabulated. The result found that there were 12 conventional symbols and 8 private symbols. It was presumed that Rupī Kaur frequently used conventional symbols to express ideas that were uncomplicated to understand to make readers comprehend a deep significance. Symbols regarding women's roles were shown in Rupī Kaur's poem *Milk and Honey*, "the hurting" section as follows: role of women as a mother (S1), role of women as a daughter (S2), role of women as a generous person (S3), role of women as an empowered person (S5), role of women as victims of discrimination (S6), role of women as a person of subservience to men (S7), and role of women as victims of sexual harassment (S8). Nevertheless, role of women as a provider of unconditional love (S4) was seldom seen in this section. These findings revealed women's significant roles in the contemporary period, including daughters, mothers, and victims of discrimination. Furthermore, Kaur's poetry also portrayed that the issues of unfairness and discrimination against women persisted in the 21st century.

Keywords: Symbols, Women's roles, Poetry, Milk and Honey, Rupī Kaur

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1. Introduction

1.1 The Background of Study

Literature is the imaginative expression of writing creative pieces that employ the most symbolic language, in entire or in part. That can additionally refer to narratives of individuals who create beautiful literary pieces made from magnificent expressions that portray the author's sentiments through their works. More specifically, many poems that are regarded as the greatest works in literature still have a long-lasting impression on readers. Poetry is a valuable literary form that conveys thoughts more gracefully than other forms of expression. Its simplicity and complexity can attract, present stories, and evoke emotions (Strömner, 2013). Many poets communicate narratives and individual experiences with these literary devices: allusion, metaphor, imagery, rhythm, pattern, contradiction, irony, and more to enable readers to understand the poem's hidden meaning. However, the symbol is the most key component in poetry that many poets use to fully convey the deep meaning of their poems (Lakhadive, 2018). A symbol is a literary device used by authors to show an emotion and attitude. It can refer to a person, thing, situation, action, object, interpretation, or abstract conception used by authors as a symbol for interpretation that extends beyond the literal meaning. Symbols may also be any form of expression that employs another thing for conveying a thought through a symbol, instead of directly alluding to something. Several scholars define various types of symbols. For example, Alam's (2013) symbols consist of three types: colors, elements, and animals; Mahler's (2021) symbols consist of three types: objects, characters, and events; and Abrams' (1999) symbols consist of two types: conventional symbols and private symbols. Most poet's imaginative works inspired by certain symbols reveal a propensity for enigmatic. In addition, the symbols provide an emotional resonance of literary works, consisting of poetry which can ultimately have an eternal impression on the person who reads it. One of the most feminist poets of the 21st century is Rupi Kaur, who frequently employs symbols in her poetry, especially feminist symbols to convey women's issues. Rupi Kaur is a contemporary Canadian poet, artist, and performer who was born on 4 October 1992 in Punjab, India. She had obvious artistic and creative ability from an early age. Rupi Kaur also started writing poems for her affections and her companions. Rupi Kaur's creative work *Milk and Honey* on Instagram garnered her considerable recognition in 2015. The first poetry collection *Milk and Honey* was published online by herself before it was formally released. Andrews McMeel Publishing (2017) claims that *Milk and Honey* peaked at number one on the New York Times trade paperback bestseller list on January 15, 2017. From the beginning of May 1, 2016, for 41 weeks in consecutive weeks. Moreover, *Milk and Honey* is a collection of works encompassing poetry and prose. According to Kharbach (2023), there are four main sections of *Milk and Honey* including "the hurting" (30 poems), "the loving" (32 poems), "the breaking" (60 poems) and "the healing" (57 poems). Each of the sections

portrays different themes such as violence, suffering, love, loss, trauma, femininity, and the path of rehabilitation and learning about oneself. The researcher concentrates on the first section, “the hurting.” It focuses on Rupī Kaur’s personal experience of experiencing discomfort and observations on the trauma that many women encounter. The poems make it obvious that the poet was intent on shedding light on women’s experiences related to sexual assault, women’s bodies, and psychological pain caused by family. Additionally, several feminist symbols are noticeably seen in the poem (Aninda et al., 2019). Rupī Kaur is a contemporary poet who applies symbols to emphasize the interesting role of women in her writing by demonstrating that almost all women will exist in familial and societal roles. The portrayal of women’s role in literature extends to many different periods in both contemporary and classical works. Lucas and Ordeniza (2023) divide the role of women in literature from various historical periods, including women in Greek mythology, women in the Elizabethan period, women in Victorian literature, and women in Modern literature. The roles of women performed throughout history make it clear that women have always been seen as housewives who take care of their families with cooking and cleaning. Jawwad and Asghar (2017) mention that during the most of the history’s passing, women were confined to their domestic domain, while men were set up for public life. Even as recent as early 20th century, women were not allowed from participating in public life and from exercising their right to vote. Additionally, women were denied entry into a wide range of employment opportunities, and they had only limited access to education. Ironically, situations remain unchanged, and women are still subjected to these kinds of constraints in present-day society. Despite the fact that in the past, women’s roles were less often in the limelight, they were marginalized and discriminated against. Nowadays, women are respected for their perseverance and determination, enabling them to accomplish the greatest achievements. As the same Rupī Kaur’s poetry from the book *Milk and Honey* is one piece that demonstrates the way women’s roles are frequently depicted in the popular media given that it portrays women in the context of the modern period. Rupī Kaur’s poetry represents the centerpiece of feminist analysis in several studies and articles. A number of research investigate feminism, women’s identities, or employing figurative language in *Milk and Honey*. For example, Aninda et al. (2019) conducted research on the issue of “Female body and identity as represented in Rupī Kaur’s poetry *Milk and Honey*” Their study intends to find out how the representation of female body and identity in the poetry of Rupī Kaur and they employed qualitative descriptive method in analyzing the poems. The findings showed that Rupī Kaur’s poetry illustrated the female body as a sexual object with the use of cultural symbols. Moreover, Islam (2019) conducted a study on feminist writing of Rupī Kaur: “A Gynocritic Study of Rupī Kaur’s *Milk and Honey*”. According to the researcher, gynocriticism is a modern theoretical framework for analyzing the writings of women that live in the patriarchal society. This research demonstrates women are empowered and they may

express themselves intelligently in a world where males dominate. From the literature review, however, symbolic research is becoming more relatively rare. The researcher searched and discovered a few studies emphasizing Rupri Kaur's using symbols to represent women through her poetry (Jindal, 2017). Therefore, this study focuses on analyzing symbols on women's roles in Rupri Kaur's poetry from *Milk and Honey*, "the hurting" section.

2. Literature Review

2.1 Symbol

Literary symbols contain something traditional, which may belong back to pre-literate periods, and every new context gives to these symbols a new meaning. Thus, literary symbols are a dynamic phenomenon that facilitates cultural diffusion (Mihkelev, 2018). Symbol is sign, object, and so on that looked upon as representing something (Hornby, 1987). In other words, symbols are indirect representations of concepts with analogies. According to Abrams (1999) state that "Symbolism is only used to describe words or phrases that denote things or events that themselves denote things or have a range of references, beyond themselves." While Elmahdi and Hezam (2020) pointed out that a symbol is an individual, place, object, or occurrence that is used to represent an abstract idea or condition. These are frequently employed in literary studies, symbols demonstrate the relationship between shared conceptions of reality and moral or spiritual order (Elmahdi and Hezam, 2020). A symbol may be viewed as a kind of metaphor in which the metaphor's subject is not made explicit. The relationship between the text segments includes contextual details from an older or ancient text and, if it is placed in an alternate context, the new context provides the symbol an entirely new meaning (Mihkelev, 2018). Furthermore, a symbol is a term, phrase or thing that expresses the essence of a certain phenomenon conditionally (Mussaly et al., 2022). There are individual symbols created by poets in literature besides the commonly understood symbols. To reveal their individual symbols essence, it is important to investigate the author's poetic world (Akhmetov and Shanbayev, 1998). Symbols are significant in literature. Many poets utilized symbols to enhance their poems deeper in meaning (Lakhadive, 2018).

According to the study of Lakhadive (2018), it was found that there were two types of symbols that poets used in their writings: conventional or public symbol, and private or personal symbols. For instance, poems of William Blake, John Donne and William Shakespeare used conventional symbols in their writings and W.B. Yeats, T.S. Eliot and W.H. Auden used private symbols in their writings. For example, the word 'rose' which in its literal meaning refers to a particular species of flower; on the other hand, in Robert Burns' poem "A Red, Red Rose," the poet employed the word 'rose' as a simile. Then, in William Blake's poem, "The Sick Rose," he used the rose as a personal symbol that may be his love (Lakhadive, 2018). Thus, each poet employs symbols conveying different meanings in their poems. In addition,

Abrams (1999) described that several poets used two types of symbols: conventional symbols and private symbols. Conventional symbol is a symbol that conveys the same implications when utilized repeatedly. It may refer to a meaning that can be comprehended by the social surroundings (Setiawan, 2015). Moreover, a conventional symbol is also referred to blank symbol. Blank symbol is a term that expresses a symbol with a universal meaning. Hence, the readers may not find it harder to interpret and comprehend the meaning (Fananie, 2000). While private symbols are products of individual poet's mind or imagination that are almost mysterious. Private symbol is a symbol that readers may find challenging to comprehend or interpret certain passages from the poets because private symbols are dependent on the poet's choices and their reasons (Setiawan, 2015). The poets determine the meaning of their symbols. According to Abrams (1999), private symbols exploit thought associations between an object, event, or action and a particular concept. Another meaning of private symbol is words that communicate about a symbol that was specifically created and employed by the poet to illustrate their distinctive style in writing poems (Fananie, 2000). As a result, the symbolic meaning of a private symbol is determined by the poets causing it hard for the reader to interpret the symbol.

The researcher selects Abrams' (1999) types of symbols to identify symbols in this study as conventional symbols and private symbols are widely recognized by many literary educators. Some poets frequently utilize private symbols to primarily create the meaning on their own, making interpreting and evaluating them more challenging (Abrams 1999). Furthermore, conventional symbols are also used in certain times. As a result, when applied in different times, their meanings change.

2.2 Women's Role

The importance of women's roles in society is mostly considered in relation to their employment settings (Kapur, 2019). There is widespread knowledge of the main patterns in family structures and changes that have occurred in recent decades and women are largely responsible for raising their children (Oláh et al., 2014). Cultural feminism on women's "natural" compassion, nurturing inclinations, pacifism, relationship kindness, and care for others are among their intrinsic qualities that set them apart from males (Alief and Farijanti, 2015). In society, women perform a variety of roles including those of a wife, manager, mother, daughter, administrator, and head of the family etc. Women deserve to be respected and given equal treatment (Kalaivani, 2019). While Junaidi (2018) revealed that feminism is the struggle for women's equality with males. Feminism began with the assumption that gender differences lead to inequity for women. Man's roles become the authority and woman's role are always secondary and submissive. This reinforces the stereotype that women are connected to the body, matter, emotion, absence of logic, unreasonable, whereas males constantly associate with reasonable and objective reasoning. According to the research of Ghorfati and Medini

(2015) conducted significant study on this issue of “Feminism and its impact on women in modern society”. The research describes how women face several problems, challenges, limits, and barriers to become an integral part of culture. Women lacked rights before, and males discriminated against, invalidated, and abused them. This statement reflected that women were considered as the second and inferior creature and suffered from discrimination, deprivation, and other forms of hardship (Yadav and Kumar, 2021). Moreover, the earlier historical discourse presents injustice toward women. However, when feminists mobilized, reframed inequality as discrimination and oppression change. They produced a new feminist discourse. Thus, discourse analysis reflects social reality rather than determining the truth (Abu Al Rub, 2022). Lazar (2007) draws the distinction between critical feminist discourse analysis, which is inherently “feminist approaches that apply descriptive discourse analytic methods.” A feminist discourse approach recognizes that agency exists in the relationships between actors instead of in individuals and objects, allowing certain options while confining others. Feminist discourse analysis illuminates the relationships within individuals lived experiences and the broader institutional, economic, and political institutions that shape their lives.

3. Research Objective

The objective of this research was to analyze the symbols regarding women’s roles that appear in Rupī Kaur’s poetry *Milk and Honey*, “the hurting” section.

