

International Academic Multidisciplinary Research Conference 2017

Proceeding of

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

*Berlin, Germany
23 – 25 October, 2017*

THE 2017 ICBTS



**Edited by Chayanan Kerdpitak, CK Research, Thailand
Kai Heuer, Wismar University, Germany
Ebrahim Soltani, Hamdanbin Smart University, UAE
Gilbert Nartea, Lincoln University, New Zealand
Vipin Nadda, University of Sunderland, United Kingdom**

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Conference Proceedings

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HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

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Conference Three Themes

The International Business Tourism and Applied Sciences Research Conference

The International Education Social Sciences and Humanities Research Conference

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By Dr. Chayanan Kerdpitak & Professor Dr. Kai Heue & Professor Dr. Ebrahim Soltani, ICBTS Institute Conference Center & IJBTS International Journal of Business Tourism and Applied Sciences

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INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
- Financial
- Banking
- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
- Information Technology
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
- Tourism Management
- Tourism Marketing
- Tourism Development Policy and Planning
- Technology Application
- Communication and Sciences
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- Health care Management
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SPEAKER BACKGROUND



Professor Dr. Ebrahim Soltani

Prof. Dr. Ebrahim Soltani is a Professor of Business School at University of Kent Canterbury in England and he is Department Chair - Quality & Operations Management at Hamdan Bin Mohammed Smart University Dubai of United Arab Emirate. He was appointed associate professor in business management, total quality management, and operation management in 1989 at the University of Kent, he continued his research in the field of operation management, business management. He has published over 50 papers and reports in such journals as International Journal of Technology and Production Research. He supervised a considerable number of PhD theses and is a consultant on industrial and production industry in England and United Arab Emirate.

SPEAKER BACKGROUND



Professor Dr. Kai Heuer

Prof. Dr. Kai Heuer is full professor for business administration at the Business Faculty of Wismar University in Germany. Before, he served as a full professor at the Environmental Campus of Trier University of Applied Sciences. He studied business administration in Germany and the U.S.A. and holds an MBA and a doctoral degree. He has management experience from leading positions in different companies and as business consultant. His research areas are management accounting, organizational development, and international management where he has published numerous papers, reports and textbooks. He is the head of Master Program in Business at Wismar University and a member of the Schmalenbach-Society for Business Economics, Cologne; managing director of the Institute of Health-, Senior- and Social Management; and a former member of the board of the Centre for Aviation Law and Management.

SPEAKER BACKGROUND



Dr. Tariq Khan

Dr Tariq Khan is a Lecturer and Director of Postgraduate Programmes of Business School in Brunel University, Uxbridge, London, United Kingdom. He received his BEng in Aerospace Engineering from Kingston University, his MSc in Manufacturing Technology from University of Warwick, and his PhD in Intelligent Education Systems from University of Salford. He subsequently worked as a research associate in Heriot-Watt University Edinburgh and as a senior lecturer at London Metropolitan University. He has specialist teaching in Business Process Modelling, Web Programming, Software Engineering, Classical Logic, Human Computer Studies. He has Book and published over 20 papers and reports in such journals as Information Systems Evaluation and Integration (ISEing). He supervised a considerable number of PhD theses and is a consultant on business and supply chain and engineering industry in England and United Kingdom.

SPEAKER BACKGROUND



Dr. Chayanan Kerdpitak

Dr. Chayanan Kerdpitak is a Lecturer and management committee of Doctor of Business Administration Programmes of College Management Innovation in Valaya Alongkorn Rajabhat University in Thailand and a management committee of CK Research Consultant in Bangkok. I was a Lecturer of Principle Marketing, Sales Management, Consumer Behavior, and Marketing Research at The Suan Dusit University in Thailand. She received a Ph.D. in the field of Business Logistics within Industrial at Ramkhamhaeng University, Thailand. She has published over 20 proceeding paper and some reports in such journals as International Journal Business and Economics Research. She has been a consultant on Import Automobile Industry from Germany for International Marketing and Marketing Research. Chayanan graduated a B.B.A and M.B.A in Business Administration from The Ramkhamhaeng University, Bangkok, Thailand (Major in Marketing).

