



**Addressing Learners' Attitudes toward English Language Variation through a
Global Englishes Awareness Raising Program**

Naratip Jindapitak

**A Thesis Submitted in Fulfillment of the Requirements for the Degree of
Doctor of Philosophy in Teaching English as an International Language**

Prince of Songkla University

2022

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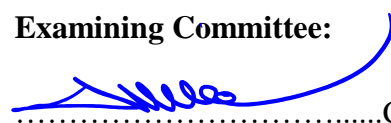
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ชื่อวิทยานิพนธ์	การศึกษาทัศนคติของผู้เรียนต่อความหลากหลายของภาษาอังกฤษผ่านโปรแกรมการสร้างความรู้เกี่ยวกับนานาภาษาอังกฤษโลก
ผู้เขียน	นายณราชิป จินดาพิทักษ์
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2564

บทคัดย่อ

ปัจจุบันงานวิจัยเกี่ยวกับทัศนคติต่อภาษาอังกฤษ ให้ความสำคัญกับบทบาทของภาษาอังกฤษในฐานะภาษาโลก โดยหนึ่งในประเด็นที่ศึกษาคือทัศนคติต่อวิธภาษาในภาษาอังกฤษ ภายใต้กระบวนการทัศนนานาภาษาอังกฤษโลก ซึ่งยอมรับความชอบธรรมของวิธภาษาในภาษาอังกฤษ และทำทนายสมมติฐานที่แพร่หลายเกี่ยวกับการเรียนการสอนภาษาอังกฤษ กระบวนการทัศนนานาภาษาอังกฤษโลก ได้ชี้ให้เห็นถึงลักษณะที่เป็นพหุนิยมของภาษาอังกฤษ และนำเสนอความเป็นไปได้ใหม่ในการเรียนการสอนภาษาอังกฤษ ซึ่งสอดคล้องประเด็นต่างๆ ที่เกี่ยวกับความหลากหลายของภาษาอังกฤษในการเรียนการสอน เพื่อจุดประสงค์ในการปรับทัศนคติของผู้เรียนต่อความหลากหลายของภาษาอังกฤษให้ดีขึ้น

งานวิจัยนี้มีจุดประสงค์เพื่อศึกษาทัศนคติของผู้เรียนต่อความหลากหลายของภาษาอังกฤษ นอกจากนี้ ยังศึกษาผลของโปรแกรมการสร้างความรู้เกี่ยวกับนานาภาษาอังกฤษโลกต่อทัศนคติของผู้เรียน โดยผู้วิจัยได้พัฒนาโปรแกรมการสร้างความรู้เกี่ยวกับนานาภาษาอังกฤษโลก ที่ประกอบด้วยชุดการเรียนรู้ย่อยจำนวน 3 ชุด ซึ่งมีจุดประสงค์เพื่อให้ผู้เรียนได้สัมผัสกับความหลากหลายของภาษาอังกฤษ และมุมมองต่อภาษาอังกฤษภายใต้กระบวนการทัศนนานาภาษาอังกฤษโลก ผ่านสื่อการเรียนการสอน เป็นระยะเวลา 9 สัปดาห์

ผู้วิจัยสำรวจทัศนคติแบบเปิดเผยและไม่เปิดเผยของนักศึกษาที่ไม่ได้เรียนภาษาอังกฤษเป็นวิชาเอก จำนวน 305 คน จากมหาวิทยาลัยของรัฐแห่งหนึ่งในภาคใต้ ต่อความหลากหลายของภาษาอังกฤษ โดยผู้วิจัยใช้แบบสอบถามและใช้กลวิธีพรางเสียงคำพูดในการเก็บข้อมูล และวิเคราะห์ข้อมูลเชิงปริมาณและเชิงคุณภาพ ผลการศึกษาแสดงให้เห็นว่า นักศึกษามีทัศนคติแบบไม่เปิดเผยต่อผู้พูดที่ใช้สำเนียงอเมริกันและอังกฤษ ดีกว่าผู้พูดอื่น ที่ใช้สำเนียงไทย

ฟิลิปปินส์ จีน มาเลเซีย เกาหลีใต้ และอินเดีย ผลการศึกษาดังกล่าวสอดคล้องกับผลการศึกษาที่ได้จากการสำรวจทัศนคติแบบเปิดเผยของนักศึกษา โดยใช้แบบสอบถาม ซึ่งแสดงถึงมโนทัศน์ที่บ่งบอกถึงความเหนือกว่าของผู้พูดที่เป็นเจ้าของภาษาและความด้อยกว่าของผู้พูดที่ไม่ใช่เจ้าของภาษา ในประเด็นเกี่ยวกับความแตกต่างในการใช้ภาษาอังกฤษและการเรียนการสอนภาษาอังกฤษ

นักศึกษาจำนวน 22 คน ได้เข้าร่วมโปรแกรมการสร้างความรู้เกี่ยวกับนานาชาติภาษาอังกฤษโลก โดยผู้วิจัยได้สุ่มกลุ่มตัวอย่างนี้ จากผู้เข้าร่วมวิจัยเชิงสำรวจจำนวน 305 คน ผู้วิจัยศึกษาทัศนคติของนักศึกษาอันเป็นผลมาจากการสร้างความรู้เกี่ยวกับนานาชาติภาษาอังกฤษโลก โดยรวบรวมข้อมูลจากแบบบันทึกภาคสนามของผู้วิจัยเอง ข้อความของนักศึกษาจากโปรแกรมสนทนาออนไลน์ การสัมภาษณ์ และการสะท้อนคิดของนักศึกษา ผู้วิจัยทำการวิเคราะห์ข้อมูลเชิงคุณภาพเพื่อศึกษาพัฒนาการด้านความตระหนักรู้ของนักศึกษาระหว่างเข้าร่วมโปรแกรม ตลอดจนทัศนคติของนักศึกษาที่มีต่อการใช้และการเรียนภาษาอังกฤษ ภายหลังจากจบการเข้าร่วมโปรแกรม ผลการศึกษาแสดงให้เห็นว่า ระหว่างเข้าร่วมโปรแกรม นักศึกษามีความตระหนักรู้และความเข้าใจต่อประเด็นสำคัญที่เกี่ยวกับนานาชาติภาษาอังกฤษโลกเพิ่มมากขึ้น โดยนักศึกษามีการปรับปรุงมุมมองต่อความหลากหลายของภาษาอังกฤษอย่างมีวิจรรณญาณ และยังได้สะท้อนคิดจากการเข้าร่วมโปรแกรมดังกล่าว โดยรายงานว่า ตนมีความมั่นใจมากขึ้นในฐานะผู้ใช้ภาษาอังกฤษ พัฒนาทัศนคติที่แสดงความเคารพต่อความหลากหลายของภาษาอังกฤษรวมถึงผู้พูดภาษาอังกฤษ มีเป้าหมายการเรียนภาษาอังกฤษโดยมีจุดประสงค์ที่ชัดเจน และเป็นไปได้มากยิ่งขึ้น ตลอดจนพิจารณาทบทวนต้นแบบสำหรับการใช้และการเรียนภาษาอังกฤษของตนเอง

จากผลการศึกษาดังกล่าว ผู้วิจัยชี้ให้เห็นถึงความสำคัญของการวางแผนหลักสูตรการเรียนการสอนภาษาอังกฤษ ซึ่งคำนึงถึงความต้องการของผู้เรียน การกำหนดเป้าหมายและจุดประสงค์ของการเรียนการสอนภาษาอังกฤษที่สอดคล้องกับการใช้ภาษาในชีวิตจริงของผู้เรียน ซึ่งเน้นการสื่อสารกับผู้พูดที่มาจากหลากหลายประเทศและวัฒนธรรม ผู้วิจัยนำเสนอข้อเสนอแนะในการจัดกิจกรรมการเรียนการสอนในชั้นเรียนที่มีประสิทธิภาพเพื่อสร้างโอกาสให้ผู้เรียนมีความตระหนักรู้และเข้าใจมุมมองภาษาอังกฤษแบบพหุนิยม นอกจากนี้ ผู้วิจัยยังได้เสนอแนะประเด็นสำหรับงานวิจัยในอนาคต ทั้งการประยุกต์แนวคิดเกี่ยวกับนานาชาติภาษาอังกฤษโลกในชั้นเรียน การศึกษาผลของการสร้างความรู้เกี่ยวกับนานาชาติภาษาอังกฤษโลกในบริบทอื่น และการออกแบบการวิจัยที่เข้มข้นและน่าสนใจ

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Author	Mr. Naratip Jindapitak
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ABSTRACT

Recently, research on language attitudes has seen increasing interest in the role of English as a global lingua franca. One aspect of this topic is examining how English language variation is perceived in relation to the paradigm of global Englishes (GE) which recognizes the legitimacy of varieties of English and challenges prevailing assumptions regarding how English should be learned and taught. GE highlights the pluricentricity of English, offering new possibilities for English language teaching (ELT) to incorporate components addressing linguistic diversity into classroom practices and to seek ways to improve language learners' attitudes toward English language variation. The current study aimed to examine not only English language learners' attitudes toward English language variation, but also how their attitudes could be mediated through engagement with GE components. The study began by uncovering a group of English learners' attitudes toward English language variation. A nine-week intervention program of GE awareness raising was developed, consisting of three inter-related modules aimed at exposing the learners to different varieties of English and getting them to experience GE perspectives through carefully designed materials. The study then examined impacts of the learners' engagement with GE on their attitudes.

In the survey, attitudes of 305 university English learners (non-English majors) from a public university in the South of Thailand were examined to find out how they implicitly and explicitly perceived English language variation. Data were collected through the verbal guise technique and questionnaire and were analyzed both quantitatively and qualitatively. Findings revealed a large significant effect in the

participants' evaluations of the eight speakers. Implicitly, the speakers of the two mainstream native-speaker (NS) varieties (American and British English) were evaluated more favorably than the other speakers of non-native-speaker (NNS) varieties (Thai, Filipino, Chinese, Malaysian, Korean and Indian). The participants' explicit attitudes toward English language variation were found to be consistent with the implicit ones, as they tended to adhere to the notion of NS superiority and NNS inferiority in linguistics, reflected in how they viewed English language variation in relation to language use, learning and teaching.

The study sought to mediate the participants' attitudes by conducting the GE awareness raising program with 22 participants sampled from those participating in the survey, and examining how it impacted on their attitudes. Data were collected from researcher's notes, mobile messages, interviews and reflections and were analyzed qualitatively to gain an understanding of the participants' development of GE awareness during the program and their perceptions of the way English should be learned and used after completing the program. Findings revealed that participants developed more awareness and understanding of key concepts surrounding GE over the course of the program, demonstrating a critical reorientation of beliefs about English language variation in general. The GE awareness raising program was also found to have positive impacts on the participants' perceptions of how English should be learned and used. They reportedly gained more self-confidence as an English speaker and developed respectful attitudes toward English varieties and speakers. Another important influence is that their stated goal in learning English became more purposeful and realistic. Finally, another positive impact is that the program allowed the participants to rethink about role-model in language learning and use.

Implications are provided that highlight shifting perspectives in curriculum planning, including revisiting learners' needs and formulating learning goals and objectives consistent with how they are likely to use English to communicate with wider interlocutors. Concerning classroom practices, the study suggests that it be crucial for ELT educators to seek opportunities to engage language learners in impactful instructional activities which can foster a pluralistic vision of English. The study also provides the following suggestions for future research: implementing GE

ideas in ELT practices, investigating the effects of a GE awareness raising in other contexts and developing robust and compelling methodological designs.

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Naratip Jindapitak

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LIST OF ABBREVIATIONS

AEC:	ASEAN Economic Community
CEFR:	The Common European Framework of Reference for Languages
CLT:	Communicative Language Teaching
EFL:	English as a Foreign Language
EIL:	English as an International Language
ELF:	English as a Lingua Franca
ELT:	English Language Teaching
ESL:	English as a Second Language
GA:	General American
GE:	Global Englishes
GELT:	Global Englishes Language Teaching
L1:	First Language
L2:	Second Language
NS:	Native Speaker
NNS:	Non-native Speaker
RP:	Received Pronunciation
SLA:	Second Language Acquisition
TESOL:	Teaching English to Speakers of Other Languages
VGT:	Verbal Guise Technique (Test)
WE:	World Englishes

Varieties of English

AmE: American English

BrE: British English

ChE: Chinese English

FiE: Filipino English

InE: Indian English

KoE: Korean English

MyE: Malaysian English

ThE: Thai English

CHAPTER 1

INTRODUCTION

The purpose of this chapter is to introduce the study, which consists of five main sections. It describes background of the study, objectives and research questions, clarification of terminology, scope of the study and significance of the study.

1.1 Background of the study

Over the past few decades, social-psychological research into people's language attitudes has revealed that "people tend to evaluate language varieties in a hierarchical manner" (Jenkins, 2007, p. 70). Linguistic features employed in different forms of speech allow listeners to form social information about speakers (Giles & Billings, 2004; McKenzie et al., 2016). As people commonly use linguistic information or verbal cues to make judgments about others on a regular basis (Lippi-Green, 1997), language attitudes can have a wide range of ramifications in different aspects of life. For example, language attitudes can have an impact on how the candidates' levels of credibility are perceived in job interviews (Rakic et al., 2011). They can influence the way defendants' innocence and guilt are perceived in court (Dixon & Mahoney, 2004). Language attitudes can determine the extent to which different immigrant groups (outgroups) are accepted by locals (ingroups) (Gluszek & Dovidio, 2010). They can influence how people (immigrants) with foreign or regional accents are able to obtain government-provided housing (Zhao et al., 2006). In animated films, language attitudes are also found to influence the way certain accents are chosen for specific characters (Lippi-Green, 1997).

Research has also suggested that attitudes toward varieties of English can have several impacts within education contexts (McKenzie & Gilmore, 2017). For instance, language attitudes can influence students' academic performance in several socio-

affective aspects such as fear of unfavorable evaluation, restriction of the use of mother tongue, difficulty in interaction and linguistic marginalization (Rojas et al., 2016). Language attitudes can have an impact on how school teachers perceive students' linguistic ability (Seligman, 1972), how students of non-standard varieties gain access to higher education (Ryan & Giles, 1982) and how NS and NNS teachers' credibility is judged (Buckingham, 2014; Chun, 2014).

English has been the primary focus in major attitudes studies due to its role as a global language (Crystal, 1997) and its high level of variation beyond the standard varieties, known as world Englishes (WE). The pluralistic status of English has captured social-psychologists and applied linguists' interest in investigating people's attitudes toward English language variation in different parts of the world. In addition, as attitudes are considered "social indicators of changing beliefs" (Baker, 1992, p. 9), it is particularly interesting to examine whether people's language attitudes reflect the changing profile of English today (McKenzie, 2006, 2010). In fact, research involving listeners' attitudes toward English language variation has generally suggested that, whether consciously or unconsciously, listeners tend to evaluate regional NS varieties of English and NNS varieties of English less favorably than the standard or mainstream NS varieties. In other words, the listeners tend to broadly associate positive social traits (attributes) with the standard NS varieties, while ascribing stigmatized or negative social traits to NNS or regional NS Englishes (McKenzie & Gilmore, 2017). Research has also shown that there exists a relationship between language attitudes and perceived and actual communicative success (Rubin, 1992, 2002; Hu & Su, 2015; Kang et al., 2015). Empirically, people's language attitudes can influence their perceived and actual understandings of language varieties (Subtirelu & Lindemann, 2014), suggesting that effective communication or communicative success relies on not only knowledge of linguistic skills but also attitudes toward language varieties or social groups that use specific varieties (Lippi-Green, 1997; Jenkins, 2007; Subtirelu & Lindemann, 2014).

Empirical evidence regarding people's social evaluations of English language variation has sparked many social-psychologists and sociolinguists' interests in developing approaches to enhancing language users' tolerance for linguistic

differences. The concept of tolerance is highly relevant to the current status of English in the contemporary world where multilingualism is the norm (Kachru, 1991, 1992, 2006; Lick & Alsagoff, 1998; Finley & Stephen, 2000; Bhatt, 2002; Munro et al., 2006; Gluszek & Dovidio, 2010). As the expansion of contacts and users has unquestionably resulted in English becoming linguistically heterogeneous, it is crucial for language users to recognize the special status of English as an international language (EIL) and tolerate different forms of English that are systematically and routinely used by speakers in different speech communities (Crystal, 2000, Sharifian & Marlina, 2012; Galloway & Rose, 2014; Seidlhofer, 2004, 2015; Matsuda, 2003, 2009, 2018; McKay, 2002, 2012, 2018).

In fact, a number of social-psychological studies have been undertaken using various social interventions/approaches to improve language users' attitudes toward English language variation and speakers of different first language (L1) backgrounds. For instance, *Intergroup contact* has been a popular social-psychological technique for improving tolerance for non-mainstream speakers (Subtirelu & Lindemann, 2014). Based on contact hypothesis, the assumption is that prejudices against speakers of non-mainstream varieties of a language could be minimized by contact between groups under ideal conditions, such as equal status between groups, shared goals by both groups, cooperative engagement between groups, and institutional endorsement (Subtirelu & Lindemann, 2014). *Perspective-taking* is another powerful technique employed in numerous social-psychological experiments, which aim at altering language users' attitudes toward outgroups or stigmatized groups (Galinsky et al., 2005). Perspective-taking describes a process through which one is able to see a situation from a viewpoint of another, understanding their feelings, intentions, thoughts or view of a particular situation. By considering the experiences and viewpoints of the others, language users develop the ability to understand or empathize with their perspective, opinion, or point of view (Galinsky et al., 2005). When feelings of empathy increase, it is likely that prejudiced attitudes toward stigmatized speakers are reduced (Subtirelu & Lindemann, 2014).

The idea of promoting tolerance for English varieties and speakers with different L1 backgrounds is also evident in the field of applied linguistics and ELT. Recently, much discussion in the literature responds to the increasing use of English in a wide range of local and international speech communities (Galloway & Rose, 2014; Seidlhofer, 2004, 2015) by accentuating the need to embrace linguistic differences used by global Englishes (GE) speakers and to recognize that “English no longer has one single base of authority, prestige and normativity” (Mesthrie & Bhatt, 2008, p. 3). Particularly, many GE scholars have called for adequate exposure to and awareness of a range of GE components (e.g., the intricacies of the global spread of English and the existence of GE, sociolinguistic and sociopolitical concerns surrounding GE as well as English language learning and teaching in light of GE) in ELT classrooms to better prepare language learners for English as a lingua franca (ELF) communication, which largely involves interlocutors who may use forms of English departing from the NS standards. Language learners, who are particularly likely to communicate with ELF speakers, can benefit from enhanced awareness of GE, as it probably helps them form more tolerant attitudes toward English language variation (Buckingham, 2014) and reflect on how their attitudes potentially influence their choice of language use, communication and learning (Galloway, 2013; Ke & Cahyani, 2014).

Despite numerous calls for proposals to implement GE components in ELT, such a pluralistic vision of English still remains largely excluded from actual ELT practices (Matsuda, 2017, 2018). Classroom practices are still largely dependent on a monolithic teaching approach, grounded in the Western-centric worldview or value-system, prioritizing an ambiguous aim to produce learners with native-like or near-native-like proficiency (Cook, 1999; Matsuda, 2002; Jin, 2005; Jenkins, 2006; Rose et al., 2021). By and large, many ELT practitioners seemingly lack concrete knowledge concerning how to approach curricular innovation in line with the global role of English (Matsuda, 2012, 2017). While the questions of how to enhance language learners’ tolerance for English language variation and how to promote critical (re)orientation of beliefs toward English language variation have been extensively discussed in the fields of social-psychology and translanguaging, relatively little is known in applied linguistics. The scarcity of concrete evidence of GE implementation in classrooms

seems to confirm the preeminence of standard NS varieties in ELT practices worldwide. To fill this gap, this study attempted to investigate how the knowledge and awareness of GE could improve entrenched negative attitudes toward variation in English among a group of Thai university English learners.

1.2 Objectives and research questions

The main objectives of this study were three-fold. First, the study aimed to examine English learners' attitudes toward English language variation. An understanding of what attitudes English learners had of English language variation was particularly important for developing materials aimed at promoting awareness of GE and its related concerns. A GE awareness raising program following the survey of language attitudes was conducted, with an aim to engage English learners in GE-oriented instructional activities. Impacts of the GE awareness raising program on the learners' attitudes were examined, as indicated in the second and third objectives of this study: To examine how the learners developed awareness or made sense of GE as they were engaged in the GE awareness raising program and to explore how such engagement shaped the way they thought about English language learning and use. The research questions were formulated as follows.

- 1) What were English learners' attitudes toward English language variation?
- 2) How did English learners develop awareness of GE over the course of the GE awareness raising program?
- 3) How did English learners' engagement with GE shape the way they thought about English language learning and use?