4. Research Methodology

4.1 Research Design

This research was qualitative. The researcher employed a descriptive analysis strategy to find a symbol regarding women’s role in poetry, as well as provided comprehensive summaries and listing of symbols about women's role in tabulation.

4.2 Data Collection

The data of this study was one of Rupī Kaur's four sections of poems in *Milk and Honey* titled “the hurting” containing 30 poems. The researcher chose this section because a small number of studies emphasize “the hurting” section of symbols regarding women’s roles. “The hurting” is the first section covered in the book, and the poet’s personal experiences are a source of details in this section. Moreover, *Honey and Milk* is Rupī Kaur’s first famous worldwide piece of artistic work. It is also intriguing to consider that Rupī Kaur’s poetry might portray numerous roles of women in her poetry. The researcher collected and analyzed data related to literary symbols that symbolize the role of women in literature leading to the conceptual framework to aid in the process of thorough examination and assessment.

4.3 Procedure

Firstly, the researcher entirely read a single section of Rupī Kaur's poetry and then carefully reviewed each again. Secondly, the researcher focused on the word that served as a symbol regarding women's roles in each poem. Thirdly, the researcher explored the meaning of words from Cambridge dictionary (2020). Fourthly, the researcher analyzed the word's symbolic meaning concerning women's roles based on Timpane and Watt's theory (2001), and then classified types of symbols into conventional symbols and private symbols based on Abrams' (1999) concept of symbols. Finally, the researcher summarized and described the details of the symbols regarding women's roles that appear in Rupī Kaur's poem and presented the data in a table.

4.4 The Conceptual Framework

The research applied Timpane and Watt's theory (2001) to analyze the symbolic meaning. Timpane and Watt (2001) defined symbols that they are central to the functioning of the mind and words which leads people to utilize symbols to symbolize distinct thoughts. A symbol stands for something else which in turn brings with it an intense world of meaning. The steps to identify symbols are provided as the following: A stands for B, which results in a C mean a greater symbolic meaning. Symbols unite a concrete thing with an idea or concept greater than that thing. In other words, Timpane and Watt's theory (2001) consists of three parts, A refers to the symbol itself. B is what the symbol represents, and C is its meaning (Rindarti, 2018). In addition, this study focuses on the concept of Abrams' (1999) symbols. A conventional symbol is commonly identified and utilized with phrases and words that have simple comprehended meanings for literary works. A conventional symbol is one that most readers are unlikely to have trouble understanding. It is widely recognized meaning and people in general already perceive it as representing itself. A private symbol demonstrates many different meanings according to the poet's intentions about the composition. This symbol might have numerous interpretations since the only source of the symbol's meaning is the poet's context. Moreover, the researcher studied the concept of women's roles in the contemporary period of Mojumder's (2020), Sandhya's (2021), Dodgson's (2018), Kalpana's (2023), Fawad's (2023), Sahni's (2020) and Guerrero's (n.d.) and then classified role of women for the analysis of this study into eight roles: role of women as a mother (S1), role of women as a daughter (S2), role of women as a generous person (S3), role of women as a provider of unconditional love (S4), role of women as an empowered person (S5), role of women as victims of discrimination (S6), role of women as a person of subservience to men (S7) and role of women as victims of sexual harassment (S8).

Women's roles	Meaning of role
Role of women as mother (S1)	Mother's role is the center of a family and a house where everybody feels accepted, understood, and full of compassion. A woman as mother devotes her time, efforts, sentiments, and thoughts to guaranteeing her family members are well-being (Mojumder, 2020).
Role of women as a daughter (S2)	A daughter's role is an important base for the family through being graceful and attractive. This role becomes the cornerstone of a family's strength and captures the happiness of parenthood (Sandhya, 2021).
Role of women as a generous person (S3)	Women as generous person's role is typically seen as generous, compassionate, and kind people who want to offer their support and show generosity to others without requiring anything in return (Dodgson, 2018).
Role of women as a provider of unconditional love (S4).	Unconditional love provider's role often cultivates strong relationships of trust and desire to sacrifice far and wide for their loved ones without asking anything in return (Kalpana, 2023).
Role of women as an empowered person (S5)	Empowered person's role is a representation of strength, equality, and empowering women in obtaining positions of leadership in a multicultural society. It demonstrates the increasing and significant contribution that women make to achieving gender equality. (Fawad, 2023).

Role of women as victims of discrimination (S6),	Victims of discrimination's role are women who lack the respect who deserves and encounters discrimination at every opportunity because some people erroneously exploit bias and discrimination to make women in an unacceptable. For example, some people revere several goddesses, like Lakshmi, but they mistreat women in communities (Sahni, 2020).
Role of women as a person of subservience to men (S7)	A person of subservience to men's role is a woman who submit to male family members in all aspects of their life is a common consequence of rigid gender roles. Especially, a woman gets married, she should listen to her spouse, respect his choices, stop trying to make decision on an equal basis (Guerrero, n.d.).
Role of women as victims of sexual harassment (S8)	Victims of sexual harassment's role are women who endure and confront gender inequity from the attitude of men who consider women to be nothing more than commodities and objects for sexual fulfillment and all they want is a satisfactory response to their sexual demands that led to sexual assaults against women (Guerrero, n.d.).

5. Data Analysis

The researcher studied and read all thirty poems in “the hurting” section, and Rupī Kaur’s poetry *Milk and Honey* to search for symbols regarding women’s roles. Using content analysis, the researcher applied Timpane and Watt’s theory (2001) to analyze the symbolic meaning and focused on the concept of Abrams’ (1999) symbols: conventional symbols and private symbols. After an analysis of symbols regarding women’s roles, the researcher provided comprehensive summaries and a listing of symbols regarding women’s roles on tabulation. The results were also verified by the experts in the field of literature and English language teaching.

6. Results

From the qualitative data, the findings revealed that Rupī Kaur employed 14 symbols regarding women's role from 30 poems in "the hurting" section, *Milk and Honey*, which are presented in the table below.

Table 1 Symbols regarding women's role appear in her poem

No.	Symbols regarding women's role	Analysis/ Interpretation	Women's role in conceptual framework	Types of symbols of Abrams (1999)
Poem no. 1	How is it so easy for you to be kind to people he asked <u>milk and honey</u> dripped from my lips as I answered	an altruistic person	S3	conventional symbol
Poem no. 3	You have been taught your legs are a pit stop for men that need a place to rest <u>a vacant body</u> empty enough	a sexual object	S6	private symbol
Poem no. 5	The therapist places the doll in front of you it is the size of <u>girls</u> your uncles like touching	victims of discrimination	S6	conventional symbol and private symbol
Poem no. 7	You were so afraid of my <u>voice</u> I decided to be afraid of it too	women's voices	S6	conventional symbol
Poem no. 8	She was a <u>rose</u> in the hands of those who had no intention of keeping her	a beautiful object	S6	conventional symbol and private symbol
Poem no. 9	Every time you tell your <u>daughter</u> you yell at her out of love	a daughter	S2 and S7	conventional symbol
Poem no. 12	Yet the other is having sex with their body it's not love it is <u>rape</u>	sexual victim	S8	conventional symbol

Poem no. 15	You pinned my legs to the ground with your feet and demanded I <u>stand up</u>	strength and power of women	S5	conventional symbol and private symbol
Poem no. 20	I was made heavy half <u>blade</u> and half <u>silk</u> difficult to forget and not easy for the mind to follow	women's strength and danger/ women's softness	S5	conventional symbol and private symbol
Poem no. 22	You are a <u>war</u> the border between two countries the collateral damage the paradox that joins the two	women encounter conflict inside their families	S2	conventional symbol and private symbol
Poem no. 23	The art of being <u>empty</u> is simple believe them when they say you are nothing like a wish	worthless and empty role	S6	conventional symbol and private symbol
Poem no. 24	You look just like your <u>mother</u> I guess I do carry her tenderness well	a mother	S1	conventional symbol
Poem no. 25	This is how the women in my family learned to live with their <u>mouths closed</u>	a silent woman who surrenders to men	S7	private symbol

From the above table, 13 symbols regarding women's roles in the hurting section of Rupī Kaur's poetry were found. It was evident that Rupī Kaur's used eight private symbols and eleven conventional symbols following Abrams' (1999) concepts. According to the study's conceptual framework, the researcher listed in order of the largest amount of symbols regarding women's roles found in 30 poems as follows: roles of women as victims of discrimination (S6) appear in five poems, role of women as a daughter (S2), role of women as an empowered person (S5), and role of women as a person of subservience to men (S7) appears in each of 2 poems, role of women as a mother (S1), role of women as a generous person (S3), and role of women as victims of sexual harassment (S8) appear in each poem. The last role of women as a provider of unconditional love (S4) seldom exists in this section.

The details of the example data are demonstrated as follows:

Poem No.1

how is it so easy for you
to be kind to people he asked
milk and honey dripped
from my lips as I answered
cause people have not
been kind to me
the hurting, Kaur (2015: p.11)

The overall meaning of this poem describes the importance of kindness. The poet employs a conversation between an intriguing man and woman in her first poem. Between two conversations, Rupri Kaur portrays a powerful depiction of milk and honey dripping from a woman's lips. The "**milk and honey**" is a symbol of women's role that the researcher discovered from this poem. According to Cambridge Dictionary (2020), **milk** means the white liquid produced by female mammals and used by humans as a drink or for making dairy products. **Honey** is a sweet, sticky, and yellow substance made by bees and used as food. "**Milk and honey**" are liquids that symbolize benevolence and healing. It is also meant to be a consolation, and calmness and are symbol that represents the kindness of women. Thus, the "**milk and honey**" represents women's role as an altruistic person. Rupri Kaur utilizes this word in poem number 1, and she intends to reflect on the role of women as a generous person (S3) following the conceptual framework in this study. The poet points out that women's roles still encounter difficulties when realizing their roles as altruistic people because others will always be cruel to them. It can be seen from the final two lines of the poem. Rupri Kaur explains that women are always kind because others have not always been "kind to" her. Women recognize what it is like to be on the receiving end of cruelty and suffering. They have no desire to continue that cycle (Baldwin, 2021). The type of symbol involving women's role in this poem is conventional symbol as Abrams (1999) noted, because the phrase "**milk and honey**" **conveys** a general meaning. Both substances are of gentle, soothing quality and offer consolation and healing (Baldwin, 2021). Thus, poets employed this symbol to make the readers clearly understand women's kindness.

Poem no.7

you were so afraid
of my **voice**
I decided to be
afraid of it too
"The hurting", Kaur (2015: p.17)

The overall meaning of this poem describes the voices of women and individuals who express their thoughts terrify most people, so it also causes them to be afraid of their voices and tend to be silent. The “**voice**” is a symbol of women’s role that the researcher discovered from this poem. According to Cambridge Dictionary (2020), **voice** means the sounds that are made when people speak or sing. In addition, “**voice**” is a symbol of women’s expression of ideas and women's standpoints. Thus, the “**voice**” represents women’s voice. Rupī Kaur intended to convey the role of women as victims of discrimination (S6) following the conceptual framework in this study. Rupī Kaur’s poem shows women experience discrimination because of their gender, and their voices are rarely heard or acknowledged (Adzkiya et al., 2022). The type of symbol regarding women’s role in this poem is conventional symbol as Abrams (1999) noted, because the poet expresses the voice of a woman straight via the term “**voice**” in this poem.

Poem No. 8

she was a **rose**
in the hands of those
who had no intention
of keeping her
“The hurting”, Kaur (2015: p.18)

The overall meaning of this poem is that women are beautiful objects as roses that belong in the hands of men or other admirers who will eventually neglect their beauty. The “**rose**” is a symbol of women’s role that the researcher discovered from this poem. According to Cambridge Dictionary (2020), a rose is a garden plant with thorns on its stems and pleasant-smelling flowers. **Rose** is a symbol of women's beauty and infatuation. Thus, the “**rose**” refers to women’s role as a beautiful object. Rupī Kaur also utilizes this word to portray the symbol regarding the role of women as victims of discrimination (S6). From this poem, it is evident that the poet decided to compare women to “**roses**” with the intent for the purpose to imply that women’s roles are limited to being beautiful objects. That unfairly discriminates against women, ignoring them and not intending to keep them. The type of symbol regarding women’s role in this poem is conventional symbol and private symbol as Abrams (1999) noted. The poet utilizes the word “**rose**” as a conventional symbol regarding women’s role because this expression is commonly used to describe a woman's beauty and is understandable to readers. Furthermore, the word “**rose**” gained a private symbol since Rupī Kaur tends to portray women’s roles as beautiful objects that should be utilized only for the benefit of men or other people.