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2017 ICBTS CONFERENCE BERLIN PROGRAM

The 2017 ICBTS International Multidiscipline Research Conference	
23 October 17 9.00- 09.30 (M)	REGISTRATION & WELCOME Welcome meeting at The Park Inn by Radisson Berlin City West, Germany
	Academic Advisory & Session Chair Professor Dr. Kai Heuer, Germany Dr. Hen Friman, Israel
23 October 17(M)	Session A
23 October 17(M) 09.00-10.30 (M)	<p>Session A1</p> <p>Paper 1(23) DEVELOPMENT FOR 21ST CENTURY SKILLS BY USING PROCESSES OF RESEARCH BASED LEARNING Asst. Prof. Poonyapon Chanfoy</p> <p>Paper 2(24) ACTIVE LEARNING BY USING PROCESSES OF PROBLEM BASED LEARNING Asst. Prof. Suphanwadee Waiyaroop</p> <p>Paper 3(27) ORGANIZED ACTIVE LEARNING BY INSTRUCTIONAL MODEL WITH PROJECT BASED LEARNING Asst. Prof. Sirimaneer Banjong</p> <p>Paper 4(29) PARTICIPATORY LEARNING: FROM THEORY TO PRACTICE IN PSYCHOLOGY FOR TEACHER COURSE Mr. Panuwat Sivaskunraj</p> <p>Paper 5(35) PROBLEM-BASED LEARNING WITH MATHEMATICS TEACHING: PRINCIPLES AND GUIDELINES Mr. Teerawit Tinprapa</p> <p>Paper 6(132) LANGUAGE TEACHING AND LEARNING OPINIONS ON CULTURAL DIVERSITY Awwal Ibrahim Dansadau</p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p>Session A 2</p> <p>Paper 1(36) RB : THE DEVELOPMENT OF LEARNERS' LEARNING SKILLS Mrs. Teeraporn Plailek</p> <p>Paper 2(37) THE NATURE AND USE OF RESEARCH-BASED LEARNING FOR ENHANCING PRE-SERVICE TEACHERS' RESEARCH SKILLS Dr. Sasiporn Phongploenpis</p> <p>Paper 3(33) TECHNIQUE OF FOLLOW UP ON WORK PROGRESS IN OFFICE ADMINISTRATION Miss Nipawan Tharasak</p> <p>Paper 4(39) THE STUDY OF TECHNOLOGY ASSISTED OFFICE ADMINISTRATION OF SUANSUNANDHARAJABHAT UNIVERSITY Miss Suntaree Patcharaprateep</p>

	<p>Paper 5(144) Examining Motivation to Teach Levels of Pre-Service Teachers in Terms of Some Variables Ipek Som Onal</p>
12.01-13.00	Lunch Break
13.01-15.00	<p>Session A 3</p> <p>Paper 1(9) ACTING AS A TOOL TO EXPRESS POWER OF MEDIUM Dr. Kusuma Teppharak</p> <p>Paper 2(10) EQUIPMENT DESIGN TO CREATE TIE-DYE FABRIC PATTERN Mr. Tanutpong Phriwanrat</p> <p>Paper 3(11) WICKERWORK PROCESS ANALYSIS APPLY FOR HOME DECORATION DESIGN: PRANEE HANDICRAFT SING BURI THAILAND Mr. Akapong Inkuer</p> <p>Paper 4(12) SOUVENIRS DESIGN FROM ARTS AND CULTURAL Mr. Noppadon Sangwalpetch</p> <p>Paper 5(13) THAI PERFORMING ARTS IN KING PRAJADHIPOK'S LAWS Asst. Prof. Manissa Vasinarom</p> <p>Paper 6(116) ESL Basic Learners: Personal Histories of Writing Ketskanda Jaturongkachoke and Supat Kookiattokoon and Supamit Chanseawrassamee</p> <p>Paper 7(150) Feasibility Study of Implementation of Coaching in Training of Nurses in Bahman hospital in Tehran (IRAN) Associate Prof. Dr. Mohammad Ghahramani and Fatemeh Hydari</p> <p>Paper 8(127) Renewable Energy by Project-based learning Hen Friman and Idan Halbi and Ifaa Banner and Bosmat Shalom-tuchin and Yulia Einav</p>
15.00- 15.15	Afternoon Break
15.16- 17.00	<p>Session A 4</p> <p>Paper 1(14) FABRIC PRINTING DESIGN OF SARONG AS A RESULT OF A STUDY OF TEXTILE PATTERNS OF LAO-SONG (THAI SONG DAM), SUPHAN BURI PROVINCE Mr. Suwit Sadsunk</p> <p>Paper 2(15) THE ART OF THE FABRIC PATTERN DESIGN BY STUDYING THE WOODEN CARVING ON GINGERBREAD IN VIMANMEK MANSION IN THAILAND Mrs. Chanoknart Mayusoh</p> <p>Paper 3(17) A WESTERN TREATMENT OF NONWESTERN NATIONAL IDENTITY: A CASE STUDY OF <i>THE KING AND I</i> Asst. Prof. Dr. Chutima Maneewattana</p> <p>Paper 4(16) MAINTAINING SIGNIFICANCE OF REALIA IN TRANSLATED PLAY Dr. Nataporn Rattanachaiwong</p> <p>Paper 5(40) THE EXPOSURE AND SATISFACTION OF THE GRADUATE STUDENTS FOR THE CHANNAL OF THE INFORMATION AT SUANSUNANDHA RAJABHAT UNIVERSITY Miss Netdao Yooyong</p> <p>Paper 6(128) AN EVOLUTION PERSPECTIVE ON THE ROLE OF UNIVERSITIES IN REGIONAL INNOVATION</p>

