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ที่บัณฑิตไทยเขียน: ตัวชี้บอภาษาอังกฤษแบบไทย



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CHARACTERISTIC FEATURES IN ENGLISH
ACKNOWLEDGEMENTS WRITTEN BY
THAI GRADUATES: INDICATORS
FOR THAI ENGLISH



Mr. Kunlaphak Kongsuwannakul

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

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ภาษาอังกฤษได้เข้ามามีบทบาทต่อสังคมไทยเพื่อตอบสนองวัตถุประสงค์ต่างๆมากขึ้น
กว่าในอดีต รวมทั้งในวงการการศึกษาไทยด้วย ซึ่งตามแนวคิดเรื่องการปรับตามภาษาแม่
(nativization) เชื่อได้ว่าภาษาอังกฤษที่ใช้อยู่ในสังคมไทยน่าจะมีลักษณะต่างๆที่สามารถเชื่อมโยง
เข้ากับบริบทสังคมไทย งานวิจัยชิ้นนี้จึงมุ่งที่จะพิสูจน์ว่าภาษาอังกฤษแบบไทยมีอยู่จริง โดยใช้วิธี
วิจัยเชิงปริมาณอันได้แก่ ความถี่ ร้อยละ ค่าเพียร์สันไคสแควร์ (Pearson's chi-square) และค่า
มิวชวลอินฟอร์เมชัน (Mutual Information) และเชิงคุณภาพอันได้แก่ การตีความ การวิเคราะห์
และการอุปนัย ในการศึกษาวิเคราะห์เปรียบเทียบให้เห็นความแตกต่างของข้อมูล
กิตติกรรมประกาศภาษาอังกฤษที่บัณฑิตไทยเขียนและบัณฑิตอเมริกันเขียน โดยใช้ตัวอย่างข้อมูล
กลุ่มละ 150 ชิ้น และสร้างเป็นคลังข้อมูล (corpora)

ผลการวิจัยพบว่า ชุดข้อมูลไทยแตกต่างจากชุดข้อมูลอเมริกันจริง ในแง่ของการใช้คำและ
ความถี่การใช้ การปรากฏร่วมจำเพาะเชิงศัพท์ และคำแสดงต้นวัฒนธรรม ทั้งหมดนี้สามารถ
สรุปเป็น 3 คุณลักษณะใหญ่ ได้แก่ การยึดมั่นในความเป็นทางการ การระบุเฉพาะเจาะจง และ
การขยายความ นอกจากนี้เมื่อพิจารณาจากในแง่ความหมาย และแง่หน้าที่ด้านการสื่อสารและ
ด้านตัวบท พบว่ามีการใช้โครงสร้างในการแสดงความขอบคุณในระดับสูง การระบุบทบาทของผู้
ขอบคุณและผู้ได้รับการขอบคุณ การบรรยายตำแหน่งทางสังคม การกล่าวถึงแบบเฉพาะเจาะจง
และการเพิ่มความจริงจังและเป็นทางการเมื่อกล่าวถึงความรู้สึกผู้ขอบคุณและการกระทำของผู้
ได้รับคำขอบคุณ ผลการวิจัยข้างต้นนี้สรุปได้เป็น 2 คุณลักษณะใหญ่เชิงบริบทสังคมและ
วัฒนธรรมได้แก่ การตระหนักถึงลำดับชั้น และระยะห่างทางสังคม ฉะนั้น จึงสรุปผลการวิจัยที่มี
ต่อแนวสมมุติฐานได้ว่าภาษาอังกฤษแบบไทยมีอยู่จริง

ภาควิชา..... ภาษาอังกฤษ.....

สาขาวิชา..... ภาษาอังกฤษ.....

ปีการศึกษา..... 2548.....

ลายมือชื่อนิสิต..... กุลภักดี..... กองสุวรรณกุล.....

ลายมือชื่ออาจารย์ที่ปรึกษา..... ภาควิชา..... ภิงคารวัฒน์.....

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KEY WORD: THAI ENGLISH / WORLD ENGLISHES / CORPUS-BASED /
ACKNOWLEDGEMENTS GENRE / CONTRASTIVE APPROACH /
FREQUENCY / PERCENTAGE / MUTUAL INFORMATION SCORE / CHI-
SQUARED VALUE / SOCIOCULTURAL TRAITS

KUNLAPHAK KONGSUWANNAKUL : CHARACTERISTIC FEATURES
IN ENGLISH ACKNOWLEDGEMENTS WRITTEN BY THAI
GRADUATES: INDICATORS FOR THAI ENGLISH THESIS ADVISOR:
ASST. PROF. NAMTIP PINGKARAWAT, Ph.D., 143 pp. ISBN 974-53-2668-2.

The Thai educated circle has used English for a broader range of purposes. According to the notion *nativization*, the English language use in Thailand should plausibly contain features that can be categorized as belonging to Thai society. The study, therefore, aims to prove the existence of Thai English. It used quantitative-based approaches, namely frequency, percentage, Pearson's chi-square values, and Mutual Information scores, and qualitative-based approaches, namely interpretation based on previous literature and inductive logic. The data for analysis are from two purpose-specific corpora of Thai and American acknowledgements, each containing 150 pieces of data.

The findings are that Thai graduates' acknowledgements have three qualities in common: fixation on formality, specification and modification. Moreover, when considered from the point of view of their meaning and communicative and textual functions in the acknowledgements discourse, it is also discovered that the graduates tend to use thanking patterns to a great degree, to specify their role and that of their thankees, to describe their thankees' ranking, to address them through specification, to intensify and formalize their feeling, and to intensify their thankees' deeds. These results can be summarized into two major sociocultural traits belonging to Thai graduates in writing English acknowledgements, namely ranking recognition and social distance. Accordingly, the hypothesis that Thai and American English acknowledgements are different, supporting the actual existence of Thai English, is thus confirmed.

Department.....English.....

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Field of study.....English.....

Advisor's signature.....Namtip Pongkawat

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CHAPTER I

INTRODUCTION

1.1 RESEARCH RATIONALE

Of all tongues in Thailand,
English has become so grand—
The great access to technology;
Yet *the* key to modernity.

O, alas, its fate as global language
Is to change in its usage
According to the users' needs,
Flavored with Thai contextual seeds.

At present, English is very important in almost all fields of use in Thailand. It serves a broad range of functions in the society: from being the language of novelty and entertainment to being used as a medium of instruction in the academic circle, from the one attempted by street vendors for the sale of goods to that of international communication, etc. In this way, the English language has “charisma” in Thai contexts and provides a comprehensive service to a great number of people of a wide social and professional spectrum.

Consequently, one cannot help but wonder whether it still remains the same as a native-like one, since it was around 350 years ago that it entered the country (Chutisilp 87). The answer seems somewhat apparent, in that according to the theories of (a) language change through location, time, and usage, and (b) Kachru's three concentric Circles of Englishes, the English language used in Thailand should have undergone alteration to a certain degree. Therefore, simply on account of the two theories, Thais could probably have had TE in their possession for long. Besides, to study **how** the English language has been changed in the surroundings of Thailand is also intriguing.

Nevertheless, the unsubstantiated assertion can never be accepted with ease. It is challenged by several counter-arguments, one among which is the concept of *fossilization*. The thought says, to put simply, that the variety of English understood to be TE is merely a bunch of language learners' fixed errors. From this point of view, the so-called TE is not considered to be in existence and not even worth being studied.

Even though a few studies have been made so far in suggesting the presence of the variety, some people are still in doubt about their validity. The major difficulty seems to lie partly in the matter of number: not only are

there a limited number of studies on TE, yet these existing researches are also mainly qualitative in nature. Accordingly, the current study aims to ultimately prove its existence, by integrating a qualitative approach with systematic quantitative ones. The study makes use of statistical values of language data—as a concrete basis and undeniable source of proof. It examines the Ack genre, as it belongs to educated Thai people. In addition to the numerical discernment, it also interprets these values in relation to Thai social contexts. The means both intend to show that certain characteristic features derived from linguistic evidence are inextricably associated with general Thai ways of life and character traits and thus have in and of themselves created their uniqueness to the variety of English in Thailand. This variation hence deserves the title “Thai English” then, significantly functioning as a Thai cultural bridge to the global community and another national identity.

1.2 OBJECTIVES OF THE RESEARCH

- 1.2.1 To examine whether there are characteristic features in English Acknowledgements written by TGs;
- 1.2.2 To investigate whether the above features, if any, can be explained with regard to the Thai language, Thai culture, or certain Thai social contexts; and
- 1.2.3 To find out whether there exists the variety of English in Thailand.

1.3 STATEMENT OF HYPOTHESIS

English Acks written by Thai graduate students show certain characteristic features distinct from those written by speakers of English in the Inner Circle, suggesting that there does exist the Thai variety of English.

1.4 SCOPE OF THE RESEARCH

The **data corpora** for examination are formed of one corpus of data samples written by Thai graduate students and the other by American ones. The former consists of sampled Acks in theses that were approved during the academic years 1990-2003 at the four universities: AU, CU, MU, and TU. Their minimum length is 150 words. The latter comprises data of the same type produced by graduate students in the United States of America during the same period of time. Note that the sources of the American corpus are many universities across the country, on grounds of the plausible reflection of general AE characteristics of the genre.

The reason for why AE is selected as the contrasting base for TE confirmation should be set out here. First of all, it is an undeniable fact that currently the United States of America is remarkably powerful in terms of politics, media, commerce, economy, etc. The widespread influence of AE should be pervasive and considerable in the world accordingly. As such, it would be beneficial for this study and its implications to contrast the Ack genre of TE with that of this mainstream English variety. Also, as this thesis deals with language use in the domain of education, the influential English variety for international education should be the center of attention. According to Graddol, English accounts for 53 percent of languages of international education and 43 percent of this amount takes place in the US, when compared with 25 percent in the UK (76, Figure 2.5). Therefore, given that AE is important in both the global and educational aspects, it could well function as the contrastive varietal foundation for the present study.

The scope of **data investigation** covers (a) quantitative analysis: comparing and contrasting the two corpora based on frequency, cumulative frequency, percentage, cumulative percentage, Pearson's chi-square test, and Mutual Information test, and (b) qualitative analysis: interpreting data based on previous research and inductive logic.

1.5 LIMITATIONS OF THE RESEARCH

The first limitation is the coverage of English Circles. This study does not cover all Circles of English proposed by Kachru. In other words, there is no consideration of the English language in the Outer Circle. This is based on the grounds that (a) the ultimate goal of the study is to prove the existence of the English variety in Thailand, not to compare English across the three Circles; and (b) once the variety is proved existent, future research comparing the three Circles can subsequently be conducted.

The other limitation is that it assumes sampled AE Acks are of Americans. This is based on the step in which they are screened first in terms of their writers' names. I realize the name screening cannot guarantee that the data are absolutely American. However, it is also the context of language use that should rather influence the way the language is produced under a particular circumstance. Therefore, the American settings certainly affect the language use in the Ack genre. AE is also a collective term and has several regional dialects in itself. The sampled AE Acks are hence assumed to be broadly representative of AE Acks, as they are collected randomly from many universities in America.

1.6 ASSUMPTIONS OF THE RESEARCH

The first assumption of the study is that the data analyzed can be representatives of the data population. This can be claimed on the grounds of (a) the data collation of random sampling and (b) an even distribution of data sources.

As the primary objective of this research is to prove the existence of the English variety in Thailand, the characteristics to be discussed are therefore focused upon as a general picture, not distinguished in accordance with such factors as age, gender, and social class. Once its existence is confirmed, further sociolinguistic research on TE focusing on its variation can certainly be carried out.

As for type of educational institution, it is assumed in the first place that it does not have an effect on the way TE is expressed in general. This is based on the grounds that both public and private universities are in the same Thai society. Even though the milieu within the types of university might be slightly varied, the society encompassing them is exclusively urban and Thai. Of course, it must not be forgotten that a primary objective of this study is to obtain some common features belonging to TE, not some distinguishing ones attributed to a particular institution.

Another assumption worth being noticed is that before a person is admitted to a graduate program, there is usually a test of English proficiency set by its university or program, as evidenced by the requirements of CU, for instance. As a consequence, the minimum English proficiency and competence of a graduate student can be guaranteed to a certain extent.

Lastly, the educational level—whether Master's or doctoral—does not presumably influence the way TE is expressed either, since the interpretation concerns cultural and social identity, not a body of specific, academic knowledge.

1.7 RESEARCH TERMS AND ABBREVIATIONS

The following terms and abbreviations are grouped according to their similarity in usage and arranged in alphabetical order.

AC and **TC**—the American corpus and the Thai corpus. They refer to the two data collections specially built up and used in this study.

ACF and **TCF**—the occurrence frequency of a particular word in its respective corpus.

Ack—Acknowledgements. It refers specifically to a piece of writing containing words of gratitude which can be found in the frontal part of a Master's or doctoral thesis, thus excluding one from a textbook or an article.

AE and **TE**—American English and Thai English. A note here is that although an objective of the study is the proving of TE existence, the phrase and its shortened form should still be deployed for convenience in reference.

AG and **TG**—an American graduate and a Thai graduate. Generally, they will be used in its plural form, AGs and TGs, unless otherwise required.

AH_x, **AS_x**, **TH_x**, and **TS_x**—the x^{th} piece of sampled data from its respective corpus of the English variety appearing in Appendices A and B. The composite letters *H* and *S* signify the subcorpora, Humanities and Sciences, where a particular example is taken from.

AU, **CU**, **MU**, and **TU**—Assumption University, Chulalongkorn University, Mahidol University, and Thammasat University.

CF and **F**—cumulative frequency, and frequency of a particular word or expression. Therefore, when a frequency is changed into percentage, its cumulative percentage is represented as C%.

H and **S**—Humanities and Sciences, as overall fields of study for the graduates.

MI—Mutual Information: a value signifying the collocational strength of a pair of words.

Tke and **tkr**—a thankee and a thanker. A tke is the person who receives words of thanks and/or appreciation from her/his tkr.

TP—thanking pattern. It is either of the four major TPs used repeatedly in expressing words of gratitude to a particular tke. (For further details, see Appendix G.)

1.8 RESEARCH SIGNIFICANCE

The research results will disclose the characteristics of English Acks written by TGs—in terms of linguistic features and cultural content—and thus TE. This helps confirm the existence of the TE variety, at the very least for this particular genre. The status and dignity of this variety will also be established in the World Englishes circle. Of course, this study will additionally amount to an attempt to keep pace with the current of globalization and its successive consequence “the rapid spread of English.” The increasing usage of English results in a great range of English varieties occurring throughout the world. As such, the current study can somehow be part of the attempt to consummate researches on Expanding Circle English, as “very little academic research is yet available on the nature of local variation in English structure and use” (Crystal 2003, 358). Towards the world community, the study can in a point of view help fulfill the features of International English.

As to implications of this research, there is an effect on English language teaching. The primary one would be which standard English we should resort to. This is a major concern arising worldwide. To that question, many offer the solution of International English, which seems to encompass linguistic forms and meanings that are intelligible to the global population. This descriptive study, thus, provides a point of view to this concern: what TE linguistic forms and distinct meanings would be and what would not. The latter, which implies the properties that are not distinct only to the Thai community, would in some sense mean a potential manifestation of International English.



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CHAPTER II

LITERATURE REVIEW

2.1 WORLD ENGLISHES AND RELATED ISSUES

This part will provide the theoretical base supporting the conduct of this study.

2.1.1 WORLD ENGLISHES

World Englishes is the theory proposing the idea that the English language has divergent forms across regions around the world. Such divergence can be originally observed even among native speakers of English. An exemplar is the case of AE and British English, which are claimed and empirically found to be different to some extent from each other (See, for example, Jenkins 74-75). In lexical level, for instance, AE *soccer* is British English *football* (Cambridge International Dictionary of English 1370 and 546 respectively).

In the light of this theory, it can be put further that the differences of English varieties can be found at all levels, from phonetic to discursal ones (Jenkins 8, 23-28). They, moreover, are not restricted to only English native speakers; instead, non-native varieties of English also bear distinction in a very similar fashion (op cit 23-28). As such, the theoretical scheme is entitled 'World Englishes' or 'WE,' thereby reflecting the plurality and diversity of this originally British language and linking up the global populace via its "alchemy" (Kachru 1990).

This conceptual framework of WE is originally proposed by Kachru in 1988, established around the model of three concentric Circles of English (Jenkins 16) (See Figure 1 below). The criteria first applied to form it are the range and depth of English use in a particular country or area, namely in acquisitional, sociocultural, motivational, and functional terms (Kachru 1983, 37). In other words, what is used to distinguish a Circle from the other two is (a) the type of English development, (b) the acquisitional pattern, and (c) the amount of functions English performs (Jenkins 15). Though attacked for being simplistic (op cit 17-18), the framework is still held to be practical in that it is easy to understand and use and reflects "historical and social issues" in the notion of WE (Crystal 2003, 107).

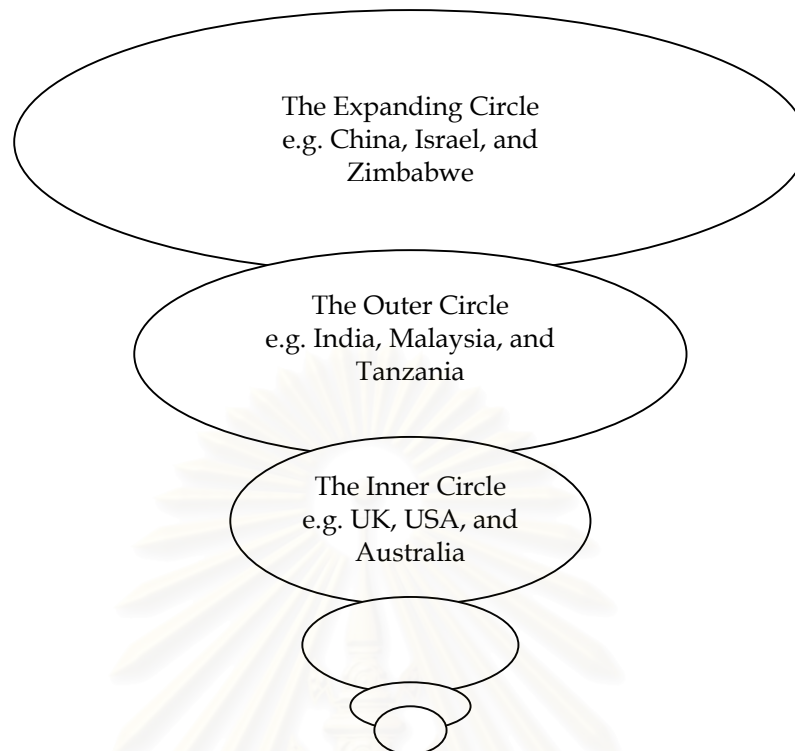


Figure 1 Kachru's Three-Circle Model of WE (adapted, Jenkins 16)

Note that the model above is presented in a vertical way rather than a truly concentric one. This is due to the fact that this version is the “most frequently cited” one (Jenkins 16). With the focus of interest at this original idea of Kachru, the **Inner Circle** signifies the countries, such as *Australia*, *Britain*, and *Canada* (Crystal 2003, 107; and McKay 6-9), where English is the primary or dominant language or, put succinctly, the first language (Crystal 2003, 115). The function of English in this Circle is extensive: it is used in almost all kinds of public discourse, from media to government, and from education to creative literature (Kachru and Nelson 13). The next Circle, called the **Outer Circle**, embodies the countries or communities, such as *Hong Kong*, *India*, and *Kenya*, where English has the status of a second language in a multilingual locale (Crystal 2003, 107; and McKay 9). These countries and areas are mostly related to the period of colonialism (Crystal 2003, 107), constituting a non-native yet institutionalized function of the language (ibid; and Kachru and Nelson 13), whereby it plays a crucial role in education, authorized administration, literary documents, and popular culture (Kachru and Nelson 13). The outermost and largest Circle, named the **Expanding Circle**, illustrates the countries, such as *China*, *Egypt*, and *Russia*, where the language takes the position of a foreign language, manifesting its importance as an international language (Crystal 2003, 107). In these states, English is normally neither an official language, nor is it given any special status in terms of language policy (ibid).

Evaluated by the theoretical framework elaborated here, Thailand should plausibly be in the Expanding Circle. Nevertheless, earlier research seems to some people not to be sufficient for confirming the existence of TE in the eyes of the world, especially the EFL circle. Some even think TE is merely a disguise of learner language in Thailand. Hence, this current study will be another concerted attempt to ultimately prove its actuality by means of showing the connection between writings of Thai competent users of English and Thai contextual settings.

2.1.2 NATIVIZATION

Another key concept in support of WE and thus this research project is **nativization**. The process can be in a simple way defined as the process in which a language is influenced by local language(s), regional ways of life and other related factors indigenous to the place where it is used, in this way creating a variation of that language. It, accordingly, is synonymous with **localization** and **acculturation**. To see whether a language product is or has been nativized or not, one certainly needs to somehow trace it back to its influential contexts, e.g. prevailing social attitudes and cultural values. To put it specifically, nativization is:

[T]he result of those **productive linguistic innovations** which are determined by the **localized functions** of a second language variety [as well as a foreign language variety, for the present case], the “**culture of conversation**” and **communicative strategies** in new situations, and the “**transfer**” from **local languages**. [bold mine] (Kachru 1990, 21-22)

The reason for the “being” of this process should plausibly be that a generated variety is to correspond with and conform to communicative necessities, insofar as “[u]sers of English in each region **mold** the language according to their needs” [bold mine] (Pingkarawat 24). In a communicative situation, one has to think over not only the content or message they wish to put across but also the background knowledge of their hearer(s), the desired result, and so on. Hence, the yielded linguistic outcome will be filled with surrounding contexts, in order to “impart local traditions and cultural values” (Kachru 1992, 357-9, qtd. in Jenkins 63).

To find justification of this process from a larger-scale theory, one will ultimately come up with the concept of language change and variation (Kachru 1990, 10). Fundamentally, language changes in accordance with time, place and usage (Baugh and Cable 1993). This can be evidenced by the history of the English language itself, e.g. from Old English to Modern English (= through time), from British English to Australian English (= through place), and from court summons to chatroom talk (= through usage).

Concerning some benefits of the process of nativization, in particular that of English, please consider the following excerpt:

[I]n its localized varieties, English has become the main vehicle for **interaction** among its **non-native** users, with distinct linguistic and cultural backgrounds.... The culture-bound localized strategies... transcreated in English are **more effective** and **culturally significant** than are the 'native' strategies for interaction. [bold mine] (Kachru 1992, 357-9, qtd. in Jenkins 63)

It is clear from the above quotation that the value of a nativized English variety lies in both communicative and cultural terms. The variety could show shared culture and thus make the communication even more meaningful than an original one could.

An example of nativized varieties of English includes **Euro-English**. Jenkins discusses the changing role of English in Europe (42-43). The language is not merely the "de facto European lingua franca" but becomes the language that "can [even] express the 'social identities' of its European non-native speakers" (42). According to her citation of Berns (1995), this European English also embodies adaptations and innovations introduced by Europeans, so as to "effectively de-Americanize and de-Anglicize English" (6-7, qtd. 43). For this reason, the new variety of English will comprise:

[A] number of grammatical, lexical, phonological and discursal features found in individual mainland European languages along with some items common to many of these languages but not to standard British (or American) English. (Jenkins 42)

From this given example of a localized variety of English, it is obvious that the nativization process exists in reality and thus helps form a new variety of English with features derived from social values and linguistic characteristics indigenous to the locale where it is used in. In this process, of course, some features which are somewhat distinctive to such mainstream English varieties as American and British Englishes may also be eliminated or, to put more gently, reduced, as they are no longer relevant to the context of communication.

In particular respect of this present study, it should definitely be the case that the English language used in Thailand has been nativized, giving rise to TE. It, moreover, could possibly be traced back to its potent factors, such as the Thai language and Thai social and cultural settings. This estimated status quo would mean de-Americanization and/or de-Anglicization and hence "Thai-ization," owing to communicative needs of this group of non-native English users. In order to be sure of this, one undoubtedly needs to find evidence of localized features in English text

produced by Thais that can be related to Thai social contexts and/or the Thai language.

As for types of linguistic features to be examined, it might be safe to follow Kachru and Nelson's suggestion on studies into non-native varieties that "[i]n assessing written text, one can notice word choice or *lexis*, preferred word combinations or *collocations*, and grammar" (12). Thus, lexis, collocations, and certain grammar points will be main investigating foci in this research project, then expanding to the Thai language, Thai culture and ways of life.

A further resultant implication is that when AE can be perceived as an identity of Americans (Crystal 2003, 83), Euro-English an identity of Europeans (Jenkins 42ff), and Indian English an identity of Indians (Kachru 1990, 33ff; and Jenkins 133), then TE, once confirmed, could also be another identity of Thais in much the same way.

Another additional yet useful result of finding features characteristic of TE is that once one has knowledge of TE characteristic features in the text type to be studied and their awareness of the features is as a consequence raised, they could then better circumvent possible communicative problems of incomprehension and misunderstanding due to variety-specific aspects. Being aware of TE attributes, they can thereby opt for the so-called **International English**.

International English is the English variety claimed and aimed to be the language variety shared by all-English variety users. Some people say it has to be made up all new, but others say it is simply any English variety with neutralized accent and no culture-specific expression. Whatever be it, it is hoped to be useful to international communication and intelligibility. In my opinion, the latter case seems promising, for it seems to be impossible for all the English users of the three Circles of Englishes to completely leave out their accent and proudness of their identities. It, instead, could possibly refer to the **way** or **attempt** of every individual English user to minimize their accent and strong culture- and society-specific features, with the shared, ultimate goal to facilitate a particular communicative situation and thus mutual intelligibility. In this way, International English can be equated with a global communicative strategy, starting with the recognition of one's own identity through nativized sociolinguistic features. Put specifically, this current study will provide the knowledge of predominant TE features in a selected genre, insofar as one recognizes them and can produce English texts with fewer (or even no) Thai culture-bound attributes, if one wishes to attain International English.

2.1.3 ENGLISH VARIETY IN THAILAND

This part will provide some concrete evidence from previous pertinent research in favor of the uniqueness of the English variety in

Thailand. Discussion of them will also be given, insofar as the conduct of this current study is justified.

The first study to be mentioned is Chutisilp's dissertation on *A Sociolinguistic Study of an Additional Language: English in Thailand* (1984). Her study could be regarded as "[t]he pioneer work on Thai English" (Pingkarawat 26). She attempts to analyze "the Thai variety of English" through "its characteristics as a non-native variety and the extent to which the English language has been acculturated and contextualized in the Thai community" (Chutisilp 9). Her approach used in the content analysis is the Firthian framework of 'context of situation' (14), an approach in sociolinguistic studies of language, seeking "formal and functional characteristics of Thai English" (ibid). Her data for analysis are (a) two leading English newspapers published in Thailand: the *Bangkok Post* and the *Nation Review*; (b) two major Thai-language magazines: *Satrisarn* and *Skulthai* (to show the impact English has upon the Thai language, such as code-mixing and loanwords); and (c) English novels and English translations of Thai popular short stories and novels: (i) *Little Things*, (ii) *The Politician and Other Thai Stories*, (iii) *My Life*, (iv) *Rattanakosin Bicentennial Life and People in Commemoration of Bangkok 200 Years*, (v) *The Judgement*, and (vi) *Before the Buds Have Opened* (15-20).