Poem No.20

you tell me to quiet down cause
my opinions make me less beautiful
but I was not made with a fire in my belly
so I could be put out
I was not made with a lightness on my tongue
so it could be easy to swallow
I was made heavy
half **blade** and half **silk**
difficult to forget and not easy
for the mind to follow
“The hurting”, Kaur (2015: p.30)

The overall meaning of this poem describes the distinct identity of a woman with a powerful build. Although this poem demonstrates that women are compelled to be quiet as their opinions lessen their beauty, Rupi Kaur remains determined to insist that women are more powerful than men. The “**blade**” and “**silk**” are symbols of women’s role that the researcher discovered from this poem. According to Cambridge Dictionary (2020), a **blade** is the flat part of a knife or similar tool or weapon, with a very thin edge used for cutting. “**Silk**” is a delicate, soft kind of fabric created from silkworm-produced thread or the thread itself. **Blade** is a symbol of women’s strength, power, and danger. **Silk** is a symbol of women’s softness. Rupi Kaur conveys the role of women as an empowered person (S5) following the conceptual framework in this study. The poet emphasizes that women are not created to be quiet and beautiful as well as that they should not be quiet. Women have an enormous amount of power to impact ideas as they have powerful thoughts. The type of symbol regarding women’s role in this poem is conventional symbol and private symbol as Abrams (1999) noted. Rupi Kaur utilizes the “**blade**” as a conventional symbol regarding women’s role since the word’s definition is a sharp edge and danger. Similarly, “**silk**” represents women’s softness. Thus, the “**blade**” and “**silk**” are private symbol because Rupi Kaur uses the words to symbolize the strength of women who hide strength and danger under their softness.

Poem No.25

when my mother opens her mouth
to have a conversation at dinner
my father shoves the word hush
between her lips and tells her to
never speak with her mouth full
this is how the women in my family
learned to live with their **mouths closed**

“The hurting”, Kaur (2015: p.35)

The overall meaning of this poem describes women's subordination to males in the family. The “**mouths closed**” is a symbol regarding women's role that the researcher discovered from this poem. According to Cambridge Dictionary (2020), **mouths** mean the opening in the face of a person or animal, consisting of the lips and the space, and **closed** means anything that is not open. The “**mouths closed**” is a symbol of silent women who surrender to men. Moreover, Rupi Kaur utilizes this phrase to represent the symbol regarding women's role as a person of subservience to men (S7) following the conceptual framework in this study. All this poem demonstrates that women are submitting to males in the family because the woman must painfully obey the man's demands to keep silent. The type of symbol that involves the role of women is a private symbol as Abrams (1999) noted. Rupi Kaur applies the word “**mouths closed**” to convey a silent woman who surrenders to men in his orders and every aspect of life. Rupi Kaur also reflects the lowly status of women's role in her own family and the norm of society.

It is obvious that the poet employs symbols regarding women's role as victims of discrimination (S6) than any women's role in the conceptual framework in this study. Therefore, Rupi Kaur's poetry reveals the fact that discrimination against women still exists in many areas nowadays, such as social and family life, that continually limit women's roles, and status and implement prejudice.

7. Discussion

The data results in the conclusion that a total of 30 poems, the researcher found 13 symbols regarding women's roles following the conceptual framework employed in the analysis. The researcher analyzed the symbolic meaning based on Timpone and Watt's theory (2001) and classify types of symbols into two types based on Abrams' (1999) concept of symbols. It observed that the poet utilized most of the symbols regarding women's roles are conventional symbols. Rupi Kaur employed eleven conventional symbols, while she only used eight private symbols. It presumes that conventional symbols can convey a poet's emotions

and ideas in an uncomplicated way. It demonstrates that Rupi Kaur usually uses symbols that are clear to understand and without quite providing an in-depth interpretation.

Based on the conceptual framework employed in this study, many roles of women as victims of discrimination (S6) could be found in 5 poems from 30 poems. From the findings above, the poet mostly portrays women as victims of discrimination. This is supported by the study of Pokharel (2008) revealed that societal discrimination exists in male dominated society. Women are aware of discrimination practices at home and in society in various aspects such as property, education, and mobility. Most women experience prejudice and discrimination when it pertains to mobility or equality in their lives due to a cultural norm that restricts women's freedom of movement in all aspects. Ghorfati and Medini (2015) describe how women face several problems, challenges, limits, and barriers. Men tend to discriminate against, devalue, and abuse women. They suffer discrimination and cruel behaviors throughout the world (Yadav and Kumar, 2021). That indicates women's roles are still unfairly discriminated against in some way in the contemporary period. Rupi Kaur frequently employed role of women as a mother (S1), and the role of women as a daughter (S2) in her poetry of "the hurting" section. This is supported by a study by Kalaivani (2019) that explained the role of women in the family and society as mothers. According to her study, a significant part of the childbearing task is conducted by the woman in the family. Women as mothers are responsible for the child's habit of self-control, orderliness, industriousness, theft, or honesty. Women as mothers are responsible for the maintenance of the discipline in the family. Similar to the study of Rittenour et al. (2014), it was supposed that mothers set boundaries for female-appropriate behavior that guide daughters' decisions across the lifespan. Thus, the poet expressed her family's and societal perspectives on women's roles, which points out that women are usually portrayed as being only housewives or daughters. Role of women as a person of subservience to men (S7) that appear in two poems. According to Junaidi (2018), it was revealed that women's roles are inherently subservient and subordinate. This might be pointed on the assumption that gender differences cause injustice and subjugation for women. Rupi Kaur's poetry conveys role of women in a society dominated by men since the poet presents role of women who still must submit to males and submit to their control in many of her poems. However, the poet additionally illustrates the ability, strength, and power that women must have the same status as men from role of women as an empowered person (S5) that appear in her poem. Likewise, a feminist discourse approach recognizes that agency exists in the relationships between actors instead of in individuals and objects (Lazar, 2007). Role of women as a generous person (S3) appear one poem. Alief and Farijanti (2015) state that cultural feminism on women's natural compassion, nurturing, kindness, and care for others are among their intrinsic qualities that set them apart from males. Role of women as victims of sexual harassment (S8) is the least women's role that appears in Rupi Kaur's poetry. This is

supported by a study by Mapuranga et al. (2015) that explained sexual harassment in the education sector is a burning issue, not only in Zimbabwe and other African countries but across the world. Their study shows that most victims of sexual harassment are women while men are the main perpetrators. It is anticipated that these two women's roles will assume fewer parts than other roles. The reason for this is many of Rupri Kaur's poetry in *Milk and Honey* derives from the poet's personal experiences with trauma and suffering on "the hurting" section. The last role of women as a provider of unconditional love (S4) seldom exists in this section. It can be assumed that the lack of women's role as a provider of unconditional love because of "the hurting" section is probably connected to the poet's frequent reflections on the pain she feels from her past experiences or her family's and society's often painful perspectives. Therefore, role of women as a provider of unconditional love (S4) is rare to be observed in Rupri Kaur's poetry on this section.

8. Conclusion

Through the poem, Rupri Kaur reveals the use of symbols through her feminism in the contemporary period. She illustrates women's role using conventional symbols in hopes that the reader may comprehend them without having to interpret them for much deeper meaning. Based on the findings of this study, most roles of women are conveyed as discrimination victims in her poems. The poet reflects on the issues that women encounter throughout today's world when discrimination against them persists in family and society simply due to their gender. Therefore, the message embedded in Rupri Kaur's poem reflects the continuing of women portrayal as being in a lower social status than males and as experiencing severe discrimination. According to Adzkiya et al. (2022), women have never been accepted over the years, and Rupri Kaur's poetry reflects this reality even in the modern era. That led to presentations of symbols regarding women's roles in contrast to modern times. As Rupri Kaur's poetry emphasizes the power of women's roles, she provides an avenue for perspectives that express symbols regarding women's roles to receive enough attention in the contemporary period. The researcher assumes that this research will fill any gaps involving women's roles that may have been disregarded in earlier studies. It is hoped that this research will shed light on perceptions of hidden symbols and women's role in the contemporary period. Furthermore, this research will serve as a beneficial guide to studying or utilizing Timpane and Watt's theory (2001) in various poems.

8.1. Limitation of Research

The limitation of the study lies in the scope of the study which focuses on only one section of the poem in Rupri Kaur's *Milk and Honey*, "the hurting" section.

8.2. Future Research

Based on the results of this research, a few suggestions are provided for further research. The further research should be conducted to analyze the symbols regarding women's roles in all four sections of *Milk and Honey*. The further research should investigate other figurative language that reflect women's roles or feminism that appears in Rupi Kaur's poetry. The next researchers could also utilize Timpane and Watt's theory (2001) to analyze symbols in different aspects of Rupi Kaur or other poet's poetry.

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“Bully” in Thai context: A Semantic Componential Analysis

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Abstract

The aim of the present paper is to investigate the semantic components of the word “bully” as an English loanword in Thai. The data is collected from the contextually situated text: news on the most visited news & media website in Thailand, sanook.com/news. The findings have shown that semantic components of the word “bully” in Thai news are based off two criteria: subject matters and contexts other than subject matter. The word “bully” in Thai news still retains the two main ideas of bullying: imbalance of power and consistency of bullying behavior. However, the subject matter composed as the essential senses of the word “bully” is a far cry from how the word “bully” is referred to an act of bullying in the western world. There are some localized semantic components of the word “bully” in Thai news, used to fit the mainstream norms in the Thai society.

Keywords: Componential Analysis, bullying, bully in Thai context, online news

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1. Background of the study

The Department of Mental Health, Thailand reports that Thailand is ranked 2nd as a country with the highest bullying cases, second to Japan (Mummongsit, 2020). Bullying, in present, consists of traditional bullying and cyberbullying. The awareness about bullying is growing significantly; however, the very definition of the terminology is still not exactly established since there are many aspects in an act of bullying. Thus, giving a one succinct definition is a challenging task. Criteria for giving a definition of the terminology are proposed in many areas of scholar articles (e.g., sociology, public health, human rights, adolescent health). In spite of complexity in giving definition, most of the existing literature associate bullying with power imbalance i.e., unequal social and physical power between the bully and the victim.

According to Mummongsit (2020), Bullying is also a major concern in Thai society, especially in educational institutions. In Thai, the terminology is used as a loanword, and it is casually used when referring to an act of bullying. Bullying can be translated in Thai as *Kan Klaeng* or *Kan Rangkae* (Mummongsit, 2020). As a loanword, the meaning of the word “bully” might be refined or redefined to fit the context of the Thai society. It has raised a question if the main sense of meaning of the word “bully” remains in Thai or not.

To investigate the essential sense of meaning in a word in a particular language, semantic componential analysis is a potential tool to use for an analysis. Also, to understand the main sense of meaning of a word, studying the occurrence of it in a contextually situated text can show how the word is referred to; what are the contexts of the text in which the word is quoted. News is a good source of data since it is published on behalf of a news publisher or news website; it provides enough context to interpret how the word is used. Therefore, the present paper investigates the semantic components of the word “bully” occurring in Thai news. The present paper gives an analysis of semantic components of the word “bully” by interpreting the contexts of the news in which the word appears. The present paper also discusses whether the semantic components of the English loanword in Thai “bully” retains its original sense of meaning as well as extending the sense of meaning in this word.

2. Literature review

2.1 Definition of Bully

According to Aalsma & Brown (2008), bullying revolves around power imbalance. Therefore, the fundamental semantic component of the word “bully” must include [POWER IMBALANCE]. Power imbalance concerns the social power between the perpetrator and the victim in an act of bullying, causing the victim’s inability to fight back. Moreover, Giavrimis (2020) also mentions that power imbalance is also involved with physical power. Power

imbalance is a core element in bullying used to distinguish it from other acts of violence and aggression.

Traditional bullying consists of three components, Olweus (1996) cited in Aalsma & Brown (2008) and Hellstrom and Lundberg (2020), namely Deliberate behaviour, Repeated deliberate hurtful behaviour and Power imbalance. Thus, a feature [LONG TIME] should be added alongside [POWER IMBALANCE] to define the word “bully”. [LONG TIME] includes the repetition of the bullying behaviour which is inherently intentional.

