

## A STUDY OF THE LANGUAGE MIXTURE BETWEEN ENGLISH AND THAI OF ENGLISH TEACHERS IN THE SECONDARY SCHOOLS OF TRAT PROVINCE

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### ABSTRACT

A Thesis submitted in partial fulfillment of the requirement for the degree of Master of Arts (Linguistics) in topic “A Study of the Language Mixture between English and Thai of English Teachers in the Secondary Schools of Trat Province”. This study was a documentary research including a qualitative method and quantitative one in nature with two objectives, namely, 1) to study the nature of language mixture of English in Thai spoken by teachers in Trat Province; and 2) to study the word usage of English in Trat province base on the situation.

#### Keyword:

1. **Language mixture** means using English mixes Thai.
2. **Teachers** means Teachers who teach in the secondary schools where there are Matthayam 1 to 6 (grade 7-12) in Trat Province.
3. **Trat secondary school** means the secondary schools in Mueang Trat District Trat Province.
4. **Especial Vocabulary** means the English vocabulary in one of the field and was found in dictionary of terminal field, in English or Thai.
5. **General Vocabulary** means the vocabulary in normal context. It is not the especial vocabulary and appears in published English dictionary.

### Research Methodology

This study is a mixed research consisting of documentary, qualitative and quantitative research. Researcher interviews which is concerned with professional teacher's background. Research method can be divided into five parts as below.

- 1 Research Direction
- 2 Research Design
- 3 Population/Informants

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## 4 Data Collection

## 5 Data Analysis

## 1 Research Design

The study is a documentary research including a qualitative and quantitative methods focusing on the nature of language mixture of English in Thai that has been spoken and study the word usage of English in Trat province base on the situation.

## 2 Key Informants for the Qualitative Method

The tool of data collection of the qualitative research is In-depth interview which tries to interview 10 key informants who are the Thai teachers of English language at the second schools in Trat province. The in-depth interview is well-structured on the nature of language mixture of English in Thai spoken, and to study the word usage of English in Trat province. Moreover, the needed information is collected from the secondary sources like books, journals, newspapers, research works and documents related.

## 3 Population and Sample of the Quantitative Method

For the quantitative method a questionnaire is used to collect data on the nature of language mixture of English in Thai spoken by teachers in Trat Province. The population and sample of the study include 10 teachers and 40 students obtained by a purposive sampling method.

## 4 The Tool of Data Collection for the Quantitative Method

The questionnaire is the tool of data collection for this part of the study. It tries to evaluate the satisfaction of students on teachers' using Satisfaction of students towards teachers' using English mixture in Thai while teaching and explaining the content of the subject with 5 rate of scale of satisfaction:

5 Most

4 More

3 Fair

2 Less

1 least

## 5 Data Collection

## 5.1 Primary Data

The primary data were collected by using in-depth interview and questionnaire as the tools of data collection the details of which were illustrated below.

Conducting in the process of informal interview with Thai teachers in this study in order to help the teachers to feel free to answer all of the questions, giving out suggestions from the teachers of Trat province School, Thailand.

The aim of the research is to study the nature of language mixture of English in Thai spoken and to study the word usage of English in Trat province the situation, this is the way to solve the problems of teachers from the suggestion of the professional teachers who live in Trat province, Thailand. Before interviewing professional teachers, researcher was preparing an interview, including recorder, interviewee's form and possible questions to be useful in this research study. Typically, the questions could start from words such as 'When, What, and How' etc. However, while interviewing them, it should be noted that importantly, answers and knowledge which are from questions.

The aim of the interview is to get data or information from informants. These are carried on in face to face conversations or interviewed by telephone. After that researcher sent a letter of self-introduction, research topic and research objectives to the teachers who participated in giving information to be used in this research study. All of the teachers who join in and interviews give their opinions, experience of teaching work. Importantly, the appointment with the teachers was made to confirm the date, time and place for an interview.