She finds that on the basis of contextualization, the context-specific features connected with the Thainess in TE writings are (a) transfer, e.g. that of the notions of superiority and inferiority into TE texts; (b) translation, e.g. *thick skinned*; (c) shifts, e.g. *the Holy Mother Wood*; (d) lexical borrowings, e.g. *Mom Luang* or *M.L.*; (e) hybridization, e.g. *big sala*; and (f) reduplication, as in *he ate and ate and ate* (120-144). Aside from these features of English in Thai context, she also discovers that "Thai users of English have transferred the Thai processes of thinking and writing into English" (22), recognized as TE style and discourse. Such transfer includes (a) lack of connectors; (b) use of unspecified speakers; (c) long sentences with many pre- or post- modifiers; (d) one-sentence paragraphs; (e) lots of figurative description; (f) use of pretentious words; (g) wordiness; (h) differing modes of address; and of course (i) the governing of the Thai way of thinking and Thai culture (160-182).

In this way, her study "presents a **broad** picture of the Thai variety of English" [bold mine] (Pingkarawat 26). Nevertheless, some may think this study is very broad and thus lacking in specificity. Its general methodology, furthermore, seems to have a major flaw in that it is totally qualitative in nature. Even though this might not be a great fault in itself, it is still prone to several attacks, for example, that it does not compare and contrast TE-claimed features with those of other varieties of English. For instance, it is not said at all that such features as reduplication or lack of connectors are not found in, for example, British English novels. Moreover, the source of

data seems to bring up some challenging questions, because it focuses much on fiction, which is in turn bound up with creativity of individuals. For example, she bases the discovery of “the style of writing and discourse of Thai English” (151)—forming an entire chapter, Chapter VI—**only** upon examples “taken from contact literature written by Thai English users” (ibid). Note that merely six novels are used in her study.

What seems missing is therefore a study into TE which does not base its scope of data solely upon a group of a few TE users. A much larger group of them should be of especial importance instead. A new study on TE, besides, should try at its best to integrate quantitative, contrastive approaches into analysis. Accordingly, this current project is trying to do so.

Another piece of evidence is Pingkarawat’s study on *Cohesive Features in Documentary Articles from English Newspapers in Thailand and in America* (2002). She bases her research objectives on Kachru’s notion of acculturation, assuming that documentary articles of an English newspaper in Thailand (namely *Bangkok Post*, a representative Expanding Circle English newspaper) would have distinctive features in terms of cohesive devices, when compared with those in an American English newspaper (namely *Herald Tribune*, an exemplary Inner Circle English newspaper). Her analyzing framework is the cohesion analysis which was proposed in 1976 by Halliday and Hasan in *Cohesion in English*. Her data for analysis are ten documentary articles taken selectively from each of the two aforementioned newspapers in May 2001. They were qualitatively studied with respect to (a) three cohesive ties—namely grammatical, lexical, and conjunctive ties—and (b) five types of tie distance—namely (i) immediate, (ii) mediated, (iii) non-mediated, (iv) mediated and non-mediated, and (v) cataphoric ones. Then, the analysis results were concluded quantitatively.

She finds that the Thai articles create cohesion with the help of (a) grammatical ties to a somewhat higher degree but (b) lexical and conjunctive ties to a slightly lower degree than their American counterparts do. She looks in detail at the differences between the Thai and American use of grammatical ties and lexical ties, and discovers that the Thai texts use (a) more of pronouns and demonstratives (which are grammatical ties), (b) more of repetitions (which is a lexical tie), and (c) fewer of synonyms and collocations (also lexical ties) than the American texts do. She accounts for these three points of difference with transfer of Thai discourse patterns. As for the types of tie distance, she finds that only Thai pronoun and demonstrative ties are used similarly to American ones, i.e. the mediated and non-mediated type being the highest. The three lexical ties in the Thai articles prefer types of tie distance different from their American counterparts.

Accordingly, her work provides solid evidence that the Thai and American documentary articles have their own distinctive cohesive features. She concludes that this English variety in Thailand—an Expanding Circle variety—has really undergone nativization, just like other Outer Circle English varieties. It is good that, unlike Chutisilp, she uses a contrastive approach. What remains worth researching further, nonetheless, lies in the aspects of the number of studied articles and their writers. First, with respect to the number, it is apparent that her study is small-scale, paying meticulous attention to ten pieces of writing of each variety. Therefore, it is thought-provoking to examine whether, when a larger-scale study is carried out, the finding that the English language used in Thailand bears marked distinction from that in America is still true or not. If yes, the follow-up study would for certain confirm her study results and eventually the existence of TE. Second, the ten pieces of writing of each variety are undoubtedly written by a small group of column/section writers. It, accordingly, is intriguing to broaden the scope of data writers to such a larger group of TE writers that a comprehensive picture of TE properties in a chosen genre can be captured.

Therefore, the current study will try to control such variables as (a) data amount, and (b) random distribution of a wider range of writers, in order to yield results clearly reflecting the entire data population of a selected genre.

To conclude, there exist some features in the English text produced by Thai people. These features could range from overt, such as loanwords, to covert ones, such as cohesive devices. They may possibly be attributable to Thai settings, especially the Thai language and culture. What seems important is also that these previous studies are mostly qualitative in nature. The present study is on this account trying to integrate quantitative approaches into TE studies.

2.2 LINGUISTIC RELATIVITY AND RELATED ISSUES

This part will provide general concepts in support of WE and thus the hypothesis of this current study.

2.2.1 LINGUISTIC RELATIVITY

Linguistic Relativity is the hypothesis proposing that the structure of the language one speaks to a certain degree determines or even limits the way they can perceive the world (Matthews 328; and Trask 169). That is to say, the conceptions of the world where they live in are formed by the semantic structure of their language (Matthews 328). The thesis can be traced back to the ideas of several scholars in the past, for example Roger

Bacon (1220-92), Wilhelm von Humboldt (1767-1835), and Franz Boas (1858-1942) (Malmkjær 346). Nonetheless, this notion is developed greatly by Edward Sapir (1884-1939) and flourishes in the hands of Benjamin Lee Whorf (1897-1941), who is Sapir's student (Malmkjær 346; and Trask 169). Accordingly, apart from the hypothesis of linguistic relativism or linguistic determinism, the “dictum” can also be called the **Sapir-Whorf hypothesis** (Matthews 328; and Trask 170).

An example of differences might be seen in a discovery of Whorf himself. After researching on several native American languages, he, in fascination, found that “different languages appeared to divide up the world differently, and that, further, a concept that was represented as a ‘thing’ in one language might be represented as an ‘event’ or a ‘process’ in another” (Trask 169-170).

To suit the research at hand better, consider:

[T]he essential idea of linguistic relativity, the idea that **culture, through language, affects the way we think**, especially perhaps our classification of the experienced world. Much of our experience seems to support some such idea, for example the phenomenology of **struggling with a second language**, where we find that the summit of competence is **forever over the next horizon** [bold mine] (Gumperz and Levinson 1)

From the excerpt, it is clear that culture affects perception by means of language, which in turn is part of culture. In other words, (a) the culture somebody grows in and (b) its language together have an effect upon their perception and thus thought. Based on this proposition, when extending to the present research at hand, it should follow that Thai culture, through the Thai language, affects the perception and thought of Thai people, in much the same way that, to repeat this pattern, American culture, through AE language, affects the perception and thought of American people. In this way, the “first” languages and cultures should **pre-eminently** have a great impact on their respective peoples. Considering the situation of this current thesis, the Thai language and culture could somehow affect Thai people's mind and thought, though they express themselves in English, which is by no means their native language. Therefore, it could be concluded that their English language is anyhow different from that of American people.

2.2.2 LANGUAGE AND CULTURE

Communication is of vital importance to human life. Though we have a great number of ways to communicate, natural languages are “the most frequently used and most efficient carriers of messages between people” (Ronowicz 4). They can be in a simple way defined as consisting of lexicon, grammar, pronunciation and orthography (ibid). Nevertheless, they do not work solely on its own; instead:

Every language functions in a community **within the framework of its culture** and, consequently, successful communication depends to a large extent on such things as what the content of the utterance actually refers to, which of the grammatically correct words, phrases or sentence patterns suit a given situation, and which do not, when to say things and how or, for that matter, whether to say anything at all.
[bold mine] (op cit 5)

Accordingly, language and culture are widely accepted to have a close interrelationship between each other. Yet, language and culture are not inextricable, and their connection is not fixed either. One language, as Malcolm argues for it clearly, may be the carrier of “more than one culture” (123). The proposition is the case indeed, as evidenced by varieties of English themselves. To put everything precisely, language is closely related to culture in that whenever a language performs in communicative situations, it has to work **under** the influence of a culture, not necessarily the original culture in which it is given rise to. In short, “language represents cognition and culture but not ... it determines them” (ibid). (Note that this idea seems to somewhat contradict the “strong” version of linguistic determinism. In my opinion, the assertion that culture **influences** thought through language--not completely **determines** it--is the best way to effect a reconciliation.) It is therefore an objective of this study to prove the English language in Thailand is controlled ultimately by Thai culture.

Up to this point, it must be reminded that the variety-to-be-proven can also imply a Thai identity. This is because culture gives rise to identity and identity manifests itself for the most part in the form of language, as in the statement that:

[I]dentity is not simply the source of culture but the **outcome of culture**: in other words, it is a **cultural effect**. And **language**, as a fundamental resource for **cultural production**, is hence also a fundamental resource for **identity production**.
[bold mine] (Bucholtz and Hall 382)

From this quotation, it is obvious that culture expresses its self through language, at the meantime rendering identity. Thus, to obtain TE is more or less equal to tracing back to Thai culture. Specifically, to achieve the objective means that one must try to figure out the Thai cultural traits governing a given text, so as to distinguish it from other ones. How to do so is quite another matter. To get an appropriate framework for relating a particular found feature to a proper position in Thai cultural complexities, I opt for the aid of Moran’s framework (2001) for illustrating the interplay of five interrelated dimensions of culture (24ff).

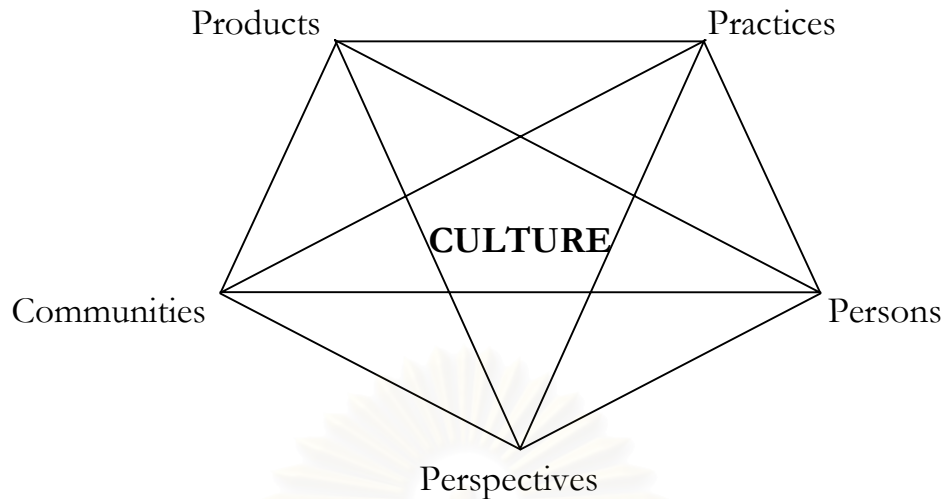


Figure 2 The Five Dimensions of Culture (Moran 24)

Before going into details of each node of this framework, please consider the definition of culture, its center, insofar as the understanding of interrelationship between the five dimensions is enriched. His definition of culture is that:

Culture is the evolving way of life of a group of **persons**, consisting of a shared set of **practices** associated with a shared set of **products**, based upon a shared set of **perspectives** on the world, and set within specific **social contexts**. [bold mine] (24)

The **Products** node represents all objects that are produced and/or adopted by the members of a culture. It also includes things in the environment, thus encompassing tangible and intangible objects, e.g. written language as well as complex institutions. According to him, these are “located and organized in physical places” (25).

The **Practices** node expresses actions and interactions performed by the members, either in an individual or interactive way. It includes (a) communication and self-expression, (b) interpretations of time, space, and communicative context in social situations, and (c) ideas of appropriateness (ibid).

The **Perspectives** node is constituted of “the perceptions, beliefs, values, and attitudes that underlie the products and that guide persons and communities in the practices of the culture” (ibid). It is said that perspectives are often implicit and thus outside of conscious awareness. They also give meaning and worldview toward life, i.e. a characteristic outlook or orientation (ibid).

The **Communities** node encompasses “specific social contexts, circumstances, and groups” (ibid) where cultural practices are carried out.

These contexts run from shapeless communities, e.g. language, religion and socioeconomic class to “narrowly defined groupings,” e.g. coworkers and family (ibid).

The **Persons** node denotes the individual members manifesting “the culture and its communities in unique ways” (ibid). The culture is present in each individual member as well as in the social groups the persons make up. In this way, individuality and collectiveness—i.e. psychologically and socially—are properties of a culture.

This framework of Moran will play a great role in Chapter V, where linkage between unique linguistic features found and their related locales in Thai culture has to be established. This is in order that the real connection between them is consolidated, proving the existence of TE.

2.2.3 SOME RELEVANT RESEARCH TO THE STUDY

A study worth mentioning here to exemplify distinctive influences of Thai and English over respective native speakers’ perception and mind is Charunrochana’s dissertation on *The Relationship between Nominal Grammatical Categories and the Cognitive System of Thai and English Speakers* (2000). She bases her research objectives upon the linguistic relativity hypothesis, assuming that three grammatical categories—i.e. number, countability, and classifier—would have an impact on the cognitive systems of Thai and English speakers. Her experimental subjects of 30 Thai speakers and 30 English speakers were asked (a) to look at six pictures and to describe them verbally (= experiment on attention), (b) to answer questions as to objects in the pictures (= experiment on memory), and (c) to group real inanimate objects (= experiment on object classification).

She finds that the English subjects pay higher attention to numbers, memorize numbers better, and identify objects more on the basis of numbers than do the Thai ones. The English subjects, moreover, pay more attention to discrete objects, and memorize them better than their counterparts. Yet, both the groups classify objects—based on substance of the objects—in a statistically equal terms.

The main point to be asserted here is that Charunrochana’s study makes clear that indigenous languages, in particular Thai and English, really have an effect upon the cognitive systems of respective speakers. Put simply, mother tongues are closely related to their speakers’ perceptions, especially in the cases of Thai and English speakers. A logical consequence can therefore follow in the way that the Thai language affects Thai people’s cognitive systems, which in turn have an effect upon the English language produced by the people. Accordingly, with respect to the situation of this current study, it is even more intriguing to explore whether when eventual language products are seemingly similar but are produced by speakers of

different indigenous languages, the Englishes of the two sources (TGs and AGs) are still exactly the same or not.

2.3 THE ACKNOWLEDGEMENTS GENRE

This part will justify the selection of the Ack genre as the source of data for analysis.

2.3.1 SOME REMARKS ABOUT THE GENRE

As it has been shown earlier that the WE theory is justified in itself and by the linguistic relativity hypothesis, an appropriate source of data is therefore to be located. Even though there is a vast array of English text types in Thailand, not many of them can be collected in a large number and are produced by a variety of users. Among them, the Ack genre is a promising choice. This is because it has several advantageous aspects, as Kachru puts it particularly:

The ornateness and transfer of the deferential style from L_1 to L_2 can be illustrated from another source of **educated non-native English**, namely, **acknowledgements** in published books [and also theses, for the present case]. What might appear unnecessarily docile or servile to a Western reader is again dependent on how **an Asian** or an African views a **teacher or superior in his culture**, and on how the L_1 provides **formal choices** to structure such a **cultural attitude**. In English, these factors must be presented in a complex way, and native speakers are left to draw their own conclusions. [bold mine] (1983, 339)

Since a connection with Thai sociocultural contexts has to be established, the Ack genre seems to be a really viable alternative. According to the above quoted assertion, this non-native text type is of educated people, thus reducing the possibility of including learner language into the analysis. It can show (a) the influence of L_1 (here the Thai language) and (b) one's point of view (which is formed in and by Thai social values), perhaps due to its "optional, nonexaminable status" (Hyland 248), thus maintaining its **purity** to a great extent. Moreover, collecting a large number of samples of this discourse is also possible. All in all, both Thai formal and cultural characteristics can be observed through the discourse.

2.3.2 SOME RESEARCH ON THE GENRE

The first study to be mentioned is Giannoni's *Worlds of Gratitude: A Contrastive Study of Acknowledgement Texts in English and Italian Research Articles* (2002). He bases his investigation upon Swales's model CARS (Creating a Research Space), looking for the sociopragmatic norms governing the form

of scholarly communication in varied disciplinary and language communities. His analyzing approach is the genre-analytic contrastive one. His data are 50 Ack texts from 50 Anglo-American research journals and 50 Ack texts from 19 Italian research journals. Both of the groups form the English Corpus and the Italian Corpus respectively. Half of each 50-text corpus is formed of Humanities data, and the rest of Sciences data.

An interesting finding is that, after identifying an optional Introductory Move which precedes the Main Move in an Ack text, some Italian Humanities Acks have an additional step in the Introductory Move for “asserting commonality/authorship” (10ff). He interprets this as a way to (a) inform the readers of “who to talk to” and (b) overcome the disagreement between the authors (15). Apart from this difference in “socio-rhetorical construction,” another intriguing finding is that in both the corpora, far more Sciences Ack texts contain the attachment of “honorifics” to, in his terms, acknowledgees than Humanities Acks do (21). He interprets this as the manifestation that “scientists are more conscious of hierarchy, or at least more willing to signal the acknowledgee’s status” (ibid) in order to “appease the contributor’s positive face” (ibid). In his point of view, Acks are “private texts for publication” in that they contain a reference to an acknowledgee “as a personal acquaintance and a public figure” (20).

There are a few further questions rising from his study. The first one is whether his findings will still be true, when the Ack data are from theses (which aim at a limited group of audiences), not from the articles of academic journals (which focus on a greater range of the public audience). The second is whether Acks in the same language but by users of different English Circles or varieties will be similar, since they are not written in different languages as his study does explore. His research finding might not be able to generalize to data with more or less similar purpose yet different contexts. These two important questions are considered for the construction of the research hypothesis.

Another study which is more relevant to the present research is Hyland’s *Dissertation Acknowledgements: The Anatomy of a Cinderella Genre* (2003). His corpus-based study possibly uses a discourse analytic approach (though not mentioned explicitly), trying to obtain insights as to “disciplinary environments for research and patterns of academic exchange and patronage” (247) shown in 240 pieces of Ack in master’s and doctoral theses written by non-native English speaking students at five universities in Hong Kong. The data in his analysis can be divided into two main corpora: M.A. and Ph.D. ones, each containing 20 randomly collected pieces of Ack from six disciplines: biology, computer science, electronic engineering, applied

linguistics, business studies, and public administration. Additionally, two master's students and two doctoral students from each of the mentioned disciplines are interviewed, seeking (a) their understanding about meaning of Acks and (b) their thoughts about their own disciplinary practice.

An interesting finding of his is that all the doctoral Acks are approximately twice as long as the master's ones (249). He interprets this finding as a reflection of the fact that for Ph.D. students, the Ack text is a place where they can show courtesy and publicly recognize the importance of their mentors and other helping hands, as they anticipate an academic career and accept the "cultural frame" for their future academic lives (269). By contrast, master's students, he continues, merely study part-time and wait to go back to their own professional lives. Thus, for them, Acks are simply a convention. The point of mentioning this discovery of his is that I do recognize such a difference between master's and doctoral students' writings. It, however, is not an intention of this present project to seek some sub-features of this sort. To get a general picture of TE in Acks is instead an objective here. Hence, after this study has been finished, future research can then embody that kind of sub-layer investigation.

Nevertheless, he also discusses in length the similarities/differences of Acks by graduates in the "hard" disciplines (254, 256) (probably namely biology, computer science, and electronic engineering) and those in the "soft" fields (255, 257) (likely namely applied linguistics, business studies, and public administration). This clearly implies that the two disciplinary poles affect the way Acks are interpreted and written. I recognize this determining factor and hence manage to balance the amount of Acks from the two poles, in order to maintain the general representativeness of TE Acks.

Another finding is that almost **half** of 1,400 separate acts of acknowledgement are to academics, especially supervisors. This prompts this current study to prepare for the possibility that the language usage of TGs in relation to this group of tkes would possibly be the center of attention.

Moreover, as he puts it, "[i]t is interesting that these writers [= non-native English users in his study] tended to make explicit the kind of help they received" (250), it could therefore be expected that TGs, who are similarly non-native users of English, might behave in a more or less resembling manner. For example, they might use the language in the Ack genre in an explicit way. That is to say, their English in the thanking discourse might be more specific and explicit by comparison with that of AGs.

Hyland, besides, makes an interesting interpretation that:

Acknowledgements potentially announce a **relationship binding author and addressee** in a mechanism of **mutual indebtedness** which can **benefit both parties over a longer term**: the supervisor offering the guidance and benevolence of an established academic and the writer the esteem and loyalty of a grateful mentee. [bold mine] (256)

This quotation seems to suggest that, if one wishes to examine an Ack, it seems necessary to take into account both tkr's and tke's roles and relationship. This might be due to the fact that the genre can be considered as a channel for communication between tkr's and tke's, in which the latter do not need to respond immediately. Therefore, the two parties' roles perceived by themselves and by the related community should of course have a discernible effect upon the language of the genre.

What is more intriguing is that:

“Of all academics, 96% in the corpus were referred to using their **full names with an honorific**, even if this was a simple *Mr.* or *Ms.*, and only 2% were mentioned without a title of any kind. **None at all** were mentioned **by the first name only**, and occasionally, this explicit marking of respect led to the **excessively formal**” [bold mine] (257-8)

Since TGs and Hong Kong graduates are both non-native speakers of English and are both Asian, it is possible that in the analysis of the current study, a finding of this sort might likewise be found. The finding-to-be of this study could possibly be even clearer than his, because the data of the same type produced by Inner Circle English users are also taken into contrast, whereas he does not at all take Acks of the same kind by Inner Circle English users into consideration. In this way, this study could claim that the features of TE Acks are relatively distinctive, at least when compared with AE Acks.

The two pieces of research addressed in this part have something in common. The first point is that they indicate a connection with the locale where the Ack discourse is used. Through careful analysis, it can accordingly be found to suggest the social and cultural features. Moreover, this kind of discourse seems not to be entirely a monologue delivered by tkr's, or Ack writers, alone. It, instead, displays their preferential treatment of their interlocutors, especially their tke's. The tkr's have to consider their tke's positive face as well as their own future image. For this reason, the discourse can exhibit the relationship between discursual participants, particularly from the tkr's point of view. And of course, as the “mind” of people in a society is influenced by the language they speak and hence their culture, it can thus be anticipated that Thai social practice would prevail in

the English Acks written by TGs, which can be contrasted with those by AGs.

2.4 CORPUS LINGUISTICS AND RELATED ISSUES

This part will discuss the methodical ideas implemented in this project.

2.4.1 CORPUS LINGUISTICS

Corpus linguistics is a branch in language studies which deals with language data gathered primarily in the form of a corpus, “a body of written text or transcribed speech” (Kennedy 1). Aside from being a science in itself, it can also be used as a practical methodology for complementing other linguistic disciplines, such as lexicography and second language acquisition (McEnery and Wilson 119, 142). Its main instruments are the computer and software tools of certain computational programs for data processing and observation.

In the light of language analysis and description, random sampling of authentic data from a larger population is of vital importance, in order to attain a maximum of data representativeness (McEnery and Wilson 78). A distinguishing feature to be pointed out should be salient, in that it is likely to be found occurring frequently, rendering a recurring pattern. The high frequency of a particular lexical item—i.e. many *tokens* of a particular *type*, in McEnery and Wilson’s terms (82)—is therefore indicative of its importance to a text or a collection of texts. This significance is said to be twofold, in that it reveals past observed language behavior and naturally predicts future probable language production (Partington 9). Or, in short, it yields observation and predictability (*ibid*).

Corpora can be used “to make contrastive lexico-syntactic studies of different varieties of English” (Kennedy 30), which would rather show differences in the relative frequency of use of a structure over the presence/absence of that structure (*ibid*). This argument really corresponds to the situation at hand in the way that this study, which tackles a very specific genre, will try to show the distinctive features of TE in terms of relative frequency, in comparison to AE’s case. As such, the exploitation of a corpus-based approach here is justified.

To summarize, in view of (a) common use of corpora as methodology, (b) its capability to handle naturally occurring data in a substantial amount, and (c) its ability to compare characteristics of different English varieties, to make use of corporal tools in this study is hence prospective.

2.4.2 STATISTICAL VALUES

2.4.2.1 Frequency and Percentage Values (F and %)

As mentioned earlier, frequency is a fundamental notion in corpus linguistics, because it can suggest the saliency of an item under investigation, in this way separating patterning from idiosyncratic or specific variability. Normally, the term ‘frequency’ denotes the overall impression—whether high or low—of the number of times a particular word (or, to be precise, a type) occurs in a piece of text or a collection of data. Besides, it can also make reference to a subsidiary use of the type in question. The token number of the type represents the number of its individual occurrences.

When used in a comparison of two groups of data, it, however, is more commonplace to refer to percentage. This is owing to the fact that the two groups of data may contain different numbers of words (i.e. difference in size), making it unjust to compare a pair of types by solely using their frequencies. A percentage value means the occurring proportion of a type when compared with the occurrences of all words in a particular set of data. It can help “indicate the **prevalence of a type** in terms of a **proportion** of the total number of tokens within the text” [bold mine] (McEnery and Wilson 82).

An example situation will do in depicting the two concepts. In a 10,000-word corpus, if the type *research* is found to occur 300 times, it should certainly mean its frequency is very high with 300 tokens or occurrences. That is to say, the type has three percent of occurrence in this corpus.

Almost all concordancing programs—i.e. software tools which process data in a corpus—can count the number of types and their tokens as well as calculate their proportions in the corpus under study. The concordancer deployed in this piece of research is **WinConcord**, which can work in accord with any contemporary Windows operation system. Developed by Zdenek Martinek in close collaboration with Les Siegrist, it can with ease perform such basic operations as word count and key-word-in-context display ([Concordancer for Windows 1.3 Help](#)). Its role towards this project will be demonstrated in Chapter III.

2.4.2.2 Pearson’s Chi-Squared Value (χ^2)

The chi-square test is brought into play in this study to judge whether the frequency of a type in TC is **really** different from its frequency in AC. The following is the illustration of some of its attributes, potentials and constraints together with their association with this study.

The test is used for examining association between two variables (McLaughlin) or two categories (McCall 402), comparing samples that have been collected independently and randomly in terms of similarity (op cit

398). Apart from being “probably the **most commonly used** significance test in corpus linguistics” [bold mine] (McEnery and Wilson 84) or, that is, versatility and popularity (Huck 459), it also has several advantages in that (a) it is more sensitive than some other tests like t-test; (b) it does not assume the data for analysis to be normally distributed, which is in reality often not true of data in the field of linguistics; and (c) “in 2 x 2 tables ... [which are technically called contingency tables] a common calculation in linguistics—it is very easy to calculate, even without a computer statistics package” (McEnery and Wilson 84). In relation to this present study, it is absolutely clear that it concerns linguistic data which are either Thai or American (= two categories). They, of course, are independent and collected randomly.

