

การวิเคราะห์ปริเขตการใช้ห้องสนทนาออนไลน์ของนักศึกษาชาวจีน:
กรณีศึกษามหาวิทยาลัยราชภัฏเชียงราย

DISCOURSE ANALYSIS OF CHINESE STUDENTS' CHATROOM
CONVERSATIONS: A CASE STUDY OF CHIANG RAI RAJABHAT UNIVERSITY

Miss Chen Jianli

อาจารย์ที่ปรึกษาหลัก ผู้ช่วยศาสตราจารย์ ดร.ศรชัย มุ่งไธสง

อาจารย์ที่ปรึกษาร่วม อาจารย์ ดร.ณัฐพล สันธิ

หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

มหาวิทยาลัยราชภัฏเชียงราย ตำบลบ้านดู่ อำเภอเมือง จังหวัดเชียงราย

บทคัดย่อ

การวิเคราะห์ปริเขต (Discourse Analysis) คือกรอบแนวคิดสำหรับการวิเคราะห์สื่อหลายประเภท เช่น ภาษาเขียน ภาษาพูด ภาษาท่าทาง หรือ สัญลักษณ์ต่างๆ ที่มีนัยเชิงความหมาย การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษารูปแบบต่อเนื่องของบทสนทนาและ 2) ศึกษาวัจนกรรมในการใช้ห้องสนทนาออนไลน์ของนักศึกษาชาวจีนของมหาวิทยาลัยราชภัฏเชียงราย (มร.ชร.) โดยมีกลุ่มตัวอย่างคือนักศึกษาชาวจีนที่ศึกษาในโปรแกรมนานาชาติของคณะมนุษยศาสตร์มหาวิทยาลัยราชภัฏเชียงรายจำนวน 19 คน การวิเคราะห์ปริเขตใช้รูปแบบบทสนทนาต่อเนื่องโดยอิงทฤษฎีการวิเคราะห์บทสนทนาของ Sacks, Schegloff, และ Jefferson (1974) และการวิเคราะห์วัจนกรรมอิงทฤษฎีของ Searle (1979).

ผลการวิเคราะห์ปริเขตพบว่ารูปแบบของการสนทนาแบบต่อเนื่อง (Sequential Patterns) และรูปแบบของวัจนกรรม (Speech Acts) ที่พบมากที่สุดในห้องสนทนาออนไลน์ของนักศึกษาชาวจีนคือการผลัดเปลี่ยนกันพูด (Turn-takings) และวัจนกรรมกลุ่มบอกกล่าว (Assertives) ขณะที่การตอบที่เป็นไปตามคาดและไม่เป็นไปตามคาดของผู้ถูกปฏิเสธ (Preferred and Dispreferred Responses) และวัจนกรรมกลุ่มแถลงการณ์ (Declarations) พบว่ามีปริมาณน้อยที่สุด การวิเคราะห์ปริเขตมีประโยชน์สำหรับครูผู้สอน โดยครูสามารถนำแนวคิดและรูปแบบการวิเคราะห์ปริเขตไปใช้ในการสอนผู้เรียนเกี่ยวกับรูปแบบการใช้ภาษาสำหรับการสื่อสารที่ใช้คอมพิวเตอร์เป็นสื่อ อีกทั้งตัวผู้เรียนสามารถใช้แนวคิดการวิเคราะห์ปริเขตเพื่อสร้างองค์ความรู้และความเข้าใจด้วยตัวเองเกี่ยวกับรูปแบบของภาษาสำหรับการสื่อสารที่ใช้คอมพิวเตอร์เป็นสื่อด้วย

คำสำคัญ: การวิเคราะห์ปริเขต, นักศึกษาชาวจีน, การสนทนาในห้องสนทนาออนไลน์

Abstract

Discourse analysis (DA), or Discourse studies, is a general term for a number of approaches to analyze written, vocal, sign language use or any significant semiotic event. This study aimed at: 1) examining the Sequential Patterns of conversation, 2) investigating the Speech Acts in chatroom conversations of Chinese students in Chiang Rai Rajabhat University (CRRU), with discourse analysis. The participants of this study were 19 sampled Chinese students who joined the International Program at the Faculty of Humanities, Chiang Rai Rajabhat University, Thailand. Chatroom conversations were analyzed based on Conversation Analysis Theory proposed by Sacks, Schegloff, and Jefferson (1974) and Speech Act Theory by Searle (1979).

