A SURVEY OF PAWDY INNOVATION COMPANY EMPLOYEES' ATTITUDES TOWARD TINGLISH

Tamonwan CHAYA[1], Nakonthep TIPYASUPARAT[2], Sirimon SRINOPARAT[3],
Eoin O'BRIEN[3] and Catherine LADDAWAN[3]

1 Graduate Student of the English for Professions Master's Degree Program, Rangsit University, Thailand

2 Lecturer of the English for Professions Master's Degree Program, Rangsit University, Thailand

3 Lecturer at the English Language Department, College of Liberal Arts, Rangsit University, Thailand

ABSTRACT

This study attempts to survey Pawdy Innovation Company employees' attitudes toward Tinglish. The sample group was 110 current and former Pawdy Innovation Company employees selected using a simple random method. The quantitative research instrument was a questionnaire. The collected data were analyzed by arithmetic mean, percentage, and standard deviation. Regarding the affective element, the results showed that "I am upset when I hear someone say that the only correct English variation is Standard American-British English" and "I do not feel bad speaking English, which is not standardized and contains many Thai sounds" had the highest mean value. Regarding the cognitive element, the results showed that "I believe that the use of word "khun" before the first name of acquaintances (e.g. Khun Thomas) is preferable and polite" had the highest mean value. Regarding the behavioral element, the results showed that "I speak Tinglish with friends and colleagues from other countries" had the highest mean value. When considering the overall picture, it was found that employees had the highest attitude towards Tinglish, the cognitive element had the highest mean value. Moreover, the qualitative data showed that most employees felt that using Tinglish to communicate with foreigners is not problematic.

Keywords: Tinglish, Attitude, Employees at Pawdy Innovation Company, World Englishes, English Pronunciation

INTRODUCTION

Language is a tool used for human communication. The aim is to express ideas. The speaker's feelings are understood by others. In addition to being a tool for communication, language is also a tool for learning and developing human thinking. Importantly, language is something that helps humans understand each other; as the said that goes (Kapkon, 1992: 5). Language is a part of Thai culture that is transmitted, borrowed, and changed over time. Recently, communication with foreigners has increased. Therefore, the Thai language has changed over time.

Therefore, Thai language has borrowed words and phrases from other languages and incorporated them. This is because some words have not yet been defined in the Thai language, and it was unable to find existing words in the Thai language to refer to new things that are happening in society. As a result, there is a forced condition in which words or linguistic features of another language must be used instead in one's own language, such as imitating sounds or calling after native speakers. This type is called "language borrowing" (Khanitthanan, 1983: 128). Moreover, the use of foreign languages in one's own language also shows the relationship between people's way of communicating to each other, a matter of corresponding to nearby territory for trade or on a personal level—communication between parents or guardians to anyone under their supervisions.

Tinglish is a style of English that is widely used in Thailand. It is a combination of English and Thai that is consistent with usage, culture, and grammar (Trakulkasemsuk, 2012). From Kachru's three circles of English presentation, it was mentioned that Thailand is considered a country that is continuously expanding the use of English. However, the nature of the expansion of the English language is the expansion of international communication. This is not how the English language has been used throughout history (Kachru, 1985).

From the above it can be seen that Tinglish Tinglish forms of English being used at all levels. As a result, Thai speakers in each group have diverse attitudes towards using the Tinglish form of English. Therefore, attention should be given to this issue. Regarding the current use of Tinglish, Glass (2009) and Watkhaolarm (2005) commented that Tinglish had the capability to be recognized as another variety of English in the world as Thais incorporate more English use into their daily communication. In parallel with other neighboring countries, Thai-English users have some distinctive characteristics, which have been transferred from their mother tongue, language background, culture, rhetorical styles, and norms of communication. Thais can present their own identity using international English (Trakulkasemsuk, 2012: 103). Nowadays, it is unavoidable to see Tinglish surface in the speech of Thai English speakers (Rogers, 2013).