	<p>Jong-Ho LEE</p> <p>Paper 7(124) PLANNING SCHOOL FEEDING POLICY TOWARDS ECONOMIC DIVERSIFICATION IN AFRICA Shuaibu Saminu</p>
23 October 17(M)	Session B
23 October 17(M) 09.00-10.30 (M)	<p>Session B1</p> <p>Paper 1(1) “SPIRITUAL TOURISM” THE NEW TOURIST DESTINATION FOR THAI TOURISM CASE STUDY IN “WAT TATON” CHAING-MAI THAILAND Dr. Supakit Mulpramook</p> <p>Paper 2 (3) THE STUDY ON MEDIA EXPOSURE BEHAVIOR IN POLITICAL ISSUES OF UNIVERSITY STUDENTS Mr. Veerapon Vongprasert</p> <p>Paper 3 (5) THE STUDY OF THE PARTICIPATION OF THE PRESIDENT OF STUDENT COUNCIL ELECTION, UNDERGRADUATE PROGRAM, SUAN SUNANDHA RAJABHAT UNIVERSITY Asst. Prof. Dr. Sudabhorn Arundee</p> <p>Paper 4 (8) ROLE OF PROVINCIAL GOVERNOR IN CONTROL OF LOCAL ADMINISTRATION ORGANIZATIONS : CASE STUDY NONGBUALAMPHU PROVINCE Dr. Barameeboon Sangchan</p> <p>Paper 5 (18) FINANCIAL STABILITY IN SAMUT SONGKRAM FROM HOUSEHOLD SAVING POTENTIAL Dr. Krisada Sungkhamanee</p> <p>Paper 6 (104) THE IMPACT OF “PIPELINE DIPLOMACY” ON CONFLICT RESOLUTION IN THE CAUCASUS-CASPIAN REGION-THE CASE OF AZERBAIJAN AND AFGHANISTAN Dogan Girgin</p>
10.31 - 10.45	Morning Break
10.46 - 12.00	<p>Session B 2</p> <p>Paper 1 (21) HOTEL BUSINESS DEVELOPMENT WAY TO REACH SERVICE STANDARD FOR SUPPORTING SENIOR TOURISTS IN THE AREA OF AMPHAWA DISTRICT, SAMUTSONGKRAM Miss Benjaporn Yaemjamuang</p> <p>Paper 2 (22) KNOWLEDGEMANAGEMENT FOR WRITING RESEARCH PROPOSAL Miss Wanvisa Saisanan Na Ayudhaya</p> <p>Paper 3 (26) UNIVERSAL DESIGN FOR WARD PATIENTS GOVERNMENT HOSPITAL Mrs. Jitravadee Roongin Kunkar</p> <p>Paper 4 (2) THE DIFFERENCES OF SOCIAL AND POPULATION FACTORS TOWARDS TOURISTS’ ATTITUDES TO STAYING AT GREEN HOTELS IN BANGKOK Dr. Rumpapak Luekveerawattana</p> <p>Paper 5 (111) MEDIATISATION OF URBAN PLANNING AND THE PUBLIC SPHERE: TOWARDS ENABLING AND JUST PLANNING PROCESS CASE OF EGYPT Mennatullah Hendawy</p>

