THAI ENGLISH CODE SWITCHING (TECS) WITHIN THE ACADEMIC CONTEXT OF INDONESIA-MALAYSIA-THAILAND GROWTH TRIANGLE (IMT-GT) VARSITY CARNIVAL

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by

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LIST OF ABBREVIATIONS

Adj.	Adjective
Adv.	Adverb
AEC	ASEAN Economic Community
ASEAN	Association of Southeast Asian Nation
CCTV	Closed-circuit Television
CM	Code mixing
Conj.	Conjunction
CS	Code-switching
DMs	Discourse markers
EFL	English as a Foreign Language
EIL	English as an International Language
ELT	English Language Teaching
ESL	English as a Second Language
GPA	Grade Point Average
IMT-GT	Indonesia-Malaysia-Thailand Growth Triangle
Interj.	Interjection
MRA	Mutual Recognition Agreement
N	Noun
PM	Prime Minister
Prep.	Preposition
Pron.	Pronoun
PSU	Prince of Songkhla University
RMUTSV	Rajamangala University of Technology Srivijaya
RO	Research Objectives

RQ   Research Questions

TE   Thai Variety of English

TECM   Thai English Code Mixing

TECS   Thai English Code Switching

TECS/TE   Thai Variety of English Embedded in Thai English Code Switching

TEE   Thai variety of English in Esaan/Isaan dialect

TEN   Thai variety of English in Northern dialect

TEO   Thai variety of English in Other dialects

TES   Thai variety of English in Southern dialect

TSU   Thaksin University

UNESCO   United Nations Educational, Scientific and Cultural Organization

V   Verb

WE   World Englishes

WU   Walialak University

LIST OF SYMBOLS

Transcription symbols as adapted from Holmes and Stubbe (2015).

Symbols	Meanings
!	Exclamation
(( ))	Extra textual information and transcriber's comments
((1.25.42))	Record time ((hr.min.sec))
()	Pause of up to 1 second
(…)	Inaudible utterance
(5)	Pause of specified number of seconds
(laughs)	Paralinguistic features in the brackets
//	Overlap/ Simultaneous speech
?	Rising or question intonation
[referring to the machine]	Description of context in square brackets
CAPITALS	Loud
Names	All names used in examples are pseudonyms
S/H	Speaker/Hearer
xxx/yyy/zzz etc	Names, numbers etc. which cannot be replaced with pseudonyms
YES	Capitals indicate emphatic stress
PSU1, 2, and 3	Speaker/Hearer from Prince of Songkhla University
TSU1, 2, and 3	Speaker/Hearer from Thaksin University
WU1, 2, and 3	Speaker/Hearer from Walailak University
RMUTSV1, 2, and 3	Speaker/Hearer from Rajamangala University of Technology Srivijaya

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ALIH KOD ANTARA BAHASA THAI DAN BAHASA INGGERIS DALAM AKADEMIK KONTEKS KARNIVAL VARSITI SEGI-TIGA PERTUMBUHAN INDONESIA-MALAYSIA-THAILAND   (IMT-GT)

ABSTRAK

Kajian ini mengkaji alih kod bahasa Thai bahasa Inggeris (TECS) dalam akademik konteks Karnival Varsiti Segi Tiga Pertumbuhan Indonesia-Malaysia-Thailand (IMT-GT) sebagai hasil perluasan penggunaan Bahasa Inggeris dan pengantarabangsaan dalam pendidikan tinggi Thailand. Kajian akan meneliti fitur linguistik, fungsi dan motivasi yang dilakukan oleh peserta-peserta seminar akademik Thai dalam aktiviti akademik rasmi dan tidak rasmi ketika mereka menyertai konteks akademik sedemikian. Kajian ini menggunakan pendekatan kualitatif untuk meneliti data yang diperoleh daripada rakaman audio ucapan, temu duga separa berstruktur para peserta Thai dalam seminar, dan nota kajian lapangan. Model *Markedness Model of Myers-Scotton (1993;1998), the Conversational Approach of Gumperz (1982) and World Englishes Approach* yang dicadangkan oleh Kachru (1993) telah digunakan untuk menganalisis data ucapan. Dapatan kajian menunjukkan bahawa fitur TECS pada aras leksiko-semantik dan wacana muncul dalam beberapa perbincangan dalam kumpulan dan menjadi sebagai bahasa perantaraan, sebagai tambahan kepada bahasa Inggeris dalam interaksi luar kumpulan. TECS menjadi cara berkomunikasi dalam kalangan peserta Thai, Indonesia dan Malaysia. Hal yang menarik ialah ragam bahasa Inggeris Thai (TE) berfungsi sebagai ungkapan tag soalan, kesantunan dan gender, pengesahan, pengulangan sebagai penekanan, dan pembentukan satu ragam dialek yang berasaskan perbincangan akademik kumpulan mereka. Sementara itu, ciri-ciri

pelbagai fungsi linguistik (perbualan, lakuan bahasa, penanda wacana) berubah-ubah mengikut fungsi sosial dan faktor fizikal yang lain seperti interaksi bahasa dan sosial dalam komuniti IMT-GT, kontinum latar akademik formal dan tidak formal, dan jenis aktiviti, tajuk, peserta, dan latar. Tambahan lagi, kajian juga mendapati bahawa motivasi linguistik digunakan terutama bagi tujuan komunikasi berkesan, pemahaman yang lebih baik dan penjelasan konsep-konsep dalam konteks; diikuti oleh penyataan diri; keutamaan; penggunaan tanpa sedar. Dengan erti kata lain, fungsi TECS/TE termasuk mengkonsepsikan konsep-konsep bahasa Inggeris untuk menerangkan konsep-konsep sukar dan memudahkan isu, sebagai strategi mengurangkan ketegangan, sebagai pengalih perhatian, bertujuan menegur, sebagai pelembut nada dan sebagai bahasa belia. Akhirnya, kajian ini penting kerana kajian ini akan membolehkan pembuat dasar untuk mengiktiraf bahawa TECS/TE berlaku dalam semua tahap pendidikan dan mesti diberikan perhatian sewajarnya. Kajian ini juga merupakan satu titik rujukan bagi penyelidikan masa depan dalam kajian mengenai penggunaan Bahasa dalam pendidikan.

