



Attitudes of Thai university students towards Global Englishes-awareness pedagogy

Fang Miao

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching

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ABSTRACT

While research on Global English (GE) has demonstrated the potential of a new perspective on English language teaching, studies on the impact of GE on students in an English teaching environment in Thailand are relatively rare. This study aims to examine the attitudes of Thai university students from the ELT program towards Global Englishes pedagogy after taking a 15-week Global Englishes-awareness course and the effects of such GE-awareness pedagogy on the students' attitudes towards three Global Englishes aspects: ownership of English, target culture, target interlocutor. Data was collected from 20 Thai ELT students who have completed a one-semester Global English language teaching course, and their feedback was used to explore their attitude towards the research aims. Using both questionnaire and semi-structured interviews for data collection, the analysis involved a quantitative and qualitative using descriptive statistics and qualitative content analysis, respectively. The findings showed that the 15-week Global Englishes-informed pedagogy had significant positive attitudes towards GE awareness. It indicates that the participants' GE awareness could be developed by incorporating GE concepts into the English classroom, although the concept of native speakerism is still prevalent in their minds. With regards to the GE aspects, firstly, most participants agreed that English is no longer considered to be a specific group's language as there is no connection between English ownership and nationality or the Inner, Outer, or Expanding circle of countries (e.g., British, American). Secondly, the majority of participants reported that the target culture for ELT classrooms should no longer be western cultures; rather, the incorporation of local and regional cultures in addition to global (foreign or western) cultures in their English teaching materials and exercises should be considered. Lastly, most of the participants reported that there is a need for linguistic review toward target interlocutors. These findings implicates that for a better understanding of the realistic use of English and in conformity to global linguistic diversification, English should be considered as a language with multilingual uses, and not just native users as target interlocutors.

Keyword : Global Englishes-awareness pedagogy, language attitudes, English ownership, target culture, target interlocutors



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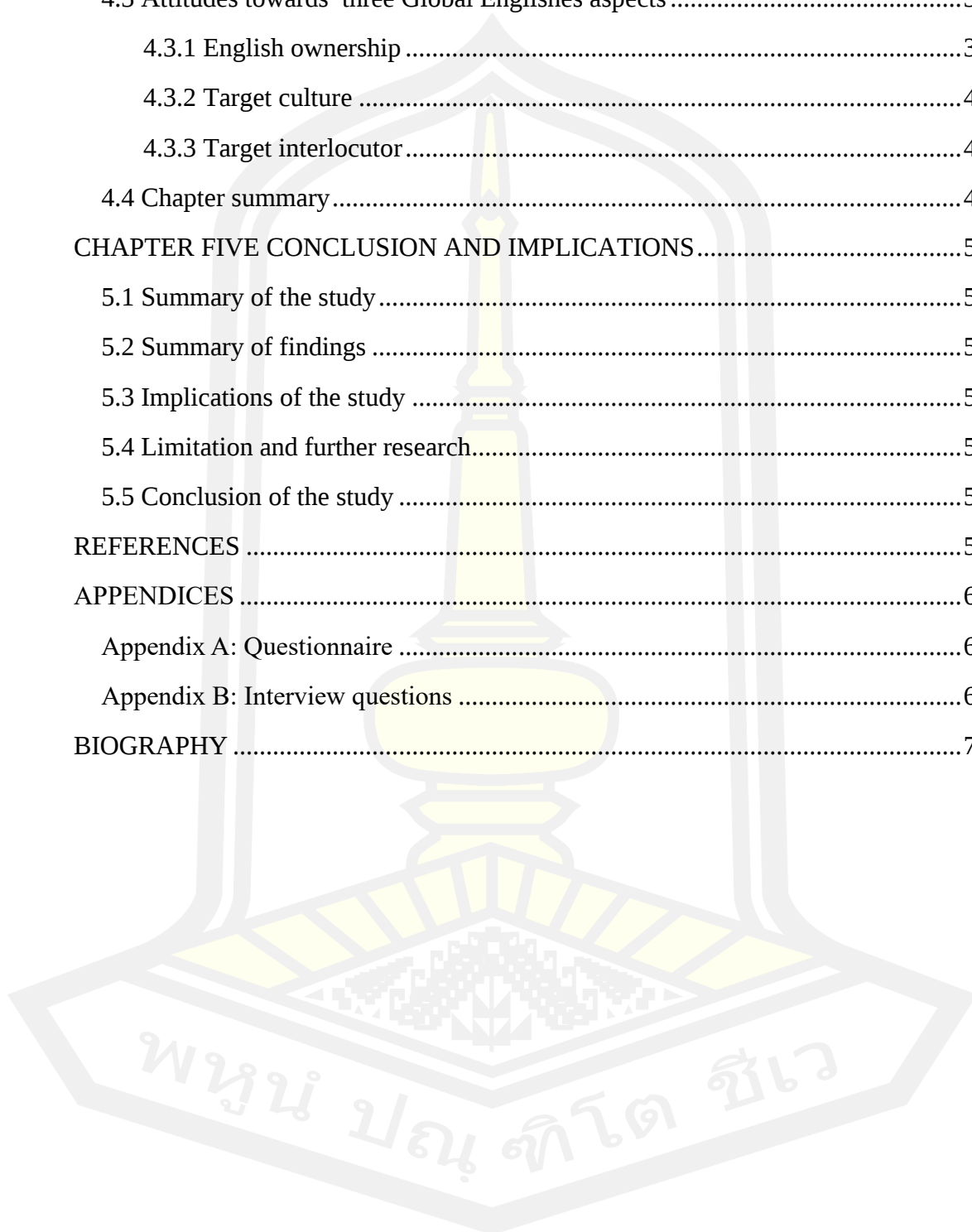
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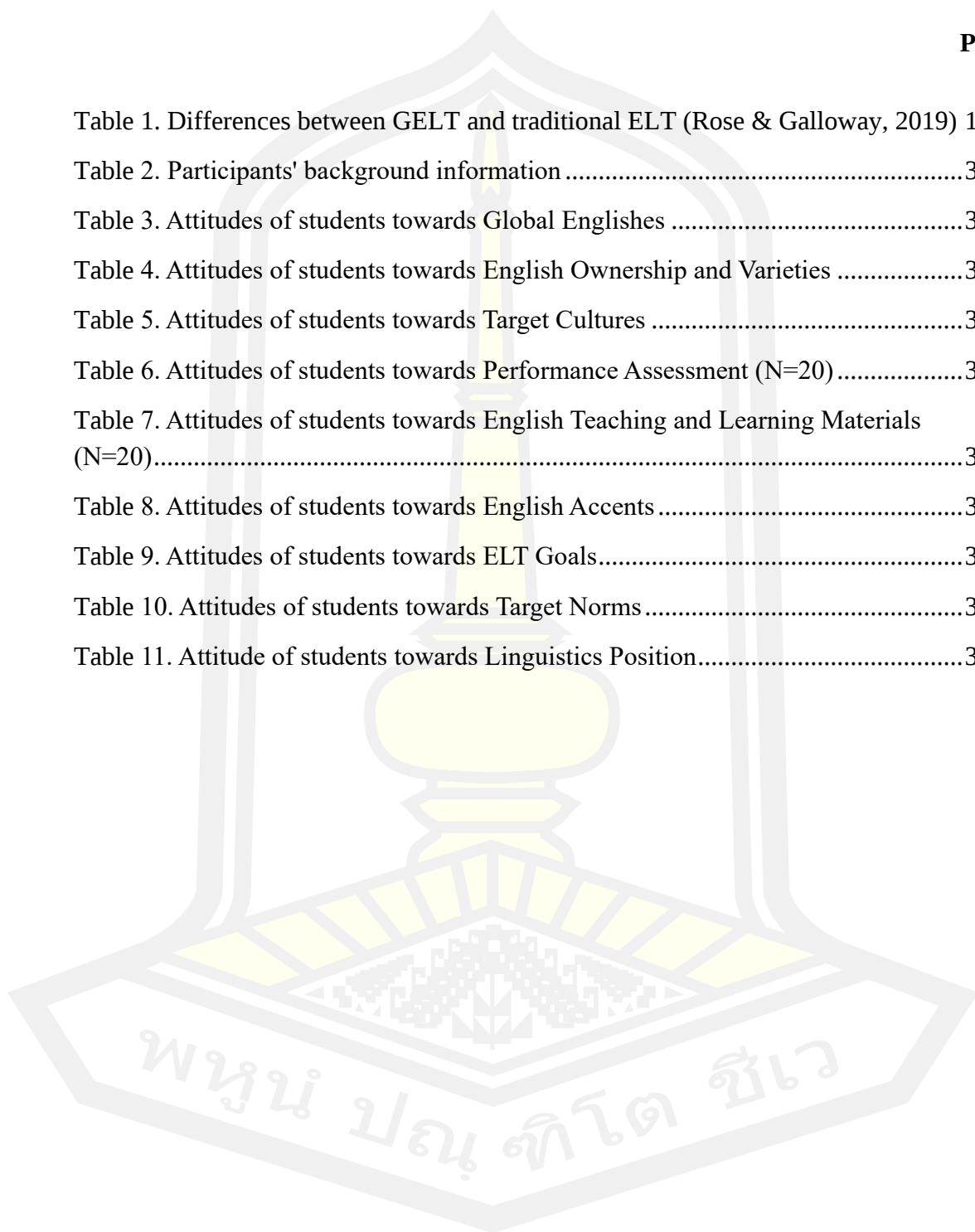
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CHAPTER ONE

INTRODUCTION

This chapter starts with a brief background of the study (see 1.1), and later delve into the purpose of the research (see 1.2), research questions (see 1.3), and then, the justification of the study (see 1.4). The significance of the study (see 1.5) is also part of the discussions in this chapter. The chapter ends with a discussion of the scope of the research (see 1.6) and the definition of key terms (see 1.7).

1.1 Background of the study

Changes in the sociolinguistic reality of English, English speakers, English use, and English-speaking cultures have come from the widespread use of English as a global language. With this current changes, no paradigm has been able to fully capture and cater for such changes the English language. Researchers have argued for a paradigm change from traditional pedagogy to a new pedagogy that can equip students to use English in intercultural communication incorporating multiple varieties of Englishes and cultures to reflect today's sociolinguistic realities (Boonsuk & Ambele, 2022; Fang & Ren, 2018; McKenzie, 2010; Rose & Galloway, 2019). As a result, it is important to look at how students think about GE in connection to English language teaching (ELT) in a global perspective.

Scholars have argued that traditional ELT frameworks incorporating English as a foreign language (EFL) are now becoming less used because they do not reflect the sociolinguistic use of English, which has become pluralistic given the use of English as a lingua franca by people from all walks of life all over the world (Buripakdi, 2012; Jindapitak & Teo, 2011; Methitham, 2011). In other words, English is currently widely used for intercultural communication among people from various language and cultural backgrounds all around the world. The global spread of English has gradually transformed ownership of English to the global community, which was once owned by specific communities of speakers. The expanded roles of English as a lingua franca (ELF) and Global Englishes (GE) have had a big impact on the ELT sector (Galloway & Rose, 2015, 2018; Jenkins, 2009, 2011; Jenkins, Cogo & Dewey, 2011; Seidlhofer, 2011).

In response to the call for a new pedagogical paradigm to cater for this changes in English use and diversity, Global Englishes (GE) as a sociolinguistics paradigm has been proposed by Rose and Galloway (2015) to diminish the sociolinguistic boundaries while embracing the dynamics of English diversity (Boonsuk & Ambele, 2021). GE claims that the use of English does not have to adhere to native English norms and can be tailored to match local demands. Furthermore, in international or intercultural communication, it is critical to focus on mutual intelligibility rather than Standard English. In multilingual contexts, for example, where students come from different linguistic and cultural backgrounds, English is also commonly used as a lingua franca. Furthermore, English-speaking cultures are varied and complex.

Although research on Global Englishes (GE) has demonstrated the potential for a new perspective in ELT, studies of GE in an Asian ELT context, particularly in Thai higher education contexts are relatively rare (Ambele & Boonsuk, 2020; Boonsuk & Ambele, 2021).

Also, with English being taught and learned as a foreign language in Thailand, the native speaker, either British or American English, is traditionally regarded as the best pedagogical model in ELT courses (Sung, 2014). By this traditional practice, students are seemingly unprepared for future interactions in international situations, where many speakers have different first languages, following many years of learning English based on this methodology (Jenkins, Cogo & Dewey, 2011; Sung, 2014). This suggests that the traditional ELT strategy may not be able to address the changing needs of students, teachers, and society in the future (Boonsuk & Ambele, 2022; Matsuda, 2017). As a result, numerous generally held assumptions in the field of ELT must be revisited, as well as the question of whether the NS model is appropriate for Thailand (Boonsuk, Ambele & Buddharat, 2018).

Many studies (Fang, 2016, 2017; He, 2015; Pan & Block, 2011; Sung, 2014, 2016; Wang, 2013) have looked at students' perceptions of English from a variety of perspectives, including pronunciation, accents, lexicon, grammar, and discourse, but very few looked at learners' perceptions from a Global Englishes (GE) perspective, and even fewer looked at learners' perceptions in a Global English Language Teaching context with Global Englishes-informed learners. As a result, this study looks at how

GE-informed students think about GE awareness pedagogy in connection to three aspects of GE in ELT (i.e. ownership of English, target culture, and target interlocutor) in Thailand and beyond.

English has had a substantial and positive impact on Thailand's use of foreign languages. The idea that most Thais still adhere to and strongly rely on native English standards and reject other non-native varieties of English from everyday usage and English language instruction reflects the attitude that Thai people have of it (Buripakdi, 2012). As a result, Thai English teachers anticipate adopting a foundational set of theoretical and pedagogical concepts and procedures that Western experts have imagined, realized, and deemed suitable for ELT (Ambele & Boonsuk, 2020; Jindapitak, 2019). Previous studies have examined students' attitudes towards English in relation to Global Englishes (Galloway, 2011, 2013; Galloway & Rose, 2013; Wang, 2013, 2015; Wang & Jenkins, 2016; Fang, 2017; Ambele & Boonsuk, 2020). For example, Galloway (2013) investigated attitudes in the Japanese context by employing a quasi-experimental design with questionnaires and interviews. Results showed that students had positive attitudes towards native English speaker norms in ELT, but two factors, familiarity with native English and stereotypes, had significant influences on English learners' attitudes. This does not make the dominance of native English acceptable.

