



Crosslinguistic Influence in Learning Thai as a Third Language: Perspectives of Indonesian Ph.D. Candidates in Thailand

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Abstract:

This study examines the perspectives of Indonesian Ph.D. candidates in Thailand on the similarities and differences among Indonesian, English, and Thai languages, as well as the influence of Indonesian and English on learning Thai as a third language. A qualitative method with a phenomenological approach was used to analyze data gathered from four Indonesian Ph.D. candidates from different majors. The study found that there are several linguistic features shared between Indonesian, English, and Thai languages, including pronunciation, English loanwords, basic sentence structure, word order, and honorific terms and formality. These linguistic similarities facilitated the participants' learning of the Thai language as a third language. Moreover, the findings revealed that the participants' educational background played a significant role in the positive language transfer from their first and second languages to Thai. The study recommends that language educators and policymakers should acknowledge the importance of educational background in facilitating positive language transfer in third language acquisition. Furthermore, language programs should be designed to encourage multilingualism and code-switching in the classroom to promote students' linguistic awareness and proficiency. Additionally, language learners could benefit from opportunities to interact with native speakers and practice their language skills in real-world settings.

Keywords: *Crosslinguistic influence, educational background, Indonesian Ph.D. candidates, linguistic similarities, third language acquisition*

1. INTRODUCTION

Crosslinguistic influence is a phenomenon that occurs when individuals learning a new language are influenced by the linguistic structures of their native language(s) and/or previously learned languages (Murphy, 2003). It is a crucial aspect of second and third language acquisition and has been the focus of much research in the field of linguistics (Schepens et al., 2016). Understanding the nature and effects of

crosslinguistic influence is important for language learners and educators alike, as it can impact language acquisition and proficiency in both positive and negative ways.

According to Kellerman (1983) in the initial stages of crosslinguistic influence, there is a significant aspect known as psychotypology that could play a crucial role in identifying the origin of crosslinguistic influence in individuals who are multilingual. Psychotypology is a concept that mainly emphasizes comprehending the intricacies of an individual's language acquisition process by considering their unique and contextualized language learning experience. Recent studies by De Angelis (2007) support the idea that the similarities and relatedness of languages are critical factors in acquiring a third language. The acquisition of a third language may be facilitated by the genetic relationship between languages (e.g., Indo-European languages) and the formal similarities between their features or components. Therefore, understanding the role of psychotypology and language similarities in crosslinguistic influence can help in developing effective language learning strategies.

The field of crosslinguistic influence has been the subject of a significant amount of research in European countries, given the existence of shared linguistic characteristics among many European languages. One such investigation was carried out by Carvalho & da Silva (2006), who explored the impact of typological distance and order of acquisition on the acquisition of Portuguese as a third language by Spanish-English bilingual students, who spoke either English or Spanish as their first language. Their findings showed that linguistic similarities between the languages known by the participants played a significant role in the transfer patterns evident in their acquisition of the third language. Similarly, Bardel & Falk (2007) examined the impact of different first and second languages on the acquisition of Swedish and Dutch as a third language in a European context. They found that syntactic structures were more readily transferred from the second language than the first language during the initial stages of third language acquisition. Schepens et al. (2016) also investigated the correlation between the linguistic distance between the first and second languages and the learnability of Dutch as a third language. Their results revealed that crosslinguistic differences necessitate language learners to bridge varying linguistic gaps between their competencies in their first and second languages and the target language. While numerous studies have explored crosslinguistic influence in European contexts using European languages, little research has been conducted in Thailand on the acquisition of three distinct languages: Indonesian, English, and Thai, particularly with a focus on learning Thai as a third language. Therefore, this study aims to fill this gap by investigating the crosslinguistic influence in the Thai context.

In terms of the role of crosslinguistic influence in language learning, there is an essential language factor that can potentially be hazardous in consciously forming a new word in the third language (Herwig, 2001). According to Bardel & Lindqvist (2007), cross-linguistic influence may affect individuals' code-switches techniques or word construction attempts. Additionally, William & Hammarberg (1998) define it as adapted language switches which refers to a process in which individuals try to form a word in the target language using a lemma from their native language and then modifying it to fit the morphology and/or phonology of the target language. Therefore, the newly formed words may fall into either single words or multiple-word expressions in languages apart from the third language that has not been modified to fit the phonetics or word structure of the third language, yet can be easily identified as originating from another language, which is one of the background languages of the individuals (Bardel & Lindqvist, 2007). Since it is crucial to understand how multilingual individuals manage to distinguish and potentially connect their languages, there is an urgent requirement to carry out a study examining the commonalities and disparities among three distinct languages, namely Indonesian, English, and Thai.

