Research

Thai Learners' Construction of Disability Identity in Their Website Project: Transitivity Analysis of Process Types

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Abstract

A critical approach to discourse analysis can provide valuable insight into language as a social semiotic system, the discursive construction of identity and the operations of ideology and power. The purpose of this study is twofold. Firstly, it aims to explore process types constituting the transitivity system of language Thai undergraduates employed to enact the identities of the Baan Nontapum Foundation (BNF) or Home for Children with Disabilities, and disability in their website project. Secondly, the study attempts to further examine how and why those discursive strategies were utilized. Relying on Fairclough's Critical Discourse Analysis and Halliday's Systemic Functional Linguistics, a critical analysis of the discourse revealed the participants' utilization of material processes to be far more frequent than other process types. Additionally, the Actor was found to be the participant function associated with the BNF, whereas the Goal and the Beneficiary were most frequently linked with disabled children. This transitivity analysis of process types and participant roles discloses that the BNF plays the role of an active agent that initiates and offers different forms of assistance to disabled children who do not seem to have any strong agency to voice their needs. In spite of being expected to be able to live independently, children with disabilities are represented as those who solely receive assistance which is assumed to be useful for them by others in the society.

Keywords: critical discourse analysis, disability discourse, identity, process types, systemic functional linguistics, transitivity analysis.

การประกอบสร้างอัตลักษณ์ความพิการในโครงงานสร้างเว็บไซต์ของนักศึกษาไทยระดับปริญญาตรี :
การวิเคราะห์ประเภทของกระบวนการ (Process Types)

บทคัดย่อ

วาทกรรมวิเคราะห์เชิงวิพากษ์เป็นทฤษฎีอันนำมาซึ่งมุมมองเชิงลึกเกี่ยวกับการศึกษาภาษาในฐานะที่เป็นระบบของสัญลักษณ์เชิง สังคม เป็นเครื่องมือในการประกอบสร้างอัตลักษณ์และดำรงไว้ซึ่งอำนาจและอุดมการณ์ งานวิจัยนี้มีวัตถุประสงค์หลักสองประการ ได้แก่ (๑) มุ่งเน้นศึกษาประเภทของกระบวนการ หรือ process types ที่เป็นส่วนหนึ่งของภาคแสดงในประโยคที่นักศึกษาไทย ระดับปริญญาตรีใช้ในการประกอบสร้างอัตลักษณ์ของบ้านเด็กพิการนนทบุรีและอัตลักษณ์ความพิการในโครงงานสร้างเว็บไซต์ให้แก่ หน่วยงานดังกล่าว (๒) วิเคราะห์ว่าเหตุใดและอย่างไรประเภทของกระบวนการ หรือ process types ประเภทนั้นๆจึงได้นำมาใช้ใน การประกอบสร้างอัตลักษณ์ดังกล่าว งานวิจัยนี้ได้ใช้ทฤษฎีวาทกรรมวิเคราะห์เชิงวิพากษ์ของนอร์แมน แฟร์คลัฟ (Norman Fairclough) และทฤษฎีไวยากรณ์ระบบและหน้าที่ของไมเคิล ฮอลลิเดย์ (M.A.K. Halliday) มาใช้เป็นทั้งทฤษฎีและวิธีวิทยา ผลการศึกษาพบว่ากลุ่มประชากรตัวอย่างใช้ material processes มากกว่า process types ประเภทอื่น นอกจากนี้ ยังพบว่า Actor เป็นประเภทของผู้แสดงที่ถูกนำมาใช้แสดงภาพของบ้านเด็กพิการ ในขณะที่ Goal และ Beneficiary เป็นประเภทของผู้ แสดงที่กลุ่มประชากรใช้นำเสนอบทบาทของเด็กพิการ การวิเคราะห์ process types และ บทบาทของผู้แสดงในประโยคสะท้อนให้ เห็นว่าหน่วยงานบ้านเด็กพิการถูกนำเสนอในฐานะหน่วยงานที่มีความกระตือรือร้นในการริเริ่มการให้ความช่วยเหลือหลากหลายรูปแบบแก่ กลุ่มเด็กพิการ ในขณะที่เด็กพิการได้ถูกนำเสนอในลักษณะที่ไร้ความชัดเจนในความต้องการของตนเอง ถึงแม้ว่าสังคมจะมีความคาดหวัง ในเชิงบวกต่อเด็กพิการ ว่าเป็นกลุ่มบุคคลที่สามารถจะพัฒนาตนเองและดำรงอยู่ในสังคมได้อย่างอิสระ ภาพตัวแทนของเด็กพิการที่ถูกสร้าง ขึ้นยังคงสะท้อนแต่เพียงความต้องการความช่วยเหลือของเด็กพิการจากกลุ่มบุคคลอื่นๆ ซึ่งมอบความช่วยเหลือจากมุมที่สังคมเห็นว่าเป็น ประโยชน์ ไม่ใช่มาจากมุมมองและความต้องการของตัวเด็กพิการแต่อย่างใด

คำสำคัญ วาทกรรมวิเคราะห์เชิงวิพากษ์ วาทกรรมความพิการ อัตลักษณ์ ประเภทของกระบวนการ ไวยากรณ์ระบบและหน้าที่ การ วิเคราะห์ transitivity

Introduction

Exploring discourse does not simply mean the study of language systems but rather the exploration of discursive formations and the interrelationship between language, power and ideology. Thus, the term 'discourse' in this study conveys a macro level of meaning, referring to the social activity of making meanings with language and other symbolic systems in a particular kind of setting. Fairclough (2003) considers discourse to be the particular semiotic representation of specific aspects of the world or thoughts, beliefs and emotions. Likewise, Kress and van Leeuwan (2001, p.4) have explained that discourses are socially constructed and socially situated forms of knowledge about reality that can only be realized in semiotic modes that have developed the means for realizing them. According to Critical Discourse Analysis scholars such as Herzog (2016), Reisigl (2013), Fairclough (2010), Wodak (2009), and Young (2009), both written and spoken discourse is a form of social practice which conveys a dialectical relationship between discursive acts and the socio-cultural structures in which those discourses are construed. This means that discourse can influence certain social actions and practices and, at the same, social realities

can constitute discourse itself. As a result, social actors can constitute their identities, the status quo, as well as establishing their power relations and interpersonal relations with other social actors. Hence, exploring discursive strategies employed by social actors becomes a way of justifying how an individual forms his/her and others' identities.