Interviewing process has spent over one and a half month. It commenced in the period between 25 January to 15 March 2016. In these interviews, researcher used an interview form to obtain basic biographical information and information pertaining to the background of the informants, such as giving their name, surname, address, gender, age, position, mobile number, and work experience. All information was written down in the form.

As researcher already informed the teachers of the aims at this research study, informal face to face conversational interviewing was conducted. All the answers, opinions and suggestions from them were recorded with tape recorder and taking notes. The interviews with professional teachers were conducted in Thai and English. It used more times in the interviews; someone spent one hour, 30

minutes, 20 minutes and different time according to the teachers. After collecting data, researcher sent a 'Thank letter' to all teachers for interviews.

## 5.2 Secondary Data

In collecting data from many books, to select documents and journals from the original text by emphasizing the study on the problems as well as the words that differ from Thai culture in order to study the techniques of the teachers used to solve these difficulties in teaching the books in order to transfer meaning as well as maintain the form of the source text.

## 3.6 Data Analysis

### 6.1 The Analysis of the Qualitative Data

For analyzing data collected from key informants the researcher using the content analysis in the process of having finished data collection, researcher listened to the tapes recording from teachers and wrote transcripts of the interviews. All of the answers were related to the research questions. Transcripts were written in English as shown in chapter four. All of data collections were re-read by the researcher in order to provide useful information to identify categories and analysis of language mixture of English in Thai spoken by key informants, it helps solve the problems of being professional teachers.

Moreover, the words and phrases of English mixture in Thai spoken by key informants in the forms of IPA to support the teaching matter of conveying the meaning and maintaining the form of the source text. When the teaching related to the meaning, the teacher is responsible to make the readers understand the meaning of the original. When considering a teaching in terms of maintaining the form of the source text to convey the meaning, the teachers must try to convey to the readers the structure of language or style of the original. Data analysis is in accorded with informational transcripts that it has collected from professional teachers already. The information was explicated and proved to be useful in this research study for language mixture of English in Thai spoken by researcher. All answers in these transcripts were analyzed to explain clearly and giving suggestions which may be useful to help in solving the same problems in the upcoming future.

Finally, key informants have kindly given information based on their experiences and suggestions for the benefits of the further study in forms of suggestions.

### 6.2 The Analysis of the Quantitative Data

For analyzing the quantitative information collected by the questionnaire on the satisfaction of students towards the opinions of students towards teachers who use English mixture in Thai statistics including Frequency and Percentage were used and the results were showed in tables.

## Results

This research is documentary research and qualitative research by studies nature of language mixture of English in Thai spoken  
The Nature of Language Mixture of English in Thai Spoken by Teachers in Trat Province

The following shows English language mixing with Thai Language spoken by key informants who are 10 teachers of Secondary schools in Trat province.

### 1. Some words using in news;

Baseball	/kii laa beet bɔɔn/		
Basketball	/kʰɛɛŋ kʰɔn baat bɔɔn/		
Center	/sen tʰɔ haan prà tɕum/		
Champion	/tʃɛɛm pʰian prà tɕam pii/		
Cheer	/dek tʃia bia/		
Communist	/lat tʰi kʰɔɔm miw nít/		
Football	/fut bɔɔn yǐŋ/		
Golf	/luuk kɔɔp/		
Hall	/leen don trii nay hɔɔ/		
Hockey	/kii laa hɔɔk kii/		
League	/fut bɔɔn tʰay liik/		
Park	/nʌŋ len nay pʰaak/		
Poster	/pʰoot tʰɔ daa raa/	roject	/proo
tɕek mʌy/			
Rugby	/rák kii laa fak bii/		
Team	/tʰɔɔm tʰii sǎŋ/		
Tennis	/kʰɛɛŋ tʰen nít/		
Typhoon	/pʰaa yu taay fun/		
Volleyball	/wɔɔn lee bɔɔn tʃaay haat/		