THAI ENGLISH CODE SWITCHING (TECS) WITHIN THE ACADEMIC CONTEXT OF INDONESIA-MALAYSIA-THAILAND GROWTH TRIANGLE (IMT-GT) VARSITY CARNIVAL

ABSTRACT

This study investigates the Thai English Code Switching (TECS) within the academic context of Indonesia-Malaysia-Thailand Growth Triangle (IMT-GT) Varsity Carnival as a result of the spread of English and internationalization in Thai higher education. The study seeks to examine the linguistic features, and functions of motivations behind the discourse used by the Thai academic seminar participants in formal and informal academic activities in such an academic context. The study made use of a qualitative approach in examining the data which were taken from the audio recordings of the Thai academic seminar participants' speeches, semi-structured interviews, and field notes. The Markedness Model of Myers-Scotton (1993;1998), the Conversational Approach of Gumperz (1982) and World Englishes Approach proposed by Kachru (1993) were used to analyse the speech data. The findings revealed that the TECS features at the lexico-semantic and discourse levels appeared in several in-group discussions and they served as a lingua franca in addition to English in the out-group interactions. TECS served as a means of communication among Thais, Indonesians and Malaysians. Remarkably, the Thai variety of English (TE) features functioned as expressions of question tags, politeness and gender, confirmation, repetition for emphasis, and formation of a new dialect variety based on their group academic discussions. Meanwhile, the various characteristics of linguistic functions (conversational, speech act and discourse markers) were varied in the social functions and other physical factors such as the

language and social interaction in the IMT-GT community, the continuum of formal and informal academic setting, and the kinds of activities, topics, participants and settings. In addition, it found that the linguistic motivations were mainly employed for effective communication, better understanding and explanation of concepts in cultural contexts. These were followed by self-expression, preference, and unconscious use. In other words, TECS/TE functions include conceptualizing English concepts in explaining difficult concepts and simplifying issues, as a stress-releasing strategy, as a distraction and aside, for reprimanding, as a tone-softener and as a language of youth. Finally, this study is significant because it will enable policy makers to recognize that TECS/TE occurs at all levels of education and must be given appropriate attention. It will also serve as a reference point for future research into language changes or shifts in Thailand, as well as, add to the existing literature in the study of language use in education.

CHAPTER 1

INTRODUCTION AND RESEARCH OVERVIEW

1.1   Chapter Overview

This chapter provides the introduction and the research overview of the study on Thai English Code-Switching (henceforth referred to as TECS) within the academic context of the Indonesia-Malaysia-Thailand Growth Triangle (hereafter referred to as IMT-GT) Varsity Carnival which covers 12 essential sections in this present study. The chapter initially starts with the chapter overview, the introduction, the background of the study, and finally, the statement of the problem. The next part proceeds with the research objectives followed by the research questions. The next part then explains the significance of the study, as well as the scope of the study, and followed by the limitations of the study. The next section, clarifies the operational definitions of key terms, the structure of the whole study. Finally, the last part summarizes the whole chapter and ultimately sketches its concept map.

1.2   Introduction

With the age of globalisation, knowledge can be accessed mainly through English, and English is commonly taught as a second or foreign language in the world community. Furthermore, the English language is widely spoken across the globe, and it has developed as a second or third language in many non-English native speaking countries around the world because the people need to acquire English language ability in order to communicate and study other people's culture outside their countries. Then, the recent spread of English has been remarkably driven by globalization which differs from the early dissemination of English through slavery,

colonisation, trade and exploitation of colonies. As a consequence, language change and contact, variation, and code switching are inevitably the results of globalization which have directly promoted a phenomenon of linguistic globalization. Linguistic globalization then leads the societies to adapt bilingualism and multilingualism more. It also introduces the people in communities to participate actively in the process of globalization in order to maintain their contact with the outside world including better job prospects. Undoubtedly, linguistic variation and change, like code mixing, code-switching or borrowing, often takes place among the bilingual, multilingual or even monolingual speakers as English belongs to anyone who can use it. Thus, the notions of translingual practice and development of New Englishes in terms of variation in the Expanding circle and EFL usage contribute to the importance and abundance of literature detailing the features of variation of English (Galloway & Rose, 2015; Hickey, 2012; Kirkpatrick, 2010; McKay, 2002).

The spread of the use of English in Asia and ASEAN is mainly through educational systems and English is known as the lingua franca because it serves a variety of global and local functions. This means that the English language can be used to communicate with other people who are English native speakers in the international stage and with people who are non-English native speakers within the same communities and their neighbourhood. Furthermore, English in Asia and ASEAN is often the result of different historical inputs e.g. British English in South Asia and American English in the Philippines. Therefore, the complex interactions among the background of languages and learner varieties of English consisted of many different levels of second-language competence, like English in India, Singapore or Malaysia. Thus, the knowledge of language historical background can help the English users in understanding the learners' varieties of English as well.