This study takes a critical approach to discourse analysis by employing Fairclough's Critical Discourse Analysis in combination with Halliday's Systemic Functional Linguistics, as a theoretical framework by which to examine the Thai learners' discursive reproduction of identities in their self-designed website project. Specifically, the study has two main purposes. Firstly, it aims to unveil process types constituting the transitivity system of the language Thai fourth-year English-major students at Thammasat University utilized to enact the identities of the Baan Nontapum Foundation (BNF) and children with disabilities in their self-designed websites. Secondly, the study attempted to investigate how and why the particular process types were utilized by the English-major students to realize their interests in the reproduction of identities on the websites. The Baan Nontapum Foundation, or Home for Children with Disabilities, which is under the administration of the Department of Social Development and Welfare at the Ministry of Social Development and Human Security, provides services for homeless, abandoned and orphaned children, aged between 7 and 18, with sensory disabilities such as visual and auditory and other physical impairments including disabilities affecting intellectual ability.

A group of 13 undergraduates who were undertaking the Critical Discourse Analysis course was assigned to construct English-language websites at the BNF's request with the aim of assisting the BNF to deliver its own goals, mission statements, services and donation channels in English to reach audiences at an international level. The target international website viewers are believed to be both individuals and organizations from inside and outside Thailand, which are able to offer financial assistance and can help in organizing fund-raising activities for the BNF. Accordingly, the social identity of the BNF as well as the view of disability from the viewpoint of the participants in relation to those who were assumed to have an interest in assisting children was a very interesting subject of investigation, which was expected to reveal what the participants perceived to be the socially desirable qualities of such an organization and the reaction to disability in a Thai context. The conclusion and implications of this study attempt to provide insight into the participants' utilization of discursive strategies in the process of identity reproduction based on their website project.

Literature Review

Fairclough's Critical Discourse Analysis

Fairclough (1989, 1995, 2010) views discourse as a critical form of social practice or a social interaction process, which produces identities, social relations and power and, at the same time, believes these entities can also shape discourse. Specifically, Fairclough (2010, p.4) proposes that language is 'socially constructed' or as he refers to it 'a socially conditioned process' (1989, p.20), in which 'process' refers to the production of text and

the process of interpreting the text, and this process itself is related to the practices of society. This is in line with what other scholars (Reisigl, 2013; Ko, 2011; Machin and Mayr, 2012; Wodak, 2009; Jorgensen and Phillips, 2002) stress in the distinction between text and discourse analysis. They explain that analyzing a text includes analysis of both the productive and interpretive processes, while analyzing discourse focuses more on social conditions in the production and interpretation of the text.

Critical discourse analysis focuses primarily on "the effect of power relations and inequalities in producing social wrongs, and in particular on discursive aspects of power relations and inequalities" (Fairclough, 2010, p. 8). In other words, it attempts to explain the relationship between language, power relations, ideology and identity. Fairclough (2010) also argues that critical discourse analysis can help in interpreting and explaining different areas of the social relationship system including revealing the causes of social issues and constructing knowledge that can lead on to social change. The body of knowledge produced by critical analysis can be a good reflection of our social life not only to those who live in the community but also to those who aim to control it, such as politicians. According to Fairclough (2010), "a critique of some area of social life must therefore be in part a critique of interpretations and explanations of social life and since interpretations and explanations are discourse, it must be in part a critique of discourse" (p.8). However, in order to complete the whole picture of critical analysis, such interpretations and explanations need to be consistent with what evidently exists, including the circumstances that have taken place, the way people have acted or what have turned out to be the consequences of their actions.

To be more precise, Fairclough's CDA approach involves three dimensions: (1) text, or the semiotic aspect of being realized as a particular oral and written form of representing the world; (2) discursive practices, or the processes of text production, distribution, and consumption; and (3) the social and cultural context where discursive practices are embedded (Fairclough, 1992, 1995). Fairclough's three-dimensional model for CDA thus suggests three main stages involved in CDA. Firstly, it is essential to start by dealing with the text itself or describing a particular property of the text and associations invoked in readers by the use of particular words. This stage of analysis, encompassing the lexical and grammatical parts of texts and discourses, can also disclose the ideological role, identity and social power of any agents being represented.

As text analysis is, however, not adequate for discourse analysis, after identifying a particular property of a text a discourse analyst needs to move on to dealing with the relationship between the discursive process of production and interpretation and the text (Fairclough, 2003). This means the analysis of how and why one uses a particular kind of language within a specific field such as advertising, politics or feminist discourse that rely on already existing discourses, should be investigated. CDA also needs to look into how receivers of texts make use of those existing discourses to consume and interpret its meanings (Jorgensen & Phillips, 2002, p.66). Finally, the analysis needs to involve explaining the relationship between the processes and the social, cultural, environmental and historical conditions. In relation to the final stage of discourse analysis, cultural and

social theory needs to be used to explore the links between the language used and social and cultural practice.