Galloway (2013) reported that the results of the study supported pedagogical proposals to increase English learners' exposure to diversity and eradicate the false view that native English is superior. The study emphasized the importance of awareness and experience of ELF on students' attitudes and called for more opportunities to use ELF to build self-confidence. In addition, Ambele and Boonsuk (2020) conducted a qualitative and quantitative survey of 96 EFL teachers from 10 different universities in Thailand, and the results revealed the positive perceptions of participants in these ten different universities on the Global English awareness. As a result, it is important to investigate students' attitudes of GE in connection to ELT in a global setting.

Although several frameworks or approaches to integrating GE principles into ELT practice have been put forth by academics (Galloway, 2011, 2013, Galloway & Rose, 2015; Matsuda, 2012), they are still mostly at the theoretical level. Although GE concepts are relatively new, there has not been much study done on them in ELT classrooms (Galloway & Rose, 2014, 2018; Rose & Galloway, 2017), especially in Thailand (Ambele & Boonsuk, 2020). To meet the needs of students who are likely to use English in a global context, it is necessary to bridge the conceptual gap between theory and practice by attempting to provide an alternative approach to teachers. This study aims to introduce a GE-informed pedagogy into the English classroom and investigates how it increases students' GE awareness.

Therefore, for the current study, university students in Thailand were taken as participants and made to receive some knowledge of Global English, and finally investigated their attitude towards Global English through questionnaire survey and interview, and more comprehensively analyzed the attitude of participants based on three different aspects of Global Englishes.

1.2 Purpose of the study

Due to the many varieties and different ways in which English is now being used to serve local and global communicative needs, researchers have proposed different frameworks or techniques (such as World Englishes, English as a lingua franca, and recently, Global Englishes) to better capture the global spread and use of English and also meet pedagogic demands in ELT practice (Galloway, 2011, 2013; Galloway & Rose, 2015; Matsuda, 2012). As earlier mentioned, GE is one of the most popular and widely used framework incorporates GE principles into ELT classrooms and better prepares learners for real life interactions (Galloway & Rose, 2014, 2018; Rose & Galloway, 2017). As a result, the GE framework enables teachers to re-examine existing ELT materials and practices and investigate ways to include GE into English language classrooms and to fulfill the demands of students who are expected to utilize English in a global setting (Kaur, Young & Kirkpatrick, 2016; Jindapitak & Teo, 2012). Therefore, this study aims to examine the attitudes of Thai university ELT students towards Global Englishes pedagogy after taking a 15-week Global Englishes-awareness course, and the effects of such GE-awareness pedagogy on the students'

attitudes towards three Global Englishes aspects: target interlocutor, target culture, and ownership of English.

1.3 Research questions

Based on the research purpose (see 1.2), the following research questions are designed:

1. What are Thai English major university students attitudes towards Global Englishes pedagogy after taking a 15-week Global Englishes-awareness course?
2. What are the students attitudes towards three Global Englishes aspects: English ownership, target culture and target interlocutor ?

1.4 Justification of the study

The change in status of the English language has brought about changes in the field of English language teaching (ELT) where policy makers, researchers and language practitioners are re-positing English from a socio-cultural and socio-political perspective. The goals and needs of ELT are also being re-addressed and re-negotiated as English is used worldwide as a global language. At present, approximately two billion people speak English (with this number still increasing), the majority of whom use it as a second or foreign language (Crystal, 2008). The number of non-native speakers of English (NNSEs) has surpassed the number of those who traditionally use it as their native language. These trends have sparked on-going debate over the ownership of English (Holliday, 2006; Norton, 1997; Widdowson, 1994). Against the backdrop of globalisation in the 21st century, re-addressing some language ideologies related to English and ELT is therefore necessary from a broader perspective. Thus, witnessing the transformation of ELT in many contexts, researchers and language practitioners may want to explore a better practice that could fulfil the needs and aims of various types of language learners. This would involve an understanding of the diversity, fluidity and complexity of the English language from a socio-cultural, socio-economic and socio-political perspective instead of viewing English as a language perform a monolithic and unified perspective in which it is owned by native speakers.

Although some approaches (ELF & WE) have been proposed by scholars (Galloway, 2011, 2013; Galloway & Rose, 2015; Matsuda, 2012) to incorporate GE concepts into ELT practice, they remain mostly at the theoretical level. Little research has been conducted hitherto on incorporating GE concepts into the ELT classroom (Galloway & Rose, 2014, 2018; Rose & Galloway, 2017), especially in Thailand. Therefore, there is a necessity to bridge the conceptual gap between theory and practice with an attempt to provide options for incorporating GE into English language classrooms to meet the needs of students who are likely to use English in a global context. This study therefore attempts to implement a GE-informed pedagogy in the English classroom and to examine its effects on raising students' GE awareness.

1.5 Significance of the study

This study hopes to contribute in improving Thai students' self-confidence and increase their positive attitudes towards their local Thai English and Global Englishes awareness. As Galloway and Rose (2015) illustrated, exposing learners to many existing varieties of English could be a more constructive teaching method than merely encouraging them to adhere to a specific English variety that belongs to a nation. Native English is no longer considered the gold standard for learning English. Global English is seen to be a first step toward global communication. As EFL students and within an EFL contexts, this may be a major significance in providing awareness raising courses and positive attitudes towards English diversity and intercultural communication.

1.6 Scope of the study

This study aims to tap into English major university students attitudes towards GE-awareness pedagogy after taking a 15-week GE course. This study is limited to Thai ELT students in a university in Northeast Thailand who have completed a one-semester Global Englishes in English Language Teaching course. Only the Thai students who have taken this course will be included as potential participants for the study since the study aims to investigate GE perceptions of only Thai university students using Galloway and Rose's (2019) GELT framework. Data from these students will be quantitatively and qualitatively collected using a questionnaire and a semi-structured interview for over a 4 weeks.

1.7 Definition of key terms

1.7.1 Global Englishes

GE has a broader conceptual meaning which includes the ideologies of WE, ELF, EIL, Translanguaging, and the Multilingual Turn. It is considered "as an inclusive paradigm looking at the linguistic, sociolinguistic and sociocultural diversity and fluidity of English uses" (Rose & Galloway, 2019)

1.7.2 Global Englishes pedagogy

GE-informed pedagogy is an emerging paradigm in ELT and has interchangeable concepts, such as ELF-aware pedagogy (Bayyurt et al., 2015, 55–76), GELT (Galloway, 2011; Galloway et al., 2015) and WE-informed ELT (Matsuda, 2017). Its goal is to improve students' communicative abilities and test their English proficiency using mutual intelligibility and a conceptual framework for evaluating course material on various levels.

1.7.3 English ownership

Given that English is a language that is used all over the world, anyone who speaks it is allowed to claim ownership. More significantly, the worldwide ownership status suggests that English does not solely belong to a sovereign country, a culture, an ethnic group, or Inner Circle countries like the UK and the USA.

1.7.4 Target culture

In terms of target cultures, EFL pedagogies refer to particular native English cultures (such as British and American), whereas GE pedagogies make use of the cultural fluidity of global English speakers and value cultural diversity for effective communication when interacting with interlocutors from different cultural backgrounds.

1.7.5 Target interlocutors

Dimensionally (see Table 1), in terms of target interlocutors, EFL pedagogies target NES as interlocutors and language owners, while all global English speakers can be an interlocutor and an English owner in the GE' perspectives.

1.7.6 Students' attitudes

Language attitudes are opinions, ideas and prejudices that speakers have with respect

to a language (Amin, 2020). Language attitudes are evaluative reactions to different language varieties. They reflect, at least in part, two sequential cognitive processes: social categorization and stereotyping (Marko, 2017).

1.8 Thesis structure

This thesis consists of five chapters.

Chapter I started with the background and context of the study, the research aims, research questions, and significance of the study, followed by a description of the organization of the thesis.

Chapter II discussed English language teaching in Thailand and established the relationship between Global Englishes, GE-awareness pedagogy, Global Englishes language teaching, and Global English and ELT. Finally, the chapter presents and discusses language attitudes, attitudes toward global Englishes, and attitudes towards GELT.

Chapter III presented and discussed the research methodology, beginning with the research design, the context of the study, and the selection of participants. This is followed by a presentation of the research instruments as well as the data collection and analysis processes.

Chapter IV presented the current study's results. Chapter IV also illustrated both quantitative and qualitative results. This chapter also provides information and results from Thai university students' attitudes towards global English-awareness pedagogy.

Chapter V provided a detailed discussion of the research findings as they related to the research questions. The implications and recommendations for further research are also presented.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a general overview of English language teaching in Thailand (see 2.1), Global Englishes (GE) and GE-awareness pedagogy (see 2.2 and 2.3 respectively). As the research framework of this study is Global Englishes Language Teaching (GELT), this concept will be introduced in detail, generally; however, emphasis will be laid on the three aspects of GELT (i.e. target interlocutor, English ownership and target culture) which forms the main focus of the current study. The relationship between GE and English language teaching (ELT) is further discussed here (see 2.4) alongside the concept of Global Englishes and Global Englishes Language Teaching (GELT) in order to serve the research aims and the research questions. Since language attitude is also the focus of this research, attitudes towards GELT and attitudes towards GE are also discussed (see 2.5).

2.1 English language teaching in Thailand

Despite the fact that English is solely used as a foreign language in Thailand, it has played a significant part in Thai education for over a century (Boonsuk & Ambele, 2021). Several variables must be considered when teaching English as a foreign language (EFL), including which language skills to teach and how, where the language will be used, learning environment, appropriate content and materials, and evaluation criteria (Ambele & Boonsuk, 2022; Graddol 2006). Most Thais still believe in native English and rely heavily on it, although most Americans do not (Buripakdi, 2012) and reject other non-native versions of English. This thought reflects the Thai people's ideology on the English language.

Inevitably, the Thai government has influenced the English language ideology of the Thai people through the way the education department has handled the different stages of Education policy in Thailand. These policies have a significant impact on the Non-native speakers of English (NNEST) in terms of ELT material, educational policy, teaching content, and how they regard themselves, their teaching careers, and their teaching environments (Ambele & Boonsuk, 2020; Baker & Phongpaichit, 2005). Thailand appears to have been the first country in the South-East Asian

Expanding Circle to use English. English has traditionally been considered the most important foreign language in Thailand, having been around for decades. English language education in Thailand is mostly centered on English as a Foreign Language (EFL)-oriented pedagogy, which promotes students to meet native speaker's needs (Ambele & Boonsuk, 2021, 2022; Ambele 2022). As the period of globalization spreads throughout Southeast Asia, English has become a priority in education, influencing policies across the area. As a result, it is the most often taught and required language in most schools. The same is true in Thailand, where English is required in all levels of education from elementary to university (Office of Education Council, 2006). When it comes to ELT in Thailand, the pedagogies used are extremely traditional. The majority of ELT solutions are still somewhat limited. They basically push ELT students to follow the Native English Speaker (NES) paths (Jindapitak & Teo, 2012; Methitham 2009).

English teachers in Thailand still prefer native over NNESTs, and many Thai English learners share a similar ideology. Evidently, the only learning goal many aim to achieve is by adopting an American English or British English accent (Ambele & Boonsuk, 2021). The EFL phenomenon in Thai ELT has been firmly established in the English-education of Thailand. Canagarajah (2005) adds to this perspective by stating that relying too heavily on the dominant English-speaking culture may not be advantageous in real-world situations. The realistic manner in which Thais use the Thai language in their communities could contradict some of the language structures or models. Most Thai people do not interact using standard Thai; most times, they use local dialects.

2.2 Global Englishes

The number of English speakers has increased to at least two billion as a result of historical factors—English has spread throughout the world as a byproduct of colonization—and current globalization forces—English-speaking nations, especially America, have advanced scientific technology and hold the majority of the world's political and economic power (Jenkins, 2015). To describe how English is used all around the world, different scholars have given it different names (e.g., Global Englishes). The term "Global Englishes" (GE) refers to studies in the various but

related subjects of World Englishes, English as a Second Language (ELF), English as an International Language (EIL), translanguaging, and plurilingualism (Rose & Galloway, 2019). In fact, the term "Global Englishes" is now used to describe the strengthening of "worldwide interconnectedness in terms of society, culture, economy, politics, spirituality, and language" (McLntyre, 2009, cited in Galloway and Rose, 2015, p. 11), as well as translation, transmodality, transculturality, and transtextuality between Englishes and other languages (Pennycook, 2007). According to the GE framework, English speakers are not viewed as outside students or speakers who have not yet attained native competence, but rather as effective English-language communicators of their choice (Ambele, 2022; Galloway & Rose, 2015; Jenkins et al., 2011). The established linguistic contexts and techniques that contribute to the diversity of English are likewise valued by GE. In contrast to the NES, which is no longer considered one of the best models for English instruction, the GE notion does not view discrepancies of this kind as being problematic in communication. Instead, GE places a higher priority on sense negotiation and interactional facilitation abilities because these are crucial to the success of in-person encounters in linguacultural contexts. Even in terms of ownership, GE insists that English is not only a language for one country or group, like the USA or the UK. Instead, it is the property of all users (Ambele & Boonsuk, 2021, 2022; Jenkins, 2009). In the following sections, some of the existing concepts that are relevant to this research and Global English awareness and practice will be discussed in order to further understand the meaning of Global Englishes.

2.3 GE-awareness pedagogy

As seen in how English is used today, more and more people from over the world are claiming Global Englishes as their ownership. Consequently, many ELT ideologies that are common among English speakers are directly challenged by this paradigmatic shift. To address real-world interculturality in English and emergent languages landscapes, more adaptive pedagogies should be developed (Boonsuk & Ambele, 2019; Jenkins, 2015; Galloway & Rose, 2015, 2018, Rose & Galloway, 2019). More discussions about the efficacy of EFL-focused instruction in ELT should be sparked to determine whether it strives for native-like English proficiency or ignores English pragmatics, interculturality, and diversity. The GE tendency has raised questions about

whether modern ELT still needs to be in line with native English expectations and presented ideological difficulties for certain conventional ELT practitioners who uphold NES educational principles (Cogo, 2012). According to the most recent trend, traditional EFL philosophies will likely continue to be less prevalent because most English learners and users are not native speakers, the majority of real communicative experiences take place in non-native or non-Inner Circle settings, and more users are aware of the diversity of English (Ambele & Boonsuk, 2020; Boonsuk & Fang, 2022; Fang, 2016; Galloway & Rose, 2018).