Data to be calculated in this testing must be in a nominal scale (McCall 398), in the way that the classification of each item of data is mutually exclusive, and the kinds of data “do not bear any magnitude relationships to one another” (12). To put this concept more easily to the general audience, categories in a nominal scale include flower type, gender and plant genus. Therefore, relating this to the situation at hand, data in the two corpora are certainly in the nominal scale: a token of a type can be assigned to either the Thai or American corpus (= mutually exclusive) and one cannot say, for example, the type *research* is better or worse than the type *project*. All to be considered is simply how frequently a type is used in either of the two corpora.

It should be briefed here that there are four assumptions and conditions set behind the chi-square test. They are:

First, it must be assumed that the two samples are **independent** of each other. That usually implies that **different and unrelated sets** of subjects have been selected. Second, the subjects within each group must be **randomly and independently sampled**. Third, each observation must qualify for **one and only one category** in the classification scheme. Fourth, **the sample size must be relatively large**. [bold mine] (McCall 400)

Judged by the above assumptions, the current project does fit in the scope of Pearson’s chi-square testing. The fourth point should be elaborated further. The sample size in this study is large enough insofar as “no expected frequency is less than 5 for r [which is here calculated by the frequencies of a particular type in the two corpora together]” (403).

For the general audience, a chi-square computation will be concisely explained here. The **null hypothesis** (H_0) has to be set up first, stating that “the distributions of frequencies in the population are *not different* for the groups” [italic mine] (ibid), “the observed frequency is *like* the expected frequency” [italic mine] (translation, Kannasut 134), and the like. When the

numerical input data are fed into the chi-square calculating equation, a chi-squared value will be worked out. The higher it is, the more significantly the observed frequency differs from the expected frequency. To state the significance or insignificance of a chi-squared value, the **degree of freedom** needs also be taken into consideration. With particular attention to this current project, the degree of freedom is 1, as it is equal to **one less** than the number of categories (Huck 461; and McCall 404).

In suggesting a significant difference (Huck 461ff), a calculated chi-squared value must be more than its respective **critical value**—which is here 6.64 for the level of significance at $p < .01$ (= probability value) (McCall 452), meaning 99 percent of creditability. When the “greater” situation occurs—that is to say, the calculated value is more than 6.64—the null hypothesis is then rejected, resulting in the acceptance of the **alternative hypothesis** (H_1). The latter hypothesis implies a corresponding real difference (McCall 403). See Appendix E for the chi-square test results in this study. See 4.2 in Chapter VI for their subsequent reports.

The present piece of research deploys the computer statistics program **SPSS** (Version 11.0) in chi-square testing, because it is the most widely used statistics package nowadays, which, of course, can serve the stated purpose.

2.4.2.3 Mutual Information Score (MI)

As it has been discussed earlier in 2.1.2 that collocations are a primary investigating focus in this study due to their prospective reflection of Thai contextual influences, an appropriate approach to it needs to be selected. The use of **Mutual Information** testing is a viable alternative, for it is one of several methods that have been developed in corpus linguistics to assess collocational significance (i.e. the significance of a collocational ratio between two particular words) (Aston and Burnard 83). In fact, the MI score is probably the best known method (Church and Hanks 1990, mentioned in Aston and Burnard 83) and is “most commonly used” (McEnery and Wilson 86).

The test takes into account both (a) the collocational ratio of the keyword under investigation and words co-occurring with it and (b) the relative frequencies of these words in the entire corpus (Aston and Burnard 83). In other words, it compares the probability of finding two words under discussion being together with the probability that they are independent from each other (Aronmanakun 2003), i.e. “a joint event” versus “a result of chance” or an amount of “glue” between a given pair of words versus their chance pairing (McEnery and Wilson 86).

An evaluation of an MI score logically follows that the higher it is, the more strongly the two words are associated with each other (ibid). Church and Hanks also suggest that an MI score which is greater than 3 may be

considered as indicating a **significant collocational link** for a span of three words on either side of the focused word (1990, mentioned in Aston and Burnard 84). Therefore, the present project will follow this guiding suggestion. The results of the MI scores of frequently occurring words in the two corpora are given in Appendix F.

The current piece of research deploys the software tool **Collocation Test** (Version 3.0) developed by Wirote Aroonmanakun in MI testing, because it is practical and user-friendly and can fulfill the purpose desired.

2.4.3 CORPUS LINGUISTICS AND WORLD ENGLISHES

As the theory of WE concerns the changing variations of English around the world and, according to Hung, corpora can provide a source of data for reliable and up-to-date description of language (2004), to use corpus-based methodology in this study is hence promising. According to Nelson, methodology offered in corpus linguistics is a good way to compare varieties of English (225ff). This “dream” idea is originated by the late Sidney Greenbaum, who wished to compile “parallel corpora of varieties of contemporary English” (225) to the degree that each national or regional variety has a similar corpus design and collecting methodology to others (Greenbaum 1996, mentioned in Nelson 225). This project is called **The International Corpus of English (ICE)**, up to now (May 2004 in his text) consisting partly of three Asian Englishes corpora whose compilations have been finished: India, Philippines and Singapore (Nelson 225).

The ICE project introduced here can thus exemplify well an important role of corpus linguistics in the circle of WE studies: comparative use, as supported by Nelson’s report that “[t]he increasing availability of the ICE corpora has stimulated a great deal of comparative research into varieties of English” (226). When collected in a systematic way, the data in corpora can produce reliable, representative results of contrastive linguistic findings, particularly data of the same type and communicative situation but different sources. And of course, the current project is the case indeed, as it tries to contrast Ack texts from Thai and American settings.

Before discussing the situation of this current thesis in further detail, a real example showing certain functional aspects of corpus linguistics in the field of WE should be given, in order that its benefits can be trusted. The example selected is Schmied’s study on *Cultural Discourse in the Corpus of East African English and Beyond: possibilities and problems of lexical and collocational research in a one million-word corpus* (2004). He discusses specific East African lexemes in the corpus of East African English (ICE-EA)—a part of ICE—through “a systematic analysis of differences in word frequencies” (252). ICE-EA is around 1.388 million words large (ibid). The statistical measurements used are simply frequency and percentage (253). He compares, for example, the use of the word *matatu* (“collective taxi”) in ICE-

GB (British English) or BNC (British National Corpus) and in ICE-EA, which for certain yields the outcome that this loanword is distinctive to East African texts. To give more details, this word is, in his terms, a Kenyaism, as 56.82 percent of 44 word occurrences take place in the “Kenya spoken” domain, with the rest 43.18 percent in the “Kenya written” domain. No occurrence of this word is reported to occur in Tanzanian domains at all (253). He asserts that such a culture-specific loan can also imply the “custom, politics and economy” of East African usage (254).

Apart from loanwords from African languages, Schmied also speaks of culture-specific usage found in “traditional” English lexemes in terms of meaning or usage change that can be observed through their “relative frequency or collocational behaviour” (254). An example is the use of *also* as a clause-initial conjunct in ICE-EA. The usage of this ESL community pushes high the total frequency of this word in ICE-EA to 3,458 hits in comparison with 1,884 in BNC. Other examples of this sort include compounds like (a) *grassroot level*, (b) *family planning* and (c) *crash crop*, which can all be “commonly related to (traditional and modern) African ways of life” (255).

He also makes a discussion about collocational analysis of East African usage with the aid of the qualitative linguistic analysis of the “keyword in context” (256ff). The collocational analysis shows that, for instance, *jua kali* (literally ‘sun hot’ meaning “the entire informal sector” in East Africa (254)) co-occurs with *people*, *sector*, as well as *symposium*, constituting *jua kali people* and the like. This collocational behavior is said to reflect the important role of the so-called informal sector “in the Kenyan economy nowadays” (259).

It should now be noted, concerning general attributes of a single corpus in ICE, that each one contains around 500 samples, each consisting of about 2,000 words, totaling one million words in each corpus (Nelson and Aarts 110). These samples “are distributed among many text categories” (ibid); for example, in the Written Text part, there are 40 academic, informational printed texts from the areas of (a) humanities, (b) social sciences, (c) natural sciences and (d) technology (ibid). Each of the areas has 10 texts.

Considering Schmied’s study, it is clear, as he himself says, that he makes ICE-EA bigger, “so that ICE-EA is more adapted to East African realities” (252). In this way, taking into consideration the situation of this present project, the number of Ack texts (i.e. 150) is strongly justified. This is because all Acks in each corpus—either Thai or American—are homogeneous in terms of text type and purpose: they are all for acknowledging somebody and located in theses. Therefore, the number of data texts in this project is sufficiently large to reflect TE characteristic

features as well as those of its American counterpart in this text type. The randomly collected data could certainly be beneficial to the contrastive objective here in that they could reflect general features. Relative frequency, collocational behavior, and culture-denoting words can additionally be yielded, insofar as they could lead to the conclusion that TGs' Acks have distinctive features in comparison with AGs' ones, and accordingly, TE really exists in this text type.

2.5 CONCLUSION

On the basis of the WE theory and the linguistic relativity hypothesis, the English language used in Thailand by Thai people should have undergone the process called nativization. In the light of this kind of development, the language variety in Thailand may be filled with Thai culture and other socially related influences. To prove this, the Ack genre offers a viable option, as it is presumably liable to the leverage exerted by the mind of its users and thus their norms of sociocultural practice. In order to obtain the widely-conformed, salient patterning of the discourse, methodology in corpus linguistics is therefore brought into play, since it is highly capable of tackling authentic data in a considerable amount for the sake of contrast.



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CHAPTER III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The current study is descriptive, ultimately aiming to confirm the existence of TE. To achieve this goal, certain quantitative and qualitative approaches are used in the following detailed procedures.

3.2 POPULATION AND SAMPLE

The data population of this project is the Ack writings of TG students and of AG students that were approved during the academic years 1990-2003. The reason for taking the American data into consideration is to establish a contrasting base for the examination of TE characteristic features.

The study's overall sample of Acks is 300 in number, broadly divided into two groups: one representative sample of TGs' 150 Acks and the other of AGs in the same number. Half of each 150-piece group is from Humanities; the other half from Sciences. The generically separating fashion of the two major disciplines is in correspondence with that in Giannoni (2002). He balances the amount of data from the two disciplinary poles (i.e. Humanities and Sciences) (9), since his focus of study is on comparing Acks in two different languages (27, note), not between disciplines. This could be equated with the contrast of data from two different English varieties here.

As to the distribution of the two sample groups, the Thai data are from four primary urban-suburban universities which encompass international graduate programs and/or require their students to write their theses in English: AU, CU, MU, and TU. The proportion of data each university contributes can be tabulated according to varsity distribution and field of study as follows:

University	Humanities	Sciences	Total
Assumption	16	21	37
Chulalongkorn	15	22	37
Mahidol	23	16	39
Thammasat	21	16	37
Total	75	75	150

Table 1 A Summary of the Number of Thai Data, According to Institutional Distribution and Field of Study

In this way, the overall picture of the data quantity of each university is more or less balanced.

The discipline criterion is also applied to the American data collection, and so is the sum. The source of these data, however, reasonably deviates from the Thai one in that native samples are from any universities across the country. The practice is based on the underlying grounds that almost all theses in the US are naturally written in English. Thus, to randomly collect data from a broader spectrum of universities should possibly yield a more representative reflection of AE usage as a whole rather than doing so from merely a few universities.

3.3 DATA COLLECTION

Thai data are first of all collected randomly from the four universities' libraries. The American ones, by contrast, are gathered from university databases on the Internet. The length criterion of more than 150 words is applied during this collecting stage. The data are for the second time selected, alphabetically arranged, digitally scanned, and then converted into text file format in order that they can be processed by the WinConcord concordancing program. They are re-checked for their correctness as well as edited for unity in spelling, e.g. from *adviser* to *advisor*, and for accuracy in computer searching, e.g. from *Ph.D.* to *PhD*. The 150 pieces of Thai data constitute TC; those of American ones AC.

3.4 DATA PROCESSING AND ANALYSIS

The data from each of the two corpora are in the first place processed by the concordancing program WinConcord. The operation yields a frequency list and a few related statistical values such as total numbers of sentences and lexical items. These values provide an overall picture of each corpus. The frequency list is then cut off according to the set criterion (at 55.21 in percentage) which will be discussed lastly due to its significance to the research. When the excerpted frequency lists of TC and AC are obtained (See also Appendices C and D), the words that exist in both the corpora are studied, forming Chapter IV, and the words that exist significantly and/or only in the cut-off Thai frequency list constitute Chapter V.

In **Chapter IV**, there are three chief quantitative approaches adopted in data analysis. They are (a) frequency and percentage contrast, (b) Pearson's chi-square test, and (c) Mutual Information test.

- **Frequency and percentage values** are derived from WinConcord and from further calculation of frequency results reported by it. They

are used for the discussions of (a) general features of the two corpora (See 4.1) and (b) certain aspects of a particular word under investigation, mostly as supporting evidence to TE distinction (See 4.3).

- **Pearson's chi-squared values** are calculated by the statistics program SPSS. They are deployed in the discussions of the frequencies of a particular lexical item (= *type*) in the two data collections (See 4.2). This is for checking up on whether its frequencies are statistically different from each other or not. Besides this operation, they are also used partially for synthesizing a TE characteristic feature (See 4.3), as they can confirm statistically significant difference of a word's frequent usage in either of the corpora. In this way, the Pearson's chi-square analysis can tell whether the frequent usage is really different from its counterpart in the other or not.
- **Mutual Information scores** are generated by the Collocation Test program. They are utilized in revealing the collocational strength between a key word and its surroundings (See Appendix G). The key words to undergo this testing are those with insignificant frequency difference tested by the aforementioned chi-square analysis (See 4.2), so as to extract their difference in collocations instead. The reported MI scores are also brought to synthesizing a TE distinctive feature (See 4.3) in coordination with calculated chi-squared values, as they can indicate another aspect of TE uniqueness. That is to say, in the latest case, certain chi-squared values and MI scores work together in order to suggest a TE characteristic feature.

In **Chapter V**, the frequency and percentage contrast takes a major role in the beginning. As it has been said earlier, Chapter V deals mainly with the words that exist significantly only in the cut-off Thai frequency list. The words are grouped and interpreted, chiefly in relation to Thai contextual settings and ways of life. The classification of them is made afterwards, according to their discursal roles and content. Certainly, these qualitative analyses are integrated with Moran's framework (2002)—whose details are given in 2.2.2—in order that their positioning in the Thai cultural complexities emerges.

In **Chapter VI**, the features discussed in Chapters IV and V are concluded. This action also partially involves bringing in earlier mentions and research on Thai character-cultural traits. The main objective of this chapter is thus to summarize the characteristic features underlying English Acks written by TGs. This is because it can re-emphasize the reflection of Thai contexts TE Acks provide, so as to firmly establish the actuality of the Thai variety of English.

As to the criterion of 55.21 percent introduced earlier, it must be said first that this percentage criterion is used due to its several advantages discussed in the following argument. It is a good and fair starting point of analysis, a good solution, and a compromise in selecting words to study, since taking every word in TC into consideration is naturally impossible. Accordingly, a rigorous method of narrowing down the scope of words to study is required. First of all, please consider the following table enumerating a range of percentages and types (= lexical items) of the two corpora:

Approximate percentage	Cumulative percentage		Number of types included	
	TC	AC	TC	AC
30	30.53	30.78	13	13
40	40.50	40.07	27	28
50	50.08	50.16	53	63
60	60.00	60.06	107	139
70		70.03	241	323
80	80.00	80.01	642	791

Table 2 A Range of Promising Round Percentages of the Thai and American Corpora

From this table, it can be observed that the most appropriate cutting point should lie between 50 and 60 percent, because not too few types would be encompassed in the study—avoiding the lack of data to conclude something—nor would too many types be included—avoiding chaos in analysis as well as the lack of saliency of a feature to be obtained. A fair point must then be the place where the two corpora reach the same cumulative percentage. Here are all the possible points to be considered.

Percentage in TC and AC	Number of types included		Frequency of the last word	
	TC	AC	TC	AC
50.35	54	64	121	88
51.66	59	71	112	82
54.63	72	89	92	67
55.21	75	93	85	63
59.37	102	131	57	41
59.63	104	134	57	40

Table 3 The Convergent Percentages between 50 and 60 of the Two Corpora, and their Number of Types and Frequency of the Last Word

The reason why the frequency of a last word at each convergent percentage is taken into account should be explained in the first place. The

frequency is encompassed in the comparing table (= Table 3) so that this study would have a careful selection of words for analysis. This is owing to the fact that once a cutting-off boundary is drawn, all the words below the line will be virtually out of analytical examination, unless otherwise required. As such, the boundary ought to be fixed in a careful way. Besides, a suitable cutting-off point could also amount to not excluding words (or, to be precise, types) which have exactly equal frequencies but are listed further down owing to their alphabetical order. This alphabetical arrangement occurs automatically when the concordancing program finds a group of words with identical occurrence numbers. Examples of the case being discussed include convergent percentages 51.66, 54.63, 59.37, and 59.63 in Table 3 (See also Appendices C and D).

Therefore, given the guidelines above, the four percentages just mentioned are not good choices of cutting-off boundaries, since the selection of them would mean the exclusion of words with the same frequencies as those in their respective cut-off lists. To elaborate, for example, the next two types (i.e. *John* and *there*)—which immediately follow the last type (i.e. *finally*) in the American cut-off list at 54.63 of cumulative percentage (C%)—similarly hold 67 occurrences just as the type *finally* does (cf Appendices C and D). In this way, the four percentages are not good alternatives.

Consequently, there are only two cumulative percentage choices left: 50.35 and 55.21. As the former is one of the two extremes in Table 3, it should hence be ruled out. It would not possibly give a **moderate** number of types to be under analysis. That is to say, it might supply too little data to this study. Thus, the cumulative percentage 55.21 surpasses it and, accordingly, is the most appropriate cutting-off point for both of the corpora in this thesis.

It must be explained here why it is needed to put so much effort on such a matter as where to cut the lists of the two corpora. Firstly, it is vital to indicate how the two excerpted lists are derived. Since the rest of the lists will as a result be left unstudied unless the words under discussion call for certain words from them, showing that the derived lists are sufficient and effective enough to answer the research questions is thus essential. Second, to control the size of data to interpret is also important in conducting a study. To analyze too large an amount of data would allude to unmanageability and the lack of characteristic quality of the lower end. To tackle too small an amount of data would be inappropriate and mean a waste of time and resource spent in collecting data. And finally, where to divide a whole list affects the way the analysis and discussion of data would be organized. Therefore, all in all, it is worthwhile spending time discussing the rigorous approaches to obtaining the study basis. Once the fundamental

construction is firm and strong, the proliferation, whether at present or in the future, should consequently be guaranteed.



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CHAPTER IV

DIFFERENT USAGE OF IDENTICAL WORDS: THAINNESS-INDICATING FEATURES

4.1 INTRODUCTION

This chapter involves different usage of identical words obtained in the process of cutting-off the two frequency lists (See Chapter III and Appendix E). First of all, the report on the comparing result of Pearson's chi-square calculation of the words existing in both the lists is to be provided. The outcome's indication is also given. Then, the analyzing line advances to its core: the extraction of characteristic features of the TE Ack genre derived from integrating MI scores of the remaining words in the first step with corpus evidence. Discussions and interpretations in relation to Thai contexts, and American ones when needed, go of course along the features. Finally, the chapter is dissolved with an attempt to analyze the interrelation between these features.

The association of this present chapter with the following one (Chapter V) can be shown by the following simple figure.

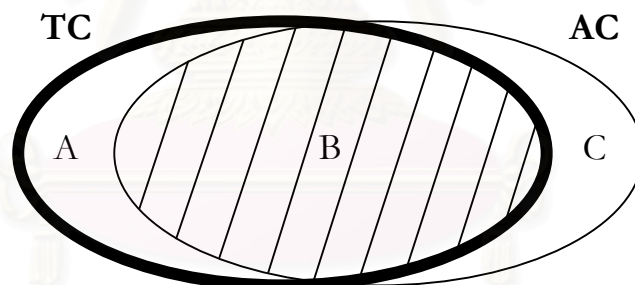


Figure 3 TC's and AC's Lexical Fields and their Association

The area A represents words existing (almost) only in TC e.g. Thai loanwords. They are discussed in Chapter V. The area B represents words occurring in both of the varieties, i.e. similar ones. They are handled in the current chapter, with particular attention to those clearly indicating certain Thainess qualities. The last area, area C, represents words existing (almost) only in AC, e.g. words bound up with occidental cultures. They are beyond the scope of this study.

On the whole, Chapters IV and V complement each other in describing TE characteristics of the Ack genre and in this fashion create a complete image of TC's attributes.

In the beginning, some general attributes of TC and AC should be mentioned, so as to initially raise the awareness that even in an identical text type, TE could generally bear some distinction from AE. The overall attributes are statistical values reported by WinConcord.

TC is comprised of 44,342 words, forming 1,860 sentences. The average number of words per sentence is 23.83. On the contrary, AC consists of 45,589 words, constituting 2,165 sentences. The average number of words per sentence is thus 21.05. To conclude, it is evident that TGs tend to use longer sentences than AGs, by 2.78 words longer.

The finding that TC seems to have longer sentences than AC does corresponds to two pieces of evidence: one from previous research and the other from another section in this piece of research.

Chutisilp finds that TE written discourse tends to contain longer sentences in comparison with native varieties of English (163ff). Accordingly, this finding of hers and the statistical data report above match well.

In addition, further evidence comes from the two Ack collections themselves. As will be seen in 4.3.1.1 below, an equal number of pieces of data (i.e. 20) taken from the two corpora each consists of a different number of sentences from the other (See also Appendix H). According to a specific probe into the 20 writings of each of the corpora, the 20 TC writings have 4,964 words, while those of AC have 6,402. That is to say, a sentence of TC's is here 23.98-words long on average, whereas one of AC's 22.08-words long. This particular closer or smaller-scale probe clearly proves the accuracy of the overall discoveries mentioned earlier.

Another statistical value is the number of types (= lexical items) in the two corpora. TC contains 6,273 types, while AC 6,166. Despite the fact that the former contains around 1,200 fewer words, it yet carries approximately 100 more types. The average number of words per type of TC is 7.06, whereas that of AC is 7.39. It can hence be interpreted that TGs have a tendency to use a wider variety of words to get their meaning across in this genre, while AGs simply use a set of simple words—i.e. equating fewer types—to convey what they wish. This helps explain the way the number of types in AC increases relatively more drastically as percentage increases than the Thai one (Cf Appendices C and D). In other words, AC has a denser use of words with high frequency (i.e. the most basic words), whereas TC has a more “scattered” use of basic words. To put it in another possible way, TGs might not think such a simple word set is sufficient enough for expressing their gratitude in a society where social solidarity and hierarchical relationships among members occupy a prominent place. Further discussions on this issue would yield a clear picture to this claim.

Accordingly, with the aforesaid, an overture of distinguishing assertion could plausibly be made that, even in a **similar** type of text, TE is different from AE in terms of certain characteristics such as length of a sentence. At present, other aspects of difference between Acks of the two varieties of English are going to be witnessed, with particular attention to those of identical words.

4.2 DIFFERENCE IN FREQUENCY

The first aspect of TC is finding certain words of statistically higher or lower frequency. That is to say, the numbers of occurrence of particular words can indicate a featuring property of this TE text type to a certain degree. Although such words occur in both the Thai and American corpora, their frequencies are statistically different. The level of significance used in this research is $p < .01$, i.e. with 99 percent of creditability. (For more information, see Chapter II.)

The comparison by virtue of the chi-square test yields the result that the statistically significant differences between pairs of the same words take place in the cases of 14 words out of 26 altogether: *has, have, thank, work; also, Dr, encouragement, friends, special, study, thanks, thesis, throughout, and university* (See also Appendix E). The first four are of the case in which the sampled TG use them statistically less frequently than AGs do. A characteristic attribute of this TE discourse is therefore finding lower proportion of these 4 words. The rest are the other way round.

The words whose frequencies in the two corpora the Pearson's chi-square test cannot distinguish are 12 in number: *assistance, committee, family, finally, guidance, help, like, not, parents, research, support, and time*. They are brought to MI testing in order to find out about their collocational difference.

The test produces clear results of the difference of **all** of them. For conciseness's sake, the fully detailed outcomes have been incorporated into the Appendices (See Appendix F). The next division is consequently dedicated to interpreting their significance to TE, together with bringing in their interesting MI aspects, certain chi-squared values, and some facts of corpus data as supporting evidence.

It should also be noted that the following TE characteristics are the results of grouping certain, if not all, prominent distinctive MI and chi-squared values and eliciting shared features. Thus, not every detail of MI aspects and chi-squared outcomes is taken into consideration and discussion. The words like *friends* might not be used directly; their significance to distinguishing between TE and AE Acks lies therefore mainly in frequency difference. In an opposite manner, if certain aspects of a particular word—

such as *wish*—can be used to support a claim in the line of argument, they will unrestrictedly be made use of, though not appearing in the first place in Appendix C.

Below is the outline of the characteristic features of the TE Ack genre.

4.3.1 First Feature: The quality of fixation on formality

4.3.1.1 Preference for forms and conventional patterns

4.3.1.2 Tendency to formalize text

4.3.2 Second Feature: The quality of specification

4.3.2.1 Higher use of certain prepositions

4.3.2.2 Higher use of titles

4.3.2.3 Miscellaneous specifying

4.3.3 Third Feature: The quality of modification

4.3.3.1 Clarification

4.3.3.2 Intensification

4.3 CHARACTERISTIC FEATURES OF THE THAI ENGLISH ACKNOWLEDGEMENTS GENRE

First of all, it must be said and understood that some overlapping may exist, but the following grouping, interpretation, and discussion are based mainly upon saliency of a feature.

4.3.1 FIRST FEATURE: THE QUALITY OF FIXATION ON FORMALITY

Like the word “formal”, this feature is twofold. In its first sense, it refers to being of or being related to a form or patterned appearance. This meaning will be discussed through and evidenced in 4.3.1.1. As to the second meaning, “formal” makes reference to being official and hence usually somewhat serious. This meaning will be discussed and testified in 4.3.1.2.

In general, the Ack genre of English produced by TGs seems obviously predominated by their perception of the discourse as deserving officialness. To some extent, the technique in achieving the property is the use of (a) forms and conventional patterns and (b) formal words. The following is a discussion of them.

4.3.1.1 Preference for Forms and Conventional Patterns

TGs make the textual ambience solemn, in a way by means of resorting to fixed phrases. This might be because doing something long practiced and conventional should create the desired effect much better than attempting to do something completely new and creative. The traditional

practice would not hence be broken or “denormalized.” The following is evidence.

would like to

As appeared in Appendix E, the verb *like* is used relatively similarly in terms of frequency. However, the MI testing of it reveals that its collocational words in TC are only *would* on its left side and *to* on the other side. To stark contrast, it in AC additionally has *also* and *especially* collocating strongly and moderately, respectively, on its left side. This implies that in AC one can find the phrase “would also/especially like to” being in use quite commonly, but not likely in TC.

A glance at real data should shed more light on the claim. A manual investigation into the two data collections shows that TC has 22 occurrences of *also* occurring immediately on the left side of the verb *like* and no occurrence of *especially* occurring immediately on its same side, whereas AC has 95 and 9 respectively. Since the numbers of occurrence of *like* in TC and AC are 342 and 339 respectively—which are really close to each other—the preference of each group as well as the property of being fixed phrases are seemingly clear at the moment.

Another source of evidence could be found in some grammar books. In *Collins Cobuild English Grammar*, for example, the item *would like to* is presented as a prefabricated chunk, used for expressing a wish; no direction for inserting an adverb into it is provided (234). As such, TGs perceive it as a fixed phrase, whilst AGs a **somewhat** fixed phrase, thus allowing something to be added in between.