Bullying can be verbal or physical (Piskin, 2002). The examples of physical bullying are hitting, pulling, and pushing; that of verbal bullying, name calling, threats, and verbal abuse. Therefore, the word “bully” should consist of [VERBAL] and [PHYSICAL].

Where the bullying takes place is also essential in defining the word “bully”. If there is a use of electronic devices as a weapon in bullying, it is cyberbullying (Sun et al., 2016), which is an extension of traditional bullying (Chang, 2021). Chang (2021) argues that power imbalance is also an element found in cyberbullying. That is, the bully whose technological knowledge is more advanced weaponizes the cyberspace to attack the victim. Notwithstanding, Englander et al. (2017) argue that the concept of power imbalance is blurred in cyberbullying. Despite the argument, it is certain that the venue of bullying has extended; therefore, the word “bully”, based on the venue of an act of bullying, should consist of [CYBER].

Both traditional bullying and cyberbullying have two participants: perpetrator and victim. Piskins (2002) says that the bully can be one person or more than one person. Thus, another essential component of the word “bully” is [PERPETRATOR] and [VICTIM].

Bullying is also related to subjective judgments. Aalsma & Brown (2008) says that there is confusion in identifying which incident is bullying; inability to give a specific example of bullying. Hellstrom and Lundberg (2020) investigate students’ understating of bullying by having the student consider the given scenario; it has shown that students views that the bullying behaviour is one happened repeatedly in public setting, which excludes bullying in private settings (without bystanders). Thus, the other component that the word “bully” should consist of is [SUBJECTIVE] as the evaluation if one act is considered bullying can be based on personal judgment.

The definition can be predicated upon many factors: repeated deliberate behaviour (i.e., [LONG TIME]), power dynamic in the society (i.e., [POWER IMBALANCE]), Participants in an act (i.e., in [PERPETRATOR] and [VICTIM]), venue (i.e., [CYBER], and personal understanding (i.e., SUBJECTIVE). By and large, to define the word “bully” is such a complex issue since there are many criteria used to give the definition of an act of bullying.

2.2 Bully in the Thai society

In Thai, the word “bully” is a loanword from English (Thai script: การบูลลี่ Kan Buli); it is used to refer to an act of bullying. In Mummongsit journal (2020), the word “bully” as a loanword in Thai has its equivalence in Thai word as Kan Kanklaeng. Mummongsit (2020) defines an act of bullying as “harassing”, “teasing”, “verbal abuse” and “threats”, both verbal and physical bullying. It also adds subject matters considered an act of bullying, namely appearance shaming and socioeconomic shaming.

In Mummongsit (2020), there are two types of bullying regarding where the bullying takes place: offline bullying and cyberbullying. It states that cyberbullying is public shaming; cyberbullying in Thai is involved with spreading false rumours and lies. Cyberbullying in Thailand happens in many levels of education in Thailand as well: elementary (Promnork et al, 2019) and secondary (Lertratthamrongkul, 2021). Cyberbullying in Thailand also includes sexually suggestive subject matters, online gossip, online exclusion, an act of retaliation, and publishing video without consent.

This is contrary to definition given in the previous section as the way the word “bully” in Thai is defined is predicated upon subject matters in verbal bullying; the definitions in the previous section are generally based on behaviours.

2.3 Semantic componential analysis

Componential analysis is involved with establishing a relationship of a set of words in the vocabulary of a particular language (Choi, 2020). Every meaning of a word has its own sense that distinguish it from other words as well as showing similarities with other words (Zahradeen, 2020). The sense of a word is believed to have its own semantic components: rudimentary sense of the meaning of a particular word.

Componential analysis examines if all the words in a particular category has an identical essential semantic component or not as well as finding different semantic components of the words in the same category. For instance, “Saute” and “Deep-fry” has a slight difference in terms of essential sense of meaning although belonging to the same category i.e., “frying” category (Choi, 2020). Zahradeen (2020) also gives a componential analysis of English crying terms; it has shown that the essential sense of meaning that four crying terms in English (That is, cry, weep, sob, and wail) share is [GRIEF]. These four crying terms denote shedding tears because of grief. However, only “cry” is involved with [PAIN]; other words do not have a sense of crying from pain.

In the current study, a componential analysis is used to find the essential meanings of only one word: bully. This present paper studies the semantic components of the word “bully” in Thai news by identifying its occurrence in the news and interpreting semantic components

of the word in each news based off contexts provided in the news. The following headings report how the semantic components of the word “bully” is composed in Thai news.

3. Methodology

3.1 Data collection

The data was collected from sanook.com/news, the most visited news website in March 2022 (Similarweb, 2022). The news collected in the present paper are ones published in 2022 (From 1st January 2022 to 31st March 2022). The chosen news was the news in the “most viewed” category between 1st January 2022 to 31st March 2022. Gathering the news based on the timeframe and source of data, the total number of the pieces of news in the present paper is 18. The romanization of the data in Thai language in the current research adheres to Royal Thai General System of Transcription (RTGS).

3.2 Data analysis

Firstly, we identify the occurrence of the word “bully” by reading each piece of news thoroughly. Subsequently, we interpret the contexts of the news: identifying subject matters of an act of bullying in the news and other contextual information. After context interpretation, we identify semantic components of the word “bully” based on the interpretation of contexts in each news. Lastly, we compare the findings with the definitions of the word “bully” given in the previous work: how the word “bully” is used and redefined in Thai context.

4. Findings

From the 18 pieces of news concerning bullying, the semantic components of the term “bully” are composed by interpreting two types of contextual information in the news, namely subject matters of the news and other contextual information (e.g., where the bullying takes place and subjectivity of the victim).

4.1 Semantic components: subject matter

In the 18 pieces of news concerning bullying have found nine subject matters composing the semantic components of the word “bully” in Thai context. These subject matters considered an act of bullying as the usage of the word “bully” is used to refer to the subject matters. The top three subject matters in a piece of news in which the term “bully” is referred to is appearance shaming, fat shaming, and hateful comments. Therefore, in Thai context, any acts implying shaming on one’s physical appearance, a large-framed body, and abusive use of language potentially equate to “bully”. Apart from these three subject matters, other subject matters, which are not considered an act of bullying if based off existing literature in the present paper, are also found in the current paper (e.g., shaming on one’s aesthetic appreciation and weighing in on political topics). There two surprising examples lead to the conclusion that, in Thai context, giving a political comment and a negative comment

about one's aesthetic appreciation can also mean "bullying". The subject matters found in the news have found to be the semantic components of the word "bully" in Thai context. Illustrated below is the table shown the semantic components of the word "bully" in the news in which the term itself occurred.

Table 1 Semantic components of the word "bully" (subject matter-based)

NEWS NO.	SEMANTIC COMPONENTS (SUBJECT MATTER-BASED)								
	[NEGATIVE FEEDBACK]	[HATEFUL COMMENT]	[HOMOPHOBIA]	[DISCREDIT]	[POLITICAL COMMENT]	[POOR SHAMING]	[AESTHETIC SHAMING]	[APPEARANCE SHAMING]	[FAT SHAMING]
1				+					
2		+						+	
3									
4								+	
5	+								
6								+	+
7								+	+
8								+	+
9						+	+	+	
10				+					
11	+	+							
12				+	+				
13		+		+					
14								+	+
15								+	+
16			+						
17		+							
18		+	+						
TOTAL	2	5	2	4	1	1	1	8	5

* Note that the "+" sign refers to the occurrence of the component found in a piece of news; the word "bully" in a piece of news is consisted of a particular feature as well as having a positive feature. Blank spaces signify the absence of the component in a piece of news.

4.1.1 [NEGATIVE FEEDBACK]

This feature, [NEGATIVE FEEDBACK], is found in two pieces of news in which the word "bully" is quoted to refer to this type of action as an act of bullying. In these two pieces of news, the subject matter of the news concern negative feedback (i.e., a public figure receiving negative feedback from the mass).

Example 1. Bully: [NEGATIVE FEEDBACK]

*Kan ok alabam ma ha alabam mi thangmot sib ha phleng tae khon ruchak khae phleng diao kai tuean wa ya phoeng ok alabam loei tae pe arak mai fang khai thang nan chon thuk **buli** wa siang muean ma daek faep*

My discography consists of five studio albums. My commercial singles consist of five songs. But I am recognized for my one-hit wonder. Everybody warned me not to release the album, but I didn't listen to anybody. After releasing the album, I was verbally bullied that my voice is terrible as hell.

In Example 1, it is a piece of news about Pe Arak, a Thai recording artist, sharing the story about how his debut album received many negative comments. He was ridiculed that he was a singer with a one-hit wonder. He was told by some of the listeners that he had an awfully terrible voice; and he took it as an act of bullying; identifying himself as the recipient of the bullying. In this case, he interpreted the negative feedback about his voice as the act of bullying.

4.1.2 [HATEFUL COMMENT]

This feature, [HATEFUL COMMENT], is found in five pieces of news in which the subject matter concerns the act of giving hateful comments. Hateful comments mean comments that imply subjective hatred towards a particular person.

Example 2. Bully: [HATEFUL COMMENT]

*Yong lukyi khao rapsap khoha min yui yatyoe phrom cha kho thot mai mi chettana cha **buli***

Chak korani thi nai haruephon rue nai chongruai somchitna rue yong lukyi dara talok dai live sot phan thang fetbuk suantua khong thon-eng muea wan thi nueng singha pi hoksi nai fetbuk Nong Chaibadan

Doi mi laksana choeng towa siatsi lae dumin klao ha wa Yui Yatyoe nakrong phleng luk thung sao pen nakrong tokyuk

*Pen het tham hai nakrong sao dai rap khwam siahai sueamsia chuesiang **thuk dumin rue kliatchang***

Yong Lukyi has acknowledged his defamation charges against Yui Yatyoe. He is willing to apologize and claiming that he had no intention to bully her.

Mr. Haruephon aka Chongruai Somchitna (Stage name: Yong Lukyi), a famous comedian, was having live stream on his Facebook account, Nong Chai badan.

He was addressing a sarcastic remark to Yui Yatyoe as well as saying that she was no longer relevant in the industry.

Yui Yatyoe was defamed by his remarks as her public image was ridiculed and attacked.

In Example 2 is the extract from the news about the online feud between two public figures (i.e., Yong Lukyi, a comedian, and Yui Yatyoe, a Thai Lukthung singer). Yong Lukyi is filed a lawsuit after giving negative comments to Yui Yatyoe on his Facebook live. In the news, negative comments made by the comedian were interpreted as hateful comments; hateful comments were also interpreted as an act of bullying.

4.1.3 [HOMOPHOBIA]

This feature, [HOMOPHOBIA], refers to an act of bullying concerning homophobia comments and sentiments. There are two pieces of news in which this feature is found. Homophobia in this case means an act of verbal bullying that implies dislike for non-

normative sexual orientations as well as non-conforming gender expression. The victims of homophobia bullying in the news are either public or non-public figures.

Example 3. Bully: [HOMOPHOBIA]

*Lang rueang rao thi khao thuk pho mae thae thae thing pen krang thi song thuk phoei phrae ok pai khao ko tong phachoen kap kan **thuk rumbuli nai lok online** lai khon da khao wa khao pen kathoei ko mi.*

After the public learnt that his parents abandoned him for the second time, he was encountered with a welter of online bullies. Most of them also said that he is gay.

In Example 3, it is a piece of news about Liu, a 17-year-old Chinese man who was rejected by his biological parents who abandoned him in his childhood. He was bullied on the internet with many subject matters as shown in Example 3. One of the subject matters in the bullying is homophobia as the news reported that he was accused of being a homosexual.

Homosexuality is a subject matter that other people bring up to attack him on the internet. The news also interpreted that this subject matter is also an act of bullying. From the news, it has shown that, in Thai context, subject matters regarding homophobia are directly linked to an act of bullying.

4.1.4 [DISCREDIT]

This feature, [DISCREDIT], refers a subject matter intending to make people stop trusting and taking negative attitudes towards a particular person/group/organisation. There are four pieces of news in which the word “bully” is quoted to refer this type of subject matter. In the news, the participants viewed themselves as a perpetrator of an act of bullying for giving any comments concerning discredit. The act of discredit is interpreted as an act of bullying, so the word “bully” is used to refer to this subject matter.

