



บันทึกข้อความ

ส่วนราชการ งานทรัพยากรมนุษย์ คณะมนุษยศาสตร์และสังคมศาสตร์ โทร. 45404, 043-202027

ที่ ศธ 0514.8/3860

วันที่ 28 กันยายน 2560

เรื่อง ขออนุมัติให้บุคลากรเดินทางไปราชการ ณ ต่างประเทศ

เรียน อธิการบดี ผ่านกองการเจ้าหน้าที่

ด้วยบุคลากรในสังกัดคณะมนุษยศาสตร์และสังคมศาสตร์ มีความประสงค์เดินทางไปราชการ ณ ต่างประเทศ เพื่อนำเสนอผลงานวิชาการในการประชุมวิชาการระดับนานาชาติ ณ สหพันธ์รัฐรัสเซีย ในระหว่างวันที่ 30 - 31 ตุลาคม 2560 ตามเอกสารที่แนบมาพร้อมนี้

ในการนี้ คณะมนุษยศาสตร์และสังคมศาสตร์จึงใคร่ขออนุมัติให้บุคลากรเดินทางไปราชการ ณ สหพันธ์รัฐรัสเซีย โดยใช้งบประมาณค่าใช้จ่ายในการเดินทางจากงบประมาณเงินรายได้ คณะมนุษยศาสตร์และสังคมศาสตร์ ประจำปี 2561 จำนวน 90,000 บาท มีกำหนด 6 วัน ระหว่างวันที่ 28 ตุลาคม - 2 พฤศจิกายน 2560 และทั้งหมดได้รับอนุมัติให้เดินทางไปต่างประเทศในระหว่างลาพักผ่อน ณ สหพันธ์รัฐรัสเซีย ในวันที่ 25 - 27 ตุลาคม 2560 และ 3 พฤศจิกายน 2560 ดังรายชื่อต่อไปนี้

ลำดับ	ชื่อ-สกุล	ตำแหน่ง	ประเภทบุคลากร
1	นายวิรัช วงศ์ภินันท์วัฒนา	ผู้ช่วยศาสตราจารย์	พนักงานมหาวิทยาลัย(เปลี่ยนสถานภาพ)
2	นายทินวัฒน์ สร้อยกุดเรือ	อาจารย์	พนักงานมหาวิทยาลัย

จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติ

(ผู้ช่วยศาสตราจารย์สุชุม วสุนธราโคภิต)

รองคณบดีฝ่ายบริหาร ปฏิบัติการแทน

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

เรียน อธิการบดี ผ่านรองอธิการบดีฝ่ายทรัพยากรบุคคล

กองการเจ้าหน้าที่ได้ตรวจสอบแล้ว เป็นไปตามหลักเกณฑ์ที่กำหนด

จึงเรียนมาเพื่อโปรดพิจารณา หากเห็นชอบ

โปรดอนุมัติ ตามคำสั่งให้ส่งบัตรต่างกรม

โปรดลงนามในเอกสารในแนบนี้

(นายจีवाल หนองนา)

หัวหน้างานพัฒนาและฝึกอบรม

ปฏิบัติการแทนผู้อำนวยการกองการเจ้าหน้าที่

อนุมัติ

รองศาสตราจารย์สมหมาย ปรีเปรม

รองอธิการบดีฝ่ายการคลังและทรัพย์สิน

รักษาการแทนอธิการบดีมหาวิทยาลัยขอนแก่น

- 6 ต.ค. 2560

(ผู้ช่วยศาสตราจารย์ลลิตา อมาตยคง)

รองอธิการบดีฝ่ายทรัพยากรบุคคล

เอกสารนี้: บุรณการมนุษยศาสตร์และสังคมศาสตร์สู่สังคมและสากล

อัตลักษณ์: R3C ประกอบด้วย



กำหนดการ

the 25th International Scientific Conference on Economic and Social Development -
XXVII International Social Congress (ISC-2017)