Halliday's Systemic Functional Linguistics: Transitivity System

According to Halliday's systemic functional linguistics (SFL), language is seen as a social phenomenon and a resource for making meaning. It is concerned with the mechanisms of text structure, function and the meaning of language through the social and cultural context where a particular lexico-grammatical choice has been constructed (Halliday, 1994). Halliday and Metthiessen (2004) have suggested the two basic functions of language as (1) 'making sense of our experience' and (2) 'acting out our social relationships' (p. 30). They particularly look at how language enables us to do things—to express attitudes, to share information, to enquire, to reflect, etc. The main focus of SFL is on how language is involved in the construction of meaning. (Halliday & Webster, 2009). Most importantly, SFL identifies the relationship between text and context— recognizing that the choices made in any particular text are influenced by the context in which that text is produced (Eggins, 2004).

Regarding the heart of SFL, grammar, one of the sub-systems of a language, consists of two components: systemic grammar and functional grammar. Systemic grammar aims to explain the internal relations in language as a system network, or meaning potential (Halliday, 1994). This network consists of sub-systems from which language users make choices. Function grammar, however, aims at revealing language as a way of social interaction, concerned with how people use real language for real purposes.

Viewing language from the perspective of the functions which language performs, Halliday (2004) analyzed the lexicogrammar choices employed to achieve those functions of language and divided them into three types of metafunction: ideational, interpersonal and textual. The ideational metafunction is considered to be language for representing the world. Through language, people represent the value of both living and non-living things that inhabit the world including people, animals and abstract ideas, which we can refer to as the Participants. However, according to Halliday and Metthiessen (2004), our world is not only filled with physical and imaginative things, but it is also surrounded by happenings and doings, or by so-called Processes which are associated with particular Circumstances that are concern with aspects such as where?, with whom?, how?, when?, and why? The interpersonal metafunction is considered to be language used for interacting with others and participating in the world. Halliday and Metthiessen (2004) explain that there are various ways in which people can interact with each other and make our self felt, including telling them things through statements, interrogating through questions, or telling them to do things (commands). This system of interaction is linguistically called 'the Mood system'. There are also many other ways in which one can participate in this world: the use of the personal pronoun 'we', the use of modality such as 'should', and the use of attitudinal or emotive words to convey one's feelings. The final metafunction is the textual metafuction, which is the function that assists one to form, to extend or to cohere text

through the use of lexical cohesion.

As discussed earlier, our experience of reality is virtualized as processes of happening, doing, sensing, meaning, being and becoming. These six types of process thus constitute the transitivity system of language (Halliday & Matthiessen, 2004). However, when it comes to the analysis of process types, it is not possible to focus only on which process types are employed due to the fact that the realization process of statements always involves a choice of process which is strongly associated with different participant roles occurring in different circumstances.

In CDA studies, the importance of this transitivity analysis lies in 'the fact that agency, state, process and so on seem to be the basic categories in terms of which human beings present the world to themselves through language' (Fowler 1996, p. 74). The analysis of the six process types, participant roles and circumstances can unveil the ideological construction of the social actor's identity and events in which social actors are involved. The detailed explanation regarding the six types of process, participant roles and circumstances is provided in the following sections.

(a) Material process expresses the notion of 'happening and doing something'. Actions that are categorized as material processes are likely to be concrete or real. The Participants (nominal groups) in material processes are (1) the Actor, the one who performs the action, (2) the Goal, the one who is directly affected by the action, (3) the Scope, whatever remains unaffected by the action or is considered the extent of the process, and (4) the Beneficiary, the one for whom something is done. The final component of material process clauses is Circumstance which is realized by grammatical elements such as prepositional phrases or adverbial groups and through different meanings including location, cause, extent (temporal and spatial), matter, manner, role, and accompaniment. This study, however, does not focus on each specific type of Circumstance but Circumstances as a whole.

(b) Mental processes express what people think, believe or feel instead of what they are doing. Mental process verbs can be classified into three main types: cognition or thinking-related verbs, affection (verbs of liking) and perception (verbs of seeing or hearing) (Halliday & Metthiessen, 2004). All mental processes require two types of participant: (1) the Senser, the conscious human participant who thinks, feels or hates and (2) the Phenomenon, the participant which is thought about, hated or believed by the Senser.

(c) Behavioral processes are processes that are in between mental and material processes. These processes can be considered as actions while at the same they can also be found to be experienced by a conscious human being. Verbs such as 'watch', 'dream', 'laugh', 'smile' or 'taste' can be identified as behavioral processes (Halliday & Mathieson, 2004). Again, two substantial components involve this process type: the Behaver and Circumstances which can be classified

as manner and cause.

(d) Verbal processes express the processes of saying involving verbs such as 'asking', 'telling, 'reporting', 'arguing', etc. There are three main types of participant involved in this process type: (1) the Sayer, the one performs the verbal process (2) the Receiver, the one at whom the verbal process is directed and (3) Verbiage, referring to what is said in the verbal process (Eggins, 2004).

(e) Existential process involves the existence of something with the use of the grammatical structure 'there is/are' and verbs such as 'exist' or 'occur'. This type of process has only one kind of participant called the Existent. Circumstances are again commonly found in this process type.

(f) Relational process involves the use of the verb 'to be' to describe attributes and identify a person. It consists of four sub-types. The first is what Eggins (2004, p.256) calls the Attribute sub-type in which a quality or description (Attribute) is assigned to a participant called the Carrier. The second is the Intensive Identifying sub-type which actually involves processes of defining the identity of the Token, a participant who is defined but not classified. The participant that it is used to define is called the Value in Intensive Identifying processes. The third sub-type of relational processes is Circumstantials, which can occur as Attribute and Identifying. Circumstantial relational processes are associated, for example, with location, manner and cause. The last sub-type is called Possessives, which refer to ownership and possession as realized in verbs such as 'have', 'own', etc. Just like Circumstantials, Possessives can also occur as Attribute and Identifying.

