

CHAPTER 2

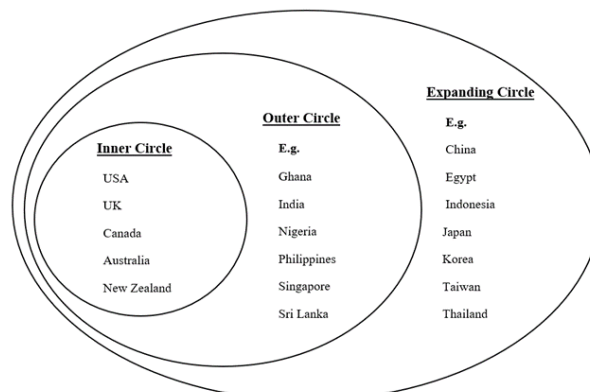
LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 History of World Englishes

English was firstly introduced by British colonialism, armies, and merchants. Crystal (2003) asserts that the spread of English is not only because of colonization but also a result of its power which relates to the power of people who speak it. "Power", in this connection, has a variety of applications in political, technological, economic, and cultural contexts.

This phenomenon also happened in the countries that have not been colonized like Thailand and China. In these countries, English is considered a foreign language that is used for various purposes. English is no longer a single possession of the British or the country that include in the inner circle (Kachru, 1985). It is being an international language that used by many countries for various purposes without getting rid of their language. This is called "World Englishes". World Englishes is varieties of English that used by many countries in the world as a lingua franca. English has divided into three concentric circle.



There are Inner, outer, and expanding circle. Inner circle are the countries that considered English as native language for example, United States, United Kingdom, and Canada. The outer circle are the countries that considered English

as their second language for example, Somalia, Cuba, and majority of the African continent. The expanding circle are countries that considered English as their foreign language for example, Thailand, Indonesia, and Japan.

2.1.2 Thai English

The effectiveness of the English spoken by Thais is still questionable. It is because it full of idiosyncrasies. Thais speaks Standard English are extremely rare. The language contact processes that affect Thai English are transfer, translation, shift, lexical borrowing, and hybridization. Transfer shifted the social and cultural element into English (Watkhaolarm 2005, as cited in Fauziyah et al. 2021). Mostly Thai people spoke broken English. Tsow (2006) and Wattanaboon (2002) similarly illustrate the linguistic features of Tenglish such as “Good morning, ja” and “hot peter” (hospital). This made Thai English interesting to sinvestigate. More explanation from Hamamra and Qararia (2018) that honorific and relationship titles are inserted to present respect and relationship as they are addressed before names of people. In Thai honorific and relationship titles, ‘P’ (Pee) refers to a male or female older person, ‘j’ (Je) means a female older person and ‘N’ or ‘nong’ describes a younger person. Also, ‘nu’ and ‘jao’ are used for people who are younger than a speaker. The great distinguishing feature of Thai English lies in the consonants. In the pronunciation of Thai English speakers, the consonants sound significantly different since there are numerous English consonants not produced in Thai, and even Thai speakers replace the consonants with the ones that exist in Thai (Trakulkasemuk, 2012 cited in Fauziyah et al., 2021)

2.1.3 Teaching Practicum in EFL Classroom

According to M. A. Adeleke, et al. (2004) stated teaching practicum is a necessary component of teacher education program that can

assist accidental would-be teachers. In Indonesia, teaching practicum (School-based Internship) held in 7th Semester in Bachelor's degree. Teaching practicum held to make student-teachers getting experiences as a teacher. Student-teachers taught English in EFL classroom, and they taught Standard English, but the students still speak Thai English because that's the way they speak English affected by Thai language. The exercise makes student-teachers learn about school cultures, class environments, and students' characteristics.

English is mostly considered a foreign language for many countries around the world. English is made a compulsory subject in the school curriculum. The classroom for this subject is often called the "EFL classroom." Students need to realize that the purpose of learning the target language is not for studying purpose only but also for effective communications (Burden 2004, as cited in Bahous et al, 2011). So, teaching practicum in the EFL classroom is teaching practice done by student teachers in the EFL classroom. They acknowledged that teaching English to Thai students requires them to develop and enrich their insights towards the Thai language and cultures (Fauziyah, 2021).

2.1.4 Perception towards Thai English

Perception is the cognitive process in which organisms interpret and organize sensations to produce a relevant experience of the world (Lindsay & Norman, 2013). In other words, when someone encounters a stimulus or situation, the person will interpret it based on their prior experiences or knowledge. Besides, their interpretation would be different from reality. The process of perception is greatly affected by person awareness and acceptance of stimulus. According to Assael (1995), the outcome is highly selective and may be limited by a person's existing beliefs, attitude, motivation, and personality. Pickens (2019) stated that the perception process follows four stages: stimulation, registration,

organization, and interpretation. In the first stage called stimulation, an individual gets stimuli through five basic senses, specifically touch, sight, hearing, smell, and taste. In the following stage, registration, he/she chooses the stimuli that stand out the most to primarily focus on.

The third stage in the process is an organization where the person organizes the information concerning those stimuli in a meaningful way. In the final stage referred to as interpretation, the individual makes sense of the information based on his/her earlier experiences and translates it as either positive or negative. Perception towards Thai English taken from Tarrayo (2021) stated as regards their specific views on Thai English as used in the classroom, the teachers would tend to be uncertain about the use of Thai English in the said domain, particularly in teaching pronunciation, vocabulary, and grammar.

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2.2 Studies of the Relevant Research

Saengboon (2015) stated that 198 Thai undergraduate students' perceptions towards World Englishes. The findings revealed that the inner circle of America and Britain were the most preferred accents. On the other hand, the Thai English accent was marked by most participants as undesirable. Another study from Jindapitak and Teo's (2012) study showed that English major students in Thailand had more favorable attitudes towards inner-circle Englishes than the other accents. Although Thai English was considered the third most preferred accent, the difference in the percentages between the third preferred accent (Thai English) and the first two accents (American and British English) was considerably high. Most importantly, the results also showed prejudice as non-native speakers were stereotyped based on their accents. another study about Indonesian pre-service teachers' attitudes towards Thai English shown that there are three emergent themes: 1) Lack of intelligibility of Thai English. 2) Emotional shift experiences 3) the hybridity of Thai and English (Fauziyah et al., 2021).

Apart from studies in the Thai context, there are only a few that considers exploring how Thai English is seen by other non-Thais. Weerachairattana et al. (2019) conducted a study with 130 Chinese university students in China. The finding showed that 33% of the respondents were prone to have a negative opinion towards the varieties of English from the expanding circle countries including Thailand.