This current study aims at investigating the linguistic similarities between Indonesian, English, and Thai languages and how these similarities can help Ph.D. candidates in Thailand learn Thai as a third language. Indonesian, English, and Thai are three different languages that have contrasting linguistic features. Sneddon (2003) contends that the Indonesian language is a member of the Austronesian language family and is primarily spoken in Indonesia. The grammatical features include subject-verb-

object word order, affixation for nominal and verbal modification, and a relatively simple tense and aspect system. English, on the other hand, is a West Germanic language spoken by millions of individuals from different nationalities around the globe. It has a more complex grammar, including a variety of tenses, complex prepositions, and a range of word order possibilities (Baugh & Cable, 1993). Lastly, Benedict (1942) claims that Thai is a tonal language that is part of the Tai-Kadai language family and this language is spoken by most of the people in Thailand. Khanittanan (2001) also adds that the Thai language is characterized by subject-verb-object word order, and the absence of grammatical gender, and a tone to distinguish between words that might otherwise be spelled similarly.

The literature on L3 acquisition has often overlooked the role of educational background as a variable, as noted by Murphy (2003). This study seeks to address this gap by examining the impact of Indonesian and English proficiency on the learning of Thai as a third language among Indonesian Ph.D. candidates with a high level of educational background. By exploring the linguistic similarities among these languages, this study aims to shed light on how these similarities may facilitate or hinder the acquisition of a third language. To accomplish this goal, the study will involve Indonesian Ph.D. candidates in Thailand who are proficient in all three languages. The study will address the following three questions:

1. What linguistic features do Indonesian, English, and Thai languages share that could facilitate Indonesian speakers' learning of the Thai language as a third language?
2. How do Indonesian Ph.D. candidates in Thailand perceive the similarities and differences among Indonesian, English, and Thai languages in terms of linguistic features?
3. To what extent do the linguistic features of Indonesian and English languages influence the learning of the Thai language as a third language by Indonesian Ph.D. candidates in Thailand?

2. LITERATURE REVIEW

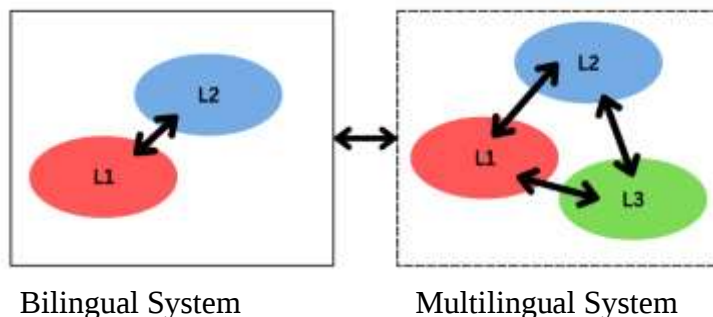
2.1 Bilingualism and Multilingualism

Bilingualism and multilingualism are increasingly becoming prevalent in our globalized world. Cenoz (1997) and Dewaele (2015) claim that bilingualism refers to the ability of an individual to use two languages for communication and expression, while multilingualism denotes the ability to use more than two languages. In addition, bilingualism and multilingualism are complex phenomena, and their implications are far-reaching. Previous research studies have found that being bilingual or multilingual can positively impact an individual cognitive (Baumgart & Billick, 2017), metacognition (Jessner & Allgauer-Hackl, 2022), social psychological development (Kharkhurin, 2012), and linguistic development (Grohman & Kambanaros, 2016). Additionally, according to Chibaka (2018), being bilingual or multilingual has been associated with multiple advantages such as better academic achievement, enhanced job prospects, and increased cultural awareness. Further, bilingual and multilingual individuals are able to handle foreign language anxiety and experience more self-confidence as compared to monolingual individuals (Bensalem & Thompson, 2021). Despite the benefits of being bilingual or multilingual individuals, the presence of potential challenges, such as stuttering or stammering in communication disorder (Bagchi & Reddy, 2022), identity issues (Rothman & Nino-Murcia, 2008), language dominance, language preference, and language loss (Dewaele, 2015) may arise. Therefore, in the present day, it is essential to have a comprehension of the intricacies of being bilingual or multilingual due to the diversity and interconnectedness of the world. On top of that, the study aims to add to the existing literature on the complexities of bilingualism and multilingualism by exploring the viewpoints of Indonesian Ph.D. candidates in Thailand regarding the impact of cross-linguistic influence on their acquisition of Thai as a third language.