In passing, of course, a doubt as to whether this claim merely reflects non-native English as used by language learners might arise. Furthermore, a concomitant suspicion could be that it is a fossilized feature, never an identity of such an Expanding Circle variety as TE. In my opinion, some counterarguments to these will be that (a) what we are referring to as an identity here is relative, not absolute; therefore, as appeared in the second paragraph of this entry, when compared with AGs, TGs just have a lower tendency, not no tendency at all, to put the two adverbs *also* and *especially* in between the chunk; and (b) an English language variety that will later become an established one usually has passed the stage of fossilization, just like Indian and Singaporean Englishes. Correspondingly, it seems unfair to block out the identity development at its initial phase only because of its resemblance to learner language. Nowadays, as intelligibility is the heart of communication, and the line drawn between learner language and competent user language becomes increasingly blurred, this feature of WE relativity is certainly not unexpected.

Nevertheless, before making any conclusive remark, it should be reminded that the word *like* itself can also be a preposition as well as a main

verb denoting *to enjoy*. It, therefore, would be safer to take a closer look at the real data of both the corpora in order to get the number of the hits only and really expressing a wish, where *like* is used as part of the phrasal modal *would like to*. And the finding is that TC has 337 hits of the case at issue, while AC 332. What is more interesting, however, is that out of the 332 hits in AC 7 are used with the shortened form of the modal *would*, i.e. *'d*; on the contrary, such occurrence does not exist in TC **at all**. Here is an example of *would like to* use in TC:

- (1) All my friends at PPC and from my office ERIC [sic], without their support and encouragement, I would not overcome all problems during my study, I **would like to** give many thanks to them. (TS70)

Correspondingly, to put it in short, the collocational strength of *would like to* in TGs' view is so strong that inserting an adverb in it, forming slight variation, is not common practice. Hence, this conventional pattern stays the way it has been taught to and memorized by TGs, who would especially like to adhere to the fixed patterning, not even wishing to use a shortened form, as considering it informal. In this way, the notion of preference of forms and conventional patterns are nicely endorsed.

last but not least

The same reason as above could also probably be applied to this case. *Not* in TC collocates strongly with *but* (6.68) on its left side and very strongly with *least* (8.21) on its right side, whereas *not* in AC collocates with *but* (5.55) and *least* (7.69). Clearly, the collocational strength in TC is greater than that in AC. Conceivably, the reason why AC has less strongly collocational strength regarding this phrase is that it has a scattered distribution of *not* elsewhere, while TC seems to possess a denser distribution of *not* in generating the fixed phrase. The explanation is based on the fact that the numbers of occurrence of *not* in both the corpora is not statistically significantly different.

Corpus evidence can throw more light on the discussion. Searched from the same starting point *last*, which is the initial word of the phrase *last but... not least*, 72.41 percent of all the occurrences of the word in TC are used in the phrase (21 out of 29), while only 35.90 percent in AC (14 of 39) are so. Very obviously, the quality of collocation lives stronger in TC than in AC with regard to the case at hand. Here is an example of *last but not least* in use in TC:

- (2) **Last, but not least**, my mom and relatives, Ms Kingdaw Atsawacan, Ms Buntham Saeton, Ms Amnoy Thongthep, and Mr Ratanachot and Ms Camriang Yotkaew, deserved an award for their patience and tolerance. (TH10)

Therefore, with the reasoning line above, it can be affirmed that TG have preference for forms and conventional patterns.

finally

Another cohesive device that should be discussed here is *finally*. The argument is that TGs tend to conform to the word meaning as well as to its conventional pattern. A probe into raw corpus data will make the claim clear.

It is found that TC has 88.88 percent of all its 81 relevant *finally* occurrences with indentation before them, while AC 64.06 percent of 64. That is, TGs have a higher tendency than AGs to indent new paragraphs using *finally* as a starter. This phenomenon could possibly be accounted for that the meaning of the connector itself prompts TGs to do so, in which manner *finally* is more likely to be considered as a paragraph starter. By contrast, AGs might not conform to the meaning of the cohesive device realized by the word form **that strictly**. Therefore, TC conceivably has separate, smaller paragraphs, whereas AC has (a) longer ones and (b) *finally* in the middle of a paragraph to a greater extent. Here is an example of *finally* use as a paragraph starter in TC:

- (3) Deepest and sincerest thanks are extended to my parents and my family, [...] during my student life.

Finally, any errors in this thesis are solely my responsibility.
(TH26)

In passing, the postulation that TC has shorter paragraphs than AC does seem to correspond to previous research. Chutisilp finds that a characteristic of TE writing is the use of one-sentence paragraphs (165ff). Put in another way, there is a high tendency for TE texts to have a new sentence starting a new paragraph (possibly due to the sentence's great length and modifiers), rather than to make a one-sentence paragraph broken down to smaller sentences (*ibid*). Presumably, this can be equated with not letting a new sentence follow its preceding sentence immediately. As such, it might be said at the moment that TE in this Ack genre tends to have longer sentences but shorter paragraphs, implying the likelihood that it has a smaller number of sentences per paragraph. (See also 4.1.)

To summarize this entry, it can be asserted that since TGs prefer forms and conventional patterns, their using *finally* as a paragraph starter in accordance with its perceived meaning is therefore found more in use than AGs' case.

not only... but also

This coordinating conjunction is also a situation with similar reasons to the two previous patterns. That is to say, TGs adhere to making a fixed phrase fixed as supposed to be to a greater degree than AGs do.

Not in TC collocates very strongly with its right-hand *only*, by the score 7.67, slightly higher than that of AC, 7.53. The same manner occurs in the case of *but also*, where these two words strongly collocate by 5.47 in TC but only moderately by 4.42 in AC.

It should also be observed that TC has 58 occurrences of *but*, 20 of which constitute *but also*, whereas AC has 74, only 9 of which form *but also*. Apparently, these values confirm TC's property of fixation on formality in its first sense. The following is an example of *not only... but also* in use from TC:

- (4) He has taught me **not only** about theoretical knowledge **but also** about the industrial overview. (TS66)

thank*

Based on the usage provided in *Longman Language Activator*, the word *thanks* can additionally be used as an insert with an optional complementary prepositional phrase, in which no verb is overt, e.g. *Thanks to everyone for all the cards and flowers* (1395). Therefore, the analyzing line is used to explore both *thank* and *thanks* to obtain their proportions of insert use in the two corpora. (Please read more in 4.3.1.2.)

The finding is that TC has 11.03 percent of all 281 *thank* occurrences and 24.23 percent of all 293 *thanks* occurrences used as inserts, while AC has 18.56 percent of all 544 *thank* occurrences and 49.76 percent of all 209 *thanks* occurrences used in the same way. Clearly, AC has higher proportions in both of the cases than TC does. This occurrence implies that TGs are more likely to be fixed with full sentences in using all these words. TGs' perception of inserts may be consequently of incompleteness and thus informality. This could support the claim of TGs' preference for forms and conventional patterns. A note to be added here is that the line of argument in this entry is different from all the preceding cases in that it reveals a fewer usage of TC due to its informality nature. In this way, it is made known that AC has a higher usage of informal utterance. Therefore, since *thanks* as an insert in AC is the highest use (i.e. 49.76 percent), an example of it is given here to support the claim:

- (5) **Thanks** to Mike, who sacrificed a great deal, and consoled a distraught woman often, with much love and no complaints. (AH9)

Personal pronouns used to address tkes

The sampled TGs tend to keep the atmosphere of the genre formal by means of making reference to tkes using third person pronouns, while AGs make a more informal ambience by employing the second person pronoun when mentioning the targeted audience. In other words, TGs aim to the public audience, while AGs additionally create personal space specific to only their desired tkes. Supporting evidence comes from the fact that AC has more of the occurrences of the two existing forms of *you* (i.e. *you* = 263; *your* = 97) than TC does (i.e. *you* = 58; *your* = 27).

A piece of MI evidence pointing to this claim can also be observed. It involves the values that AC has *your* substantially collocating with *support* and *time* on its left-hand side, but TC has none of such an incidence at all. This could certainly mean that AGs use the possessive determiner *your* to a greater extent, particularly when compared with TGs, who do not prefer using it.

From an opposite viewpoint, counting all the possible forms of third person pronoun (i.e. *he, him, his, she, her, hers, they, them, their, and theirs*) in the two corpora finds that the sum of them in TC is 1335, somewhat far from that of AC, 1104. This could certainly be viewed as another piece of evidence in support of TGs preferring third person pronouns to refer to their tkes.

This might be contributed to Thai culture, since it is said that there exists such a thing called *emotional distance* in it. Consider Klausner's assertion:

Another core element of traditional Thai culture is **emotional distance**. One should avoid strong and deep emotional bonds. One should **not become too attached, too committed**. Such bonds, attachments, commitments will inevitably lead to suffering in the impermanent, transitory world of *samsara*. [bold mine] (1997, 5)

As such, it is clear that this linguistic phenomenon can be accounted for by virtue of a Thai culture characteristic indeed. TC's situation is therefore in the way in which the sense of intimacy is decreased.

To sum up, AGs refer, to a greater degree, to their tkes as readers themselves (using second person pronoun), not just the persons being mentioned. Put in another fashion, they include their tkes in the readers. On the contrary, TGs have preference for third person pronouns. In this way, they keep distance between themselves and their tkes, as not included in the audience.

TPs

It is found that TC has a higher proportion of sentences whose main clauses fall into either of the four TPs than AC does (See also Appendix G). In a way, this implies the posited claim that TGs have preference for conventional patterns, whereas AGs also deploy other ways to thank in the genre.

In passing, how the above finding has been made should be elaborated to a certain extent. The procedures start with a systematic sampling of every 7th piece of data of each subcorpus. Thus, the 7th, 14th, 21st, and so pieces of the corpus data constitute altogether 20 pieces per variety of English. All of the sentences in these data are counted manually according to whether each corresponds to the TPs in Appendix G, with only complete ones legitimate. The result is that the two subcorpora of TE have altogether 57 percent of all 207 sentences whose main clauses fall into either of the four TPs, while those of AE have in sum 32.41 percent of all 290 sentences being of the same case. Put it simply, in terms of proportion, TC has more TP sentences than AC does. (For more details, see Appendix H.) Here is an example use of a TP—TPD due to its popularity in TC:

- (6) I would like to offer my sincere gratitude to Assoc Prof Lae Dilokvidhayarat for the invaluable advice and recommendations, and the kindness that he had shown me.
(TH59)

Aside from the outcome of the systematic sampling above, certain MI scores produced also confirm the finding indirectly. They are those of *assistance* and *support*. The two nouns in TC are fairly collocational with the preposition *from* despite the fact that prepositions are normally a widely used kind of word and thus have fewer chances to collocate significantly with some other kinds of word. Since the two moderate collocations occur as additional variations in the TPs, finding them only in TC should therefore suggest that TC has a larger number of sentences falling into the TPs.

In summary, we can claim that TGs prefer using TPs to describing tkes' acts deserving words of thanks, when compared with AGs' textual production.

To conclude about TGs' first feature on the quality of fixation on formality, it can be stated that they prefer forms and conventional patterns in relation to performing their thanking acts. This is generalized from the findings in TC that there are higher tendencies to find more rigid, fixed phrases, that third person pronouns are used more frequently than second person pronouns, unlike in AC, and that higher proportion of TP use exists in comparison with AC's.

4.3.1.2 Tendency to Formalize Text

Aside from mostly opting for forms and conventional patterns in writing this Ack genre, the degree of formality a word bears is also a device used by TGs to create an official and thus solemn atmosphere of the thanking discourse. That is to say, TGs' perception of the formal ambience of the genre prompts their word selection of solemnity consequentially. Supporting evidence is the following.

encouragement

By virtue of Pearson's chi-square testing, it is discovered that TC has statistically significantly more occurrences of *encouragement* than AC does (cf Appendix E). Even though there is no direct indication of the word's formality degree found in reference books (e.g. *Longman Dictionary of Contemporary English* 514), it can still be asserted that it is formal to some degree. This is because the lexical item *encourage*, its base form, is asserted to hold formal sense (ibid) and, as *encouragement* also belongs to this lexeme, the noun being discussed should also share the same degree of formality. Hence, the assertion that TGs use *encouragement* more frequently due to the textual solemnity in their mind is in this way confirmed.

also rather than too and as well

TC has significantly more occurrences of *also* than AC has. As the word's usage found in reference books indicates, the word is mostly used in formal writing (op cit 41). Its formality has to be contrasted with that of *too* and *as well*, which—though having more or less similar meaning (ibid)—do not give so formal an atmosphere to text. A postulation can therefore be stated that TC has a higher tendency to contain such formal words as *also*.

As for *too* and *as well*, the corpus evidence somewhat clearly indicates that AC has more of them than TC does, i.e. TC having 0 *too* and 4 *as well* occurrences, but AC 11 and 7, respectively. In this way, it seems that AGs perceive the Ack genre as more informal when compared with their Thai counterparts.

Accordingly, it can be concluded that the two groups of graduate students' perceptions of the formality degree of the three items affect word selection, in which TGs really prefer more formal ones.

thanks more than thank

TC has significantly more occurrences of *thanks*, which is a plural noun, but significantly fewer occurrences of *thank*, which is a verb, than AC does (cf Appendix E). In a way, this phenomenon suggests that TGs prefer formality in their text when they are compared with AGs, who prefer formality not to that degree. This postulation is based on the following pieces of evidence and reasons.

As to the plural noun *thanks*, TGs use it more frequently. This might be because it can be put and fit well in two of the four TPs commonly used (See also Appendix G). It should be reminded again that using TPs is a major way for TGs to formalize text. Another piece of supporting evidence appears in a reference book. It says that expressions like *show your appreciation* and *express your thanks/gratitude* are **formal** expressions meaning to say of one's gratefulness towards somebody (*Longman Language Activator* 1395). Accordingly, owing to (a) TGs' high use of TPs and (b) the fact that the noun *thanks* fits well in the fixed expressions indicating formality, the noun is selected and used with higher frequency in TC than in AC. Here is an example of *thanks* use in a TP from TC:

- (7) Profound **thanks** are also given to the secretary of Civil Engineering Program, Ms Cholthicha Pradidkwan for her enduring patience, kind services, cooperation and support throughout this study. (TS40)

In reverse, the verb *thank*—though part of a TP (See Appendix G)—does not convey great solemnity and thus is not much preferred to be used in TC, by comparison with AC's case. Some supporting evidence is as follows. Firstly, the verb is included in the chart of “the most common lexical verbs” in *Longman Grammar of Spoken and Written English*, because it has over three hundred occurrences in the **conversation** register of the Longman Corpus Network and over two hundred in the **fiction** register, but no occurrences reported in the **news** and **academic** registers (368). This happening can certainly suggest its sense of informality.

Another evidential example is from *Oxford-River Books English-Thai Dictionary*. In the dictionary, “[I] **thank you**” has two translations (917). One is *khopchai*; the other *khopkhun*. The former can be used in an **informal** conversation. The latter, as the dictionary makes a note itself, is used in a **slightly formal** situation (*ibid*). Correspondingly, since the use of the verb *thank* can indicate informality to a certain degree, it is not used as much in TC as in AC, owing to TGs' perception of Acks as being a formal genre. Here is an example of the verb *thank* in use in AC, provided for the sake of comparison:

- (8) I would like to **thank** my chair, Dr Tom Dingus for giving me the opportunity to work in the field of transportation and for opening my eyes to research. (AS31)

With the line of argument above, a concluding remark can be uttered that TGs would like their thanking text to be formal and as such opt for a more formal way of performing the gratitude act. By contrast, it seems that AGs wish their Ack text to be relatively more informal.

assistance/support from

Again, as the selection of fixed thanking expressions follows from the desire for solemn atmosphere, this section involves reflection of the use of such patterns.

In the first place, two MI scores derived from the corpus data are that *assistance* and *support* in TC collocate with *from*, but their counterparts in AC do not (See their statistical values in Appendix F). The happening of course means that there are a good number of such occurrences in TC, but not in AC. The co-occurrence suggests the variability in the final chunk of the TPs (cf Appendix G), since *to somebody for something* more or less equates to *for something from somebody*. The preposition *from* collocating with the two nouns here is accordingly essential, because the thanking expressions usually tend to send the mentioning of tkes to the final part of the sentences. Here are some examples:

- (9) Warm friend, cheerful encouragement, and kind **assistance from** my friends are deeply appreciated and always be [sic] remembered (TH43)
- (10) I would like to acknowledge my partially financial **support from** the Telecommunications Consortium of the National Science and Technology Development Agency (NSTDA), Thailand (TS30)

To put it logically, it would be assumed first that variability in patterns is a nature of language in use. As such, the more there are occurrences of patterns used, the more likely there will also be occurrences of variation in existence. Since *assistance/support + from tkes* is considered a variation in TPs, the fact that the MI scores suggesting such a variation exist only in TC, but not in AC, should therefore confirm the existence of TPs in TC to a certain extent.

wish rather than want

The discussion of *would like to* above ignites this part. One aspect of *wish* and *want* is that both of them seemingly similarly mean *to desire* (*Cambridge International Dictionary of English* 1636 and 1671). Nonetheless, there exists a difference between them, in that *wish* is formal, but *want* is not (ibid). Therefore, it can be expected that TC should have more occurrences of the former (i.e. *wish*) than AC would, and vice versa as to the latter (i.e. *want*). And this is the case indeed.

A probe into the corpus data provides the evidence that—focused on the meaning for expressing a wish (*Collins Cobuild English Grammar* 234)—TC has 76 hits of *wish* and only 12 hits of *want*, whereas AC has only 37, and 48, respectively. This incident clearly suggests that TC really has more

occurrences of a relatively formal word, while AC has those of an informal one.

To conclude, this entry similarly supports TGs' tendency to formalize text.

To sum up TC's second subfeature on the tendency to formalize text, it can be asserted that TGs prefer making their Ack text formal by virtue of relatively formal words, and fixed thanking expressions as manifestations of formality perception.

A final concluding remark about this first feature of TE in this academic Ack genre can be made that TGs tend to hold the formal and often serious textual atmosphere firmly. The solemnity manifests itself in preference for particular forms and certain conventional patterns and in formalizing the text with the aid of officialness-indicating words and expressions. The use of TPs is a traditional way to do so.

4.3.2 SECOND FEATURE: THE QUALITY OF SPECIFICATION

In this feature, the overall claim is that TGs tend to state something clearly, especially by giving details about it. The purpose of specifying is usually trying to be specific, often for the sake of honoring someone, though sometimes the specifying act is also somewhat necessary for the reader's comprehension. The characteristic feature can be classified into three groups as follows.

4.3.2.1 Higher Use of Certain Prepositions

The prepositions in question are *during* and *throughout*. The MI testing shows that *assistance*, *guidance*, *help*, and *support* are collocational with *during* and/or *throughout* in TC, but very far less collocational or even not collocational at all in AC (For details about the resultant MI scores, see Appendix F). This incident conceivably leads to the conclusion that especially something done as action tends to be specified by TGs in terms of the duration or the period of time that particular helping act takes place.

Not surprisingly, since *time*—one of the five words denoting what given/provided to tkrs, and taken into the MI testing—is not a performed action and its literal meaning is somewhat closely related to the two prepositions, it has no such collocational strength with them. Anyway, the two discovered collocational items do together point to a similar direction: time specification being important for TGs to mention, particularly by way of the *during-throughout* prepositional phrases. The following are some examples:

- (11) Finally, the author wishes to express his deep appreciation to his parent and his brother for their tremendous sacrifices and support **during** this study. (TS68)
- (12) First of all, I wish to express my keen gratitude to Assoc Prof Dr Jariya Boonjawat, my impressive advisor for her encouragement, suggestion, financial supports and helpful guidance **throughout** this study. (TS4)

In passing, it is necessary to make clear first that the numbers of occurrences of *time* in the two corpora, which approximate each other, are fully recognized. This approximation could bring up a question as to whether the word is used similarly in the two corpora. The precise answer to this doubt will be found later in 4.3.3.2.

Up to this point, therefore, a concluding remark based on the evidential MI values can be reached that TGs have a higher tendency to specify the duration/period of time a helping act (save for the word *time* itself) happens by means of the deployment of *during-* or *throughout-*leading prepositional phrases.

4.3.2.2 Higher Use of Titles

Dr

Verified with the help of the chi-square test, it is brought to light that although TC and AC both have a high frequency of the academic title *Dr*, TC has more of it statistically significantly. Consequently, it could be implied that the title is still considered important for AGs to mention before some of their tkes' names, but even more crucial in the case of TGs. That is, some of AGs might not say it often, taking it as understood in context, but all of TGs would probably say it, perceiving the necessity of so doing. In this way, the title becomes an obligatory marker of honoring their tkes. The lack of it might be deemed disrespect.

Collocational behaviors of *committee*

Committee in TC collocates with *Asst* (cf Appendix F). In a way, this confirms the finding on the three academic titles (*Prof*, *Assoc Prof*, and *Asst Prof*) in Chapter V. It suggests that when TGs enumerate their main tkes' names setting up a committee, not only do they address their titles *Dr*, but they also say of either of their three academic titles. The finding of *committee* with *Asst* should be enough to infer that the other two also exist, even though not to the same extent. (It is also possible that committee members with the *Asst Prof* title are the majority of many thesis committees. The MI value concerning this tke group should be high accordingly.)

To stark contrast, neither of the three titles appears in the MI values of AC's *committee*. What occurs there is a moderate collocation between it

and *Dr* (cf Appendix F). In one way, this value implies that the title is important and frequently after the noun *committee* (but we must not forget that its importance does increase in TC). In the other way, it implies the exclusion of the three academic titles in AC.

However, a doubt might now occur as to why *Dr* does not then collocate with *committee* in TC as it does in AC. This can be easily explained in the way that—though TC has more of *Dr* occurrences than AC does—the title *Dr* is not collocational with the key word being discussed (i.e. *committee*), because in TC the three academic titles come before it (= *Dr*) and undermine the probable collocational strength between *committee* and *Dr*. (See also the part *Ranking Description* in Chapter V.) Here is an example of the case under discussion:

- (13) I would like to acknowledge ... and also would like to acknowledge my thesis **committee** Asst Prof Dr Tipaporn Limpaseni, Dr Peinpak Tassakorn and Dr Suwirakorn Ophaswongse. (TS4)

To sum up, *Dr* is somewhat necessary in AC, and even critically important in TC. Nonetheless, TGs also hold the three academic titles to be likewise essential, which is not the case in AC. Accordingly, *committee* in TC appears to be collocational with one of the three academic titles—*Asst*. This simply confirms their importance to TE Acks.

parents with titles

The MI testing reveals that *parents* in AC has only *my* substantially collocating left-hand with it (See Appendix F). This happening has to be compared with the fact that its counterpart additionally has *Mr* collocating right-hand with it. Therefore, this usage in TC could be considered as a title use of an **extra**, specifying way of honoring, since leaving out the title *Mr* would not have any effect on text comprehension.

The significant occurrence order of *parents* plus *Mr* indicates that TGs have a tendency to use titles before their tkes' names, even those of their own parents. This implication corresponds to other findings of high-tending title usage in TC, whether ones of this part or those in Chapter V. Here is an example of parents' names with titles:

- (14) I am ever indebted to my **parents**, **Mr** Thongkum and **Mrs** Pensri Thaworakul for their immeasurable love, concern and support throughout my life. (TH50)

A manual probe into raw corpus data even finds that—searched under the keywords *father*, *mother*, *parent*, and *parents*—TC has 9.80 percent of the 153 relevant concordancing lines being uttered with title use, while AC has only 2.86 percent of the 105 relevant concordancing lines being used the

same way. Therefore, this distinction helps confirm the finding that TGs additionally use titles with their parents as tkes.

In this part of discussing the higher use of titles in TC, we have talked about the MI evidence as well as some proportional numbers in favor of the assertion that TGs have a tendency to use more titles in addressing their tkes' names. The practice is reckoned an honorific specification, a feature belonging to TE in the Ack genre. Of course, this is in accord with a finding of Hyland that there is a very high likelihood to find Hong Kong students' academic tkes being referred to by using their full names with honorific titles (See 2.3.2 for detailed information).

4.3.2.3 Miscellaneous Specifyingings

research institute

The collocational strength between *research* and *institute* is somewhat moderate in TC, but not in AC (cf Appendix F). The finding of the two words collocating with each other prompts a question as to whether they are used in proper noun phrases. Started with *institute*—due to the potential limited number of concordancing lines—the retrieval of real data reveals that the co-occurrences of the two nouns in this order are all in proper noun phrases indeed. Actually, 61 out of 63 *institute* occurrences even begin with capital letters. The number is obviously in contrast to AC's case, in which merely 11 *institute* occurrences of proper noun phrases emerge.

As a result, it can be certainly affirmed that TC has the specification of exact names of the organizations involved with them to a greater degree than AC does.

Thailand research fund

It is found that TGs tend to specify a research grant provider's full name as well as the names of certain organizations they are involved with. This claim is based on the following supporting evidence.

The high collocational amounts between *Thailand* and *research* (5.73) and between *research* and *fund* (7.70) raise a question as to whether they all form the same similar proper name. A manual probe into the data collection proves the doubt to be the case. The grant's complete name is *Thailand Research Fund*, existing in 14 pieces of data. The assertion to be made here is not that the name of the fund indicates Thainess. Instead, it is TGs' specification of full names of related organizations.

Another plausible interpretation is that the finding of this full name—whose components have strong collocational strength—suggests the reality of grant-providing organizations in Thailand. This is because the country primarily provides TGs with scholarships in a relatively centralized manner.

This situation has to be contrasted with America's case in which every state allocates a substantial sum of money for the educational aspect. Therefore, aside from interpreting the collocational strength as an evidential proof for TGs' specification quality, it can also be viewed as a reflection of the reality in societal administration.

Another piece of evidence for TGs' tendency to specify involved organizations' names is the factual corpus data that 23.66 percent of all 186 *research* occurrences in TC occur in proper noun phrases, whilst only 14.14 percent of all the 191 occurrences of *research* in AC occur this way. The two percentages differ significantly, thereby confirming the claim of TGs' specification.

By and large, TGs are more likely to exactly specify the names of organizations involved with them.

university

The Pearson's chi-square testing unveils that the numbers of occurrence of *university* in the two data collections are really and completely different (cf Appendix E). Accordingly, a conclusion can of course be drawn that TGs have a very higher tendency to specify universities' names.

A piece of evidence in support of the conclusive statement above can be derived from the manual search for the number of capitalization. If we accept the postulate that use of capitalization indicates (a) the specification of a university's name itself, and (b) the specification of a particular thing's or person's details by means of providing its or her/his affiliation, then counting and comparing the proportions of *university*-containing occurrences of proper names in the two corpora could be worth doing. Consequently, the counting finds that 98.88 percent of all 268 *university* occurrences in TC have their first letters capitalized and are in proper noun phrases, while merely 94.32 percent of all 88 *university* occurrences in AC are in the same way.

Up to this point, it can therefore be asserted with confidence that TC really have a high tendency to exactly specify universities' names.

A careful note should be made that if one considers use of abbreviations of universities' names, no clear distinction will emerge. This sidetracked remark is based on the search of "*u" and "u*" in the two corpora, which yields the result that TC has (a) 22 relevant hits for the former word seeking (e.g. *STOU* standing for *Sukhothai Thammathirat Open University* (TS39)) and (b) 4 ones for the latter (e.g. *UO* standing for *University of Ottawa* (TH24)), altogether 26, whereas AC has (a) 18 ones for the former (e.g. *WSU* standing for *Wright State University* (AS28)) and (b) 6 for the latter (e.g. *UC* standing for *University of Cincinnati* (AS8)), altogether 24. Anyway, it might be said that this current case is not intimately related to the

specification under discussion, in that it is not specific enough in an exact way. That is to say, abbreviations require the readers' background knowledge to a certain degree.