Example 4. Bully: [DISCREDIT]

*Ha hai sanoe pai lai thi tae nueangchak man koet roeng thi man dama khwam katanyu **raomaidai buli rue sakat nong***

I was trying so hard to get him job. But the ongoing drama of his is involved with filial piety, so it can't help. I am not bullying him or trying to blackball him.

In Example 4, the extract is from the interview of Amy Amalawan, a Thai modelling agency, weighing in on the family drama of the artist under her agency. She claimed that she always tried to find a job for her artist in spite of his ongoing bad reputations about his family drama. She stated that she did not intend to “bully” him by not finding him a job. The word “bully” in this case means “to make people stop trusting and wanting to give him a job” (i.e., relating to an act of discredit). She interpreted the act of discredit (which she did not intend) as an act of bullying.

4.1.5 [POLITICAL COMMENT]

This feature, [POLITICAL COMMENT], refers to making comments about political sphere in Thailand, considered as an act of bullying. Only one piece of news has this component as a semantic component of the word “bully”. However, giving any political comments are not considered an act of bullying; what is found in the news is that giving any political comments on the current government of Prayuth Chan-ocha is considered an act of bullying.; any opposing ideas to the policy formulated by the current government is an act of bullying. By and large, giving opposing political comments considered an act of bullying in Thai context as the word “bully” is used to refer to this subject matter.

Example 5. Bully: [POLITICAL COMMENT]

*Bangthi rao hen phut rueang **pai buli rueang waksin***

Sometimes, I saw her giving bullying remarks about the vaccination.

In Example 5, the news concerns the feed between Yong Lukyi, a Thai comedian, and Yui Yatyoe, a Thai female Lukthung singer. Yong Lukyi chastised Yui Yatyoe on his Facebook live, accusing her of “bully” the government on its vaccination policy. Yui Yatyoe did weigh in on the vaccination policy of the current government; her take is quite far different from that of Yong Lukyi. Thus, Yong Lukyi interpreted the subject matter in her comments as an act of bullying.

From the example above, the word “bully” is used as a weapon to accuse a political adversary of bullying the current government. Shown in the example, it is safe to say that any political comments made by the political adversary can be considered an act of bullying; the word “bully” can be used to describe an act of airing the opposing views to the current government.

4.1.6 [POOR SHAMING]

This feature, [POOR SHAMING], means any verbal attacks implying prejudice towards poor socioeconomic status. Only one piece of news has this semantic component in which the word “bully” occurs. The subject matter of low socioeconomic status, in Thai context, is considered an act of bullying.

Example 6. Bully: [POOR SHAMING]

*Khong baepni man pen rotsaniyom kankin rotsaniyom kanchaichiwit bangkhon mi ngoen rotsaniyom maimi ko siaplao **bangkhon maimi ngoen** na ko yae rotsaniyom maidi yang mueng **tam attaphap diao ko mahawa buli ik***

It all comes down to taste. Taste in the food you eat. Taste in the lifestyle you adhere to. Some people are rolling in dough, but they have no taste. That is such a waste. Some of you are pressed for cash as well as being unattractive. And some of you also have bad taste. To each his own. But I’m going to be called a bully for sure.

In Example 6, the extract is from a piece of news about backlash that Pimrypie, an online celebrity/businesswoman, faced after she made a condescending statement about poor people, specifically as a verbal attack to some of her viewers who made negative comments on her. She shamed some of her haters watching her Facebook live as penniless and unsophisticated.

4.1.7 [AESTHETIC SHAMING]

This feature, [AESTHETIC SHAMING], refers to any comments implying prejudice towards a particular person for their aesthetic appreciation. Only one piece of news has this feature in which the word “bully” is quoted.

Example 7. Bully: [AESTHETIC SHAMING]

Rotsaniyom maidi yang mueng tam attaphap diao ko mahawa buli ik

Some of you also have bad taste. To each his own. But I’m going to be called a bully for sure.

The extract in Example 7 is from the same news as in Example 6. Pimrypie, according to the news, did not only poor shame her viewers, but she also shamed her viewers for having “bad taste”. In the news, it is interpreted that shaming one’s taste equals to an act of bullying. Even in Pimrypie’s statement quoted in the news, she also acknowledges that her statements about “bad taste” shaming is an act of bullying. Therefore, in Thai context, commenting that someone has a bad taste is an act of bullying, allowing the use of the term to refer to this subject matter.

4.1.8 [APPEARANCE SHAMING]

This feature, [APPEARANCE SHAMING], concerns negative remarks towards one’s physical appearance. This includes a large-framed body. However, there is a specific semantic component, [FAT SHAMING], to highlight a verbal attack focusing on only a large-framed body. This semantic component is found in most of the news the researcher collected (8 of 18 news). In Thai context, negative comments on appearance (e.g., facial skin and body figure) are certainly interpreted as an act of bullying.

This component includes negative comments about general physical appearances such as troubled facial skin and physique, not focusing only on being fat.

Example 8. Bully: [APPEARANCE SHAMING]

Moerai cha loek buli khon thong ka

When are you going to stop bullying a pregnant woman?

In Example 8, the extract is a replying comment on Instagram written by Mai Sukhonthawa, a Thai actress/MC who is currently expecting a child, replying to a comment saying that her face is scary owing to her pregnancy causing her face clog pored and acne. She interpreted a comment saying her face scary as an act of bullying, so she accused a commenter of “bullying” a pregnant woman.

4.1.9 [FAT SHAMING]

This feature, [FAT SHAMING], is found in five pieces of news in which the word “bully” is quoted. This component specifically focuses on negative comments directly implying negative attitude towards being fat. Negative attitudes towards being fat might root from beauty standard that a woman should be skinny in order to be attractive. A slim-framed body is an ideal type of body figure.

Example 9. Bully: [FAT SHAMING]

*Lang chak thi bom thichakon luk sao khong nok sinchai lae nok chatchai plengphanit dai poet chai thueng praden **thi thuk buli ma talot roeng khwam suai rueang rup rang** doi bok wa choe ma talot thang chiwit thammai mai suai muean mae **tammai mai phom baep khonni***

Bom Thichakon, daughter of actress Nok Sinchai, opens up about her experience of being bullied. She said that she was constantly bullied about her appearance. She was compared with her mother in terms of physical attractiveness. She was also asked why she was not thin.

In Example 9, the news concerns Bom Thichakon, the daughter of a Thai actress Nok Sinchai, sharing her experience of being bullied for her appearance and body figure. She was always asked why she did not have a small-framed body. Again, the small-framed body is used as a litmus test if a woman complies with mainstream beauty standard. The subject matter solely centres on being fat as a non-conforming body figure. It is interpreted as an act of bullying as the word “bully” is used to refer to this type of subject matter.

In conclusion, there are nine semantic components of the word “bully” based on subject matters reported in the news. The semantic component appearing in most of the news is [APPEARANCE SHAMING], followed by [FAT SHAMING]. Therefore, in Thai context, these two subject matters are considered an act of bullying. There are also surprising findings such as the feature [POLITICAL COMMENT] used to refer to an act of bullying, meaning that any statements consisting of political matters can be considered as an act of bullying, and the feature [AESTHETIC SHAMING] used to refer to an act of bullying, meaning that negative comments about one’s aesthetic appreciation is also considered as an act of bullying in Thai context. Apart from subject matters, other contextual information is found to be a potential criterion in constructing semantic components of the word “bully” in Thai context. In the following sections, the findings of other contextual information are elaborated.

4.2 Semantic components: other contextual information

How the semantic components of the word “bully” are composed is not only involved with the subject matters used in an act of bullying, but they are also involved with other contexts other than subject matters: Participants in an act of bullying, Online/Offline bullying, Consistency of bullying behaviour and victimhood, Perspective of the victim, Power dynamic

between the bully and the victim, and types of attack (i.e., verbal, and physical attack). These contexts are interpreted in the pieces of news in which the word “bully” occurred.

From all the 18 pieces of news, it has shown that an act of bullying consists of two participants: a perpetrator and a victim; therefore, the word “bully” in all the pieces of news has semantic components regarding participants in an act of bullying: [PERPETRATOR] and [VICTIM]. 13 pieces of news is involved with cyberbullying; the victims are mainly public figures receiving negative comments on their social network platform; therefore, the word “bully” in these pieces of news has the component [+CYBER]. Traditional bullying has the component [-CYBER]. Only 2 pieces of news have the component [POWER IMBALANCE], which is the core definition of the word “bully” in existing literature in the present paper; the pieces of news having [POWER IMBALANCE] concern with the subject matter of homophobia; having the component [HOMOPHOBIA] together with the power imbalance component.

Table 2 *Semantic components of the word “bully” in Thai news based off other contextual information*

NEWS NO.	PARTICIPANTS		VENUE	CONSISTENCY	PERSPECTIVE		POWER DYNAMIC	TYPES OF ATTACK	
	[PERPETRATOR]	[VICTIM]	[CYBER]	[LONG TIME]	[UNTOWARD]	[SUBJECTIVE]	[POWER IMBALANCE]	[VERBAL]	[PHYSICAL]
1	+	+	+						
2	+	+	+						
3	+	+	+	+				+	
4	+	+						+	+
5	+	+	+						
6	+	+	+						
7	+	+						+	
8	+	+	+	+				+	
9	+	+	+					+	
10	+	+							
11	+	+	+						
12	+	+	+						
13	+	+	+					+	
14	+	+	+		+				
15	+	+				+			
16	+	+		+			+		
17	+	+	+						
18	+	+	+				+		
TOTAL	18	18	13	3	1	1	2	6	1

4.2.1 Participants: [PERPETRATOR] & [VICTIM]

There are two participants in an act of bullying: perpetrator and victim. All the pieces of news have two participants. From the 18 pieces of news, it has shown that most of the victims are public figures; most of the perpetrator is non-public figures. Most of the incidents of bullying consist of non-public figures as a bully and public figure as a victim. The table below

illustrates the dynamic and the characteristic of participants in an act of bullying with the amount of news in which the dynamic and the characteristics of participants appear.

Table 3 *The characteristic of perpetrators and victims in an act of bullying in the news*

Perpetrator → Victim	Occurrence in a piece of news
PF → NON-PF	2
PF & NON-PF → PF	1
NON-PF → PF	10
NON-PF → NON-PF	2
PF → PF	3

PF = Public figure

NON-PF = Non-public figure

→ = carry out a bullying behaviour on...

Example 10. Bully: [PERPETRATOR] & [VICTIM]

*“Mae nok” klueanwai lang luk sao **thuk buli** mai suai lan cha suai cha keng maidai yu kap pak krai*

Nok Sinchai speaks up about her daughter’s bullying experience, stating that negative comments do not define her daughter in terms of beauty and intelligence.

In Example 10, it has shown that the act of bullying is reported in passive construction to place emphasis on the victim. Thai words generally used to denote passiveness are *thuk*. Words denoting passiveness is capable of blurring the perpetrator of an act of bullying although the reader can still presuppose that the perpetrator is also engaged in an act of bullying. In summary, the essential component of meaning of the word “bully” in Thai context corresponds with that of existing literature in the current paper in that there must be two participants in an act of bullying: [PERPETRATOR] & [VICTIM].

4.2.2 Venue: [CYBER]

Most of the news is cyberbullying as the world is currently seeing the digital age. Most of traditional bullying in the news is involved with public figures, sharing his/her childhood/adolescent experiences as a victim of traditional bullying. Most of cyberbullying cases in the news is a present-day experience in which public figures and non-public figures are verbally abused on the internet as well as in their own social network platforms.

Example 11. BULLY: [+CYBER]

*Khun mae tong ok ma phut mi **khommen kwae lae buli roeng ruprang** khong nong risa thangthi nong a-yu phiang sip si pi.*

Her mother weighs in on the drama after her daughter, Risa, was verbally bullied about her figure by the internet users even though she is just a 14-year-old girl.

4.2.3 Consistency: [LONG TIME]

In spite of being one of the essential senses of bullying, [LONG TIME] appears only in three pieces of news of all the 18 pieces of news.

Example 12: Bully: [LONG TIME]

*Khao maidai pid bang roeng phet khong tua eng khon thi ruchak di ko cha ru yu laeo thi phan ma yomrap wa khoei don lo **don buli mayoe***

He says that he has never withheld the information about his sexuality. Those who are close to him all know about it. He says that he has been bullied (about his sexuality) a lot.