12.01- 13.00	Lunch Break
13.01-15.00	<p>Session B 3</p> <p>Paper 1 (30) THE DEVELOPMENT OF ONLINE ADMISSION FOR GRADUATE STUDENTS, SUAUN SUNANDHA RAJABHAT UNIVERSITY Miss Khatcharin Thapthimthet</p> <p>Paper 2 (28) ORGANIZED ACTIVE LEARNING BY CREATIVE BASED LEARNING Mrs. Chompunuj Limlertmonkol</p> <p>Paper 3 (31) KNOWLEDGE MANAGEMENT FOR THE GUIDELINES OF INFORMATION RESOURCE ACQUISITION: A CASE OF ACADEMIC RESOURCE CENTER, SUAN SUNANDHA RAJABHAT UNIVERSITY Acting Sub Lt. Nitima Kaewmanee</p> <p>Paper 4 (19) VITAL FACTORS OF RECENTLY GRADUATES FOR APPLYING JOBS IN ASEAN LABOR MARKET Dr. Natnaporn Aeknarajindawat</p> <p>Paper 5 (25) KNOWLEDGE MANAGEMENT: GUIDE TO WRITE A RESEARCH PROPOSAL Miss Yanika Chuentako</p> <p>Paper 6 (34) KNOWLEDGE ON FOLLOWING-UP AND RECORDING ACCORDING TO PERSONNEL DEVELOPMENT TRAINNING Miss Supassawee Morakul</p> <p>Paper 7 (114) AGRICULTURAL TRADE UNDER WTO REGIME: OPPORTUNITIES AND CHALLENGES Dr. MOHD ADIL</p> <p>Paper 8 (115) RACE OF RELIGIONS AND THE RICE OF RADICALISM IN WEST PAPUA INDONESIA Umar Werfete and Suparto Iribaram</p>
15.01 - 15.15	Afternoon Break
15.16 - 17.00	<p>Session B 4</p> <p>Paper 1(7) DEVELOPMENT OF A SOLUTION TO THE TRAFFIC ISSUES INSIDE SUAN SUNANDHA RAJABHAT UNIVERSITY Mr. Wichar Kunkum</p> <p>Paper 2 (6) THE STUDY OF SATISFACTION OF THE DEVELOPMENT OF GRADE VALIDATION SYSTEM BASED ON CURRICULUM STRUCTURE, UNDERGRADUATE STUDENTS, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Wanwika Sattaworn</p> <p>Paper 3 (32) DEVELOPMENT OF THE “I” SYSTEM FOR THE CORRECTION OF INTERNET LEARNING VIA THE INTERNET SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Pinyaphat Kongsorn</p> <p>Paper 4 (38) KNOWLEDGE MANAGEMENT FOR PROCESS DEVELOPMENT: INFORMATION RESOURCES CLASSIFICATION AND CATALOGING IN THE LIBRARY OF SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Supaporn Wongsa</p> <p>Paper 5 (4) THE STUDY OF APPLICANTS’ SATISFACTION OF UNIVERSITY ADMISSION SYSTEM : UNDERGRADUATE LEVEL, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Chontiya Ledanan</p>