1.3 Clarification of terminology

1.3.1 *English language variation*

In this study, the concept of *regional distinction* or *geographic distinction* is employed to clarify the term *English language variation*. The term is specifically used to refer to a geographical subdivision of various forms or varieties of English marked by identifiable features of language use, varying regionally (Seidlhofer, 2006; McKenzie, 2015; Galloway & Rose, 2015). It should be made clear that the term employed in this study cannot be used to refer to other aspects of language variation (e.g., different context-specific registers, gender differences in language use and age-based linguistic variation).

The term is influenced by the work of GE which treats variation as “a basic fact of language life” (Walker, 2010, p. 9) and as a non-static linguistic entity (Widdowson, 1994, 1997). In the context of this study, English language variation is in harmony with other related terms, including linguistic diversity, the plurality of Englishes and language varieties, all of which call attention to the “acceptance of the fact that English is a dynamic, multifarious, and pluricentric entity” (Galloway & Rose, 2015, p. 32), emphasizing on the proliferation of substantial variation in the English language (Smith, 1983) and highlighting the fact that there is no such thing as pure or monolithic version of English (Crystal, 2000).

1.3.2 *Global Englishes*

Much of the earlier work in the field of GE focused on identifying and documenting linguistic features of specific varieties of English (especially in the post-colonial countries and territories) in the areas of phonology, lexicon, syntax and pragmatics (Galloway & Rose, 2015; Jenkins, 2002, 2015). However, since this study does not aim at characterizing linguistic codes of specific varieties of English, it is decided that GE be operationalized as a *paradigm of thinking* (Pennycook, 2007; Sharifian, 2009). Matsuda and Friedrich (2012) support that if we accept a vision of

English being a *de facto* international language where change, variation, and multiplicity are constantly addressed and acknowledged, we enter the domain of GE. In this study, the paradigm of GE is adopted because the term vividly captures the pluralistic nature of English and addresses the function of English today as a global lingua franca with “a unique cultural pluralism and a linguistic heterogeneity and diversity” (Kachru, 1985, p. 14). It also highlights the need for language users to appreciate different varieties of English and instills confidence, inner voice, rights and ownership in English users (Widdowson, 1994, 1997; Crystal, 2001; Erling & Barlett, 2006).

1.3.3 Raising awareness of GE

It is crucial to note that the main focus of raising awareness of GE is not based on teaching language skills. It does not aim to improve learners’ language proficiency—building up a repertoire of rules of language and oral communication skills. Raising awareness of GE, on the other hand, is based on introducing language learners to classroom components or instructional materials aimed at raising their awareness of the complexity of the global distribution and diversification of English as well as global consequences of English as a world language (Galloway, 2013; Rose & Galloway, 2017, 2019). By this definition, the term can be used to refer to a pedagogical attempt to expose language learners to different varieties of English and engage them in discussions on different topics and issues related to the global spread of English (Rose, 2017).

It should be maintained that GE awareness raising is neither a competing ELT approach nor a pedagogical orientation. The GE awareness raising program developed in this study was not intended to replace an existing ELT approach with another approach; rather, it functions as a learning space for language learners to engage with GE components brought to the classroom. The real intention of GE awareness raising in this study was to inform the learners of the diversity and complexity of English today, sociolinguistic and sociopolitical concerns surrounding the paradigm of GE as well as

implications GE can have for English language learning and teaching through engagement with a series of GE-oriented instructional activities. The focus was on getting the learners to experience linguistic components grounded in GE perspectives and examining how such learning experience influenced their views toward language variation.

By seeking to raise the learners' awareness of GE and to understand how they experienced or responded to GE components, I did not attempt to completely change the learners' stance on how they viewed the language (their ideological positions) or offer a forced choice for how a particular topic or issue should be looked at. I considered my role as a facilitator of learning in the GE classroom, who sought opportunities to encourage the learners to think critically about the plurality of Englishes, to expose them to different varieties of English, to encourage them to reflect critically on their learning experience and to help them to personalize GE topics and issues through their own interpretation.

1.3.4 Attitudes and language attitudes

The term *attitude* refers to a psychological construct which is ingrained in a person and acquired through experience (Eagly & Chaiken, 1993). Attitude also refers to a person's predetermined state of mind which describes how one reacts to or evaluates an object, a person or a situation in different ways, ranging from extremely negative to extremely positive (McKenzie, 2006, 2010). Attitudes are complex and are formed in a way that affects how a person relates to the world (de Boer et al., 2011). They give information regarding how a person associates his/her knowledge, beliefs, values and ideologies with an attitude object. They can reveal a person's feelings and emotions about an object. They can also signal behavioral tendencies in the sense that they influence how a person acts toward someone or something (de Boer et al., 2011).

Language attitudes are evaluative responses to language-based stimuli (e.g., language varieties). They reflect social categorization and stereotyping. Language

attitudes tell us how listeners assume speakers' social group membership based on linguistic cues (Giles & Billings, 2004; Lindemann, 2005; McKenzie, 2006, 2010). Based on such social categorization, listeners tend to attach stereotypical qualities associated with presumed group membership to speakers (McKenzie, 2015; Carrie, 2017). Once elicited, language attitudes reflect a person's knowledge, beliefs, values and ideologies about uses and users of language. They also reflect how a person feels when confronted with linguistic cues, which can be negative or positive. Language attitudes can influence a person's behavioral intentions and result in a variety of behavioral outcomes. Language attitudes can be socialized and negotiated through various agents, including the media, teachers, peers and other dominant figures. Since language attitudes are fluid, they are prone to change, in response to new input or increased knowledge and awareness of how language interacts with the world (Galloway, 2013; Subtirelu, 2013).

1.4 Scope of the study

The focus of this study was on how English language learners perceived English language variation. The context of this study is a government university in Southern Thailand. The participants were 305 non-English majors from different academic disciplines—Science, Engineering, Management Sciences, Law, Traditional Thai Medicine and Pharmacy. Data were collected using different techniques—verbal guise technique (VGT) and questionnaire of different types—to probe the participants' implicit and explicit attitudes toward English language variation. Implicitly, the participants evaluated eight English varieties (speakers) using the VGT task. These varieties include American English, British English, Malaysian English, Filipino English, Indian English, Thai English, Chinese English and Korean English. The participants' explicit attitudes toward English language variation were obtained using questionnaires, which elicited both quantitative and qualitative responses.

The study also investigated the impacts of raising the participants' awareness of GE on their attitudes toward English language variation. Twenty-two participants

selected from those participating in the survey study were involved in the nine-week GE awareness raising program. The main focus of the GE awareness raising program in this study is not based on teaching linguistic content or skills which aim to improve the participants' linguistic proficiency or communication abilities; however, it is based on getting them to experience learning components grounded in GE perspectives. The program features three interrelated modules (Module A—The intricacies of the global spread of English and existence of GE, Module B—Sociolinguistic and sociopolitical concerns surrounding GE, and Module C—English language learning and teaching in light of GE), with a total of seven lessons. Each lesson comprises a range of instructional activities (mostly discussion-based activities) featuring various GE components aimed at building the participants' pluralistic views of English.

The components of awareness raising included in the program consist of six main areas based on proposals for GE awareness raising: (1) raising awareness of the diversity of English and increasing exposure to varieties of English, (2) challenging the standard language ideology underpinning judgments of linguistic differences, (3) emphasizing respect for speakers with diverse lingua-cultural backgrounds, (4) revisiting the notion of English ownership, (5) positioning expert users as role models for language learning and use, and (6) raising awareness of strategies for ELF communication. Apart from weekly in-class meetings of 2-3 hours each time, the participants were required to participate in online discussion using a chat application. To address the participants' attitudes mediated by the GE awareness raising program, the study analyzed data from various sources, including mobile messages, researcher's notes, interviews and written reflections.

1.5 Significance of the study

English language variation is considered an inevitable linguistic phenomenon having major implications for global ELT (Davies et al., 2003; D'Angelo, 2012; Wolfram, 2014; Rose & Galloway, 2017). Empirically, it is important not only to understand what attitudes English language learners hold toward English language

variation, but also how awareness of GE can influence such attitudes. Exploring learners' attitudes toward English language variation can determine the extent to which they are aware of the plurality of Englishes, while conducting a program aiming to raise their awareness of GE may enable them to critically view English and English language learning and use through the lens of linguistic diversity, reflecting the changing sociolinguistic reality of English in the world.

While increased discussion has been found within the field of applied linguistics with regard to the importance of raising language learners' awareness of linguistic diversity in the context of ELT, much of the pedagogical discussion still remains largely theoretical (Matsuda, 2009; Galloway, 2013; Sung, 2015). Therefore, this study attempted to bridge the gap between what has been put forward in the literature and classroom practice, offering new insights into GE innovation at practical level. As this study both explored what attitudes English learners had of English language variation and sought ways to enhance their tolerance for English language variation, it provided an important opportunity to advance the understanding of not only language attitudes in relation to the current sociolinguistic profile of English, but also how attitudes could be mediated through engagement with GE components (Galloway, 2013).

This study attempted to increase the methodological soundness and trustworthiness of the findings limited in previous studies. One major limitation found in many available studies exploring the impacts of GE innovations is that they heavily relied on one-shot or retrospective data collection. Many studies did not measure participants' attitudes before the intervention, providing insufficient evidence to support the claim of increased awareness (Rose et al., 2021). Rose et al. (2021) maintain that our current understanding of the precise impacts of treatments may be hampered by a lack of measurement of improved attitudes. In addition to gauging participants' attitudes before and after the intervention, what is missing from the literature is a mechanism for capturing how participants personalize or conceptualize GE components as well as how they develop their understanding and awareness of GE during the intervention, a phenomenon that cross-sectional designs cannot uncover

(Subtirelu, 2013). To contribute to a deeper understanding of the impacts of GE awareness raising on learners' attitudes, the study embodied a design that could sufficiently capture attitudes before, during and after the intervention. Therefore, it is believed that the present study was able to provide a stronger and more refined evidence of causality of the intervention, as it demonstrated the participants' preconceived attitudes toward English language variation (before the intervention), attitudes as a result of the way the participants engaged with GE components through a series of GE-oriented instructional activities (during the intervention) and attitudes based on retrospective accounts (after intervention).

In fact, many applied linguistics studies investigating the role of English as a global lingua franca and its implications for ELT in Thailand (e.g., Buripakdi, 2012; Jindapitak, 2015, 2019; Prabjandee, 2020; Prabjandee & Fang, 2022; Ambele & Boonsuk, 2021; Boonsuk et al., 2021) have pointed to the same conclusion—teachers should adapt to the evolving trend of English, which can be accomplished by teaching students to be aware of the diversity of English, and how such an awareness affects their understanding of language, language variation, language use and language learning. The current study is highly significant because it addresses whether and how GE components integrated in ELT can assist language learners in becoming GE-informed learners and speakers who can deal with the complexities of 21st-century English communication.

It is also worth mentioning that, while a plethora of research aimed at raising participants' awareness of GE have resulted in their enhanced tolerance for English language variation, many of these studies have featured participants enrolled in English majors or teacher education programs. On the other hand, very little is known about how students from different backgrounds or academic disciplines other than English, who are the majority of English learners in the world (Li, 2009; He & Miller, 2011), react to GE innovation, and whether the innovation is as effective as it appears to be in the case of students majoring in English or English education. Furthermore, because these students are most likely to use English in the ELF ecosystem, an understanding

and awareness of GE appears to be particularly important and useful for how they will use English in the future.

This study may also provide useful implications for ELT educators or practitioners to consider the role of attitudes as one of the key elements in successful ELF communication (Subtirelu & Lindemann, 2014). Knowing the nature of language learners' attitudes toward English language variation may allow ELT educators and practitioners to evaluate the suitability and practicality of linguistic models that better reflect the complexity of English and the changing sociolinguistic reality of English in the world.

Last but not least, a GE awareness raising program may be useful not only for English teachers but also for individuals in private sectors who are interested in implementing the same or similar program to raise awareness of workers whose communication routines are to deal with clients and customers from different L1 backgrounds. They can benefit from increased awareness of linguistic diversity and tolerance for uses of English that do not conform to a standard NS norm. Tasks and activities employed in this study may also be adapted to suit different language awareness purposes and implementations.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews related theories and empirical studies regarding language attitudes, the standard language ideology influencing language users' attitudes, social evaluations of English language variation. To address language users' attitudes toward English language variation, the chapter describes an inclusive paradigm of GE, English language variation through the lens of GE, the relevance of GE to ELT, raising awareness of GE within the classroom context and related work on classroom innovations implementing GE-related components. Finally, framework for raising awareness of GE, which is built on the inter-related fields of GE, is also described.

2.1 Attitude and its related terms

Given the current study aiming to explore English learners' attitudes toward English language variation and to investigate the impact of the GE awareness raising program on their attitudes, exploring definitions of attitude is crucial because the term has been defined from different theoretical perspectives. In this case, varied interpretations may lead to misunderstandings about what the term entails and how to generalize and define it (McKenzie, 2006, 2015). Although the focus of this study is on investigating English learners' language attitudes, there might be a possible overlap between learners' existing and emerging language attitudes and other related concepts in social psychology, such as "belief", "opinion", "value" and "ideology" (McKenzie, 2006), which can be contrasted below.

Beliefs are cognitive which can stimulate and be stimulated by affective responses (Pickens, 2005). Accounting for only one component of attitude, beliefs are understood to be descriptive, involving how people perceive and hypothesize things (e.g., Learning a foreign language is good for everyone). Besides, beliefs can be

considered prescriptive, involving how people rationalize things with the expression of propriety, obligation or expediency (e.g., Students should learn a foreign language) (McKenzie, 2006). Opinions are defined as beliefs which can be expressed verbally (overt beliefs) and do not involve affective responses, whereas attitudes may be less overt and communicated both verbally and non-verbally and involve affective components (Baker, 1992; McKenzie, 2006). In addition, in the field of cognition, attitudes concern how people think about the perceived objects either positively or negatively. They refer to "...a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993, p. 1). For instance, religious people may think of individuals uttering blasphemous language (using profane words) as disrespectful, while the same language use may be generally acceptable to atheists (Pickens, 2005).

Values, however, are regarded as ideals that people cling on to or strive to achieve (Perloff, 2003), which seem to be more abstract than attitudes. Perloff (2003) notes that a certain value may involve multiple attitudes. For instance, the value of social equality may comprise different patterns of attitudes towards religious practices, different accents, language preferences and political points of view.

Lastly, ideology is considered "a patterned, naturalized set of assumptions and values associated with a particular social or cultural group" (Garrett et al., 2003, p. 11). In sociology, ideology is often viewed as a global attitude in the sense that it is associated with broad social perspectives (e.g., western capitalism in many parts of the world and native-speakerism in global ELT). On the other hand, attitude is typically perceived as less significant in sociology because it tends to revolve around objects (Baker, 1992); However, it is a vital and crucial concept in social psychology (McKenzie, 2006).

2.2 The tripartite model of attitudes

According to mentalists, attitudes are considered as an internal state of preparedness, which may not be physically visible and observable but can be inferred from the individuals' emotions and responses (Bohner & Wanke, 2002). Therefore, researchers often rely upon the individuals to report their attitudes. Based on the mentalist perspective, there are three components constructing attitudes: *cognitive*, *affective* and *conative* components (de Boer et al., 2011). Figure 1 illustrates attitude and its three components.

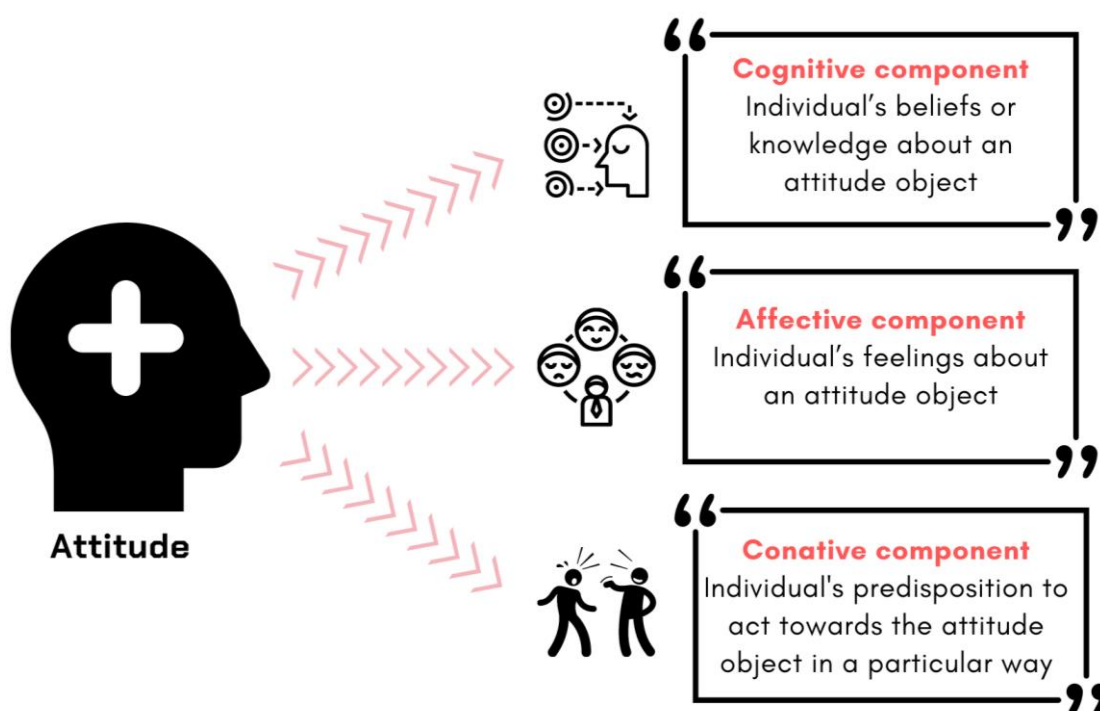
First, attitudes are *cognitive* in the sense that they involve beliefs or knowledge about the world or an object (e.g., the belief that English is an important language in the global context) (de Boer et al., 2011). The existence of a cognitive component of attitudes may result in the stereotypization of the object or people (McKenzie, 2006, 2010). For example, in a linguistic context, an accent can stimulate a listener's stereotypes about the speakers and the speech community to which the speakers belong, which may or may not represent social or sociolinguistic realities of the speech variety and community in question.

Second, attitudes are *affective* in the sense that they involve how people emotionally respond to stimuli (e.g., a love of native-like English varieties) (Boer et al., 2011; Carrie, 2017). Affective responses can be both verbal and non-verbal. Verbal responses involve expressions of appreciation, dislike or anger, whereas non-verbal responses are concerned with how people use bodily expressions to react to stimuli which can be observed through changes in facial expression or heart rate (McKenzie, 2006). Ajzen (1988) notes that affective response is not easily elicited because we cannot say whether people's physical changes indicate favorable or unfavorable attitudes.

Third, attitudes are *conative* in the sense that they can determine behavior (Bohner & Wanke, 2002; de Boer et al., 2010) (e.g., A student who does not like verbal communication in English may avoid a speaking class or a class which requires oral activities). If measured carefully and appropriately, according to social psychologists,

attitudes can be used to explain and predict behavior (Bohner & Wanke, 2002; Eagly & Chaiken, 1993). However, although this component reveals attitudes which may predict action, such behavioral tendencies toward an entity may be subjective and may not be consistent with actual behavior (Carrie, 2017).

Figure 1. The three components constructing attitudes



Adapted from de Boer et al. (2011, p. 334).

This tripartite model of attitudes through the mentalist lens is particularly useful for the present study. Its major advantage is that it addresses the complexity of human beings' attitudes and attempts to explain why individuals may have ambivalent attitudes towards issues. Ambivalence can occur when attitude components are in conflict and not consistent with one another. For instance, an individual may believe that same-sex marriage should be made legal in the country (cognitive), but at the same time fear that it would go against the religious practice (affective). Similarly, in the linguistic situation, a teacher of English may believe that it is important to have a native-like accent (cognitive), but she admits that he/she uses a local English because of the

mother tongue interference (conative) (see e.g., Medgyes, 1983; Suwanarak, 2010; Stanojevic et al., 2012 for linguistic schizophrenia). By locating attitudes against these three components, it is believed that researchers are able to understand the complexity of attitudes and explain attitudinal phenomena in a more complete sense (Bohner & Wanke, 2002).