The hint words implying repeated bullying behaviour that a victim experienced are *ma yoe* “a lot”: implying the repetition of the bullying behaviour happening to the victim.

4.2.4 Perspective: [UNTOWARD] & [SUBJECTIVE]

These two semantic components correspond to the definition of the word “bully” in the existing literature in the present paper in that bullying is also involved with personal judgment and understanding. What is different from the existing literature is that the feature [UNTOWARD] is involved with subjective judgment on a verbal attack that the victim or the bystander feels is untoward. This means if any verbal abuses were rendered an untoward remark, it can be an act of bullying as well. For the feature [SUBJECTIVE], it means that a victim can identify a particular type of behaviour as an act of bullying as well as identifying themselves as a victim of a particular act of bullying, based on their personal judgment and understanding. These two features may not have to include two rudimentary components of the word “bully” [POWER IMBALANCE] and [LONG TIME]; if one feels like something happening to them is untoward or feels like it is an act bullying, then it is bullying.

Example 13. Bully: [UNTOWARD]

*Doi suan yai mong wa **mai khuan pai buli ruprang khong nong***

Most people think that it is untoward to comment on her figure.

Example 14. Bully: [SUBJECTIVE]

*Kham top ni ying tamhai thoe prit nak mak kwa doem **muean thuk buli** wa thoe uan koen pai*

The response really had her all up in arms. She felt like she was bullied for being “too fat”.

In Example 13, the component [UNTOWARD] is found in the use of the word “bully” in the news. The news concerns a 14-year-old female contestant on a cooking show bullied for her large-framed body. Most people think that she should not be verbally abuse. It is untoward to verbally bully a 14-year-old girl. The word implying untowardness is *mai khuan* “should not.”

In Example 14, the hint words implying personal judgment is *muean* “to feel like / seem like”. The news concerns the incident in which a British woman complains about the

quality of the fabric of the dress she buys; it is of low quality that the dress tore. However, the store told her to buy a bigger size. After that, she says that she feels like she is being bullied that she is too fat. The victim “feels like” being bullied indicated that the remark she heard might or might not be an intended verbal bullying, but if the victim “feels like” it is, then it is an act of bullying.

4.2.5 Power dynamic: [POWER IMBALANCE]

The feature [POWER IMBALANCE] juxtaposes with the feature [HOMOPHOBIA] to imply that bullying based on one’s sexual orientation and gender expression is involved power disparity. The perpetrators might be a heterosexual person with prejudice towards homosexuality and homosexual people, having superiority in terms of social power. The victim is a homosexual person who is viewed as “non-conforming”, “deviant”, leading to having lower social power.

In Example 15, the victim is an openly gay public figure, Kendo Kullaphat.

Example 15. Bully: [POWER IMBALANCE]

Khao maidai pit bang ruaeng phet khong tua eng khon thi ruchak di ko cha ru yu laeo thi phan ma yomrap wa khoei don lo don buli mayoe

He says that he has never withheld the information about his sexuality. Those who are close to him all know about it. He says that he has been bullied (about his sexuality) a lot.

4.2.6 Types of attack: [VERBAL] & [PHYSICAL]

There are two types of attack found in the 18 pieces of news: verbal attack and physical attack. The former has the feature [VERBAL]; the latter, [PHYSICAL]. Physical bullying is mentioned in only one piece of news, concerning Paiwan Wannabut, a former viral Buddhist monk on the internet, sharing his childhood experience as a victim of physical bullying. Verbal bullying is only mentioned in six pieces of news; explicitly mentioned as verbal bullying; other pieces of news in which verbal bullying is not explicitly mentioned in the content of the news are not considered having this feature.

Example 16. Bully: [VERBAL]

*Pen ik nueng naksadang sao thi khoei **don buli wa uan** chon thamhai namphueng nattharika a-dit nang-ek chuedang thueng kap sia khwammanchai maiklasai chutwainam pen sip pi **cha khima ko choe saeo rawang ma langhak***

Namphueng Nattharika, a former top female lead in TV series, is one of the actresses experiencing bullying. She was bullied to the extent that she lost confidence to wear a swimsuit for ten years. She once was told that she was so fat she could break a horse’s back when she rode a horse.

Example 17. Bully: [PHYSICAL]

*Nokchakni thang thit phaiwan dai bokwa samai dek **thuk buli nak** krathang luemwa tua eng chue ek phro don riak nenmuet nendam **don pa rongthao sai***

Moreover, Phaiwan talked about his bullying experience in his childhood. He was being called derogatory names to the extent that he forgot that his real name was Ek. The bully also threw a shoe at him.

In Example 16, the news concern Nampeung Nattarika, a Thai actress, sharing her experience of being verbally bullied. In the news, the statement attacking her body figure is quoted in the news. She was told that she could not ride a horse because she was so fat that it would break the back of a horse.

In Example 17, Phaiwan Wannabut shared his experience of being physically bullied by narrating the physical attack he endured during his childhood. The hint word implying physical attack is *don pa rongthao sai* “being thrown shoes at”.

Based off contexts other than subject matters, the essential sense of meaning of the word “bully” is the binary of a perpetrator and a victim, composing of [PERPETRATOR] and [VICTIM] features. Another essential sense of the terminology is [POWER IMBALANCE], which is rarely found in all the pieces of news. The feature [POWER IMBALANCE] is found alongside the feature [HOMOPHOBIA] in the news concerning bullying based on non-conforming gender identity. A new sense added in the usage of the word “bully” in Thai news is [UNTOWARD], based on one’s subjective judgment on the “untoward” behaviour; if one thinks a particular kind of action is untoward, it can be considered an act of bullying.

All in all, the word “bully” used in Thai context still retain the original sense of meaning of the terminology as well as adding new senses of meaning to the terminology.

4.3 Summative remarks

The meaning components of the word “bully” in Thai context are composed based off the two following contexts: subject matters and contexts other than subject matters. There are 18 meaning components of the word “bully” used in Thai news as illustrated in the table below.

Table 4 Semantic components of the word “bully” in the 18 pieces of news

“Bully”	Subject matter	Other contexts
	[NEGATIVE FEEDBACK]	[PERPETRATOR]
	[HATEFUL COMMENT]	[VICTIM]
	[HOMOPHOBIA]	[CYBER]
	[DISCREDIT]	[LONG TIME]
	[POLITICAL COMMENT]	[UNTOWARD]
	[POOR SHAMING]	[SUBJECTIVE]
	[AESTHETIC SHAMING]	[POWER IMBALANCE]
	[APPEARANCE SHAMING]	[VERBAL]
	[FAT SHAMING]	[PHYSICAL]

The following heading gives a discussion about the findings and the conclusion of the present paper. The essential sense of meaning of the word “bully” in Thai context is discussed regarding subject matter based semantic components. The localization of the sense of meaning of the word is also discussed in the next heading.

5. Discussion and Conclusion

5.1 Localisation of the sense of meaning of the word “bully” in Thai context

Some of the components of the word “bully” in Thai news comply with the proposed definition in the relevant literature in the present paper. For example, in the news concerning homophobia bullying, the feature [POWER IMBALANCE] is found. It corresponds to the main pillar of an act of bullying: imbalance of power. However, the existence of this feature rarely appears in the news and only appears in news concerning gender identity.

The feature [APPEARANCE SHAMING] appears in most of the news: eight pieces of news. It is obvious that this subject matter is considered an act of bullying in Thai context. In Thai context, the word “bully” can be used to refer to any verbal remarks implying appearance shaming. In the existing literature about the definition of the word “bully”, this subject matter is not mentioned in any of them. However, in Thai journal, this subject matter is mentioned as one of the examples of bullying. Also, the feature [FAT SHAMING], found in five pieces of news, is considered the essential component of the word “bully” in Thai context as it is the subject matter that the word “bully” is referred to. Overall, any verbal attacks motivated by appearance and body size are considered as an act of bullying, becoming the rudimentary components of the meaning of the word “bully” in Thai context.

Many subject matters are also considered as an act of bullying in Thai context although they are not found in the existing literature in the present paper. For instance, [POLITICAL COMMENT]. In the Thai mainstream narrative, being apolitical is a norm; political sphere is ignored and reproached by many people in the society. Thus, giving political comments is viewed as “aggressive” or even “radical”. So, verbal remarks implying political matter are viewed as an act of bullying; the word “bully” is used to refer to this type of verbal remarks. This case is purely localized; No way will this be considered in western societies in which being politically and socially active is commonplace. The component [POLITICAL COMMENT] is the localized sense of meaning after borrowing the English term to use in the Thai society.

Another localized sense of meaning of the word “bully” are [NEGATIVE FEEDBACK] and [DISCREDIT]. These two components composed the sense of meaning of the word “bully” in Thai context. Generally, giving negative feedback is considered an act of commenting on something or criticism. Discrediting is an act of destroying trust in someone. But the reason why they are considered as an act of bullying is because there is still lack of thorough understanding about bullying; personal judgment takes over the main idea of an act of

bullying. This is plausible, for the word “bully” in Thai is an English loanword; the original sense of meaning in English can be ignored, deleted, or refined; the sense of meaning coming with this word is localized, redefined to align with the mainstream Thai society.

5.2 Conclusion

There are two criteria used in composing essential senses of meaning of the word “bully” used in Thai news: subject matters and contexts other than subject matters. The former leads to localized semantic components of the word “bully” in Thai context. The latter is in accordance with that of definitions in the existing literature in the present paper. The localized semantic components of the word “bully” is attributed to lack of understanding about the issue, personal judgment, and the norm in the Thai mainstream society. [POWER IMBALANCE], the main component of the word “bully”, is still found in the use of the terminology in Thai news despite rarity in occurrence in Thai news.

5.3 Contribution

There are two significant contributions from the current research. First, to find the meaning components of a particular word, news has proven to be a reliable source of data since the usage of a particular word is contextually situated. News provides ample contexts to interpret the meaning of a particular word in which it occurs. Furthermore, the study of how the English loanword is used in foreign societies has shown how the borrowed word is used and redefined in other foreign contexts.

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Genre Analysis of News Reports: Variations Across Global Context

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Abstract

This study investigates variations of the English language used in news reports based on Kachru's classification of World Englishes, i.e. Inner Circle, Outer Circle, and Expanding Circle (Kachru, 1985, 1996). This study compared the language used in news reports from different agencies to investigate the varieties of Englishes in terms of occurrences of moves and the use of language features. The data consisted of 90 news reports on ten topics by various news agencies worldwide. The findings reveal the variations of rhetorical conventions and the linguistic features of the news reports found across the Inner Circle, Outer Circle, and Expanding Circle countries.

Keywords: Genre analysis, News report, Variations, Rhetorical Structures

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1. Introduction

As English is used as an international language among natives of other languages, the rise of the varieties of English among those users or so-called World Englishes is issued (Jenkins, 2003). Those variations were caused by rhetoric and the convention of the native language of the language users (Kaphan, 1966; Corner, 1993). Numerous studies investigated the hypothesis of contrastive rhetoric and revealed that people from different cultures may have different ways of organizing ideas. Those varieties affect the communicative goal, for example, leading to misinterpretation that is different from the readers' expectation, so the text may be ambiguous instead of direct to the expected understanding.e.g. Grabe& Kaphan (1989), Hinds (1983), Zhang (1999).

At present, some studies mention that genre knowledge is a key to success in a communicative event as people in a discourse community have a shared communicative purpose, which shapes the form, style structure and intended audience for a communicative event. Swales (1990) states that many genre analysis studies are conducted in a particular professional setting to explore the move structures and strategies employed to achieve a communicative goal in a particular communicative situation. This means that a writing and reading task required both expectations for particular text features and assumptions about the language used and the contexts in which it appeared (Johns, 1997; Swales, 1990).

Genre analysis is an influential factor of a genre-based approach, one of the widespread writing pedagogies in the last decades. As the approach has enhanced the learners' genre knowledge in a particular discourse community, which shapes the language use, it has been claimed to develop learners' writing competence because appropriate language use leads the writers to achieve the communicative goals in a communicative situation. The shared communicative purposes of a discourse community shape the forms and style structures expected by the intended readers. Successful writing tasks require expectations on the use of linguistic features and rhetoric organizations (Bhatia, 1993; Freedman, 1994; Swales, 1990; Martin, 1994; Swales & Feak, 1994; Hyland, 2004; Johns, 1997). Thus, genre knowledge and the discourse community shape a text convention, including the language choice, structures and organization to reach the communicative goals.