To sum up, when analyzing the transitivity of a clause one should pay particular attention to the three main areas. The first is the choice of a process realized in the verbal group of a clause. When encoding the experiential meanings or world experiences, transitivity can be explored by examining how the field is being achieved or carried out; whether it is moved from one to another clause through the cognitive processes of the participants or through concrete actions. Secondly, the participant roles can also be examined to find out whether the agents tend to function as the Actor or the one who initiates a series of actions or, for instance, as the Goal, who is directly affected by the actions performed by the Actor. Finally, the selection of circumstances can also be investigated to explore how different types of circumstance such as location, manner or cause are connected with the selection of the process types and participant roles (Eggins, 2004; Halliday and Mathieson, 2004). Once we understand how these three elements of transitivity are realized in a clause, we can have insight into how the meanings of world experiences are represented by the participants and see how their world is shaped. In this study, Halliday's SFL was employed to analyze the process types of transitivity during the first phase of Fairclough's three-dimensional model analysis of discourse.

Research Methodology

This qualitative study focused on the transitivity analysis of process types employed by 13 Thai fourth-year English major students to enact the identities of the BNF and disability. The framework for analyzing the discursive construction of organizational identities borrows from Fairclough's CDA and Halliday's SFL and mainly involves looking at process types in texts in order to disclose the underlying values and ideologies as well as the individuals' identities which can be framed through the use of semiotic resources. The relationship between the utilization of these discursive strategies and social relations will also be the focal point of this study.

Participants

The total number of fourth-year English-major students taking Critical Discourse Analysis, an elective course for third and fourth-year students, was 13, five of whom were male and the remainder female, aged approximately 22 years old. They were highly motivated students who reported in the interviews with the researcher that they were interested in working as English teachers, translators and columnists after they graduated. They had undertaken this course for 15 weeks/45 hours in total. None of the participants had any direct experience of or background in living with or caring for disabled people but they reported in the interviews that they had relied upon their own feelings and views as well as the information they had gathered from their interviews with the BNF staff on their two visits to the BNF (Sudajit-apa, 2017).

The Critical Discourse Analysis Course

EG 419 *Critical Discourse Analysis* Course is an elective course for third and fourth-year students studying at the Department of English and Linguistics, Thammasat University. Students are eligible for this course, provided that they have previously taken EG 321 *Reading for Academic Purposes* and do not receive a grade lower than C. This 15-week course consisted of two one-and-a-half-hour lessons per week. The emphasis of the *Critical Discourse Analysis* course is placed on the central ideas of critical discourse analysis as well as the principal elements of social practice and the links between linguistic features of texts, and the social and cultural structures (ideologies, identity, power), relations and processes to which they belong. The students were offered opportunities to practice analyzing samples of actual discourse in various contexts through oral discussion and writing.

The main textbook implemented in this course was Machin and Mayr (2012)'s *How to Do Critical Discourse Analysis: A Multimodal Introduction*. It consists of 8 units: (1) Making active choices: Language as a set of resources, (2) Analyzing semiotic choices: Words and images, (3) Presenting speech and speakers: Quoting verbs, (4) Representing people: Language and identity, (5) Representing action: Transitivity and verb processes, (6) Concealing and taking for granted: Nominalization and presupposition, (7) Persuading

with abstraction: Rhetoric and metaphor, and (8) Committing and evading: Truth, modality and hedging. In addition to Machin and Mayr (2012)'s textbook, the teaching materials utilized in this course included news articles, political speeches, websites, advertisements, business meetings, mission statements and regulations, as well as images that are related to both global and local issues to enhance the participants' level of motivation and to enable them to apply their knowledge of social, cultural and historical into their critical analysis.

To evaluate and assess the students' CDA knowledge and their critical language analysis, the course required the participants to perform and participate in the following evaluative forms: (1) a midterm exam consisting of two texts and open-ended questions focusing on the students' interpretation and explanation of discursive strategies employed in the texts, (2) two paired-work presentations requiring them to select a text consisting of critical/social issues and to present their critical analysis of their selections, and (3) a group-work project requiring them to construct the English-version official website for the BNF. As this present study mainly involved the participants' discursive reproduction of the BNF and disability identities on the websites, the detailed explanation of the instructional processes regarding the website project will be provided in the following section.

To assist the participants to complete the website project, the instructor, in addition to equip the learners with CDA lessons, conducted a brainstorming activity to generate ideas of the main sections the participants needed in their websites. The brainstorming also included a discussion of headings, sub-headings, and images with the whole class. The processes for writing the website content were also guided and discussed. They consisted of the following steps:

1. The participants including the researcher visited the BNF twice so to interview the BNF Director and two care assistants as well as observing how the staff organized activities and took care of children at the BNF;
2. Each group started to collect information based on their visits to the BNF and any other resources related to the BNF and children with disabilities;
3. Each participant shared his/her information with other members and discussed his/her project responsibilities;
4. Each group submitted their website's sitemap to the instructor who provided feedback before they started to draft the website content;
5. The participants attended a one-and-a-half-hour workshop to assist them to design a website from https://www.sites.google.com;
6. Each member put their assigned sections together and helped each revise the entire website;
7. Each group gave a presentation on their website design and construction, explaining what they put into their website including how and why they constructed their website that way;
8. The participants and the instructor organized a workshop to train five BNF personnel to construct the English-version website.