2.2 Crosslinguistic Influence

Lago et al. (2021) have provided a recent definition of cross-linguistic influence, which refers to the active involvement of both the native language (L1) and the second language (L2) in the lexical and grammatical processes of an additional or third language that an individual is attempting to acquire. Their claim is that

the study of multilingualism provides a chance for a more intricate and detailed comprehension of the factors that influence cross-linguistic effects since these languages differ in numerous theoretically significant characteristics such as native versus non-native status, dominance, proficiency, and others. Here is a model proposed by Lago et al. (2021):



According to Murphy (2003), in cross-linguistic influence, there are two essential variables that may affect the process of language transfer. The first variable is Learner-Based Variables which include proficiency, amount of target language exposure and use, language mode, linguistic awareness, age, educational background, and context. Then, the second variable in this respect is Language-Based Variables which are language typology, frequency, word class, and morphological transfer. The intricacies of cross-linguistic influence, especially with regard to the learner-based variables, may affect the learnability of the target language. It is supported by Selinker & Lakshmanan (1993) with their Multiple Effects Principle (MEP) which claims the simultaneous influence of multiple second language acquisition factors increases the likelihood of interlanguage forms becoming stabilized, which could potentially lead to fossilization. Further, Anderson (1983) argues that when multiple second language acquisition factors in learner-based variables come together, they can result in the emergence of interlanguage forms that are more resistant to change compared to those caused by a single factor. On the other hand, Murphy (2003) asserts that the multiple variables that occur and interact in language transfer or cross-linguistic influence may facilitate the language transfer process in both second-language and third-language acquisition. In language transfer, two or more factors in the variables mentioned will have a chance to interact and modify the multilingual dynamic (Murphy, 2003).

Schepens et al. (2016) conducted a supplementary investigation regarding crosslinguistic influence and its variables, and according to their findings, the learnability or acquisition of a third language (L3) is contingent on the degree of similarity between L3 and an individual's background languages, the level of proficiency in their first and second language (L1 and L2), as well as the status of L2, which is considered to be a significant factor in itself. The study found that there is an explanation of the way typological similarity influences L2 to L3 transfer which is the acquisition of syntactic properties such as relative clauses, negation placement, verb second, and word order. In addition, Schepens et al. (2016) suggested that learner-based variables, such as years of full-time education and educational quality play a certain role in acquiring L3 acquisition. With this in mind, in the context of the present research, crosslinguistic is particularly relevant, as Indonesian Ph.D. candidates in Thailand are learning Thai as a third language, and their prior knowledge of Indonesian and English could potentially influence their acquisition of Thai.

2.3 Linguistics Features in Indonesian, English, and Thai Languages

Benedict (1942) notes that although Indonesian, English, and Thai possess unique linguistic characteristics, they also share certain similarities. For example, all three languages follow a subject-verb-object (SVO) word order in sentences. Nonetheless, they differ in their use of inflectional markers. While Indonesian and English are non-inflected languages, Thai is a highly inflected language that uses tone, word order, and particles to express grammatical relationships (Enfield, 2002). Additionally, Endarto (2015) argues that these languages have distinct phonological and orthographic systems. Indonesian and

English use the Romanian alphabet with different spelling rules, whereas Thai employs its own script, known as the Thai alphabet. Another similarity between these languages is that they all use a combination of borrowed words and loan translations to expand their vocabulary. Sneddon (2003) contends that Indonesian and English, for example, borrow words from other languages such as Dutch and Latin, and create loan translations from other languages such as Greek and Latin. Thai also borrows words from other languages such as Sanskrit, Pali, and Khmer, and creates loan translations from Chinese and English (Enfield, 2002)

Table 1: English loanwords in Indonesian and Thai language (Endarto, 2015)

English	Indonesian	Thai
Bonus /'boʊ.nəs/	/bo.nus/	/bo:.nát/
Locker /'lɒk.ər /	/lɒ.kər/	/lók.kê:/
Sponsor /'spɒn.sər/	/spɒn.sər/	/sapɔ:n.sê:/
Vitamin /'vit.ə.mɪn/	/fi.ta.min/	/wí.ta:.min/
Apple /'æp.l/	/ʔa.pəl/	/ʔép.pên/
Jacket /'dʒæk.ɪt/	/ja.ket/	/cék.kêt/

Additionally, Indonesian, English, and Thai all have distinct sound systems. According to Masfufah (2018), Indonesian has a simple vowel system with six vowels /i/, /e/, /ə/, /a/, /u/, and /o/, and a consonant system with 22 consonants include /p/ /b/ /t/ /d/ /k/ /g/ /c/ /j/ /m/ /n/ /f/ /s/ /sy/ /z/ /kh/ /h/ /l/ /r/ /w/ /y/ /ŋ/ and /ñ/. In addition to that, Musk (2010) asserts that English has a vowel system with 13 vowels and a consonant system with 24 consonants.