วันที่ 25 ตุลาคม – 3 พฤศจิกายน 2560

ณ Russian State Social University

Vilgelma Pika 4, bld. 1, Moscow, Russian Federation

วันที่ 25 ตุลาคม 2560

14.30-15.10 น. ออกเดินทางจากที่พักในจ.ขอนแก่นไปสนามบินจ.ขอนแก่น

15.10 น. Check in ที่สนามบินจ.ขอนแก่น

16.05-17.05 น. เดินทางจากสนามบิน จ.ขอนแก่นไปสนามบินสุวรรณภูมิ

18.00 น. Check in ที่ที่พักแถวสนามบินสุวรรณภูมิ

วันที่ 26 ตุลาคม 2560

07.30 น. Check in และผ่านกระบวนการศุลกากรและตรวจคนเข้าเมือง

10.10-15.55 น. เดินทางจากสนามบินสุวรรณภูมิไปสนามบินโดโมเดโดโว มอสโก รัสเซีย

16.00-17.30 น. เดินทางถึงสนามบินโดโมเดโดโว มอสโก รัสเซีย และผ่านกระบวนการทาง
ศุลกากร และตรวจคนเข้าเมือง

17.30-19.00 น. เดินทางจากสนามบินโดโมเดโดโวไปที่พักในมอสโก

19.00 น. เข้าที่พัก Ibis Moscow Centre Bakhrushina

วันที่ 27 ตุลาคม 2560

09.00-12.00 น. ศึกษาเส้นทางการเดินทางเพื่อไปประชุมวิชาการ

13.00-17.00 น. ศึกษาแหล่งเรียนรู้ทางประวัติศาสตร์และวัฒนธรรมของรัสเซีย

วันที่ 28 ตุลาคม 2560

09.00-12.00 น. ศึกษาแหล่งเรียนรู้ทางประวัติศาสตร์และวัฒนธรรมของรัสเซีย

13.00-17.00 น. ศึกษาแหล่งเรียนรู้ทางประวัติศาสตร์และวัฒนธรรมของรัสเซีย

วันที่ 29 ตุลาคม 2560

09.00-12.00 น. ศึกษาแหล่งเรียนรู้ทางประวัติศาสตร์และวัฒนธรรมของรัสเซีย

13.00-17.00 น. ศึกษาแหล่งเรียนรู้ทางประวัติศาสตร์และวัฒนธรรมของรัสเซีย

วันที่ 30 ตุลาคม 2560

08.30-17.00 น. เข้าร่วมประชุมและนำเสนอผลงานวิจัยในการประชุมวิชาการระดับนานาชาติ

“the 25th International Scientific Conference on Economic and Social Development -
XXVII International Social Congress (ISC-2017)” ที่ Russian State Social University -

Vilgelma Pika 4, bld. 1, Moscow, Russian Federation

วันที่ 31 ตุลาคม 2560

08.30-17.00 น. เข้าร่วมประชุมและนำเสนอผลงานวิจัยในการประชุมวิชาการระดับนานาชาติ
 “the 25th International Scientific Conference on Economic and Social Development -
 XXVII International Social Congress (ISC-2017)” ที่ Russian State Social University - Vilgelma
 Pika 4, bld. 1, Moscow, Russian Federation

วันที่ 1 พฤศจิกายน 2560

09.00-12.00 น. ศึกษาเอกสารและงานวิจัยที่ Russian State Social University

13.00-17.00 น. ศึกษาเอกสารและงานวิจัยที่ Russian State Social University

วันที่ 2 พฤศจิกายน 2560

13.30 น. เดินทางออกจากที่พักในมอสโกไปสนามบินโดโมเดโดโว รัสเซีย

15.30 น. Check in และผ่านกระบวนการทางศุลกากรและตรวจคนเข้าเมือง

18.40 น. ออกเดินทางจากสนามบินโดโมเดโดโว รัสเซีย กลับประเทศไทย

วันที่ 3 พฤศจิกายน 2560

07.30 น. ถึงสนามบินสุวรรณภูมิ ประเทศไทย และผ่านกระบวนการทางศุลกากรและ
 ตรวจคนเข้าเมือง