Consequently, the emerging groups of native speaker or quasi-native speaker varieties in many countries offer many different linguistic scenarios (Bolton, 2012).

However, the linguistic description of English is mostly based on the standard variety of English, e.g. British English and American English, which is the institutionalized variety accepted by the educated speakers of the language. It is used in formal written style, whereas speaking is prescriptively considered the norm variety of English. Likewise, the English used outside the Inner Circle is adapted to the cultural mindset of the people who have chosen to use it. Meanwhile, the other varieties of English are usually considered as colloquial, dialectal, informal, casual and corrupted varieties or even those varieties that are used by the native English speakers (Crystal, 2003; Jenkins, 2014).

During the 1970s, the sociolinguistics theories started to highlight as an issue study the other varieties of English found in the English native speakers and other varieties spoken by non- English native speakers in the Outer Circle and Expanding Circle. These other varieties refer to the spoken Englishes by EFL and ESL speakers respectively. However, the English varieties selected to be taught in schools are the standard varieties, that is, British English, American English, Australia English, New Zealand English, and so on. These varieties are accepted as a standard written language. The standard varieties can also be used to mark the social or socio-economic background of the speakers as used in novels, plays, fictions, books, among others. Other non-standard varieties can only be spoken varieties (Bennui, 2013; Kachru, 1985).

Meanwhile, the impact of globalism directly routes towards the higher education systems worldwide as they have to expand their international academic

cooperation and collaboration which can lead them to reach the world recognition. Undoubtedly, such phenomenon of internationalism in higher education and Thai higher education has unavoidably opened its gates to welcome international projects and activities. For instance, the regional alliance in sports, culture and academic cooperation and collaboration among three developing nations Indonesia, Malaysia and Thailand under the project of IMT-GT Varsity Carnival is different. It has been designed as a regional or international platform for the university participants to explore their real-life experiences in three genuine activities of sports, culture and seminars and has been recognized as the best venue for more than decades for such collaboration (see Appendix A). The IMT-GT Varsity Carnival aims to empower and strengthen the relationship and friendship among the members of IMT-GT in the ASEAN zone and emphasizes on the spirit of regional cooperation and solidarity. The English language has been chosen as a medium in such a varsity carnival.

By being a seminar advisor for years, the researcher of this study has observed that the code-switching (henceforth referred to as CS) phenomenon within this context is noteworthy and needs to be further investigated because the English language within this context is used by non-native English speakers who participate in various activities. In particular, the varieties of TECS among the academic seminar participants who are considered as versatile English speakers. Additionally, the community of practice (hereafter referred to as CofP) within this context has dramatically added value for a sociolinguistic study on the standard variety of English, the linguistic features, creativity, their functions, motivations, non-native variety of English or other Englishes, institutional English in Thai context, linguistic description of Thai English, the appropriateness of English and the existence of Thai variety of English (hereafter referred to as TE) during the period of

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development because this CofP holds the natural bloc for economic cooperation given many complementarities, geographical proximity, close historical, cultural, and linguistic ties (Altbach & Knight, 2007).

1.3   Background of the Study

TECS in Thai society has become a deeply-rooted code in non-academic settings in multilingual Thai borders. It is no longer a rare characteristic. It has become a normal feature in many conversations between and among Thai dialects like Laos, Khmers, Malays, and dialects of other ethnic groups in Thailand.

In non-academic setting, English in Thailand was introduced to the royal family and to the elite class, including traders, who approached those two Thai elite classes. Therefore, the switching of languages between Thai to English via English to Thai can be randomly seen used by the elite class and the traders of the old time. These high-class elites considered themselves as the ruling and well-educated class; therefore, they strictly used the Standard English. The native-like accents were accepted as Standard English and educated English. In academic setting, in 1955, English became an elective subject in primary education but a compulsory course at the tertiary level. Those who wanted effective English skills needed to study at a private school. This had been consistent until 1978 where English was reinstated as an elective course for all levels. This lasted until 1995. From the 1970s onwards, the Thai government decided that if Thais are proficient in English and aware of Western cultures, these skills and knowledge will lead to the country's development of tourism and commerce in the global market. At present, the notion of international cultures is added to this policy, and the importance of English has been realised by the Thai government as seen in an implementation of projects to enrich the Thais'

English ability. Since then, the English language was officially introduced to the education system. However, the Thai language is as the instructional medium in teaching and learning English. Thus, the efficiency of English instruction and its use was developed by intensifying English curriculum in Thailand during its period of development (Masavisut., Sukwiwat., and Wongmontha., 1986).

As the higher education in Thailand has been directly forced by the authority of the latest Education Act in 1999 and its amendments in 2002 and 2008, the use of English has spread regionally and internationally. Furthermore, with the collaboration and elaboration from western universities, and neighbouring universities, as well as the rapid change happening in information technology, English has been used to access knowledge worldwide. These three impacts have driven the Thai higher education system to use more English in university activities. Undoubtedly, the phenomenon of TECS is widely noticed in almost all Thai universities, while the linguistic appropriateness, features, innovation, functions, motivation and TE still exist in such contexts. Furthermore, the non-standard features in new Thai varieties of English can have a number of sources which may overlap to a greater or lesser extent. This investigation is a clear necessity, if possible, which can supply clues about how features become established in emerging varieties and how they can offer documentation of early steps on trajectories which are perhaps attested to at later stages in more established varieties (Bennui, 2013).