Awareness of Global English (GE) as a term in Global Englishes research has evolved to deal with changes in the status and use of English that are as a result of its global adoption. Jenkins et al. (2011) claim that GE is an area of research that recognizes the diversity of English speakers around the world and does not utilize native English speakers (NESs) as a yardstick of competency (p. 283-284). In other words, GE incorporates various side topics like globalization, linguistic imperialism, education, and language policy and planning while examining the global effects of the usage of English as a global language (Galloway and Rose, 2015). Although Global Englishes (GE) is not a brand-new area of English studies, it has developed from the World Englishes (WEs) paradigm, which concentrates on nation-bound variants of the language (Sung, 2015; Jenkins, 2014). GE includes both WE and English as an international language (ELF) - e.g. English is increasingly used as a lingua franca among people from different nations and first languages. This means GE also includes ELF in its conceptualization and studies ELF together with WE. To use the term EIL in the GE framework can cause confusion, as explained in many studies (D'Angelo, 2017, Maley, 2010). This is because EIL has long been used and established among ELT practitioners.

2.3.1 Global Englishes language teaching (GELT)

For some conventional ELT practitioners who adhere to NES pedagogical norms, the GE movement has presented ideological difficulties (Cogo, 2012). It has also raised the question of whether contemporary ELT still has to be in line with native English speaker expectations. The most recent trend indicates that traditional EFL philosophies are becoming less prevalent because most English learners and users are

not native speakers, the majority of authentic communicative experiences take place in non-native or non-Inner Circle settings, and more users are aware of the diversity of English (Ambele & Boonsuk, 2020; Boonsuk & Fang, 2020; Fang, 2016; Galloway & Rose, 2018).

A framework known as Global Englishes Language Teaching (GELT), which was first put forth by Galloway (2011), was designed to support this specific idea. GELT was created to challenge conventional ELT practices and increase student understanding of the diversity of English in contrast to EFL pedagogies which frequently require NES proficiency benchmarking (Rose & Galloway, 2019). Further evidence that EFL-oriented pedagogies use different ELT emphasizes from GE-oriented pedagogies was provided by Rose and Galloway (2019). EFL pedagogies target NES as interlocutors and language owners in terms of dimension (see Table 1), but all global English speakers can be interlocutor and English owner in the GE' perspectives. In other words, because English is a language that is used all over the world, anyone who speaks it is allowed to claim ownership.

English is global ownership status implies that English does not exclusively belong to a single nation or region. EFL pedagogies tend to prefer standard or native English varieties, while GE pedagogy aims to cultivate acceptance of linguistic and cultural diversity for effective communication with diverse audiences. A native speakers of English (NEST) or Non-native speakers of English (NNEST) who speaks the same mother tongue as the students is the ideal teacher for an EFL class, according to the criteria used to determine ideal teachers. On the other hand, the appropriate GE instructors can be any NEST or NNEST, regardless of race or appearance. To elaborate, both NESTs and NNESTs are crucial to every English teaching community. EFL pedagogies consider NES to be the best model for language learning, but GE welcomes role models that are fluent in English. EFL pedagogies tend to focus more on worldwide English-materials that include more authentic representations of what students would most likely encounter in their English interactions in the future or after graduation. EFL pedagogy addresses learning needs by promoting English use for standard English as well as cross-cultural communication. Another crucial aspect is the linguistic conceptualization. The key difference between EFL and GE pedagogies

lies in the conceptualization of English as a pluricentric language where there are more than one set of correct linguistic norms, depending on the rules set by local English varieties. It will focus on three concepts in the theoretical framework, which are (1) English ownership, (2) Target culture and (3) Target interlocutors.

Table 1. Differences between GELT and traditional ELT (Rose & Galloway, 2019)

Aspects	EFL-Oriented Pedagogy	GE-Oriented Pedagogy
Target interlocutors	Native English speakers	Global English users (NES and NNES)
English ownership	Native English speakers	Global English users
Target cultures	Native English cultures	Global English language cultures
Linguistic conventions	Mainstream English	English Diversity
Ideal teachers	NEST or NNEST sharing learners' mother tongues	Any qualified NEST and NNEST
English teaching models	Native English speakers	Proficient English users
Educational materials	Native English cultures	Global English speaking communities and contexts
Other languages and cultures	Perceived as learning obstacles	Perceived as valuable learning resources
Needs	English use for standard English communication	Global and intercultural communication
Educational goals	Native English competence	Multi-competency for linguacultural diversity
Linguistic conceptualization	English as a monocentric language	English as a pluricentric language
Linguistic position	Towards mainstream English varieties	Towards recognizing existing and accepted English diversity

(Adapted from Rose and Galloway, 2019, p. 21)

It is also crucial to note that GELT does not seek to replace traditional ELT framework; instead, it challenges the preconceived notions about English that permeate learners' beliefs, teaching methods, and instructional materials. Only a review of existing practice is necessary in light of the evolving social language usage (Rose & Galloway, 2019). Thus, GELT offers fresh perspectives on language perception, challenges social norms and the monolingual ideology, and encourages a level playing field between educators, curriculum developers, and monolingual ideologies.

Galloway and Rose (2018) have made an excellent effort to look at university students' opinions of GELT among the limited studies on its pedagogical integration and execution (Fang, 2016; Galloway, 2017; Galloway & Rose, 2014, 2018; Rose & Galloway, 2017; Sifakis, 2017; Sung, 2014, 2018). The study's findings also showed that the students' understanding of the phonological, grammatical, lexical, and pragmatic diversity among English varieties was improved by the tasks, which also encouraged them to "reflect on a nation's linguistic history in order to understand the process that helped shape the English spoken there" (Galloway & Rose, 2018, p. 10).

A GE-informed pedagogy involves different aspects of a curriculum. This study focuses on three aspects of GE, including target interlocutor, target culture, and ownership of English.

English ownership

English ownership is considered to be for all English speakers, that is, global English speakers. Much of the emphasis on the native speaker stems from an underlying ideology that ownership of the English language rests within the Inner Circle (Rose and Galloway, 2019). The need to encourage an attitude in the classroom that English belongs to a global community. From a GELT perspective, English ownership is seen as being as fluid as the language they speak in a GELT perspective, moving beyond outdated notions that geographic borders and nation-based states 'contain' language and speakers. Students' own perceptions of English ownership also reflect their attitudes towards global English ownership. This will also affect students' awareness of global English.

Target culture

The target culture is viewed as flexible or fluid, with an emphasis on the students' contexts and needs. Changes in the representation of ownership and target interlocutors are connected to the target culture in which the language is to be used (Rose and Galloway, 2019). GELT aims to help language learners develop critical cultural awareness. In ELF, there is no target culture, so speakers cannot be familiar with the perspectives, practices, and products of all potential interlocutors. Baker's (e.g., 2009, 2012b, 2015) work has played a key role in leading the movement to incorporate culture into language classrooms. More innovations of this type are needed in order for learners to be aware that new cultures emerge and develop in each instance of language use, particularly in lingua franca contexts, where speakers bring different expectations and experiences to the speech community. Intercultural awareness recognizes the need to move away from essentialist conceptualizations in ELF encounters and emphasizes the fluid, dynamic, and complex relationship between language and culture. Therefore, the selection of the target culture is very important for this study, which can reveal students' global English awareness.

Target interlocutor

In terms of the target interlocutor, in traditional ELT theory, the target interlocutor is the native English speaker. According to Rose and Galloway (2019), there is a need to move away from depictions of native speakers as the preferred target for learners' future use of English. Meanwhile, according to GELT's theoretical framework, the target interlocutors should be all English speakers, including native and non-native English speakers. This means that anyone can be the target interlocutor, not just a native English learner (e.g., British and American). Therefore, this is essential for extracting students' awareness of global English. After learning Global English, students may be asked questions such as "Do you think it is important to speak English like a native English speaker?" The students' answers made their awareness of the target interlocutor obvious.

2.4 Global Englishes and English language teaching

The momentum of English as a world language has propelled the trend of ELT across the globe (Cogo 2012; Galloway and Rose 2015). Global Englishes has developed

into a widely used lingua franca, as evidenced by modern English usage, and more international users are claiming ownership of it. Traditional native speaker norms in ELT are being challenged by the creation of "new varieties" and ELF (Cogo, 2012). In contrast, GE is a broader word that refers to the creation and usage of English in many situations and includes both ELF and recognized English variations (Jenkins 2015). Although integrating GE principles into English language classrooms can be difficult for teachers, some suggestions for improvements have been made (Fang & Ren, 2018; Galloway & Rose, 2017; Kohn, 2015; Rose & Galloway, 2017). Kohn (2015) concentrated his research on the social constructivist approach of ELF communication in German secondary schools. He stated that ELT should embrace non-native speakers' native English and underlined the need for ELT to develop a pedagogical space for ELF-related activities so that students can focus on their own ELF-specific creativity within a larger standard English orientation. Additionally, he came to the conclusion that non-native English speakers are also English speakers and not just English learners.

Galloway established a Global Englishes course in a Japanese institution as part of her study (2011, 2013) to track shifts in Japanese students' opinions around GE. The main topics of discussion covered a variety of GE concerns, including ELF, English variance, and standard English ideology. After finishing the course, the students demonstrated a positive attitude about GELT, which could boost their confidence in their ability to self-identify as English users. Rose and Galloway (2017) engaged in Speak Good English Movement activities in an effort to advance GE recognition and flout conventional ELT guidelines (SGEM).

During one of the SGEM events, the class was split into two sides for a debate: one in support of and one against the SGEM. For instance, the opposition party attempted to persuade the public that Singlish should be welcomed while the opposing party performed roles to defend local English and reject Singaporean English (Singlish). The learners' attempts to critique and reflect growing anomalies across non-conventional English types that English speakers utilize in everyday conversation resulted in meaningful learning from this project. The activity apparently improved students' understanding of the diversity of English. Congruently, Fang and Ren (2018)

carried out a mixed-methods study after introducing a GE-oriented pedagogy in Chinese higher education classrooms. The results demonstrated that these students "adopted a more pluricentric approach, raised their GE awareness, and challenged several deep-rooted ideas of traditional ELT" (p. 7).

In Thailand, GE pedagogies have not gained much attention in recent years, and the country's ELT industry is still mostly dominated by EFL techniques. The main causes of this teaching tendency are two factors: the majority of teachers lack knowledge of GE and its pedagogies, and the educational stakeholders in Thai society still view NES as the ideal learning targets (Boonsuk, 2016; Buripakdi, 2012; Jindapitak & Teo, 2011, Methitham, 2011). Ambele and Boonsuk (2020) qualitatively investigated the views of 25 tertiary students from five universities in Southern Thailand is favor of implementing ELF pedagogies ELT. The results indicated that the students' attitude of ELT was that it was a method of preparing them to communicate in English across cultural boundaries. The participants did not view attaining fluency in native English as the goal of their language studies. Based on these ideas, ELT programs should be revised to avoid linguistic monocentricity, which refers to the use of Inner Circle norms and cultures to gauge the progress of learning. Instead, local cultures should be incorporated into these ELT courses by the educators because they may be more useful in bridging theories and practices. Additionally, it is important to encourage students to experiment with some regional and non-standard English dialects. In order to appropriately prepare ELT students for linguistic variations in cross-cultural settings and help them develop into well-rounded English interlocutors, the goal is to cultivate psychological flexibility.

2.5 Language attitudes

Communication between people is primarily done through language. It is a potent social force that serves societal purposes beyond simply communicating the intended referential information. Furthermore, it makes reference to the speaker's social and personal traits. Language attitudes are evaluative reactions to different language varieties. According to Garrett (2010), the concept of attitude, a part of social psychology that is strongly related to ideologies, serves as "a pivotal term in sociolinguistics" (Garrett et al., 2003, p. 2). As a result, attitude is connected to a

variety of sociolinguistic phenomena, including language preference, sound alterations, and making assumptions about someone based on their accent (Moyer, 2013). People's opinions about a particular language variety reflect its social standing as well as common misconceptions about its speakers (Honggang Liu, Xi Zhang & Fan Fang, 2021). Language attitude research of various channels of actual language helps maintain a language's vitality and sustainable development (Fang, 2020; Garrett, 2010; Lippi-Green, 2012). Understanding language learners' attitudes towards certain varieties of English will help present them with a broader perspective of the English language. Language attitude is important because it influences how effectively people use a language. From the GE paradigm, the speakers' first languages (L1s) should also be regarded as a resource rather than a hindrance for intercultural communication. It is worth researching attitudes towards local varieties of English in relation to language use and learning. Language attitude has a pivotal effect to understand how people view others; the current landscape of English requires stakeholders to have more exposure to a variety of English (Liu et al., 2021). For instance, because it "meets its aim of providing a learner-centered curriculum sensitive to students' needs and context," the proposal of Global Englishes Language Teaching (GELT) (Galloway, 2017; Rose & Galloway, 2019) has emphasized the necessity of attitudinal research to change the ultimate goals of ELT (Galloway, 2017, p. 23).

2.5.1 Attitudes towards GE

The attitudes of students regarding English in relation to Global Englishes have been investigated in earlier studies (Galloway, 2011, 2013, Galloway & Rose, 2013, Wang, 2013, 2015, Wang & Jenkins, 2016, and Fang, 2017). Galloway (2013), for instance, used a quasi-experimental methodology with surveys and interviews to analyze attitudes in the Japanese environment with the purpose of determining how GELT affected students' opinions. According to Galloway's (2013) study, students' attitudes might change as their GE awareness grows. Students' perceptions toward native English speaker norms in ELT were favorable, which is not surprising. The study found, however, that two factors—familiarity with native English speakers and stereotypes—had a considerable impact on English learners' opinions, leading to the conclusion that “this does not make the dominance of native English acceptable”

(Galloway, 2013, p. 801). In addition, Sung (2014) studied GE integration in ELT and instructional techniques with university students from Hong Kong. The participants were given 124 tasks, which involved listening to various English dialects and identifying them in order to analyze the idea of standard language usage. The students' knowledge of the diversity of English was raised by these exercises. This result was consistent with Sung's (2018) study, in which she invited students to communicate using ELF outside of the classroom.

More opportunities for students to use ELF to boost their self-confidence as legitimate users of a global language were called for by this study, which also highlighted the significance of awareness and experience of ELF on students' attitudes. Additionally, it called for further research into the development of a GE curriculum. This supports the claims made by Wang (2013, 2015) and Wang and Jenkins (2016) that ELF awareness and experience affect attitudes about adhering to norms for native English speakers in order to engage in effective communication. The norms of native English speakers and their applicability to ELF communication were criticized more harshly by those with ELF knowledge and experience. Fang's (2017) study used questionnaire and interview techniques to gather data on Chinese university students' perceptions of their English accents within an ELF framework. The findings indicated that many students were dissatisfied with their English accents because their pronunciation was not that of a native speaker. The findings thus demonstrated that the participants still saw themselves as English learners and did not regard themselves as legitimate WE or ELF users of the language. His findings are consistent with Kirkpatrick and Xu's (2002) study, which found that students believed there was unlikely to be a Chinese dialect of English and that they did not wish to sound Chinese when speaking in English (p. 277).