Regarding attitudes toward Tinglish, despite the more welcoming positive attitudes to local English in Thailand, resistance to speaking can still be found. This is because Thais have different opinions on which English form should be prioritized when speaking. Some believe in only authentic English and favor the notion of Standard English; they try to imitate native speakers as closely as possible, and they may accept when others use Tinglish, but try to avoid using it themselves. Conversely, some Thai speakers are more receptive to Tinglish; their speech patterns may appear unique as they are building a new variety of English. Native speakers also perceive Tinglish in different ways. Native speakers who are more open minded about other English varieties may comprehend Tinglish as a variety of English. Conversely, some may view Tinglish as an erroneous or imperfect form of English.

Therefore, from what has been said above, in the work of some employees at Pawdy Innovation Company it is necessary to use English in the form of Tinglish to communicate at work. Most of them have different basic English language skills. Therefore, the researcher is interested in conducting a study and would like to know the attitude of employees who communicate directly with native speakers and employees who never communicate with native speakers. The

researcher sees the importance of using Tinglish in the workplace and is therefore interested in conducting a study on a survey of Pawdy Innovation Company employees' attitudes toward Tinglish.

Objectives of the study

The current study aimed to investigate Pawdy Innovation Company employees' attitudes toward Tinglish, and speaking English in a Thai context.

LITERATURE REVIEWS

Concept of Tinglish

Trakulkasemsuk (2012) suggested that Tinglish was a dialect of English that had been adapted from Standard Thai, incorporating cultural rhetorical devices and communication conventions. Stated differently, Tinglish uses international English to portray the user's identity.

Sarmah et al. (2011) asserted that the term "Tinglish," which refers to the English spoken by educated native Thai speakers, has just recently appeared in literature.

In summary, Standard Thai language and some Thai norms have been combined with English to create a new form of English in Thailand known as "Tinglish."

Characteristics of Tinglish

Thailand has never been colonized by English-speaking nations, as was previously mentioned. Unaffected by imperialists, a variant of Thai-English, or Tinglish, has been exported from Thai. As a result, Thai English is different from other World Englishes in the following ways:

1) Transfer of cultural and social norms
2) Thai name title
3) Thai particles
4) Hybridization
5) Thai structure
6) Thai pronunciation

Language Attitude

The Latin term aptitude and the Italian word atto, which translate to "aptitude for action," are the sources of the English word attitude (Baker, 1992). Many academic disciplines have taken into consideration studying (specializing on) attitude; psychology in particular. It has also been studied from the perspectives of sociolinguistics, education, cultural environment, and language acquisition. Attitude refers to both feelings and beliefs, and it should, in theory, have an impact on conduct. Numerous scholars in the field of language acquisition possess a clear perspective regarding linguistic diversity. Crystal (1997) defined linguistic attitude as a person's expression of their feelings about a language, either their own or that of another. Richards and Schmidt (2010) noted that attitudes about language can affect learning a second or foreign language. As a result, information gained from measuring attitudes toward language is useful for language planning and instruction.

Attitude components

There is a tripartite structure to attitude, which can be divided into three primary parts.

1) The Affective Component (Feeling/ Emotion)
2) The Behavioral Component (Response/ Action)
3) The Cognitive Component (Belief/ Thought)

Prior to being able to respond to an object consistently, a person needs to be able to assess it either favorably or unfavorably. These assessments and knowledge are typically coupled with behavioral intents (Omdal, 1995: 86). Louw (2013) noted that when a person has certain beliefs or knowledge (the cognitive component), they also have thoughts or emotions related to it (the affective component), and it is reasonable to assume that they will react or act accordingly (the behavioral component).

RESEARCH METHODOLOGY
Materials and methods
1) Materials and respondents

The main instrument used to collect the data was an online questionnaire, which was distributed in both Thai and English to minimize misinterpretation. The questionnaire was modified from the original developed by Dorkphong (2017). The respondents, 110 current employees at Pawdy Innovation Company, were selected using a simple random sampling method.