	<p>Paper 6 (116) THE EFFECTIVENESS OF USING GAMES IN LEARNING ENGLISH VOCABULARY: AN ANALYTIC IN THE SAUDI ARABIAN CONTEXT Ayedh Dhawi Mohammed Almohanna, Saudi Arabia</p> <p>Paper 7 (133) SOCIAL MEDIA AND ARABIC: CODE-SWITCHING AMONGST ALGERIAN STUDENTS LIVING IN THE UK Linda Merzougui</p>
24 October 17(T)	Session C
24 October 17 (T) 09.30 – 10.30	<p>Session C1</p> <p>Paper 1(48) GERMAN LEADERSHIP IN EU FOREIGN POLICY AFTER EUROZONE CRISIS? Merve Yavuz</p> <p>Paper 2 (7) CULTURAL AND ART EDUCATION: A MEANS FOR SOCIAL STABILITY IN NORTHERN GHANA Dr. Eric Appau Asante and MAVIS DONKOR</p> <p>Paper 3 (53) INNOVATIVE ACADEMY PROJECT -DISINFECTION OF EFFLUENTS WITH RENEWABLE ENERGY Hen Friman and Faina Nakonechny</p> <p>Paper 4 (61) EDUCATION, BUSINESS AND AGRICULTURE: AN INTEGRATION FOR ECONOMIC TRANSFORMATION IN DEVELOPING NATIONS- THE NIGERIAN EXPERIENCE Dr. Matthew Ojong Achigbe</p>
10.31 – 10.45	Morning Break
10.46 - 12.00	<p>Session C2</p> <p>Paper 1(57) EXPLORING THE EFFECT OF TECHNOLOGY SUPPORTED COLLABORATIVE LEARNING ON CREATIVE THINKING SKILLS OF PRE-SERVICE TEACHERS Erhan ÜNAL and Fatih ÖZDİNÇ</p> <p>Paper 2 (64) ASTIN THEORY AND SOCIAL NETWORKS Dr Elham Akbari and prof Hamid Abdollahian</p> <p>Paper 3 (50) EFFECT OF PAUL THE PERSIAN'S LOGICAL WORKS ON AL-MANTIQ BY IBN AL-MUQAFFA Seyedmohammadreza Azarkasb</p> <p>Paper 4 (136) THE NECESSITY OF REGIONAL ECONOMIC INTEGRATION: A LESSON FOR SOUTH ASIA? Md. Rajin Makhдум Khan and Faizah Imam</p> <p>Paper 5 (137) AN INVESTIGATION OF SENSORY LEARNING STYLES USED BY KURDISH EFL STUDENTS AT UNIVERSITY LEVEL Dr. Hoshang Farooq Jawad and Mr. Salahaddin Saeed Khidr</p>
24 October 17(T)	Session E

<p>24 October 17 (T) 09.30 – 10.30</p>	<p>Session E1 Paper 1(141) TOURISM STRATEGY IN THE SUN TRIANGLE ANALYSIS WITH THE THEORY BASED ON RESOURCES AND INSTITUTIONAL THEORY José G. Vargas-Hernández and Lic. Ana Yanetly Arias Orozco, Mexico Paper 2 (144) CONTRADICTIONS AMONG STUDENTS OF BEING MALES AND FEMALES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE. Amina Babou, Algeria Paper 3 (145) THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES: A CASE STUDY OF TEHRAN PROVINCE GASCO Ali Aolatshah, Iran Paper 4 (120) BLEMISHES IN SYLLABUS DESIGNING OF ENGLISH AT PRIMARY LEVEL OF EDUCATION IN PAKISTAN: AN OBSTACLE IN ATTAINING LANGUAGE PROFICIENCY Zohaib Zahid and Dr Mamuna Ghani, Pakistan</p>
<p>10.31 – 10.45</p>	<p style="text-align: center;">Morning Break</p>
<p>10.46 - 12.00</p>	<p>Session E2 Paper 1 (158) TRAVELING THROUGH THE TOURISM PROMOTION TERMINOLOGY: CONSIDERATIONS UPON THE ADOPTION OF ENGLISH TERMS IN THE OFFICIAL WEBSITES OF ROME, MILAN, LUGANO AND BELLINZONA. Claudia Maria ASTORINO Paper 2(31) ADVANCING SUSTAINABLE AGRO-TOURISM IN THE WESTERN BALKANS: INSIGHTS FROM THE KATUN PROJECT Djurdjica Perovic and Sanja Pekovic andTatjana Stanovcic andJovana Vukcevic, Montenegro Paper 3 (163) SHARING ECONOMY: THE ESTABLISHMENT OF ORGANIZATIONAL IDENTITY OVERTIME, CONSIDERING IDENTIFY CLAIMS AND LEGITIMACY GRANTING João Miguel O. Cotrim and Prof. Francisco Nunes Paper 4 (143) REGENERATING PATRIARCHY: A STUDY ON GEORGE ORWELL'S VIEWS ON WOMEN AND FEMALE CHARATER Khaled Zouaoui Paper 5 (154) SATISFACTION OF INDIVIDUAL LEARNING NEEDS IN THE INTEGRATED TEACHING/LERNING MODEL IN PRIMARY SCHOOL Professor Anita Petere</p>
<p>12.01</p>	<p style="text-align: center;">Conference Close</p>
<p>23 -24 October 17</p>	<p style="text-align: center;">Participation and Discussion</p> <ol style="list-style-type: none"> 1. Dr. Mustafa Arslan., Georgia, 2. Dr. Dr Olufemi Aramide, Nigeria 3. Dr. Asif Iqbal, China 4. Professor Wang Zhuquan, China 5. Dr. Sumit Kumar dey, India
<p>25 October 2017</p>	<p style="text-align: center;">Free day for Participants</p>