Table 2: 13 vowels in English (Musk, 2010)

/i:/ eat, sleep	/ɔ:/ or, daughter, more
/ʌ/ under, enough, butter	/æ/ apple, man
/i/ silly, baby (in final positions)	/ʊ/ put, full
/ɑ:/ father, calm, can't, car	/ɜ:/ earn, bird, occur
/ɪ/ apart it, swim	/u:/ ooze, shoe, suit
/ɒ/ odd	/ə/ above, support, possible, mother
/e/ want, cough edge, lead, said	

Table 3: 24 consonants in English (Musk, 2010)

/p/ put, supper, lip	/f/ fine, coffee, leaf
/ʃ/ show, washing, cash	/n/ no, runner, pin
/b/ bit, ruby, pub	/v/ van, over, move
/ʒ/ leisure, vision	/ŋ/ young, singer
/t/ two, letter, cat	/θ/ think, both
/h/ home, ahead	/l/ let, silly, fall
/d/ deep, ladder, read	/ð/ the, brother, smooth
/tʃ/ chair, nature, watch	/r/ run, carry
/k/ can, lucky, sick	/s/ soup, fussy, less
/dʒ/ jump, pigeon, bridge	/j/ you, yes
/g/ gate, tiger, dog	/z/ zoo, busy, use
/m/ man, drummer, comb	/w/ woman, way

Furthermore, Karoonboonyanan (1999) states that Thai has a vowel system with 32 vowels and a consonant system with 44 basic consonants. With regard to consonants, the Thai language comprises of middle consonants, high consonants, paired low consonants (which have the same sound as high consonants), and single low consonants (as shown in Table 4). Further, the Thai language has a total of 32 vowel forms. Lastly, the tones used in Thai also contribute to its distinct sound system.

Table 4: 44 basic Thai consonants chart (Karoonboonyanan, 1999)

Middle	High	Low		
		Paired		Single
ก [k]	ข (ข) [kh]	ก (ก) [kh]	ฃ [kh]	ง [ŋ]
จ [tɕ]	ฉ [tɕʰ]	ช (ช) [tɕʰ] [ʃ]	ฌ [tɕʰ]	ญ [j]
(ฎ) ฎ [d] [t]	ฐ [th]	ฑ [th]	ฒ [th]	ณ [n]
(ด) ด [d] [t]	ถ [th]	ท [th]	ธ [th]	น [n]
(บ) บ [b] [p]	ผ (ผ) [ph] [f]	พ (พ) [ph] [f]	ภ [ph]	ม [m]

ย ร ล ว ศ ษ ส ห พ)อ()ฮ(
 [j] [r] [l] [w] [s] [s] [s] [h] [l] [ʔ] [h]

Table 5: 32 vowels in Thai forms (Karoonboonyanan, 1999)

อะ	อา	อี	เอ	อู	อุ	เ	เ	แ	ะ	แ	-	โ	ะ	โ
[a]	[a:]	[i]	[i:]	[u]	[u:]	[e]	[e:]	[ɛ]	[ɛ:]	[o]	[o:]	[ɔ]	[ɔ:]	[ɔ:]
เ	-อ	อ-เ	อ-เอ	ว-อ	ว-เ	เ-อ	เ-อ	เ-อ	เ-อ	เ-อ	-อ	เ-อ	เ-อ	เ-อ
[ɔ]	[ɔ:]	[ɔ]	[ɔ:]	[uə]	[uə:]	[iə]	[iə:]	[uə]	[uə:]	[am]	[ai]	[ai]	[ai]	[ai]
เ	ฤ	ฤ	ฤ	ฤ										
[au]	[rɯ]	[rɯ:]	[lɯ]	[lɯ:]										

Overall, while Indonesian, English, and Thai have differences in their linguistic features, they also share similarities in their basic sentence structure and use of borrowed words and loan translations to expand their vocabulary.