2) Data collection and data analysis

The data were collected from January-February 2024. The respondents were asked to complete the questionnaires, which were sent to their e-mail addresses. Microsoft Excel 2016 was used to calculate the arithmetic mean per cent and standard deviation.

RESEARCH RESULTS
Background of the respondents

Regarding the distribution of the respondents by gender, age and education, 63 of them were female, accounting majority for 57.27%, aged 21-30 years, and 47 were male, accounting for 42.73%, with a bachelor's degree level. On the level of English communication skills, most of them are speaking at the improvement level with 40 respondents, representing 36.36%. The English communication skills of listening were found to be at an improved level in 34 respondents, representing 30.91%. Experience of learning English with native speakers or foreigners who are native speakers of the language (British, American, Australian, New Zealand, Canadian) number 66 respondents, accounting for 60.00%. Experience of learning English with native speakers or foreigners who are not native speakers found that 61 respondents, representing 55.45%. The number of respondents who "sometimes used English at work" was found to be 56, or 50.91%. Frequency of English use at work of speaking found to be 60.91%. Respondents read English at work, 65 people, accounting for 59.09%. Respondents who wrote English at work, found that there were 71 people, accounting for 64.55%.

English skills in comparison to native speakers

All the arithmetic means were interpreted according to the following scale:

3.68-5.00 High level of attitude

2.34-3.67 Moderate level of attitude

1.00-2.33 Low level of attitude

Table 1 The respondents' English skills in comparison to most English native speakers

Items	High		Moderate		Low	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1) Isolated word pronunciation			2.74	1.04		
2) Connected speech pronunciation			2.62	1.11		
3) The use of vocabulary			2.70	1.17		
4) The use of sentences			2.60	1.20		
5) The use of slang and colloquial language			2.46	1.17		
Total			**2.62**	**1.14**		

Regarding the respondents' English skills in comparison to native speakers, the results showed the total English skills in comparison to native speakers had the moderate mean value ($\bar{x}$ = 2.62). When considering each item, it was found that Isolated word pronunciation had the moderate mean value ($\bar{x}$ = 2.74) followed by The use of vocabulary had a moderate mean value ($\bar{x}$ = 2.70), Connected speech pronunciation had moderate mean value ($\bar{x}$ = 2.62), The use of

sentences had moderate mean value ($\bar{x}$ = 2.60), and The use of slang and colloquial language had moderate mean value ($\bar{x}$ = 2.46) respectively.

Attitudes toward speaking English in a Thai context

Table 2 Mean value of the affective element

Items	High		Moderate		Low	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1) I enjoy speaking Tinglish with foreigners.	4.21	0.91				
2) I am not worried about my English signaling clearly that I am from Thailand.	4.28	0.89				
3) I am upset when I hear someone say that the only correct English variation is Standard American-British English.	**4.35**	0.84				
4) I do not feel bad speaking English, which is not standardized and contains many Thai sounds.	**4.35**	0.92				
5) I enjoy using Thai particles like "ná" and "si" in my English utterances.	4.23	0.96				
6) I do not feel annoyed when I hear someone speaking English using Thai structure.	4.31	0.92				
7) I enjoy using mixed words or phrases in English and Thai.	4.28	0.98				
Total	**4.29**	**0.92**				

Regarding the respondents' the affective element attitude toward speaking English in Tinglish. Considering the average, items 3 and 4 had the highest mean values ($\bar{x}$ = 4.35), respectively. Item 1 had the lowest mean value ($\bar{x}$ = 4.21). The results showed that the total of respondents' affective element attitude toward speaking English in Tinglish had the highest mean value ($\bar{x}$ = 4.29), which was interpreted as a high level of attitude.