The results of this study revealed that all Sequential Patterns and Speech Acts occurred in this study: whereas, Turn-taking and Assertives were the most used features of Sequential Pattern and Speech Acts among all the conversations collected, while Preferred and Dispreferred Responses and Declarations were the least appeared features in this study. In summary, this study could be used as guidelines for teachers in teaching computer-mediated discourse and it could also be beneficial for students to acquire the knowledge on how language should be used in communications.

Rationale and Significance of the Problem

Discourse analysis is the study of the ways in which language is used in texts and contexts. According to Levinson (1983), based on the analysis of conversations: Sacks, Schegloff and Jefferson (1974), "It is basically a rigorously empirical approach which avoids premature theory construction. The methods are essentially inductive; search is made for recurring patterns across many records of naturally occurring conversations" (Levinson, 1983: 287). Speech Act theory developed from the philosophy of language, it was developed to explain how people use language to accomplish the goals of Speech Acts (Austin, 1962; Searle, 1969, 1975, 1979).

Research on discourse analysis can shed light on our understanding of chatroom conversations. As concluded by Demo, D A. (2001) "Teachers can use discourse analysis not only as a research method for investigating their own teaching practices but also as a tool for studying interactions among language learners." There are also a number of works which have been done on Sequential Patterns of conversations, so does on Speech Acts. Comparatively, little devotion can be found in analyzing conversations including both of what mentioned above. Besides that, from the researcher's review of empirical studies, it can be found that few studies have been involved in the overall situation of Chinese students' chatroom conversation analyzing at CRRU. In spite of discourse analysis, the current study would be grounded in the Speech Act Theory since it investigates how participants perform the Speech Act in the

conversations, the major premise of which is that language is as much, if not more, a mode of action as it is a means of conveying information. Therefore, this study examines and investigates the Sequential Patterns and Speech Acts of Chinese students' chatroom conversations of Chiang Rai Rajabhat University.

Objective of the Study

The purpose of this study were to examine the Sequential Organization Patterns of conversation, and the Speech Acts in Chinese students' chatroom conversations at Chiang Rai Rajabhat University (CRRU).

Significance of the Study

The findings of this study were useful for future researchers and it was also expected to provide some beneficial suggestions as follows:

1. This study could help researchers to have a better understanding of the Sequential Patterns and Speech Acts in conversation discourse analysis.
2. This study could help students to acquire the knowledge on how language should be used in communications.

Participants

Purposive sampling was used to select 19 participants out of 180 Chinese students who joined the international program at the Faculty of Humanities, Chiang Rai Rajabhat University, Thailand.

Research Procedure

A. Data collection

There were totally six steps to collect the data for this study: Firstly, the researcher gathered all the conversation text into word document. Secondly, the researcher translated the text from Chinese into English. Thirdly, the researcher examined the text, and grouped the similar conversations together as in the five patterns organized, including: Turn – taking, Adjacency pair, Repair, Insertion sequence, Preferred and Dispreferred responses. After that, the researcher put all the Speech Acts together, coded them as: Assertives, Directives, Commissive, Expressives and Declarations. Then, the researcher calculated the percentage of each factor. And finally comparisons were made to see the frequency of the factors that mostly occurred in the conversations.

B. Data Analysis

The researcher analyzed each Speech Act as well as the five Sequential Patterns based on data organization and coding. Among all the conversations from different chatrooms, the researcher organized them into five patterns based on Sacks, Schegloff and Jefferson (1974)'s Conversation Analysis Theory, then analyzed each of the Speech Act, based on Searle (1979)'s Speech Act Theory.

Summary of Results

Five Sequential Patterns and Speech Acts were applied in the chatroom conversations by Chinese students of CRRU.