In a nutshell, TC's *university* is different from its counterpart in AC in terms of frequency and use in proper noun phrases.

parents with relative clauses

The test by way of MI probing shows that the word *parents* in TC has the relative pronoun *who* collocating on its right side. The pronoun is unique to the trial results in that it is the only relative pronoun taking place in the entire MI value report (See Appendix F). On the account, it is worth further interpretation.

I would like to interpret this kind of specification via relative clauses as a way of TGs' showing gratitude. A supporting line of reasoning for the interpretation is as follows. First of all, when we consider the specifying act from the insider perspective—or in anthropological terms, the emic one—it can be seen as an attempt of TGs' to repay a meritorious debt to their parents. According to Klausner, “the moral obligation to repay a meritorious debt incurred in this present life ... remains strong” (1997, 26) in Thai society even in the current situation of westernization. Normally, children in oriental cultures are raised to become people who have gratitude for their fathers and mothers (Green 217). Such a moral debt towards one's parents is regarded as **life-long** and as such should correspondingly be repaid or returned **constantly** (Klausner 1997, 26). In other words, the “dutiful” repaying behavior (*ibid*) should be inherently felt by TGs and deemed obligatory for them to make explicit whenever possible.

In addition to the emic consideration, when we consider the issue at hand from the outsider perspective—or in terms of anthropology, the etic one—the specifying act could possibly be seen as an attempt made by TGs to perform their role and admirably fulfill their duty as good members of Thai society. This is because to repay the meritorious debt is socially appreciated and not so doing is publicly condemned, just as Klausner puts clearly:

To be *katanyu*, constantly aware of benefits and favors bestowed and ready to express appreciation, is a **highly valued** character trait [in Thai society]. On the other hand to be *akatanu*, or ungrateful, is considered one of the **most reprehensible** faults and sins one can be accused of. [bold mine] (*op cit*)

Accordingly, it is also possible that TGs who are image-conscious will feel obliged to express words of gratefulness. In stark contrast, the situation might not be the case in the Western world, as Green says that a good

number of people in occidental cultures can even hardly grasp the exact meaning of *katanyu* (which I think could roughly be equated with the feeling of being grateful, with *katawethi* equal to wishing to repay the moral debt) since the parents' expectation that their children should one day repay them could be considered selfishness in their point of view (ibid). Consequently, whenever Thais, here TGs, have a chance to do something in favor of their parents, they are commonly supposed to do so.

Therefore, with the support from the considerations in both the emic and etic perspectives above, it seems eminently reasonable to say that here in the Ack genre—where a public, formal space to express one's feeling of gratitude is available for TGs—a performance of gratefulness, even merely an announcement, is certainly preferable and expected. And as specification is a major way of honoring and showing respect (See also Chapter V), the specification of TGs' parents' deeds deserving especial recognition by way of describing in relative clauses is thus brought into function. An example is “my **parents** *who* always and forever support and stand by me, through thick and thin” (TH34).

An explicit demonstration of numbers and proportions of such an occurrence should be provided here in order that the claim for a higher tendency of TGs to specify this way will be valid. Through the keywords *father*, *mother*, *parent*, and *parents*, the search finds that 29.87 percent of the 154 occurrences in TC have some kinds of relative clause following, while 18.02 percent of the 111 occurrences in AC are in the same way. Consequently, with not great a distinction though, TGs really have a higher tendency to specify their parents' elaboration-deserving deeds than AGs do.

To sum up, specifying parents' acts deserving words of gratitude is a characteristic feature found in TC.

A summary of the part of *Miscellaneous specifyingings* here can be made that the specifications of (a) proper names' grant providers and organizations related in some way to the tkrs, and (b) parents' recognition-deserving, impressive acts are some of the ways TGs deploy in the Ack discourse, mostly for the purpose of respect and honoring.

The following is the conclusion of TE's distinctive quality of specification. In the Ack genre, TGs tend to specify (a) a period/duration of time—mostly concerning their research—using the prepositions *during* and *throughout*, causing them to collocate relatively more strongly with most of the words taken into MI testing, (b) tkes' titles, being a way of honoring and respecting them and simultaneously making the thanking discourse

more formal, and (c) certain details in an exact way, again, as a means of respecting and/or honoring.

4.3.3 THIRD FEATURE: THE QUALITY OF MODIFICATION

In this feature, the overall assertion is that TGs tend to modify something either in an explicit way or in an emotional way. The purpose of modifying is usually the clarity of utterance, in this way often not due to the desire to honor someone as in the previous feature, but plausibly due to different perceptions of semantic sense and weightiness. This characteristic feature can be categorized into two groups as follows.

4.3.3.1 Clarification

In this category, it will be shown that TGs tend to make their utterance as clear as possible, even though sometimes the practice seems not much necessary from a general point of view.

research work/study

The collocational paradigm of the word *research* derived from the MI test (cf Appendix F) indicates that it has collocational strength with *work* and *study* on its right side to a moderate degree. Such collocation does not happen on the AC party. This means the distinction should really signify an actual usage of TGs’.

According to some corpus-based evidence—some examples of which are to be provided below—it can be observed that the word *research* is being used to modify *work* or *study* for the express purpose of clarifying the meanings of *work* or *study*. From TGs’ point of view, it seems to be the case that the meanings of the two words are still not enough in this context of the Ack page (despite the fact that the reader should be able to recognize them from contextual settings). That is to say, it is possible that they wish the chunk to exactly mean “a detailed study of a subject” (Cambridge International Dictionary of English 1208).

- (15) This **research** *study* was completed as a result of many people’s support and help (TS5)
- (16) Discussions with him have made me realize that **research** *work* is very challenging (TS66)

Viewing the raw data of AC, it is found that there is only one occurrence of *research* plus *study*, and no occurrence of *research* plus *work* at all. This of course supports the collocation outcome above in a way. That is, it is TGs—not AGs—who commonly wish to clarify the meanings of the words *study* and *work*.

The distinction between the two corpora might originate in the breadth of the meanings of *work* and *study*. They can mean several things outside of a piece of research. As we have seen that TGs tend to put text precisely and specifically, their narrowing down the possibilities of interpretation of the two words is thus justified in the same way: in order to be specific as well as clear.

examination committee

Similarly, the MI value pointing to the very high level of collocational strength between *examination* and *committee* can be reasoned out that TGs are simply trying to be clear. Whether being well aware or unknowing, TGs make the clarification in a very unique way, in that AGs only once combine *examination* and *committee*, while TC has 14 occurrences of it. AGs' practice might be viewed as contrasting with the fact that AGs, like TGs, must have undergone examinations set by their respective committees before their researches are officially approved.

To put it reasonably, AGs believe that the kind of *committee* can certainly be taken as already obvious, but TGs simply wish to make it clearest possible. Accordingly, this leads to part of TE's third characteristic feature **Clarification**. Here is an example of this entry:

- (17) Most of all, my appreciation goes to Assoc Prof Pol Col Decha Kaiyarit for his helpful guidance and support as one of thesis defense **examination committee**. (TH68)

thesis rather than work

As it follows that TGs' try at making clear may proceed from the perceived semantic sense, it should be that TGs prefer using some words, whilst AGs others. And this is the case indeed.

The Pearson's chi-square testing discloses that TGs use *thesis* in statistical terms significantly more frequently than AGs do (See Appendix E), since the word has a very specific meaning (inferred from the entry *thesis* with only 2 separate meanings provided (*Oxford Advanced Learner's Dictionary* 1347)). To provide raw data, TC has 417 *thesis* occurrences, while AC has merely 89 ones. Likewise, TGs use *study* statistically significantly more often than AGs do (See also Appendix E). (Note that this word as a noun has 9 separate meanings (op cit, 1292). This might be the reason why it is less popular among TGs than the word *thesis* is.) In reverse, AC has significantly more occurrences of *work* than TC does, which is promisingly due to its 14 separate meanings (op cit, 1492).

Therefore, this stark contrast of words with a seemingly similar meaning strongly confirms the assertion that TGs have a tendency for clarification. Here is an instance of *thesis* in use in TC:

- (18) Without her deep insight and ingenuity, the accomplishments made in this **thesis** would not be possible. (TH2)

To conclude this part **Clarification category**, it can be asserted with creditability that in the Ack discourse TGs have a tendency to clarify the words whose meanings are various, in particular *work* and *study*. Likewise, words like *committee* are made clearer by using some other words to modify them. Moreover, words whose meanings are clear and specific are more likely to be chosen by them.

4.3.3.2 Intensification

In this category, evidence supporting that TGs are likely to intensify words about tkes' help and their own feelings will be discussed. In this way, it is also possible to perceive this category as tkers' emotional space, since it involves (a) their personal depiction of perceived values of tkes' help, and (b) their feelings evoked and expressed in writing Acks.

4.3.3.2.1 Depiction of Helping Acts

In this subcategory, one aspect of intensification in the TE Ack genre will be talked about. It is related to the depiction of tkes' helping acts as perceived from the tkers' point of view.

invaluable support/guidance

The MI testing reveals that the adjective *invaluable* in TC has collocational strength with the nouns *support* and *guidance* to moderate and high degrees, respectively (See Appendix F). This occurrence does not take place in AC at all. Therefore, it can be asserted with confidence that a distinctive feature likely to be found in this kind of TE discourse is finding the adjective *invaluable* collocating with its following nouns *support* and/or *guidance*. Here is an example of this entry:

- (19) I would like to thank Director of the CEM PhD Program Dr Vichit Avatchanakorn for his **invaluable support** (TS8)

valuable guidance/time

As we have seen that *invaluable* has two collocational nouns, now nominal collocates of another adjective with its similar base are to be discussed.

Derived from the MI testing, the adjective *valuable* appears to strongly and fairly collocate with the nouns *guidance* and *time* respectively. This occurrence does not take place at all in AC. Hence, it can be affirmed that another distinctive attribute of the TE genre is finding the high degree of collocation between the adjective *valuable* and the nouns *guidance* and *time*. The following is an instance of this entry:

- (20) The author also wishes to extend his appreciation and gratitude to ... Dr Boonchai Satimannaitham, for their interesting, valuable advices and devoting their **valuable time** to serve as members of the Examination Committee. (TS26)

generous/ kind assistance

We have seen two cases of the interrelationship between one adjective and two nouns. At present, we are going to observe two adjectives collocating with the same noun. The noun under discussion is *assistance*. It has the adjectives *generous* and *kind* very strongly and strongly, respectively, collocating left-hand with it. This happening does not occur at all in AC. Therefore, it can be said that another characteristic quality of this TE discourse is finding the two adjectives collocating with the noun *assistance* to a high degree. Here is an example of this entry:

- (21) I would like to thank the staff of the Department of Mathematics, Mahidol University for their **generous assistance**. (TS22)

helpful guidance

The last piece of evidence backing this part rests with the MI value indicating that *helpful* is highly collocational with *guidance*. This occurrence does not occur at all in AC. As a result, it can be testified that the other TE textual characteristic attribute in respect of the depiction of tkes' helping acts is finding the adjective *helpful* strongly collocating with the noun *guidance*. Here is an instance of this entry:

- (22) I am equally grateful to Dr Suriya Sassanarakkit, Assoc Prof Dr Naowarut Charoenca, and Assoc Prof Dr Sudhin Yoosook for their comments and **helpful guidance**. (TS36)

4.3.3.2.2 Depiction of Thankers' Feeling

In this second subcategory, the other respect of intensification underlying the TE Ack discourse will be spoken about. It is connected with the depiction of tkr's own feeling that is evoked and thus expressed in this thanking discourse.

beloved parents/ family

The MI testing empirically demonstrates that the adjective *beloved* very strongly and strongly collocates with the nouns *parents* and *family* respectively (See Appendix F). Somewhat surprisingly, the two nouns are highly associated with each other in terms of their meanings. Since AC does not have such an occurrence, the situation prompts us to wonder whether there is an interrelationship between the adjective and the group of tkes taking place specifically in TC.

The manual probe into the corpus data finds that 88.46 percent of all 26 *beloved* hits are modifying family members and relatives, e.g. *family, mother, parents, sister, uncles*, and the like. The rest are still related to someone/something very important, e.g. *country* and *Jesus Christ*. On the contrary, the word behavior seems unclear in AC, since the two co-occurring words are *dogs* and *sister-in-law*. Since the co-occurring words in AC are only two in number, I will not conclude this difference yet. What to be said in short should be simply that TC has a distinctive attribute in using *beloved* to intensify words for family members to a larger extent than AC does. The following is an example of this entry:

- (23) Firstly, I am indebted to my **beloved family**; [sic] mom, dad, sister, grandmothers and all of my family, for their unconditional love, care and encouragement throughout my life. (TH32)

special

The chi-square test manifests a clear distinction that TC contains statistically more occurrences of *special* than AC does (See Appendix E). This happening might be accounted for that TGs wish to make their thanking utterance more profound and sound sincere with regard to the degree of their feeling, but the weightiness of semantic sense of the words they are using is not enough. Therefore, they increase the weightiness with the help of the adjective *special*.

Certainly, AGs also use the modifier to a certain degree. Nevertheless, the statistical value derived in the process of chi-square calculation obviously indicates that they do not use it as much as TGs do. In other words, the difference in frequency concerning this word is really significant. This significant difference might mean that (a) TGs have a broader range of tkes who they feel deserve *special* words of gratitude, or (b) AGs themselves do not think adding the intensifying adjective is necessary in most cases. Either is possible, because both of them ultimately point to the likely tendency for TGs to intensify their utterance through the use of the adjective *special*. The following is an instance of *special* in use in TC:

- (24) I would like to give **special** thanks to Mr Phitha Tanpairoj for inspiring and encouraging me to finish my thesis and for believing in me (TS35)

hard time

The MI testing indicates that the adjective *hard* is very highly collocational with *time* in TC, but not at all in AC. The collocating occurrence could contribute in a way to the interpretation of intensifying the whole discourse. To elaborate, it plausibly intensifies TGs' pride of success and at the same time intensifies the reason why the help is deserving of

words of gratefulness. This second case of intensification might possibly imply that without all the received help, it might not be possible for a particular tkr to have passed such a hard time. The following is an instance of this entry:

- (25) A special thanks goes to my mother-in-law for her patience and sacrifices of looking after the children during my **hard time**. (TS6)

To put this entire subcategory (*Intensification*) in a nutshell, TGs tend to intensify tkes' helping acts and support—such as *guidance* and *time*—with the aid of adjectives describing and valuing them emotionally—e.g. *invaluable* and *generous*—from their own point of view. In the meantime, they probably additionally intensify their own feeling towards family members as well as other important tkes. Besides, a case of intensification taking an effect at the discourse level can also be found.

The following is the summary of the quality of **modification**. There are two types of modification classified here: **clarification** and **intensification**. The former is meant to refer to certain phenomena in which TGs are more likely to clarify words with various meanings in a specific way. Words with clear and specific meaning correspondingly have a higher tendency to be used in TC. The latter is meant to refer to certain phenomena in which TGs have a higher tendency to intensify (a) helping acts by means of adjectives of perceived values, and (b) their own feeling towards family members and some tkes.

4.4 THE RELATIONSHIP OF THE THREE FEATURES

In brief, due to TGs' perception of the genre, their fixation on formality, particularly in the sense of formal atmosphere, influences their textual performance in such a way that it is necessary for them to give details and make everything complete by dint of specifying and modifying certain textual elements.

4.5 CONCLUSION

In this chapter, we have seen how differently a group of identical words are used in the Thai and American corpora. The first aspect of difference is frequency. With the aid of the Pearson's chi-square test, some words such as *thank* and *work* are found to be used less frequently than their counterparts in AC; some words such as *thanks* and *thesis* are the other way round.

The second and most important aspect of difference is collocational strength, derived from the MI calculation. Every pair of the same word is found to be different in one way or another. The findings together with some chi-squared values above lead to the generalization of three TE features here: (a) fixation on formality, (b) specification and (c) modification. The first feature involves the rather fixed use of certain forms and conventional patterns as well as the higher use of words that are relatively formal. The second is concerned with the provision of specific details, e.g. the temporal dimension via the prepositions *during* and *throughout* and the titles belonging to tkes. The motive for the first two features is chiefly to pay honor to their tkes. The last one concerns TGs' making certain parts of text clearer and/or more emotionally special.

In brief, formality seems to be the key notion that controls the way TGs specify and modify their utterance.



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CHAPTER V

THAI ENGLISH DISTINGUISHING ELEMENTS

5.1 INTRODUCTION

The previous chapter, Chapter IV, bases its line of argumentation and analysis upon the words that occur in both of the Thai and American cut-off frequency lists. In this chapter, the words that occur only in the Thai cut-off frequency list will be tackled. These words and their frequencies in the Thai list are illustrated in the table below, together with their frequencies in AC for the sake of contrast.

Type	TCF	ACF	Diff	TCF%	ACF%	Diff
Prof	483	20	463	1.089	0.044	1.045
Mr	230	21	209	0.519	0.046	0.473
express	193	42	151	0.435	0.092	0.343
gratitude	181	60	121	0.408	0.132	0.276
Assoc	175	0	175	0.395	0	0.395
Asst	174	0	174	0.392	0	0.392
Ms	162	14	148	0.365	0.031	0.334
appreciation	144	39	105	0.325	0.086	0.239
grateful	137	52	85	0.309	0.114	0.195
advisor	129	59	70	0.291	0.129	0.162
valuable	118	18	100	0.266	0.039	0.227
author	116	8	108	0.262	0.018	0.244
advice	111	56	55	0.250	0.123	0.127
suggestions	109	28	81	0.246	0.061	0.185
sincere	105	26	79	0.237	0.057	0.180
comments	100	25	75	0.226	0.055	0.171
program	97	46	51	0.219	0.101	0.118
department	87	62	25	0.196	0.136	0.060

Table 4 Frequencies and Percentages of the Content Words Occurring Only in the Excerpted Thai List, Compared with those of their Counterparts in AC

The 18 words here are grouped according to their meaning and communicative and textual functions in the Ack discourse under study, resulting in the six major categories below:

1. The primary inclusive core
2. Two major discoursal participants
3. Ranking description

4. Address through specification
5. Thanker's feeling
6. Thankees' deeds

The line of analysis in this chapter will hence go along in the order presented above. On each category, Moran's five-dimension cultural framework will also be used for relating it to Thai sociocultural complexities.

5.2 PRIMARY INCLUSIVE CORE

The core in question is the verb *express*. The fact that it is the only verb that gains very high frequency in Table 4 should strongly suggest that it takes place in the majority of all occurrences of TPs in TC. To prove this interpretation, two major steps of calculation should be taken.

The first one is the proportion of sentences that fall into TPs. Systematically sampled from every 7th piece of data of each subcorpus, it is found that TC has 57 percent of all the 207 occurring sentences from the sampling that fall into either of the four TPs, while AC only 32.41 percent (See Appendix H). This first step, thus, clearly indicates that TC has more occurrences of TP sentences than AC does. (See also *TPs* under 4.3.1.1 in Chapter IV.)

The second step of confirmation is to answer the question, "Which pattern is the most popular in the Thai and American corpora?" It is found that—using the same set of sentences as in the first step above—the majority of the 118 occurring TP sentences in TC (= 33.90%) are used in TPD, whereas those of AC (= 75.53%) in TPA (See also Appendix I). This discovery has several implications. The following are the related ones.

Firstly, the fact that TPD—whose center is *express*—gains in TC the largest proportion of use among all the four TPs strongly supports the above assertion that the verb receives very high frequency in TC because it takes place in the biggest part of all occurrences of TPs in TC.

Second, the fact that TPA—which does not contain *express*—takes the very majority of all TP occurrences in AC corresponds precisely to AC's really small number of *express* occurrences (i.e. 42 hits), when compared with that of TC (i.e. 193 hits). In other words, AC's TPD can merely win a small proportion of TP uses, in comparison with TC's one. Not surprisingly, the great difference causes the verb under discussion to be included in this chapter, as a characteristic of TE in the Ack genre.

To summarize up to this point, AC has fewer occurrences of TPs than TC does in the first place. And when using some, AC has a high tendency to use TPA to a greater extent than TC, which tends to have TPD to a greater extent instead.

A plausible explanation of this phenomenon is that the *express*-containing pattern is the most complete one and thus preferred by TGs. As we have seen earlier that the clarification quality is one which governs the TE Ack genre (See Chapter IV, Section 4.3.3.1), TPD—having explicit forms of all the units: the agent, the act, the direct object, the indirect object and the prepositional phrase modifier, as appearing in Figure 4 below—is hence selected most. As a further result, the verb *express* gains really high frequency and in this way deserves the title **primary inclusive core**.

express	(one's)	appreciation	to s.o. (for sth)
extend		gratefulness	
give		gratitude	
offer		thanks	
share			

Figure 4 TPD

It might also be interpreted that the *express*-containing pattern (= TPD), when compared with other TPs, offers a relatively wider space in presenting all communicative units as well as their additional components of embellishment, e.g. adverbs and adjectives. This potential for lavish decoration, to TGs, can plausibly be perceived as giving high-sounding quality and of course elegance to their textual products. Hence, these non-native users of English undoubtedly prefer this pattern. Here is an example:

- (1) I receive these things from the following persons to whom I wish to **sincerely** *express* my **deepest** appreciation and gratitude. (TH31)

Relating the situation at hand to Moran's framework, it is obvious that the Acks generated by TGs are not merely perceptible language products alone. Instead, they are produced under their careful consideration, manifesting themselves mostly in the form of TP use, as evidenced by the finding in this entry. The use, of course, is intended to operate in the Thai academic circle. Hence, the frequent use of the verb *express* and its corresponding pattern can be associated with not only a Thai common practice in expressing one's self communicatively and supposedly effectively, but also the intention for it to gain acceptance from the readers and tkes. This situation could undoubtedly be linked with TGs' underlying perception and attitude, in the sense that the practice is also evincing their outlook on the genre as a place of formality. All these are for certain carried out within the Thai way of life and thus Thai culture, and certainly can be indicative of the English variety in Thailand.

The five categories to follow afterwards are those of the other units that can in one way or another be placed within the pattern of the discussed *express*.

5.3 TWO MAJOR DISCOURSAL PARTICIPANTS

The corpus evidence discloses that TC has a higher tendency to specify the role of the two major discursal participants—tkr and tke. The following are the values in support of the claim derived from the corpora.

5.3.1 THE THANKERS

With regard to the tkr party, the line of discussion may start with the fact that the word *author* has 116 occurrences in TC, meaning 14 times higher frequency than its use in AC (i.e. only 8). Therefore, when taking (a) the possibility of this word to be inserted into three of the four discovered TPs (cf Appendix G) and (b) the highly frequent use of TPs (cf Appendix H) into consideration, it is possible that the word is used in TC to refer to the thesis writers to a greater extent than in AC. To prove this hypothesis, a manual, careful counting of TC's self-referent usage in comparison with AC's one is called for.

The self-referent counting of the 300 pieces of data of the Thai and American corpora exhibits that TC, when compared with AC, contains quite a substantial amount of self-referent usage in the form of the third person—mostly deploying the word *author*—to refer to the tkrs or, that is, the Ack writers themselves (cf Point D in the continuum below). By contrast, the usage is almost never at all found in AC. Below is the contrasting continuum summarizing the discovery:

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

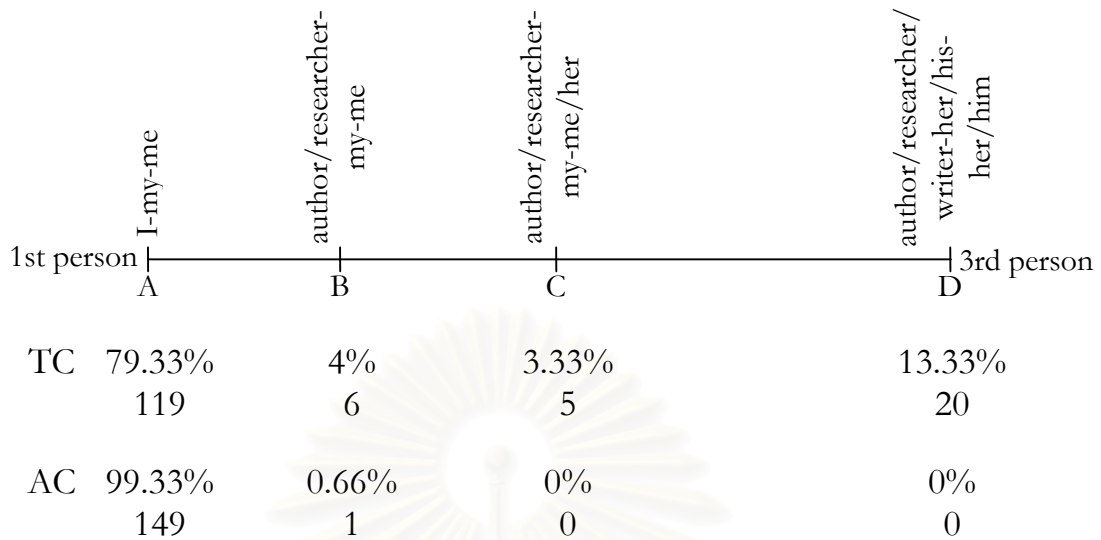


Figure 5 A Continuum Summarizing the Self-Referent Usage of the Thai and American Corpora

Before proceeding with the analytical argument, the illustration of the cline above should be in the first place provided. The leftmost point, Point A, denotes the self-referent usage in an Ack writing in which the Ack writer refers to him/herself using the first person self-referents entirely—be it the nominative case, the possessive or objective. In this way, Point A addresses the situation in which the Ack writer is stated apparently to be the tkr him/herself. Point B marks the usage quite similar to the aforementioned except for its nominative pronoun which is turned to a noun instead. The nouns found in the sampled data are *author* and *researcher*. The usage degree of the third person self-reference increases when it comes to Point C, where there is a mixture of the objective case: between first person and third person. Note that both Points B and C could possibly indicate the transitional process from the entirely first person self-reference to the self-referent usage in the form of the third person, which is here Point D. This rightmost end designates the self-referent usage that is wholly in the configuration of the third person: the nominative self-referent is either *author*, *researcher*, or *writer*; the possessive case is either *his* or *her*; and the objective reference is either *him* or *her*. This last mode of expression could tenably be deemed a visible manifestation of the attempt to make an Ack writer look as if he/she were a person different from the tkr him/herself. Put specifically, the Ack writer is acting as if he/she were describing a narration of thanking sentiment expressed by another individual. In this way, the Ack writer seems to be a dissimilar person to the tkr under Point D.

From the continuum, it can be clearly observed that TC has a significantly greater number of self-referent usage in the form of the third

person than AC does (i.e. markedly significant number in Point D). Obviously, this usage phenomenon suggests the tkr role specification really occurs in the TE writing of the Ack genre. Here is an example of third person self-referent usage:

- (2) Finally, yet importantly, **the author** sincerely and gratefully dedicates this work to **his** beloved parents for their tremendous encouragement, support and sacrifice in **his** study and all of **his** life. (TS26)

Another piece of evidence in support of TE's tkr role specification would provide a careful consideration. The three possibilities to call the tkr in the two corpora, excluding the use of the pronoun *I*, ought to be fairly counted in order that a complete and extensive step of investigation is made. The outcome of the comparison is as follows:

Noun	TCF	ACF
author	116	8
researcher	32	6
writer	7	2
Total	155	16

Table 5 A Comparison of Nouns Used for Mentioning a Tkr in the Two Corpora

From this table, it can be clearly seen that even though the scope of examination is broadened to other nouns, TGs' usage of third person self-reference in referring to themselves still outdoes AGs' one in terms of frequency. Therefore, to find the third person self-reference referring to the tkr's role in use could eventually be claimed as characteristic of the TE Ack genre.