The IMT-GT Varsity Carnival activities, which contribute to regional or international cooperation in helping the IMT-GT member universities, give their neighbouring countries a stake in their own learning experience through sports, culture and seminars, which have been put together to enable learn up from the

sharing of the participants' life experiences. This is expected to improve more effective communication for developing labour capacity. The different forms of language contact such as language mixing, borrowing and switching from English to other languages or vice-versa that underlie all activity settings within the context of the IMT-GT Varsity Carnival are naturally observed. This has dramatically inspired the researcher's curiosity to study the particular contexts of the Thai English Code Switching (TECS) displayed by the Thai academic seminar participants. The linguistic varieties and features have intrinsically motivated the researcher to investigate the linguistic features, linguistic functions and motivation of TECS, including the existence of TE appearing in such a context. Moreover, the notions of linguistic varieties, and non-native varieties through the means of shifting from focusing on native English to the regional usage of the language, a fast-growing knowledge of English varieties in Thailand, and World Englishes proposed by many scholars provide significant guidelines for this study.

1.4   Statement of the Problem

In this era, the TECS phenomenon in higher education seems to be common, because internationalization, globalization, and mobilisation are spreading in all areas. On the contrary, the widespread use of TECS in non-academic settings has been widely investigated by researchers such as Chanseawrassamee and Shin (2009), Janhom (2011), Kunarawong (2014), Seargent, Tagg, and Ngampramuan (2012), Snodin (2014), and Yiamkhammuan (2011). Unsurprisingly, research studies on TECS in academic setting thus tended to decline. Meanwhile, a number of studies on English and other Englishes have been carried out to study several aspects of the non-native varieties of English, with new directions being the focus. These studies

include works on South Asian Englishes, Asian Englishes, World Englishes, International English and Global English such as those by McLellan, and Schumacher, (2009), Quarcoo (2013), Walwadkar (2011), among others. Additionally, Acar (2007) supported such studies with the development of new Englishes in non-mother tongue contexts. Meanwhile, the current discussions have begun to address the issues of Standard English in relation to English language learning and teaching. For instance, Thai, Korean, Vietnamese, Swedish and Danish are unlike other indigenous languages which are learned and used to interact with the native speakers in a limited range of contexts. English has been used to interact not only with native speakers, but also with non-native speakers who are the majority of English users in the world. Hence, the linguistic features of TECS regarding the lexico-semantic and discourse level, an existence of TE, may share some common features with other varieties, and one should acknowledge these developments.

Additionally, the English language that has been extensively used in Thailand has various functions such as interpersonal, regulative, imaginative, and institutional functions. Hence, English in Thai context seems to be approaching the early stage of its local variety and being developed by Thai users for the Thai society and, as English language and culture has been deeply-ingrained in the Thai perspective, it will take many more years for Thais to liberate themselves from relying on a native variety of English. The notions of linguistic appropriateness, attainability, and adaptation should be set as the pedagogical goal for which language learners can realistically aspire. Thailand is in the context of ASEAN, where approximately 600 million people from different linguistic and cultural backgrounds used English as a working lingua franca for international communication. Therefore, it is important to raise awareness of the local varieties of English and concentration on ASEAN or

regional discourses so that learners can negotiate the cultures and pragmatic norms pertinent to the people in the region rather than to the people in the Inner Circle (Buripakdi, 2012; Jindapitak, 2013).

Similar to Buripakdi (2012), or Jindapitak and Teo (2012) claimed that a hot topic of discussion in several academic contexts in Thailand is that the English varieties should be adopted as standards for English language teaching (ELT) in non-native settings because Thais now live in the globalized era where people speak Englishes rather than English, using the language to communicate with international speakers.

On the basis of the above claim and other reasons mentioned, it is reasonable and invaluable to investigate the linguistic features of lexico-semantic and discourse markers with their functions, motivation and the existence of TE used by Thai academic seminar participants, which are the highlights of three approaches, namely Markedness Model (Myers-Scotton, 1993, 1998) Conversational Approach (Gumperz, 1982) and Kachru's World Englishes Approach (Kachru, 1983a) in this present study. Furthermore, to pursue studies on TECS in the academic mode, which has gradually decreased for decades, it is significant to extend such studies in terms of how English has set its status within Thai higher education contexts where encounters with many changes are unavoidable because of the impacts of globalization. In addition, the academic seminar activity within the context of IMT-GT Varsity Carnival, which has been designed in both formal and informal academic settings, is genuine and practical as a regional and an international platform for university students to gain more lived experiences from their neighbouring universities. The linguistic ties within this regional participation reveal more

evidence for the need to build up and support new knowledge on the use of English in regional and international academic settings.

1.5   Research Objectives

This research aims to offer empirical evidence for the linguistic features of TECS at the lexico-semantic and discourse levels with the existence of TE, functions, and motivation. The academic seminar activity within the context of IMT-GT Varsity Carnival has two main sessions, namely the student seminar activity and the deputy vice chancellors' forum (DVC's Forum). This research study emphasizes the student seminar activity which consisted of formal and informal academic settings. For this study, three objectives are formulated as follows:

RO1:   To ascertain the linguistic features of Thai English Code-Switching (TECS) used by the IMT-GT Thai academic seminar participants when speaking in formal and informal academic settings through the following sub-objectives:

RO1.1:   To examine the linguistic features of TECS at

RO1.1.1   Lexico-Semantic level.