Vote	/woot hay t <sup>h</sup> əə/
Scoop	/sa kup k <sup>h</sup> aaw sət/

## 2. Some words using in Drinking and foods;

Apple	/p <sup>h</sup> ɔ̌n ʔeɛp p <sup>h</sup> əən/
Brandy	/laaw ba ran dii/
Cake	/k <sup>h</sup> ee kluəy h <sup>h</sup> ɔ̌m/
Cookie	/k <sup>h</sup> uk kii p <sup>h</sup> on ta máay/
Hamburger	/hɛɛm bəə k <sup>h</sup> əə k <sup>h</sup> uŋ/
Ice-cream	/ʔay sa k <sup>h</sup> riim luuk keet/
Kiwi	/kii wii p <sup>h</sup> an/
Salad	/sa lat p <sup>h</sup> ak/
Sandwich	/sɛɛn wiit m <sup>h</sup> uu/
Soda	/raam soo daa/

## 3. Other words;

Action	/p <sup>h</sup> aap p <sup>h</sup> a yon ʔeɛk tʃan/
Bonus	/boo rat raay pii/
Block	/b <sup>h</sup> ɔ̌k p <sup>h</sup> an/
Cable	/saay k <sup>h</sup> ee b <sup>h</sup> əən/
Card	/kaat tʃəən/
Captain	/kaptan k <sup>h</sup> riən bin/
Cartoon	/n <sup>h</sup> ɔ̌n kaa tuun/
Check	/tʃek ɲəən/
Clear	/k <sup>h</sup> liə ɲaan/
Clinic	/k <sup>h</sup> lii n <sup>h</sup> ik rak saa/
Clip	/k <sup>h</sup> lip tut/
Concrete	/t <sup>h</sup> a n <sup>h</sup> on k <sup>h</sup> ɔ̌n k <sup>h</sup> riit/
Copy	/k <sup>h</sup> ɔ̌p pii ʔeɛk ka saa/
Corruption	/ra b <sup>h</sup> ɔ̌p k <sup>h</sup> ɔ̌n rap tʃan/
Data	/saay daa taa/
Design	/dii saay ɲaan m <sup>h</sup> ay/

Digital	/tʃɔ̌wŋ tʰii wii di tɕi tɔ̌wŋ/
Electronics	/tʃaaŋ ʔi lek tʰɔ̌wŋ nɨk/
Fashion	/dɕəŋ fɛɛ tʃan/
Focus	/tɕut foo kat pʰaap/
Free	/tɕɛɛk frii/
Gang	/tʃaaw kɛɛŋ/
Game	/lɛn keem/
Gas	/kaat hũŋ tɔ̌m/
Gear	/kiə waaŋ/
Graph	/kraap sɛn troŋ/
Guitar	/mɨi kii taa/
Internet	/tʃay ʔin tɕə nɛt/
Lens	/lɛn mum kwaan/
Lobby	/lɔ̌w p bii roon rɛɛm/
Lotion	/loo tʃan tʰaa pʰiɯ/
Motor	/ŋaan mɔ̌w tɕə tʃoo/
Nuclear	/fa biə t niw kʰia/
Office	/ʔɔ̌w p fit pɛa sʰaan ŋaan/
Queue	/tɕəwŋ kʰiɯ/
Resort	/pʰak tʰii rii sɔ̌w t/
Review	/kʰian rii wiɯ/
Sensor	/kɔ̌wŋ sen sɕə/
Series	/sii rii kaw ʔii/
Serve	/sɕəp ʔaa haan/
Show	/tʃoo ruum ɾot yon/
Stamp	/ʔaa kɔ̌wŋ sʰa tɛɛm/
Style	/sʰa taay kaan tɛɛŋ tuə/
Tape	/ta lap tʰɛɛp/
Technique	/wɨt tʰa yaa lay tʰɛk nɨk/
Update	/ʔap deet kʰaaw/
Vaccine	/wʰak siin pɔ̌wŋ kan rɔ̌ok/
Video	/kʰiəŋ tʰjaay wii dii ʔoo/