MAINTAINING SIGNIFICANCE OF REALIA IN TRANSLATED PLAY

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ABSTRACT

This article discusses a theatre-translation issue in translating ‘objects’ in a play. Apart from their instrumental meaning, objects presented on stage also carry symbolic significance or dramatic meaning. The problem for a theatre translator is these meanings may be culturally specific, that linguistic translation cannot transfer them to the target-culture audience. Adjusting, adapting and altering objects in the text thus become necessary. These techniques may be regarded unfaithful to the source-text from a literary perspective. However, in many cases, they may be more effective in maintaining dramatic significance and power of the play than the faithful ones. This article presents a case study in translating an English play, *Loot* by Joe Orton into Thai. Translating a coffin in this play demonstrates that theatre translation and drama translation is different in its perspective, problem and approach.

Keywords: theatre translation, drama translation, realia

INTRODUCTION

Western plays have always been main resources for teaching modern drama in Thailand due to the limited number of playwrights and publications. The translators of these plays are mostly literary scholars who approach the text from the linguistic viewpoint. In fact, plays are not written to be read. They are meant to be staged. Translating a play with a linguist’s perspective disregards the fact that language of a play will be changed to other arts forms, visible and/or audible for the audience. Realia is objects and material from everyday life that contains cultural-specific meanings. More often than not, these connotations are lost during the process of linguistic translation, thus so the dramatic effects of the source text.

OBJECTIVE

To examine challenges in translating realia for performance.

LITERATURE REVIEW

Sirkku Aaltonen (2000) have distinguished two translation approaches as theatre translation and drama translation. The main difference of the two is in its product. While the latter produces a work of literature in another language, the former is a process which encompasses translating a play and producing a stage performance. Aaltonen’s idea correspond with Perteghella (2004) who proposes that play translation can be divided into two methods which are reader-oriented and stage-oriented. These two types of translation

differ in nature and conditions. Unlike in literary translation where translators' work is directly presented to the target readers, the work of theatre translators have to be embodied and/or materialised on stage. Even though since the twentieth century, many theatre theorists and practitioners have been rejecting the hierarchy of text over performance, however, we cannot deny that in theatre translation, the text, more or less, gives shape to the stage's materiality. With theatre semioticians proposing that everything presented on stage functions as a sign, the translator's task becomes more complicated since it suggests that the translator cannot limit herself to the textual work and deny total responsibility over the stage presentation. Moreover, while readers have full control of their reading pace, theatre audiences are passive as they have to follow the pace of the performers. Therefore, the latter's text needs to offer immediate understanding to the audience. With the aim of creating a theatrical performance in mind, theatre translators need to employ various techniques such as adapting and changing in order to maintain dramatic effects of the source.

CHALLENGE IN TRANSLATING REALIA FOR PERFORMANCE

Arguably, translating realia for performance is more problematic than in literature. This is because, apart from their instrumental function, they can have socio-cultural meaning attached to it (Elam, 2002). When realia is presented on stage, the materiality of them seem to make the associations more perceivable than when it was a word in the text. This is not only because realia is physically presented in the performance that people can actually 'see' it, but also because of the theatre convention that 'all that is on the stage is a sign' (Jeri Veltrusky, cited in Elam, 2002: 6) so, according to semiotic viewpoint, 'when watching a piece of theatre, the audience do not merely see objects and actors, but an array of theatrical signs which constantly conveying meaning(s)' (Power, 2007:101).