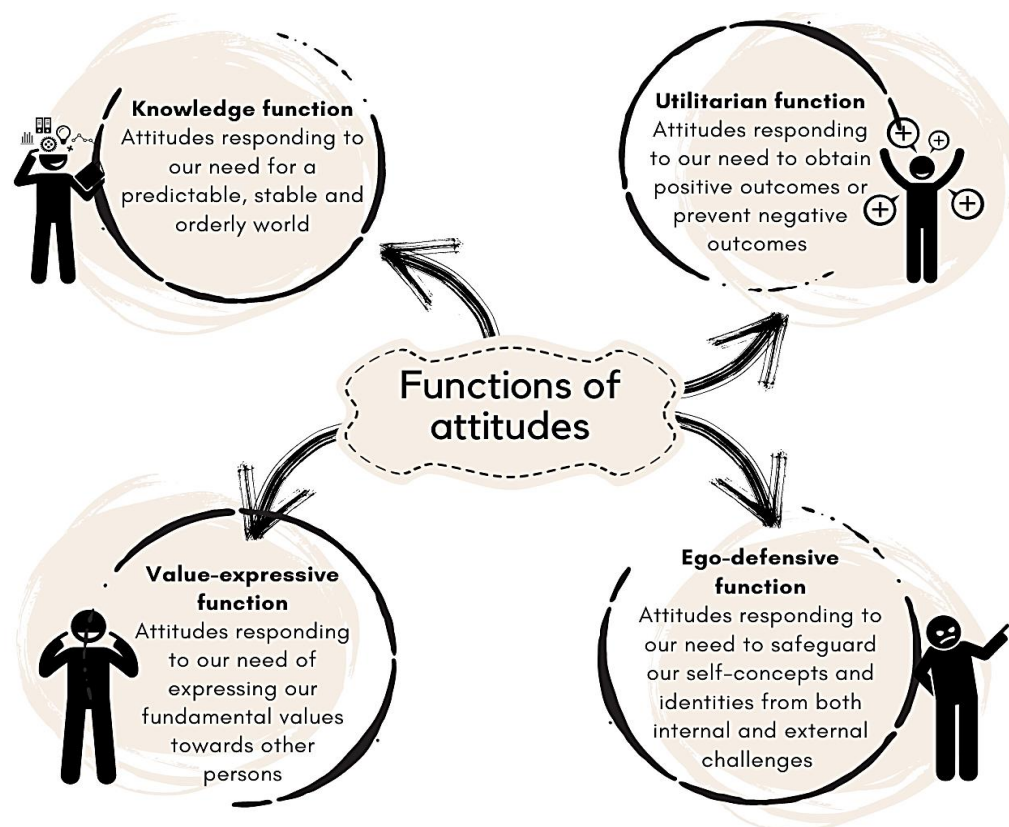
2.3 Functions of attitudes

Fundamentally, a question about attitudes is concerned with their purposes. As maintained by Simonson and Maushak (1996), it is important to ask what needs or purposes do attitudes satisfy. Attitudes help people to categorize objects using their motivational bases and allow people to reduce the complexity of the world by developing mechanisms to simplify events (Katz, 1960). As a result, when people encounter a new object or stimulus, they try to classify it into a category about which they are familiar or know something about (Simonson & Maushak, 1996). Katz (1960) identifies four functions that attitudes can satisfy people's psychological needs: knowledge function, utilitarian function, ego-defensive function and value-expressive function (see Figure 2).

The *knowledge function* of attitudes refers to attitudes that assume people's need for a meaningful, secure, stable and ordered worldview. It serves as a yardstick for grouping ambiguous, unstructured, chaotic, implicit and complex perceptions into a logical order (Simonson & Maushak, 1996). As Katz (1960) delineates, "People need standards or frames of reference for understanding their world, and attitudes help to supply such standards" (p. 175). This function of attitude responds to people's need for a world that is more understandable and predictable, giving them a sense of control and allowing them to meaningfully react or respond to stimuli in a predictable way (Solomon, 2008). For example, when a person (who has positive attitudes toward a specific foreign language) is asked to provide opinion about the language in question, he/she is likely to say positive things about it without having to think about it too much.

By knowing what our attitudes are, it aids us to know how to respond in future situations.

Figure 2. The four functions of attitudes



Adapted from Katz (1960)

In addition, stereotyping is another example of the knowledge function of attitudes. Stereotypes are mental constructs that enable us to forecast a person's qualities depending on the social group to which he or she belongs. People like to make sense of individuals with stereotypes because it is quick and involves little brain effort (Katz, 1960). For instance, saying that Asians are passive language learners is a stereotype because it assumes that every individual belonging to this racial group is a passive learner.

Our pre-existing stereotypes, as Katz (1960) argues, are a consistent picture of the world to which our habits, abilities, tastes, comforts and hopes have adapted. They

may not be a complete picture of the world, but they are a representation of one to which we have calibrated. One common example of stereotyping is one based on race. Katz (1960) also notes that people's previous attitudes may be modified if they receive new information which can unveil the inconsistency, incompleteness or inadequacy of the existing attitudinal system/structure.

The pitfall of relying on this function of attitudes is that stereotype-based generalizations about people can be socially harmful and inaccurate. Possible repercussions of stereotypes are irrational justifications for prejudices or ignorance, a refusal to reconsider one's attitudes and actions toward stereotyped groups and unfair treatments of people of the stereotyped groups. For example, in hiring practice, English teachers with an English-as-a-mother-tongue background may be preferred over teachers from countries where English is spoken as a second or foreign language because NS teachers are generally perceived to use English more naturally and correctly than NNS teachers (Watson Todd, 2006).

Attitudes can also carry a *utilitarian function*. This function is concerned with how people are motivated to get rewards and avoid punishments (Katz, 1960; Dean, 2010). The utilitarian function of attitudes is instrumental in the sense that it aims to assure positive outcomes or prevent negative outcomes (Simonson & Maushak, 1996). Attitudes developed in the utilitarian function are considered a way of achieving the desired objective or avoiding the unpleasant one. They are also considered affective associations based on experiences of fulfillment or motive satisfactions (Katz, 1960). This function of attitudes steers people away from unpleasant or undesirable objects and toward enjoyable or rewarding ones. Therefore, people form positive attitudes toward things that benefit or reward them (Katz, 1960). For example, Thai parents' positive attitudes toward cram schools and after-school tutoring can be explained by a popular belief that by sending their children to cram schools, the children can improve their academic performance. The so-called cram school culture is seen as a worthwhile investment as it can prevent negative outcomes (poor test scores and poor academic performance). In another scenario, utilitarian attitudes may be associated with stimuli based on one's personal interest. For instance, Thai children often have a positive

feeling about the month of April because they associate it with long holiday, vacation and celebration.

The third function, *ego-defensive function* refers to individuals' deeper or higher psychological needs. It draws on the individuals' defense systems (e.g., denial, repression rationalization and projection) to safeguard their self-concepts and identities from both internal and external challenges (Katz, 1960; Simonson & Maushak, 1996). Katz (1960) explains that people spend much of their energy not only trying to make the most of their outside world and what it has to offer, but also trying to live with and safeguard themselves. People use their ego-defensive mechanisms to satisfy their ego from unwanted urges, psychological harm as well as knowledge of threatening factors. Put most simply, ego-defensive attitude is a way people deny troubling thoughts, as they protect their feelings by making biased judgments about stimuli (Narayan, 2010). For example, students whose confidence in language use has suffered following a punishment by the teacher may adopt a defensive attitude (holding attitudes that justify actions that make them feel guilty): "I'm so sick of English." This ego-defensive function assists the students in mediating between their own inner demands (expression) and the external world (knowledge).

While ego-defensive attitudes are used to protect our self-image, we tend to form value-expressive attitudes to express our held values. This function refers to the display of an attitude that can affirm the society's essential ideals (Katz, 1960). It assists people in conveying their ideals or central values to others. Central values refer to the way people develop their identity and obtain societal approval, revealing who they are and what they believe in (Katz, 1960). This function also aids in the maintenance of social relationships and self-esteem, the reduction of fear and conflict, and the management of threats (McKenzie, 2006). Recognizing the value-expressive function, we understand that people form certain attitudes in an effort to project their identity or communicate their core values. For instance, a democrat or liberalist is often motivated to hold attitudes and ideologies consistent with the practices of social equality. In another example, one whose central value is linguistic right or equality may express

very favorable attitudes toward a campaign promoting dialects to be offered as instructional mediums in schools.

In addition to the above functions playing roles in individuals' attitude system, Oppenheim (1992) introduces *attitude intensity* being one of the important attitude functions. The strength of a person's reaction to a stimulus is referred to as attitude intensity (Oppenheim, 1992). For instance, Buddhists who feel strongly that it is important to practice meditation may propel them to go to temples every day. However, for others, although they think it is important to practice meditation, it may be less important for them and may be less likely to go to temples every day. Both groups of individuals are likely to respond positively to the practice of meditation, but the former group would be expected to agree more strongly than the latter group.

Understanding functions of attitudes provides many implications for studies which elicit individuals' attitudes toward objects, issues or people. Although the current study does not aim to use the understanding of functional basis of attitudes to design persuasive stimuli for the purpose of implementing change procedures, many concepts related to functions of attitudes are particularly useful for the present study as they may help understand and explain how attitudes affect the way people judge objects, how attitudes guide behavior, and how and why attitudes change and remain unchanged (Perloff, 2003; Subtirelu, 2013).

2.4 Language attitudes and social evaluations of English language variation

People form a variety of social assumptions about others on the basis of language traits. As a result, social evaluations of languages or language varieties have piqued the interest of researchers (Cargile et al., 1994). Over the past few decades, a number of language attitudes studies have shown that listeners, whether consciously or unconsciously, tend to draw inferences concerning social traits or attributes about speakers based on their language choices, accents and dialects (Galloway, 2013; McKenzie & Gilmore, 2017). Combinations of linguistic elements (e.g., lexico-

grammar and phonology) used in various forms of speech allow listeners to index information about and assign social meanings to the perceived speakers, whether properly or incorrectly (McKenzie et al., 2016). As in Cavallaro and Chin's (2009) words:

Like it or not, we all judge others by how they speak, and at the same time are judged by them. The way we speak, the words we choose, and the way we sound all carry information that tells our listeners a lot about us and our background. (p. 143)

It is crucial to comprehend language attitudes since they have a significant impact on social interactions (Perloff, 2003; Cargile, Takai & Rodriguez, 2006). Generally, language attitudes research aims to learn how people utilize linguistic clues to socially stereotype their interlocutors. In fact, studies on people's evaluations of language varieties have been a traditional focus in the field of social-psychology, but recent years have witnessed discussions of the implications of these evaluations within ELT (see e.g., Bayyurt & Altinmakas, 2012; Galloway, 2013; Jindapitak, 2015; Pedrazzini, 2015; Bayyurt & Sifakis, 2017; McKenzie & Gillmore, 2017). For instance, teachers may need to learn which kinds of English are useful to specific groups of students because the choice of teaching model is influenced by students' language attitudes (Starks & Paltridge, 1994). In addition, teachers can learn how to deal with potentially biased attitudes, unfavorable stereotypes, and prejudices by studying students' attitudes toward language variation (Sakui & Gaies, 1999).

Different methods for eliciting people's opinions of language variety have been developed by social psychologists. For instance, it is possible to elicit people's attitudes toward language variation by conducting an analysis of the societal treatment of language variation. This unobtrusive method has been popularly used in survey and ethnographic studies, which usually involve analysis of government and educational language policy documents and other public sources, such as newspapers and job advertisements (Garret et al., 2003). In contrast to researching social handling of language variation, researchers explore people's attitudes toward language variation via self-reports or conscious evaluations, known as the direct method. Participants are

usually asked directly how they think about language variation through interviews and/or questionnaires. Another popular method that has been employed in recent social-psychological studies is the indirect method. This method allows researchers to gauge the listeners' subconscious or private stereotypical perceptions of different varieties of a language. In other words, participants unconsciously use language cues of the speakers (i.e., accent) to make social judgments about them.

To elicit attitudes indirectly, researchers usually employ either matched guise technique (MGT) or verbal guise technique (VGT). Pioneered by Lambert et al. (1960), the MGT has been an influential technique used to elicit people's attitudes toward language variation. In the typical MGT, listeners are required to listen to two or more audio-recorded talks with the same neutral content but distinct accents delivered by the same speaker. Listeners are led to assume they are hearing multiple speakers when, in fact, they are hearing different speech samples generated by the same speaker who can precisely mimic accents. The listeners are then asked to rate the speakers on bipolar scales that have sets of bipolar adjectives (attributes) on opposite ends. These adjectives usually conform to two dimensions: status or competence (e.g., confident, rich, smart, educated) and solidarity (e.g., friendly, gentle, warm, generous) (Cargile et al., 1994; Garret et al., 2003; McKenzie, 2006, 2010). The use of MGT enables researchers to look beyond the conscious level of people's attitudes, or what McKenzie (2010) calls "behind the individual's social façade" (p. 45). MGT results can imply that any differences in listeners' reactions to the guises or speech samples must be due to stereotypes they identify with linguistic cues (Jenkins, 2007). Their stereotyped judgments are indicative of "their social evaluation of those language varieties, that is, of all members of their social group 'who speak like that'" (Jenkins, 2007, p. 66). Despite the fact that the MGT is still employed in language attitudes research today, it has been criticized for the lack of authenticity of single-speaker speech samples (Garret et al., 2003). This has led to the development of VGT which requires authentic speakers of those language varieties to produce speech samples (McKenzie, 2010). Although the VGT employs different authentic speakers, the listeners are still led to believe that they are evaluating speakers rather than linguistic cues.

A number of studies exist that look into listeners' perceptions of English language varieties in different parts of the world. In general, findings have revealed that listeners rate standard and non-standard English varieties differently, with the less alien English is perceived, the more highly the speakers are evaluated for status and solidarity (Pantos & Perkins, 2013). Many studies have shown that the most stigmatized judgments or negative stereotypes are often associated with the varieties of English in Latin America (Lindemann, 2005), East Asia (Jenkins, 2007), Southeast Asia (McKenzie et al., 2016), while the varieties of European speakers of English (particularly Western) have been broadly evaluated rather similarly to standard American English (Lindemann, 2005; Jenkins, 2007).

In Thailand, however, "sociolinguistic research [dealing with people's evaluations of English language variation] within the Thai context more broadly is still in its infancy" (McKenzie et al., 2016, p. 540, emphasis added). While many Thais and tertiary English learners, in general, have been increasingly exposed to ELF varieties (McKenzie et al., 2016; Ambele & Boonsuk, 2021), it is perhaps surprising that limited studies can be found that examine Thai nationals' social evaluations of English language variation. Jindapitak (2015) explored Thai English majors' attitudes toward eight varieties of English across Kachru's concentric circles by employing three different techniques for the purpose of data triangulation: VGT, questionnaires and interviews. The focus of this study was to elucidate English learners' views toward various pronunciation learning and teaching concerns. Three major themes emerged from the findings. First, the participants held stereotyped attitudes toward different varieties of English, with the NS varieties being evaluated more positively than the NNS. Second, the participants found many NNS varieties intelligible (especially varieties from the neighboring countries, i.e., Malaysian English, Singaporean English and Indonesian English). Frequent exposure to and familiarity with these varieties were found to contribute greatly to positive judgments of these varieties. Third, the participants' perceived importance of understanding varieties of English was also positive, with the typical justification being the importance of international communication across ASEAN countries and the necessity to understand international speakers' different accents. In a larger-scale study, McKenzie et al. (2016) included

standard and non-standard NS varieties as well as NNS varieties. They also examined whether perceptions of L1 diversity influenced evaluations of English accents. The study revealed that both standard and non-standard NS varieties were rated positively, while NNS varieties (except Thai English) were downgraded. Interestingly, the participants with positive attitudes toward variation in the Thai language showed considerably higher degrees of devotion to the Thai English accent (McKenzie et al., 2016).

It can be summed up that research into evaluations of English language variation carried out worldwide has uncovered people's stereotyped attitudes toward different forms of English, with the more mainstream (native-like) English is perceived, the more favorably the speakers are evaluated. Standard language ideology is argued by social-psychologists to play a major role in people's stereotyped reactions to particular varieties of English and their speakers. The next section examines arguments and assumptions used to value the mainstream English varieties and stigmatize non-mainstream English varieties, especially in the domain of ELT.

2.5 The influence of standard language ideology on evaluations of English language variation

The fact that varieties of English have been treated differently or associated with different social attributes or stereotypes can possibly be explained by the standard language ideology in linguistics, which is defined as a system of belief that there is an inherently or intrinsically powerful and prestigious “standard version of the language, the learning of which can act as a panacea for all sorts of social ills ... coupled with a sociological naivety that learning a standard version of the language will bring about social and economic advantage” (Pennycook, 2001, p. 48). Standard language ideology is a crucial sociolinguistic concept for understanding the politics of language in contexts where speakers of different linguistic and cultural backgrounds are present (Garrett et al., 2003). Jenkins (2007) maintains that many NNSs or ELF speakers have been affected by the standard language ideology “by virtue of the fact that their Englishes

are (still) designated as ‘performance’ varieties that should look to Britain or North America for their norms” (p. 33).

It is apparent that the standard language ideology does not promote pluralism. This echoes Quirk’s (1990) deficit linguistics position on NNS varieties of English. The following anti-pluralism sentiment from Quirk was part of the debate with Kachru over the legitimacy of NNS Englishes that took place in the pages of *English Today* journal in the early 1990s:

Certainly, if I were a foreign student paying good money in Tokyo or Madrid to be taught English, I would feel cheated by such a tolerant pluralism. My goal would be to acquire English precisely because of its power as an instrument of international communication. I would be annoyed at the equivocation over English since it seemed to be unparalleled in the teaching of French, German, Russian, or Chinese. (p. 10)

The standard language ideology, as argued by Jenkins (2007), has colonized ELT communities and infused “much of the day-to-day literature available for teachers *and students*, whether or not this is the intention” (p. 44, emphasis added). In this regard, Lippi-Green’s (1997) model of language subordination process is considered useful in explaining in what way the field of ELT has been shaped or dominated by the standard language ideology. The model of language subordination process consists of eight levels based on analyses of stereotypical reactions and actions faced by language users (see Table 1).

This study adopts Lippi-Green’s (1997) model of language subordination process to discuss how standard language ideology influences evaluations of English language variation in general, and how it prevails in ELT in particular. Public discourses and commentary on language use or speech communities, that illustrate the influence of standard language ideology on how English language variation is seen in the domain of ELT, were analyzed using Lippi-Green’s (1997) model of language subordination process as a framework (Jindapitak, Teo & Savski, 2018).

As Thailand is considered one of the expanding-circle countries, where ELT practices rely heavily on the two mainstream norms, American and British English (Buripakdi, 2008; Methitham, 2011; Jindapitak, 2015; Jindapitak & Teo, 2011), it is generally assumed that Thai learners of English can never achieve a full command of the target language without guidance of NS linguistic experts (Level 1). This linguistic myth can lead to an assumption that, in order to reach the ideal linguistic competence, it is crucial for language learners to be on par with sources of knowledge prescribed by powerful institutions that position themselves or are positioned as standardized agents (Level 2). Relevant discourses illustrating and confirming how linguistic myths are created and how authority is claimed in the domain of ELT are presented as follows.

Table 1. The model of language subordination process

Level	Commentary on language use
	Language is mystified.
1	Language learners can never expect to comprehend the English language without the guidance of NSs.
	Authority is claimed.
2	It is important for every language user to talk like NSs because they know their language well, and English belongs to them.
	Misinformation is generated.
3	The usage NNSs are so attached to is inaccurate. The variant used by NSs is superior on historical, aesthetic or logical grounds.
	Non-mainstream language is trivialized.
4	The variant, that departs from the standard language, does not sound like English.
	Conformers are held up as positive examples.
5	Many good language learners are able to master a NS standard, and they can be role models for learners speaking poor English.
	Explicit promises are made.
6	Language users who speak better English (which conforms to a standard norm) will have more career opportunities. If they are able to master a NS standard, doors will open.

Threats are made.

- 7 Language users who speak poor English (which deviates from a standard norm) will have less career opportunities. Doors will close for users failing to master a NS standard.

Non-conformers are vilified or marginalized.

- 8 Non-standard language users are willfully ignorant, uninformed and unknowing. They should not be called English speakers.
-

Adapted from Lippi-green (1997, p. 68)

Watson Todd (2006) examined quotations from letters and articles in famous English newspapers in Thailand and found that NSs are always positioned the authoritative figures in ELT and treated as the best English teachers, with NNSs the second best (Canagarajah, 1999). Several quotations seem to assume that it is better for learners to be in constant touch with NS teachers due to their superior intuitions about English and better judgments on linguistic correctness/incorrectness (Quirk, 1990). The assumption that NSs possess superior linguistic knowledge is also voiced by Methitham (2011) who has observed a growing interest among Thai parents to send their children to bilingual schools or normal schools where English programs are available. They have spent a lot of money to ensure that their children are taught by NS teachers, who are perceived to be linguistic experts. This discourse of idealized NS has created a general belief among ELT parties that NNS learners or practitioners can never master the target language without relying on NSs.

In Thailand, famous phrases, such as “speaking English like a native speaker”, and “100% taught by native speakers”, can be variously found in many language schools’ commercials, aimed to target customers who want to improve their English and achieve native-like competence. Jindapitak (2019) investigated how stakeholders (high school English teachers, parents and students) reacted to the ELT policy (or claim) of a well-known school in the South of Thailand, advertised on the billboard: “Moving toward the ASEAN Economic Community (AEC): Everyone can learn English with native speakers.” All the participants viewed the policy positively. For instance, the parents firmly believed that getting their children to study with NS

teachers would guarantee brighter futures for them as far as employment is concerned. In the same fashion, teachers articulated that NS teachers are in a better position to perform Communicative Language Teaching (CLT) in the classroom than Thai teachers simply because they are born to speak English as their mother tongue. When asked who the ideal English teachers as models for ELT in the AEC context were, all believed that the only correct model of ELT is one provided by NS teachers. Interestingly, in the interview, both the teachers and students admitted that getting everyone in touch with NS teachers is an impossible target, since the school could not supply enough NS teachers for every student (Jindapitak, 2019).