Virus /way rat šaay p<sup>h</sup>an máy/

Website /wép šaay ǩra s<sup>u</sup>əŋ/

The table 1 shows about groups of the nature of language mixture of English in Thai spoken using in dairy life

### Conclusion

This study is a documentary research including a qualitative method and quantitative one aims to study the nature of language mixture of English in Thai spoken and to study the word usage of English base on the situation of teaching, the research in loan word the problems encountered by professional teacher who are lecturing at Trat province. After analyzing the data and presenting the results of the problems of loanword or using mix languages and teaching pointed out by professional teacher, in this chapter, it presents conclusions, discussion, and suggestions of loanword or mix languages teaching which are taken from professional teachers.

Teachings works have been viewed basically activities and produced on the basis of an interpretation of the meaning of the source text word to the target meaning. The aim of speaking in mix languages teaching in this research is to produce equivalent expressions in both of languages focusing on an accurate communication in meanings. However, various constraints must be taken into account. These constraints involve questions of context, the rules of meaning and sound distance. Therefore, this research was carried out to study English and Thai loanword problems encountered by professional teacher or speaker. Data collection was provided through interviewing ten professional teachers who stay in Trat province.

Furthermore, this research study explains the way to solve the problem of loanword encountered by teachers who are working in various fields of teaching. The method of using in this research is in-depth interview. Additionally, reviewing the literature on loan English to Thai spoken problems are in the areas of education, law, contract, movie, and psychologists. The interviewing data was recorded on tape and summarized in notes. The data was transcribed in order to analyze in accordance with the purposes of the study. The interpretation of the results was explained in the descriptive portions of the thesis and given in terms of answers to the research questions.



This research study is presented on the basis of informational problems of teaching by professional teachers. There are four main parts: 1) language, 2) pronunciations, 3) general background knowledge, 4) other problems are the barriers to effective spoken. In languages problems, they are from semantics and grammatical structure. Semantic problems are from misunderstanding on idiomatic expression, slang, technical term, and pronoun. Because English and Thai languages are different from sound each other in terms of their word etc. and another problem faced by teachers. The professional translators also point out that they must be careful in using the verb of time in English, because, in English language, time is very important. Additionally, using pronoun in English language is very important, so we must be more careful in using it. The only one pronoun can be explained carefully about its meaning. This is to show that one word of English can be loan into Thai in many meanings and on different situations.

With regard to the cultural problem of teaching and techniques of spoken problem, new technology problem is a big problem of spoken that is often encountered by every teachers because English and Thai language on sound is different. Sometimes, when teachers speak from the source word to the target word, they are confused in the way of keeping the main knowledge of cultural features as original word. To understand clearly the English word, they try to find the best techniques to reach their success in spoken. In the end, the problem of spoken is that they do not have enough general background knowledge. It often arises when they are teaching with which they are unfamiliar. Teaching work needs to be knowledgeable over a wide range of subjects.

In addition, to find out the techniques of the English and Thai loanword is involved in the studies which analyze the source word and the spoken word. The importance of the aims of this study is not only the techniques of spoken, but also the language usage in the spoken version. Most professional teachers who participate in the interview used the techniques of teaching and speaking as a literal teaching, free spoken and techniques to transfer the original meaning into the natural structure of the target language. Regarding the language usage, it is fundamental for the teachers to analyze the source language thoroughly in order to select the words and transfer to the target language. But, some mistakes, however,

are also found in translating works such as language interference, mistranslation, and incomplete speaking.

The categorization of the problem of teaching is encountered by professional teachers and possible solutions for each problem. The spoken problems can be divided into three parts: linguistic problem, pronunciation problem, background knowledge problem. Solving the problem of teaching techniques is used to check the words or idioms from dictionaries, consulting Thais and foreigners, searching for more supportive data from textbooks and electronic source and using meaning-based speaking methods pointed out by teachers.

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