The use of language features and rhetoric of a text differ based on the norm or preference of a discourse community. Texts not based on a community's expectations may lead to misunderstandings and unsuccessful communication. As English achieves the status of EIL (English as an International Language) and is used by natives of other languages, many varieties of English have arisen. Many previous studies on contrastive genre analysis studies have been conducted in professional settings to explore move structures and the findings

applied in writing instruction in a professional genre (Swales, 1990). The genre analysis studies mostly serve the writing pedagogies – such as articles and abstracts - especially in ESP.

This research investigates the linguistic features and rhetoric conventions of news reports to answer whether a variety of English is used among people from different socio-cultural backgrounds in the same genre. As news reports aim to inform readers about the news events and are written for a wide variety of target readers, the writers of news reports need to be aware of the readers, including their background knowledge and expectations, to enable them to understand the news events.

2. Literature review

2.1 Genre Analysis

Genre analysis investigates language use in a particular context or situation. Each genre is organized differently to achieve particular goals. It has a particular schematic structure, a distinctive convention from the beginning to the end. These features constitute the genre of a text. The purpose of genre analysis is to identify how and why linguistic features are used in a particular genre in order to find out the communicative purpose, including explaining the use of language choices in terms of their social and psychological context (Swales, 1990; Bhatia, 1994).

The purpose of genre analysis is to raise the awareness of academic language users about the rhetorical organization and linguistic features of each specific discursive genre. The term 'move' in genre analysis refers to communicative acts organised to achieve one communicative purpose within the main communicative goals of a genre (Swales, 1990). Each move is formed by numerous sentences or paragraphs sharing and serving a particular purpose. A move can comprise several steps, a repertoire of components that are used to achieve the communicative purpose. Most lexis structures, including rhetoric organization, can be figured out by doing genre analysis. The communicative purpose of a move shapes its organization. Thus, a move is defined rhetorically rather than linguistically as "a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (Bawarshi & Reiff, 2010; Swales, 2004).

Swales (1990) also proposes that genre analysis facilitates the teaching and learning of English for Academic Purposes (EAP), as studies have revealed that "there are patterns more or less prototypical in the texts and predictable rhetorical choices (or preferences) in each item of a research paper.

Bhatia (1993) proposes seven steps of genre analysis: (1) stating a situational context; (2) reviewing the literature; (3) applying to the situational analysis; (4) choosing a corpus; (5) examining the institutional context; (6) assigning the levels of linguistic analysis; and (7) refereeing to specialist informants.

2.2 News Report Genre

News reports are based on communicative events that represent the points of view of various external sources, e.g. speeches and interviews, including the opinion of the news writer or a journalist on a topic. As news is classified as communicatively-based rather than event-based, it aims to remain objective and use neutral language in presenting a diversity of opinions, voices and perspectives of the event, incident, or issue under discussion (White, 1998).

Navarat (1989) examines the business journalism in *The Nation*, an English newspaper published in Thailand, and *The Wall Street Journal*, an American English newspaper. The results revealed that *The Nation* was written more formally than that of *The Wall Street Journal*.

Trakulkasemsuk (2007) also conducts a comparative study on the linguistic aspects of English feature articles in magazines published in Thailand and in the U.K. The study stated that the sentence structures used in the articles released in Thailand were mostly complex sentences with a lot of descriptive information. In contrast, the British English news tended to avoid such complicated structures. Likewise, Jabbari and Farokhipour (2014) study a contrastive genre analysis of Iranian and American English news reports. The study indicated that Iranian and American English newspapers were different in the rhetorical and structural organizations. Those differences relied on structures and rhetoric conventions due to the position, purpose and institutional practice. Most previous studies have normally employed contrastive and genre analysis to investigate academic genres (for example, abstracts, articles, essays, and reports), while a few studies have investigated the news or media genre.

Therefore, this study, utilizing genre analysis framework, investigates the moves and language features of news reports from different sociocultural backgrounds and explores variations of English used in news reports among English users from different countries.

3. Method

3.1 Materials

This study analyzed 90 online news reports on ten topics. The news reports were collected between May 2015 and April 2016. To investigate the variations of the language used, news on the same topics appearing in different news agencies was collected. Therefore, most news reports were about national phenomena such as storms, earthquakes, and serious accidents or situations such as airplane crashes or bombs in Bangkok. Regarding the three concentric circles of World Englishes (Kachru, 1985),

3.2 Data Analysis

The analysis of the news reports genre is based on the genre analysis model of Swales (1990) and Bhatia (1993) outlined in sub-section 2.1 of this paper.

This study employs the “move and step” method of genre analysis proposed by Swales (1990). As the news reports are investigated, the seven steps proposed by Bhatia (1993) were also integrated. The news reports are gathered from around the world.

The data are collected from online news reports from various news agencies about the same topics. The level of linguistic analysis in this study was focused on sentence patterns, namely, types of sentences, including phrase and clause level, and the tense used in the news reports.

4. Findings

The study investigated the move structures of news reports and the variations in the language features in each move. The purpose of news reports is to inform the readers about an event or situation that happened at a period in time. It is an explanatory text informing the readers about something with identifying statements – description, and the use of general nouns, relative verbs and action verbs. According to the analysis of the news report genre in this study, the move follows news elements: headline, byline, leading, and body. Thus, there are five main moves: three obligatory and two optional, as outlined in Table 1.

Table 1 above presents the move structures of news reports. The details in each move were as follows:

Table 1: *Move Structure of news reports and the appearance in each Circle*

Move	Description	Kachru's Three Circles		
		Inner Circle	Outer Circle	Expanding Circle
1. Launching heading (obligatory)	Stating the news topic	100%	100%	100%
1.1 Sub-heading (optional)	Additional information supporting to the headline to draw readers' interest and know more about the news	12%	15%	5%
2. Indicating the time (obligatory)	Stating the newsagent and date and time of the news	100%	100%	100%
3. Addressing the news leading (obligatory)	Giving key information to raise the readers' interest	100%	100%	100%
4. Presenting the story (obligatory)	Providing the key details of the news or situations	100%	100%	100%
4.1 Photo(s)/Videos (Obligatory)	Showing the photos of the events	98%	97%	97%
4.2 Informing main event (Obligatory)	Providing the main events	100%	100%	100%

Move	Description	Kachru's Three Circles		
		Inner Circle	Outer Circle	Expanding Circle
4.3 Providing consequence (Obligatory)	Indicating the result of the situations	98%	91%	95%
4.4 Adding history/ background (optional)	Providing the background information of a particular situation	56%	52%	47%
4.5 Verbal reacting (Obligatory)	Quoting direct and indirect speech of the witness or people involved in the situation	100%	100%	100%
4.6 Evaluating (optional)	Evaluating the effect of the situations or events	12%	11%	8%
5. Giving direction (optional)	Predicting the foresee or the upcoming results	14%	12%	8%

Move 1: Launching the headline.

The heading is the first element of news report. It is so-called 'headline' and typically printed in bold font. The purpose of "Launching the heading" is to raise the readers' interest in the news report and inform the readers about the topic (what the news report is about). It is an obligatory move presented at the top of the news report.

Variations in Move 1 (Launching the Headline)

The variation found in Move 1 relied on the rhetorical conventions and the structures. Regarding the structure used, there were five major patterns used in the headline, shown as follows:

Table 2: The structure used in the heading

Rhetoric	Structure
1. Informing the event or situation	S+V+O
2. Information about the situations and the results	(a) S + V + (O), (+ present participle phrase)
	(b) S + V +(O), (+present participle phrase)
3. Informing the topic and the results of the situation	S+V+O
4. Informing the results of the situation	S+V
5. Informing the current situation of the events	S+ to-infinitive

Note: S – Subject V –Verb O - Object N.P. – Noun phrase

Examples below are five patterns used in heading:

1) Informing the event or situation

"7.8 magnitude hits Nepal" (Bangkok Post, April 25, 2015)

S + V + O

2) Informing the situations and the results

a) "Earthquake devastates Nepa, killing more 1,900" (N.Y. times April 25, 2015)

S + V O (+ present participle phrase)

b) "Earthquake slams Nepal; devastating loss of people, history" (CNN April 27. 2015)

S + V + O (+present participle phrase)

Similar to pattern 1, this example tells the event and the results of the situations but uses different punctuation. The semi-colon is used instead of the comma. Please note that the patterns (a) and (b) differ only in the use of (comma) and (semicolon), which are patterns or styles rather than structures indicating different meanings.

3) Informing the topic and the results of the situation

Ex. "Bangkok bomb: Thai police say arrested man part of the people-smuggling group."

Topic: NP : S + V. + O(NP)

(The guardian Aug30, 2015)

4) Informing the results of the situation

Ex.: "All 62 aboard Dubai airliners killed in crash in south Russia."

S + V (reduced form of passive voice)

(The Jakatapost March 19, 2016)

5) Informing the current situation of the events

Ex.: "Airlines to avoid flying over the site of Russian plane crash in Egypt."

S + to infinitive (simple sentence)

(The guardian Nov1, 2015)

As the structure of Move 1, as explained above, the following table shows the variations in the use of those structures in the news reports found in the Inner Circle, Outer Circle, and Expanding Circle.

Table 3: The use of heading patterns in the three Circles

Patterns	Inner Circle	Outer Circle	Expanding Circle
Pattern 1	4.5%	-	44%
Pattern 2 (a)	5%	6%	52%
Pattern 2 (b)	5%	68%	-
Pattern 3	38.5%	26%	-
Pattern 4	43%	-	4%
Pattern 5	3%	-	-

The structures used and the contents presented are slightly different among the three Circles in this study. The news reports from the Inner Circle are written in different patterns

from the others. All five patterns were used in the news from Inner Circle agencies. The main structure used is the S-V-O (subject-verb-object) pattern. The patterns used most frequently were Patterns 3 (38.5%) and Pattern 2 (19%). This indicated that the aim of the writers was to state the topics and the results of the events while at the same time including the key information to raise the readers' interest. In doing this, the writers might assume that after reading the headline, the readers would be interested to know the details of news reports, including the results of the events and that this could lead the readers to continue reading the whole news story.

The Outer Circle news reports might attract the readers' interest by informing readers about what happens using a short sentence pattern and the results of the situation. In contrast, the news from the Expanding Circle used Pattern 2 and Pattern 3 the most (74% and 26%). In contrast, Patterns 2 and 1 were used the most (52% and 44%) by the Expanding Circle news agencies. The writers informed the readers by describing the situation and the outcomes of the situation by presenting information about the loss or damage as a result of natural phenomena (earthquake, storm, and accident) to raise the readers' interest in continuing to read the whole news report. Comparing the variety among the three circles, the sentence structures used were not much different. However, the difference was in the structure of noun phrases (N.P.) and noun clauses (N.Cl) functioning as objects of the sentences. The strategies used involved modifying head nouns, e.g. the use of present and past participle as adjectives, modifying a noun, or compound patterns of noun phrases and clauses.

Subheading:

A sub heading is an optional sub move of the heading. It is usually stated after the heading and provides the supporting information to attract readers and to introduce the news story. A sub heading is normally written as one to three sentences or in two to three lines. It also presents information on the situation which happened and supports the headline with additional crucial details of the events.

The language features in this move were normally in present perfect tense with the participle clause providing more information of the news.

Move 2: Indicating the time

This move is an element of news report elements and mostly follows the headline. It indicates the location of the news, including date and time, and sometimes the news agency is stated. Generally, the writer of the news is stated. The purpose of this move is to inform readers when and where the news took place, and some agencies present the name of the writer(s) and the local time when the news was reported. While the format used by each news agency may be different, they all provide the same information. The examples are given below.

1) 1:48PM BST August 30 2015

2) World | Sun August 30, 2015 7:49am EDT

- 3) August 30 2015 07:09 GMT | Politics, Asia, Thailand
- 4) World | Sun, August 30 2015, 7:28 PM
- 5) Bangkok, August 30, 2015 | UPDATED 12:29 I.S.

Regarding the examples of the byline above, they aim to inform when and where the news is taken place. Some agencies presented the name of the writers and the time of the news published. The patterns in each news agency may be different; however, it provided the same information.