Another prominent evidence of this linguistic paradox is reported by Ruecker and Ives (2015) who qualitatively analyzed several school ads in Thailand and other Asian countries. Based on the analysis, they concluded that institutions in Thailand and Asia are not only marketing language education by pointing to the demand of customers (parents and students) but also creating “a metonymic connection to the social and economic power that comes with Western, White, first-world subject positionality” (Ruecker & Ives, 2015, p. 752). This conclusion can also be generalized to other parts of the world, especially in countries where English is learned as a second or foreign language, suggesting that ELT practices and principles have been heavily influenced by the standard language ideology which promotes the NS-based authority in language education (Pennycook, 1994).

The third level concerns how misinformation about language or language use is generated, as worded by Lippi-Green (1997), “That usage you are so attached to is inaccurate. The variant I prefer is superior on historical, aesthetic, or logical grounds” (p. 68). This misinformation is often used as a reason to support an approximation of a mainstream norm. Misinformation about language and language use can be observed from the shelves of bookstores in Thailand. There are hundreds of pocket books mainly teaching everyday English conversation and pronunciation, and many of which contain misinformation about language. For instance, a pocket book written by a well-known Thai author offers three steps of accent eradication techniques—the book boasts on its front cover that Thai learners can change their accent into American in 24 hours!

Another book, which has sold more than 300,000 copies nationwide and authored by a NS celebrity in Thailand, offers techniques to speak English like a NS, pointing to the need to develop such competence for communication in the AEC. In another prominent example, equating perfect English with the ability to speak English like a NS, a book by a young author with a prestigious university degree promises learners that its lessons can turn them into NSs of American English in 79 hours.

Studies utilizing indirect attitudinal elicitation techniques (e.g., the matched guise technique and verbal guise technique) to capture participants' implicit attitudes toward language variation also support how misinformation about language and language use is generated. For instance, Jindapitak (2015) presented 116 Thai university participants with several NS and NNS English stimuli (accents). The participants were asked to rate the speakers on several bi-polar stereotypical traits (e.g., educated—uneducated, kind—unkind, intelligent—unintelligent and sociable—unsociable). It was found that without knowledge of the speakers' demographic backgrounds, the participants rated the NS stimuli (American, British and Australian English) to be more intelligent, educated and sociable than the NNS counterparts.

Research conducted by Methitham (2009), Suwannarak (2010) and Nomnian (2012) revealed that many Thai English teachers felt insecure or reluctant when asked to teach aural and oral skills. Some even excused themselves with the phrasing, "because I am not-the-owner-of-English nonnative" (Methitham, 2009, p. 164), especially when dealing with language uncertainty or problems. One reason making English teachers feel unconfident when teaching speaking and pronunciation is probably the mismatch between the variety most Thai English teachers use (Thai English) and the variety they expect their students to conform to.

These examples confirm Lippi-Green (1997) that NS Englishes always come first in the accent hierarchy, consolidating the construct of NS superiority and NNS inferiority (Jenkins, 2007; Jindapitak, 2015). Accordingly, when language learners encounter forms of English which differ from what they have learned, they are less likely to see them as different linguistic forms but tend to lump them together into a box of linguistic deficit (Ploywattanawong & Trakulkasemsuk, 2014).

The fourth and fifth levels deal with how non-mainstream varieties are trivialized, and how conformists are acknowledged or held up as good examples. According to Lippi-Green (1997), the media seems to be a major source where reports about users “who agree to reject their accent... in favor of the ideal of the... standard” (p. 68-69) are found. A salient example of how a non-mainstream variety is trivialized is a speech on a radio broadcast made by Singapore’s former Prime Minister, Lee Kuan Yew: “Singlish is a handicap we must not wish on Singaporeans” (Davies et al., 2003, p. 575). When non-mainstream norms are trivialized, as argued by Lippi-Green (1997), the next step in the model of linguistic subordination process is to make such forms insignificant or irrelevant in ELT (Kumaravadivelu, 2003). As can be seen in Christopher Wright’s TV show, a popular English teaching TV program in Thailand, harsh satires are often directed against Thai comedians whose usage is considered broken in standard English. On the other hand, famous TV stars (invited guests), whose English is native-like, are held up as good examples of successful English learners and users. Examples of how non-mainstream varieties and how conformers are held up as good examples can also be found in printed media. For instance, a recommended English pocket book by a leading bookstore in Thailand features self-study lessons teaching how to say things in both NS and NNS ways. Although the book does not explicitly trivialize NNS usage of English, it claims that learning how to utter sentences like “real” NSs does make followers sound “smarter”, “cooler” and “more attractive”. Similarly, Chamcharatsri’s (2013) study on netizens’ perceptions of Thai English revealed that the localized form of English (Thai-accented English) was trivialized explicitly, as many participants did not recognize its existence and tended to associate it with linguistic deficit or failure in language learning. Findings suggested that Thai English is never held up as a good linguistic model for ELT purposes.

The sixth and seventh steps are concerned with the negotiation of explicit promises and threats. While approximating a mainstream norm is rewarded, threats are explicitly made when language users refuse to follow the usage authorized by the dominant bloc institutions (Lippi-Green, 1997). In light of this, Lippi-Green (1997) stipulates:

Persons who persist in their allegiance to stigmatized varieties of English, who refuse in the face of common-sense arguments to at least try to lose a foreign accent, will be cut off from the privileges and rights... at every turn; if they will not at least acknowledge the superiority of the mainstream language. Then all the allegiance and success in the word will not open any doors. (p. 69)

The picture of how explicit promises and threats are made in relation to English language variation becomes clearer when we consider NNSs' acceptance of their own Englishes. Saengboon (2015), for instance, highlights that "whenever Thai English is mentioned, it is likely to refer to incomplete or inaccurate use of English at the individual level" (p. 153). In other words, while Thais try to cling on to one of the mainstream norms in language use, they prefer to distance themselves from the local form of English, the discourse of Thai English (Buripakdi, 2008; 2012). In Buripakdi's (2012) study which explored how Thai professional writers positioned themselves toward Thai English, the writers devalued their Thai English and suppressed Thai discourses, considering themselves peripheral language users. On the other hand, discourses related to the West were perceived to be more sophisticated and advanced. More interestingly, a participant in her study described how one's use of English can reflect his/her level of education. She stated bluntly that, "If you make it look Thai style then it will be like you're in elementary level; you are not in a university level; you are not in bachelor degree yet" (p. 258- 259). It is clear that, in a discourse hierarchy, there are assumed different levels of English and versions of English which are socially superior and placed in the position of prestige (Jenkins, 2007). Users of English who conform to and acknowledge the superiority of a standard norm will continue to enjoy countless opportunities available to them; however, doors will close for those who fail to reach a standard norm or prefer to use English in a style that sounds too elementary (foreign) to the ears of people in the position of power.

The final level is related to how non-conformers are virtually vilified or marginalized. Language subordination process, at its mercilessness, turns into discrimination against people belonging to specific groups or speech communities (Lippi-Green, 1997). In many cases, perceived or actual communicative burden is

driven by the “I-simply-can’t-understand-you” effect (Lippi-Green, 1997, p. 69), which refers to listeners’ intolerance for speakers (of non-mainstream groups), and how they explicitly discriminate against them on the basis of their accents or other linguistic cues. Although two-way communication is straightforward: one person sends a message, while another listens and reacts, “the social space between two speakers is not neutral, in most cases” (Lippi-Green, 1997, p. 69). That is, whenever a communication burden occurs, and the person is confronted with an unfamiliar accent, his/her first perseverance is whether or not he/she will accept responsibility for the act of communication. The accent is then subjected to language ideology filters before emerging as a result of subjective evaluation (Lippi-Green, 1997). For instance, if a person is negative about the interlocutor’s accent, chances are he/she will reject the communicative burden. On the other hand, if a person remains positive toward the interlocutor's social characteristics or the communicative purpose is thought to be important, he/she will tolerate an asymmetric share of the communicative burden (Lippi-Green, 1997).

The way people stereotypically evaluate others on the basis of language can be found in a variety of English-using domains. Lippi-Green (1997) highlights that, “language and accent as symbols of greater social conflicts are also found in serious dramatic efforts, on television and film” (p. 101). The most salient example of the practice of linguistic discrimination can be seen in the interaction between a middle-class white male customer and an Asian convenience store clerk in the film *Falling Down* (1993), showcasing a tangible evidence that when communication burden in a NS-NNS interaction occurs, a non-mainstream speaker or speaker of a non-standard English variety is often to blame:

ASIAN: Eighty fie sen

D-Fens: What?

ASIAN: Eighty fie sen

D-Fens: I can’t understand you...I’m not paying eighty-five cents for a stinking soda. I’ll give you a quarter. You give me seventy ‘fie’

cents back for the phone. What is a fie? There's a 'v' in the word. Fie-vuh. Don't they have 'v's' in China?

ASIAN: Not Chinese ... I am Korean.

D-Fens: Whatever, what difference does that make? You come over here and take my money and you don't even have the grace to learn to speak my language.

(Smith, 1992, as cited in Lippi-Green, 1997, pp. 101-102)

Empirical and anecdotal reports have shown that, in many cases, NSs tend to have unfavorable attitudes toward NNSs, which consequently impair their willingness to communicate with them and to acknowledge NNS speeches (Kang et al., 2015). Practices of linguistic discrimination can also be found in many ELT communities. In Bresnahan et al. (2002) and Rubin's (1992) reports, many international teaching assistants (ITAs) in many universities in the US experienced prejudiced and discriminatory judgments from students, as they were regarded as less competent or underqualified, resulting in students openly refusing to study with them. In Thailand, discriminatory practices based on English language variation is less prominent. However, Buripakdi (2008) documented stories of linguistic discrimination experienced by Thai English teachers and writers. For instance, she revealed how a Thai doctorate's accent affected his job: "Some of my students switched to farang [NS] teachers because of my accent" (Buripakdi, 2008, p. 37). Buripakdi also narrated how she once judged Thai English teachers by means of accent. The narrative succinctly showcases how typical Thai English teachers are downgraded, and how professional qualifications are marred by the accent they hold:

...speaking English with a Thai accent was one of the most delightful topics that we students used to lampoon Thai teachers. We questioned their qualifications for being an English teacher on this basis. We graded good English teachers based on their pronunciation. Most strikingly, we equated quality English teachers with the ability to speak with a Farang's (NS's)

accent. ...the popular English teachers among us were those who spoke English “Britishly” or “Americanly,” but not “Thaily”. (Buripakdi, 2008, p. 228)

The issue of discrimination on the basis of language is considered socially undesirable, as it indicates language users’ intolerance for lingua-cultural differences. Halliday (1986, as cited in Mahboob, 2005) articulates that a language user who is made embarrassed on “his own language habits suffers a basic injury as a human being: to make anyone... feel so ashamed is as indefensible as to make him feel ashamed of the color of his skin” (p. 62).

2.6 Addressing language users’ attitudes toward English language variation through GE

Analysis of public discourses and commentary on language use has demonstrated the extent to which people’s evaluations of English language variation are shaped by the standard language ideology. In recent decades, addressing language users’ attitudes toward English language variation has increasingly become an important issue in social-psychology (e.g., Rubin, 1992, 2002; Kang et al., 2015), sociolinguistics (e.g., McKenzie, 2006, 2015) and applied linguistics (e.g., Galloway, 2013; Sung, 2015, 2018). A considerable literature has grown up around the question of how English language variation should be looked at, reflecting the current status of English in the world.

In this study, the paradigm of GE is adopted as an alternative approach to viewing the language. It should be noted that GE is not founded to counter the standard language ideology or to promote any ideology; it addresses the reality that English today is pluralistic, and this reality should be reflected in language users’ attitudes toward English language variation. This section describes what the paradigm of GE (which draws from the inter-related paradigms) is meant to be, how English language variation can be viewed through the lens of GE, why GE is highly relevant

to the field of ELT, why it is crucial for ELT educators to raise language learners' awareness of GE within the classroom context as well as how researchers empirically attempted to raise language learners' awareness of GE.

2.6.1 An inclusive paradigm of GE

Since the 1980s, applied linguistics has seen three inter-related paradigms of research into English language variation around the world (Rose & Galloway, 2019): WE (focusing on studying distinct linguistic features of emerging varieties of English), ELF (focusing on documenting information related to communication in ELF settings) and EIL (focusing on exploring the ramifications of English as a global language and its implications in ELT).

WE is often interpreted based on one of two perspectives. The first perspective is traditionally concerned with all varieties of English included in Kachru's (1985, 1991, 1992) concentric circles of English speakers. The inner circle refers to countries where English is spoken as a mother tongue (e.g., England, USA, Australia, Ireland, New Zealand and Canada). The outer circle refers to countries where people use English as one of the official languages within the country (e.g., Singapore, Malaysia, Nigeria and India). The expanding circle refers to countries where English does not have an official status, but it is popularly learned as a foreign language (e.g., Thailand, China, Japan, Indonesia and Germany). Under this definition, many scholars refer to WE as international English and global English (Jenkins, 2002, 2006). The second view of WE is concerned with the process of linguistic *nativization* (often interchangeably called *indigenization* or *institutionalization*) of specific varieties in the outer circle, such as Singaporean English, Malaysian English, Ghanaian English and Nigerian English.

The perspectives of WE are reflected in studies that extensively document analysis of linguistic features typically employed by WE speakers around the world. The paradigm of WE theoretically impacts on how English should be viewed—it promotes the pluralistic concept of English, in which all varieties of English are treated

linguistically equally. Scholars in the field of WE convincingly argue that all such varieties are equal and should be recognized as valid. Kachru (1992) argues that since English symbolizes a repertoire of different cultures when the language is used internationally, WE varieties cannot be evaluated by the inner-circle norms. WE perspectives provide several implications for language classrooms. Kachru (1992) calls for a paradigm shift in attitudes and classroom methodology—he introduces the following components to be reflected in ELT classrooms (p. 360-361):

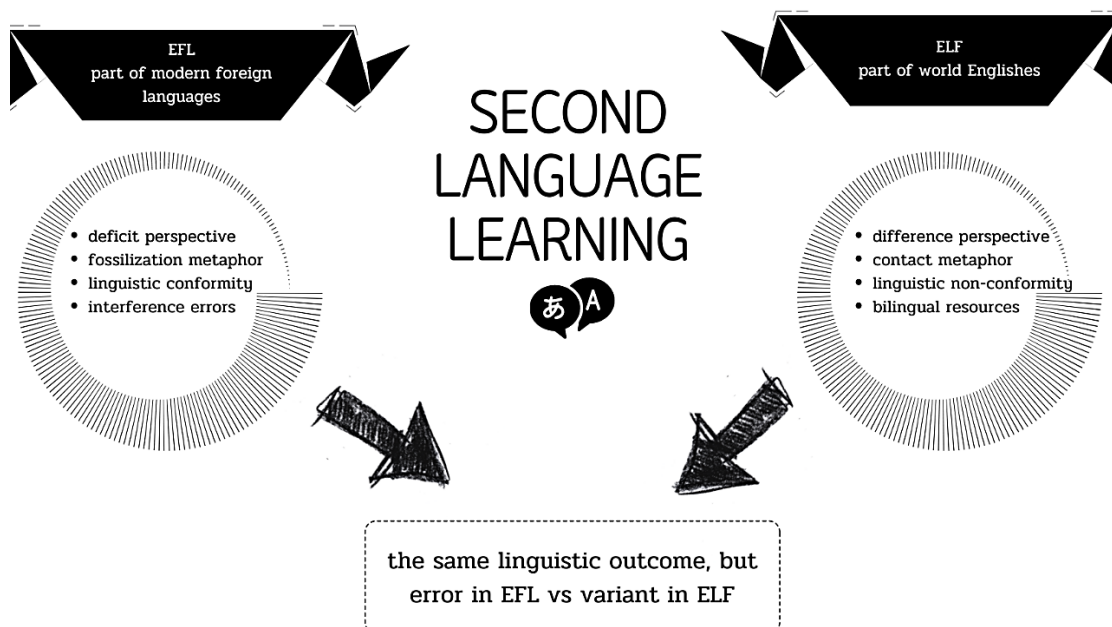
- Sociolinguistic profile: the sociolinguistic profile of English in the world with discussion of major NS and NNS varieties and their uses and users
- Variety exposure: exposure to the repertoire of major NS and NNS varieties of English, their uses and users as well as shared and non-shared linguistic features
- Attitudinal neutrality: a focus on one particular variety while also enhancing awareness and functional relevance of other varieties
- Range of uses: the functional appropriateness of a range of varieties within a single variety
- Contrastive pragmatics: the relationship between discourse styles and their local cultural conventions
- Multidimensionality of functions: implications of the functional range of English in different domains of language use

ELF is described as exchanges in English between speakers of two or more distinct linguistic and cultural groups, none of whom speak English as their first language (House, 1999). ELF research is primarily concerned with the form of language that is used when second language (L2) speakers from various linguistic and cultural backgrounds communicate with each other. Over the past few years, we have seen an increasing volume of ELF research documenting features of interactions between L2 speakers in many parts of the world. Jenkins (2000, p. 11) lists a number of points which communicate core ideological concepts of ELF influencing how English is conceptualized:

- ELF underlines the distinctive role of English in communication among speakers with varied L1 backgrounds, indicating the primary motivation for learning and using English today.
- ELF connotes a sense of belonging rather than alienness.
- ELF emphasizes that English speakers have something in common (shared linguistic resources) rather than focusing on their differences.
- ELF suggests that mixing languages is a positive linguistic phenomenon and entirely acceptable, and that there is nothing intrinsically wrong with preserving some L1 characteristics like accent, when using English as a L2.
- ELF suggests that the Latin name symbolically transfers ownership of English from the Anglos to no one and, in fact, to everyone (every English speaker can claim ownership over English).

Jenkins (2002, 2011) argues that these perspectives are ideal for looking at a language that serves an international purpose. Similarly, Modiano (2001) highlights that ELF should be a means of communication that allows people to connect with one another without having to align themselves with the ideological positions of a particular inner-circle speech community. Global English speakers should be allowed to be culturally and politically neutral when it comes to language use. In the same vein, Seidlhofer (2001) maintains that ELF allows speakers to position their attention to language use and usage by promoting a shift from accuracy/correctness to appropriateness, from fixated NS conventions to global inclusiveness and egalitarian permission to use English in ways that satisfy communicative needs of individuals. ELF has informed pedagogical considerations, which are contrasted with those of EFL (see Figure 3).

Figure 3. EFL contrasted with ELF



Adapted from Jenkins (2006, p. 140)

The ability to master native-like or near-native competence is considered the ultimate goal in learning English as a L2. The goal of ELT within the paradigm of EFL is to produce L2 learners and users who can communicate successfully with NSs (Cook, 1999; Crystal, 2003). Linguistic and pragmatic products that depart from the NS standards are frequently seen as errors caused by incomplete linguistic knowledge, which require correction to make them less foreign to NSs (Kramsch & Sullivan, 1996). Uses of code-switching or code-mixing are primarily caused by a lack of understanding of the appropriate language standards (Jenkins, 2006). This notion of deficit linguistics has been well-entrenched in the domain of ELT around the world. ELF, however, suggests alternatives to viewing international English. The basic premise of ELF is that English is not a globalized, franchised version of English (Seidlhofer, 2001). Linguistic standards of a specific NS norm cannot be used to inform correctness in ELF interactions. This is because when ELF speakers (bilingual and multilingual speakers) communicate with one another, they resourcefully employ reduced codes or accommodation strategies which are sufficient for meaningful interactions (Jenkins, 2000, 2006). ELF scholars call for the need to make ELT more relevant to how English

is used as a global lingua franca by focusing on teaching features of interactions between ELF speakers and emphasizing the importance of developing accommodation strategies to resolve breakdown in international communication. Furthermore, ELF-aware classrooms should not discourage bidialectism (using a local code in addition to a standard language) (Jenkins, 2000, 2006) and apply derogatory labels to assess learners' home dialects/varieties. ELF teachers will need to show their students how their local form of English differs linguistically from standard English and how the two varieties can be appropriate linguistic models for uses in different social contexts (Jenkins, 2006; Matsuda, 2018; McKay, 2018).