As regards the *author* phenomenon, its somewhat substantial proportion in TC may be explained by the common ways of writing the genre in Thai. In other words, certain Thai ways of writing the Ack discourse are transferred to TGs' writing of the same type yet in a different language. This can thus reflect the influence of the native language. When Thai researchers write a page of Ack in Thai, such a self-referent word as *phukhian*, *phutaeng* (both = 'writer' or 'author') and *phuwichai* ('researcher') is used commonly apart from the self-referent pronoun *khaphachao* ('I'). Of course, this statement has supporting evidence.

As *Oxford-River Books English-Thai Dictionary* says, the words *author* and *writer* are equivalent to *phukhian* (81 and 1034, respectively); and the word *researcher* to *nakwichai* (747). (Note that both the prefixes *nak-* and *phu-* in Thai denote agent or doer just as the English *-er* does (*Thai-English Dictionary* 487 and 624 respectively).) Accordingly, these translations

confirm the equivalence between the originally used words in Thai and the selected English words, perceived by TGs as more or less equal.

In this way, it can certainly be concluded that the higher proportion of *author* occurrences in TC than in AC proceeds from the Thai ways of writing the thanking discourse by using complete nouns rather than personal pronouns, yielding another characteristic feature of TE Acks.

5.3.2 THE THANKEES

After considering the self-reference of TGs, the reference to their tkes will next be dealt with. As can be seen in Table 4, TC's *advisor* gains far higher frequency than its counterpart in AC—by 129 to 59—indicating a great distinction between the two corpora. Besides this, the finding would be even clearer if one can seek out whether TGs really prefer mentioning their advisors' role. A manual, careful probe could shed light to the question.

The systematic sampling of every 5th, 10th, ..., 75th piece of data in the four subcorpora—seeking the mentioning of advisors' names and their role—yields the result that 83.33 percent of the sampled TGs mention the role of their advisors directly, while AGs merely 66.67. As such, it is evident that, even when based upon a smaller-scale probe, TGs really have a relatively higher tendency to give priority to their advisors' role to a greater degree than AGs do. Therefore, it can be asserted with confidence that in TGs' point of view addressing their advisors' role is somehow more important than saying their names only. Here is an example of mentioning an advisor's role:

- (3) The accomplishment of this is due to generosity of Lecturer Wiraman Niyomphol, MA, **Major Advisor**, Assoc Prof Chalong Boonyananta, PhD and Mrs Sujitta Tikwattanont, MA, **Coadvisor**. (TH9)

Of course, this happening similarly involves the role specification of TGs' research advisors in such a way of "who-is-who," just like the role specification of the tkrs themselves. Therefore, this *advisor* language occurrence could be interpreted as part of the quality of specification.

As already discussed in Chapter IV, the quality elicits the mentioning of the role as a way to honor the tkes. An advisor is a very important person in the process of making a thesis come into reality. He/She, furthermore, is socially highly praised, as Jones puts it, "[i]f you are a teacher (*ajarn*) you are especially highly regarded" (33). Note it is commonplace that the advisors can usually be considered as teachers to TGs, and naturally, they and their advisors must have fostered an intense intellectual and professional relationship between one another by the time of thesis completion, since the act of supervision is on the individual basis. As such,

to tell the audience his/her role—in this way announcing his/her significance—can certainly be a way to pay proper honor to him/her.

In light of Moran's framework, this kind of written language product could be reflecting TGs' attitude of their advisors' significance. To demonstrate it, TGs choose saying their role clearly in this public discourse domain in relation to an academic organization. In other words, this can be perceived as a verbal communicative practice popular with them when dealing with the Thai erudite community. All these, in turn, make the total frequency of *advisor* attain a top rank in this chapter. In the meantime, when considering the tkr party discussed earlier, quite many of TGs refer to themselves using third person self-reference, aiming for textual solemnity. Undoubtedly, this is also a kind of practice in the form of written utterance when analyzed in the eyes of this framework. The seriousness of the text associated with the scholarly community could possibly be appropriate, at least in their perspective.

5.4 RANKING DESCRIPTION

From Table 4, the five titles—*Assoc*, *Asst*, *Mr*, *Ms* and *Prof*—gather at the top of the table. Moreover, their frequencies surpass their counterparts in AC by at least 11 times. This phenomenon is not ordinary at all. Instead, it suggests another real characteristic feature of TE Acks: ranking description.

TC's significant use of titles—which can in a way signify an individual role and status—suggests a more or less major and practical approach used in the Ack genre in describing his/her position in comparison with other people in a community or even in society. Again, we come to find roles are important in Thais' perception. As a result, names without any titles are rare to be seen.

A sidetracked yet interesting note regarding title usage in TC is that TC has 174 occurrences of *Asst Prof*, 175 *Assoc Prof*, and 136 *Prof* alone, whereas AC has 20 occurrences of *Prof*, without *Asst* or *Assoc* co-occurring with it at all. This happening confirms well that using academic titles to a great degree is really a characteristic feature of TE. And this can therefore reflect values in Thai society. In reverse, whether an AG's tke is a Professor, an Associate Professor, or an Assistant Professor seems to bear no importance or difference for him/her in addressing that particular tke in this Ack genre. Here is an example from a TE Ack:

- (4) Firstly, I would like to express my sincere thanks to my supervisors, **Assoc Prof** Suchada Siripant and **Prof Dr** Chidchanok Lursinsap for guiding me through finishing this thesis with untiring help. (TS3)

In addition to the significance of the academic titles, the way of using them is also interesting, in that 98.14 percent of all occurrences of the three academic titles are used with their respective co-occurring full names (i.e. first name + last name). This is another piece of evidence supporting that the prevalent atmosphere of the TE Ack genre is formality.

A piece of supporting evidence to title usage in TE Acks might also be found having originated in its use in Thai context. For example, in A Handbook to Typing Theses published by the Graduate School of CU, it is directed that in the Approval Page of a thesis, there must be an academic title or “position” appearing before any committee member’s name—an advisor’s name certainly included (77). Therefore, it is clear that such usage is expected in Thai cultural intricacy and is even licensed by an authoritative institution. And both really indicate the obligation and importance of doing so in Thai social context.

On the contrary, the perception might not be so strong in the context of America. For example, on the front page of a doctoral thesis (AH5), where the committee members’ names are enumerated, there is no academic title given at all. Their names appear simply as in:

- (5) E. Thomas Garman, Chair
Bruce H. Brunson
Constance Y. Kratzer ... (AH5, front page)

All in all, in the eyes of Moran’s framework, this entry apparently shows the influence of widely accepted ways of mentioning academic people. It displays the adoption of an accepted practice within this specific community in the way that the use of the five discussed titles proceeds from an acknowledged way of addressing other people conducted in the scholarly circle. When the addressee holds a particular academic title, it must be named. When such a title does not exist, some other honorific titles, still, are put into action, such as *Mr* and *Ms*. All these hint the intention to be polite and to conform to the genre’s solemn atmosphere. In TGs’ mind, they must have long perceived how important it is to properly address their superior interlocutors. And it is the recognition of their ranking-indicating markers that should be manifested in this public discourse. In this way, the Ack genre is the linguistic materialization of TGs’ underlying shared values.

5.5 ADDRESS THROUGH SPECIFICATION

The specification to be discussed in this category is concerned with addressing tkes with the use of the words *department* and *program*. The line of discussion is as follows.

First of all, in respect of frequency, it can be observed in Table 4 that both of the words gain higher frequencies in TC than in AC. This direction triggers the question as to whether they are being used for some specific purposes in TC. To solve the problem, certain aspects of their usage need to be considered.

A point for consideration is capitalization. The results from a careful, detailed calculation can be shown in the following table.

Word and mode	TCF		ACF	
	F	%	F	%
<i>department</i>				
- capitalized	78	89.66	46	74.19
- uncapitalized	9	10.34	16	25.81
<i>program</i>				
- capitalized	38	39.18	15	32.61
- uncapitalized	59	60.82	31	67.39

Table 6 Frequencies and Modes of Use of *department* and *program* in the Thai and American Corpora

The significance incurred in the table above is that it very clearly shows TGs have a higher tendency in both the cases to capitalize the words under discussion than AGs do. This seems to lead to the implication that the two words—apart from being tkes themselves—must be included in proper noun phrases, which in turn modify other units to a greater extent in TC than in AC. This phenomenon could be interpreted that TGs would like to make clear the organizations their tkes are working for. This is simply to honor them, since mentioning their working place is more or less equal to recognizing (a) their importance and thus their significance to the research, (b) their qualification and thus (c) their contribution to part of theses. These convey on the one hand that the tkr's' researches are under the supervision of qualified people and on the other hand that the tkes' quality and ability are recognized and remembered. Here is an example:

- (6) The researcher is deeply grateful to Dr Dolores De Leon, Dean of **the Department of Counseling Psychology** (TS39)

Through the eyes of discourse analysis, the action is deemed appropriate in both the ways that (a) the addressee's specific details are given attention, which is hence a way to pay proper respect to them, and (b) the value of the addressee's contribution—which leads to the creditability of

the research text as a whole—is in this way increased, especially when that particular organization is well-known. Here are examples from a studied Ack:

- (7) A special thanks is extended to Prof Pecharee Koomsap, former Secretariat of **Joint Doctoral Program in Business Administration (JDBA)** (TH50)

Nonetheless, I must say here that I do well recognize the mentioning in this way also exists in AC, yet the main point to assert is that the higher frequencies and proportions of the two words (*department* and *program*) certainly mean the feature occurs **more significantly** in this TE thanking discourse rather than in the AE one. The assertion is based on the fact that the frequency differences are really significant, since a sidetracked yet useful chi-square test reveals that the frequencies of the two words in both the corpora are statistically different from each other, when opting for the level of significance at $p < .05$, the generally accepted and widely used probability value in linguistics and most other fields (McEnery and Wilson 85).

Another remark to be made is that it is not surprising that this specification phenomenon exists in both the corpora in not so great a degree of distinction between each other. This is because the two words are located at the lower end of Table 4. As such, their saliency is therefore not so distinguishing when compared with that of such other words at the top of the table as *express* and *Prof*. The two words' frequencies are near the cutting-off boundary (See Appendices C and D, and cf Table 4). Accordingly, were the boundary moved a little forwards, they would have been discussed in the means of Chapter IV instead.

To conclude this entry with the conceptual scheme of Moran, TGs—who are namely TE persons—have a somewhat higher tendency than AGs do to address their tkes with their organization specified, in a way to honor them. In Moran's scheme, this can be equated with verbal practice continuing in the TE perceptible construction. The action certainly is formed and carried out under their sociocultural belief that it is appropriate to come into play in contact with members of this Thai intellectual community. Accordingly, this entry, Address through Specification, helps form the set of characteristic features in TE Acks.

5.6 THANKER'S FEELING

5.6.1 THROUGH NOUNS

Table 4 shows that *appreciation* and *gratitude* are really frequently selected in TC. On the contrary, they are not popular in AC at all. The

happening should imply the two words can accord well with TGs' writing style. A characteristic feature belonging to TE Acks can then be finding the words *appreciation* and *gratitude* in a very high proportion, in comparison with AE Acks. Here is an example of usage of them:

- (8) Finally, I would like to special [sic] express my **gratitude** and deepest **appreciation** to my parents and my sister & brother, for their love, sincere [sic], intention encouragement and understanding support throughout my life. (TS1)

Certainly, it is quite necessary to figure out why the two nouns receive such high popularity in TC, but never at all in AC. A first possible answer is that they can be put in a slot of two of the four TPs discovered in the pilot study (See also Appendix G). As it can be roughly estimated from a sampling investigation, TPB and TPD—where these two nouns can be placed in—constitute approximately 50 percent of TP uses in TC (cf Appendix I). Therefore, when seen from this direction, it can be put in such a way that TGs tend to perceive the Ack genre as formal and are thus really likely to opt for using TPs. When TPs are in high use, the nouns that can be filled in them should have high frequency accordingly.

Unquestionably, AC's situation is simply different. As AGs tend not to use TPs as much as TGs do (See Appendix H) and when using some they just use TPA to a very high degree (See Appendix I and 4.3.1.1 in Chapter VI). Consequently, the nouns *appreciation* and *gratitude* are not found being used that much in AC. AGs tend to use *thank* to a higher extent instead (cf 4.3.1.1).

In addition to the TP explanation, reasoning the phenomenon on account of the degree of formality or seriousness of words is also promising. Searched in *Longman Language Activator*, the word *gratitude* is said to convey “a **strong** feeling that you want to thank someone for something they have done for you, especially because they have been kind to you” [bold mine] (1396) and the word *appreciation* in “**show** your **appreciation**” “a **formal** expression meaning to show someone that you are grateful for something they have done ...” [bold mine] (1395). Accordingly, since they are semantically serious and formal, respectively, they are selected to be in great recurrence in TC. They are a result of TGs' trying to achieve textual formality. This is in correspondence with the TE subfeature *Tendency to Formalize Text* as discussed in Chapter IV, due to the fact that TGs tend to use formal words, which usually also impart the sense of seriousness, officialness, or even remoteness for the Ack genre. As such, there seems to be, again, congruency between the same finding and interpretation derived from the two different means of data investigation.

5.6.2 THROUGH ADJECTIVES

Apart from the nouns just mentioned, which are related to tkr's feeling, there are also other two adjectives describing their emotional aspect which occur only in the Thai cut-off frequency list. They are *grateful* and *sincere*. As Table 4 clearly shows, they gain far higher frequencies than their counterparts in AC do.

The reason for their high frequencies in TC should be figured out. As for *grateful*, it can be said that part of its popular recurrence in TC is owing to its use in TPC (See Appendix G). As Appendix I reveals, TPC takes around one-fifth of all TP uses in the small-scale examination or, that is, 20 in percentage. The number is about three times higher than that of TPC in AC. Even though this distinction is based on a small-scale sampling investigation, it can somehow be assumed that the proportion of a larger-scale one should be in approximate similarity. As such, the higher frequency of *grateful* in TC than in AC, then, would be reasonably justified. Here is an example of *grateful* in use:

- (9) I am particularly **grateful** for his time and inconvenience in accommodating my schedule this past year. (TS44)

Turning to the other adjective, as its statistical values clearly suggest, the adjective *sincere* really has a higher tendency to be used in TC than in AC. This clearly implies that, to TGs, using nouns alone is sometimes not enough to convey and reach the degree of what they wish. That is to say, even though nouns concerning a feeling of gratefulness such as *appreciation* and *gratitude* are popular among them in expressing their feeling of gratitude, to bring the adjective into play—in this way even increasing the degree of nouns and thus the profoundness and heaviness of words of thanks to be correspondingly perceived by the readers and their tkes—is a good **alternative** to writing a TE Ack. An example is the following:

- (10) The author also wishes to express his **sincere** gratitude and acknowledgement to Assoc Prof Dr Weerakorn Ongsakul who served as his Coadvisor, Asst Prof Dr Prinya Tantaswadi and Asst Prof Dr Suwan Runggeratigul who served as his thesis committee members, for their valuable suggestions, comments, guidance (TS11)

An insight into this entry through Moran's cultural framework can be made that both the nouns *appreciation* and *gratitude* and both the adjectives *grateful* and *sincere* have a crucial role in increasing the seriousness and formality degree of TE Acks. This weightiness in the language product level should plausibly be indicative of a common practice among TGs and in the meantime their discursual perception. All these, undoubtedly, are carried

out in Thai sociocultural context and thus can lead to the conclusion that the intensification of a tkr's feeling is one of the characteristic features found in TE Acks.

5.7 THANKEES' DEEDS

5.7.1 THROUGH NOUNS

There are three nouns concerning tkes' deeds that gain distinctively high frequencies only in TC, namely *advice*, *comments*, and *suggestions*. To put it precisely, each of the three words in TC has at least one time higher frequency than its respective American counterpart does (See Table 4). This incident could certainly imply TGs have a high tendency to specifically say what they received in the course of thesis completion in the form of nouns.

A supporting explanation for this implication is quite straightforward, in the way that since TGs are really likely to express words of thanks through use of TPs—as has been discussed earlier and can be observed in Appendix H—nouns which denote tkes' deeds and are able to be put in a slot of the TPs should correspondingly receive frequent repetitions in use. Certainly, the three nouns in question are the case indeed: they can all be placed in any of the four TPs (cf Appendix G), especially in order to clarify helping acts. (Note that the quality of clarification is also of TE Acks (See Chapter IV).) Here is an example:

- (11) I would like to thank my coworkers in the Center for Oral and Systemic Diseases especially in “Bone group” and all other people involved, one way or the other, for their hospitality, **advice, comments** and willingness to cooperate with my research. (TS10)

However, it seems astonishing to raise a question whether AGs do not use the nouns, considering that their advisors should also provide advice, comments, and suggestions for them. This wonder leads to a detailed probe into the Thai and American cut-off lists of topmost frequently used words, i.e. Appendices C and D. It is found that the nouns that are included in the 55.21 percent-first American frequency list and depict tkes' deeds in AGs' point of view are merely *assistance*, *encouragement*, *guidance*, *help*, *patience*, and *support* (See Appendix D). All these words except *patience* have been discussed in Chapter VI, in which only *encouragement* in TC bears a frequency difference in comparison with its AC counterpart, while *assistance*, *guidance*, *help*, and *support* hold collocational differences. Therefore, I would like to make an observation that TGs' describing their tkes' deeds using the nouns *advice*, *comments*, and *suggestions* is to a certain degree unique to TE Acks, at least in terms of frequency. Perhaps, AGs simply do not prefer using these words to the same degree as TGs do. Anyway, this should be left for

further research into their psycholinguistic aspect, as it is beyond the scope of this study.

Interestingly, it is also possible that TGs use them—aside from their ability to accord with TPs—because they are “capable” of being in the plural form. This speculation is based on the remarkable notices that (a) *assistance*, *encouragement*, *guidance*, *help*, and *support*, which all are shared by the two cut-off Thai and American frequency lists, are in the singular form, and (b) TC has 11 occurrences of *advices*, whereas AC zero. (I do well recognize the plural form of *advice* is ungrammatical in the prescriptive grammar, but here we are talking about naturally occurring language data. Therefore, what I am doing is to report and analyze the **actuality** of TE use in Acks.) Accordingly, it might be because the three words can be used in their plural form that makes them gain distinctive recurrence **only** in TC. Their potential plurality might, to TGs, connote the greatness of these helping acts they receive from their tkes.

In this way, the high frequencies of the tkes’ deed-describing nouns *advice*, *comments*, and *suggestions* in TC are justified. The reasons are with regard to high occurrence of TPs and potential plurality of the nouns.

5.7.2 THROUGH AN ADJECTIVE

Aside from the nouns just discussed, there is also another adjective which reflects TGs’ point of view concerning tkes’ deeds and occurs in Table 4. It is *valuable*. Table 4 shows that the adjective receives more than six times higher frequency in TC than in AC. Accordingly, another characteristic feature belonging to TE is finding the adjective *valuable* in use to a great degree. Here is an example of the word’s usage in TC:

- (12) Special thanks are offered to Asst Prof Yupin Pokthitiyuk, my outside committee member, for her useful comments and **valuable** suggestions. (TH41)

The underlying reason for its recurrent use might be that in addition to TGs’ preference for mentioning their tkes’ deeds in the form of nouns—insofar as it can be placed in TPs—they additionally tend to modify such nouns with this adjective in order to emphasize the value of their tkes’ deeds. In other words, the action of modification is important to the tkes because (a) it shows their perception of significance of their tkes’ deeds, hence in a way honoring them; and (b) it makes their expressions of gratefulness sound formal and even more profound, implying their seriousness of intention. The former explanation is in correspondence with the general reason for the quality of specification in 4.3.2, Chapter IV; the latter the quality of modification in 4.3.3, particularly *Intensification* (4.3.3.2), *Depiction of Helping Acts*. As a result, there seems to be, again, agreement between the finding in the two chapters of analysis.

At the moment, a summary of this entry under the eyes of Moran's cultural observation scheme could be made in such a way that TGs, who have grown up and educated in the Thai scholarly community, generally perceive the Ack genre as formal and thus adhere to using TPs. This commonly carried-out practice causes the discussed nouns denoting tkes' acts and relevant modifiers to recurrently come into play. In short, this entry signifies the TE sociocultural manifestation in the form of linguistic products. AGs' situation, on the contrary, is simply different. In their point of view, the thanking discourse is less formal, and in this way there can be more alternatives for them to mention their tkes' deeds, rather than obeying a limited range of TPs.

5.8 CONCLUSION

To start with, since TGs prefer using TPs, the primary inclusive core (5.2) can accordingly answer and reflect the preference well, by means of providing slots for other word groups to be included in, whether directly or indirectly. Given that the TPs are used, two major discursal participants (5.3) will come into operation, because three of the four TPs have slots for them (cf Appendix G). When calling themselves, tkrs are to a certain degree likely to use their own role such as *the author* (5.3.1). When referring to their tkes, especially advisory ones, they likewise tend to specify their roles (5.3.2). Assuredly, these mentioning entities have their special aspects. In a narrow scope, ranking description (5.4)—mostly through academic titles—is essentially added to the tkes' names, chiefly to honor them. In a broader scope, there is specification of certain kinds (5.5) brought into play, e.g. specifying the department one is involved with or the program where one is teaching in. When the specification takes place in relation to the tke party, it is more or less definitely for the sake of showing respect. In consequence, TGs' specification is most of the times equal to honoring.

Moreover, there is a parallel between the slots of tkrs' feeling (5.6) and tkes' deeds (5.7): intensification. This is based on the facts that when uttering words of gratitude, TGs tend to use formal words and such an adjective as *sincere*; and when speaking of their tkes' deeds, they tend to use words such as *suggestions* with the adjective *valuable* modifying. The two actions could imply their desire to intensify their expressed feeling and what they have received during the course of completing research.

Undoubtedly, the underlying motive for all the actions mentioned is TGs' perception of the thanking genre as formal, be it about the atmosphere in general or the resultant preference for certain forms and patterns. Thus, Moran's framework helps explain the Thai cultural complexities embedded in the Ack genre in that, put shortly, TGs' perspectives towards the Thai

academic society are in a deferring way. This is in the sense that they have to treat their interlocutors with deference and respect, as this is their expected practice. To reach this goal, they use several linguistic strategies such as TPs, formal words, and title recognition.

Of course, such features of TE, when seen from a broader point of view, are in accordance with some of those in WE. For example, as Jenkins puts it, “certain aspects of Indian culture lead to expressions of thanks, deferential vocabulary and the use of blessings which would seem redundant or overdone to a speaker of an Inner Circle English” (28). From this statement, it is obvious that Indian English is influenced by Indian culture, just like the findings here that reveal the dominance of Thai culture over TE. As such, in the next chapter, Chapter VI, we are going to particularly look into Thai underlying sociocultural aspects that appear in TE Acks, insofar as the findings in this chapter as well as the previous chapter can be summarized and used for claiming for the validation of TE existence.



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CHAPTER VI

THAI ENGLISH SOCIOCULTURAL TRAITS

6.1 INTRODUCTION

This chapter deals with sociocultural traits found in the sampled TE Acks. It summarizes some of the main findings reported in Chapters IV and V and groups them round the traits according to the motive criterion. Also, it integrates certain qualitative-based discoveries into the classification. The two primary TE distinctive traits are:

1. Ranking Recognition
2. Social Distance

Therefore, the line of argument here will be put forward in the order presented above. After that, the discussion about the relationship between the two categories will be held, so as to sum up the findings of this thesis. And of course, when English Acks written by TGs could be proved to be really under the influence of Thai sociocultural attributes, the existence of TE should consequently be confirmed.

6.2 RANKING RECOGNITION

This category is going to demonstrate that TGs write their TE Acks, bearing in mind their addressees' positions in a scale of some sort. The idea of dividing the acts of ranking recognition is firmly endorsed by the assertion:

The point here [concerning mobility within the Thai hierarchical system] is that **without the recognition of some sort of hierarchy**, it would be very difficult, perhaps **impossible, for the Thai to perceive how social relations can be organized**. Individuals are seen either higher or lower, younger or older, weaker or stronger, subordinate or superior, senior or junior, richer or poorer, and rarely equal, in relation to one another. [bold mine] (Podhisita 39)

Hence, it is obvious that the recognition of ranking or, that is, hierarchy is dominant in the mind of Thais. The notion of ranking recognition is therefore discussed as one of the two major TE sociocultural traits found in TGs' English Acks. The scales of rank to be spoken of in this category include seniority, social hierarchy and scholarly status.

6.2.1 SENIORITY

The first scale of rank that TGs recognize in addressing their tkes in TE Acks is **seniority**. The evidence supporting this claim is the discovery of the two kinship terms: *Phi* and *Nong* (certain aspects of which will be discussed separately later). The use of the kinship terms should possibly indicate TGs' attempt to add the sense of intimacy to a particular point of the Ack discourse—where it is acceptable and can be understood—despite the genre's entire atmosphere of formality. The hypothesis is made this way because “intimacy is expressed by kin terms” (Bandhumetha 105). As such, it could be said that the solemn ambience of the genre perceived by TGs is temporarily lax to a certain, though not great, extent through the use of kinship terms. In addition, the circumstance might be that the use reflects how the tkrs really address their tkes in face-to-face communication.

The reason why the terms are in action is to be sought. Of course, the first one would be that the Thai language has such a device of intimacy-hierarchical arrangement at its disposal. Otherwise, it can never be borrowed into TGs' English textual products. This kind of device, moreover, could plausibly well represent their awareness of seniority existing in the world of discourse they and their tkes are sharing. An assertion proposed by Foa et al. should be brought into particular consideration here:

When the Thais become acquainted, they follow the unwritten rule that, **in order to show respect**, everyone should address one another in **kinship terms** according to the gradation of **seniority and status**. [...]

Using this pattern of addressing people according to seniority, one can determine who should receive respect and deference. This respect for older generations is learned during childhood and is practiced throughout life with both family and non-family members. The terms [in their terms *Pee* and *Nong*] indicate, therefore, the **fondness, respect, politeness, and obligations** which the Thais feel for each other. [bold mine] (22-5)

From the quotation above, it is clear that the use of kinship terms can in Thai society be considered practically as a kind of rule for interacting with each other indeed, thereby recognizing each other's relative seniority. It is highly interesting to observe that the use can still convey respect and politeness, which could in turn be in accordance with the solemn atmosphere aiming to honor tkes. Accordingly, the existence of the Thai loanwords in TGs' English Ack texts does really link them with the actuality in Thai society, in that it could show intimacy and in the meantime still maintain the formal ambience of the text. In this way, the overall characteristic tone is not violated.