2.5.2 Attitudes towards GELT

In Thailand, GE pedagogies have not gained much attention in recent years, and the country's ELT industry is still mostly dominated by EFL methods. The main causes of this teaching tendency are two factors: the majority of teachers lack knowledge of GE and its pedagogies, and the educational stakeholders in Thai society still view NES as the ideal learning targets (Boonsuk, 2016; Buripakdi, 2012; Jindapitak & Teo, 2011,

Methitham, 2011). However, in many educational institutions that are interested in experimenting with this pedagogy, ELT practitioners nowadays are becoming increasingly aware of the GE principle. A recent academic investigation, Prabjandee (2020), revolved around the transformative learning theory. A GELT professional development model was constructed for English teachers in Thailand. The teachers were exposed to disjunctures within the designed sequence of transformative activities. The results showed that the teachers demonstrated a significantly positive perceptions of the transformative activities but having indifferent opinions towards GELT. The participants did not view mastering native English as the goal of their language studies. Many research, including Ambele and Boonsuk (2022), Fang and Widodo (2019), and Rose and Galloway (2019), clarify that the instructional aims for ELF learners should be changed away from standard ELT.

GELT was designed to raise the students' awareness of English diversity and challenge traditional ELT methods. While English learning is flexibly organized with a variety of target cultures and English norms, it concurrently conceptualizes all English speakers as target interlocutors and English owners. With the help of this conceptual framework, English is taught without any rigid ties to local norms, standards, or cultures. Among the few studies on GELT pedagogical integration and implementation (Fang2016;Galloway,2011;Galloway& Rose, 2018; Sifakis, 2017), an admirable effort has been done by Galloway and Rose (2018) to look into how university students in Japan perceive GELT. The sample was asked to choose and present an English variety of interest for the investigation. The students were required to present and discuss the English dialects they had picked with their classmates. The results showed that the students had a favorable perspective on non-standard English variants. Additionally, Sung (2014) studied how to introduce GE into ELT using students from Hong Kong. The students were given activities that included talking about the philosophy of standard language and identifying accents by listening to various English accents. The students' knowledge of the diversity of English was raised by these exercises. This result is consistent with a research by Sung (2018) in which students were instructed to communicate using ELF outside of the classroom. Similar to this, Jindapitak and Teo (2012) conducted a three-step activity that was developed from Munro Derwing and Sato (2006). The students were given the

following tasks in chronological order: 1) collect and prepare speech samples from various non-native sources; 2) assess the audio samples using the criteria and present the evaluation results; and 3) wrap up the assessment and talk with the class about the task outcomes. The students showed increased attention and good views regarding the diversity of English after the activity, it was found. Additionally, the students learned that the popular variations of English, such as British and American English, are not the only ones that exist and that there are several nationally and internationally recognized English varieties that are used in a variety of communicative contexts. Galloway and Rose (2015), McKenzie (2010), and Sewell (2013) provide evidence that encouraging students' knowledge of English variants used throughout the world in ELT is preferable to severely restricting them to certain indigenous Englishes.

2.6 Chapter summary

This chapter has presented a general overview of English language teaching in Thailand. The chapter further explores the concept of Global Englishes and GE-awareness pedagogy. This chapter has discussed Global Englishes language teaching is, focusing on three aspects (English ownership, target cultures and target interlocutor) that forms the main line of inquiry in the current study. Since language attitude is the focus of this research, attitudes towards GELT and attitudes towards GE are also discussed. In addition, the concept of Global Englishes and Global Englishes Language Teaching (GELT) were also presented in order to serve the research aims and the research questions.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter will present the research methods used in this study. The first section explains the research design (see 3.1) then, the participants and settings of the study (see 3.3.1), research instruments (see 3.3.2), data collection (see 3.3.3), and data analysis (see 3.3.4) will be discussed.

3.1 Research design

There are instances where the use of only one research approach, either purely quantitative or qualitative, is insufficient to answer research questions (Creswell & Plano-Clark, 2007). To best address the issue, this study implements both qualitative and quantitative survey methodologies. "Mixed methods research is defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie, 2004, p. 17). The fundamental principle of a mixed method approach is that neither quantitative nor qualitative methods are enough, and that combining the two yields a greater knowledge of the study subject (Creswell & Plano-Clark, 2007). According to Erzberger and Kelle (2003), using mixed approaches (quantitative and qualitative methods) yields more reliable findings than testing a hypothesis with only one method. This is because it enables cross-validation of results and produces comparable and congruent data that can be used to gain better knowledge.

This study mainly discusses students' attitudes of GE. However, People's perceptions or constructions of anything are fluid and can be altered at any time (Ambele, 2020). It all comes down to how they build the concept, their beliefs, attitudes, and experience. Consequently, it is hoped that by combining these two research approaches, this study will be able to present a more comprehensive picture of the participants' views on Global Englishes (GEs).

3.2 Global English Training

The global Englishes course is a compulsory course offered by the M.Ed English Language Teaching Program at the selected university where participants for this study were recruited. It was a 15-week (one semester) course and each class time is 3 hours, which means that students have studied 45 hours of Global English courses. It was meant to apply interest in English teaching with an examination of the pedagogical implications for ELT. First, students learn about the history and background of the global spread of English. And how the role of English has changed. English learners' attitudes towards English and the global contexts of English and English as a Lingua Franca. Then it extends to English as a Lingua Franca and its implications for English teaching, and redefines English teaching in Thailand. Next, this is closely related to the researchers' global English research in Thailand, from the global English language teaching, to the introduction of Global English language teaching. Students also learn about Teaching English to Speakers of Other Languages (TESOL) and Global English Language Teaching (GELT), and understand the significance of curriculum reform and foreign language teaching research on global English and language teaching materials. Finally, teacher education and global English and English teaching are discussed.

Students enrolled in this course are expected to demonstrate critical understanding of the Global Englishes movement and ELT; critical understanding of GE theories; raised awareness of current sociolinguistic uses of the English language; exploration of the relationship between GE research and ELT; critical evaluation of approaches to ELT in relation to GE; and analysis of GE-related research studies and their implications for pedagogy.

To be able to complete this course, the students are required to do several class presentations on burning issues relating to GE from the course syllabus (in pairs and groups), and at the end of the semester, each student individually writes an academic paper on an issue they find interesting.

This therefore makes the participants of this study suitable to provide information on GE-awareness pedagogy that will in turn answer the research questions of the current study since their knowledge of GE and experiences with GE issues and the course,

especially those related to the 3 GE aspects investigated in this study (target interlocutor, target culture, English ownership).

3.3 Participants' selection

This research was conducted with the students from ELT program at a university in northeast Thailand who have completed a Global Englishes course for one semester (15 weeks). Ambele (2022) points out that the main objective of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best qualify them to answer the research questions. The participants were 20 Thai ELT students who have completed a course on Global Englishes and were selected on practical and convenience basis (Details of the participants background can be seen in Table 2 in Section 4.1). Without such GE knowledge, the participants might have no idea on how to answer the research questions and shed light on unknown issues crucial to the research aims. As a result, they must have learned Global English and gained awareness of global Englishes making them suitable participants to provide insights on GE. The main reason for this selection is the nature of this study as it investigates the perceptions of Thai University Students' attitude towards GEs.

3.4 Research instruments

This mixed-method research will employ both questionnaire and semi-structured interview for data collection. The research instruments include close-ended questionnaires (see 3.3.2.1) and semi-structured individual interviews (see 3.3.2.2) used to collect the data from the participants. The interview questions and questionnaire items will be adapted from previous studies on the effects and attitudes towards GE (Ambele & Boonsuk, 2021; Bernardo, 2014; Fang & Widodo, 2019; Jenkins, 2011; Kang & Ahn, 2019; Sifakis, 2017) and used in the current study to suit the overall goal of the research. The aim of using these two research instruments is to find out the students' perceptions of Global Englishes pedagogy and the effects of such GE-awareness pedagogy on students' attitudes towards three Global Englishes aspects: target interlocutor, target culture, and ownership of English. Using this instrument will give participants the chance to provide insights and thoughts about the research objectives.

3.4.1 Questionnaire

According to Dörnyei (2007), questionnaires can measure three types of data about participants which can help researchers to analyze and interpret their research findings more efficiently. They are factual questions, behavioral questions, and attitudinal questions. In addition, Ambele and Watson Todd (2019) points out that the main strengths of administering questionnaires are their efficiency concerning time and effort, and financial resources. Furthermore, processing the data collected can be quick, especially when employing computer software.

The questionnaire questions will be adopted and adapted from Ambele and Boonsuk (2021) to suit the purpose of the current study (see Appendix A). The questionnaire proposed by these scholars investigated students' attitudes towards Global Englishes pedagogy. The questionnaire will be divided into two sections. The first section is to gather background data. The second section aimed to elicit students' attitudes of GE which will include about 20 items grouped into the three GE aspects investigated in the study (target interlocutor, target culture and English ownership). Thus, more interesting data may be elicited if the results from the questionnaire is compared with the results of the interview.

3.4.2 Semi-structured interview

In qualitative research, an interview is one of the commonly used research instruments. According to Gill et al. (2008), qualitative research that uses interviews as a research method provides a "deeper" understanding of social phenomena than purely quantitative methods like questionnaires. Interviewers can obtain valuable information by negotiating between the themes that interviewees want to discuss and the most important issue for the research. There are several types of interviews, such as standardized interviews, in-depth interviews, and ethnographic interviews (see, LeCompte and Preissle, 1993; Lincoln and Guba, 1988). Using a semi-structured interview is a good way of collecting an in-depth understanding of the participant's insights into a phenomenon (Boonsuk et. al., 2021; Ambele & Boonsuk, 2020). For example, it would not be possible to gather information on students' attitudes and perceptions of global English using other tools without employing interviews as the primary research instrument. A semi-structured interview will be employed in the

present research to gather detailed information regarding students' perspectives of GE and the effects of a GE-informed pedagogy (see Appendix B).

In a semi-structured interview, the researcher "provides guidance and direction", as well as "follows up on interesting developments and allows the interviewee to elaborate on specific themes" (Dörnyei, 2007, p. 136). In addition, interviews are conducted from person to person which allows various unexpected topics to emerge. There will be nine questions in total. Since the interview is semi-structured, several follow-up questions will be asked based on the respondents' responses. During the interview, the questions will be asked in different sequences of words, following the guided questions for the interviewees.

3.5 Data collections and procedure

The data will be collected from the students in northeast, Thailand. The data collecting process is hoped to be more convenient because the researcher and the participant are studying in the same program and at the same university. First, an online GE language attitude questionnaire will be created and administered to the participants to understand their general awareness of the GE paradigm. Throughout the data collection process, the researchers will first reach out to the participants to seek their consent. Once the appointments are set, the researcher will travel to the university to collect the data.

The researcher will meet with the students who are the primary participants in this study at a place and time convenient for them. Before starting the main procedure, the researchers will engage in a friendly talk with the participants and create a relaxed and pleasant environment. After that, they will be informed about the scope of the study (i.e., research aims, research questions, data collection procedure, anonymity, and data storage) and given firm assurances that the information provided will be used solely for the research and that they have the right to withdraw at any time if they wish. In addition, information regarding the questionnaire will be explained to them to ensure a clear understanding of what they have to do. The students will then be asked to sign an informed consent form to show that they agree to be involved in the study. Next, they will be asked to answer the questionnaire, which will be collected after completion within the time given. At the time of administering the questionnaire, the

participating students will be encouraged by the researcher to express their opinions. Once the students have completed the questionnaires, they will be recruited to share their opinions in depth in an individual interview.

3.5.1 Students' questionnaire collection procedures

First, an online Global Englishes language attitude questionnaire will be created and administered to the 20 participants in English in order to understand their general awareness of the GE paradigm. The questionnaire was piloted initially with similar English teaching students in Thailand, who will not be the primary participants in the study. The purpose of the pilot was to identify any errors or problems in the questionnaire and ensure that it can resonate with the data needed to answer the research questions. After piloting, the questionnaire would then be administered to the actual participants in the study (online). The first part of the questionnaire was about the students' language and cultural background information. The second part will adopt four levels of strongly agree, agree, disagree, and strongly disagree to discuss students' impressions of GE in the form of closed questions. Students' attitudes and awareness of GE will be the focus of the second part of the questionnaire. Open-ended questions will also be provided for the students to share their views on GE and GE-awareness pedagogy.

3.5.2 Students' interview collection procedures

The questionnaire comprises closed and open questions that was developed into interview questions, which was used to conduct the semi-structured interviews with the students. It consisted of 9 questions. Since it was a semi-structured interview, some additional questions were asked based on the interviewees' responses. 8 students were selected as a representative sample to attend the interview. The students from the target university was contacted and their interviews was scheduled individually through email, phone calls, and face-to-face meetings. Interviews were serve as the primary data source for this study as they provide students with deeper and more detailed insights into GE and GE-awareness issues. The researcher was provided a data collection timeline for each student individually. Therefore, they can inform the researcher of the appropriate time and place within the time frame. Before starting the interview process, each student would be provided

with a brief overview of the goals of the interview and its procedures. The interviews were carried out in English and will start with general questions and then move on to more specific ones. The interviews would be audio-recorded with permission from the interviewees. After complying with each code of ethics, the interview for each participant will last for approximately 15 to 25 minutes, designed to probe into (1) the attitudes of GE Awareness pedagogy, and (2) attitudes towards GE-awareness. Where the researcher discover that these responses were unclear, the researcher would allow the participants to clarify their responses in English.

3.6 Data analysis procedures

The questionnaires obtained from the students will be analyzed individually. The language attitude questionnaire items will be thematically categorized based on the research purpose, and the results will then be recorded, tabulated, and analyzed statistically using descriptive statistics such as means, frequencies, percentages, and standard deviation; allowing the researcher to provide an overall description of the results. According to Dorney (2007, p. 209) “descriptive statistics are used to summarize sets of numerical data to conserve time and space”. In this study, mean scores will be compared through tables and scanned to identify interesting issues arising from the analysis. The strategy used for entering the data in this research will be divided into three steps based on Dörnyei (2007); creating the data file, defining the coding frames for the variables, and keying in the data. Once the data will be stored in the program, Cronbach's alpha will be employed to check reliability across the questionnaire.