EIL scholars acknowledge the presence of numerous forms of English used throughout the world. These differences are due to the speaker's L1 and culture (as stated by WE scholars), and also the speaker's level of linguistic proficiency (as evident in most ELF encounters) (McKay, 2018). EIL recognizes that the language used in any encounter is influenced by the speaker's desire to be understood, his or her level of English proficiency, and the listener's English proficiency (McKay, 2018). EIL varies from both WE and ELF in that it is not only concerned with the process of how English is learned and used but also based on a set of principles for using English for international communication. The following are some of the main principles addressed by McKay (2018):

- Given the many forms of English currently spoken today and the multifariousness of contexts where learning and teaching of EIL takes place, all pedagogical decisions about language standards and curriculum should be based on local linguistic demands as well as social and educational considerations by local practitioners.
- The widely held belief that an English-only classroom is the most effective for learning English as a L2 should be thoroughly investigated; also, the ideal way to appropriately use the student's L1 in the development of linguistic proficiency should be carefully considered.

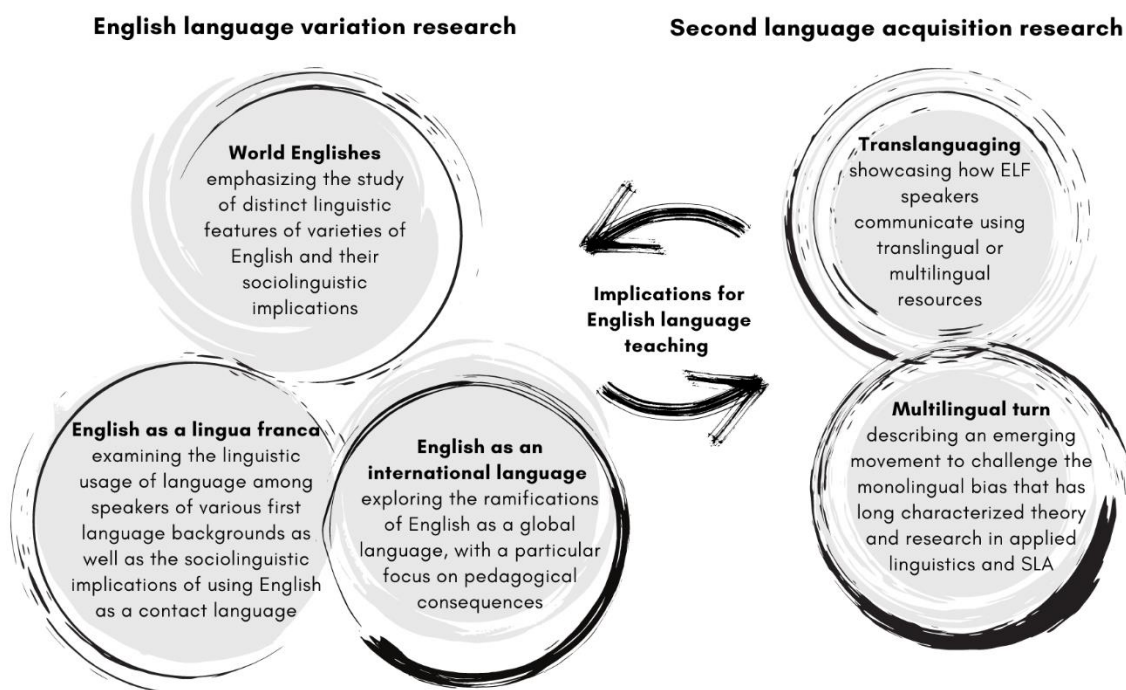
- In all ELT classrooms focusing on teaching English for international communication, there should be a focus on developing students' strategic and pragmatic intercultural competence in effective EIL exchanges.

These principles suggest what varieties of English should be promoted in the classroom, how students' L1s and linguistic resources facilitate L2 learning, what knowledge and strategies are needed for EIL communication and what cultural targets EIL students should be exposed to (McKay, 2018).

All these fields provide useful implications for studies surrounding English language variation and change (Galloway & Rose, 2015). WE, EIL and ELF have collaborated on efforts to enhance language users' awareness and understanding of "what English is, who owns it, and how it should be used" (Rose & Galloway, 2019, p. 11).

Recently, GE has been increasingly adopted as an umbrella term to unite all these inter-related fields, including other related scholarships in second language acquisition (SLA) and applied linguistics, such as translanguaging (showcasing how ELF speakers communicate using translingual or multilingual resources) and multilingual turn (describing an emerging movement to challenge the monolingual bias that has long characterized theory and research in applied linguistics and SLA) (Jenkins, 2015; Galloway, 2013; Rose & Galloway, 2019; Rose et al., 2021). Figure 4 presents the inter-related approaches to GE.

Figure 4. The inter-related approaches to GE



Adapted from Rose and Galloway (2019, p. 12)

It is important to note that scholars employ a variety of umbrella terms to refer to these shared ideologies. As the area of WE has evolved from its linguistic roots into social domains, the term has recently been used to cover a large amount of EIL and ELF literature (Galloway & Rose, 2015; Rose & Galloway, 2019). For example, WE is used by Matsuda (2012, 2017, 2018) to refer to all relevant disciplines. EIL is used by McKay and Brown (2016) as an umbrella term to explore similar issues as in recent WE and ELF literature. Thus, it is possible to find similar principles and definitions that shape these shared ideologies.

GE is defined “as an inclusive paradigm looking at the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and users in a globalized world” (Rose & Galloway, 2019, p. 4). In the same manner, GE, according to Pennycook (2007), refers to the spread and use of diverse varieties of English within the context of globalization. While GE has been used as an inclusive paradigm to consolidate research in the aforementioned fields, the concern with English diversity

and the legitimacy of such diversity is something that all of these ideologies have in common (Galloway & Rose, 2018; Rose & Galloway, 2019).

2.6.2 English language variation through the lens of GE

While GE is not developed to counter any existing paradigm or ideology, it offers perspectives which address the reality of how English is used today. The paradigm of GE stresses the importance of awareness of linguistic diversity and understanding “that English no longer has one single base of authority, prestige and normativity” (Mesthrie & Bhatt, 2008, p. 3). It seems that the ground-breaking change that knowledge of GE has contributed to the field of applied linguistics is “the democratization of attitude to English everywhere on the globe” (McArthur, 1987, p. 334), thus offering a new theoretical lens through which English language variation can be looked at.

GE seeks to debunk the idea of a monolithic English emerging from the imposition of standard norms on speakers of other varieties (Canagarajah, 1999; Pennycook, 2007; Kumaravadivelu, 2012). It is crucial to note that, in a context where English is used as a global lingua franca, people may use the same language, but they may not use it in the same manner due to the fact of linguistic nativization and localization. Nor will they need the same taste of English for different communicative purposes. Smith (1983), for instance, illustrates how variation serves people’s different linguistic demands in lingua franca communication:

A Thai does not need to sound like an American in order to use English well with a Filipino at an ASEAN meeting. A Japanese does not need an appreciation of a British lifestyle in order to use English in his business dealings with a Malaysian. The Chinese do not need a background in western literature in order to use English effectively as a language of publications of worldwide distribution. The political leaders of France and Germany use

English in private political discussions but this does not mean that they take on the political attitudes of Americans. (p. 7)

Although Smith's quote was decades ago, its essence still holds true in the contemporary world, where English becomes less Western and more globalized. Therefore, the concept of a monolithic English appears to be irrelevant and unhelpful in the worldwide fluid communicative community as people may not use and learn the language to imitate the dominant culture.

GE also weakens the idea that a specific variety of English is linguistically superior to or more prestigious than others (Jenkins, 2007; Rose, 2017; Rose & Galloway, 2019). Although many scholars have argued that it presently remains unrealistic to homogenize expanding-circle Englishes (see e.g., Kachru & Nelson, 2006; Nelson, 2011; Rosenhan & Galloway, 2019), this does not mean that the expanding-circle Englishes remain marginalized or excluded from the community of GE. It is an undeniable fact that variation does exist within the expanding circle although it is still far from nativization as in the outer circle. Taking Thai English as an example, McKenzie et al. (2016) argue that while Thai English has not yet been established as a single homogeneous variety of English, there is a certain tendency among Thai speakers of English to use a specific form of English that seems "to share both certain commonalities with and stands distinct from forms of English spoken elsewhere in South/South-East Asia" (p. 537).

Specifically, empirical evidence has shown that the distinctive features of Thai English can be found at several linguistic levels including lexicon, syntax, phonology and discourse, leading to the conclusion that "the features very much confirm the transfer of Thainess to the use of ThaiE [Thai English]" (Trakulkasemsuk, 2012, p. 110). This illustration indicates that although users of English in many expanding-circle countries are generally dependent on some of the NS standards, there is an evidence that, to a certain degree, expanding-circle Englishes have developed their own systematic characters departing from the NS standards (Trakulkasemsuk, 2012). These characters, however, could be realized as users' bilingual resources for making meaning (Watkhaolarm, 2005; Jindapitak & Teo, 2011; Buripakdi, 2012; Baker &

Jarunghawatchai, 2017; Jindapitak & Boonsuk, 2018). The richness of bilingual resources, in turn, helps “foster positive attitudes in becoming Thai English bilinguals” (Watkhaolarm, 2005, p. 157). Hence, it should be maintained that being regarded as developing varieties of English, the expanding-circle varieties are not necessarily assumed the inferior status or pejorative attribution. This GE lens allows us to neutralize our attitudes toward linguistic differences. Most importantly, since GE stresses the importance of what language users know rather than where they come from (Rampton, 1995, as cited in Jenkins, 2006, p. 147), it eliminates the notion of NS linguistic superiority and NNS linguistic inferiority.

In addition to respecting language users’ alternative varieties, GE addresses the necessity to revisit the notion of linguistic deficit (Rose & Galloway, 2019), given that the development of linguistic conventions of many Englishes is less influenced by the use of NSs from the inner circle. In this connection, what it means to be a global language is that it “has married with other local languages: living in new houses, wearing new clothes, eating exotic food” (Buripakdi, 2008, p. 51); therefore, variation in language use should not be seen as a source of interference, but a source for making meaning (Galloway & Rose, 2015; Sung, 2018).

As GE encourages a shift away from treating systematic linguistic variation as a deficit, many scholars in the field have called for the need to blur the line between creativities and errors (Widdowson, 1994; Rose & Galloway, 2019). Linguistic variation is largely regarded as solid evidence, suggesting that language evolves over time and as a means of encouraging speakers' creativity (Kachru, 1997; Widdowson, 1994, 1997). As English has gone too far to be associated with the inner-circle mothers (i.e., American and British English), systematic variation in English could be considered linguistically innovative (Widdowson, 1994) and valuable (Jenkins, 2007), allowing English speakers, whether NSs or NNSs, to use the language in their own creative ways (Kachru, 1991). Kanoksilapatham (2016), for instance, substantially supports the reconstruction of a Thai way of English use. She maintains that it is possible for Thais to add their own flavors or creativities to the way they use English. In her illustrations, Thai terms, such as *krengjai*, *sanuk* or *maipenrai* can be used

creatively in an English sentence, making it reflective of the norm of Thai society. Furthermore, Lowenberg (2000, 2002) affirms that every English user is born with the potential to express themselves creatively through language, while Crystal (2001), who portrays how creativity plays a big role in the way language is learned, summarizes that, “To have learned a language is immediately to have right in it. You may add to it, modify it, play with it, create in it, ignore bits of it, as you will” (p. 21). With the ideological principle to pluralize linguistic norms, GE opens up alternatives in language use, allowing language users to play with the language without having to “to sacrifice creativities for avoiding errors” (Buripakdi, 2008, p. 58)

Last but not least, what sets GE apart from other monolingual or NS-oriented ideologies is that it instills English speakers with confidence, inner voice, right and ownership, allowing them to take pride in their own varieties of English (Kachru, 1991). This means that English speakers could create cultural artifacts in English as a means of expressing their thoughts, feelings and ideas (Scales et al., 2006). The needs of speakers in many different speech communities for English as a means for conveying cultural and linguistic messages have resulted in English acquiring its unique intercultural elements. According to Buripakdi (2008), the most significant virtue rewarded by the paradigm of GE appears to be the fundamental concept that allows English speakers to obtain dignity over language use, as she highlights: adopting the concept of the plurality of Englishes “...opens up alternatives of meanings and possibilities and allows new ideas to emerge. All language learners... breathing inside and outside the Asian basket do not have to hide in a dim linguistic corner any longer” (p. 65). She goes on to narrate how using a localized form of English allows her to take pride in her own unique English, and how such experience helps her to glorify her identity as a Thai speaker of English:

I let my writing dance; my inner voice sing; my passion blossom. No longer do I worry if my Thai English is wrong as long as my feeling is right. [...] My English smells Thai-ly since I am thinking in Thai but writing in English. This experience illustrates the notion that using English Thai-ly goes beyond

strictly linguistic elements: It is the means by which I can say “I am a speaker of English”. (Buripakdi, 2008, p. 66)

This positioning of English is also reflected in Achebe (1975), as he illustrates that, “...I feel that the English language will be able to carry the weight of my African experience... But it will have to be a new English, still in communion with its ancestral home but altered to suit its African surroundings” (p. 62). It is clear that, to many language users, English is not a language for just achieving a meaningful communication, it can also function as a means for speakers to communicate their identity or local voice. While adhering to a monolingual NS norm in language use appears to be a profitable learning model, marketed through institutional structures on a worldwide scale, GE emphasizes the significance of approaching English by considering the interaction between localism and globalism (Kramersch & Sullivan, 1996; Pennycook, 2000; Kirkpatrick, 2002; Jenkins, 2007; Larsen-Freeman, 2007). In the same vein, Kirkpatrick (2005) contends that instead of following prevailing ideology and driving local contexts of language use and learning into a mold of linguistic McDonaldization (Phillipson, 2003), those studying English outside the inner circle can profit immensely from participation in conversations about the construction of linguistic localities. This stance is highly related to the GE paradigm as it advocates the acceptance of local differences in the growth of English as a global language, implying that variation can exist equally in the global linguistic realm (Buripakdi, 2008), and that language users should be allowed to celebrate their language choices “...so that it carries the weight of their individual experience” (Widdowson, 1997, p. 139).

What has been discussed so far is that English language variation, from the perspective of GE, is a common and natural sociolinguistic phenomenon. As the paradigm of GE necessitates a rethinking of the English language from a broader perspective, it is crucial to note that English cannot be construed as a static language because it can be modified and adapted to suit speakers’ global and local communicative needs. Because of this recognition of the variable nature of English, there has recently been a growing interest among researchers in the field in investigating

how GE-related concepts influences learners' language attitudes in many parts of the world.

2.6.3 The relevance of GE to ELT

The plurality of Englishes has challenged the traditional norm in ELT which views English as a monolith “inextricably tied to an Anglo culture” (Kirkpatrick, 2002, p. 213) and drives learners of English to “submit to a view of the world created through colonial discourses of English” (Matsuda, 2002, p. 436). For instance, in Thailand's ELT, available English courses, especially at the tertiary level, tend to be centered on the standard language ideology or the notion of idealized NS and rarely touch upon the plurality of Englishes in the world (Buripakdi, 2008, 2012; Methitham, 2011; Jindapitak & Teo, 2011; Jindapitak, 2015, 2019; Chamcharatsri, 2013; Saengboon, 2015; Prabjandee, 2020; Ambele & Boonsuk, 2021). With regard to hiring practices, English teachers from NS countries are also granted more prestige over speakers from other parts of the world (Comprendio & Savski, 2020; Savski, 2021). Another prominent problem in Thailand's ELT is the deep-seated assumption that the only English variety worthy of assimilation is that which linguistically resonates with the mainstream NS norms, ignoring diverse Englishes learners come into contact with through links with international tourism, business and education (Jindapitak, 2019). This incomplete representation of English is, therefore, at odds with the need to promote global awareness and address the realities of how English is used in diverse linguistic communities.

The inadequate representation of linguistic diversity in ELT may also cause confusion and resistance among learners when confronting with different English varieties and speakers or types of English uses and users departing from the standard models exposed to them in the classroom (Matsuda, 2002). Language attitudes research has shown that, although Thai English learners are aware of different Englishes, they seem to have little idea about what these Englishes sound like or how they linguistically differ from the mainstream NS norms (Jindapitak, 2015; Ambele & Boonsuk, 2021).

They also seem to view varieties of English that deviate from NS Englishes as deficient or even hold biased attitudes toward those varieties and their speakers (Jindapitak, 2015). This seems counter-productive to developing awareness of linguistic diversity, as speculated by Matsuda (2002, p. 438), “If students are exposed only to a limited section of the world, their awareness and understanding of the world may also become limited, too”.

Learners’ limited awareness of linguistic diversity may be rooted in formal education and public discourses heavily influenced by the standard language ideology, driving teachers and learners to stick with “...a single monochrome standard form that looks as good on paper as it sounds in speech” (Quirk, 1985, as cited in Seidlhofer, 2003, p. 8). However, what cannot be ignored is that English has been used in very different ways than that it is represented in typical ELT curricular (Rose, McKinley & Galloway, 2021).

The rise of English as an international lingua franca as well as the changing sociolinguistic landscape of English in the 21st century have significantly altered the foundations of English teaching and learning (Galloway, 2013; Rose et al., 2021). In recent years, flourishing work in applied linguistics has begun to advocate a more adequate representation of linguistic diversity within ELT to reflect the entrenchment of English as an international lingua franca (Rose & Galloway, 2019). Rose and Galloway (2019) call for a reconceptualization of the knowledge system underlying ELT to better reflect the current sociolinguistic profile of English, and this needs to be put into practice. Likewise, Matsuda and Friedrich (2012) call for ELT to undergo a complete revision “using one’s understanding of the use of English in international contexts as a foundation that influences every aspect of the curriculum” (p. 25). As argued by Jenkins (2006), in order to make ELT more relevant to the current sociolinguistic reality or more GE inclusive, it is crucial for language teachers to provide a platform for students to be engaged in text and talk concerning linguistic diversity and to prepare them to participate in ELF communication in a wide range of contexts and to creatively balance between teaching communication skills and raising awareness of GE.

In the same vein, Widdowson (2012) notes that the notion of language in the field of ELT needs to be reconceptualized, and language teachers need to develop an awareness that “there is an alternative way of thinking about the subject they teach” (Widdowson, 2012, p. 24), one that is founded on an understanding of GE (Rose & Galloway, 2019). It is also crucial for language teachers to revisit a number of assumptions that guide ELT practices, including, for example, re-examining “current practices in light of the changing sociolinguistic uses of the language” (Rose & Galloway, 2019, p. 26), de-emphasizing ELT practices based on the monocentric view of English, while pioneering ELT practices which address “the pluricentric view of English in which equal respect is given to all varieties of English” (McKay, 2018, p. 10) and challenging “the assumptions about English that pervade into teaching practices, saturate teaching materials and permeate into the ideologies of learners” (Rose & Galloway, 2019, p. 26).

2.6.4 Raising awareness of GE within the classroom context

GE perspectives provide implications for how the language should be taught, emphasizing the need for language classrooms to address linguistic diversity and reflecting how English is actually used as a global lingua franca. In response to calls for a paradigm shift in ELT, a growing number of studies have recently been conducted in an attempt to enhance language learners' awareness of GE through classroom innovations and investigate their effects on language learners' attitudes.

GE awareness raising within the classroom context is defined by Galloway and Rose (2015) as the “teaching of issues surrounding Global Englishes in order to raise learners’ awareness of the global spread of and use of English, and to encourage them to think critically about the language” (p. 205). It also involves offering an alternative perspective on how language works, increasing learners’ awareness and understanding of linguistic diversity by exposing them to hybrid uses of English in the world and providing them with opportunities to experience ELF interactions and discuss sociolinguistic and sociopolitical issues surrounding the global spread of

English (Galloway & Rose, 2015; Rose & Galloway, 2019). In addition, GE awareness raising encourages learners to re-examine notions about language and involves them in an ongoing discovery of English not as a fixed body of unchallenged truths, but as a complex and dynamic entity which treats diversity as a norm (Pennycook, 1994; Svalberg, 2007; Prodromou, 2008; Wolfram, 2014). It also entails teaching learners “about the current global use of English, the ownership of the language, language diversity and issues surrounding standard language ideology” (Rose, 2017, p. 174).

It should be noted, though, that while GE awareness raising provides the kind of learning experience suggesting a movement away from the standard NS norms, it does not necessarily equate to “...replacing one model with another” (Galloway & Rose, 2014, p. 388) when it comes to pedagogical practices. Nor does it refer to abandoning an existing standard NS model or directing learners to assimilate a particular codified variety outside of the inner circle.

2.6.5 Studies reporting on awareness raising of GE and its related fields

GE has been theoretically discussed over the past few years, providing a number of empirical and pedagogical suggestions. Increased discussions of the implications of GE in ELT have led applied linguists and educators to investigate the possible influence GE instructions may have on learners’ attitudes. Table 2 reveals that since 2013, we have seen more and more published studies reporting on classroom innovations, suggesting that a theory-practice divide, as voiced by Galloway (2013), is getting bridged. Greater integration of GE perspectives in ELT also means that teacher-researchers are becoming more informed of the changing reality of English and aware of how it impacts on pedagogical practices. As more and more innovative classroom ideas have recently been articulated into ELT, we could see more curricular possibilities where GE could revolutionize the field, notably in terms of challenging the established ideologies and norms in ELT (Rose & Galloway, 2019).