Websites

The participants volunteered themselves into two groups, each of which constructed a website for the Baan Nontapum Foundation. Prior to working jointly on the website project, the participants were trained in how to create their websites using Google Sites by logging into https://www.sites.google.com which is available for all Google users and contains ready-to-use website formats that the participants would not find too complicated when completing this project on their own. As explained earlier, the researcher, as the course instructor, participated in the process of brainstorming and guiding them towards the essential sections they needed to include in the website project. The final outcomes of the participants' websites analyzed in the study remained intact. The website (Website A) designed and discursively constructed by the participants in Group 1 (N = 7) consisted of approximately 1,600 words with five main headings including 'background', 'mission statement', 'our services', 'vocational training programs' and 'ways to give'. Website B constructed by the participants in Group 2 (N = 6), however, was almost half the size of the first, containing approximately 814 words. This one consisted of six major headings, 'about us', 'our responsibilities', 'our objectives', 'adoption conditions', 'donation', and 'our services'. The links to both Websites A and B are

(1) https://sites.google.com/a/v.arts.tu.ac.th/bannontapum/

(2) https://sites.google.com/a/v.arts.tu.ac.th/baan-nontapum/

Data Analysis

All verbal processes found on both websites were coded and categorized according to the classification of process types proposed by Halliday and Matthiessen (2014). Table I displays the six categories of process types.

Table I. Analysis of Categories of Process Types

Categories of Verbal Processes	Explanation
Material processes	Describing processes of doing with concrete actions that have a material consequence (e.g. 'help', 'develop', 'visit', 'give')
Relational processes	Describing processes that denote states of being and the sense of possessing something (e.g. 'is', 'serve as', 'make sure', 'provide')
Mental processes	Describing processes of sensing including cognition, affection and perception (e.g. 'think', 'want', 'consider', 'encourage')
Verbal processes	Describing processes of saying (e.g. 'insist')
Behavioral processes	Describing processes that denote psychological or physical behavior (e.g. 'speak', 'express')
Existential processes	Describing processes that denote the existence of something (e.g. 'there is/are')

After establishing the categories of process types, in each process both finite and non-finite verbs were identified and categorized into an appropriate classification. The transitivity analysis of process types was performed along with the analysis of participant functions including 'Actor', 'Goal', 'Beneficiary' and 'Scope' as well as 'Circumstance' to create a complete picture of the analysis of process types. What was considered irrelevant to this type of analysis was coded as '*'. Below are the five major steps of the transitivity analysis of process types.

(1) Prior to the actual process of coding, each clause, a grammatical unit which consists of a verb group through which we construe the world, was identified for detailed analysis. In this study, embedded clauses including clauses as part of nominal groups and as part of participants were also identified and counted as non-finite clauses (the clause constituent). Extended clauses with coordinators such as 'and' and 'or' connecting two or more processes, however, were not broken into separate clauses so as to clearly see the relationship of processes that occur over the same period of time.

(2) Complex verbal groups such as 'is able to help', 'want to ensure' were identified as one clause as they represent an activity that occurs in a single time frame. However, verbal groups such as 'help them reach their full potential' were separated into two clauses since the BNF helps children at this present time in order that they can reach their full potential at a later time.

(3) The participant functions and circumstances that revolve around each process type were then identified to explore the pattern of relationships particularly, between the BNF and children with disabilities.

(4) Frequency of occurrence of both the BNF and children with disabilities as Actor, Goal and Beneficiary revolving around material processes, in both finite and non-finite clauses, was the primary focus of the analysis in order to draw out the patterns of how the BNF's and children with disabilities' roles and identities were construed.

(5) Location of material processes (next to or set far apart from the Actor) and types of material processes (concrete and abstract) were also analyzed to explore how participant functions were represented.

Cohen's kappa statistic using SPSS version 17 was performed to examine the agreement between the two raters on the assignment of categories to the process types used to construct the BNF's identity. Rater A was the Researcher and Rater B was an expert who has 17-year experience of teaching English in the Thai university context as well as researching in the field of discourse and identity. Rater B was asked to assign appropriate categories to a total of 70 semi-randomly selected processes, drawn from one or two processes in every two sentences throughout the entire Websites on the basis that these selected verbs were not exactly the same. The results of the inter-rater analysis are Kappa = 1.00 with $p < 0.001$, 100% (CI). This measure of agreement is considered a 'perfect' level

of agreement, meaning that there was no difference at all in the assignment of categories of process types between Rater A and Rater B.

Findings and Discussion

There are 246 clauses analyzed in this study and the characterized processes are material, relational, mental, existential, behavioral and verbal processes. The distribution based on the frequent occurrence of process types on both websites can be seen in the table below.

Table II. Transitivity Analysis of Process Types on the Websites

Process	Frequency of Occurrence	Percentage %
Material	165	54.5
Relational	108	35.6
Mental	21	6.9
Existential	6	2.0
Verbal	1	0.3
Behavioral	2	0.7
Total	303	100

Material processes, the most frequently employed process types found on the websites, occur 165 times (54.5%) and they refer to the process of construing the material world of doing. Relational processes occur 108 times (35.9%) and they are connected with the process of construing the state of being and of possessing something. The most frequently used verbs characterized as relational process are 'to be', 'to provide' and 'to have'. Mental processes occur 21 times (7%). This type of process construes processes of thinking, wanting and perceiving. Verbs characterized as mental process in this study are, for example, 'hope', 'encourage', 'care about' and 'consider'. Existential processes occur 6 times (2%) and they refer to processes of construing the existence of something. Behavioral processes only occur 2 times (0.7%) and they are employed to construe processes of psychological and physical behavior such as 'speaking'. Verbal process has the lowest frequency of occurrence and it merely occurs once (0.3%) on the websites. The word 'insist' is the sole instance of this characterized verbal process. Briefly, this shows that the state of doing or actions are mainly related to the BNF representation, presupposing they are the doer creating activities to assist their children.