Connotation of material things is cultural-bound which in most case cannot be retained in literal translation. An interesting example can be taken from the production of Samuel Beckett's *Waiting for Godot*, which was adapted into Thai-Buddhist context by Chutima Maneewattana in 2012. This case will exemplify problems from the loss of connotative meaning of realia in performance.

In Beckett's text, the two main characters: Vladimir and Estragon eat carrots, radishes and turnips, all of which are root vegetables that can be found and dug from the ground. In this play, they are food for tramps like Vladimir and Estragon, in contrast to a piece of chicken eaten by the rich Pozzo. However, for Thai people, a carrot carries an image of occidental food with its name directly borrowed from the English word. Thus, it will certainly not be perceived as a food for tramps. A turnip is very rarely known among Thai people. For the radish, there is a word for it in Thai, but, unfortunately that in the only Thai official translation of the play, which have becomes an instruction for many productions since 1996, the translator decided to transliterated all the three vegetables into Thai. It can be predicted that the audiences would perceive the image of the Thai Vladimir and Estragon eating carrot differently from Beckett's intention; its connotation in the target culture is different from that of the source culture. For the radish and the turnip,

these realia arguably cannot function as theatrical signs on Thai stage at all because the audience do not know them. Certainly, the connotations of these two vegetables are lost in translation.

However, in the most recent production which is the first adaptation of *Waiting for Godot* into a Thai-Buddhist context, the translator/director went for the functional, instead of the linguistic, equivalence replacing the carrots, the radishes and the turnips with taros, yams or sweet potatoes, and waterchestnuts. These three root vegetables are very cheap in Thailand and can be dug from the ground. In terms of class, they are food for tramps. As signs on stage, they can offer what Beckett's would have liked to offer to his audiences. The word 'waterchestnuts' in Thai can also be a slang which means 'to be disappointed' or 'fail to achieve something', especially in the case that you were rejected by someone you have a crush on. Moreover, the sound of it also contains a comic tone. Therefore, in this case, the translator's choice cannot only retain the meanings of source-culture realia in the target-culture performance, but also offer an additional comic tone to the play

MAINTAININ SIGNIFICANCE OF REALIA IN TRANSLATED PLAY

Now, I would like to share with you an experience from my own production so that I can offer you an inner perspective on why and how realia in the 1960s English play were transferred onto the Thai stage.

In December 2012, I staged my Thai translation of Joe Orton's *Loot* in Bangkok, Thailand. This is, as far as I know, the first ever translation of Orton's play in our country. The reason I chose Orton is because his dark and serious humour is very different from Thai comedy which is always very lighthearted, mainly entertaining:

I want to challenge the Thai audience with Orton's mixture of hilarity and terror. However, I do not only want to introduce the new taste of humour to the Thai but also want the play to speak directly to my audiences. Therefore, I decide to recontextualise *Loot* from 1960s English to the 2010s Thai context, recreating the play as if Orton would have written it for Thai people.

The play is Orton's attack on conventional values of the Sixties London: religion, death, bereavement, the police, law and order, telling through the story of the two young bank-robber, Hal and Dennis, and their attempt to hide their money in the house of mourning. One of important props in this play is a coffin, which is certainly a common object in both the source and the target culture, however, translating this object is not straightforward.

Since the play is set in English Catholic context, it makes sense that Hal and Dennis decide to hide the loot in Hal's mother's coffin: they can dig it up after the burial. This idea, however, does not make sense when the characters have been adapted to be buddhists, because in Buddhist funeral, the deceased will be cremated, so it means they sent their money to be burnt. Then, to make the play credible to the Thai audience, the Catholic characters have to be changed to Thai-Chinese Buddhists whose tradition is to bury the deceased in a Chinese graveyard. As there are many Thai people who are ethnically Chinese, including myself, the translator, then my decision to convert the character would be easily accepted by the

Thai audience. I would like to add that, here, adapting the text to make it credible for the target audience indicates that credibility can be regarded as one aspect of performability.

In theatre translation, the translator's linguistic choice is not a finished work. A question was raised in the production process: Thai and Chinese coffin are different style, then which one should be the prop for the production?