Table 3 Mean value of the cognitive element

Items	High		Moderate		Low	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1) Tinglish is now widely acceptable as another variety of World Englisg.	4.37	0.90				
2) I think that speakers of English can use English in different forms and variants if the message is communication successfully.	4.44	0.80				
3) I think that it is proper to use the expression, "Where are you going?" as one way of greeting a foreign visitor.	4.35	0.91				
4) The use of Thai final particles such as "khâ" (female) and "khráp" (male) contributes to successful communication.	4.36	0.86				
5) I believe that the use of word "khun" before the first name of acquaintances (e.g. Khun Thomas) is preferable and polite.	**4.51**	0.73				
6) I realize it is difficult for Thai speakers to distinguish the sound "ship" and "chip," but the mispronunciation of the two sounds does not cause a problem.	4.33	0.92				

Items	High		Moderate		Low	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
7) I think that the use of incorrect verb tenses does not cause a serious problem when communicating.	4.43	0.89				
Total	**4.40**	**0.86**				

Regarding the respondents' the cognitive element attitude toward speaking English in Tinglish. Considering the average, item 5 had the highest mean value ($\bar{x}$ = 4.51), item 2 had the second highest mean value ($\bar{x}$ = 4.44). Item 6 had the lowest mean value ($\bar{x}$ = 4.33) respectively. The results showed that the total of respondents' cognitive element attitude toward speaking English in Tinglish had the high mean value ($\bar{x}$ = 4.40), which was interpreted as a high level of attitude.

Table 4 Mean value of the behavioral element

Items	High		Moderate		Low	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1) I speak Tinglish with friends and colleagues from other countries.	**4.39**	0.89				
2) I do not avoid speaking Tinglish because it is part of Thai culture.	4.37	0.98				
3) I do not try to imitate native speakers' accents.	4.24	0.99				
4) I use the particles such as "chây máy?" or "rĕu?" in English questions.	4.20	0.97				
5) I combine Thai words with English words with foreign conversational partners.	4.38	0.93				
6) I replace the "th" sound in the word "then" with the "d" sound although I do not have problems pronouncing the[ð] sound.	4.36	0.91				
7) I use Thai language structure to arrange words in my English sentences.	4.38	0.89				
Total	**4.33**	**0.94**				

Regarding the respondents' the behavioral element attitude toward speaking English in Tinglish. Considering the average, item 1 had the highest mean value ($\bar{x}$ = 4.39), items 5 and 7 had the second highest mean values ($\bar{x}$ = 4.44). Item 4 had the lowest mean value ($\bar{x}$ = 4.20) respectively. The results showed that the total of respondents' behavioral element attitude toward speaking English in Tinglish had the high mean value ($\bar{x}$ = 4.33), which was interpreted as a high level of attitude.

Among the three attitude elements, the cognitive element had the highest mean value ($\bar{x}$ = 4.40), followed by the behavioral element ($\bar{x}$ = 4.33), and followed by the affective element ($\bar{x}$ = 4.29). When considering all three attitude components, the overall mean value was 4.33, which was interpreted as a high level of attitude.

Tinglish as a medium for international communication

Group 1: Sixty-two percent of respondents stated that using Tinglish to communicate with foreigners is NOT problematic.

Most respondents in this group said that Tinglish was understandable because people were aware of different varieties of English. For example, one respondent believed that Tinglish has made communication smooth and the meaning was (easily) understood. This is because some words are well known and easy to understand in English. He perceived communication

as being successful when listeners and speakers understood each other. Many respondents also noted that context and gestures could also lead to successful communication. Another reason given was that some foreigners understand Thai words. This may be because many Thai words and Thai language structures are recognizable, particularly, to foreigners who have lived long-term in the country. One respondent mentioned that computerized translation applications are becoming more reliable, which makes it easier to understand Tinglish.

Group 2: Thirty-eight percent of respondents stated that using Tinglish to communicate with foreigners is problematic.