In this study, the most frequently utilized process type, material processes, are analyzed to explore the BNF's and disability's representation. Material processes are mainly processes of doing and happening. They chiefly involve Goal and Actor as Participants. Based on the websites, Goal occurs 110 times and Actor appears 49 times when they involve material processes. Beneficiary and Scope, two more kinds of Participant, are also found 19 times and 18 times, respectively. Table III displays the

participant functions of transitivity analysis of material process on the websites.

Table III. Participant Functions of Transitivity Analysis of Material Process

Participant Functions	Frequency of Occurrence	Percentage %
Actor	49	25
Goal	110	56.1
Beneficiary	19	9.7
Scope	18	9.2
Total	196	100

As this study paid particular attention to analyzing the participants' discursive reproduction of the BNF and disability identities on the websites, a closer analysis of Actor, Goal, Beneficiary and Scope was conducted in relation to the social actors utilized to represent the BNF and children with disabilities only. The social actors found to represent the BNF include 'Baan Nontapum', 'Our home' and the use of the personal pronoun 'we', whereas the social actors representing children with disabilities involve the use of the personal pronoun 'they', 'children with disabilities', 'our children at the home', etc. Table IV displays a detailed analysis of participant functions associated with the BNF and children with disabilities found in both finite (clauses which contain a verb that indicates tense) and non-finite clauses (clauses which contain a verb that does not indicate tense).

Table IV. Distinctive Patterns of Transitivity Analysis of Material Process and Participant Functions Associated with the BNF and Children with Disabilities

Patterns of Transitivity Analysis of Material Process	Frequency of Occurrence Actor					Frequency of Occurrence Goal					Frequency of Occurrence Beneficiary	
	BNF	%	DC	%	Total	BNF	%	DC	%	Total	DC	%
Material processes occurring in non-finite clauses	0	0	0	0	0	0	0	35	100	35	8	100
Material processes occurring in finite clauses	27	79.4	7	20.6	34	7	30.4	16	69.6	23	10	100
Total number of occurrences	27		7		34	7		51		58	18	

Note: BNF = Baan Nontapum, DC = Disabled Children

The typical material processes found on the websites are those that occur with the Goal as Participant in a non-finite clause where the Actor is far apart from the particular

material processes and the Goal. Material processes in these cases were utilized to modify and elaborate the main processes in the finite clause. Examples of this aforementioned pattern of Goal occurring in a non-finite clause are as follows.

Table V. Goal Occurring in Non-Finite Clauses

Examples	Material Processes	Goal
We are providing them a stepping stone towards great opportunities and a stairway to (a)	help	**them** reach their full potential
We have a strong commitment to (b)	create protect promote	**an accessible and practical social welfare service system and necessary information system** in order to **the rights** and **equal welfare** to people with physical challenges
We provide a variety of services in order to (c)	serve	**our children**

     As we can see in the examples above, a number of material processes occur as part of a non-finite clause, functioning as circumstances, though not actual processes. For instance, in (c), 'in order to serve our children' can be found to function as a circumstance. When probing the question 'why do we provide a variety of services?, the answer is 'in order to serve our children'. Likewise, in (a), 'to help them reach their full potential' can be also found to function as a circumstance' as when one asks the question 'why are we providing them with a stepping stone and a stairway?, the answer turns out to be 'to help them reach their full potential'. Although these material processes are not linguistically found to be part of the actual verbal process, they can still create a certain mental impact on the audience as processes of doing and happening and Actor can also be inferred or understood in the context. It is worthwhile to investigate this pattern of material processes in non-finite clauses to find out why they are frequently utilized.

     When the location of the Actor is set far apart from processes located in non-finite clauses, a lesser emphasis tends to be given to those particular material processes. For instance, in (b), instead of focusing on 'creating an accessible and practical social welfare service system and necessary information system', the emphasis is, rather, on the fact that the BNF 'has a strong commitment', describing the quality of the BNF and not the actual action of how to create such a social welfare service system. Similar examples of this transitivity analysis of material processes are still to be found in the same clause (a) when the material processes of 'protecting' and 'promoting' are located after 'in order to'. Again this creates a reduced impact of the BNF as the Actor in protecting and promoting as these two actions are located quite far from the BNF itself. The actual actions of in what ways

and how the BNF protects the rights and promotes equal welfare can be concealed from the location of material processes placed in non-finite clauses.

Likewise, in (a), the impact of the material process 'helping them reach their full potential' is also minimized due to the fact that it is located in a non-finite clause that is set far apart from the BNF, which seems to be involved with 'providing', as a good provider. However, how those children are helped is left implicit. With the use of the metaphorical expressions 'a stepping stone' and 'a stairway', it becomes more unclear what exactly the BNF is doing to help the children. Yet since the location of 'helping' is set far apart from the BNF, it prevents the audience from questioning the actual processes of 'helping'.

According to Table IV, in non-finite clauses, children with disabilities are found to function as the Goal for up to 100 per cent as opposed to the BNF, which does not function as the Goal at all. It is obvious that the BNF, namely the owner of the websites, is set to have more authority and power over children with disabilities, the target group receiving assistance from the BNF. As the BNF is the one that initiates a variety of projects and training programs that are believed to change children's lives, it is mainly depicted as the Actor, or the Doer, who plays the role of an effective provider. In non-finite clauses, despite the fact that there were no Actors explicitly stated, the reader can still infer and associate those material processes with the unstated Actors. In the following examples, we can infer that children with disabilities function as Actor; however, they are not depicted as an Actor who does something he personally desires or initiates.