Firstly, findings of the present study revealed that all Sequential Patterns of conversations were more or less applied in the chatroom conversations. As one of the five patterns, Turn-taking was found with the highest percentage, followed by Adjacency pair, then Insertion sequence and Repair while Preferred and Dispreferred responses was found with

the lowest percentage.

Secondly, findings of the present study revealed that the five Speech Acts were also applied in the conversations. Assertives was the most frequently occurred Speech Act among all the conversations collected, Directives was the second frequent used Speech Act while Expressives and Commissive respectively occurred less. Declarations came up with the least frequent.

Discussion

It was observed that in all conversational data from which the researcher has collected, all the Sequential Patterns of conversation and the Speech Acts in chatroom conversations of Chinese students at Chiang Rai Rajabhat University (CRRU) functioned differently. The discussions on these two parts are presented as follows:

Part 1 Discussion on the five Sequential Patterns First of all, as the first pattern of Sequential Organization, Turn-taking occurred in all conversations that had two or more pair parts talking. There were two types of Turn-taking in conversations: one could be the first speaker selecting the next speaker; another could be a context-free set in conversation, which means nobody was chosen in turn. Secondly, Adjacency pairs took place between two pair parts, they occurred as questions take answers, greetings take return greetings, and requests take grants or rejects. Thirdly, Repairs were used to deal with troubles of hearing, production, or understanding in talk. When conversations broke down, Repairs took place as two types: the speaker repaired it by himself with bringing others back to his topic or someone else made the organization, structures, and coherence of talk maintained, which usually occurred in the third turn. Fourthly, Insertion sequence often occurred as Repairs and Adjacency pairs to a potential misunderstanding of the first pair part, to clear up a mishearing

in conversations. It occurred when a speaker asked a question, the next speaker inserted in without answering the former speaker's question. Lastly, two types of responses were stimulated respectively, Preferred responses and Dispreferred responses: an invitation got accepted immediately or took time for a speaker to perform a rejection.

Part 2 Discussion on the five Speech Acts
According to Searle (1979)'s Speech Act Theory, Assertives was the most occurred Speech Act among all the conversations collected in this study while Directives was the second most appeared speech act and followed by Expressives, Commissives and Declarations respectively. Similarly, Colvin (2002) found in his comparative study on Chinese and English Speech Acts that the five different speech act categories were also found in Chinese language with the same frequencies as they were found in English. In addition, Beebe & Takanashi, 1989; Holmes, 1990; Cohen & Oleshtain, 1993; Nakai, 1999 have revealed that the typology of speech acts appears to be universal.

Recommendation for Application

Data of this study may be employed as resources by researchers who are interested in Discourse Analysis. In addition, this study could be used as guidelines for teachers in teaching computer-mediated discourse and it could also be available for students to acquire the knowledge on how language should be used in communications.

Recommendations for Further Study

1. A further study might be conducted not only analyze the Sequential Patterns, Speech Acts but also making more effort on the sociolinguistics field.

2. As the present study was conducted only with Chinese students at CRRU, further studies could be conducted comparatively with students from different identities. Thus, cross-cultural characters could be taken into consideration.

BIBLIOGRAPHY

- Austin. (1962). **How to Do Things With words**. Oxford University Press, Amen House, London, E.C.
- Demo, D A. (2001). **Discourse**. <http://www.ericdigests.org/2002-2/discourse.htm>.
- Levinson. (1983). **Pragmatics M**. Cambridge. Cambridge University Press. ISBN 0-521-29414-2.
- M.H. Abrams and G.G. Harpham. (2005). **A Glossary of Literary Terms**. 2005.
- J.R Searle (1969). **An Essay in the Philosophy of Language**. Cambridge University Press.
- J.R Searle. (1975). **The Logical Status of Fictional Discourse**. Cambridge University Press.
- J.R. Searle. (1979). **A Taxonomy of Illocutionary Acts**. Cambridge University Press.
- J.R. Searle (1979). **Speech Act Theory**. <http://www.abstract.xlibx.com/a-philosophy/18499-2-a-comparative-study-speech-acts-the-textbooks-native-and-non-n.php>