RO1.1.2   Discourse level.

RO1.2:   To indicate the existence of Thai variety of English (TE) based on the TECS that appeared in this academic setting.

RO2:   To identify the linguistic functions of Thai English Code-Switching (TECS) used by the IMT-GT Thai academic seminar participants when speaking in formal and informal academic settings through the following sub-objectives:

RO2.1: To examine the characteristics of conversational functions.

RO2.2: To identify the characteristics of speech act functions.

RO2.3: To determine the characteristics of discourse marker functions.

RO3: To identify the linguistic motivation for using Thai English Code-Switching (TECS) by the IMT-GT Thai academic seminar participants when speaking in formal and informal academic settings.

The primary objective aims to identify two levels of linguistic features in TECS. The lexico-semantic level concerns the creation of word items both in Thai and English Standard vocabulary. Discourse level refers to the words, phrases and clauses used to connect, organize, manage, and express attitudes. Whether TECS or TE is a non-native variety or contextualized English will be clarified with an interpretation of the results of the main objective. Information on the sociolinguistic background of English in Thailand, previous studies on TECS, and selected approaches to World Englishes in terms of the varieties of English will be explained (Kachru, 1983a; Myers-Scotton, 1993, 1998).

The second main objective arises from the first one. The linguistic functions then describe the lexical and discourse levels under the observed linguistic features. The functions of language refer to its usage, purposes, and achievement in relation to the speakers involved in the conversation. The functions of linguistics can be classified into three main sets, namely conversational, speech act or illocutionary act, and discourse markers. The conversational function refers to the social meaning of conversation which includes quotations, addressee specification, interjections, reiteration, message qualification, and personalisation versus objectivisation as

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proposed by Gumperz (1982). The speech act or illocutionary act presents the speaker's intention consisting of representatives, directives, commissives, expressives, declarations, and representative declarations. Discourse marker functions act as contextual coordinates of talk. They display coherence; some markers have referential or expressive meaning, while others have interactional meaning, and all markers may have various functions in the spoken text. The notion of discourse maker level can be identified into four levels including interpersonal, referential, structural, and cognitive (Halliday, 1975; Fung & Carter, 2007).

The last objective is the linguistic motivation which includes effective communication, better understanding, and explanation of concepts in cultural context, expression of self, preference, and nature or consciousness.

To answer those targets, the research questions are as below and will be presented into each section of this academic setting in the next section.

1.6 Research Questions

To achieve the research objectives, three main research questions have been set for both formal and informal academic settings which are as follows:

RQ1: What are the features of lexico-semantic and discourse markers that appeared in TECS used by the IMT-GT Thai academic seminar participants when speaking in formal and informal academic settings?

RQ1.1 To what extent do the features indicate the existence of a Thai variety of English (TE) in formal and informal academic settings?

RQ2: What are the characteristics that appeared to be the linguistic functions of TECS used by the IMT-GT Thai academic seminar participants when speaking in formal and informal academic settings?

RQ3: For what reasons or in what situation is the TECS employed by the IMT-GT Thai academic seminar participants when speaking in formal and informal academic settings?

1.7 Significance of the Study

The significance of non-native varieties of English language with the shift from a focus on native English to the regional usage of the language can be seen, for example, in Asia, Africa, and the Caribbean. However, this has not resulted in a fast-growing body of knowledge in English language varieties in Thailand. Many empirical studies on English language in Thailand highlighted the ELT, second or foreign language acquisition, translation, discourse and communication, as well as Anglophone literary and cultural criticisms. Few studies have examined the sociolinguistic and varieties aspects of the TECS development in Thailand. However, the notion of linguistic description has been quite familiar to Thai scholars of English studies. This is because native-English language varieties, British and American English have been prioritized in Thai university curricular. Therefore, this study aims to contribute to the increasing knowledge in the sociolinguistic field, by pointing out the importance of TECS as an assimilation process and the existence of the TE within academic settings in the Expanding Circle.

This study is also significant to newcomers to the academic world. These newcomers include Thais as well other races in Thailand; people from other cultures

or countries come to study in Thailand or in a broader context, particularly for those who interact with Thais for some purposes. This is due to the need for the internationalization of higher education in Thailand, which affects relationships, economy and culture as a whole. This study will then directly lead researchers and scholars to gain a better understanding of the mixing of Thai in English speeches by the IMT-GT academic seminar participants when using TECS/TE. The educational authorities can use the findings to determine the value of English language proficiency development. Its benefits can be specified as follows:

First, the findings will be beneficial as a database for other researchers to conduct projects on TECS/TE in academic spoken discourse. Additionally, it will also provide a database for departments or organizations in Thailand and other ESL/EFL countries responsible for teaching and researching English as a foreign or second language to exemplify the features of lexico-semantic and discourse markers as a nativisation process in TECS/TE when teaching or conducting research on varieties of English. Besides, it will be useful for ESL/EFL teachers at the secondary and tertiary levels as well as English linguists and academicians to consider such a new technique that stresses the linguistic identity of non-Anglo speakers. Furthermore, the findings can be the key topics in the teaching of English in developing societies, English and socioeconomic development, English language within multilingual societies and in the diverse communities of such societies, the impact of English language on linguistic ecologies, language policies and language planning, and the teaching of English in developing contexts. Thus, the study would penetrate inquiries from interested academics from both developed and developing countries.