Table VI. Children with Disabilities as Unstated Actor in Non-Finite Clauses

Examples	Material Processes	Goal
The doctors will guide our children about how to	use	**what they have left to their fullest potential** in order to
	function well in the society and become self-supporting	
(d)		
We also encouraged our students to	**further** their study in general school	
(e)		
Children learn the basic tailoring to	apply	**the skills** to their future careers
(f)		

In (d), (e), and (f), children are socially expected to 'function well', 'further their study' and 'apply the skills to their future careers', respectively. It is not yet clear, however, whether these expectations come from their personal wish or their own desires. No one asks what they want to be or desire to achieve in the future. All expectations stated on the websites are derived from what the society expects them to be. The children seem to lack the ability to do things out of any other expectation but comply with what others expect them to do. Thus, they appear to be the least powerful participants in the society.

Interestingly, in the characterized non-finite clauses, there is no existence of the BNF functioning as the Goal like the children with disabilities who are considered to be vulnerable and powerless (see Table IV). In (g), for instance, 'them' as children with disabilities is found to function as the Goal being taken home by 'We' as the BNF, who has power and authority to send them back to their families as a way of assisting children to have a happy life. Children, on the other hand, have no authority to initiate ways of assisting themselves but solely depend on the support of the authorities and the society. It does not matter whether being taken home is their genuine desire or not.

Table VII. Children with Disabilities as Goal in Non-Finite Clauses

Examples	Material Processes	Goal
We contact their families to (g)	take	**them** home

Similar to the patterns of material processes occurring in non-finite clauses, the actual material processes found to be in finite clauses are mainly involved with the BNF as the Actor and children with disabilities as the Goal. According to Table IV, approximately 80 per cent of the Actor is located in finite clauses is the BNF, whereas the remainder are children with disabilities. This again highlights the power and authority of the BNF over children with disabilities who are waiting to be assisted by the BNF and the entire society. In addition to this, the BNF is depicted as an organization that is adopting an effective and professional role in initiating and offering different means of help to children. Children themselves, though functioning as the Actor in a few instances, are taking the role expected by the BNF and others in the society, not prompted by their personal expectations and desires. Examples of the material processes occurring in finite clauses are provided below.

Table VIII. Material Processes Occurring in Finite Clauses

Actor (BNF)	Material Processes
We	**teach** morality and ethics to our children while also arranging recreational activities (h)
We	**send** them back to their parents' loving embrace when they turn 18 (i)
We	**have been working** to rehabilitate and help children with disabilities who are 7 to 18 years old or more to have educational and vocational opportunities (j)
We	**provide** our children with opportunity to become more integrated into society (k)

The examples provided above are ones where the BNF functions as the Actor, playing the role of a good and effective provider giving different means of assistance and care to their own children and, of course, the participant who lacks power turns out to be children with disabilities who are offered a different means of assistance and care. However, they have never been addressed as the Actor, to express their own needs and

expectations. Below are examples of children with disabilities functioning as the Actor occurring in finite clauses.

Table IX. Children with Disabilities as Actor in Finite Clauses

Actor (DC)	Material Processes
Children at Baan Nontapum	**can attend** other vocational training programs outside our Home, such as the Redemptorist Vocational School for People with Disabilities, Chonburi and others (l)
Our children	**learn, play** and grow up in our warm house with suitable clothes to wear and clean food to eat (m)
The children	**can learn** to live in our society and manage to overcome any obstacles that they may face on their future paths (n)

Specifically, in (l), (m) and (n), children with disabilities are found to function as the Actor, who receives good treatment and the benefits offered by the BNF. This pattern confirms the position of the BNF as a provider/giver and the children as receiver. Apart from experiencing different types of significant assistance, when children function as the Goal, they are also depicted as those who presumably suffer social oppression and difficulties in life and that is the reason why they are vulnerable and are expecting help from the BNF and the society. The characteristics of children when functioning as the Goal can be found in the following examples.

Table X. Children with Disabilities as Goal in Finite Clauses

Actor	Material Processes	Goal (DC)
This	will help	**our children** to make a progress in physical, intellectual, emotional, social and psychological development (o)
The doctors	will guide	**our children** about how to use what they have left to their fullest potential in order to function well in the society and become self-supporting (p)
We	Provide	**our children** with food, clothes and healthcare (q)
We	place	**our children** in Phrapradaeng Home for the Disabled People, Samutprakarn and Bangpakong Home for the Disabled, Chachoengsao in order to support their career development competencies (r)
We	monitor	**them** by visiting their homes, workplaces, calling, and sending them letters to provide comprehensive and ongoing support (s)
We	follow	**them** up after they get a job (t)
We	visit	**their** home to monitor their living conditions and their problems (u)

It is obvious that children are depicted as the subject of help and assistance and depend on the supervision of the BNF while and after they are back with their families and integrated into society. The examples of material processes that display the sense of being manipulated include 'place them', 'monitor them', 'will guide our children', 'visit their home', and 'follow them up', etc. Despite the fact that occasionally the participants, like the BNF, mention expressions such as 'depending on their interests and choices', when children appear in clauses, it seems as if they have never been assigned their true identities and voice. Instead, they simply receive the assistance and accept the supervision offered by the BNF without vocalizing their desires and needs.

The other participant function that children with disabilities are involved with is Beneficiary and it can be seen from Table IV that only children with disabilities are found to function as the Beneficiary in both finite and non-finite clauses, whereas there is no evidence of the BNF being found as the Beneficiary. This participant function, even though not found as frequently as the Goal and the Actor, highlights the main role of children as the recipients of help and assistance. When children function as the Beneficiary, they are not directly affected by the actions initiated by the BNF but are merely depicted as recipients while the change or progress they truly hope for has not been explicitly stated. Still, the function of the Beneficiary, just like the Goal, is considered passive, not having the opportunity to vocalize or speak up for what exactly they want, feel and think. The actual process whereby all these children are transformed from being vulnerable to independent is concealed and left unstated to the audience. It seems as if what is being offered to them is far more important than how different types of assistance change their identity. Examples of children with disabilities as Beneficiary are displayed below.