For the qualitative data, the researcher will use qualitative content analysis (QCA) to analyze data from the interview in a systematic, consistent, and transparent manner (Boonsuk, Ambele & McKinley, 2021; Selvi, 2020; Schreier, 2012). In general, qualitative content analysis examines the meanings in certain circumstances and tries to come up with basic patterns and trustworthy findings (Patton, 2002). It is a tool for locating patterns of certain words or concepts inside texts or groups of texts. Dörnyei (2007) presents two broad phases of content analysis: "(1) taking each person's response in turn and marking in them distinct content elements, substantive statements, or key points; (2) based on the ideas and concepts highlighted in the texts,

forming broader categories to describe the content of the response in a way that allows comparison with other responses" (p. 117). Thus, Dörnyei's (2007) content analysis steps will be used to analyze the qualitative data within this study. These steps are namely, transcribing the data, pre-coding and coding, ideas-memos, vignettes, profiles, and other forms of data display, and interpreting the data and drawing conclusions.

Since all of the participants will be audio recorded during the interviews, the audio recordings from the interviews will immediately be transcribed while the fieldwork will still be in process. The interviews will be carefully transcribed and translated into English (for segments in Thai). Once the transcribing and translating is finished, the transcriptions will be sent to each participant for them to check if the translated information is accurate. Then, the researcher will identify emerging themes or patterns relevant to the research by reading the transcriptions and grouping them into categories to define their features. As a result, some codes will be organized into sub-categories and some will be discarded if found irrelevant to the study.

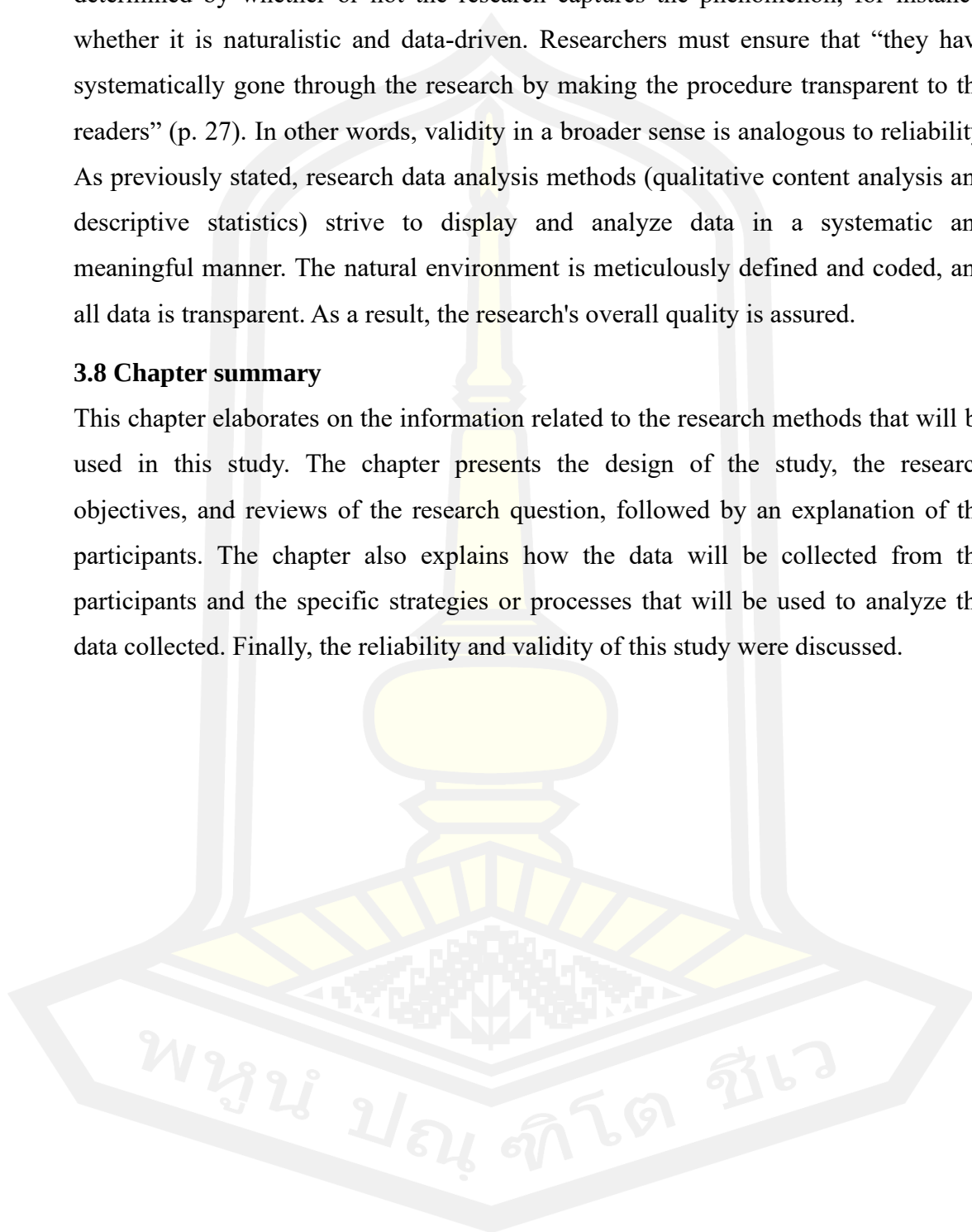
3.7 Validity/reliability and trustworthiness

Qualitative research is based on subjective, interpretive, and contextual data, whereas quantitative research attempts to control and/or exclude those elements (Auerbach & Silverstein, 2003, Glaser & Strauss, 1967, Maxwell, 1992, Strauss & Corbin, 1998). In other words, unlike quantitative research where validity is easily proven through clear and accurate procedures, in qualitative research, validity is constantly questioned due to subjective and complex data. Many methods have been proposed by qualitative researchers to justify the validity of qualitative studies. Consequently, establishing validity and reliability, according to Patton (2002), are two crucial factors that every researcher should consider while organizing a study, analyzing results, and rating the study's quality. For example, Lincoln and Guba (1985) introduced the idea of 'trustworthiness', involving four components to assess the validity of qualitative research: credibility, transferability, dependability, and conformability. There are numerous sources from which to collect data, such as interviews and observations, and these data can be assessed by comparing, complementing, and supporting each other.

In terms of a broader understanding of validity, Schreier (2012) states that it is determined by whether or not the research captures the phenomenon, for instance, whether it is naturalistic and data-driven. Researchers must ensure that “they have systematically gone through the research by making the procedure transparent to the readers” (p. 27). In other words, validity in a broader sense is analogous to reliability. As previously stated, research data analysis methods (qualitative content analysis and descriptive statistics) strive to display and analyze data in a systematic and meaningful manner. The natural environment is meticulously defined and coded, and all data is transparent. As a result, the research's overall quality is assured.

3.8 Chapter summary

This chapter elaborates on the information related to the research methods that will be used in this study. The chapter presents the design of the study, the research objectives, and reviews of the research question, followed by an explanation of the participants. The chapter also explains how the data will be collected from the participants and the specific strategies or processes that will be used to analyze the data collected. Finally, the reliability and validity of this study were discussed.



CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter presents the findings derived from the questionnaire (see Appendix A) and semi-structured interview (Appendix B) to address the two research questions in Chapter 1 (see 1.3). The findings are quantitatively and qualitatively presented. In the first section, the overall demographic information of the 20 students who took part in the study are presented (see 4.1). Thereafter, the attitudes of the participants towards Global Englishes-awareness pedagogy will be illustrated quantitatively (see 4.2) using different statistical tools including Mean score ($\bar{x}$), Standard deviation (S.D.), Frequency (F), and Percentage (%). Each statistical tool serves a different purpose which can be seen throughout the chapter. Lastly, the participants' attitudes towards the three Global Englishes (GE) aspects (that is, English ownership, target culture and target interlocutor) investigated in this study will be qualitatively presented and interpreted from the qualitative content analysis based on the core themes that correspond to the aims and research questions (see 4.3).

4.1 Participants' background information (N=20)

Table 2. Participants' background information

Participants	Gender	Age Range	Range of proficiency in English	Native language
20 Thai ELT students	Female students (12)	20 - 35	Poor - fluent	Thai
	Male students (7)	26-35		

From Table 4.1, the total number of the participants who participated in the study was 20. From the 20 students, 12 were females (60%) and 7 were males (20%) of age ranging from 22-35 for the females and 20-51 for the males, respectively. On their proficiency level in English, the students reported that their ability as fair (5.2%), good (62.5%) and fluent (32.3%), with no student describing the English ability as excellent. Furthermore, most participants had 2-3 years of teaching experience (59.4%).

4.2 Attitudes towards Global Englishes-awareness pedagogy

As seen below, this section covers the findings obtained from questionnaires administered with the 20 Thai ELT students to investigate their attitudes towards Global Englishes. The participants in this study were asked to answer the questionnaire items relating to their perceptions of GE. The participants were requested to rate their perceptions of different aspects of GE (adapted from Ambele & Boonsuk, 2021) on a five Likert scale. That is, strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The following sections present the participants overall attitudes towards GE (see 4.2.1).

4.2.1 Students' attitudes towards Global Englishes (N=20)

Table 3. Attitudes of students towards Global Englishes

Statements	$\bar{x}$	S.D.
1. English Ownership and Varieties	4.11	0.74
2. Target Cultures	4.04	0.70
3. Performance Assessment	3.97	0.96
4. English Teaching and Learning Materials	3.78	0.92
5. English Accents	3.18	1.02
6. ELT Goals	3.16	0.84
7. Target Norms	2.85	0.85
8. Linguistics Position	2.64	1.5
Total	3.47	0.94

Table 3 illustrates the overall attitudes of the participants towards GE. The overall mean attitude score is positively high ($\bar{x} = 3.47$). Dimensionally, the participants illustrated that they felt most positively about the ownership of English and different varieties of English ($\bar{x} = 4.11$), followed by Target Cultures ($\bar{x} = 4.04$), Performance Assessment ($\bar{x} = 3.97$), English Teaching and Learning Materials ($\bar{x} = 3.78$), English Accents ($\bar{x} = 3.18$), ELT Goals ($\bar{x} = 3.16$), Target Norms ($\bar{x} = 2.85$), and Linguistics Position ($\bar{x} = 2.64$).

The sections hereafter individually present the in-depth results of these variables.

4.2.1.1 Students' attitudes towards English Ownership and Varieties (N=20)

Table 4. Attitudes of students towards English Ownership and Varieties

Statements	$\bar{x}$	S.D.
Every English variety should be accepted and recognized.	4.70	0.73
English currently doesn't belong to the native speakers anymore, but to anybody who uses it.	4.63	0.74
As English teachers, it is important to develop a global variety of English that is not linked to a particular English-speaking country.	4.60	0.83
It is important to understand varieties of English, e.g., Indian English, Singaporean English, Chinese English, etc.	4.55	0.71
If I understand varieties of English, I can adjust the way I teach to accommodate my learners.	4.51	0.68
It is important to teach other varieties of English.	4.30	0.90
I don't think we need to understand non-standard varieties of English because they are not native varieties of English.	1.46	0.61

Table 4 suggests that as diverse linguacultural users use different English varieties, they should be treated equally ($\bar{x} = 4.70$), and the English language should not be labeled as if it is exclusively owned by native English speakers, such as British and Americans, because other users of English also have the right to claim ownership ($\bar{x} = 4.63$). Furthermore, the participants strongly agree that today's English teachers should pay attention to today's English diversity ($\bar{x} = 4.60$, $\bar{x} = 4.55$). In terms of teaching management, the participants also agree that the knowledge of existing English varieties would perceivably allow teachers to make pedagogical adjustments to suit their students ($\bar{x} = 4.51$). Nevertheless, some participants had negative attitudes by illustrating that there was no need to pay attention to or study non-standard English ($\bar{x} = 1.46$).

4.2.1.2 Students' attitudes towards Target Cultures (N=20)

Table 5. Attitudes of students towards Target Cultures

Statements	$\bar{x}$	S.D.
The content of English curriculum in Thailand should include topics of regional and local cultures.	4.63	0.73
English curriculum in Thailand should be designed to allow Thai learners to engage critically on discussions about their own cultures.	4.58	0.84
Asian cultures (e.g., Malaysian, Indonesian, Chinese, Singaporean, and Japanese cultures) should be implemented/integrated in teaching and learning English.	4.58	0.75
Both Thai and native English cultures should be implemented/integrated as targets for teaching and learning English in Thailand.	4.47	0.74
Thai culture should be implemented as the main target for teaching and learning English in Thailand.	4.14	0.09
Native English cultures should be implemented as the main target for teaching and learning English in Thailand.	1.86	1.05

On target cultures in Table 5, most participants strongly agreed that ELT curriculums in Thailand should focus on incorporating local contents and cultures ($\bar{x} = 4.63$), and the ELT curriculums seemingly practical to Thai learners are the ones that do not solely emphasize on native-English cultures and speakers ($\bar{x} = 1.86$) but give opportunities for learners to discuss and express their cultural identities ($\bar{x} = 4.58$). Moreover, the participants also had positive attitudes towards integrating other Asian cultures (e.g., Malaysian, Indonesian, Chinese, Singaporean, and Japanese) into ELT classrooms ($\bar{x} = 4.58$). However, native-English cultures were still perceived as essential in ELT, and hence, the participants agree that they should be combined with other cultures, including Thai, to promote cultural diversity ($\bar{x} = 4.47$), with a core learning focus being the cultures related to learners ($\bar{x} = 4.14$).

4.2.1.3 Students' attitudes towards Performance Assessment

Table 6. Attitudes of students towards Performance Assessment (N=20)

Statements	$\bar{x}$	S.D.
I am happy with my English pronunciation as long as others can understand me.	4.67	0.83
Both native and non-native English-speaking users are good models in teaching English.	4.65	0.71
I am happy with my present English pronunciation.	4.61	0.65
I am not bothered about mistakes that learners of English make as long as I understand what they want to say.	4.10	0.89
I do not mind that my others can't understand my English because English is not my first language.	3.89	1.61
Sometimes I feel insecure about my English pronunciation when I have to teach a big audience.	1.92	1.08

In terms of English language performance assessment in Table 6, the participants had positive attitudes towards their English pronunciation and believed that they did not need to produce native-like linguistic outputs if their accents were already intelligible to students ($\bar{x} = 4.67$). Similarly, students' mispronunciations were not viewed as a significant issue as long as the communication was understandable ($\bar{x} = 4.10$). Table 5 also indicated that qualified English teachers or English teaching models does not always have to be native speakers, and non-native English users were perceived to deserve similar respect ($\bar{x} = 4.65$).