3. RESEARCH METHODOLOGY

Phenomenology is deemed suitable for the context and research objectives of this study, as it provides a rich and detailed understanding of participants' experiences and underlying meanings. Friesen, Henriksson, and Saevi (2012) recommend phenomenology as the most appropriate method for exploring experiences, while van Manen (1990) suggests that it provides the closest possible descriptions of participants' words. Moreover, Sohn et al. (2017) assert that the phenomenological approach is appropriate for exploring the experiences of professionals in the field of education. Therefore, this study's use of phenomenology will provide insights into language teaching and learning practices based on the participants' perspectives.

This study includes four Indonesian Ph.D. candidates in Nakhon Ratchasima, Thailand. The participants are scholarship awardees with different majors, including geoinformatics, biotechnology, animal technology and innovation, and civil engineering. Two participants are in a fast-track program, while the other two are in a regular program. All participants are required to complete coursework and a doctoral dissertation in English. They have lived in Thailand for more than four years, allowing them to communicate in the Thai language. The participants were invited to participate in the study through a WhatsApp message and all agreed to participate. Semi-structured interviews were used in this study with a seven-question interview guideline. The approach allows for the researcher to guide the topics covered while allowing participants to lead the direction of the interview. The interviews were conducted face-to-face in the Indonesian language, lasting between 20-45 minutes, and were recorded with the participant's consent. An interview guideline was used to ensure relevant topics were covered.

Content analysis was used for data analysis, involving two steps: open coding and axial coding (Strauss et al., 1998; Punch, 2005). Open coding breaks down data into discrete parts and can be used to conceptualize the data, while axial coding groups data in new ways to relate to the phenomenon under study, its conditions, actions, and consequences (Strauss and Corbin, 1998). This technique was chosen to answer the research questions.

4. RESULTS

4.1. Shared Linguistic Features Among Indonesian, English, and Thai Languages

The study examines how linguistic features of Indonesian and English may influence the acquisition of Thai as a third language by Indonesian Ph.D. candidates in Thailand. As previous knowledge of first and second languages can impact learning a new language, the study aims to investigate the extent to which shared linguistic features facilitate or hinder the acquisition of Thai. The participants' perspectives on the shared linguistic features of the three languages are explored to shed light on the role of cross-linguistic influence in L3 acquisition.

The first linguistic feature that the participants identified was the similar pronunciation between the Indonesian and Thai languages. They noticed that many words in both languages have similar vowel and consonant sounds. This made it easier for them to recognize and pronounce Thai words correctly. Furthermore, the similar sounds also made it easier for them to understand spoken Thai. Here below are some Thai words which have similar pronunciations between the Indonesian and Thai language mentioned by participants.

Table 6: Finding Thai and Indonesian Pronunciation

Thai Pronunciation	Indonesian Pronunciation	Meaning in English
/kʉn.tɕʰeː/	/kontsi/	Key (P1, P2, P3, P4)
/ʔoŋ.ɔun/	/aŋgur/	Grape (P1, P2, P4)
/kawʔ.ɔiː/	/kur.si/	Chair (P4)
/kʰəˈsɔn/	/kasiˈhan/	Retire in Thai language (P4) Pity in the Indonesian language

/sà-lák/	/salaʔ/	Snake fruit (P3)
/táo hú:/	/tahu/	Tofu (P3)
/kʰrur/	/ˈguru/	Teacher (P1, P4)
/ta:/	/mata/	Eye (P1)
/ngɔŋ/	/biŋuŋ/	Confused (P1)
/mót/	/səmut/	Ant (P1)
/tʰu:riən/	/dɔrian/	Durian (P1)

Another linguistic feature that the participants identified was the loanwords from English to the Thai language that are recognizable in the Indonesian language. They noticed that some Thai words that originated from English have similar spellings and meanings in Indonesian. This made it easier for them to understand and remember these words in Thai. Moreover, the participants also noted that some English words used in Thai are easier to pronounce in an Indonesian accent.

Table. 7 (Finding: English loanwords in Thai and Indonesian language)

English loanwords	Thai	Indonesian
Computer (P1, P3)	/kɔ:m.pi.wûʔ.tɕ:/	/kɔmputər/
/kəmˈpjʊ:tə/		
Error (P1)	/ɛrɛr/	/ɛror/
/ˈerə/		
Strawberry (P1, P3)	/sɛtɔ:bɛ:li/	/stroberi/
/ˈstrɔ:bəri/		
Stapler (P3)	/stɛp-lər/	/steplər/
/ˈsteɪplə/		
Notebook (P3)	/nəʊt bɔk/	-
/ˈnəʊtbɔk/		

The third linguistic feature that the participants identified was the similar basic sentence structures from the three languages. They noted that Indonesian, English, and Thai share the same subject-verb-object (SVO) basic sentence structure. This made it easier for them to understand and construct basic sentences in Thai. Furthermore, the participants also noted that the absence of inflectional markers in Indonesian and English made it easier for them to comprehend Thai, which is a highly inflected language. Here are excerpts from the participants regarding the basic sentence structure shared among the three.