Table XI. Children with Disabilities as Beneficiary

Examples	Beneficiary (DC)	Goal
It gives (v)	our children	new lives
We teach morality to (w)	our children	
We give (x)	our children	warmth and love
Baan Nontapum also established our own school for (y)	**our children with disabilities** under the name of "Prachabodee school"	

Given the nature of the material processes employed by the participants, a number of these processes can be considered 'abstract' and not 'concrete' since those processes can still be divided into sub-actions. Some examples of abstract material processes frequently employed by the participants include 'support', 'develop', 'nurture', 'help', etc. These

processes are likely to trigger the audience's presupposition that the BNF is taking certain actions to assist children who can become self-supporting and able to achieve both physical and mental development, while in fact the audience has no clue as to what, exactly, the BNF does in order to nurture and support children with disabilities. Examples of clauses containing abstract material processes are shown below.

Table XII. Clauses Containing Abstract Material Processes

Examples	Abstract Material Processes
Baan Nontapum *is committed* **to** *nurture* disabled children with care, support and rehabilitation in the pleasant environment of a big, loving family (z)	*is committed to, nurture*
We ***help*** our handicapped children with rehabilitation (a2)	***help***
We ***aim to develop*** our children's basic education for them to get a better job or further their study in higher education (b2)	***aim to, develop***
We want to ***raise*** the awareness that our children are not different from other people and have the ability to ***contribute*** good deeds to the society (c2)	***raise, contribute***

In (z), the complex verbal group 'is committed to nurture' contains a sense of abstraction since it is unclear how and what the BNF does as a means of commitment as well as how to nurture children. Whether or not the BNF clearly states in their action plan how to nurture is left unstated. The audience solely views them as a responsible agent who takes care of children by providing proper environment and help. Despite the fact that circumstances are indicated to remove a certain degree of abstraction, the detailed actions of nurturing children are left unexplained. Likewise, with the complex verbal group 'aim to develop children's basic education' in (b2), merely gives the impression that the BNF has set a target to achieve ('aim to') that can be perceived, whereas how to develop children's basic education remains obscure. Given the fact that developing education is such a broad issue requiring a series of sub-actions to accomplish it, when those sub-actions are simply reduced and expressed through the material process 'develop', this tends to depict the developmental process as being simple and possible. The other example is when the BNF 'wants to raise awareness' in (c2), they only express their desire about what they would like to do; however, concrete action plans of how to raise awareness as well as how to evaluate the plan are not explicitly stated. Certain concrete actions that are supposed to have been taken by the BNF are simplified and concealed most of the time throughout the websites.

Conclusions

Material processes are found to occur most frequently in non-finite clauses which function as either circumstances or part of the nominal group in most cases. Even though these processes are located in non-finite clauses, it is still possible to draw out the Actor involved with those processes. The Actor involved with material processes occurring in non-finite clauses, is not likely to be directly linked with those processes due to the effect of the intervening cluster of words. It is thus possible that the audience will overlook the relationship between the Actor and the processes and simply focus on the processes without posing questions such as, for example, 'what exactly has the BNF done in order to improve children's physical and mental development?'. In addition, by locating several material processes in non-finite clauses, it is likely that processes such as 'improving the children's physical and mental development', or 'developing their skills for their future careers' tend simply to be viewed as 'expected outcomes' more than processes of development concealed on the websites. This reflects the way in which society appears to value 'a sudden change' over 'processes of how to change or develop'.

However, when the Actor is found to occur around processes in finite clauses, the relationship between the Actor and material processes is far more prominent. As we can see, the BNF is most frequently found to function as the Actor while children with disabilities are found to function as the Goal and the Beneficiary, receiving assistance and directly experiencing great benefits from a variety of actions performed by the BNF. It is clear that the BNF plays the active role of an agent who initiates and makes an effort to change and improve children's lives. Children with disabilities, on the other hand, play the passive role of an agent who entirely lacks the ability to initiate their needs and desires but simply receives help which is assumed to be useful to them by others in society. Their voice is never expressed and in fact their needs are merely the result of what others expect them to become. The participant functions, Actor, Goal and Beneficiary, as well as the processes occurring in the finite and non-finite clauses can thus reflect the differences in power between the BNF and children with disabilities.

Given the type of material processes themselves, the majority of them are represented in abstraction aimed at concealing certain details and processes. The abstract material processes including 'develop', 'improve', 'support', etc., blur what exactly the BNF plans to carry out or is going to do to assist children, as discussed earlier. Some abstract material processes are also employed not only to blur certain detailed processes but also to trigger a mental representation of the BNF as determined and professional, judging from abstract material processes like 'has committed to' or 'aims to', used on both websites. Assigning the power to blur certain actions through the utilization of abstract material processes for the BNF but not for children with disabilities echoes the BNF's power over children who are not equipped with the opportunity to initiate and participate in their own developmental program but merely comply with social expectations.

Lastly, the notion that discourse can lead onto 'social change' needs to be stressed and put into practice in the actual language classroom. Equipping learners with the

linguistic knowledge is not adequate to help them realize the influence of discourse; therefore, an emphasis on the fact that our use of language can create social changes is also critical. Raising students' critical awareness of their social semiotic choices based on a more variety of dimensions—not only linguistics, but also social, cultural, political-related ideologies' aspects can contribute to EFL students' critical language awareness and understanding of social relations (see Sudajit-apa, 2017). To be precise, representing children with disabilities more as Actor who accomplishes certain tasks and develops strong agency is likely to contribute to the emergence of a new notion of disability as social values not burden (Grue, 2011).

Acknowledgements

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