Phi

As having appeared in the above quoted statement, the title at hand shows the recognition of seniority. It is a gender-neutral title, literally meaning ‘elder brother’ or ‘elder sister’, depending on context. This word is found to have four different variations in use in the sampled TE thanking texts. A table summarizing the four forms with their frequencies can be made as follows:

Variant	+ real name	+ nickname	Total
P	1	3	4
P'	0	10	10
Pee	2	3	5
Phii	0	2	2
Total	3	18	21
Percentage	14.29	85.71	100

Table 7 The Four Variants of *Phi*

Apparent from this table, the form *P'* is the most popular, and the four variants are unanimously used more with nicknames. The latter discovery confirms the hypothesis of the temporary laxity of textual seriousness. It should also be restated that it can be used with a person who does not necessarily belong to the same family of the person speaking, as appeared in Foa et al.’s assertion above. Here is an example of this title in use in TC:

- (1) I would like to thank Professor Benjamins from St. John School, **P** Nat, **P** Anan, who inspired me to do my master [sic] degree (TH14)

Nong

Nong is also a title showing the recognition of seniority found in TC. Like *Phi*, it is a gender-neutral title. However, it literally means ‘younger brother’ or ‘younger sister’, depending on context. As such, it is in complementary relation to *Phi* in the sense that *Phi* denotes someone’s elder brother or sister, while *Nong* means someone’s younger brother or sister. In contrast to *Phi*—having four variants found in TC—it, however, has only one form discovered here, viz. *Nong*.

Considering its usage, it is found that *Nong*—which has altogether six occurrences in TC—has its five occurrences followed by nicknames. Certainly, this finding should even more consolidate the hypothesis that the use of kinship terms suggests the temporary laxity of textual formality. That is to say, the congruency between the usages of the two kinship titles confirms the hypothesis well. Here is an example of *Nong* usage:

- (2) And thanks to **Nong** Dao (Dujdao Paianon) and **Nong** Oy (Jutirat Wanthong) for their accountability doing good jobs (TH20)

It should be noted that in the instance given here, the full names of the tkes are also provided in parentheses. This could possibly be due to the pervasive power of the quality of fixation on formality and the subquality of clarification (See more in Chapter IV). In other words, this particular tkr might have sensed the obligation to provide the real, full names of the addressees, plausibly reflecting (a) in a narrow scope, her own perception of the genre's solemn atmosphere and usage and (b) in a broader one, the established norm for writing an Ack in the Thai academic circle. Clearly, this interpretation accords with Giannoni's exposition of the genre as a private texts for **publication** (See also 2.3.2). Hence, this example is of a practical value.

To conclude this subcategory, TGs' Acks provide evidence suggesting that they write their texts with the recognition of relative seniority in mind. The occurrence of kinship titles does not mean a contradictory situation of the textual solemnity, but the temporary yet compromising laxity of the discursual formality.

6.2.2 SOCIAL HIERARCHY

The second scale of rank that TGs recognize in addressing their tkes in TE Acks is **social hierarchy**. The evidence supporting this claim is the following: (a) the usage of the titles *M.R.* and *M.L.*, (b) that of the title *Khunying* and (c) general specification (certain aspects of which will be discussed separately below). The use of these devices, mostly titles, should possibly indicate TGs' recognition and acceptance of their tkes' achievement and/or placement in the pyramid of Thai social hierarchy.

The reason why they are brought into play ought to be figured out. The line of reasoning might start with the findings up to now in this thesis. The most important one is that TGs tend to perceive the Ack discourse as a formal place and thus try to a great extent to pay proper respect and honor to their tkes. As a result, the significance of the tkes is mentioned, so as to show their recognition. The mention that they are somewhere "high" in the social hierarchy, therefore, is truly justified. (Note that Thai society is the world of hierarchy (Jones 78 and Podhisita 39ff).)

In addition to the desire for bestowing prestige, the reason for ranking recognition might also rest upon the finding that the quality of specification is pervasive in the text (cf 4.3.2). As such, any means of showing that their tkes are significant and thus deserving of thanking words should be generally welcomed and hence deployed.

M.R. and M.L.

M.R. and *M.L.* are titles assigned to a person at birth, marking the relatively fixed status of noble birth with regard to his/her relationship to a king. Borrowed from Thai, *M.R.* stands for “*Mom Rajawong*” (the title used with the name of a “great-grandchild of a king”), and *M.L.* “*Mom Luang*” (the title used with the name of a “great-great-grandchild of a king”) (Thai-English Dictionary 522).

The reason why they are in use is socially justifiable. It is to reflect the reality in Thai society, which has the king on its top. The titles show the relatively topmost placement of individuals in the social hierarchical structure. Unlike the previously discussed titles, they have been adhered to someone’s name since birth, rare to be changed. However, the use of them is still enormously important: it suggests the situation that the speaker recognizes the nobility of their owners. And of course, not to mention them can be heinous offence towards their owners’ positive face in society. Below are the examples of their use taken from TC:

- (3) Asst Prof **M.R.** Kongkarn Tavedhikul, thank you very much for your detailed comments (TH72)
- (4) I would like to express my sincere appreciation to **M.L.** Pakakaew Boonliang, Chairperson of Association of Investment Companies (TH65)

Some additional notice should be given here. In (3), the title is immediately followed by the tke’s name, never to be intervened by such a title as an academic one, in this manner indicating its notability. In (4), though the title already existing, the specification of responsibility is still provided at the end of her name, possibly for embellishment and thus the recognition of her importance.

Khunying

This is a title stemming from Thai social contexts. As has been discussed earlier, to properly state someone’s title directly concerned with their rank or profession is a serious matter. And it is truly the case with this title, for it indicates a high rank in the social class. Taken from a reference book, it is an “honorific title for a woman similar to “Lady”” (op cit 95), implying her aristocracy. For a more detailed description, it is “a title used with a woman who is the **major wife** of a *Phraya* or with married woman who has received **from a king** a special **royal** order and decoration of *Thutiyachunlachomklao* level or below” [bold mine] (translation, Royal Institute Dictionary B.E. 2525 189). (NB: *Phraya* is a person of a level of noblemen in the former Thai aristocracy system. *Thutiyachunlachomklao* is a kind of royal order and decoration in the Thai official system of honor.) Obviously, this title is deeply bound with Thai culture and society, and so is its use in

TE text: the obligation to address it imposes TGs on inevitably deploying it, even in the non-Thai language. Here is the example of the title in use from TC:

- (5) My gratefulness also goes to Dr. **Khunying** Suthawan Sathirathai and Dr. Renu Sukharomana (TH2)

Note that the order of this title and the educational title *Dr* is in the way similar to that in the Thai language, in that *Khunying* turns to be the innermost one. This could be because it is royally given, i.e. it be concerned with the highest rank in Thai society. Therefore, this fashion of placement is likewise transferred from the Thai culture-bound way to its manifestation in the TE thanking discourse.

General Specification

This entry will discuss a few examples taken from TC, insofar as they can demonstrate TGs' attempt to specify some details of their tkes. It should be kept in mind that what to be discussed under the present entry is merely an additional, not exhaustive, way to other means of recognizing tkes' places in the social hierarchy.

It is found that in TC, there are quite a large number of instances of general specification. The kind which is commonly found is the specifying of tkes' academic or vocational details, as in:

- (6) Special thanks go to Mr. Niwat Punanwarakorn: [sic] **Computer engineer and project leader of Reuters (Thailand) Limited** and Mr. Chaiyong Nithichaiyo, **MD (Pediatrics)** (TH51)
- (7) Profound thank [sic] is also conveyed to Mr. Theerasak Kaewkhluab, Ms. Siwal Tatong, **Graduate students**, for numerous information and suggestion for complete [sic] his thesis. (TS26)

It should be observed that in (6), the first tke's vocational details are provided, and the second one's educational background is given; and in (7), the current occupation of the two tkes is mentioned. Note that the four tkes' names are all preceded by the titles discussed in Chapter V, which are also parts of ranking description.

The specifying utterance here can on the one hand represent the achievement the tkes have reached in their lives—thereby appreciating their significance and positive faces—and on the other give the qualification of these helping hands, as a result accrediting implicitly the research quality of the tkes themselves. This interpretation seems to accord with Hyland's discovery in that an Ack conveys both the recognition of mentors'

importance and mentees' expectation for future academic lives (See more in 2.3.2).

Of course, certain findings reported in Chapters IV and V could be linked with general specification in this entry. In Chapter IV, one has witnessed the statistically significant difference in number of TC's and AC's *Dr*, in which the former holds more of its occurrences. In Chapter V, one has seen that the titles *Assoc (Prof)*, *Asst (Prof)* and *Prof* have a lot more of occurrences in TC than in AC. All these titles together with general specifying utterance unanimously point to one language incident in TC: the specification of someone's achievement in life. This results in the awareness of their prominence and thus the paying of respect and honor to them. In short, language does reflect the culture of a society in which it is produced and used. The implication, of course, is in harmony with Moran's cultural framework (See 2.2.2 and Chapter V). In this way, the general principle **to specify is to honor** underpins the linguistic manifestation of TGs' attitude and thought and thus behavioral trait.

To conclude the current subcategory, TGs' Acks offer evidence demonstrating that TGs produce this kind of text with the recognition of relative social hierarchy in mind. Even though the qualitatively obtained data could not be used by themselves to claim the distinctive characteristic features belonging to TE Acks directly, they, however, can help strengthen and systematize the empirical findings presented in Chapters IV and V. Evidently, it is the value of social hierarchy that in part predominates TE Acks. It operates through TGs' cognitive awareness. TGs might not wish to illustrate this social value on a straight course; nevertheless, they express themselves with the value being in action behind them. That is to say, it is this Thai cultural value that manifests itself in the form of written language. Their Acks are therefore their possession rightly, thereby constituting the English variety called TE.

6.2.3 SCHOLARLY STATUS

The last scale of rank found to be under TGs' recognition during the course of writing TE Acks is **scholarly status**. Even though scholarly status is in a way a branch of the social hierarchy, it deserves a separate discussing section, as the Ack genre—which is the data subject of this study—is involved mainly with the academic circle.

The pieces of evidence favoring the claim of status recognition in TC are the discoveries of two titles (*Ajarn* and *Lecturer*) and of positional specification. They will be discussed individually, as appearing below.

The reason why they are in action should be explained. Foa et al.'s assertion quoted in 6.2.1 could help justify TGs' scholarly status recognition.

This is because it shows that status is an issue which Thai people consider when addressing one another. In terms of the situation of this study, it should be someone's "higher-ness" that is mentioned as a means to honor them. Besides, the status or, put simply, role usually means the responsibility one has towards others related to them. For example, laypeople are expected to be loyal to the royal family, and students are expected to be meritoriously grateful to their teachers. As such, Klausner's analysis of hierarchy and social place should be taken into consideration:

On the other side of the cultural coin, the pervasive influence of **hierarchy** and **social place** assure a high degree of continuity, conformity, predictability, and reliability in Thai behavior. Well-defined **hierarchical obligations and responsibilities** associated with one's relative position on the ladder of **status**, power, and rank form the mold within which Thai behavior is severely constricted. Hierarchy and social place require that **benefits** be given, **obligations** be forged, and **responsibilities** be created. [bold mine] (1982, 59-60)

From this quotation, it is apparent that Thai social order is greatly controlled by the influence of the hierarchical and role system, which in turn establishes mutual responsibility between people. Being specific to the case at hand, TGs seem to be required to recognize their own role and their tkes' roles. This kind of awareness could be chiefly in the pattern of **student-teacher/advisor**, given Hyland's findings that (a) half of the acts of acknowledgement produced by Hong Kong non-native English students are addressed to academics, particularly supervisors and (b) the announcement of "mutual indebtedness" is found in their Acks (cf 2.3.2). Consequently, the current subcategory will re-emphasize this sort of relationship to which TGs, by comparison with AGs, pay more attention and refer in their TE Acks.

Ajarn

The word *Ajarn* is borrowed from Thai, meaning 'teacher'. It has quite many variants found in use in TC. The following is a table summarizing them along with their usage frequency:

Variant	singular	plural	Total	Percentage
A.	16	n/a	16	17.39
Acharn	8	1	9	9.78
Ajahn	6	0	6	6.52
Ajarn	33	2	35	38.04
Archan	2	0	2	2.17
Archarn	16	1	17	18.48
Arjan	2	0	2	2.17
Arjarn	5	0	5	5.43
Total	88	4	92	100

Table 8 Variants of *Ajarn* with their Frequencies of Usage

Clearly, the form *Ajarn* wins quite a huge popularity, by 38.04 percent of all word occurrences or, i.e., around more than one-third. The reason why there occur a lot of variants might be that due to the lack of standardized transcription, the word has not yet received a uniformity in English spelling in a large public domain. And, as a consequence, TGs—due to its popularity and acceptability—have to individually attempt to spell the word in the way that they think represents its Thai pronunciation. Hence, these variants emerge in TC. Here are an example of its singular usage and another of its plural usage:

- (8) My special thanks go to **Ajarn** Jarunee Jitkampon, **Ajarn** Sasidhorn Soonklang, and **Ajarn** Phattana Waiyanop for their assistance during my study (TH15)
- (9) I gratefully acknowledge all **Acharns** in the Institute of Language and Culture for Rural Development for providing me the most valuable experience I gained from my studying with them. (TH74)

A logical point to note is that the more frequently a form is used, the more likely it is for it to have its own plural form. Finding such a plural form, as in (9), suggests one significant thing: a form of *Ajarn* can also be used as a common, countable noun aside from a preceding title. This in the meantime indicates the substantial degree of nativization, in that the word has been borrowed into the English variety in Thailand for quite a long time or at a higher rate and has adopted the plural-forming marker of the English language.

An important functional aspect of the title in question is that it is deemed an honorific title. It is used when (a) there is no apparent academic title attached to a person's name; hence, it can be employed with a Thai name or even a foreign name, as in "*Ajarn* Megan Sinnott" (TH6), or (b) a tkr wishes to make a more familiar-sounding yet still honor-paying thanking expression, when compared with the three academic titles.

In the first case, the title is used as signalling the respect a tkr has towards somebody who (a) might not mainly be in a teaching/academic career or (b) has not yet acquired one of the three academic titles. Therefore, a special lecturer or whoever teaches the tkr can, in general, take this title. This is because “[i]f you are a teacher (*ajarn*) you are especially highly regarded” (Jones 33).

As to the latter case, it might be said that the title is somehow mutually exclusive with *Prof*, *Assoc Prof*, and *Asst Prof*, for it is permissible to place *Ajarn* side by side with a Ph.D. title (i.e. *Dr*)—e.g. “I would like to thank **Ajahn Dr.** Chinda Chandrkaew, for his significant comments” (TH47)—but never with the three mentioned academic titles, as evidenced by the data collected. Moreover, one can sometimes find the title under discussion even replacing a tke’s genuine academic title—e.g. “**Acharn** Chetana Nagavajara has given me many opportunities ...” (TH72), given that he got the title *Professor* already then). In this way, the tkr can still achieve a respect-paying thanking expression with a more familiar-sounding quality. In my opinion, this usage is not contradictory to the overall formality of the genre, since it could promisingly reflect an instance of real usage in conversation, where the speaker says it in a deferential way. To prove this assertion, however, one would need further research on conversation analysis.

By and large, the title might indicate (a) the temporary laxity of the formal tone, quite similarly as the Thai kinship terms can do; or (b) the close supervision under a particular tke which the tkr would like to let the public audience know. The latter hypothesis seems to agree with Hyland’s interpretation that a tkr writes an Ack with an intended result expected for his/her future academic life (cf 2.3.2). The two interpretation are possible, depending on the speaker and his/her individual, underlying intention.

Lecturer

Lecturer, though originating in the English language, is used with 14 occurrences in TC as a title. This usage is unique in that it cannot be found in AC at all. Definitely, the word *lecturer* does exist in Inner Circle English, but it gains a different usage in TC. According to *Oxford Advanced Learner’s Dictionary of Current English*, it is not found to be used as a title (2003, 732). Here is an example of its use in TC:

- (10) I would like to express my sincere gratitude and deep appreciation to **Lect.** Dr. Noppanand Chanorathaikul and Asst. Prof. Sakchai Hirunrak, my thesis advisors, and **Lect.** Dr. Sompan Wongdee, Assistant Vice-President for Academic Affair, Payap University, for their guidance, supervision and invaluable advice throughout” (TH28)

From the example (10), it is worth noticing that it functions in a similar way to *Ajarn*, in the sense that both can be followed by the educational title *Dr.* That is to say, it is by some TGs treated as an equivalent to *Ajarn*. Undoubtedly, it is also mutually exclusive with the three academic titles *Asst Prof*, *Assoc Prof*, and *Prof*, just as *Ajarn* is. Therefore, *Ajarn* and *Lecturer* could possibly be seen as counterparts from different languages.

Considering all above, it should be accordingly interpreted that TGs seem to have extended the word's already existing meaning into this new usage due to certain needs or desires. As it has been revealed earlier that TGs tend to use honorific titles preceding a respected tke, some situations might not be appropriate in their point of view to leave the tke's name bare. Some of them, perhaps, are afraid of using an *Ajarn* title in Thailand's EFL context owing to its non-nativity nature. As a result, they adapt a formerly existing word into a new, creative usage as title.

Positional Specification

The last discussing point under the subcategory Scholarly Status is positional specification. It is involved with TGs' higher tendency to specify their tkes' role in the course of thesis completion than AGs' one. The following are a few pieces of supporting evidence to the claim.

First of all, in 5.3, it has been proved that TGs mention the role of their advisors much more frequently than AGs do. That is to say, the relative position of this group of tkes, i.e. **advisor**, is addressed explicitly to a greater extent in TC than in AC, despite the fact that it is common that on the front page of every thesis, there should be an enumeration of thesis committee members' names provided already. Thus, 129 occurrences of *advisor* in TC—when compared with merely 59 ones in AC—really point to the set claim that TGs care about mentioning their advisors' scholarly status to a higher degree than AGs do.

Secondly, in 5.5, it has been substantiated that TGs specify the working organizations of their tkes through the use of *department* and *program* to a statistically significant extent, in comparison with AGs. The mention of these organizations is mostly accompanied by the status or, that is, the managing role the tkes hold (See, for example, (6) and (7) in 5.5). Some other examples of academic working organizations modifying tkes' names include Examples (1) and (10) in this chapter. Thus, it could be said that the mentioning act is influenced by TGs' desire to specify their tkes' status as a means to recognize their significance and thereby pay proper respect to them within the given possibility of the Ack genre.

Accordingly, it can be stated in short that TGs have a higher tendency to specifically say their tkes' position or role, when contrasted with AGs.

The role is primarily concerned with the scholarship of the tkes in relation to the tkr's thesis completion.

Therefore, it can be summarized concerning this subcategory that TGs really consider the positional specification a plausible way to address a higher status of their tkes. The statistical values in Chapter V reveals that the addressing of the advisor role is also a primary honoring way in TC, with the specification of a working organization being additional to it. This revelation could be seen as a small-large scale of status description.

To summarize the category **Ranking Recognition**, it can be put that the linguistic devices found in TE Acks and used for showing awareness of their tkes' ranking—or, in an anthropological term, hierarchy—are the use of kinship terms, various kinds of title (whether originally Thai or English) and the specification of academic, positional or vocational details. These devices are deployed to answer TGs' perception of the hierarchical system existing in Thailand and to conform to the socioculturally accepted norm.

6.3 SOCIAL DISTANCE

This category is going to illustrate that TGs' writing of their English Acks rests in part upon their underlying attitude to keep social distance between themselves and their tkes.

6.3.1 FORMALITY

The first signal of social distance in TE Acks is the genre's **solemn atmosphere**. TGs tend to perceive the Ack genre as solemn and hence deserving of certain kinds of special treatment, e.g. the use of forms and conventional patterns (cf 4.3.1.1) and formal words and expressions (cf 4.3.1.2). Apart from these occurrences, the higher exploitation of TPs (cf 5.2 and Appendix H), the third person self-reference (cf 5.3.1), and the far higher tendency to use titles (cf 5.4) could certainly be seen as being in accord with TC's textual formality. Here, another qualitative-based title and certain aspects of high level of language will be discussed, in order to help confirm the reality of textual seriousness and eventually the TE sociocultural trait Social Distance.

Khun

This word is found only in TC, as it is a Thai loanword. It is a generic and politeness-connoting title, for it can be used with a person's name of any gender, usually in adulthood, as a courteous way to mention his/her name without opting for the original Thai titles for *Mr*, *Mrs* and *Ms*.

Accordingly, this commonly used title is transferred into the English language used by Thais, plausibly for the similar reason: politeness.

The title gains 25 occurrences in TC, which is quite a substantial number, indicating its acceptability and intelligibility. Concerning its usage, the word is considered not only a polite title, but also a title showing respect to others. In addition to its formal-sounding quality, it also rappsports the real usage in which the tke is actually addressed in Thai. Here is an example of its usage:

- (11) My heartfelt thanks go to **Khun** Ronarit Wongphaet for his constant caring support, patience, and helpful efforts throughout the entire process (TH36)

To summarize, *Khun* is an additional title used by TGs for politeness, thereby certainly conforming to the formal ambience of the Ack genre.

High Level of Language

This entry specifically means the use of high-level language when TGs deal with revered or respected people such as their advisors and the Buddha. This kind of use might be observed through certain aspects of language usage or some other indicators.

The first point to be discussed is another usage dimension of *Ajarn*. It has been mentioned in 6.2.3 that the title is honorific, hence having a respect-paying quality. Even though it gives the sense of familiarity to a higher degree—by comparison with the three academic titles (*Asst Prof*, *Assoc Prof*, and *Prof*)—its usage can still evince the solemn tone of the TE thanking discourse to some extent. This is based on the finding from the table below:

Title	+ following full name	+ either first name or surname only	Total
A.	16	0	16
Acharn	4	4	8
Ajahn	5	1	6
Ajarn	28	5	33
Archan	2	0	2
Archarn	12	3	15
Arjan	0	2	2
Arjarn	0	5	5
Total	67	20	87
Percentage	77.01	22.99	100

Table 9 A Distributional Summary of the Variants of *Ajarn*

As can be noticed in the above table, the very majority of all *Ajarn* occurrences take place with their respective co-occurring full names (i.e. first name + last name). Without doubt, the happening suggests the influences of both the formality perception and the quality of specification.

This first point should be considered in connection with the usage of the three academic titles. As has been spoken of, almost all occurrences of them (i.e. 98.14 percent) are used with their respective co-occurring full names (See 5.4). Therefore, the far higher use of the four titles in TC really displays the high level of language in TC, since they are all used with advisors and/or teachers.

Before continuing with the next point, a real example from AC should be placed here for the sake of contrast. It is as follows:

- (12) I thank Dave Gorchoy, my advisor, for all his time and patience (AS49)

In Example (12), it is worth observing that (a) the verb *thank* is in action, which forms TPA (See also 5.2 for details on TP preference), (b) no academic title of this tke is mentioned, and (c) through the investigation of the thesis' front page, this particular tke—whose first name is actually David—is being addressed with his nickname. The demonstration of this AC example provides a stark contrast indeed.

The next discussing point for TC's high level of language is the language usage in respect of the Buddha. Since the Lord Buddha is believed in the perspective of Thai people to be the highest personage ever, the language level used in relation to him, as a result, has to gain greatness accordingly. Therefore, it is found that most of the times, whenever the Buddha is a tke, the linguistic manifestation would be in a deferring way, as in:

- (13) Above all, the author would like to express his deepest and highest gratitude to **the Buddha**, for giving him patience, strength, and wisdom throughout the years of this studies (TS63)

In Example (13), not only is TPD selected for carrying his message of gratefulness (For the advantage of this TP, see 5.2), but other kinds of modifiers such as adjective and adverbial are also brought into play. It should be reminded that adjectives are analyzed to have a crucial role in increasing the seriousness and formality degree of TE Acks (See 5.6.2 and 5.7.2). Thus, it is possible that the act of embellishment is generally perceived by Thai users of English to be an intensifier of the quality of literary beauty and officialness. This posited possibility, however, ought to be left for future research on TE, as it is beyond the scope of this study.

Again, a contrasting example taken from AC should be given here, as it can help highlight the difference in linguistic level. Here is such an example:

- (14) First, foremost, and always, I wish to acknowledge my best friend: Thank You God! (AS72)

Based on Example (14), it is worth noticing that (a) the tke God is addressed directly by using the second person pronoun, suggesting a somewhat higher degree of intimacy in comparison with TGs' case (cf 4.3.1.1), and (b) this tke is acknowledged as a friend, while in (13), the Buddha is thanked in a manner of being a person above and far away from the tkr. In this way, the resultant contrast has really shown the cultural differences naturally occurring in the different corners of the world.

Therefore, given that (a) Chapters IV and V have provided a solid background for the claim of formality in TE Acks, (b) the title *Khun* is also indicative of politeness and thus formal ambience, and (c) there is some suggestive language evidence pointing to the existence of high-level language in TC, it might be then concluded that TC is in a relatively higher level of formality than AC is. Of course, this can hence exhibit the plausible occurrence of social distance in TGs' perspective which is reflected in TE Acks.

6.3.2 HUMILITY

The second manifestation of social distance in TE Acks is the quality of **humility**. It involves a feature reflecting a tkr's feeling or showing of a "low or modest" (*Oxford Advanced Learner's Dictionary of Current English* 1990, 608) opinion of him/herself in doing or achieving something. Therefore, the acceptance that one's achievement of a thesis or dissertation is partially due to other people's aid is one of relevant cases, for example. However, such utterance can of course be found all over in both the Thai and American corpora, because to thank someone for their help is naturally the major objective of this thanking discourse. Nevertheless, it seems to be somewhat characteristic of TGs to perceive the acts of help obtained as a sort of **debt** they owe to their tkes. In other words, the characteristic of their Ack text seems to be that they accept the contributions of others' help to their research and in the meantime acknowledge them as debts to pay back one day in the future or to remember forever. This claim has support in the way that a search for **debt** in both the corpora finds TC having 88 hits, while AC 41, equal to more than 100 percent higher frequency. Therefore, it seems to be as if tkr's allow themselves to be willingly indebted—i.e. in an inferior position—once a helping act has taken place. Here is an example of **debt**:

- (15) Last, I owed a special **debt** to my family, relatives and friends who supported me practically and mentally in every way (TH19)

In Example (15), it should be noted that the adjective *special* is added to the noun in question, possibly to put emphasis on it. Remember that TGs have a tendency to depict their own feeling with the help of such an adjective as *special* (cf 4.3.3.2.2), which helps explain why the adjective is the only one of the same kind that receives a statistically significant difference in frequency (See 4.2).

Therefore, the current situation would be that, based on the empirical data discovery, the debt-dimensioned humility is relatively more important and is recognized to a higher degree in TC than in AC. Of course, it should be noted in the first place that this is a matter of word selection: it happens to be that the words with the root *debt* are selected more frequently in TC, possibly reflecting TGs' underlying attitude and perspective towards their contextual world. Before relating this situation to the notion of social distance, Mosel's assertion on the superior-subordinate relationship in Thai society should be considered in particular:

[T]he statuses associated with roles can almost always be distinguished in terms of **higher** or **lower**. . . . In a sense we might say that in Thai society there are two highly generalized roles: **superior** and **subordinate**. [. . .]

[The superior person should be] **benevolent**, calmly self-assured, **authoritative** (rather than authoritarian) whilst the subordinate is **respectful**, attentive, helpful but not necessarily obedient (although **face-to-face** disobedience would be **unthinkable**) [bold mine] (J. Mosel 1965, 5, qtd. in Bunnag 35-36)

Examining the student-teacher/advisor relationship in light of the assertion quoted above, the logic association would be that once an advisor has helped his/her student, the student would become meritoriously indebted to the advisor, thereby finding him/herself in a subordinate status and being bound to pay proper respect and deference to his/her advisor. The picture of placement could indicate the **gap** between the advisor and student. The gap is in the way that the former provides benevolence and exerts authority, and the latter is in a state of meritorious debt and due to pay appropriate respect to the former with deference. In this kind of relationship, undoubtedly, there emerges a space between the two parties, who maintain the space themselves with the aid of social mechanism. Accordingly, the two sides of interlocutors have the thing called social distance in between.