I think the most basic one is sentence structure. The three share the same sentence structure which is Subject Verb then followed by an Object. Here is the example I can give ‘I want to eat’ ‘Phom ca pai kin’ and ‘aku mau pergi makan’. (P1)

To some extent, the three share almost the same basic sentence structure. I remember when I studied my name is... or nama saya... in Thai we say ‘chan che...’. (P2)

Indonesian and Thai language are quite similar in terms of sentence structure. For instance, the sentence (I live in Jakarta) ‘saya tinggal di Jakarta’, we can say ‘Phom assai yuu tii Jakarta.’ (P3)

My friend taught me how to say ‘I want to eat rice’, for instance. I should say ‘chan ca kin khau’, in Indonesia we would say ‘aku mau makan nasi’. The structure is somehow similar. (P4)

The fourth linguistic feature that the participants identified was the similar word order between the Indonesian language and Thai. They noted that both languages tend to place adjectives after the nouns they modify. Moreover, they also noted that both languages place prepositions before the noun phrases they modify. This similarity made it easier for them to comprehend and construct Thai sentences. Below is the excerpt from one of the participants:

'I also noticed that Thai word order and Indonesian word order is similar compared to English. English has different word order in this case. For example, when we want to say red chair in the Thai language, we would say 'kau'i deng' and in the Indonesian language would be kursi merah. So, the pattern is feasible.' (P3)

The participants observed that both Indonesian and Thai languages have formal and informal levels of language, and the use of honorific terms is important in both. This similarity facilitated their understanding and use of appropriate levels of formality in Thai. Participants found that recognizing and using appropriate honorific terms and formal language in Thai helped them build better relationships with colleagues and improve their overall communication skills in the language. Two participants shared the following excerpts:

'This is also very interesting. I found that the Thai language has honorific term to call someone who is older or younger than us. Just like in the Indonesian language, we have 'Mas or Mba', the Thai language has 'Phi'. I think that is also similar.' (P1)

'The use word I in Thai and Indonesian language has almost similar concepts. Like when I use 'Aku' and 'Saya' in the Indonesian language, would be equal to when I use 'Phom' and 'Khu' in the Thai language. The level of words is different.' (P1)

'Also, when I talk to my ajarn (professor), the way I use the Thai language would be different than when I talk to my Thai friends. It's like when I use 'arrai wa?' and 'arrai krab?' (What is it?).' (P3)

4.2. Perceptions of Differences and Similarities in Linguistic Features among Indonesian Ph.D. Candidates Learning Thai

This section examines the Indonesian Ph.D. candidates' perceptions of the similarities and differences among Indonesian, English, and Thai languages, collected via interviews. The second finding of the study relates to how the participants perceived the differences and similarities between the Indonesian, English, and Thai languages. The participants viewed the similarities and differences as new experiences and new knowledge, indicating that the learning process of a new language brought a sense of novelty to their academic lives. Moreover, they found the differences and similarities to be easy to remember and comprehend, highlighting the potential for successful learning outcomes. The excerpt below was given by the participants:

'Because of the similarities and differences, I found it easy to remember and comprehend. Like when I found words that are similar, it helps me remember. When I found differences, I can understand because they are distinct.' (P1)

'I found that the similarities and differences of the languages can be new knowledge and insights for me because I gained something that I have not known before. In addition, the similarities make it easy to grasp and remember.' (P2)

'Because of the Indonesian language to English, most of the time, we need to change the word order, while from the Indonesian language to the Thai language, we don't have to change the word order, that similarities make it easy to remember.' (P3)

'Thai language and the Indonesian language are in the same language family, then there are some similarities between them, which make them easier to remember. In contrast, English is from a different language family, and as a result, it is less commonly used for translation.' (P4)

However, when it came to the practical aspect of using the languages, the participants expressed that the differences and similarities made it easy to speak, but difficult to read and write in the Thai language. This can be attributed to the variations in script and spelling conventions, as well as differences in grammar rules. The participants also found it challenging to implement the tones and short and long sounds they

learned in Thai due to their prior knowledge of Indonesian and English. Here are several quotes from the participants in this study:

'In my opinion, writing and reading the Thai language is the most difficult to learn compared to speaking it.' (P1)