13.00-14.00 น. เดินทางจากสนามบินสุวรรณภูมิไปสนามบินจ.ขอนแก่น

14.20-15.00 น. เดินทางถึงที่พักจ.ขอนแก่นโดยสวัสดิภาพ



บันทึกข้อความ

ส่วนราชการ : สาขาวิชาภาษาไทย คณะมนุษยศาสตร์และสังคมศาสตร์ โทร. 45413

ที่ ศธ 0514.8.6/1110

วันที่ 27 กันยายน 2560

เรื่อง ขออนุมัติเดินทางไปราชการต่างประเทศ

เรียน คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ด้วย สาขาวิชาภาษาไทย คณะมนุษยศาสตร์และสังคมศาสตร์ ได้สนับสนุนให้คณาจารย์ในหลักสูตรเดินทางไปนำเสนอบทความวิจัยในการประชุมวิชาการระดับนานาชาติ “The 25th International Scientific Conference on Economic and Social Development - XXVII International Social Congress (ISC-2017) ณ Russian State Social University ประเทศสหพันธรัฐรัสเซีย ระหว่างวันที่ 30-31 ตุลาคม 2560 และลาพักผ่อนในระหว่างเดินทางไปต่างประเทศในวันที่ 25-27 ตุลาคม และ 3 พฤศจิกายน 2560 โดยออกเดินทางในวันที่ 25 ตุลาคม - 3 พฤศจิกายน 2560 ดังนั้น จึงใคร่ขออนุมัติให้คณาจารย์ในหลักสูตรฯ เดินทางไปราชการต่างประเทศ ตามรายชื่อดังนี้

1. ผู้ช่วยศาสตราจารย์วิรัช วงศ์ภินันท์วัฒนา
2. นายทินวัฒน์ สร้อยกุดเรือ

โดยใช้งบประมาณเป็นจำนวนเงินทั้งสิ้น 90,000 บาท (เก้าหมื่นบาทถ้วน) พร้อมนี้ได้แนบรายละเอียดกิจกรรมมาด้วยแล้ว

จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติ

(ผู้ช่วยศาสตราจารย์ ดร.อรรทัย เพียยุระ)

หัวหน้าสาขาวิชาภาษาไทย



วิรัช วงศ์ภินันท์วัฒนา <wirat@kku.ac.th>

Paper accepted (esd Conference - Moscow)

3 messages

Domagoj Cingula <dcingula@esd-conference.com>
To: Domagoj Cingula <dcingula@esd-conference.com>

Sun, Sep 24, 2017 at 4:35 PM

CONGRATULATIONS!

Your paper has been accepted for publication in the Scientific Book of Conference Proceedings, after double-blind peer review. We also hope to see You as a presenting delegate at the Conference in Moscow (30-31 October 2017.).

To finish up the registration/publishing process, please proceed to the registration fee transfer.

For any questions, feel free to refer to this email address.

Fees and payment info (Disregard this part of the message if You have already transferred the registration fee)

THE CONFERENCE FEE:

- Participant (attending / paper presenting author): **350 EUR**
- Accompanying co-author: **200 EUR**
- Publishing only (without attending / presentation): **250 EUR**
- Attending (without paper): **200 EUR**

DISCOUNTED FEE:

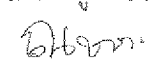
- Early registration: **300 EUR**
- 2nd paper registration (publishing only): **200 EUR**

BANK INFORMATION:

- Bank Institution: Zagrebacka banka d.d.
- Bank/Branch Institution Address: Kapucinski trg 5, Varazdin, Croatia
- S.W.I.F.T. (BIC): ZABAHR2X
- Acc. Holder Name: VADEA d.o.o.
- Acc Holder Address: Mihanoviceva 4, 42000 Varazdin, Croatia
- IBAN: HR7223600001101745832
- Purpose: 'Participant's Name - Moscow'

Regards,

Domagoj

สำเนาถูกต้อง

 (นางณัชชา ชำนิกุล)
 บุคลากร



thinawat sroikudrua <thinsr@kku.ac.th>

Paper accepted (esd Conference - Moscow)

2 messages

Domagoj Cingula <dcingula@esd-conference.com>
 To: Domagoj Cingula <dcingula@esd-conference.com>

Sun, Sep 24, 2017 at 4:35 PM

CONGRATULATIONS!

Your paper has been accepted for publication in the Scientific Book of Conference Proceedings, after double-blind peer review. We also hope to see You as a presenting delegate at the Conference in Moscow (30-31 October 2017.).