Second, this research study will build up knowledge in sociolinguistics and academic spoken discourse in Thai society. Moreover, English is put into the status, functions, features and sociolinguistic contexts of development and requires nurturing new generations of young researchers who are abreast with current developments in their respective countries. It is challenging to clarify the meaning of TECS/TE by studying the use of English lexis and discourse styles in the linguistic variation in Thai cultural context and in the selected TECS spoken texts. In other words, this study will illustrate non-native features of English in Thailand through the Thai creative ability to acculturate English elements into Thai linguistic and sociocultural patterns.

Third, this research study will be to the advantage of those involved in the IMT-GT academic seminars. The findings will suggest an overall assessment of English proficiency that can be used to help participants of such academic settings to understand better the weaknesses and strengths in their English communication.

1.8   Scope of the Study

The scope of this study is restricted to an analysis of the use of TECS/TE only in spoken form. The notion of TECS/TE is discussed in relation to prominent features with several examples at the lexico-semantic and discourse markers levels. The lexical level centres only on elements of lexical semantics and lexical morphology of unique TE words. The discourse marker level, on the other hand, emphasizes certain distinctive aspects of pragmatic variation of English language use at the textual level with regard to Thai literary conventions and discourse styles, among others.

The analysis of linguistic features, functions, and motivation is not derived from any written texts, so statements about TECS/TE are to be discussed in the course of conversation or spoken texts alone. This is because the number of linguistic formations via the interactions of the characters requires a deep rhetorical analysis. The speech patterns of the characters, which closely resemble spoken TE, were analyzed. Furthermore, an interpretation with the sociocultural background of Thai literary discourse, features, functions and motivation needs to support more dimensions of examples for lexical and discourse levels. Meanwhile, phonological elements in spoken forms and expository patterns of language in an academic setting would be other variables that lead to a multilayer analysis. In other words, the use of only spoken texts varies in forms, for example, classroom discourse, small talk, private and public speech. Their features also differ from written texts, especially regarding phonological variation, which falls beyond the scope of this study. The syntactic level is not emphasized in this study.

1.9   Limitations of the Study

This research is limited to Thai participants in IMT-GT academic seminars. Even though it is expected that the language used would be mainly English, the possibilities of CS in other languages cannot be completely ignored because this academic setting gathered multilingual speakers involved in IMT-GT Varsity Carnival. Therefore, the reasons given and motivation reflected by Thai seminar participants in attending the seminar were also considered. However, the TECS produced by Thai academic seminar participants during their participation in the academic seminar activities in the 18th IMT-GT Varsity Carnival 2016 held in Songkhla, Thailand, hosted by Rajamangala University of Technology Srivijaya

(hereafter referred to as RMUTSV) was mainly the focus. The data involving the use of languages will also be described as this study aims to study the linguistic features, functions and motivations and the existence of TE features embedded in TECS utterances. These following restrictions also apply in this study.

1.9.1   Thai Academic Seminar Participants

The participants comprised the academic seminar representatives selected from Thai universities which are members of the IMT-GT Varsity Carnival. They were identified as Thai and English versatile users because they passed the selection procedures to become their universities' representatives. Therefore, both the linguistic data for TECS/TE and attitudinal data for the use of languages were considered in this study.

1.9.2   Thai English Code-Switching (TECS)

TECS mainly means the switching between Thai-English and English-Thai of the academic seminar participants through their spoken discourses of their participation in the academic seminar activities in the 18th IMT-GT Varsity Carnival. However, the other unexpected languages which appeared in their TECS spoken texts would be taken into account in terms of the language functions and motivation interpretation, except the related dialects like Thai (central), Loatian (Thai Northeastern dialect), Tai (Thai Southern dialect) and Yawi (Pattani-Malay dialect).

1.9.3   Verbal Utterances in Academic Seminar Settings

This research study collected data through recordings using audio tapes during the academic seminars when the participants were speaking in both formal

and informal academic settings. They were real or genuine interactions between speakers in speaking and responding to other participants, while the speakers could not monitor or control their choice of language. Other settings and non-verbal utterances were not interpreted in this study. However, the attitudinal data for TECS were collected from field notes and a semi-structured interview.

1.10 Operational Definitions of Key Terms

The three main aspects of the relevant terms referred to in this study are the linguistic phenomenon, its linguistic processes and products of TECS, and contextualisation of TECS within this study. First, there are eight terms for linguistic phenomenon influenced by the process of globalization: internationalism, bilingualism, multilingualism, varieties of English, TE, linguistic features, CS and CM, TECS and higher education. Second, linguistic processes and products of TECS appear in different terms as a result of the interlanguage processes: contextualisation, nativisation, variation, language function, motivation. Lastly, different terms of linguistic situations and contexts of TECS in this study include academic seminar activity, academic setting, formal academic setting, informal academic setting, non-academic setting, the IMT-GT Varsity Carnival, the IMT-GT seminar activities and the Thai academic seminar participants (see Appendix C).

1.11 Structure of the study

This thesis consists of five chapters, which are briefly discussed in this section.

Chapter 1 presents the study of TECS in an academic setting within the contexts of the IMT-GT Varsity Carnival comprising 12 main sections, namely

chapter overview, introduction, background of the study, the statement of the problem, the research objectives including the research questions, the significance, scope, and limitations of the study, the operational definitions of key terms, and the structure of the study and its concept map.

Chapter 2 reviews the related literature on CS. The chapter is divided into eight main parts, namely; a picture of internationalism in the higher education; a discussion on Thailand and its language background; a discussion of Thai versus English and English in Thai society; the developments in CS and TECS; a definition of TE; the notions, aspects, approaches and functions of CS; the findings of previous studies that related to the present study; and a summary of the whole chapter through a concept map.