'In my personal opinion, the most difficult part is actually the reading and writing, because Thai has a different script. It's something new and difficult for me.' (P2)

'In my experience, it's better to start with speaking first when learning Thai. Writing and reading can come last because the script is different from the Latin alphabet used in English and Indonesian.' (P3)

'In addition to the differences in long and short sounds and the five different tones, I think writing and reading are the most difficult parts to learn. From my experience, it's best to start with speaking first and leave writing and reading for later. This is because English and Indonesian use the Latin alphabet, while Thai is different. The important thing is to learn to communicate first.' (P4)

Nevertheless, the participants mentioned that the differences and similarities facilitated the use of guessing techniques for new meanings in a new context, as they could rely on their knowledge of the other two languages to deduce the meaning of unfamiliar words or expressions. Additionally, they noted that the differences and similarities made a literal translation from Indonesian to Thai more feasible than translating from English to Thai. For instance, participant responses included: [quote excerpt here].

'In daily conversations, I actually translate directly from Indonesian to Thai because I find it easier to guess the structure that way.' (P4)

Overall, the participants perceived the differences and similarities between Indonesian, English, and Thai as facilitative, as they created a sense of novelty and familiarity that aided their learning process. However, they also acknowledged that the practical implementation of the languages presented some challenges. These findings could have implications for language teaching and learning practices, as instructors could leverage the similarities and differences between languages to enhance the learning experience for their students.

4.3. Exploring the Influence of Indonesian and English Languages on the Learning of Thai as a Third Language by Indonesian Ph.D. Candidates in Thailand

Cross-linguistic influence is a phenomenon that occurs when knowledge of one language affects the learning or use of another language (De Angelis, 2007). In the context of second or third-language learning, crosslinguistic influence can have both positive and negative effects. In this study, we investigated the extent to which the linguistic features of Indonesian and English influence the learning of the Thai language as a third language by Indonesian Ph.D. candidates in Thailand. Our findings shed light on how cross-linguistic influence can impact the process of acquiring a third language, and highlight the importance of understanding the similarities and differences between languages in order to facilitate language learning.

The influence of Indonesian and English languages on the learning of Thai as a third language by Indonesian Ph.D. candidates in Thailand was found to be significant. One of the major benefits of having proficiency in English was that it facilitated communication and learning within the campus. Participants reported that they were able to understand Thai better due to their knowledge of English. Additionally, the ability to guess the meaning of unfamiliar words in non-academic contexts helped participants to learn Thai more easily. An excerpt from the participant is presented below.

'For example, if I am on campus and someone speaks to me in Thai and I forget a word, I can just switch to English and my friends can help me out. In other words, I rely on my English language skills.' (P1)

'One unique occurrence is when there is a party in the campus area where there are professors, Thai friends, Indonesian friends, and friends from other countries. It can take a lot of time to switch between different languages. Since the languages are different when talking with Indonesian friends, we use the Indonesian language, and when talking to the professor, we use the Thai language, which has a different level of politeness from the local language used with Thai friends. Then we switch again to English when speaking with friends from other countries.' (P3)

However, the influence of having proficiency in two languages also had some drawbacks. Participants reported that they often had to code-switch between Indonesian and English when learning Thai, which required extra effort and processing time. The need for literal translation from Indonesian to Thai instead of using English as a bridge language was also mentioned as a difficulty. Moreover, participants reported that the mixing of words from different languages in a single sentence was a common phenomenon. This could sometimes lead to misunderstandings and confusion. Nevertheless, the linguistic features shared between Indonesian, English, and Thai made it easier for the participants to communicate with foreigners who spoke different languages.

'Yesterday, I was chatting with my friend who is from Myanmar, but at the same time, I was overhearing some Thai people talking. Since I speak English, I said, "Oh yeah, you turn left there, right?" But instead, I said, "turn left ik" because I heard the Thai language from the other side. I think because I've been switching languages for 6 years, I need some time to adjust when I switch languages. It takes me about 5 minutes to get used to speaking a certain language, so I become more comfortable with it. Even if I'm asked to switch suddenly between English, Indonesian, and Thai, my tone of voice may not come out properly at first because I need to warm up my tongue to reach the correct tone.' (P3)

Overall, it was found that the influence of Indonesian and English languages on the learning of Thai as a third language was both facilitative and challenging, depending on the situation. The ability to switch between languages and recognize similarities and differences in linguistic features provided a foundation for learning Thai, while the need for literal translation and the mixing of languages posed challenges that required extra effort and attention.