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- Acc Holder Address: Mihanoviceva 4, 42000 Varazdin, Croatia
- IBAN: HR7223600001101745832
- Purpose: 'Participant's Name - Moscow'

Regards,

Domagoj

สำเนาถูกต้อง
 Bhan
 (นางณัชชา ชำนิกุล)
 บุคลากร

TEACHING THAI AS A FOREIGN LANGUAGE: CHANGING FOR GOVERNMENT POLICY, THAILAND 4.0

Wirat Wongpinunwatana
Khon Kaen University, Thailand
Email: wirat@kku.ac.th

ABSTRACT

The objective of this research was to study the changing of learning and teaching Thai language as a foreign language for government policy Thailand 4.0 by studying curriculum document, interviewing curriculum committees, teachers, students and stakeholders. The research tools were questionnaires and structured interview about teaching and learning Thai language as foreign language at the university in northern part of Thailand.

The results were curriculum for teaching Thai language as a foreign language have both short term programs and long term programs which is one year exchange student programs and 4-year Bachelor degree programs. The objectives of the curriculums focus on communication in daily life and understanding Thai language and culture on communicative level and pass on knowledge correctly, including Thai language skill for career in government sector, private sector or freelance. There are teaching activities including classroom and beyond classroom.

Keywords: Learning and teaching, Thai as a foreign language, Thailand 4.0

1 INTRODUCTION

Thailand 4.0 is a government's vision which is aimed to transform Thailand's old economic system to the innovation-driven one. The first model, Thailand 1.0, is about agriculture, focusing on growing crops and raising livestock for living and earning. The second model, Thailand 2.0, is about light industry, using tools for manufacturing. This model can improve the potential of the country. At present, the third model, Thailand 3.0, is about heavy industry, emphasizing manufacturing and exporting machines. However, it relies on technology and capitals from foreign countries. The income of this model is at moderate level, and the growth is slow while the world is highly competitive. Therefore, the transition to Thailand 4.0 will make Thailand become high-income country and base on the use of technology and innovation.

The formation of new economic structure has to be based upon the innovation and creative thinking to create skillful labors. There should be the education reform and the integration of research and cultural change. Thus, changing the education strategies will be the significant duty of development, especially in business communication among people with the diversity of race, religious, language, and culture.

Therefore, learning and teaching Thai as a foreign language is raised as the policy based on Thailand 4.0 model. This policy is already mentioned in the 20-year national strategy which focuses on the involvement of technology and innovation for developing and connecting to globalization. The model aims the county to be internationally competitive.

2 PURPOSE

This study aims to survey an opinion about studying and teaching Thai as a foreign language based on Thailand 4.0.

3 DEFINITION OF TERMS

Instruction means a curriculum or a learning activity designed for learners to gain knowledge and skills which meets the objectives of the curriculum.

Thai as a foreign language refers to Thai skills course for foreigners on learning, teaching, or communicating for making understanding each other.

Thailand 4.0 is a government's policy on developing Thailand's economy based on technology and innovation. This model focuses on the collaboration of education reform and research for creating stability, prosperity, and sustainability.

4 RELATED RESEARCH

Research on learning and teaching Thai language for foreigners focuses on producing a self-learning instructional media for learners. The innovation might be an audio-visual material which aims to improve Thai language skills, especially in business or tourism. The related researches included the research on "an instructional package on Thai speaking skills in tourism and hotel management for Chinese students" (Fang Ziyu, 2009) or the research on "an instructional package on sightseeing at Rattanakosin Island for teaching Thai language and culture to foreigners" (Prasitchai Sampatong, 2013).

Moreover, Liu Ronhan (2016) studies a construction of Thai language learning package for foreigners in Thai auspicious desserts. This study contains a CD recorded Thai sound. Foreign learners can improve their listening skills as well as pronunciation like native speaker from the CD. Either Thai or foreign teachers can use this CD for their own need. The related research also includes the research on Thai self-learning package on forming a sentence for foreign monks which is aimed to improve reading and writing skills of foreign monks who stay in Bangkok. The finding illustrates that the package can fulfill the needs of learners. They do not feel that they cannot keep up with other learners, and they have a freedom of learning based on their readiness in timing and location.

Computer-assisted instruction (CAI), instructional package, supplementary book and other book is a learning-supportive innovation for foreigners with no limits of place and learning method.

5 CONCEPTUAL FRAMEWORK

Instructional management of Thai as a foreign language class is a study on opinion based on Thailand 4.0 concept, the policy on developing Thailand's economy proposed by Prayut Chan-o-cha, the current prime minister and the head of the National Council for Peace and Order (NCPO). With the vision of "stability, prosperity, and sustainability", the government has a primary task to push out the country to readjust, organize, and build the development as well as be able to handle with new challenges and threats which tend to change rapidly in the 21st century.