4.2.1.4 Students' attitudes towards English Teaching and Learning Materials

Table 7. Attitudes of students towards English Teaching and Learning Materials (N=20)

Statements	$\bar{x}$	S.D.
Practical English teaching materials in Thai ELT should be linked to the cultures and/or identity of Thai learners	4.49	0.91
Both local and western English materials should be implemented in Thai ELT classroom.	4.46	0.72
English teaching materials should be those that are familiar to the Thai learners' speech styles and pronunciation of their interlocutors.	4.34	1.07
I would prefer English teaching materials produced by western practitioners.	1.82	0.97

Table 7 provides a strong consensus that English teaching and learning materials suitable for ELT were those associated with learners' cultures and identities rather than those solely about native English speakers ($\bar{x} = 4.49$). However, the participants did not indicate that they would abandon materials with native English cultures. Simply put, they were more optimistic that materials using a blend of contents between native English cultures and learners' familiar cultures would provide more responsive results in ELT ($\bar{x} = 4.46$).

4.2.1.5 Students' attitudes towards English Accents (N=20)

Table 8. Attitudes of students towards English Accents

Statements	$\bar{x}$	S.D.
Since English is a global language, it is important to understand different accents of English.	4.65	0.58
It is very interesting to learn different forms of English pronunciation.	4.29	0.69
I would like to speak English with Thai accent.	3.83	1.52
Thai accent is easier to understand than a native speaker's accent in a Thai classroom.	3.72	1.07
The accent I aim for when speaking English is American English and British English accents.	2.05	1.23
The accent I have positive attitude to is American English and British English accents.	2.01	1.07
I would like to have an American English accent because it is considered as correct English accent for teaching.	1.70	0.99

Most participants in Table 8 strongly agree that, as English has become a global language, it is important for English language users to understand existing English varieties, accents ($\bar{x} = 4.65$), and pronunciation conventions utilized by diverse user groups ($\bar{x} = 4.29$). Most of them also demonstrated positive attitudes towards Thai English and its accent ($\bar{x} = 3.83$) because it was easier to understand than the native varieties. Furthermore, the participants proposed that when English is used as a tool for communication, they did not see the necessity to imitate the British or American accent because the goal should be to get messages across. However, some participants still favored native English accents ($\bar{x} = 2.01$) and aspired to adopt them ($\bar{x} = 1.70$).

4.2.1.6 Students' attitudes towards ELT Goals (N=20)

Table 9. Attitudes of students towards ELT Goals

Statements	$\bar{x}$	S.D.
The goal of teaching and learning English is to enable learners to use English successfully in lingua franca contexts.	4.63	0.68
The goal of teaching and learning English is for learners to acquire native speaker proficiency.	1.69	1.00

Table 9 suggest that common ELT goals are to enable learners' communicative competencies in lingua franca contexts ($\bar{x} = 4.63$) where interlocutors are linguistically and culturally diverse since ELT is not intended to primarily prepare learners to handle communication with native English interlocutors ($\bar{x} = 1.69$).

4.2.1.7 Students' attitudes towards Target Norms (N=20)

Table 10. Attitudes of students towards Target Norms

Statements	$\bar{x}$	S.D.
I like to focus more on intelligibility rather than how I can speak like a native speaker.	4.56	0.59
I do not think it is important to speak like a native speaker of English.	4.42	0.87
I would like to speak American English and British English.	1.95	1.23
It is important to speak English like a native speaker.	1.75	0.95
You shouldn't say anything in English until you can speak English correctly.	1.58	0.63

According to Table 10, when the participants were asked if they wanted to speak like a native speaker, the majority refused ($\bar{x} = 1.95$) and did not see it as a crucial goal to achieve ($\bar{x} = 1.75$). On the other hand, they agree that intelligibility among interlocutors was vital in communication because both parties could suffer from communication breakdowns without it ($\bar{x} = 4.56$).

4.2.1.8 Students' attitudes towards Linguistics Position (N=20)

Table 11. Attitude of students towards Linguistics Position

Statements	$\bar{x}$	S.D.
Non-native English speakers are easily understood than the native English-speaking counterparts.	4.14	1.09
I do not like when people recognize in my accent that I am not a native English-speaking teacher.	1.97	1.23
Sometimes I find it difficult to understand those learners who speak English with a strong non-English accent.	1.82	0.82

Concerning the participants' perceptions of their linguistics positions on English, Table 4.10 illustrates that the English varieties used by non-native English speakers are easier for the participants to understand than those spoken by native English speakers ($\bar{x} = 4.14$). Nonetheless, some participants remained conservative by expressing their wishes to talk like a native speaker as they felt offended when hearing others use non-native English accents ($\bar{x} = 1.97$). Similarly, some participants were desirous of speaking English as naturally as native speakers ($\bar{x} = 1.82$).

4.3 Attitudes towards three Global Englishes aspects

In response to research question two, this section presents and discusses the qualitative results of 8 selected participants' data based on the three main Global Englishes aspects that were investigated in the study (that is, English ownership (see 4.3.2), target interlocutor (4.3.3) and target culture (4.3.4)). But first, the student's attitudes towards Global Englishes-informed pedagogy from the interview data are first presented (see 4.3.1). For the excerpt interview data presented in this section, and for the purpose of anonymizing the participants, a generic pseudonym (s) will be used to identify all the 8 student participants, alongside a number (e.g. S-1 and S-8) to distinguish them.

4.3.1 English ownership

How the participants conceptualized English ownership is shown in this section. Most participants agreed that English is no longer considered to be a specific group's language. They said that there is no connection between English ownership and nationality or the Inner, Outer, or Expanding circle of countries (e.g. British,

American). As a result, everyone has legal ownership of English. Additionally, as seen in Excerpts 1–3, the participants claimed that someone's ownership of English has nothing to do with their place of birth or country.

Excerpt 1

I believe that the language belongs to whoever uses it appropriately; they only need to be able to communicate effectively, regardless of the faults they make (even the British or Americans do). I therefore believe that anyone who communicates clearly and successfully in English is an English speaker (S-5).

Excerpt 2

In today's globalized world, English usage and users are rapidly evolving. So, it would be an exaggeration to claim that only countries in the inner circle could speak flawless English. I disagree with such current thought (S-3).

Excerpt 3

There is a lot of ongoing discussion on English's owners. Many people appear to define this geographically, focusing on nations like the United Kingdom, the United States, Canada, and Australia. I believe this is constrained given the current status of English as an international language. I have done a great deal of research on many Global Englishes projects, and I firmly feel that anyone who speaks English properly, regardless of origin, is an owner of English (S-4).

Additionally, some participants shared the non-binary relationship between someone's English proficiency and their physical appearance. To put it another way, one's physical characteristics, such as white complexion, blue eyes, or brown hair, cannot be taken into account as a reliable indicator of an individual's English ownership. The participants in Excerpts 4 and 5 stated that there is no connection between physical appearance and English ownership. From these views, it can be inferred that everybody, regardless of their physical appearance, has an equal chance of being regarded as an owner of English.

Excerpt 4

There are lots of English native speakers with brown hair, blue eyes, and fair complexion. Some of them have skin that is dark. Physical appearance cannot be used to determine if someone uses English correctly because it is only a language. Personally, I don't agree; this idea is similar to racial prejudice (S-2).

Excerpt 5

I believe it is a stereotype to determine someone's proficiency in English based solely on how they appear. It is incorrect since native English speakers can absolutely be blacks, you know. Looks alone are insufficient. To assume that brown hair and blue eyes are characteristics of native English speakers is to think in a limited and subjective way (S-6).

The results of this study were supported by research done in many settings (Brumfit, 2001; Jenkins, 2006; Matsuda, 2003; Seidlhofer, 2001; Shohamy, 2006; Widdowson, 2003), in which it was determined that English does not fit into any one regional or racial category. This means that English is no longer a language that is learned primarily for communication with 'native' English speakers or a language that is spoken as a first language by those born into a country that speaks it as its native tongue, like America or England. Today, English is considered a global language with a global ownership by different groups of people. To this view, specifically, Shohamy (2006, p. 171) states that:

"Who owns English? " is a question frequently asked about the language that has become the "world" language, the main means of communication, with no exclusive ownership of anybody. English is a free commodity as well, it is free to be used, shaped and moulded by anybody in different ways, as is the case for its million users who construct and create endless types of "Englishes". English does not belong to anybody specific, not to a nation, not to a group, it belongs only to those who want to own it.

The shifting status of English as a lingua franca (ELF) helps to explain this particular phenomena by serving as one of the primary influencers on participants' judgments of the ownership of English. It is obvious that ELF has begun to question the idea that English is owned by native speakers. Due to this difficulty, there are currently more non-native English speakers than native speakers of the language globally (Canagarajah, 2005; Crystal, 2003; Seidlhofer, 2001; Yano, 2001). Thus, it is evident that English is currently used by non-native speakers who use it as their second or foreign language as well as native to native or native to non-native communication (Jenkins, 2006; Seidlhofer, 2001; Widdowson, 2003). The Inner, Outer, and Expanding Circle nations therefore have equal rights to create their own locally relevant versions of English and choose how to utilize it (Brumfit, 2001; Jenkins, 2006; Matsuda, 2003; Seidlhofer, 2001; Widdowson, 2003).

ELT practices appear to be somewhat resistant to this paradigm shift, even though the new Global Englishes concept, which refers to the diversity of English used around the world (Canagarajah, 2013, as cited in Galloway & Rose, 2019), has challenged the inner-circle countries' ownership of the language. Particularly in the expanding circle of nations where English is spoken as a foreign language, the ideologies of native speakerism with native English speakers serving as the ideal teaching models and native English speakers' linguistic outputs serving as the golden rule to follow continue to monopolize the ELT marketplace (Fang, 2016; Fang & Ren, 2018; Galloway & Rose, 2015, 2018; Rose & Galloway, 2019; Ren, 2014). Many educational stakeholders think that English language instruction is ineffective in Thailand without native English-speaking teachers (NESTs), and that non-native English-speaking teachers (NNESTs) are inferior and second-class (Boriboon, 2011; Jindapitak and Teo, 2012). In other words, NESTs believe that their English is a good, accurate, standard, attractive, natural, and authentic language. However, in terms of statistics, the proportion of non-native English speakers (NNES) is far higher than that of native English speakers (NES), and it tends to increase even more annually (Kirkpatrick, 2010; Seidlhofer, 2011). This tendency necessarily raises the possibility that more English interactions (such as interlocutors and communicative situations) will take place with or among non-natives who come from different backgrounds and speak languages other than English as their mother tongue (Seidlhofer, 2011).

Therefore, it is crucial to increase awareness of such sociolinguistic shifts among instructors and students in response to the changing English interactions and linguistic landscapes in the globalized world. Therefore, global Englishes-focused pedagogies ought to be used or incorporated into English language teaching and learning activities.

4.3.2 Target culture

As explained in Excerpts 6-10, the majority of participants reported that the target culture for ELT classroom should no longer be western cultures; rather, an incorporation of local and regional cultures in addition to global (foreign or western) cultures in their English teaching materials and exercises.

Excerpt 6

We will be strongly motivated to use and wish to study English if the instructional materials are representative of our contextual realities. We would be able to observe the practical application of English within our own settings and contacts with the use of teaching/learning materials that are ELF oriented (S-4).

Excerpt 7

Our ELT textbooks' exclusive emphasis on foreign cultural exercises and contents does not adequately prepare us for the use of English in our context in the real world. We can only learn English efficiently through content that is focused on western cultures, which implies that our culture is inferior and not worth studying. To be more practical and realistic, however, I believe that incorporating aspects of our own cultures and exercises pertinent to our setting will actually increase our motivation to learn English and be conscious of cultural diversity (S-2).

Excerpt 8

Thailand is a Buddhist country, which may have a different religious culture from other countries. When we are learning English, it is necessary to integrate into the local culture of Thailand. In this way, we can understand English learning better and my studies will become easier (S-7)

Excerpt 9

If English language pedagogies in Thailand acknowledge the global role of English, we will be able to learn about other people's cultures via our English language teaching and learning materials and compare them with our own to make the most of our learning experiences (S-8).

Excerpt 10

If English teaching and learning materials also include cultural components from other contexts, we can study exciting cultural diversity. As a result, our understanding of what we learn and how to interact in genuine global communication will be broadened and globalized (S-1).

The findings imply that cultural variety should be researched and then contrasted with one's own culture in Thai ELT classes. Cultural diversity is depicted in instructional teaching and learning resources (such as textbooks). To put it another way, every English teacher should incorporate both local and global cultures that students are familiar with into their lessons and resources (Alptekin, 2002; Tantiniranat, 2019). Therefore, the selection of suitable materials will be based on the educational situations. Other ASEAN cultures, especially Thai culture, should therefore be highlighted rather than making the British or American cultures the focal point of teaching and learning as components of teaching and learning, and as local teaching and learning resources. ELT textbooks that include information on students' cultural backgrounds not only give students opportunities to use English in more practical ways but also aid to increase their awareness and motivate them to use ELF.

The fact that there are so many different English varieties may lead some teachers to believe that it is difficult to teach all of them to students in an ELT classroom. However, they could attempt to introduce their students to the various variations that are available to them, particularly the variety of ASEAN speakers who are expected to become the immediate future interlocutors for Thai learners, for example, once they have finished their schooling (Kirkpatrick, 2008). It is important to expose students to various speaking and listening courses of their Asian interlocutors, as suggested by Kirkpatrick (2008). Teachers should incorporate a variety of listening conversations, talks, movies, and videos from ASEAN member nations into their teaching and

learning activities, such as an English dialogue between Malaysians and Vietnamese or Thais and other Asian speakers.

According to Mauranen (2012), EFL materials utilized in Thailand contain elements that are disconnected from the reality of the country. Inner-Circle anecdotes with unclear ties to the learning experiences of students from other Circles are included in the main lecture. The majority of lessons are biased as well. The negative aspects of the western world are typically not mentioned. Furthermore, by featuring more Caucasian characters in the stories, many interactive and non-interactive components appear to unintentionally encourage racial segregation. Since mainstream English resources are widely used in Thailand, some students and practitioners may be deceived by erroneous values concealed within them. Ambele and Boonsuk (2020, 2021) argue that native speaker English content materials represent the foundation of the majority of EFL pedagogies in Thailand. These assertions appear to be accurate given that the majority of teaching and learning materials from foreign publishers that have been authorized by the Ministry of Education for use in primary, secondary, and higher education typically feature predominantly western imagery. Learning about Christmas, snow, Big Ben, and Halloween is obligatory for rural Thai students (see Excerpts 11 and 12).

Excerpt 11

This strange list of things from the west is not really applicable to our culture or our learners, nor are they particularly understandable, as one might assume. What use is this type of education if the elements of relevance and utility are absent? (S-3).

Excerpt 12

Our pedagogy encourages us to compile lists of words and conversations that are unrelated to the settings that our Thai learners would encounter in the real world, where the vast majority of them are non-L1 English speakers. Learning is most effective when a student can relate new exposures to prior knowledge (S-5).