The majority in this group believed that it will be difficult for those who do not know or are not familiar with the Thai language. Accessing the practical meaning of Tinglish. One respondent stated that people who do not understand Thai will encounter words that are unfamiliar and difficult to understand. Many respondents thought that English and Thai grammar are different, so those who are not familiar with the Thai language may be confused by the meaning of the word or expressions when hearing Tinglish.

DISCUSSION & CONCLUSION

On respondents' level of English communication skills, most of them have English communication skills of speaking at the improvement level. The English communication skills of listening were found to be at an improved level. English affects Thailand in many ways. In terms of careers, due to the rapidly changing world, the number of foreigners visiting Thailand and international companies investing in Thailand is annually increasing. English, then, is used in many professions such as businessmen, academics, presidents, waitresses, tour guides, hotel workers, taxi drivers, and merchants. In addition, Thai people want to have more job opportunities. In terms of communication, English is used as a communication tool for the global society as it is used as an official language in 61 countries. In addition, it is served as a lingua franca, a common language used for communication between people from different countries. English also allows people to travel the world, learn new cultures, and meet people all around the world (Nuriska, 2021).

Regarding the respondents' English skills in comparison to native speakers, the results showed that the total of English skills in comparison to native speakers had moderate mean values. When considering each item, it was found that "Isolated word pronunciation" had moderate mean values followed by "The use of vocabulary," which had moderate mean values. "Connected speech pronunciation" had moderate mean values, "The use of sentences" had the moderate mean values, and "The use of slang and colloquial language" had moderate mean values respectively. The English language is recognized as a global common language between speakers of different mother tongues. In Thailand, English also finds extensive roles through many different applications.

In recent years, English has been integrated at all levels of Thai society as a compulsory subject in school and in higher education. Furthermore, it has been used as the language of international organizations and, for international business transactions, tourism, the internet, global advertising, scientific and technological transfer, media (including imported films and music), international safety and international law (Wongsatorn et al., 1996; 2003; Foley, 2005). English is also being used within Thailand as a language for intercultural communication between Thai speakers, particularly with electronic communication (Baker, 2009; Glass, 2009; Seargeant & Tagg, 2011).

The results showed that the total of respondents' affective attitude toward speaking English in a Thai context had the high mean values. The respondents' cognitive attitude toward speaking English in a Thai context had the high mean values. The results showed that total of respondents' behavioral attitude toward speaking English in a Thai context had the high mean values. This result corresponds to Garett (2010), who focused more on how language attitude

penetrates our daily lives by noticing that people can have an attitude about their own language and the language of others. These attitudes are held toward a language at all levels including standard versus nonstandard varieties (Standard English versus non-Standard English for instance). Regarding attitudes toward Tinglish, despite the more welcoming positive attitudes to local English in Thailand, resistance to speaking Tinglish can still be found. This is because Thais have different opinions on which English form should be prioritized when speaking. Some believe in only authentic English and favor the notion of standard English; they try to imitate native speakers as closely as possible, and they may accept when others use Tinglish, but try to avoid using it themselves.

Regarding the affective element, the results showed that "I am upset when I hear someone say that the only correct English variation is Standard American-British English" and "I do not feel bad speaking English, which is not standardized and contains many Thai sounds" had the highest mean values. Regarding the cognitive element, the results showed that "I believe that the use of word "khun" before the first name of acquaintances (e.g. Khun Thomas) is preferable and polite" had the highest mean values. Regarding the behavioral element, the results showed that "I speak Tinglish with friends and colleagues from other countries" had the highest mean values. When considering the overall picture, it was found that employees had the highest attitude towards Tinglish, the cognitive element had the highest mean value. Moreover, the qualitative data showed that most employees felt that using Tinglish to communicate with foreigners is not problematic.

Several possible suggestions for future research are given in this section.

Future studies should investigate attitudes toward Tinglish in other samples, such as college students. Other occupational groups that use English in Tinglish style.