The paradigm on developing the country based on Thailand 4.0 aims to lay the foundation of long-term development by means of reforming the economic structure, researches and development, and education together. All sectors work in collaboration under the concept of

incorporation between civil state and business networks, development research, and staff from both inside and outside the country.

The concept of Public-Private Collaboration focuses on the participation from various sectors including private, financial and banking, people, institution, university, and research institution to brainstorm and work together in a project, MOU, or research from civil states group such as basic education and developing the leaders (Public-Private Schools), and promoting the level of professional quality.

6 METHODOLOGY

This is qualitative research collecting data by analyzing curriculum documents and interviewing committees, lecturers, foreign students, and concerned people in teaching Thai as a foreign language program, Khon Kaen University. The findings are presented as the descriptive analysis.

7 FINDINGS

According to the analysis of curriculum documents and opinions towards learning and teaching Thai as a foreign language based on the government's policy, the findings can be presented as the following components:

7.1 Curriculum

Curriculum refers to a particular subject, teaching content, experience which each institution provide for learners. Curriculum can also refer to an instructional activity, social expectation, or learner's anticipation. Therefore, it is a mean which lead learners to their goals, and it is the process of interaction between learners, teachers, and learning environment.

The curriculum management of Thai as a foreign language should have various patterns. 1) Long-term curriculum provides a degree for learners, such as bachelor, master, and double degree from an academic collaboration between regional and international institution. 2) Short-term curriculum provides an academic service which run 1 months or above, and the content focuses on specific skills, such as Thai for diplomacy, translation and interpretation, business negotiation, and writing for public relations.

However, most of the committees think that the curriculum management is based on university's policy or strategy because the curriculum proposal sometimes does not meet the university concept or policy, or the Ministry of Education does not give approval to the curriculum. Currently, the curriculum, however, are in line with Thai Qualifications Framework for Higher Education which develops learning outcomes in terms of numeric analysis skills, communication, and information technology skills according to Thailand 4.0 concept.

7.2 Objective

The objective of the curriculum can act as the curriculum development. In general, the objective of the curriculum is drafted after having basic information about problems and social and learner's needs which can indicate the instruction management.

The objective setting based on Thailand 4.0 should be more specific in order to satisfy many learners' needs as well as focus on Thai competency which can apply authentic learning to a real-life situation. The objective setting covers cognitive domain, affective domain, and psychomotor domain which highlight on knowledge, thinking, solving problems, attitude,

value, and communication skills which can connect active prior knowledge and skills to the new one.

The objective setting based on both Thailand 4.0 and old policy is not different, but the management of the curriculum should be correspondent with the objective.

7.3 Content and Learning Experience

Learning activity plays a significant part of building knowledge, skills, or attitude as mentioned in the instruction objective. The effective instruction management need to concern about behavior-based indicators including clarity, diversity, direct instruction mission, learners' collaborative instruction, and making learners become successful. Activities in the learning process include preparative learning, active learning, skills-improving learning, and instruction support. Content or learning experience should consist of as follows;

7.3.1 Content or course that learners must know in order to get the principle knowledge based on the level of difficulty such as Thai grammar or principle use,

7.3.2 Content or course that learners should know in order to boost their Thai understanding such as translation and interpretation or writing for specific purpose, and

7.3.3 Content or course that learners might know in order to be aware of Thai lifestyle. Although most learners think that the content is quite difficult and old-fashioned, but it reflects Thai thoughts, beliefs, and ways of life, such as Thai literature and modern literature.

Besides, there are several learning courses to serve career benefits or interests or base on labor market trend or society, such as Thai for tourism, Thai for secretary, business Thai, business speaking.

7.4 Learning Experience Management

Learning experience management or instruction management is curriculum implementation in which teacher focuses on learners and concerns about the difference among people in learning experience management. According to Tyler's theory, he implies that the management aims learners to build their own experience as well as to design an activity that could be held in both instruction and learning support. The Tyler's theory has proposed the criteria for considering learning experience as follows;

7.4.1 Learners should have an opportunity to take a behavioral practice and learn as specified in the objectives.

7.4.2 Activities and experiences should make learners satisfied to behave as specified in the objectives.

7.4.3 The level of satisfactory of activities and learning experience should be practical.

7.4.4 A number of activities and learning experiences might attain to one objective.

7.4.5 One activity and learning experiences might attain to many objectives.

Nowadays, technology becomes a significant part of instructional materials. Photos or online lessons can be found from YouTube or Google Search which can be used at the convenient time.