Chapter 3 describes the research design and conceptual framework employed in conducting this qualitative research study. The chapter is presented according to the following headings: background information regarding the Thai academic seminar participants, the host university and its community of practice at RMUTSV in Songkhla Thailand, the permission, access, and informed consent, research design of the study, which discusses the participants, the research contexts, the researcher's role, the fieldwork, the data collection instruments, the data collection procedure and data analysis, the reliability and validity and the use of triangulation, the conceptual framework of the study, and the summary of the chapter presented in a concept map.

Chapter 4 provides the findings and discussion of the study based on RQ1 and RO 1. The findings are discussed and interpreted under the appearances of linguistic features, and the existence of TE found in the Thai academic seminar

participants' linguistic realisation performed by their spoken texts in the seminar activities. The Markedness Model and the Conversational Approach and World Englishes Approaches supported all data expressions and interpretation. Finally, the chapter ends by giving a summary of the chapter through a concept map.

Chapter 5 focuses on the findings and discussion of the study based on RQ2 and RO2. The findings are discussed and interpreted under the evidence of linguistic functions that appeared in the Thai seminar participants' TECS features uttered and identified in relation to RQ1 and RO1. The Markedness Model and the Conversational Approach and World Englishes Approaches supported all data expressions and interpretation. Finally, the chapter ends by giving a summary of the chapter through a concept map.

Chapter 6 presents the findings and discussion of the study based on RQ3 and RO3. The findings are discussed and interpreted under the evidence of linguistic motivation, found in the TECS addressed in RQ1-2 and RO1-2. The notion of linguistic motivation is interpreted based on Quarcoo's (2013) finding. Finally, the chapter ends by giving a summary of the chapter through a concept map.

Finally, Chapter 7 discusses the conclusion and criticism of the selected approaches. This is followed by a discussion of the implications of the study, suggestions for future research and concluding remarks. Finally, the chapter ends with a summary of the chapter through a concept map.

1.12   Summary of Chapter 1

The introductory chapter reveals the spread of the use of English as an internationalism phenomenon in Thai higher educational system. Meanwhile, the linguistic globalization underlying internationalism leads to language change, contact and variation particularly in TECS and the TE phenomenon in the regional and international platform of non-native English-speaking countries like the ones participating in the IMT-GT Varsity Carnival, which is a collaboration and elaboration project to empower the spirit of regional cooperation and solidarity. This study is important as it is an index of the growth of linguistic and sociolinguistic knowledge in the World Englishes field. The summary of Chapter 1 is presented through the concept map in Figure 1.1.

CHAPTER 1
Introduction and Research Overview

Linguistic Globalization Impacts on the Emergence of Internationalism in Thai Higher Education Scenario

CHAPTER 2
Related Literature Review and Theoretical Framework

What are the gaps in the previous and present TECS studies?
(Linguistic Innovation, Features, Existence of TE within the Contexts of Academic Settings)

Linguistic features, functions, motivation and existence of
TE based on TECS in this context

RQ1 What are the features of lexical and discourse levels that appeared TECS used by the IMT-GT Thai academic seminar participants when speaking in formal and informal academic settings?

RQ1.1. To what extent do the features indicate the existence of a Thai variety of English (TE) in a formal and informal academic settings?

RQ2 What are the characteristics that appeared to be the linguistic functions of TECS used by the IMT-GT Thai academic seminar participant's talking?

RQ3 For what are reasons or situations when the TECS in employed by the IMT-GT Thai academic seminar participants speaking in formal and informal academic settings?

CHAPTER 3
Research Design and Conceptual Framework

Chapter 4	Chapter 5	Chapter 6
Linguistic Features	**Linguistic Functions**	**Linguistic Motivations**
RO1 To ascertain the linguistic features of TECS	**RO2** To identify the linguistic functions of TECS	**RO3** To identify the linguistic motivation for using TECS
RO1.1 Lexico-semantic level and	(Conversational, Speech act and Discourse markers)	
RO1.2 Discourse marker level		
RO1.3 Existence of TE		

CHAPTER 7
Conclusion and Future Research Areas
Based on the analyzed, discussed and interpreted data, some reflections of the present and future of TECS and TE in Thai society have been subsumed