Although recent years have witnessed growing research documenting GE innovations in practice, the context in which this increased intention has made impactful headway into ELT is limited largely to certain areas of the world. Compared to other parts of the world which see a dearth of GE innovations trailed in ELT, a number of studies have been found in East Asian countries, such as Japan, Taiwan, Korea, Hong Kong and China, the contexts in which GE innovation research has dominated the literature so far.

Table 2. Studies reporting on classroom innovations

Author(s)	Context	N	Treatment	Data collection
Song and Drummond (2009)	Japan	5 university students	A presentation task on model English speakers	- Student work
Ke and Suzuki (2011)	Japan, Taiwan	111 university students	An online ELF communication task	- Forum messages - Questionnaires - Weekly reflections
Galloway (2013)	Japan	52 university students	A GE-oriented course	- Pre/post questionnaires - Interviews
Galloway and Rose (2014)	Japan	108 university students	Listening journals	- Journals - Interviews
Ke and Cahyani (2014)	Taiwan	58 university students	An online ELF communication task	- Pre/post questionnaires - Student records - Forum messages - Reflections - Interviews
Tanghe (2014)	Korea	49 university students	WE activities integrated in an English course	- Reflections
Chang (2014)	Taiwan	22 university students	A WE-oriented course	- Reflections
Ali (2015)	Pakistan	15 postgraduate students	An EIL-oriented workshop	- Observations - Interviews
Sung (2015)	Hong Kong	25 university students	GE-oriented activities integrated in a university English course	- Interviews

Ates et al. (2015)	USA	215 university students	WE-oriented activities integrated in an English course	- Pre/post questionnaires - Reflections
Chern and Curran (2017)	Taiwan	10 postgraduate students	An ELF-oriented course	- Interviews
Rose and Galloway (2017)	Japan	108 university students	Debate	- Reflections
Sung (2018)	Hong Kong	18 university students	An ELF communication task	- Student records - Reflections
Fang and Ren (2018)	China	25 university students	A GE-oriented course	- Interviews - Reflections
Galloway and Rose (2018)	Japan	19 university students	A presentation task on varieties of English	- Reflections
Lee et al. (2018)	Japan	21 university students	A videoconference-embedded classroom	- Questionnaires - Class observations - Student evaluations
Lee (2019)	Korea	17 university students	A foreigner interview activity	- Reflections - Interviews
Rosenhan and Galloway (2019)	Japan	108 university students	Poetry writing	- Poems written by students
Eslami et al. (2019)	USA	University students (the sample size is not stated)	WE-oriented activities integrated in an English course	- Reflections
Rajprasit and Marlina (2019)	Thailand	30 university students	WE-oriented activities integrated in an English course	- Pre/post questionnaires - Reflections
Prabjandee (2020)	Thailand	38 English teachers	GE-oriented workshops	- Pre/post questionnaires - Researcher's notes - Artefacts
Sert and Ozkan (2020)	Turkey	30 university students	ELF-oriented activities	- Pre/post questionnaire - Interviews
Boonsuk et al. (2021)	Thailand	20 university students	A GE-oriented course	- Weekly reflections - Interviews
Prabjandee and Fang (2022)	Thailand	14 English teachers	GE-oriented workshops	- Pre/post questionnaires - Reflections - Interviews

Available studies have made use of various techniques to raise language learners' awareness of GE or other related concepts (WE, ELF and EIL). These techniques include, for instance, listening journals (Galloway & Rose, 2014), a presentation task (Galloway & Rose, 2018), an ELF communication task (Sung, 2018; Lee, 2019), a debate (Rose & Galloway, 2017), poetry writing (Rosenhan & Galloway, 2019) ranging in scope from short instructional activities (Sung, 2015; Ali, 2015) to entire courses (Chang, 2014; Fang & Ren, 2018).

Despite slight inconsistencies in findings, such empirical work has demonstrated a success in helping participants develop an awareness of linguistic diversity. For instance, Chang (2014) examined how a course implementing WE components (mostly on topics related to power, politics and the global spread of English) influenced Taiwanese students' perceptions of English. She discovered that the students learned to appreciate NNS varieties, problematize unequal distribution of power as well as counter ideologies imposed by the NS norms. In another study, Tanghe (2014) investigated effects of integrating WE components into a university conversation class in Korea. After engagement with WE-oriented activities, the students reported enhanced confidence in language use, acceptance of different varieties of English and a sense of being free of the need to imitate unattainable NS models. Galloway and Rose (2014) found that the use of an innovative pedagogical task, listening journals, to raise Japanese English students' awareness of GE was successful in exposing students to unfamiliar Englishes; however, because the students were only superficially engaged with GE varieties, listening to unfamiliar varieties reinforced stereotypes and prejudices, emphasizing the strangeness of many non-standard English varieties. Sung (2015) investigated whether and how short GE instructional activities (implemented in an existing course) impacted on Hong Kong university students' conceptions of English. Although students' attitudes toward the superiority of NS varieties and the inferiority of non-standard and NNS varieties seemed to be unaffected by the GE exposure, some positive impacts were reported, including students' improved awareness of the nature of ELF communication, deeper grasp of the sociolinguistic reality of English, willingness to tolerate linguistic diversity and enhanced confidence in language use as L2 users.

In recent years, more innovations trailed in research within classrooms have been reported. Rose and Galloway (2017) engaged Japanese students in a debate activity using Singapore's controversial "Speak Good English Movement" in an attempt to raise their awareness of GE. The study showed that the task helped the students to critically challenge the NS episteme in ELT and viewed Singlish as a legitimate English variety. Building on their previous study, Galloway and Rose (2018) used a presentation task on varieties of English to raise 19 Japanese students' awareness of GE. As the students engaged in the task requiring them to explore any variety of English based on its historical development, linguistic features and use before presenting this information in class, findings showed that the task could help the students gain in-depth linguistic knowledge and sociolinguistic understanding of a range of Englishes. In China, Fang and Ren (2018) investigated how a GE course introducing different GE aspects influenced Chinese English learners' conceptions of their own English and GE. Findings showed that, after the course, the students learned to confront some ingrained linguistic assumptions and view English from a more critical and pluricentric perspective. In another study, Sung (2018) investigated how an out-of-class ELF communication activity influenced Hong Kong students' conceptions of English. Drawing on interview data, the students reported to have gained more appreciation of the diversity of English and become more aware of the multiplicity of English outside of classroom as well as questioned the relevance of NS norms, especially when ELF communication is concerned. Rosenhan and Galloway (2019) looked at the poems written by Japanese students to see if creative pedagogies could help them display creative self-reflection about English's global spread. The poems were examined using corpus and literary analysis to investigate metaphors employed in the students' poems as a form of emancipation from native English conventions. The study concluded that using poetry aided the students in developing their own identities by encouraging them to go beyond prescribed forms and conventions through creative language use.

Apart from studies reported in East Asian countries, we have recently seen GE innovation research flourishing in other parts of the world. For instance, in Pakistan, Ali (2015) explored effects of implementing workshops on EIL to a group of Pakistani

postgraduate linguistics students. Findings showed that while the intervention successfully challenged students' assumptions about language standards, the students still had some negative thoughts about Pakistani English and their own use of English. Eslami et al. (2019) developed WE-oriented instructional activities to increase awareness of linguistic diversity with pre-service teachers of English in the US. The goal was to increase pre-service teachers' understanding of and awareness of the linguistic diversity they will encounter in public schools in the US. The authors concluded that the activities enabled the participants to question their own beliefs about standard English, become familiar with varieties of English and gain cultural awareness associated with world speakers of English. Sert and Ozkan (2020) reported on a seven-week intervention with Turkish university students. The intervention involved a series of weekly ELF-informed activities lasting one hour, with the focus on accents, pronunciation, and intelligibility. Findings revealed that the intervention resulted in students having more positive attitudes toward their variety of English and feeling more confident in their own use of English, with less reliance on NS norms.

As with other studies, available studies in Thailand reported the possible influence the awareness-raising of GE/WE had on in-service teachers (Prabjandee, 2020; Prabjandee & Fang, 2022) and English learners (Rajprasit & Marlina, 2019; Boonsuk et al., 2021). In Prabjandee's (2020) study, GE activities were developed to investigate teachers' attitudes toward GE. Findings revealed that although teachers' attitudes toward GE concepts remain unchanged after the intervention, they showed a willingness to learn new concepts based on the GE paradigm. More recently, Prabjandee and Fang (2022) investigated the effects of involving 14 English teachers in a series of workshops on GE-oriented ELT in the context of teacher professional development in Thailand. Throughout the workshops the teachers were equipped with knowledge of GE and its pedagogical implications. The authors used an explanatory mixed-methods research design to document how the workshops impacted on teachers' attitudes. Findings revealed that the teachers developed a greater understanding of GE, modestly changed attitudes regarding teaching practices and implemented GE knowledge in their classrooms. In another study, Rajprasit and Marlina (2019) explored how WE-informed topics brought to an existing university English course inspired

students to developed respectful attitudes toward English language variation. Findings showed a slight change in students' attitudes toward English language variation, especially with respect to the issues related to the prestige of Thai English, the intelligibility of Thai English and the NS conformity. However, the study reported that exposure to several varieties of English during the course prompted the students to become open-minded toward unfamiliar varieties. In Boonsuk et al.'s (2021) study, a course on GE was introduced to 20 Thai English majors. Analysis of weekly reflective journals and interviews revealed that the students had a greater tolerance for English language variation, appreciation of Thai English and understanding of the hybridization or dehegemonization of English as a world language.

Perhaps reflecting the fact that such studies have often been conducted in the context of existing content courses on GE, WE and EIL, widespread adoption of these proposals has not yet taken place. This is also the case in Thailand, where GE research is still at its infant stage despite the relevance of GE constructs to the Thai situation. GE is particularly relevant to language education in Thailand, considering the progressively increasing rates of human mobility, information exchange and trade among different Asian nations. To cope with the high volume of trade and mobility (Thailand presently receives the second highest number of tourists (with 32.58 million in 2018, according to World Bank [<https://data.worldbank.org/indicator>]), the Thai educational system has recently placed much focus on improving English proficiency on a broad scale, despite the fact that English until recently had little role in the nation, which had avoided being integrated into the British Empire in a political sense. In parallel with demands for greater proficiency, there has also been recognition of the fact that Thailand is considered a promising context learners need to gain awareness of GE in order to be effective on the global stage (Boonsuk & Ambele, 2021). With the commencement of the ASEAN Economic Community (AEC), Thais have encountered an increasing number of GE varieties and speakers. In fact, many applied linguistics studies conducted in Thailand (e.g., Buripakdi, 2012; Jindapitak, 2015, 2019; Prabjandee, 2020; Ambele & Boonsuk, 2021; Boonsuk et al., 2021) have pointed to the same direction: an urgent need for ELT in Thailand to respond to the changing sociolinguistic reality of English by preparing English learners to deal with linguistic

diversity and the complexity of English communication in the 21st century, which involves speakers of diverse linguistic and cultural backgrounds. Therefore, more studies are warranted to investigate an integration of GE components in Thailand's ELT.

While available studies have showcased the pedagogical soundness of GE innovations, especially in increasing learners' awareness of the plurality of Englishes and GE perspectives, evidence demonstrating heightened awareness reported in many studies is rather limited. One major limitation regarding data collection found in many studies is the over-reliance on using one-shot or retrospective investigation into the impact of GE innovations. In other words, there were no measures to directly explore learners' perceptions before the intervention, hence evidence demonstrating enhanced awareness claimed was insufficient (Rose et al., 2021). While capturing learners' attitudes before and after the intervention is a promising way to demonstrate attitudinal change or heightened awareness, it might be interesting if future research investigates how language learners negotiate or engage with the ideas of GE instead of measuring their attitudes before and after or only after GE exposure, as in most studies reviewed. Since attitude is not a static entity (Subtirelu & Lindemann, 2014), it is possible for researchers to understand how learners personalize or conceptualize GE varieties and ideas, and how they develop their understanding of GE as they progress over time. It is interesting to understand how far learners' "attitudes are related to their awareness of the sociolinguistic issues involved in the debate about native-speaker norms and international English" (Timmis, 2002, p. 248).

It is also worth noting that while major studies attempting to raise awareness of teachers and learners of GE have resulted in positive learning experience with regard to improved tolerance for English language variation, many of these have involved students enrolled in English language major or teacher education programs. In contrast, we know much less about how students from other disciplines, particularly those for whom specialized knowledge of sociolinguistics is not relevant, respond to GE innovation, and whether it is as powerful in increasing awareness of linguistic diversity as it appears in the case of English majors and pre-service/in-service English teachers.

These students represent the majority of English learners in the world, and it is vital to explore their voices (Li, 2009; He & Miller, 2011). Furthermore, since it is most likely that these students will become users of English for ELF communication in their future careers, knowledge and awareness of GE appears to be especially useful for their future encounters of English.

2.7 Framework for raising awareness of GE

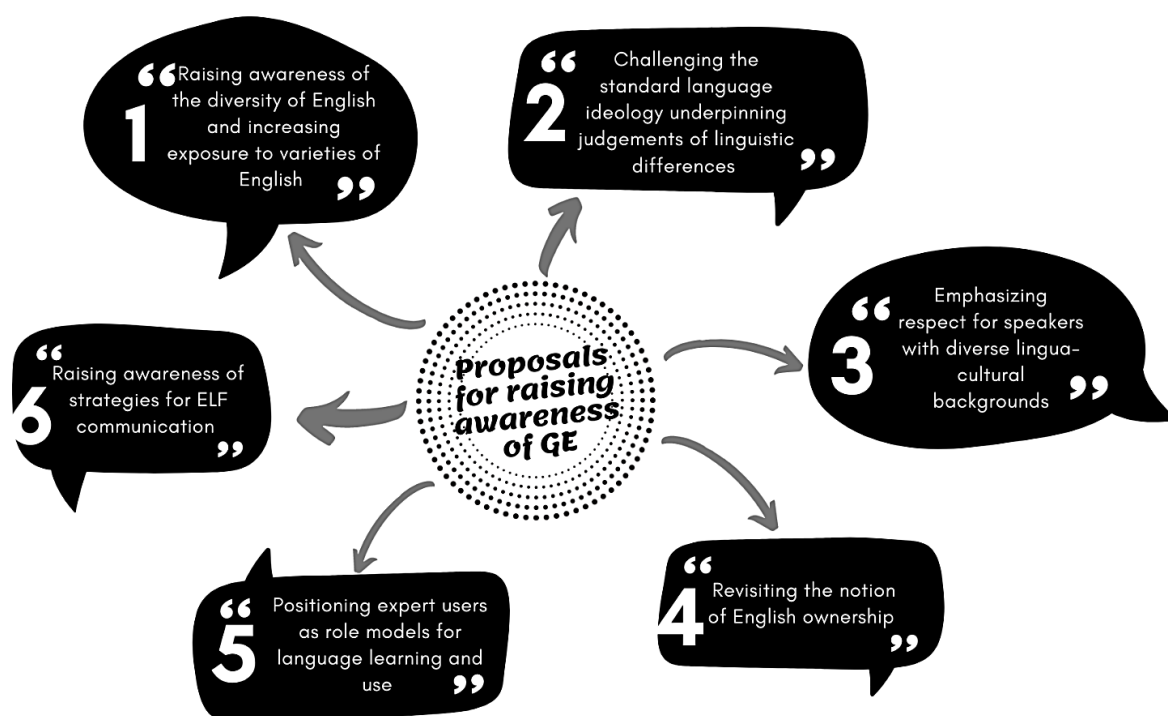
Various frameworks exist which recognize the plurality of Englishes and call for it to be reflected in ELT as well as address the importance of raising language learners' awareness of the complexity of English today. These frameworks are called differently, but they all share the same intention to move away from teaching English as an inner-circle language (Alsagoff, 2012), e.g., ELF-aware/informed pedagogy (Bayyurt & Sifakis, 2015), EIL-aware/informed education (Bayyurt & Sifakis, 2017; Matsuda, 2017) and WE-aware/informed ELT (D'Angelo, 2012) and global Englishes language teaching (GELT) (Rose & Galloway, 2017, 2019). These available frameworks, by and large, aim at promoting a paradigm shift in ELT or a pedagogical change in teaching English to speakers of other languages (TESOL), which usually includes detailed discussion related to hiring practices, target interlocutors, learners' needs, linguistic model in ELT classrooms, ELT orientation, teaching cultures and assessment criteria for language outcomes (Galloway & Rose, 2015; Rose & Galloway, 2019).

However, to date, work directly discussing how to raise learners' awareness of GE within the classroom context is relatively scarce. Particularly, what seems missing from the GE literature is a concrete framework addressing what GE awareness raising within the classroom context entails, why it is crucial for language learners, what components are particularly useful for language learners and how GE-based instructional materials can be meaningfully prepared and implemented in ELT classrooms.

Given that this study is principally concerned with raising learners' awareness of GE, it addresses the missing literature by proposing a framework used in the GE awareness raising intervention, which is based on different proposals informed by GE and the inter-related fields of WE, EIL, ELF, translanguaging and multilingual turn. By raising learners' awareness of GE, the current study aims to (1) bring diversity to the classroom and to build learners' understanding of the complexity of English in the world and the systematic nature of linguistic differences (Friedrich, 2000; Pedrazzini, 2015), (2) to introduce them to key sociolinguistic and sociopolitical aspects related to English language variation as well as (3) to encourage them to critically reflect on language learning and teaching based on GE perspectives (Rose & Galloway, 2019). These aims can be reached through adopting the following proposals (put forward in the literature by scholars of different interrelated fields) to inform teaching materials and instructional activities implemented in the GE awareness raising intervention program (see Figure 5).

1. Raising awareness of the diversity of English and increasing exposure to varieties of English (e.g., Jenkins, 2000; Kirkpatrick, 2005; McKay, 2012; Galloway & Rose, 2014; Wolfram, 2014)
2. Challenging the standard language ideology underpinning judgements of linguistic differences (e.g., Jenkins, 2007; Holliday, 2008; Rose & Galloway, 2017)
3. Emphasizing respect for speakers with diverse lingua-cultural backgrounds (e.g., Song & Drummond, 2009; Galloway & Rose, 2014; Subtirelu & Lindemann, 2014; Sung, 2015; Wiese et al., 2017; Rose & Galloway, 2019)
4. Revisiting the notion of English ownership (e.g., Widdowson, 1994, 1997; Crystal, 2001; Matsuda, 2002, 2003; Erling & Barlett, 2006; Rose & Galloway, 2019)
5. Positioning expert users as role models for language learning and use (e.g., Kirkpatrick, 2002; Jenkins, 2015; Rose & Galloway, 2019)
6. Raising awareness of strategies for ELF communication (e.g., Baker, 2009; Jenkins, 2011; Subtirelu & Lindemann, 2014; Sung, 2018)

Figure 5. Proposals for GE awareness raising



Detailed discussion concerning why and how these proposals are pedagogically useful for ELT in general and GE awareness raising in particular is provided in the following sections.

2.7.1 Raising awareness of the diversity of English and increasing exposure to varieties of English

In terms of raising awareness of the diversity of English and increasing exposure to different varieties of English, GE scholars have called for the need to recognize the ramification of English being a *de facto* international language (Galloway, 2013; Rose, 2017) and acknowledge its unique, transformable characteristic (Widdowson, 1997; Canagarajah, 1999) and its ability to be “applied to many forms of the language which are identifiably different from each other” (Stevens, 1992, p. 27).

What is also essential in this premise is a call for a re-examination of the notion of target interlocutors for language users necessarily being NSs (McKay, 2002; Matsuda, 2002, 2003; Galloway, 2013; Rose & Galloway, 2019).

As English has been increasingly used for wider communication across linguistic boundaries, language users will inevitably be required to interact with different groups of speakers, using different types of English. Therefore, awareness of this sociolinguistic shift in language use is substantially important for language users and learners who wish to effectively participate in global communication and possess a sufficient command of language use which has increasingly become more context-dependent, adaptive, dynamic, fluid and unfixed (Crystal, 2000; Jenkins, 2007; Litzenberg, 2016).

However, as observed by Syrbe and Rose (2018), in many contexts, where sociolinguistic shift is rather apparent and local speakers of English are highly aware of the existence of multiple Englishes and ELF interactions, the target interlocutors are nonetheless presented to students as English speakers from the inner circle. Their analysis of German textbooks for advanced learners revealed that only one instructional task across four textbooks broadly positions NNSs as the target interlocutors (Syrbe & Rose, 2018). In another study, Matsuda (2002) investigated the representation of English users in EFL textbooks for Japanese students approved by the Ministry of Education and found that language varieties and users represented in these textbooks are exclusively Western-oriented, with exercises, choices of vocabulary, syntactic rules, audios and characters based on American English and USA. In a study investigating commercial English textbook series widely used in Finnish schools to see whether they provided the students with sufficient exposure to NNS accents, Kopperoinen (2011) found a very limited exposure to such accents, with the calculated amount of NNS speech in the textbooks being 1% for first series and 3% for the second series.