5. DISCUSSION

To provide a comprehensive understanding of third language acquisition, this study examines the phonological, morphological, and cultural aspects of English loanwords in Thai and Indonesian. The findings extend the work of Endarto (2015) by highlighting the similarities and differences in phonological adaptation between the two languages. Our study confirms that Indonesian learners can easily recognize several English loanwords in Thai, aiding their understanding of the language. Furthermore, the similarities in the cultural aspect of honorific terms between Thai and Indonesian contribute to the learnability of Thai as a third language. Our results are consistent with Pawestri (2022) who observed the concept of honorific terms in both languages. Our findings support the notion of language transfer in L3 acquisition, as suggested by Wang (2013) and Peric & Mijic (2017), that typological similarity and proficiency in the mastered language contribute to successful L3 acquisition. However, our results contradict the findings of Bardel & Falk (2007) who argued that syntactic structures are more easily transferred from L2 than from L1 in the initial stages of L3 acquisition. Our study sheds light on the syntactic structures of L1, which are more easily transferable compared to L2 syntactic structures in acquiring L3. In addition, our study highlights the relationship between language relatedness and third-language learnability, focusing on the case of Thai and Indonesian languages. These two languages share

similarities due to their historical connection with Sanskrit (Benedict, 1942), in contrast to English, which belongs to a different language family. This highlights the importance of considering the relatedness of the first language or the second language to the target language when studying third language acquisition. By examining the relationship between language relatedness and third language learnability, our study contributes to a better understanding of the factors that influence successful third language acquisition.

The impact of crosslinguistic influence on language acquisition and use is widely acknowledged (Murphy, 2003). In the case of Indonesian Ph.D. candidates learning Thai as a third language in Thailand, understanding the similarities and differences between Indonesian, English, and Thai language can significantly facilitate or hinder their acquisition of Thai. The participants' prior knowledge of Indonesian and English had a clear influence on their learning of Thai, and they had to navigate how to transfer knowledge from their first two languages to their third language. The linguistic features shared among the three languages also facilitated learning for the participants, as they were able to apply similar concepts in Thai, demonstrating their language awareness (Cook, 1992). Additionally, the participant's level of education and literacy had a positive impact on their language transfer (Odlin, 1989; Murphy, 2003). The findings also highlighted the importance of considering sociolinguistic factors and the context in language acquisition and transfer, as the participants were able to communicate with native speakers in authentic contexts, which facilitated their acquisition of Thai (Grosjean, 2001; Odlin, 1989). The participants' code-switching and use of lexical borrowings were also influenced by the language mode concept promoted by Grosjean (2001). In summary, this study emphasizes the roles of both language-based variables and learner-based variables in third language acquisition.

The findings of this study suggest that the linguistic features shared among languages can both facilitate and hinder the acquisition of a third language. The participants in this study were able to transfer knowledge and apply similar concepts from their first two languages to their learning of Thai but also faced challenges such as differences in script and grammar rules. Language teachers and materials designers can take advantage of the similarities between languages to enhance the learning process, while also addressing the challenges that arise from the differences. This study highlights the importance of considering crosslinguistic influence in language acquisition research, as well as the impact of context and exposure on language learning. Further research could explore the role of additional variables, such as motivation and attitudes toward language learning, in the acquisition of a third language.

6. CONCLUSION

The present study explored the influence of Indonesian and English on the learning of Thai as a third language by Indonesian Ph.D. candidates in Thailand. The results showed that the participants' educational background played a significant role in facilitating positive language transfer from their first and second languages to Thai. They reported using English to communicate and learn Thai in campus settings, and used code-switching and guessing the meaning of unfamiliar words to navigate social interactions with locals. However, participants also faced challenges related to code-switching, literal translation, and mixing of languages, which could lead to misunderstandings and confusion. The linguistic features shared between Indonesian, English, and Thai made it easier for the participants to communicate with foreigners who spoke different languages.

Based on the findings, it is recommended that language educators and policymakers acknowledge the importance of educational background in facilitating positive language transfer in L3 acquisition. Furthermore, language programs should be designed to encourage multilingualism and code-switching in the classroom to promote students' linguistic awareness and proficiency. Additionally, language programs could provide opportunities for learners to interact with native speakers and practice their language skills in real-world settings.

It is important to note that this study has some limitations. The level of Thai language proficiency of the participants was not clearly examined, which may have affected the results. Future studies could explore

how the level of language proficiency influences the influence of first and second languages on L3 acquisition.

7. REFERENCES

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