7.5 Learning evaluation

Instruction evaluation is significant to be used as the data to improve, adjust, and support learners' learning and development as well as to modify the instruction management to become more effective, and to measure the learner's achievement.

Learning is not only evaluated from the test, but also from the activities both inside and outside the class. The evaluation is probably conducted by a teacher, classmates, or those with whom learners make an interaction. However, evaluation criteria must be systematic and have a clear Key Performance Indicator (KPI). The learning evaluation can allow teacher to help their learners appropriately. For example, teacher can support their learners according to their abilities, skills, and interests. They can select the teaching methods which are appropriate for their learners, and they can also group their learners and do the learning activities.

8 CONCLUSION AND DISCUSSION

Thai as a foreign language instruction is a challenging issue which leads to “the changes of learning process through the whole system” in order to inspire Thai people to have a powerful and meaningful life. These changes consist of changing passive learning to active learning, changing duty-driven learning to passion-driven learning, and changing standardized learning to the personalized learning.

Moreover, learning should be improved to produce a creative thinking and ability to generate new innovation. Learning should be held outside the class and non-formal, and it should be based on idea, rather than fact. Thinking out of the box is better than thinking in the box. Transmitting learning should be replaced with the mentoring one.

However, the changes of learning to realize the mindful learning should focus on common interest, sharing value, individual creating, common creating, and changing competing incentive to sharing incentive.

Result-based learning focuses on how to analyze and solve problems, instead of learning from the theory. Lecture class should be replaced with working project and solving problems. Success should be measured from learning achievement, rather than credits. The objective of learning is for a career, not a degree.

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Happiness : Language and Professional Ideology in The Discourse of Network Marketing Business .

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ABSTRACT

This article examines the relationship between linguistic devices and professional ideology in the discourse of network marketing business in member's periodicals. The 10 data were taken website , published in April 2016.

It was found that the linguistic devices were employed to construct professional ideology in the discourse of network marketing business such as the use of lexical selection, metaphor, presupposition, intertextuality, definition, hyperbole and thankful. However, The linguistic devices were employed to construct professional ideology in the discourse of network marketing business in member's periodicals that is happiness and success in your work.

Keywords: Discourse, Ideology, Network Marketing Business

1 INTRODUCTION

Network Marketing Business is a type of marketing that is developed from Single Level Marketing (SLM) to Multi-Level Marketing (MLM) (Boripant, 2009: 21). The network marketing business currently tends to have a potential growth. According to the survey by the World Federation of Direct Selling Association (WFDSA), Thailand was found to be one of the top 15 world's direct selling market which has gained the highest sale. Besides, the value of Thailand's direct selling market is likely to grow up significantly (Banmueang, 2007).

However, the principal key in the network marketing management is that a business owner needs to increase a number of product members in which member's expense will affect the dividend or the revenue of the monthly network marketing business's owner. As a consequence, each member probably pay fee for annual membership. Member's success is considered to be necessary information which can attract member to invest in the network

marketing business. As a result, the company's revenue will be increasing and stable. In fact, it was found that language used in the member's periodicals has some hidden agendas for the professional ideology which might benefit the company's revenue and stability.

Therefore, the study on the relationship between language strategies and professional ideology in the discourse of network marketing through the column of member's success were conducted in order to illustrate that language used in the periodicals were simple. However, it concealed something in which it was in harmony with the advantages of some groups of people that is beneficial to the company.

Literature Review

To show your reader that you have read, and have a good grasp of, the main published work concerning a particular topic or question in your field. This work may be in any format, including online sources. In the latter cases in particular, the review will be guided by your research objective or by the issue or thesis you are arguing and will provide the framework for your further work.

Conceptual Framework

Critical Discourse Analysis is the study of relationship of creating a meaning or thought towards one context. This framework highlights the power abuse, the ideology dominance, and the repeated and reproduced inequality in society (Fairclough. 1995: 132-133; Van Dijk. 2001:352).

Fairclough (1995: 56), the British linguist, has proposed the 3-dimensional framework of critical discourse analysis as follows:

1.Text is the analysis of language form, meaning, and connector in the discourse in both spoken and written styles.