As far as ELT is concerned, it is crucial to understand whether language learners are sufficiently exposed to linguistic diversity in the classroom (Matsuda, 2002; Chang, 2014), and whether their attitudes toward English in general and English

language variation in particular are influenced by limited representation of English varieties in ELT classrooms. Matsuda (2002) maintains that without exposure to linguistic diversity, learners might not be motivated enough to learn more about other parts of the world they are unfamiliar with (especially different varieties and speakers) and might form the idea that language is fixed in time and place, which contradicts the status of English as a global lingua franca. ELT classrooms that emphasize the notion of English as a pluralistic language need to provide sufficient opportunities for learners to experience emerging uses of English, and it would certainly be unfortunate if such learning experience was limited to the mainstream inner-circle norms, denying learners a great learning opportunity to explore different parts of the world through engagement with the diversity of English (Matsuda, 2002).

As also speculated by Kirkpatrick et al. (2008), many learners of English remain very cautious about accepting varieties other than standard NS Englishes as models for language learning and use due to the concern that their English will be less English or less intelligible if spoken in a NNS accent, although WE and ELF research suggests that many NNS Englishes are highly intelligible to international listeners (Jenkins, 2000; Kirkpatrick, 2005; Kirkpatrick et al., 2008; Phuengpitipornchai & Teo, 2021a, 2021b). Therefore, NNS Englishes are seldom promoted in ELT classrooms. Considering the significance of greater exposure to linguistic diversity in meeting learners' needs, Rose (2017) firmly argues: by not sufficiently exposing learners to the plurality of Englishes in language classrooms, "teachers are doing their learners a disservice by ill-equipping them to use English in the future with a wide variety of speakers who will not conform to the unrepresentative standards promoted in traditional English... classrooms" (p. 173).

It is clear that raising language learners' awareness of the diversity of English in the world and providing sufficient exposure to different varieties of English and language interactions in ELT classrooms can benefit students in a number of ways. Engagement with more English varieties and speakers can expand their scope of target interlocutors so that they are better prepared to interact with English speakers in international settings (Seidlhofer, 2003; McKay, 2012). Increased exposure to GE

varieties may help language learners to take a more logical approach to conceiving English language variation and change, considering it as an inevitable, systematic and natural process of the development of English worldwide. Opportunities to examine how English is actually used by NNSs and regional NSs not only increase their linguistic repertoire and awareness of the changing sociolinguistic profile of English, but also foster improved comprehension of GE varieties and speakers in wider communication (Jenkins, 2000; Derwing & Munro, 1997, 2005; Derwing et al., 2002; Munro et al., 2006; Subtirelu & Lindemann, 2014). Furthermore, opportunities to experience ELF interactions may help language learners to reformulate hypotheses about the intelligibility of GE varieties, re-evaluate the idea of communication problems caused by accented English as well as re-examine qualities essential for ELF communication.

2.7.2 Challenging the standard language ideology underpinning judgements of linguistic differences

The second proposal stipulates the need to challenge the standard language ideology underpinning evaluations of linguistic differences. One important strand in research in social-psychology and sociolinguistics is to document how people socially evaluate others on the basis of language. This is due to the fact that spoken language is usually used to identify someone who belongs to a particular social group. In Lambert et al.'s (1960) words, "any listener's attitude toward members of a particular group should generalize to the language they use" (p. 44).

A body of research has been conducted in the interest of public understandings of how linguistic differences are perceived, revealing a general lack of tolerance for English language variation among the publics (Lindemann, 2005; Jenkins, 2007; McKenzie, 2010; Jindapitak, 2015; McKenzie et al., 2016). Attitudes related to language variation in many studies entail evaluations of language varieties based on exposure to speakers' speech stimuli. Key evaluations of a certain variety based on its linguistic characteristics include, for instance, intrinsic linguistic superiority and

inferiority, intrinsic aesthetic values, social conventions and judgments on education, intelligence and solidarity. Language ideologies, such as the standard language ideology (Lippi-Green, 1997; Jenkins, 2007), which develops linkages between linguistic cues and social power and rationalizes the assumption that there is one correct and standard way of using the language, might explain negative sentiments toward particular forms of English. In this way, attitudes ostensibly directed at a speaker's language variety are often intimately linked to attitudes toward their race or social group (Dovidio et al., 2004; Subtirelu & Lindemann, 2014).

There is also evidence suggesting that language attitudes play an important role in the success of communication involving ELF speakers. That is, language attitudes can influence perceived and actual ability to comprehend accented speech (Rubin, 2002; Lindemann & Subtirelu, 2013; Kang et al., 2015). According to research, it takes less than 30 seconds for people to linguistically profile a speaker and make snap conclusions about their ethnicity, socioeconomic status and other backgrounds (Agarwal, 2018). One seminal work on language-based prejudice is Lev-Ari and Keyzar's (2010), which reveals that NSs perceived 45 trivia statements, such as *A giraffe can go without water longer than a camel can* and *ants don't sleep*, as less truthful when spoken with a NNS accent than without. Negative evaluations, as the authors argue, are the result of the brain having to work harder to process foreign-accented speech. The brain then places the responsibility for this effort on the speaker's veracity (Lev-Ari & Keyzar, 2010). In another experiment, Lev-Ari (2015) found that listeners remembered what NNSs said less accurately, suggesting that when listening to NNSs, listeners adjust their processing manner based on their expectations of speakers' poorer linguistic ability (using their expectations to guide their processes of comprehension). These expectations seem to have a negative impact on the final interpretation and level of detail in the NNS speeches (Lev-Ari, 2015). In another study, Hu and Su's (2015) experiment involved Chinese students listening to recordings by a NS and completing different comprehension tasks. Half of the students were told that they were listening to an American speaker, while the other half were told that they were listening to a Chinese speaker of English. Findings revealed that the American group scored higher than the Chinese group in most tasks. These studies suggest that

miscommunication in intercultural communication may not necessarily be a result of a speaker's language competence, but that of listeners' prejudices or preconceived stereotypes about interlocutors, which they are often oblivious of it (Lippi-Green, 1997; Jenkin, 2007; Kang et al., 2015).

Knowledge concerning how attitudes can be aroused by linguistic cues is crucial for ELT classrooms, as it leads to an understanding of the knowledge function of learners' attitudes toward English language variation (stereotype-based generalizations about varieties of English). Without critical examination of language variation in relation to the standard language ideology, learners may not be sufficiently aware of the way views of language constantly reflect views of the society (Amin, 1999), and how linguistic characteristics can evoke social stereotypes, leading to different forms of English receiving different value judgments (Edward, 1979; Lippi-Green, 1997; McKinzie, 2006, 2020; Weyant, 2007).

As maintained by many scholars (Lippi-Green, 1997; Jenkins, 2007; Rose & Galloway, 2019), the standard language ideology that underpins people's beliefs about language variation is hardly problematized in ELT because of its links to powerful social and historical norms that authenticate the abstract concept of domination and subordination or superiority and inferiority associated with language variation (Matsuda, 1991). Therefore, it is important for ELT classrooms to help learners unpack the assumed or inherent superiority and inferiority attached to different varieties of English (Jenkins, 2007; Rose, 2017) by encouraging them to examine misconceptions about language and language variation, especially how subjective stereotypical traits are ascribed to different forms of English (Kirkpatrick, 2006) and to recognize pre-existing stereotypes when it comes to evaluations of language variation, including not only judgments about linguistic traits, but also social and personal traits ascribed to English speakers (Jenkins, 2007).

2.7.3 Emphasizing respect for speakers with diverse lingua-cultural backgrounds

Closely related to the second proposal is an expressed call for ELT to emphasize respect for speakers with diverse lingua-cultural backgrounds. While the second proposal is based on casting to light how language attitudes are influenced by social and political factors and often based on pre-existing stereotypes (knowledge function of attitude), in this proposal, the focus is more on raising awareness of significant social consequences and social inequalities experienced by language users as a result of the standard language ideology.

It is undeniable that intercultural communication is extremely crucial in today's global environment. In such encounters, people may face discrimination based on their ethnicity as well as their accent (Derwing & Munro, 1997, 2005; Hansen et al., 2014). Although a socially accepted norm in the multicultural world disapproves of biases against people with lingua-cultural backgrounds, and most people are less likely to openly consider themselves linguistically prejudiced (Kirkpatrick, 2007), it is prevalent in the society that people still hold negative stereotypes and act discriminatorily, whether consciously or unconsciously, adversely affecting members who do not conform to dominant linguistic or cultural norms (Finlay & Stephan, 2000; Gluszek & Dovidio, 2010).

As language incorporates prejudicial preconceptions and embodies power imbalances (Pennycook, 1994, 2000; Buripakdi, 2008, 2012; Chang, 2014) and can cause social categorization to occur in a rapid, automatic, and sometimes unconscious way (McKinzie & Gilmore, 2017; Agarwal, 2018), discrimination based on language exists in every domain of language use in every speech community. However, social norms against this type of discrimination appear to be weaker than those against racial, religious or gender discrimination, making discriminatory judgements against linguistic differences more acceptable and less visible than other forms of discrimination (Hansen et al., 2014).

Stories regarding how speakers of non-mainstream varieties are treated discriminatorily due to characteristics of language or generalizations about the speaker's social group have been reported in research. For instance, Lippi-Green (1997) showcased how widespread linguistic discrimination was in the US by referring to a statistical study of a stratified random sample of businesses in the US by the General Accounting Office of the United States Government, which reported that 10 percent of the sample (461,000 companies employing millions of employees) admitted that they discriminated against employees or candidates on the basis of a person's degree of accentedness or their foreign look (Lippi-Green, 1997). There have been reports regarding how NNS teachers were refused teaching positions due to their foreign accents in both NS and NNS contexts (Mahboob, 2005). Buripakdi (2008) documented how English discourses associated with non-nativeness or Thainess were marginalized and excluded in the domain of professional writing. Rubin's (1992) experiment on the influence of students' perceived accent and perceived ethnicity of teachers on learning experience and teaching quality suggests that whether or not a teacher needs additional English training may not be relevant if racial and ethnic information is more influential than the degree of accentedness.

Awareness of the issues discussed above can be useful for global ELT, as many GE scholars have argued for the need to build learners' awareness of potential linguistic prejudices and discrimination in everyday life to help them notice how justifications about speakers of English belonging to different cultural groups may be inaccurate and harmful, leading to unfair social treatments (Katz, 1960). Since sensitivity to multiculturalism is a highly relevant concept in the field of GE, it is important for GE educators to help learners to demonstrate a strong foundation of understanding of and respect for GE speakers (Agarwal, 2018; Song & Drummond, 2009; Galloway & Rose, 2014; Sung, 2015; Kang et al., 2015). Ameliorating learners' negative attitudes toward GE speakers may also have a positive impact on communication involving speakers from different cultures, as it can encourage them to look beyond preconceptions based on linguistic differences when interacting with GE speakers.

2.7.4 Revisiting the notion of English ownership

The fourth proposal concerns revisiting the notion of English ownership being geographically tied to the inner-circle countries. Much of the focus on the idealized notion of NS in applied linguistics originates from an underlying belief that English ownership is restricted to a small group of people, those residing in the inner-circle countries (Erling & Barlett, 2006). This system of belief may be rooted in the traditional EFL approaches to SLA which are based on deficit linguistic perspective, interference and fossilization metaphors, endonormative conformity or monolingual bias (Jenkins, 2006; Kirkpatrick, 2007). However, due to extensive use of English outside the inner circle, as Widdowson (1994, 1997) contends, the idea of ownership associated with NSs of the inner circle seems to be less true and irrelevant. As English becomes a denationalized language, Phillipson (1998) asserts that it is important to re-examine the traditional notion of English ownership by recognizing language users' interests served by the denationalization/dehegemonization of English:

The fact that a language can serve homogenizing purposes, as can items of clothing, entertainment and food (jeans, CNN, burgers), does not mean that the language needs only serve such purposes: it can be appropriated locally, and potentially serve counter-hegemonic purposes of resistance to the dominant order, in cultural life... (p. 101)

This sociolinguistic movement is also shared by Crystal (2001) who claims that there exists a strong relationship between language use/learning and language right. He further explains that when learners learn the language, they have the right to fashion the language by altering it to suit different communicative purposes (Crystal, 2001). As far as communication using ELF is concerned, the assumption usually is that the language is essentially learned and used to achieve successful communication. In other words, the end goal of language learning is usually based on making learners use the language correctly and fluently, with the definitions of correctness and fluency centered on the NSs' perspectives (Crystal, 2001). However, as Dalton and Seidlhofer (1994) argue, speakers may also wish to use the language to establish a sense of community, apart from using it for communicative purposes. As language and identity are

inextricably entwined in many ways (Agnihotri, 1994; Jenkins, 2007), it is very likely, therefore, that ELF speakers may wish not only to communicate intelligible and meaningful messages, but also to struggle to establish their local voice through the target language they speak, especially when a local accent is seen as indexical of a local group's identity (Sung, 2014, 2016).

A volume of research investigating L2 identity in language use has shown that more and more GE speakers outside the inner circle are now appropriating the English language in a way that they localize it to fulfill their own linguistic will and demonstrating a shift in their attitudes toward who owns the English language (Widdowson, 1994). For instance, Sung (2016) found that identity plays a huge role in accent preference among Hong Kong students. Participants' preference for Hong Kong English accent in ELF communication is related to their expressed desire to retain their identity in L2 English. Agnihotri (1994) maintains that there is no pressure for language learners in India to adopt RP as a model since the local variety spoken by most Indians, Hindi English in this case, is not stigmatized in the country; instead, it is considered by locals as a source of pride, suggesting that Indians are not likely to change the way they speak in order to conform to a NS norm. In another report, many bilingual and multilingual Singaporeans, who normally use English alongside their mother tongue (Chinese, Malay or Tamil) on their everyday communication, felt that English belongs to them and believed that they possessed linguistic intuitions just like English-as-a-mother-tongue speakers in the inner-circle countries (Yano, 2009).

These studies indicate that "new identity options may slowly be starting to come into play for at least some ELF speakers" (Jenkins, 2007, p. 201). This condition of language use provides useful implications for applied linguistics, as it broadens the definition of English ownership and allows learners to understand how people form value-expressive attitudes to display social values. In addition, Widdowson (1994) sees proficiency in foreign language learning as related to one's ability to claim ownership over it: "You are proficient in a language to the extent that you possess it, make it your own, bend it to your will, assert yourself through it rather than simply submit to the dictates of its form" (p. 384). Widdowson (1994) continues to argue that the concept of

mastery in learning a foreign language does not necessarily entail learners trying to emulate the language in a way that NSs do because it overlooks how identity is inscribed in language use. In Widdowson's (1994) words, "You are speaking the language but not speaking your mind. Real proficiency is when you are able to take possession of the language, turn it to your advantage, and make it real for you" (p. 384). This redefined notion of English ownership is in harmony with the GE paradigm, which considers owners of English being as flexible as the language they speak, pushing beyond an obsolete assumption that the ownership of English is necessarily contained by geographic borders and nation-based states (Rampton, 1990; Rose & Galloway, 2019).

Such awareness is considered beneficial to language learners in a number of ways. Without re-examining the notion of English ownership, language learners may submit to a view that English functions as an international language in the sense that it belongs only to inner-circle speakers (Matsuda, 2002), or that English cannot be detached from the colonial past (Kachru, 1992). They may have no clue how a local form of English or a L1-influenced English can be used by speakers to maintain their identity in L2 English, thus making an uninformed judgment about local use of English, including their own variety of English (Matsuda, 2002, 2003). Besides, treating English as an inner-circle language and as the property of NSs may lead language learners to consider any innovated usage of English as something that spoils the English language, rather than a means for speakers to construct their identity and to strengthen their creativity in language use.

Therefore, GE scholars have lobbied for the need to raise language learners' awareness that English is not restricted to only speakers of the traditional inner-circle countries, or more generally people living in former British Empire countries, but it should be regarded as the property of a global community, in which any language user can make it their own (Rose & Galloway, 2019). Matsuda (2003) affirms that ELT practices that rely exclusively on the pedagogical orientation of English as an inner-circle language "eclipses their [learners'] education about the history and politics of English and fails to empower them with ownership of English" (p. 721). In addition,

ELT, as argued by Widdowson (1994), needs to be approached from the perspective of linguistic nonconformity (Widdowson, 1994), allowing learners to view the English language not “as a set of fixed conventions to conform to, but as an adaptable resource for making meaning” (Widdowson, 1994, p. 384).

2.7.5 Positioning expert users as role models for language learning and use

Scholars in the field of GE and its inter-related fields have long called for a need to position expert users as role models for language learning and use in ELT classrooms. There is, however, a deep-seated belief that NSs intrinsically make better English teachers than NNSs (Kirkpatrick, 2002). This is probably because English is commonly taken for granted as the property of NSs of specific inner-circle countries (Widdowson, 1994; Fang, 2018), leading to an unshakable belief that the only valid yardstick to evaluate success in language learning is based on the standard NS norms (Fang, 2018; McKay, 2018). This NS-oriented ideology is still prevalent in modern ELT and continues to reinforce the idea among teachers and learners that expertise in language use (including ability to teach English) is something that is born with, and that NSs are the sole arbiters of grammaticality (Paikeday, 1985; Kachru, 1991; Watson Todd, 2006). Likewise, Phillipson (1992) argues that this widespread taken-for-granted ELT assumption, “English is best taught monolingually” (p. 185), is one of the NS fallacies underpinning language learning and teaching practices. As informed by research, Watson-Todd (2006) examined public discourses about NS and NNS teachers in Thailand’s ELT and found that although academics are aware of advantages and disadvantages of the two different types of teacher (NS and NNS), generally in the society, NS teachers are perceived to be intrinsically superior. The following quotations from *Bangkok Post*’s articles and letters illustrate a strong preference for NS teachers (Watson-Todd, 2006, p. 1):

- “Native speakers are the best teachers of their own language.”
- “Almost all parents would rather their child be taught English by a native English speaker and are only concerned with that person's knowledge of the target language.”
- “Some people seem to believe that if you can speak a language, you can teach it.”
- “Thai teachers of English are weak in English writing for lack of practice.”
- “Filipinos teaching English rob children of a good education.”

Even if one ignores the obviously racist implication of the last quotation, as Watson-Todd (2006) argues, these statements suggest that there is a widespread belief that NSs are better teachers of English. Because of this superior status NS teachers enjoy, many schools often use NS teachers or even faces of Caucasian NSs or *Farang* in their advertisements to attract parents and students. A study by Jindapitak (2019) reveals how an advertising billboard of a school in Thailand (with a claim that every student will have an opportunity to study with a NS) successfully attracted parents and students. Ruecker and Ives (2015) examined characteristics commonly attributed to ideal English teachers from websites recruiting teachers for language schools in many countries in Asia and found that “the ideal candidate is overwhelmingly depicted as a young, White, enthusiastic native speaker of English” (p. 733). There are also reports that, in many cases, when NS teachers are seen as ideal language teachers or positioned as the authoritative figure in ELT, local teachers perceive themselves as imperfect or second-best teachers (Methitham, 2009) or are perceived as less competent by students (Comprendio & Savski, 2020). After all, as these studies demonstrate, NSs continue to be positioned as authentic users of English even in modern ELT, yet many GE scholars affirm that the claim that NSs make more appropriate role models for language learners is groundless in both theory and practice (Kirkpatrick, 2007; Fang, 2018; Matsuda, 2017; Rose & Galloway, 2019).

Therefore, in order to proclaim global ownership of English as highlighted in the fourth proposal, it is critical for GE educators to foster the positioning of expert users as good role models for language learners. The positioning of achievable and

authentic role models is also linked to the need to position qualified and competent NNSs as ideal teachers of English, regardless of their mother-tongue backgrounds (Rose & Galloway, 2019). Without examining the premise of NS being a source of linguistic authority in ELT, language learners may assume that the only correct model worth learning is that of NSs, thus devaluing and avoiding other NNS models. In this way, their views toward the utilitarian function of English may be limited to only mastering language standards authorized by NSs, leading to a possible assumption that the learning of which can sufficiently help them navigate across linguistic and cultural boundaries. They may also perceive that their only choice in learning English is to mimic a NS who represents a good role model in language learning and use, although monolingual NSs with no experience of learning a second language may not have insights into the process of learning English as a second language possessed by bilingual or multilingual NNSs (Cook, 1999; Kirkpatrick, 2002). Without this awareness, language learners may not view expert NNSs as competent language users and may count on someone's racial background or absence of a foreign accent as a benchmark to judge a language user's linguistic ability, thus holding "the misguided belief that a native English speaker automatically has the expertise to teach English" (Jenkins, 2015, p. 121). Similarly, as Rose and Galloway (2019) assert, the way GE argues for NNSs to represent authentic role models does not mean that "we are advocating that non-native speakers necessarily make better teachers. What we would argue is that nativeness is inherently a poor criterion on which to judge a teacher's ability to teach" (p. 23).