The discrepancy between the teaching/learning materials' content and the learners' prior knowledge may have negative effects on motivation, among other things. Many students are found to be unable to come up with conversational topics on their own when given a task, despite having just recently learnt how. This might be the case because to them, everything seems unusual and foreign, and the "how" does not make much sense. Therefore, educational materials that are excessively general and far-reaching can undermine learning motivation. They eventually make learning a language challenging for learners rather than helpful. If one were to attempt a close and objective examination of the English learning environment, they would likely discover that the majority of the story narrations in these materials concentrate on fantastical plots that occur in locations that are beyond their readers' wildest dreams (Fang & Ren, 2018; Rose & Galloway, 2019) (see Excerpts 20 and 21). The content does not concentrate on what the majority of local learners need to know when they go out and speak English, making it time-consuming for many local EFL learners to comprehend.

In reality, these learning opportunities can make it difficult for local students to relate the westernized English teachings they have received to the local contexts where they are required to communicate genuinely using different English varieties. Currently, ASEAN multilinguals who study English as an additional language use English as a means of communication (Boonsuk et al., 2021; Kirkpatrick, 2012; 2014). The question of whether to teach and use English based on native cultural contents (British or American English) or the contextual and environmental cultural contents of the learners is newly highlighted by this occurrence (e.g. where they live, how they use English in their societies, and with whom they mainly communicate). More appropriate English language pedagogies could be created and integrated for these ELF learners and users so that the teaching reflects ELF, real-world utilization, and new linguistic landscapes. The goals, curricula, teaching contents, and instructional and training materials of ELT may not always be exclusively based on the EFL principle, which regards inner circles varieties of English (British or American English) as the golden rule (Jenkins, 2015; Rose & Galloway, 2019).

4.3.3 Target interlocutor

After the 15-week Global English course, most of the participants reported that there is a need for linguistic review towards target interlocutors (see Excerpts 13-18). For a better understanding of the realistic use of English and a conformity to global linguistic diversification, ELT should be considered as the language with multilingual uses (Kirkpatrick, 2012), and not just native users.

Excerpt 13

I think given the global role that English plays nowadays, and the fact that most of those who use English are in foreign contexts and not Britain or America, to solely think that our target interlocutors will involve British and Americans is untrue (S-8).

Excerpt 14

With a majority of English users being those in the ESL/EFL context, the learning goals of English language teaching need to be reconsidered in terms of target interlocutors. We need to be aware of the fact that most of the people we use English with are non-native users of the language (S-6).

Excerpt 15

I always thought there were only British English and American English in the world. It was not until I finished the Global English course that I realized there were many varieties of English in the world, that are spoken by and to many other different users of English (S-3).

Excerpt 16

I felt less anxious speaking English with non-native speakers after taking this course because I put more emphasis on mutual understanding than on pronunciation, vocabulary, and grammar (because English is not their native language, either), as well as with native speakers (S-5)

Excerpt 17

English is a foreign language that must be learned in Thailand, so it is very important for me to learn English well. At first, I felt shy when I started to speak English. I was afraid that people would laugh at my accent. Because I

can't communicate with native English speakers. Now that I have taken the course on Global Englishes, I feel that speaking Thai English is equally acceptable because English is just a tool for communication (S-4).

Excerpt 18

What I need to be aware of is how to convey what I want to send to the listeners and make them understand that it is more important than thinking about the accents. After all, my interlocutors are not only native users of English but equally nonnative users as well (S-2).

Most of the participants' positive attitudes towards target interlocutor support the claim that their GE awareness has increased their awareness of the realization that English learned to be used not only with native speakers as the target interlocutor but also with nonnative speakers as well. According to Fang and Ren's (2018) study, after taking the GE-awareness course, students' GE awareness increased. According to this study, students' GE awareness-raising included learning about varieties of English, evaluating English from a GE standpoint, and developing self-confidence.

By extension to this notion, since ELF plays a crucial role in ELT and learning, what to include and exclude from ELT and curriculum needs to be revised. In this regard, Kirpatrick's (2014) principles of the lingua franca approach could be considered more suitable when teaching English in a context like Thailand where English is used as a lingua franca between non-native speakers as a medium of communication. The participants opined for such ELF approach in ELT and learning, as presented in the Excerpt 19.

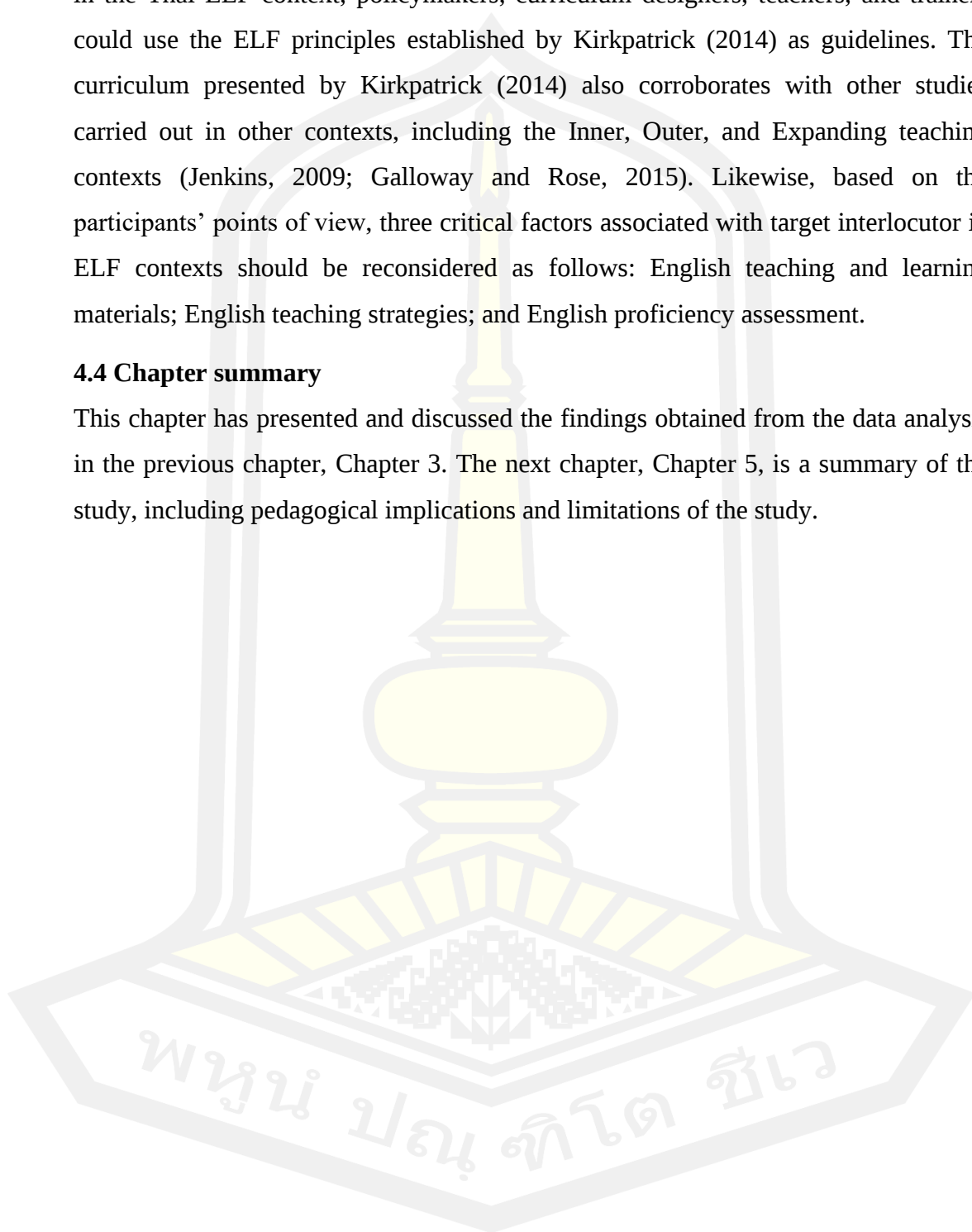
Excerpt 19

In my opinion, we would become good and effective English language learners if the learning curriculum reflects the discourses or speeches of the kind of English users we are more likely to meet in our everyday interactions. Local or regional English varieties should be largely included in the learning content, which, in my opinion, is more relevant to ELT users in a context like Thailand (S-2).

When designing an ELF curriculum used for effective English teaching and learning in the Thai ELF context, policymakers, curriculum designers, teachers, and trainers could use the ELF principles established by Kirkpatrick (2014) as guidelines. The curriculum presented by Kirkpatrick (2014) also corroborates with other studies carried out in other contexts, including the Inner, Outer, and Expanding teaching contexts (Jenkins, 2009; Galloway and Rose, 2015). Likewise, based on the participants' points of view, three critical factors associated with target interlocutor in ELF contexts should be reconsidered as follows: English teaching and learning materials; English teaching strategies; and English proficiency assessment.

4.4 Chapter summary

This chapter has presented and discussed the findings obtained from the data analysis in the previous chapter, Chapter 3. The next chapter, Chapter 5, is a summary of the study, including pedagogical implications and limitations of the study.



CHAPTER FIVE

CONCLUSION AND IMPLICATIONS

This chapter summarizes the study (see 5.1), as well as the findings derived from the data analysis (see 5.2) as presented and discussed in the previous chapter (Chapter 4). The chapter ends with pedagogical implications of the study (see 5.3), limitations of the study (5.4), and conclusion (see 5.5).

5.1 Summary of the study

This study implemented a Global Englishes-informed pedagogy in the English classroom at a university in Northeast Thailand. Importantly, such pedagogy is in line with calls over the last two decades (e.g., Galloway, 2011, 2013, 2017b; Galloway & Rose, 2015a, 2018; Matsuda, 2012; McKay, 2002, 2018) for a paradigm shift from traditional ELT to a new paradigm in the approach to ELT. As stated by Rose and Galloway (2019), Global Englishes language teaching (GELT) responds to a move away from current ELT practice as a result of the view that it is no longer appropriate for the teaching of English in a global context (Kumaravadivelu, 2012). By using GE as a key construct, this study aimed to incorporate GE concepts into the English language classroom by examining the attitudes of 20 Thai university ELT students in a Northeastern university in Thailand towards Global Englishes-awareness pedagogy, and the impacts that such pedagogy has on the students attitudes towards three GE aspects; (i) English ownership, (ii) target culture, and (iii) target interlocutor using a questionnaire and semi-structured interview.

5.2 Summary of findings

Overall, the findings showed that the 15-weeks Global Englishes-informed pedagogy had a significant attitude in raising the students' GE awareness, which is consistent with Galloway's (2013), Boonsuk, Ambele and McKinley (2021), and Fang and Ren's (2018) observations that students' GE awareness can be developed after taking a GE-related course.

Table 4.2 illustrates the overall attitudes of the participants towards GE. The overall mean attitude score is positively high ($\bar{x} = 3.47$). The participants illustrated that they felt most positively about the ownership of English and different varieties of English

($\bar{x}$ = 4.11), followed by Target Cultures ($\bar{x}$ = 4.04), Performance Assessment ($\bar{x}$ = 3.97), English Teaching and Learning Materials ($\bar{x}$ = 3.78), English Accents ($\bar{x}$ = 3.18), ELT Goals ($\bar{x}$ = 3.16), Target Norms ($\bar{x}$ = 2.85), and Linguistics Position ($\bar{x}$ = 2.64).

From the 8 students that were interviewed, the results showed that before enrolling in the Global Englishes course, none of them had any prior knowledge of the GE concept (see Excerpts 1 and 2). They admitted to have dimly heard of the word, nor did they afford to explore any further. They had been taught that there are only two types of standard English: British and American, from the primary to the tertiary stages of their schooling. Some even reported that the information and skills they gained from this class were completely new to them. They were unaware that there are additional types of Englishes that are recognized all over the world in addition to the British and American variations. In all, with regards to the participants' attitudes towards GE-awareness pedagogy, many students unanimously concurred that this course gave them the opportunity to examine English through a fresh perspective that revealed a new reality to them that they had no idea existed. They also mentioned how their perspective on English had entirely changed. In the past, they frequently used native English norms as the standard to evaluate individuals' verbal and nonverbal performances in English-language tasks and everyday usage (see Excerpts 1 and 2). They now understand that there are numerous varieties of English throughout the world (see Excerpts 3-5), thus pretending to speak in a native English accent is no longer necessary. The findings also revealed that two students disagreed with Holliday's (2006) assertion that native speakers are preferable for English language teaching, arguing instead that this idea is outdated and indifferent to contemporary English language teaching (see Excerpts 8-10).

With regards to the GE aspects, firstly, most participants agreed that English is no longer considered to be a specific group's language. They said that there is no connection between English ownership and nationality or the Inner, Outer, or Expanding circle of countries (e.g. British, American). As a result, everyone has legal ownership of English. Additionally, as seen in Excerpts 10–12, the participants claimed that someone's ownership of English has nothing to do with their place of

birth or country. Secondly, as explained in Excerpts 15-19, the majority of participants reported that the target culture for ELT classroom should no longer be western cultures; rather, an incorporation of local and regional cultures in addition to global (foreign or western) cultures in their English teaching materials and exercises should be considered. Lastly, after the 15-week Global English course, most of the participants reported that there is a need for linguistic review towards target interlocutors (see Excerpts 22-27). For a better understanding of the realistic use of English and a conformity to global linguistic diversification, ELT should be considered as the language with multilingual uses (Kirkpatrick, 2012), and not just native users as target interlocutors.

In this respect, the findings from this study enriches research by ELF and GE scholars (e.g., Ambele & Boonsuk, 2020; Baker, 2012; Boonsuk & Ambele, 2021; Fang & Ren, 2018; Galloway, 2013, 2017b), which found that participants' GE awareness could be developed by incorporating GE concepts into the English classroom, although the concept of native speakerism is still prevalent in their minds. Moreover, by a close examination of students' towards GE-awareness pedagogy and the three GE aspects investigated, this study has contributed to an area of observation that remains under-researched in ELF/GE research (Kirkpatrick, 2010). Based on the above observations, some pedagogical implications from the present study are discussed in the next section (see 5.3).

5.3 Implications of the study

This study has some implications for English learning and teaching in Thailand and possibly other expanding circle countries both theoretically and pedagogically. Theoretically, the field of inquiry of GE and ELT has been broadened by examining these university students' conceptualizations of GE in the Thai context. The GE-informed pedagogy provides a critical approach to ELT, which enriches the theory of English language learning and teaching.