In the next study, research should be done on the patterns of using Tinglish for communication at work to use the information obtained to improve communication in Tinglish to be more effective.

This study is a specific survey of Pawdy Innovation Company employees' attitudes toward Tinglish. Therefore, in the next study, the factors related to employees who directly work with foreigners' attitudes toward Tinglish should be studied.

REFERENCES

Baker, W. (2009). Language, Culture and Identity through English as a Lingua Franca in Asia: Noted from the field. *The Linguistics Journal-Special Edition*, 8-35.

Baker, C. (1992). *Attitudes and Language*. Clevedon, Philadelphia & Adelaide: Multilingual Matters Ltd.

Crystal, D. (1997). *A dictionary of linguistics and phonetics*. Oxford: Blackwell.

Dorkphong, R., Tipyasuparat, N., & Srinoparat, S. (2017). *A Survey of English Major Students' Attitudes toward Speaking English in Thai Context*. Proceedings of The 13th RSU National Graduate Research Conference, Thonburi University (17 August 2018), 960-969.

Foley, J. A. (2005). English in …Thailand. *Journal of Research in International Education, 36*(2), 223-234

Garrett, P. (2010). *Attitudes to Language: Key Topics in Sociolinguistics*. Cambridge & New York: Cambridge University Press.

Glass, T. (2009). Why Thais write to other Thais in English. *World Englishes, 28*, 532-543.

Kachru, B. B. (1992). Models for non-native Englishes. In B. K. (Ed.), *The other tongue: English Across Cultures*. (pp. 48-74). Urbana, IL: University of Illinois.

Kapklon, P. (1992). *Study of the Thai language according to linguistic principles*. 3rd printing. Bangkok: Thaiwattanapanich.

Louw, R. (2013). *Language awareness and language attitudes towards Netherlandic and Belgian Dutch among Polish students of Dutch*. Doctoral dissertation, Faculty of English, Adam Mickiewicz University in Poznań.

Nuriska, S. (2021). *Learning English as a Second Language*. Conference: Class conference At:Sidoarj.

Omdal, H. (1995). Attitudes toward spoken and written Norwegian. *International Journal of the Sociology of Language, 115*, 85-106.

Richards, J. (2010). *Longman dictionary of language teaching and applied linguistics*. 4th ed. Harlow: Longman.

Rogers, U. (2013). *Thai-English as a variety*. Doctoral dissertation, Available from ProQuest Dissertations & Theses Global. (UMI No. 3587630).

Sarmah, P. G. (2011). Thai English: Rhythm and vowels. In N. L. Lim, *The typology of Asian Englishes* (pp. 75-96). Amsterdam/Philadelphia: John Benjamin Publishing Company.

Seargeant, P., & Tagg, C. (2011). English on the Internet and a 'post-varieties' approach to language. *World Englishes 30*(4), 496-514.

Trakulkasemsuk, W. (2012). Thai-English: An Emerging Variety of World Englishes. In E.-L. &. Louw, *English in Southeast Asia: Features, Policy and Language in Use* (pp. 101-111). Amsterdam: John Benjamins.

Watkhaolarm, P. (2005). Think in Thai, write in English: Thainess in Thai-English Literature. *World Englishes, 24*, 145-158.

Wilaiwan Khanitthanan. (1983). *Foreign language influence in the Thai language*. Bangkok: Prakaipruek.

Wongsothorn, A., Hiranburana, K., & Chinnawongs, S. (2003). English language teaching in Thailand today. In W. H. Wah Kam, *English language teaching in East Asia today: changing policies and practices* (pp. 441-453). Singapore: Eastern Universities Press.

Wongsothorn, A., Sukamolsun, S., Chinthammit, P., Ratanothayanonth, P., & Noparumpa, P. (1996). National profiles of language education: Thailand. *PASAA, 26*(1), 89-103.

Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.