Aside from its dimension of moral debt, the notion of humility may in TC be analyzed under its dimension of **modesty**. Superficially, it might

seem to be a long-standing convention to admit that one's research might contain some kinds of unintended mistake or error. Nonetheless, a quantitative-based probe into the Thai and American corpora yields a somewhat thought-provoking result, which will be discussed below.

The probe starts with the search for modesty-indicating words—*ambigu**, *defect**, *deficien**, *error**, and *mistake** occurrences—in both the corpora. Then, irrelevant hits or repeated users are left out, intending to obtain the **number** of users in each corpus who make this kind of speech act. The following is a table summarizing the result of this quantitative exploration:

Searched hit	Number of users in the corpus	
	TC	AC
<i>ambigu*</i>	0	0
<i>defect*</i>	0	0
<i>deficien*</i>	11	0
<i>error*</i>	6	1
<i>mistake*</i>	5	0
Total	22	1

Table 10 The Occurrence Frequency of Users of Modesty-Indicating Words

From Table 10, it is apparent this kind of humble utterance can be found relatively often in TC, when compared with its American counterpart. As such, it should follow that the act of modesty is significant in TGs' perspective system. To prove this assertion, the roles of the Ack writer and the audience have to be thought over.

Provided the context of the Ack genre, the tkr has the status of the Ack writer—who would be subordinate—and the Ack readers are superior. This is because the tkr's Ack is prone to the readers' criticism. Of course, as constructive criticism is welcomed owing to its contribution to the tkr's further development, it could plausibly be seen as *valuable* (See also Chapter V).

Besides, it should be reminded that advisors and committee members are the readers of theses themselves. In other words, they are part of the target audience and the general public. In this way, the relationships **student-teacher/advisor** and **Ack writer-thesis reader** are somewhat overlapping. This condition of coinciding, therefore, partially helps explain why the Ack writers or, that is, tkrs use such polite and formal expressions in the Ack genre. It is potentially because their advisors and other scholars are also embodied within the whole range of readers. Accordingly, they ought to opt for the choice of textual formalization as the most appropriate one.

Furthermore, the overlapping occurrence here helps explain to a certain degree why the three nouns describing tkes' deeds *advice*, *comments*, and *suggestions* receive frequent repetitions in TC (cf 5.7.1). This could be a result of the possibility that in light of humility dominance, they are considered as most important in developing TGs' theses and improving their quality. Certainly, these helping acts are valuable to them.

Therefore, it is up to this point clear that the modesty-dimensioned humility also plays an important role in TE Acks, as it is encompassed within the scope of the Social Distance trait. This respect of humility creates the superior-subordinate relationship between the Ack writers and their readers, resulting in a gap of the interaction between the former's modesty and the latter's constructive comments.

6.4 CONCLUDING REMARK

The summary in terms of TE sociocultural traits that exist in TE Acks can be made in the way that there are two major traits operating behind the linguistic manifestations: ranking recognition and social distance. The former is in action because TGs have to consider seniority, social hierarchy, and scholarly status when addressing their tkes. The latter exists owing to the textual formality and the tkr's humility. The two sociocultural traits are in causal-resultant relation, since (a) when TGs accept the Thai hierarchical structure—resulting in non-equality—the social distance is automatically generated as a means for treating their interlocutors properly, and in reverse, (b) when TGs perceive the genre as formal and thereby consider themselves as humble people waiting for guidance, they have in the meanwhile placed themselves somewhere lower in the pyramid of the hierarchical system so as to receive benevolence from people in authority. In this way, Chutisilp's discovery that "Thai users of English have transferred the Thai processes of **thinking** and **writing** into English" [bold mine] (22) and Pingkarawat's finding that the English variety in Thailand has undergone the process of nativization are simply confirmed.

CHAPTER VII

CONCLUSION AND IMPLICATIONS

7.1 CONCLUSION

In Chapter I, the objectives of this study are formulated. They are to prove the actual existence of distinctive features being present in English Acks written by TGs, and to relate them to Thai contextual settings, so as to confirm the actuality of this English variety in Thailand. In Chapter II, the variety entitled TE (i.e. Thai English) is discussed in terms of its possibility based on the WE theory, the linguistic relativity hypothesis, and other related previous literature. As this study aims to ultimately prove the existence of TE by integrating quantitative-based approaches into the qualitative interpretation and discussion, certain basic principles with regard to corpus linguistics and its use of statistical methods relevant to this research project, therefore, are also discussed in this chapter. In Chapter III, research population and sample, data collection, and research procedures and analyzing methods are discussed. The population is the Acks of TGs and of AGs, approved during the academic years 1990-2003. The representative sample of each party is 150 in number, which can be divided equally into two subcorpora: Humanities and Sciences. The data are collected randomly with the criterion of 150 words or more. The data of the Thai and American corpora are processed by the concordancer WinConcord, in order that their frequency lists can be produced. The lists are cut off at 55.21 of cumulative percentage (C%). The content words that occur in both the cut-off frequency lists form Chapter IV. Those which occur only in the Thai cut-off list make up Chapter V.

In Chapter IV, the words are compared with respect to frequency (through the Pearson's chi-square test) and collocational strength (through testing their Mutual Information scores). The significant aspects derived from these analyses are grouped and in turn constitute three major qualities of TE Acks: (a) fixation on formality, (b) specification, and (c) modification. The first property is viewed as the chief attribute in such a way that TGs perceive the Ack genre as relatively formal—when compared with AGs—and thus try to specify and modify certain elements in their text. As for Chapter V, the words are assembled into six primary categories according to their shared meaning and communicative and textual functions, namely (a) the primary inclusive core, (b) two major discursal participants, (c) ranking description, (d) address through specification, (e) tkr's feeling, and (f) tkes' deeds.

As it can be observed, some of the findings in Chapters IV and V, though using somewhat different means of investigating words, have

something in common, and this is the way Chapter VI is created: summarizing and associating them with Thai sociocultural traits. This step is taken insofar as it can show the relationship between TE Acks and Thai contexts as well as the useful communicative function the genre fulfils in the complexities of Thai culture. The traits mentioned are ranking recognition and social distance. Note that these traits could plausibly be displayed in TE Acks without TGs' conscious awareness. This is owing to the fact that they involve Thai perspectives, which are often implicit and outside of conscious awareness (See Moran's framework in 2.2.2).

All in all, the hypothesis of this study is proved positive, thereby rigorously confirming the existence of TE among English varieties around the world. Besides, the positive result also reaffirms the validity of the WE theory—which includes Expanding Circle Englishes—in the sense that this theoretical framework has strong and valid grounds and its Circles of Englishes could be proved in a methodical and empirical way. Of course, the accomplishment of this study also contributes to some extent to the linguistic relativity hypothesis, as it clearly demonstrates that people do not communicate with each other merely in linguistic forms but also with perspectives and their culture underpinning the communication. As such, sharing the same language does not necessarily mean that they would always have an effective, intelligible conveyance of the message, especially when the language is English, the truly international language. In this way, the study emphasizes people's cultural differences and thus their awareness that others can be culturally different. As such, one should be aware of different cultures and ready for cross-cultural communication.

Concerning International English or EIL (English as an international language), I, however, would like to re-emphasize a moderate way of teaching it, which should plausibly be a comfort to most people. As I have expressed in 2.1.2, the goal of teaching EIL might hence mean “to help learners develop strategies to achieve comity—friendly relations—when English is used with speakers from other cultures” (McKay 127). In other words, teaching EIL seems to be more or less level with teaching how to make a communicative event **flow smoothly**. Accordingly, “the goal in teaching pragmatics in EIL should not be to achieve native-like competence but rather to encourage the acquisition of interaction strategies that will promote *comity*” (ibid). This liberal idea is a reason why we need first the knowledge of what our linguistic identity looks like such as the findings of this study, so that we could circumvent culture-specific features thereafter when desiring the use of EIL.

Aside from the virtues discussed above, now that TE can also have its own norm and style, EFL in Thailand might one day have to reconsider the concept of a single standard which the teaching of English to Thai students now have to meet. Perhaps, the diglossic situation might replace it,

as Crystal predicts, “we will end up with two educated standards in writing” (2001, 58). That is to say, one national standard English is for intranational communication and one international standard English (namely International English) for global liaison (*ibid*) (See also 1.8 and 2.1.2). Of course, the situation could only occur on the condition that TE performs increasing functions in use, performing a higher degree of “depth and range” in usage in the Thai community.

7.2 RESEARCH IMPLICATIONS AND RECOMMENDATIONS

7.2.1 INSIDE THAI ENGLISH

Firstly, as this study is a synchronic one, it is interesting to investigate further the similarities or differences between TE data from different periods of time. For example, Acks of 20 years ago written by TGs might be compared with those of the contemporary period. It is possible that TE features in the past would be less salient because of lesser degree of nativization. That is to say, Thai-ization increases as time elapses. Perhaps, a researcher might come up with a parameter for measuring Thainess diachronically. Possibly, the findings of this sort would well confirm the validity and strength of the concept of language change and variation through time.

Second, further researches into variation within TE can be conducted. They could be done in various ways: from a comparison between Master’s and doctoral textual features in English Acks to a study on discernibility degree of Thainess across genders or across exposure levels to Inner Circle English, for instance. One might find, for example, that speakers of one gender is more likely to express themselves using TE than those of the other gender. Of course, these kinds of study would have considerable merits in the field of sociolinguistics. They would not only argue in favor of the discipline alone, but also suggest that language should not be considered apart from sociocultural variables. Moreover, as it has been shown that what TGs say can be connected with reality in society, one might examine further TE texts in a pragmatic way. For example, a study focus might be to examine how words or particular phrases are used and really interpreted with special meanings in particular situations. Utterances made in Thai contexts might need to be specially interpreted in a Thai way. Perhaps, foreigners coming to Thailand would have to study first how to understand English in a Thai manner, so as to maximize the comprehension in conversation.

In addition to diachronic and sociolinguistic research into TE, psycholinguistic studies are also highly intriguing for further examination. It has been revealed that TGs have a selective use of nouns. Therefore, it is possible that, for example, a particular set of seemingly synonymous words

is simply viewed differently by Thai people in comparison with people of other cultures. Moreover, as it has been discussed to a certain degree in the entry *High Level of Language* that embellishment is plausibly viewed by TGs as a way to intensify the quality of literary beauty and officialness, a research project proving this assertion might also be carried out.

All the aforementioned studies might be based upon corpora of TE; therefore, a huge corpus containing TE texts of a variety of genres should be built up. This practice will render possible the production of statistical records concerning TE in a vast array of aspects, which in turn also make a collaborative project of TE studies possible. TE is still in its initial stage of development and revelation, so a lot more of investigations of it are required.

7.2.2 THAI ENGLISH AND OTHER ENGLISHES

Certainly, all respects of TE studies mentioned in 7.2.1 could be done in the way that compares them with those of other Englishes or even those across the three Circles of Englishes, such as word preference and meaning perception, as well as parameters for indicating one's identity. However, what seems most important should be the development of International English. In a strong version, as many characteristic features of Englishes around the world as possible need to be pointed out, so that this newly-made variety of English can be constructed in such a way that it contains no culture-specific distinctive features. In a weak version of International English, the concept of an "autonomous" existence of one's English should be made widely known. Studies into its features can subsequently be conducted, insofar as the awareness of one's own identity would be raised and they could consequently try to restrict the use of features related to it, as these features might obstruct effective communication.

As this study has confirmed the existence of an English variety, it also implicitly reaffirms the real possibility of other undiscovered varieties of Englishes. The consequence of the actuality of Englishes around the world is far-reaching. It implies that there is no longer one and only one standard of English; instead, a rich diversity of Englishes is emerging. In reality, the diversity has existed for ages. Some people simply do not recognize it. In particular, there is a serious concern growing in the area of English language teaching (ELT) over what standard of English we should teach to our students. This is because the varieties' presence "make[s] us reconsider the notion of 'standard', especially when we find such hybrids [= variations and difference in use] being used confidently and fluently by groups of people who have education and influence in their own regional setting" (Crystal 2001, 59).

Therefore, we should first understand that diversity is not merely "the truth and the law of nature really owned by life and society" (translation, Hongwiwat 177), but it "also means creativity" (Janes 15). AE and British

English themselves have regional dialects (Wolfram 1993; and Trudgill 1999). Therefore, it is ordinary there to be linguistic diversity. In the present case, it can certainly be viewed that TE is an English variety naturally existing alongside other English varieties, and these varieties are called inclusively as world Englishes. Moreover, Crystal's assertion should also be particularly considered:

[T]he need to maintain **international intelligibility** demands the recognition of a standard variety of English, at the same time as the need to maintain **local identity** demands the recognition of local varieties of English. My fundamental principle is that we need both in a **linguistically healthy world**. And our theoretical as well as pedagogical models need to allow for the **complementarity of these two functions** of language. [bold mine] (2001, 57)

As it should be clear from the above citation, ELT is suggested to change its direction into the teaching of both levels of language use. As such, my recommendation thereupon is that we need both further detailed knowledge of TE features and that of other English varieties, insofar as we can prepare our students for a successful communication in the world communities.



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สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



APPENDICES

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX A

THE CORPUS OF THAI ENGLISH DATA (150)

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APPENDIX B

THE CORPUS OF AMERICAN ENGLISH DATA (150)

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APPENDIX C

FREQUENCY LIST OF THE THAI CORPUS EXCERPTED IN ACCORDANCE WITH THE PERCENTAGE CRITERION

	F	F%	CF	CF%
and	2133	4.810	2133	4.81
to	1931	4.355	4064	9.17
the	1622	3.658	5686	12.82
my	1343	3.029	7029	15.85
of	1208	2.724	8237	18.58
for	1189	2.681	9426	21.26
i	923	2.082	10349	23.34
dr	649	1.464	10998	24.80
in	579	1.306	11577	26.11
this	523	1.179	12100	27.29
their	484	1.092	12584	28.38
prof	483	1.089	13067	29.47
me	472	1.064	13539	30.53
thesis	417	0.940	13956	31.47
would	406	0.916	14362	32.39
who	388	0.875	14750	33.26
also	353	0.796	15103	34.06
like	342	0.771	15445	34.83
his	340	0.767	15785	35.60
all	316	0.713	16101	36.31
thanks	293	0.661	16394	36.97
thank	281	0.634	16675	37.61
a	279	0.629	16954	38.23
university	268	0.604	17222	38.84
study	261	0.589	17483	39.43
support	245	0.553	17728	39.98
her	232	0.523	17960	40.50
mr	230	0.519	18190	41.02
am	225	0.507	18415	41.53
is	224	0.505	18639	42.03
have	210	0.474	18849	42.51
encouragement	201	0.453	19050	42.96
express	193	0.435	19243	43.40
research	186	0.419	19429	43.82
gratitude	181	0.408	19610	44.22
assoc	175	0.395	19785	44.62
asst	174	0.392	19959	45.01
with	172	0.388	20131	45.40

ms	162	0.365	20293	45.76
are	160	0.361	20453	46.13
not	153	0.345	20606	46.47
from	152	0.343	20758	46.81
appreciation	144	0.325	20902	47.14
at	143	0.322	21045	47.46
special	141	0.318	21186	47.78
grateful	137	0.309	21323	48.09
as	136	0.307	21459	48.39
advisor	129	0.291	21588	48.69
during	125	0.282	21713	48.97
committee	124	0.280	21837	49.25
guidance	123	0.277	21960	49.52
throughout	123	0.277	22083	49.80
time	123	0.277	22206	50.08
friends	121	0.273	22327	50.35
valuable	118	0.266	22445	50.62
work	118	0.266	22563	50.88
on	117	0.264	22680	51.15
author	116	0.262	22796	51.41
help	112	0.253	22908	51.66
many	112	0.253	23020	51.91
advice	111	0.250	23131	52.16
without	110	0.248	23241	52.41
suggestions	109	0.246	23350	52.66
sincere	105	0.237	23455	52.90
that	101	0.228	23556	53.12
comments	100	0.226	23656	53.35
assistance	97	0.219	23753	53.57
been	97	0.219	23850	53.79
program	97	0.219	23947	54.01
be	95	0.214	24042	54.22
has	92	0.207	24134	54.43
parents	92	0.207	24226	54.63
department	87	0.196	24313	54.83
family	85	0.192	24398	55.02
finally	85	0.192	24483	55.21

APPENDIX D

FREQUENCY LIST OF THE AMERICAN CORPUS EXCERPTED IN ACCORDANCE WITH THE PERCENTAGE CRITERION

	F	F%	CF	CF%
and	2313	5.074	2313	5.07
to	1797	3.942	4110	9.02
the	1722	3.777	5832	12.79
i	1287	2.823	7119	15.62
my	1250	2.742	8369	18.36
of	1158	2.540	9527	20.90
for	1058	2.321	10585	23.22
me	699	1.533	11284	24.75
in	650	1.426	11934	26.18
this	552	1.211	12486	27.39
thank	544	1.193	13030	28.58
a	533	1.169	13563	29.75
dr	468	1.027	14031	30.78
would	435	0.954	14466	31.73
have	410	0.899	14876	32.63
like	339	0.744	15215	33.37
their	302	0.662	15517	34.04
who	292	0.641	15809	34.68
with	287	0.630	16096	35.31
support	286	0.627	16382	35.93
also	268	0.588	16650	36.52
his	265	0.581	16915	37.10
you	263	0.577	17178	37.68
that	224	0.491	17402	38.17
as	223	0.489	17625	38.66
all	217	0.476	17842	39.14
at	213	0.467	18055	39.60
been	211	0.463	18266	40.07
thanks	209	0.458	18475	40.53
research	191	0.419	18666	40.94
has	187	0.410	18853	41.35
was	185	0.406	19038	41.76
not	177	0.388	19215	42.15
project	169	0.371	19384	42.52
her	168	0.369	19552	42.89
many	168	0.369	19720	43.26
on	167	0.366	19887	43.62
work	162	0.355	20049	43.98
is	160	0.351	20209	44.33

committee	155	0.340	20364	44.67
from	139	0.305	20503	44.97
it	137	0.301	20640	45.27
help	131	0.287	20771	45.56
without	129	0.283	20900	45.84
time	128	0.281	21028	46.13
am	125	0.274	21153	46.40
encouragement	121	0.265	21274	46.66
be	118	0.259	21392	46.92
an	111	0.243	21503	47.17
through	110	0.241	21613	47.41
he	104	0.228	21717	47.64
graduate	101	0.222	21818	47.86
provided	100	0.219	21918	48.08
s	100	0.219	22018	48.30
love	99	0.217	22117	48.51
members	99	0.217	22216	48.73
always	98	0.215	22314	48.95
your	97	0.213	22411	49.16
by	94	0.206	22505	49.36
were	92	0.202	22597	49.57
when	92	0.202	22689	49.77
during	90	0.197	22779	49.97
thesis	89	0.195	22868	50.16
university	88	0.193	22956	50.35
special	87	0.191	23043	50.55
first	86	0.189	23129	50.73
guidance	86	0.189	23215	50.92
they	86	0.189	23301	51.11
are	85	0.186	23386	51.30
years	84	0.184	23470	51.48
dissertation	82	0.180	23552	51.66
especially	82	0.180	23634	51.84
so	81	0.178	23715	52.02
friends	80	0.175	23795	52.19
assistance	79	0.173	23874	52.37
helped	79	0.173	23953	52.54
people	79	0.173	24032	52.71
she	78	0.171	24110	52.89
family	77	0.169	24187	53.05
could	76	0.167	24263	53.22
life	76	0.167	24339	53.39
but	74	0.162	24413	53.55
study	74	0.162	24487	53.71

made	72	0.158	24559	53.87
most	71	0.156	24630	54.03
much	70	0.154	24700	54.18
patience	70	0.154	24770	54.33
possible	69	0.151	24839	54.48
finally	67	0.147	24906	54.63
john	67	0.147	24973	54.78
there	67	0.147	25040	54.93
throughout	65	0.143	25105	55.07
parents	63	0.138	25168	55.21



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APPENDIX E
FREQUENCY DISTRIBUTION AND CHI-SQUARED COMPARISON OF THE
CONTENT WORDS SHARED BY APPENDICES C AND D

Item	TCF	ACF	TCF-ACF	χ^2	df	Sig.
Dr	649	468	181	29.329	1	.000*
thesis	417	89	328	212.617	1	.000*
also	353	268	85	11.634	1	.001*
like	342	339	3	.013	1	.908
thanks	293	209	84	14.056	1	.000*
thank	281	544	263	83.841	1	.000*
university	268	88	180	91.011	1	.000*
study	261	74	187	104.385	1	.000*
support	245	286	41	3.166	1	.075
have	210	410	200	64.516	1	.000*
encouragement	201	121	80	19.876	1	.000*
research	186	191	5	.066	1	.797
not	153	177	24	1.745	1	.186
special	141	87	54	12.789	1	.000*
committee	124	155	31	3.444	1	.063
guidance	123	86	37	6.550	1	.010
throughout	123	65	58	17.894	1	.000*
time	123	128	5	.100	1	.752
friends	121	80	41	8.363	1	.004*
work	118	162	44	6.914	1	.009*
help	112	131	19	1.486	1	.223
assistance	97	79	18	1.841	1	.175
has	92	187	95	32.348	1	.000*
parents	92	63	29	5.426	1	.020
family	85	77	8	.395	1	.530
finally	85	67	18	2.132	1	.144

*p < .01

APPENDIX F

MUTUAL INFORMATION VALUES* OF THE WORDS NOT SIGNIFICANT IN APPENDIX E

*These values are derived from the span of two words, the searching for collocates on both sides of a particular key word, the minimum frequency of five, and the significance level at $p > .005$

assistance

TC			AC		
generous	x	7.09	technical	x	7.29
kind	x	6.50	x	with	4.38
x	from	4.62	their	x	3.98
x	during	4.49	x	in	3.68
x	throughout	4.25	his	x	3.49
their	x	3.65			
x	in	3.50			

committee

TC			AC		
examination	x	8.42	advisory	x	8.25
x	member	7.23	x	member	7.08
x	members	6.79	x	members	7.08
dissertation	x	6.23	x	chair	6.93
thesis	x	5.48	doctoral	x	6.25
x	Asst	3.66	dissertation	x	5.59
x	for	3.11	thesis	x	5.23
			graduate	x	4.40
			my	x	4.19
			x	Dr	3.08

family

TC			AC		
beloved	x	6.68	x	friends	5.26
s	x	5.32	my	x	4.49
my	x	3.95			
x	for	3.75			
his	x	3.65			

finally

TC			AC		
study	x	4.49	x	I	4.59
x	I	4.46			
thesis	x	3.16			

guidance

TC			AC		
helpful	x	6.59	his	x	5.30
invaluable	x	6.06	their	x	3.86
x	invaluable	5.53	x	and	3.01
valuable	x	5.35			
x	throughout	4.75			
x	on	4.24			
her	x	3.99			

help

TC			AC		
their	x	4.39	their	x	4.78
x	during	4.02	his	x	4.53
x	me	3.69	x	with	4.03
x	in	3.57	her	x	3.68
x	with	3.56	x	me	3.04
his	x	3.06			

like

TC			AC		
would	x	6.65	would	x	6.12
x	to	4.53	also	x	5.62
			x	to	4.67
			especially	x	3.93

not

TC			AC		
x	least	8.21	x	least	7.69
could	x	7.71	x	only	7.53
x	only	7.67	did	x	6.83
x	mentioned	6.71	could	x	6.62
but	x	6.68	but	x	5.55
x	be	6.10	x	have	5.51
x	have	5.59	would	x	4.94
would	x	4.63	x	be	4.63
x	been	4.20			
are	x	4.06			
have	x	3.31			

parents

TC			AC		
beloved	x	7.57	my	x	5.01
my	x	4.49			
x	Mr	4.42			
x	who	4.05			

research

TC			AC		
x	fund	7.70	undergraduate	x	6.36
Thailand	x	5.73	this	x	4.57
doing	x	5.67	x	was	3.87
this	x	4.60			
x	institute	4.54			
x	work	3.86			
x	study	3.07			

support

TC			AC		
moral	x	7.24	moral	x	7.36
financial	x	6.93	financial	x	6.99
x	throughout	4.84	emotional	x	6.69
x	during	4.03	constant	x	6.04
invaluable	x	3.69	x	during	4.68
x	from	3.46	x	throughout	4.66
their	x	3.07	their	x	4.08
			your	x	3.35
			love	x	3.32

time

TC			AC		
hard	x	7.53	your	x	4.92
valuable	x	4.97	their	x	4.68
her	x	3.67	his	x	3.47
their	x	3.19	her	x	3.45
his	x	3.12			
x	in	3.05			

APPENDIX G

THE FOUR MAJOR THANKING PATTERNS (TP)

The letters A, B,C, and D are to distinguish the four patterns.

TPA:

acknowledge		s.o. (for sth)
appreciate		
recognize		
thank		s.o.'s sth

TPB:

(one's)		acknowledgements		be due		to s.o. (for sth)
		appreciation		be expressed		
		gratitude		be extended		
		thanks		be given		
				be made		
		be offered				
		go				

TPC:

be		grateful		to s.o. (for sth)
		indebted		
		thankful		

TPD:

express		(one's)		appreciation		to s.o. (for sth)
extend				gratefulness		
give				gratitude		
offer				thanks		
share						

APPENDIX H

USE OF TPs IN SYSTEMATICALLY SAMPLED PIECES OF DATA OF THE FOUR SUBCORPORA

Data number	TC		AC	
	H	S	H	S
7	3/5*	2/9	7/29	12/24
14	10/18	4/7	5/13	1/12
21	3/9	5/5	7/13	4/9
28	8/12	7/10	7/23	4/14
35	5/9	4/6	5/16	2/16
42	6/14	6/7	6/15	3/7
49	7/9	5/13	2/13	6/11
56	2/9	8/9	2/16	5/18
63	10/15	8/19	5/13	5/7
70	6/8	9/14	0/10	6/11
Total 1	60/108	58/99	46/161	48/129
Percent 1	55.56	58.59	28.57	37.21
Total 2	118/207		94/290	
Percent 2	57.00		32.41	

*The number before a slash mark is of the case in which its main clauses fall into either of the four TPs, and the following number is the total number of sentences of the respective case.

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APPENDIX I

DISTRIBUTION OF THE FOUR TPs IN THE 10 SAMPLED PIECES OF DATA OF EACH OF THE FOUR SUBCORPORA

		Thanking patterns				Total
		TPA	TPB	TPC	TPD	
TC	H	24	6	12	18	60
	S	13	12	11	22	58
	Total	37	18	23	40	118
	Percent	31.36	15.25	19.49	33.90	100
AC	H	34	4	2	6	46
	S	37	3	4	4	48
	Total	71	7	6	10	94
	Percent	75.53	7.45	6.38	10.64	100

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APPENDIX J

AN EXAMPLE OF TC ACKS

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APPENDIX K

AN EXAMPLE OF AC ACKS

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BIOGRAPHY

Kunlaphak Kongsuwannakul was born in Bangkok on Saturday, January 3, 1981. In 2003, *he* graduated in secondary education: English and German, from the Faculty of Education, Chulalongkorn University. *He* continued studying for an M.A. immediately after the undergraduate education. At the time of writing, *he*, therefore, has not had any official record of working experience. The only research-supporting scholarship granted to *him* is the one allocated by the Graduate School, Chulalongkorn University.



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