Pedagogically, the GE-informed pedagogy challenges the traditional ELT approach. The goal of teaching and learning needs to "shift from native-like proficiency to the ability to communicate successfully in international contexts" (Kiczkowiak & Lowe, 2019, p. 3). Some researchers (Jenkins, 2015c; Kachru, 1992, 1996; Matsuda, 2000;

Seidlhofer, 2011) have claimed that English learners in Outer Circle and Expanding Circle countries are likely to interact with all English users rather than with only native English speakers. As such, the native speaker model may no longer serve as the best model for international communication (Kirkpatrick, 2010). For instance, some idiomatic usages in British or American English may be meaningless to a non-British or non-American person, which may make one's English less intelligible when using idioms, grammar, or pronunciation of one specific variety of English (Excerpt 13).

Instead, a GE-informed pedagogy can develop students' GE awareness and prepare them for authentic communications in a globalized context. GE tries to move away from focusing on native speaker norms to mutual intelligibility (Excerpt 14). Moreover, it focuses on the grammar, vocabulary, and pronunciation that make the use of English more effective for successful communication with people from different lingua-cultural backgrounds rather than to try to imitate the forms used by native speakers of English (Excerpt 18). In addition, it emphasizes that ELF users can employ various communicative strategies to facilitate their understanding when communicating in an international context. According to Richards and Schmidt (2013), communicative strategies are the ways (e.g., paraphrase, gestures, or mime) that interlocutors can employ to help to convey their intended meanings. These strategies include borrowing words from the interlocutors' language, guessing words from context (Kiczkowiak & Lowe, 2019), listening carefully to interlocutors and then adjusting their language appropriately, using simpler vocabulary or grammar, or changing their pronunciation slightly, or using non-verbal communications (e.g., gestures and drawings), sometimes even using L1 to make themselves understood, or adding more pauses to their speech, or using shorter sentences.

Also, all the stakeholders, including policymakers, curriculum designers, and English teachers at various educational levels in Thailand, should cooperate and coordinate to promote English learning and teaching from a GE perspective. Without their assistance, students may not adopt the concept of GE. It is noteworthy that the purpose of GE is not to replace native speaker norms but to inform students that they have choices in the most appropriate forms they can use to suit their individual needs (Galloway, 2011; Mairi, 2016).

Put differently, in the implementation of a GE-informed pedagogy, the importance of GE-awareness in teacher education cannot be overemphasized (Prabjandee, 2020; Sifakis, 2014). As an important stakeholder, teachers should have a full understanding of the GE concept and GE-informed pedagogy. They are expected to determine the relevance of GE-informed teaching, to choose GE-informed teaching and learning materials, and to design GE-gearred tests. Consequently, there is a need to provide GE-informed courses to ELT students, which would help pre-service teachers to understand the concept of GE and what GE-informed pedagogy is in the early stages of their learning, as suggested by Dewey (2012), and prepare them more fully for their teaching in real English language classrooms as well.

Moreover, teachers should be encouraged to consider how to create courses that are similar to the one in this study in different contexts and explore more activities to raise awareness of the diversity of Englishes and students' self-confidence as legitimate global language users (see Ambele & Boonsuk, 2021, for examples of some GE-awareness activities). For example, these activities can make use of the listening journal approach (Galloway & Rose, 2014), the presentation approach (Galloway & Rose, 2018), the debate approach (Rose & Galloway, 2017), World Englishes-based listening instruction materials (Passakornkarn & Vibulphol, 2020), and transformative-learning-theory-based activities (Prabjandee, 2020). As McKay (2002) has argued, language teachers should prepare their students to use English in globalized contexts and to raise their awareness of ELF users speaking English forms that differ from the native speaker norms depicted in ELT materials. Similarly, Matsuda (2003) has proposed some critical suggestions for teaching English as an international language (EIL) in the English language classroom, such as introducing speakers of different English varieties, assessing students according to their communicative competence rather than only on grammatical correctness based on standard English, and using ELT materials representing EIL users by incorporating GE. In addition, the materials and activities used in this study could also be recommended to other researchers when they design their curriculum. These solutions may help L2 English learners consider themselves as legitimate English users and enhance their self-confidence in using English in a global context.

5.4 Limitation and further research

The research also has some limitations. Since this study was conducted in a university in Thailand, all participants were from the same major, and the population size and number of participants in the study were relatively small. The small number of participants and the single setting are other limitations which make generalizations difficult. In this study, the survey was conducted only after the course, and there was no data collection analysis of students' initial attitude towards global English before the course, and a more comprehensive understanding. Those interested in conducting additional studies should attempt to expand the research population to cover more learning disciplines and geographies, as well as employ a variety of data collection instruments to generate more accurate findings with enhanced data representations.

5.5 Conclusion of the study

The Global Englishes course provides students with good opportunities to learn English from a more critical standpoint, with a better understanding of its roles at the national, regional, and global levels. According to the findings, the course had a positive impact on the students' perceptions of Global Englishes, and their own English variety. The findings revealed a significantly positive attitude transformation. Students became more open to different English varieties used by different English users around the world. As a result, the ideology that favors English users from Anglophone countries and their English outputs as the only standard should be reconsidered and re-examined to reflect the modern roles of English, which have shifted dramatically.

In terms of ELT, because modern English users come from a wide range of linguistic and cultural backgrounds, EFL pedagogies aimed at achieving native-like competence are no longer responsive to or consistent with the current roles of English. As a result, GE pedagogies are more effective because they can provide students with the mindsets needed to approach and accommodate new global English contexts that involve diversity, such as speakers from different mother tongues and cultures. Because GE pedagogies are compatible with Thailand's current sociolinguistic landscape, educators should try to incorporate them into their ELT classrooms.

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APPENDICES

Appendix A: Questionnaire

GLOBAL ENGLISHES QUESTIONNAIRE FOR THAI UNIVERSITY ELT STUDENTS

Instructions

Thank you in advance for your kind cooperation in filling in this questionnaire. Please kindly complete all the statements in the questionnaire. There are two sections in this questionnaire.

Section 1: Background information

Gender:

☐ male

☐ female

Age:

.....

Faculty:

.....

English proficiency

☐ fluent

☐ excellent

☐ good

☐ fair

☐ poor

How long have you been studying English?

☐ less than 1 year

☐ more than 2 years

☐ more than 5 years

☐ Others _____

Section 2: Thai university students' attitudes towards Global Englishes

The section mainly attempts to investigate the perceptions of the students towards Global Englishes and idea's construction towards their perceptions.

Please indicate the provided statements by yourself to which extend you agree based on your personal experience and background knowledge. You can only choose one answer for each statement. There is no right or wrong answer, so please rate your honest opinions and feelings about Global Englishes.

5	4	3	2	1
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

For example:

I like playing games in China.	5	4	3	2	1
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If you **"strongly disagree"** with this statement, you would rate it **"1"**, whereas you would rate it **"5"** if you **"strongly agree"**. If you have **"neutral"** feelings or opinions about it, you would rate it **"3"** as the example show.

Statements					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Every English variety should be accepted and recognized.					
English currently doesn't belong to the native speakers anymore, but to anybody who uses it.					
As English teachers, it is important to develop a global variety of English that is not linked to a particular English-speaking country.					
It is important to understand varieties of English, e.g., Indian English, Singaporean English, Chinese English, etc.					
If I understand varieties of English, I can adjust the way I teach to accommodate my learners.					
It is important to teach other varieties of English.					
I don't think we need to understand non-standard varieties of English because they are not native varieties of English.					
The content of English curriculum in Thailand should include topics of regional and local cultures.					
English curriculum in Thailand should be designed to allow Thai learners to engage critically on discussions about their own cultures.					
Asian cultures (e.g., Malaysian, Indonesian, Chinese, Singaporean, and Japanese cultures) should be implemented/integrated in teaching and learning English.					
Both Thai and native English cultures should be implemented/integrated as targets for teaching and learning English in Thailand.					
Thai culture should be implemented as the main target for teaching and learning English in Thailand.					
Native English cultures should be implemented as the main target for teaching and learning English in Thailand.					
I am happy with my English pronunciation as long as others can understand me.					
Both native and non-native English-speaking users are good models in teaching English.					

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I am happy with my present English pronunciation.					
I am not bothered about mistakes that learners of English make as long as I understand what they want to say.					
I do not mind that my others can't understand my English because English is not my first language.					
Sometimes I feel insecure about my English pronunciation when I have to teach a big audience.					
Practical English teaching materials in Thai ELT should be linked to the cultures and/or identity of Thai learners					
Both local and western English materials should be implemented in Thai ELT classroom.					
English teaching materials should be those that are familiar to the Thai learners' speech styles and pronunciation of their interlocutors.					
I would prefer English teaching materials produced by western practitioners.					
Since English is a global language, it is important to understand different accents of English.					
It is very interesting to learn different forms of English pronunciation.					
I would like to speak English with Thai accent.					
Thai accent is easier to understand than a native speaker's accent in a Thai classroom.					
The accent I aim for when speaking English is American English and British English accents.					
The accent I have positive attitude to is American English and British English accents.					
I would like to have an American English accent because it is considered as correct English accent for teaching.					
The goal of teaching and learning English is to enable learners to use English successfully in lingua franca contexts.					
The goal of teaching and learning English is for learners to acquire native speaker proficiency.					

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I like to focus more on intelligibility rather than how I can speak like a native speaker.					
I do not think it is important to speak like a native speaker of English.					
I would like to speak American English and British English.					
It is important to speak English like a native speaker.					
You shouldn't say anything in English until you can speak English correctly.					
Non-native English speakers are easily understood than the native English-speaking counterparts.					
I do not like when people recognize in my accent that I am not a native English-speaking teacher.					
Sometimes I find it difficult to understand those learners who speak English with a strong non-English accent.					

THIS IS THE END OF THE QUESTIONNAIRE.

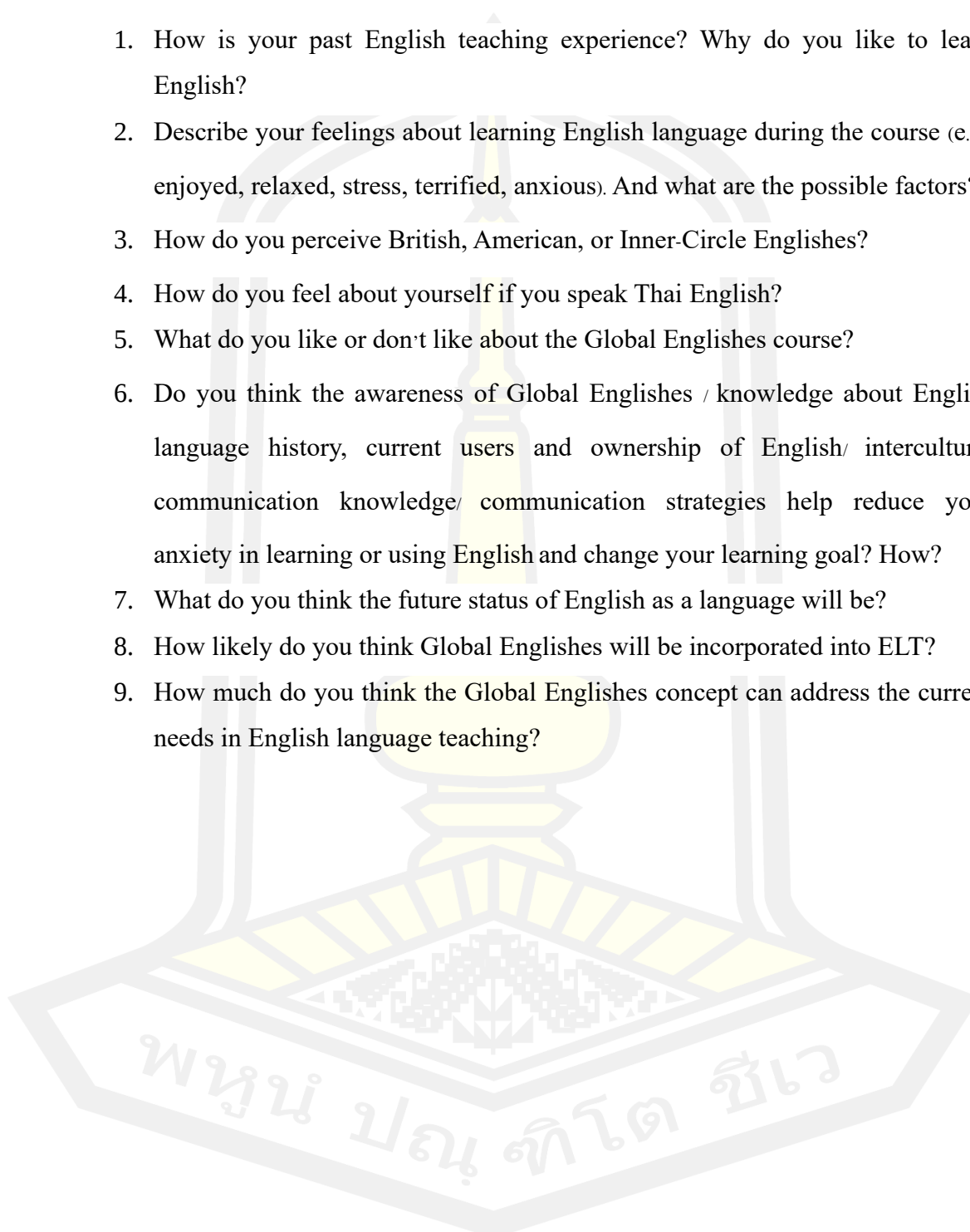
PLEASE CAREFULLY CHECK IF YOU HAVE COMPLETED ALL THE STATEMENTS. THIS QUESTIONNAIRE CANNOT BE USED EFFECTIVELY IF ALL THE STATEMENTS ARE NOT COMPLETED.

THANK YOU AGAIN FOR YOUR SUPPORT.



Appendix B: Interview questions

1. How is your past English teaching experience? Why do you like to learn English?
2. Describe your feelings about learning English language during the course (e.g., enjoyed, relaxed, stress, terrified, anxious). And what are the possible factors?
3. How do you perceive British, American, or Inner-Circle Englishes?
4. How do you feel about yourself if you speak Thai English?
5. What do you like or don't like about the Global Englishes course?
6. Do you think the awareness of Global Englishes / knowledge about English language history, current users and ownership of English/ intercultural communication knowledge/ communication strategies help reduce your anxiety in learning or using English and change your learning goal? How?
7. What do you think the future status of English as a language will be?
8. How likely do you think Global Englishes will be incorporated into ELT?
9. How much do you think the Global Englishes concept can address the current needs in English language teaching?



BIOGRAPHY

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