All news agencies provide a date that contains time, date, month, and year of the events, and the styles or sequence may vary. Some news agencies provide the month, date, and year, e.g., August 30, 2015, or date, month, and year; August 30, 2015. Some news agencies provide the day, which may appear in abbreviation, e.g., Sun August 30, 2015, Sunday August 30 2015. Besides date and day, time is presented, most of the news agencies indicate time of the events or the reported time after the date of the news, but some sources provided it before the date, e.g., World | Sun, August 30, 2015, 7:28 PM, 1:48 PM BST August 30 2015. In addition to date and time, the time zone abbreviation is presented after the time to tell the readers the time of the news reported, e.g., BST, EDT. After the time zone, sometimes the city where the news or events take place, e.g., Reuters Bangkok, August 30, 2015. In addition, the names of the writers are sometimes also stated in this move. Some agencies also provide the name of the reporter at the end of the news. In some cases, the theme of the news is also presented, e.g., politics.

Move 3: Addressing the news leading

This move is called “leading” or “kicker” and is an obligatory move. It is usually presented after headline. The “Leading” is usually stated in one to three sentences or two to four lines. The purpose of leading is, additional to the title, to draw the readers’ interest by providing the key information of the news and guiding the readers to know what the news is about. It also encourages the readers to continue reading all the news report. Although, most of the leading of the news reports served the same communicative purpose, they varied in styles. The writers presented the information in different ways, aiming to attract the attention of the readers.

This move gives information of the situations or events in the news reports. As the purpose of this move is to attract the readers' interest, the structure used in this move is a rather long sentence. The average of the "leading" move of Inner and Outer Circle news reports was 2 to 3 lines, and those of the Expanding Circle were 2 to 4 lines. The tense used in this move is present perfect as it reports the situations that happened in the past from last to the present. Besides present perfect, simple past was also used and present continuous was sometimes found.

The sentence structures that appeared in the news reports in the three circles were mostly in an "SVO" pattern and "S.V." pattern with adverbs indicating place and manner; however, the variety also relied on the complexity of a noun phrase functioning as a subject and object of the sentence. Another variation in this move was rhetoric or content presented in order to attract the readers' interest in the news story. The variety of the use of rhetorical patterns of leading in each Circle can be shown as follows:

Table 4: The use of rhetoric patterns in each Circle

Rhetoric	Inner Circle	Outer Circle	Expanding Circle
1) Results of the current situation or the event.	26%	17%	56%
2) What had happened +, results	3%	5%	3%
3) Current situations	63%	19%	6%
4) Conclusion of the event	4%	59%	3%
5) How the situation ended	4 %	-	32%

Among the three circles, Pattern 3 was most frequently used in the Inner Circle (63%). Pattern 4 was found the most in the Outer Circle. Patterns 1 and 5 were found at the same frequency (32%) in the Expanding Circle. Hence, it can be inferred that the writers anticipated the readers' interest in the current situation of the news events and followed with the results or effects in the news reports towards some things, community, place and people. The examples are provided below.

1. Indicating: Results of the current situations of the event

"Bangkok, Thailand Thai police have arrested a suspect in a bombing that killed 20 people and wounded scores more at a shrine in Bangkok this month, authorities said Saturday." (CNN August 29, 2015)

2. Indicating: Event and results

"A passenger jet circled a southern Russian airport in high winds and poor visibility, then crashed on a second landing attempt early Saturday, killing all 62 people aboard. (CNN March 19, 2016)

3. Indicating: Current situations

"Emergencies Ministry members search the wreckage at the crash site of Flight number FZ981, a Boeing 737-800 operated by Dubai-based budget carrier FlyDubai, at the airport of Rostov-on-Don, Russia. (Reuters March 19, 2016)

4. Indicating: Conclusion of the event

“The assault on Charlie Hebdo was the beginning of three days of violence in the French capital, as a third gunman, in apparent coordination with the other attackers, shot and killed a policewoman and took several hostages at a kosher grocery store. All three gunmen were eventually killed by French security forces; four hostages were also killed in a police raid on the grocery store. (Aljazeera, November 13, 2015)

5. Indicating: the end of the events

“Islamic State has claimed responsibility for a bloody wave of bombings and shootings across Paris that left nearly 130 people dead and which the French president, François Hollande, denounced as an “act of war” that must be countered “mercilessly (Theguardian.com, November 14, 2015)

Move 4: Presenting the story

This move is the explanation of the news story. It is a significant move outlining the events from the beginning to the end of the current situations and the reporting time. The steps employed in this move are;

Step 1: Launching video or photo of the situation. In this step, the photos of the events were presented with the captions explaining the photos.

Step 2: Informing readers about the main events. This move refers to the first part of the body of the news. It states information about the news such as the main situations and issues involved in the news. This is usually key information or the sequence of the events from the beginning of the news to the current situation.

Example:

“Kathmandu, Nepal (CNN)Rescue crews and residents in Nepal early Sunday began the desperate search for survivors after a magnitude-7.8 quake near the capital of Kathmandu a day earlier flattened homes, buildings and temples, causing widespread damage across the region and killing more than 1,800 people.” (CNN April 27, 2015)

Step 3: Indicating the consequences of the situation. This step presents the results or the current situation at the time of the report.

Example:

“All 224 people on board were killed in the crash. Russia later said a bomb brought down the aircraft, and I.S. claimed responsibility. Russia suspended all air links to Egypt after the revelations about the bombing, dealing a major blow to Egypt's vital tourism industry. Tuesday's hijacking could further postpone the resumption of flights.” (Bangkokpost: March29, 2016)

Step 4: Providing history/background. This step usually follows the previous move (Leading) and provides more details about a situation so that the readers can understand the context of the news report. This step often provides background information about the place where the situations happened.

Example:

“Tianjin, about 140km southeast of Beijing, is one of China’s biggest cities, with a population of nearly 15 million people, according to 2013 figures.” (Straitstimes Aug13, 2015)

Step 5: Verbal reaction. This step presents quotes of direct and indirect speech of the witness(es) or of interviews with the people involved in the news, to provide credible evidence supporting the report. These quotes raise the readers’ interest in the report and their belief in the reliability of what has been reported. This move provides the information to support the key information in the previous move.

Example:

“The weather conditions were terrible, the plane was shaking terribly,” a passenger on one of the diverted flights told LifeNews.” (Straitstimes: March 19, 2016)

“Rostov’s governor, Vasily Golubev, said: “It looks like the reason was the strong gusts of wind, reaching hurricane levels.” (TheGuardian March 19, 2016)

As mentioned previously, the body of the news tells stories to the readers. The variations that appeared in news reports among the three Circle Contexts were the steps and strategies in presenting the story. The distinctive variation of this move relied on Step 3, Step 4 and Step 5. The most frequent steps found in the news were Steps 5, 3 and 2. The sequence of those three steps obviously seemed to be a distinctive variety regarding the strategies used in telling the news stories. The news from Inner Circle agencies tended to use Step 2, as well as Step 5, to report the main events and the verbal reactions (reactions) step by step based on the sequence of the news story. The news agencies from the Outer and expanding Circles presented the news as main points. The consequences of the situation and the verbal reactions provided the history or necessary background information for readers to understand the news events. The tentative sequence of the steps found in each Circle is shown below.

The Inner Circle : Step 5 > Step 3 > Step 5 > Step 5 > Step 5

The Outer Circle: Step 2 > Step 3 > Step 2 > Step 5 > Step 5

The Expanding Circle: Step 2 > Step 2 > Step 3 > Step 4 > Step 5

Thus, it is inferred that the crucial information in this move is the main events and the sequence of events in the situation. The verbal reacts function as evidence of the situations as well as providing more details of the situations at a particular period of time. The purpose of the videos and photos in Step 1 is to raise the readers' interest in the situations or interviews. Step 4 appeared less in the news events. In some case, the writers needed to give more background about the situation to enable the readers to understand the situations; e.g. explanations about the location of the place (geographic information, landscape, the effects of the events when compared to the past events or others information).

Regarding the rhetoric or convention of this move, the frequency of each step can be determined. The news reports from the Inner Circle countries present information about the events in numerous issues or considerable detail, resulting in the most content (words) about the news compared to those of other Circles. The details presented in each report might not be linked by the consequences of the situations or the use of transitional words, but may be linked by further information about different aspects. However, based on the information presented, the readers are able to develop their own understanding of the news events.

In contrast, the news from Outer and Expanding Circles was like telling a story. Thus, the facts are usually followed by the sequences of the development of the situations, and another supporting detail; e.g. information from the interviews might be presented between the sequences of main events. The difference between the Outer and Expanding Circles was slightly different. The differences rely on the patterns or structures of the language use.

Move 5 Giving direction

This move is optional. It provides the directive of the events; for example, the current situation of the news and what is to be continued by the reported time. This move sometimes presents the prediction of the foreseeing or the upcoming results of the news events.

Examples:

"Police searching for more suspects, "Deputy national police chief Chaktip Chaijinda told Thai television more suspects were being sought" (ABC: July 3, 2015)

"But the incident raised security concerns about how to protect the White House, Congress, and other important buildings from the threat of a drone carrying weapons." (USATODAY August 9, 2015)

This move appears only on the news reports, which have not come to the end. The writers present the prediction on what to be going on or the current process of the situations. A few of this move appeared in the news, depending on the news event. Therefore, its structures were not based on the rhetoric of the text. Thus, the variety of this move could not be captured.

5. Conclusions and Discussions

Using the genre analysis framework, this research analyzes news reports across Kachru's three Circles: the Inner Circle, the Outer Circle, and the Expanding Circle. It identifies significant variations in the moves and language features of news reports, highlighting the preferences and practices employed by journalists in different contexts. The findings reveal the varieties in the use of language in English news reports prepared and published by different agencies worldwide. These news reports share the same major moves,

both obligatory and optional. These moves responded to the news elements. However, they differed in the language used, including structure, rhetoric, and the strategy to reach the communicative goals. This reveals that the text was shaped not only by the genre of the discourse community, but also by cultural rhetoric traditions. The native English users use compound and complex structures. Present and past participles usually function as embedded clauses to make the text concise, while the Outer and Expanding Circle countries used simple structures rather than complex or compound-complex sentences, which may be due to the awareness of readers. In the Outer and the Expanding Circle, the readers are from different socio-cultural backgrounds, so the simple structures are used more frequently. These seems to contrast the results of Trakulkasemsuk (2007) which mentioned that complex sentence with a lot of descriptive information were mostly used in the articles published in Thailand comparing to those articles in U.K.

However, the findings of the study responses support the results of Jabbari and Farokhipour (2014) which notes that different rhetoric structural organization is also caused by the position, purpose and institutional practice of the writers. In addition, Navarat (1989) states in the study that the language uses in Outer and Expanding Circles are more formal. It responses to the study that the Outer and Expanding Circle provide the explanations or details about the news in an effort to ensure that the readers understand the situations. Regarding the use of tense, since the news events or situations had already occurred, the use of tense did not vary as much as the structures.

The results of this genre analysis of news reports have pedagogical implications for teaching EIL. The findings relate to the use of English in international contexts. They increase language teachers' awareness of culturally specific factors affecting language use in particular communicative situations. These findings are relevant to English instruction based on genre and task, including scaffolding activities to enhance the learners' writing competence. It also raises the EFL learners' awareness of the variation of English use in the world. In addition, providing the students with knowledge on genre should enable them to transfer this knowledge to new situations; that is, when they encounter new genres or discourse communities in the EIL contexts, they can use an appropriate language choice or rhetoric to achieve the communicative goals. Thus, to achieve the communicative purpose in a particular communicative situation, the language users need to be aware of the cultural rhetoric traditions or discourse community in addition to the genre itself.

The limitation of this study is that the number of news reports in each group divided is different. In addition, the news agency representatives in each language circle are selected based on convenience and accessibility, with the condition that they provide news reports on the same topics. Besides, reporters or writers of news reports are another trait of the study's results, as many factors affect their English use, e.g. nationalities, experience and competence

in English. Thus, this study did not aim at convincing the specific use of language in each Circle; it aims to explore the variety of language use in the same genre in order to raise English language users all over the world recognize those varieties or styles as well as learning to cope with those features and be able to use them in an appropriate situation to achieve the communicative purposes.

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