2.Discoursepractice is the analysis of the communication situation related to both production and consumption of text in a discourse.

3.Sociocultural practice is the analysis in which the dimension of society and culture affecting both production and consumption of a text.

Ideology in the context of this study was based upon the concept of Van Dijk(1995, 1998). He explained that the ideology was no longer a tool for the authorized people only, but it was defined as belief systems of various groups of people in a society where they lived or accepted each other.

In addition, it was found that the study of the network marketing business in terms of language had never been carried out. Most of the studies were related to the management and economics in which the objective was to examine factors affecting the business or the network marketing business management as well as to study the patterns and the strategies of the business.

With these reasons, this research study focused on the discourse of network marketing business in order to demonstrate that languages used in the website has underlined some thoughts or beliefs of the profession through the language in the company website.

Data Collection

XXX Company was selected for this study because this company is regarded as no.1 direct selling marketing business in sales and members, which has been managed for more than 40 years. The column in the network marketing business containing 10 articles published on April 2017 was chosen in the study. Purposive sampling was implemented as a research methodology by selecting the column of successful member in the network marketing business, where the members could share the same ideology and decide to do the business.

Results and Discussion

The characteristics of the articles published in the member's success column were as follows:

XXX is a direct selling business company with Multi-Level Marketing (MLM) which has been established in abroad since 1959. The company has more than 3 million members worldwide. In Thailand, the company has been established since 1989. XXX has used the website as the primary channel to contact with members and publish articles for general people.

Column used for this study was a place for introducing a member who got promoted to a higher level. In the column, it featured 10 photos of all levels of business members with texts. The format of the articles in each discourse was divided into following 3 parts:

1. Photo was positioned on the top of the article including single photo and couple photo. In the photo, male and female wore a universal suit or formal attire with a smiling face. Plus, a businessperson who was in a high level would have a photo of traveling abroad and party events attached in the article.

2. Personal information included province, name, occupation and Upline's name-surname. According to the data collection, it was found that a person who became a business member resigned from his/her permanent job to do the direct selling business, e.g., government officer, retired government officer, teacher, doctor, nurse, pharmacist, army aviator, soldier, architecture, engineer, beauty salon, employee, factory worker, maintenance, housewife, and owned business.

3. Content of 10 texts consisted of introduction, body, and summary.

The Relationship between Language Strategies and Professional Ideology in the Discourse of Network Marketing Business

1. Work Happiness

The discourse of network marketing business in the member's success column has created the mindset as follows:

1.1 Feeling Happy all the Time during the Working

The mindset was developed by various language strategies including a lexical word used to demonstrate that doing the network marketing business would bring happiness all the time while working. The examples of this strategy were "*Be always happy with doing the business,*" "*Not only we ourselves, but also people concerned are happy,*" "*Working with XXX with fun and happiness and get almost all the rewards,*" and "*Be happy every day working with XXX.*" However, a presupposition was one of the language strategies applied to explain that doing this business would bring about happiness and freedom. Here are the examples of the presupposition: "*Do a full-time XXX and life will be happier,*" and "*Once you decide to do the business, freedom will come to you within 1 year, no more Monday morning and Friday*

night.” It was also found that intertextuality with photos and texts could give confidence to members in obtaining happiness from doing the business. The example of the intertextuality was “...*Now be happy every day, have a first-class life, travel around the world, and have more money.*”

1.2 Getting a Good Job Opportunity

Language strategy used to create this mindset was a presupposition. It was used to show that the network marketing business was great, and it would be an option for members to get a good opportunity from the business. The examples of the presupposition were “*XXX gives an opportunity,*” “*XXX provides the best business opportunity,*” and “*XXX brings a great opportunity.*” Moreover, the presupposition strategy was applied together with gratitude expression to build the mindset of getting a good opportunity from the business. The examples were “*Thank you the founder of XXX for giving this opportunity to own this business,*” “*Thanksto Upline for giving this opportunity,*” and “*Thanks to myself for being open-minded and get this opportunity without any bias.*” However, it was found that there was an exaggeration used to emphasize that the network marketing business gave an opportunity of work. Here are the examples of this strategy: “*The world's best business of opportunity,*” and “*The world's best business opportunity.*” Besides, intertextuality was one of the language strategies to highlight the reliability of getting a great opportunity from the business. The examples of intertextuality included “*XXX gives an opportunity for a young girl who dreams to be rich, to have a house and car, to fully support her parents and 2 brothers,*” and “*Thank you the opportunity on that day because we don't know which opportunity can change our life.*” Defining strategy was also employed to convince that this kind of business could bring a great opportunity to those who were interested in. For example, “*XXX is the business for everybody to be equally successful,*” and “*Great opportunity is the opportunity given by XXX.*”