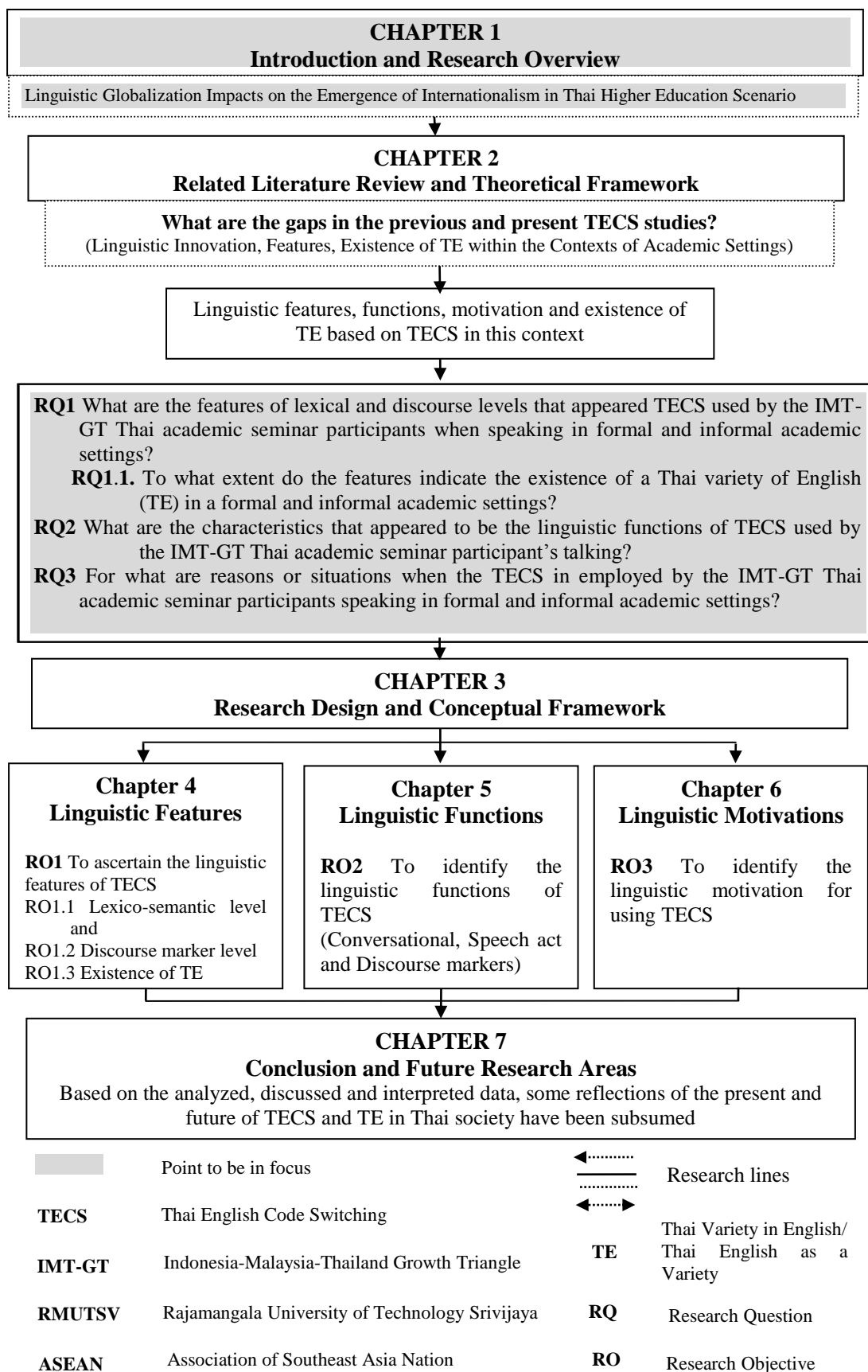|			
	Point to be in focus		Research lines
TECS	Thai English Code Switching		
IMT-GT	Indonesia-Malaysia-Thailand Growth Triangle	**TE**	Thai Variety in English/ Thai English as a Variety
RMUTSV	Rajamangala University of Technology Srivijaya	**RQ**	Research Question
ASEAN	Association of Southeast Asia Nation	**RO**	Research Objective

Figure 1.1. Summary of Chapter 1 through a concept map

CHAPTER 2

RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1   Chapter Overview

This chapter reviews the related literature and the theoretical background of this study which are presented under eight main sections. The chapter initially begins with the chapter overview, painting a picture of internationalism in the higher education, and then followed by a discussion on Thailand and its language background. Following that, the third part discusses Thai versus English language, and English language in Thai society, and subsequently, the fourth part includes the developments in CS. Then, the fifth part defines TECS and TE. The sixth part provides a discussion on the notions, aspects, approaches, and functions of CS. The next part surveys the findings of previous studies related to the present study. Finally, the last part summarises the whole chapter and ultimately sketches its concept map.

2.2   Internationalism in Higher Education

The internationalization of higher education systems has dramatically appeared worldwide because the universities or higher institutions have to respond to the force of globalization which is spreading out in developed as well as developing countries. Meanwhile, this phenomenon of multi-nationalization of higher education faces many challenges. It helps serve the rapidly growing demand for access to higher educational system, and it stimulates cross-national educational innovation. Furthermore, it prepares students for work in a global economy. Therefore, the organisations in higher education have practically integrated the international or intercultural dimensions and the principles of their university's missions. Then, all

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international activities have been designed to achieve their mission. For example, international curricular offerings, promotion of staff and student exchanges, collaborative research with foreign universities, promotion of other activities like cooperative education, university-industrial linkages, and cultural exchange, as well as the hiring of foreign staff members and bilinguals will be adjusted accordingly.

Underlying the process of internationalism and globalism in higher education, the language learning process serves as a successful tool because a language is naturally used within all international dimensions. As with every interaction of international cooperation and elaboration, language acts as a medium to convey thoughts, feelings, and other messages. It can be claimed that the knowledge of using the language is needed prior to underpinning the process of internationalism and globalism. It is said that the more international participation is taking place, the stronger language learning becomes, and vice versa. In other words, by adapting internationalization in higher education systems, the need for foreign language, especially English language, compels university students to upgrade and empower their learning skills to access the knowledge that matches their desires and goals. To respond to the global demand for language proficiency, a higher education level has a direct responsibility in training and producing proficient workers in the workplace, i.e. how to make the inputs gained from lower educational levels become skilful outputs which are most suitable in the workforce. It can be said that the higher education system is directly involved in the processes of globalization and internationalization which are always concerned with the need for language processing.