In transforming a coffin from a word to a stage material, the translator needs to act as a dramaturge and a cultural mediator. As the characters are Thai-Chinese, then the first choice would be to use the Chinese coffin. However, considering the author's intention, Orton wants to challenge the association people have with bereavement so he plays with the corpse and the coffin, turning the unplayable to the source of humour. Then which style of coffin serves this function better?

Even though Thai-Chinese people have an option to use either style of coffin in their funeral, I believe that it is the influences of Thai ghost story, TV dramas and films from which they develop spiritual associations with a coffin. Finally, the Thai style coffin was chosen and it proved to be the right choice because even own my designer team and stage crews, which are my third-year students, seemed to have many sort of associations with it, which led to a spiritual believe about how should we treat this prop during the performance period.

We did not use the real coffin in the performance because, practically, a real coffin is too heavy for two actors to lift. Moreover, it is too scary. So our designer team had to make a fake one. One day a colleague of mine who is the leader of designer team came to and said: 'I think we should make a coffin with a special function that it can be easily dismantled after evening performance'. 'Why', I asked. She said: 'We shouldn't leave a vacant coffin like that at night, somebody believes that a spirit may come to live in it'. This is the photos of our fake coffin.

Arguably translating realia maybe more problematic when a translator employs recontextualising technique, which is one of domesticating approach, than foreignization. In the foreignising approach where the source text is prioritised, most realia may be kept intact, while in the translocating, realia have to be transformed to appear local for the target recipient. This is not simple in practice, and sometimes transferring realia does not only involve socio-cultural difference but also cultural-theatrical like the problem of translating slipper and shoes in my production may demonstrate.

Thai people never wear shoes inside a house: we take them off before entering. This cultural fact often bring a problem to theatre directors: Should the characters wear shoes on stage, which means inside a fictional house. This is a director's dilemma: your realist plays can appear strange for Thai audiences if the characters have their shoes on inside the house. On the other hand, it is not very nice to see the characters on stage in full costume with no shoes or even bare feet. However, in my case, I went for realistic direction, deciding that every character does not wear shoes on stage. However, at the beginning of *Loot*, we should see Nurse Fay puts on Mrs.Mcleavy's slippers. This action is a hint that she wants to take over Mrs.McLeavy

place and becomes a wife of the old Mr.Mcleavy. There is a conversation between Fay and Mr.Mcleavy relating to the slippers:

- Mcleavy: Are those Mrs.Mcleavy's slippers?
Fay: Yes. She wouldn't mind me having them.
Mcleavy: Is the fur genuine?
Fay: It's fluff, not fur.
Mcleavy: It looks like fur.
Fay: (*standing to her feet*) No. It's a form of fluff. They manufacture it in Leeds.

With the tropical climate, slippers are not popular in Thailand: some middle-class people in Bangkok, the capital city, would wear them. As the Thai version is set in a small city, it is unlikely that the characters would wear slippers. However, as the translator, I find it is important to retain the hint of Fay's plan as well as their conversation which implies that these characters value more on the appearance than the inside. Therefore, I replace the slippers with a pair of high-heel shoes for Fay to try them on. Here is how I re-write Orton's dialogue.

Ray takes a pair of high-heel shoes and try them on

- Montri: Are those Malinee's shoes?
Ray: Yes, Khun Malinee wouldn't mind me having them.
Montri: I didn't notice that Malinee wore such a high heels.
Ray: A research suggests that the perception of someone's height correlates to how that person's social class will be assessed. No one wears flat heel shoes nowadays.

The last line implies that character's attitude which values the appearance.

The discussion of transferring/transforming realia in Joe Orton's *Loot* suggests that it is important that a theatre translator should approaches the text as a live event, that is, taking the potential stage materiality and its relation to the target audience in consideration. At the same time, the two examples discussed earlier demonstrates how the translated text and the potential performance can shape and re-shape each other: The decision on the performance level leads to the alteration of the text and the negotiation on textual level, then, gives shape to the stage material. I would propose that the benefits from this dynamic relationship can be achieved by having a translator with the eyes of theatre practitioner, and/or having a translator working as a writer and cultural mediator in the production process.

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