1.3 Working in a Reputable Business Organization and Having All Types of Balance

The discourse of network marketing business created the mindset that people doing this business worked in a reputable business organization and had all types of balance. In other words, they worked with a long-time trustworthy and famous organization with well-organized and systematic working plan. There were mentors helping during working. This

mindset was set by various language strategies including lexical choice to demonstrate that the network marketing business was a job with well-organized and systematic working plan and stability. The examples of the lexical choice were "Business plan is really good, the business is stable, and the vision is great," "The direct selling marketing business company which has been established for a long time and been stable," "The powerful network potential," and "Trust in our marketing plans." Furthermore, there was an exaggeration strategy to convince members of periodicals that the network marketing business was stable. Here is the example of this strategy: "XXX is absolutely outstanding with unlimited potential." However, it was found that metaphor and gratitude expression were implemented to explain that the business organization had well-organized work system and good cooperation during the working. The examples of the metaphor and gratitude expression were "A coach who guides," "Successful people who are our role model to follow," "A diamond-level businessperson and the great teacher who always support us," "All levels of Upline who are along with us to teach, guide, and support," and "Sincere gratitude for those who let us walk in the path of success with warmth." Moreover, intertextuality with texts from successful people in the network marketing business was used to emphasize the mindset of working in a reputable business organization and having all types of balance. The examples of this strategy were "I think the system of XXX is very good," "Grow together, grow bigger," "We do this business because of its worthiness," and "we choose XXX business because it's worth our life." Defining was also found to reflect this mindset such as "XXX is a business that can bring good, smart, passionate, hard-working, and patient people to work together and bring success for the business" and "XXX is a business that allows us to improve ourselves."

Based on the results, it could be implied that the discourse of network marketing business had the ideology or mindset that allowed members in the business to get happiness and success. Consequently, the presentation of the discourse would convince the members who read the periodicals to believe and become interested in the business which might have a good effect upon the business and support the operating result of the company.

Conclusion and Recommendation

To summarize, the analysis of the articles and language strategies through the discourse of network marketing business in member's periodicals aimed to make an understanding and reveal the process of making, distributing, and consuming the articles. The

creator needs the members who read or obtain the periodicals to believe, accept and understand what the discourse presented by having the ideology or mindset of happiness and success the members will get from doing the business. This will either meet or fulfill the member's needs, and the member will not realize that the creator just want to search for those who have the same ideology to support the business in which it can be run forward.

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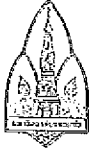
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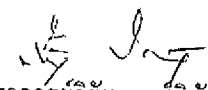
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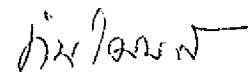
เรื่อง ขอลาพักผ่อนไปต่างประเทศ

เรียน คณบดี

ด้วยกระผม นายวิรัช วงศ์ภินันท์วัฒนา ตำแหน่งผู้ช่วยศาสตราจารย์ และนายทินวัฒน์ สร้อยกุดเรือ ตำแหน่งอาจารย์ จะเดินทางไปราชการเพื่อนำเสนอบทความวิจัยในการประชุมวิชาการระดับนานาชาติ "The 25th International Scientific Conference on Economic and Social Development - XXVII International Social Congress (ISC-2017)" ตั้งแต่วันที่ 25 ตุลาคม - 3 พฤศจิกายน 2560 ที่ Russian State Social University, Vilgelma Pika 4, bld. 1, Moscow, Russian Federation จึงใคร่ขอลาพักผ่อนเพื่อเดินทางไปต่างประเทศในวันที่ 25-27 ตุลาคม และ 3 พฤศจิกายน 2560 รวมวันเวลาราชการ 3 วัน

จึงเรียนมาเพื่อโปรดพิจารณา


(ผู้ช่วยศาสตราจารย์วิรัช วงศ์ภินันท์วัฒนา)



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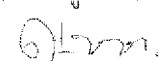
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สำเนาถูกต้อง

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