2.7.6 Raising awareness of strategies for ELF communication

The sixth element concerns raising language learners' awareness of strategies for ELF communication. Building communicative competence has been an important goal in communicative language teaching since the 1970s, and it continues to be an important component in proficiency metrics like the CEFR (Rose, 2017). However, as many studies have indicated, the ability to successfully communicate with interlocutors from different cultures is narrowly defined by ELT parties as the capability to deliver

speech that has to be native-like or error-free (Jenkins, 2011; Timmis, 2002; He & Zhang, 2010; Jindapitak, 2019).

ELF research has indicated that language and culture are fluid and flexible and are formed in every instance of communication (Jenkins, 2011; Rose, 2017). As many English interactions today take place exclusively among ELF speakers, it is common to find ELF speakers tending to demonstrate a considerable flexibility in how they communicate (Baker, 2009). Research has shown that to take part in cross-cultural communication, ELF speakers engage in various communication strategies, such as collaborative repair (Watterson, 2008), strategies dealing with unintelligible utterances (Kirkpatrick, 2010) and attempts to prevent communication difficulties (Mauranen, 2006). However, research has suggested that limited experience with speakers with diverse linguistic and cultural backgrounds has a negative impact on cross-cultural communication. For instance, when language users confront an unfamiliar variety, they may employ strategies that obstruct communicative success due to their prejudices or negative attitudes (Subtirelu & Lindemann, 2014). Research has also discovered that language users' strategy choices may be due to lack of experience with linguistically varied environments (Subtirelu & Lindemann, 2014). For instance, Sweeney and Hua (2010) found that when their participants were told that the speech they were listening to was from a speaker (who did not share the same linguistic and cultural background as the participants), they made no adjustments or accommodations to their speech on a discourse completion task.

Knowledge stemming from ELF research has pushed ELT scholars in the field of GE to call for a need for language learners to develop strategies that help navigate between different speakers in international communication settings (Jenkins, 2011; Galloway, 2013; Rose & Galloway, 2019). As articulated by many GE scholars (e.g., Baker, 2009; Rose & Galloway, 2019), for learners of English as global language, the ability to negotiate and adapt to a variety of communities of speakers is as crucial as acquisition of linguistic skills that develop fluency. Canagarajah (2013) supports that the ability to use language proficiently and successfully across lingua-cultural boundaries should involve the ability of being bidialectal and linguistically

multicompetent (Cook, 1999), because in order to function in ELF contexts more successfully, language users need to be able to adapt “to local, regional and global communities across and within traditionally defined World Englishes boundaries” (Rose & Galloway, 2019, p. 17). Concerning pedagogical implications, it is important for ELT classrooms to seek ways to facilitate language awareness in a way that helps language learners to become aware of how communication strategies can be used to bridge linguistic and cultural differences in interactions, to help them learn “to accept their responsibility in the act of communication” (Lippi-Green, 1997, p. 70), especially when confronted with speakers with different accents, as well as to help them develop “communicative strategies that will enable them to negotiate resources from diverse languages and construct meaning situationally” (Canagarajah, 2016, p. 9).

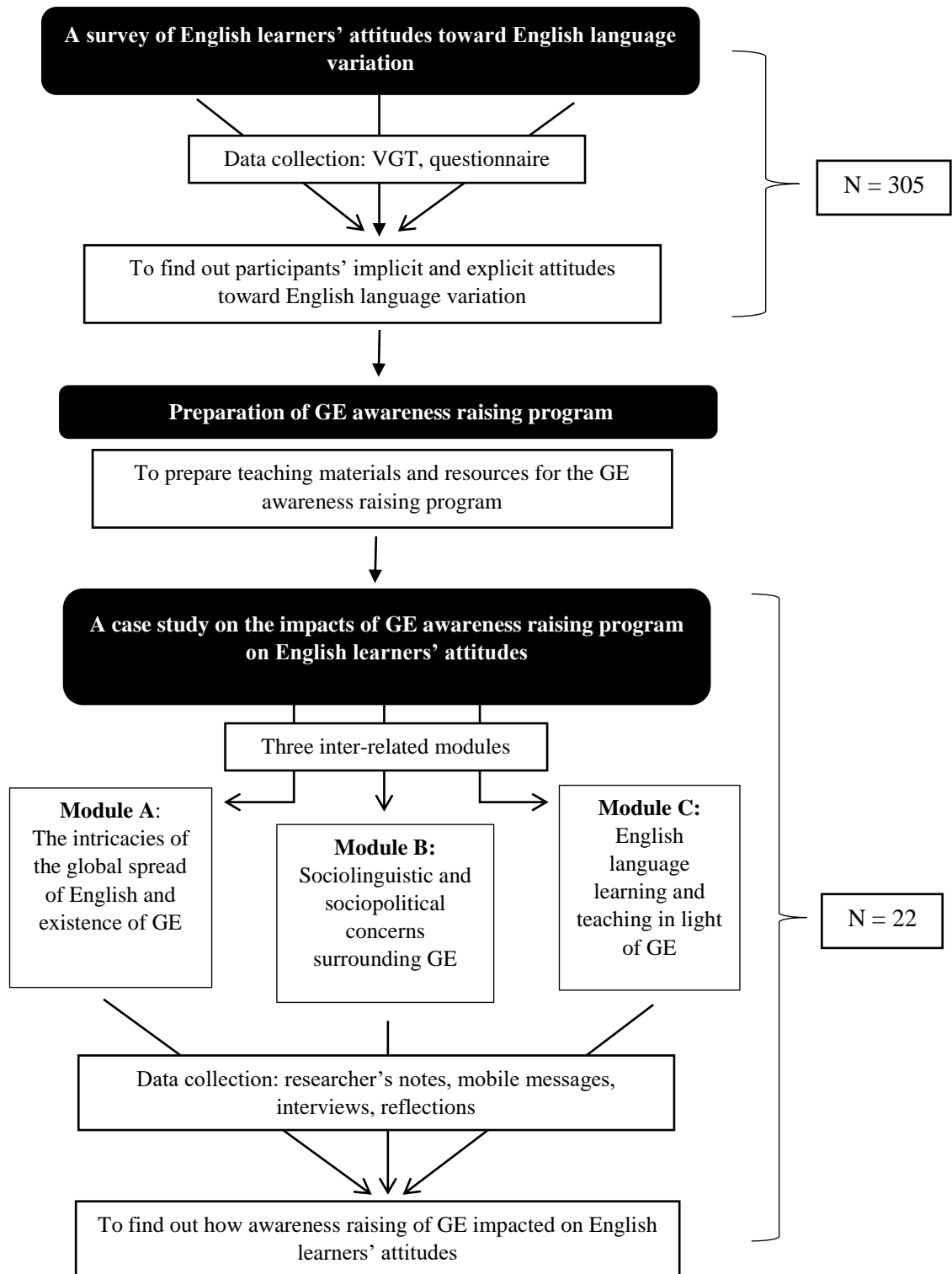
CHAPTER 3

RESEARCH METHODOLOGY

This chapter is divided into three parts, describing the three main activities of the whole project (see Figure 6 for overview of the project). First, the project involves a survey of 305 university English learners' attitudes toward English language variation based on data collected from the VGT and questionnaire. The objective of the survey was to find out how the participants implicitly and explicitly reacted to English language variation. The second part concerns a description of how a nine-week intervention program of GE awareness raising was prepared drawing on the survey findings and proposals for GE awareness raising in classroom contexts discussed in the literature.

The last part of this study concerns conducting a case study on the impacts of the GE awareness raising program on English learners' attitudes. A group of 22 learners (selected from 305 participants who took part in the survey) participated in the program. Data collected from various sources (researcher's notes, mobile messages, interviews and reflections) were analyzed qualitatively to examine the impacts of the GE awareness raising program.

Figure 6. Overview of the project



To better understand how English learners perceived English language variation and how awareness raising of GE impacted on their language attitudes, a mixture of both quantitative and qualitative methods was employed. Strategies of the confirmatory and complementary use of triangulation were utilized to enhance validity (Dörnyei, 2007). The aim was to produce the most valid interpretation of the phenomenon under investigation (Dörnyei, 2007) and to yield distinct but complementary data on the same subject investigated (Creswell & Plano Clark, 2007; Galloway, 2013; Watson Todd, 2017). Therefore, this study aimed to bring together the strengths of both quantitative and qualitative data collection methods.

3.1 A survey on English language learners' attitudes toward English language variation

3.1.1 Participants and context

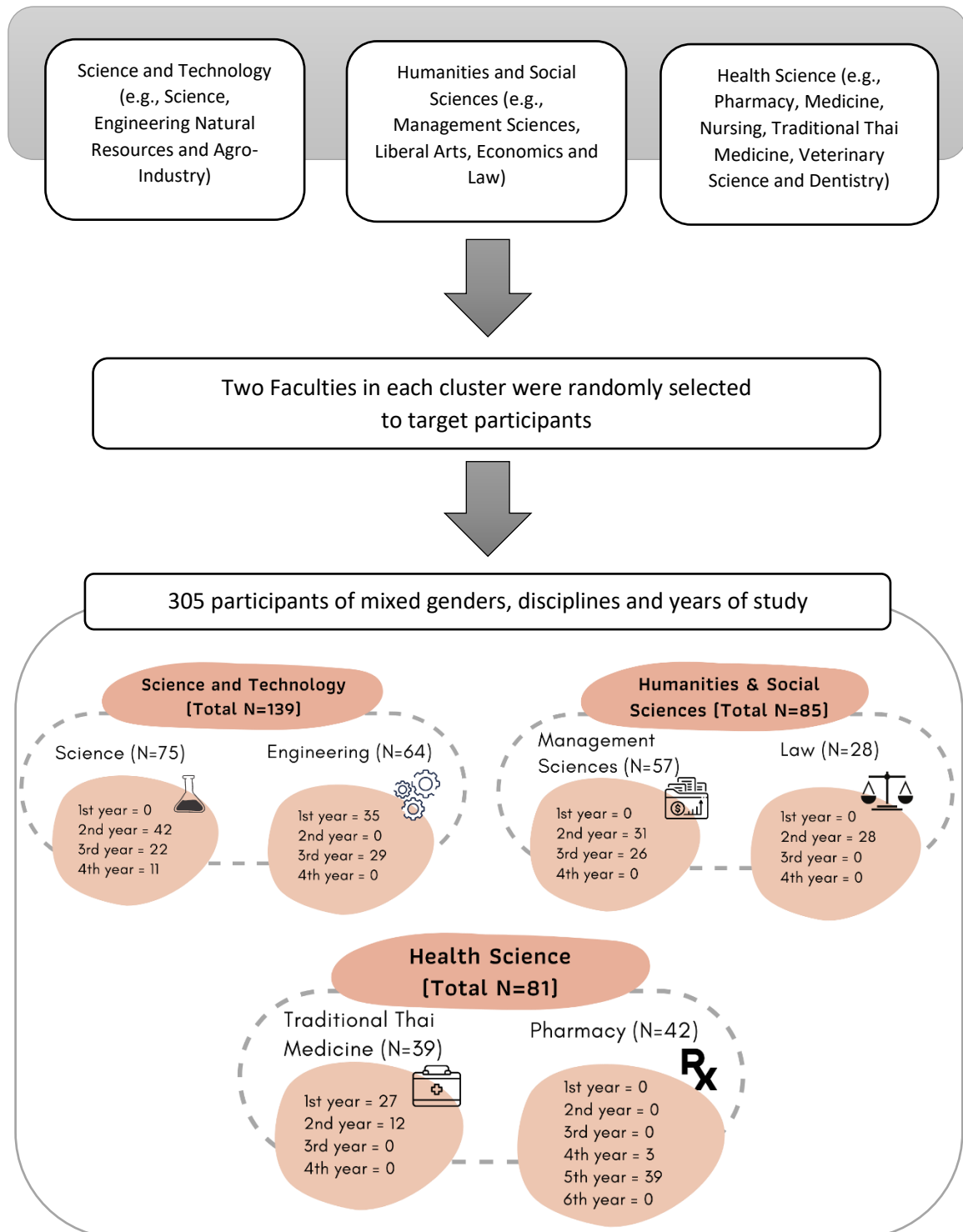
The survey was conducted at one of the campuses of a large public university in the South of Thailand. The study aimed to examine the attitude of undergraduate students of mixed academic disciplines, genders and years of study. Only non-English majors were recruited in this study because they represent the majority of English learners who essentially learn English for lingua franca communication in their future careers rather than because of a specific interest (He & Miller, 2011). In this study, the entire population (a total of approximately 15,250 undergraduate students, excluding 270 English majors) was characterized based on different academic disciplines (17 Faculties where undergraduate studies are offered), which can be classified into three main academic clusters: Science and Technology (e.g., Science, Engineering, Natural Resources and Agro-Industry), Health Science (e.g., Pharmacy, Medicine, Nursing, Veterinary Science, Traditional Thai Medicine and Dentistry) and Humanities and Social Sciences (e.g., Management Sciences, Liberal Arts, Economics and Law). For the purpose of obtaining a heterogenous representation of a group, two Faculties from each academic cluster were randomly selected to locate participants.

- Science and Technology: Science, Engineering
- Health Science: Pharmacy and Traditional Thai Medicine
- Humanities and Social Sciences: Management Sciences and Law

It was intended that 450 participants from the three clusters (150 each) be recruited in the study. The participants were reached using convenience sampling, with the help of my colleagues and the Faculty staff. However, at the time of data collection, only 316 participants showed up and were involved in the survey. Eleven participants were excluded because they did not complete all the items in the survey sheet, reducing the number to 305. Of this number, 139 participants from the Science and Technology, 85 from the Humanities and Social Sciences and 81 from the Health Science were involved in the survey (see Figure 7 for the process of participant selection).

The research site was a major research university in the South and one of the largest universities in Thailand. Being a large university means the students are heterogeneous in demographic backgrounds, making it possible for me to generalize findings to a larger population. The use of heterogeneous samples could be very useful for this study because it could represent a wider population of tertiary students studying at a government university in the South of Thailand. It was decided to recruit a large number of participants in the survey in order to increase the degree of representativeness of the population. Previous surveys that used only a small number of participants may have had detrimental consequences in terms of individual variance, jeopardizing the data's credibility (Dörnyei, 2003, 2007).

Figure 7. Process of participant selection



3.1.2 Instruments

The survey employed different attitudinal elicitation instruments to examine participants' attitudes toward English language variation. While the VGT task was used to elicit the participants' implicit attitudes (privately held attitudes) toward English language variation, different types of questionnaire were used to explore their explicit attitudes. All these instruments were included in the survey sheet (see Appendices A and B for the complete survey sheet in both English and Thai). Below are descriptions of these data elicitation instruments.

3.1.2.1 VGT

The first section of the survey sheet involved evaluations of GE speakers using the VGT task. The construction of the VGT task as well as control of variables are described below.

- **Speech samples**

In the VGT task, the speech samples of eight educated female English speakers from various countries across Kachru's (1992) concentric circles of English speakers, all of whom read the same neutral reading passage, were employed. The speech samples were the English varieties from eight countries, including USA, England, China, The Philippines, India, Korea, Malaysia and Thailand. The voices of speakers of the same gender were used in this study in order to prevent response fatigue—it was impossible to employ both male and female voices in this study since the total number of samples would reach 16 (8 males and 8 females). Previous studies usually employed between six to eight speech samples in the VGT (see e.g., Scales et al., 2006; Jindapitak, 2015; McKenzie et al., 2016; McKenzie & Gilmore, 2017). Therefore, employing eight speech samples of the speakers of the same gender in this study was considered practical and manageable.

The samples of eight GE speakers included in the VGT task are believed to be frequently heard in many communicative domains of life in Thailand. For instance, while American English is regarded as the dominant variety in almost every sphere of life because of the influence of its mass media and the rise of America as the economic and political superpower (Crystal, 2000; Graddol, 2006), British English is often considered as a linguistic model for language learning, which is widely adopted and prioritized in ELT materials (Methitham, 2009; Jindapitak, 2015). Thai people are also believed to be familiar with Chinese and Korean English. According to the number of tourists visiting Thailand in 2016, China and Korea made the largest and the third largest groups travelling to Thailand, with the number of Chinese being 8,757,466 and Korean being 1,464,629 (<http://www.worldatlas.com/articles/tourist-arrivals-in-thailand-by-country.html>). Indian English can also be frequently found in daily encounters as the Indian community in Thailand is one of the largest foreign communities, with the number of registered Indians being over 100,000 (http://indianembassy.in.th/additional_page.php?nid=31). Furthermore, there are a large number of Indian professionals working with many companies in Thailand, especially in information technology, banks and financial institutions. Statistics has shown that there are a good number of Filipino employees in Thailand, being mainly teachers, lecturers, and workers in arts and entertainment sectors (Sarausad & Archavanitkul, 2014). Lastly, given the setting of the present study being close to the neighboring country, Malaysia, frequent contacts with Malaysians are common—the city is particularly popular with tourists from Malaysia, according to the Tourism Authority of Thailand (<https://www.tourismthailand.org/Destinations/Provinces/Hat-Yai/362>).

All the speech samples were downloaded from The International Dialects of English Archive (IDEA) website: <http://www.dialectsarchive.com>. This database was created in 1997 as the first Internet archive of primary-source recorded stimuli of English dialects and accents. It was designed for language variation researchers, sociolinguists or social-psychologists to investigate speakers' different varieties of English across a wide variety of phonemic contexts. Presently, there are more than

1,000 speech samples from countries and territories all over the world in the database, making it one of the largest dialect archives in the world.

- **Reading passage**

The passage, read by the eight speakers, entitles “Comma Gets a Cure” (see Appendix C). It was created following J. C. Wells' (1982) standard lexical sets. The passage is considered a neutral text because it contains no culturally-biased and culturally-specific information. It was important to ensure that cultural information in the reading passage did not favor a particular speech community or skew listeners' evaluations of speakers. In addition, as claimed by the editors, the text was created based on a list of words that can be used to identify speakers' regional phonological behaviors.

- **Control of variables**

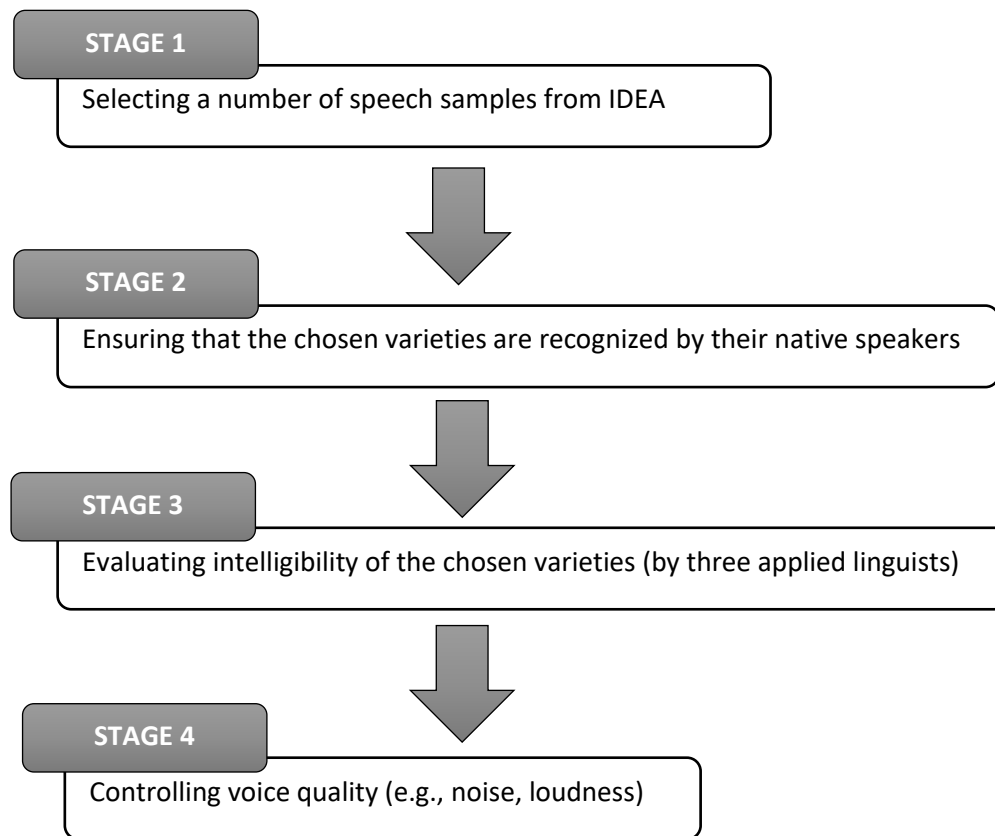
To control variables in the process of speech samples preparation, I conducted a four-stage procedure adapted from Jindapitak and Teo (2012) (see Figure 8 below). First, a number of speech samples were downloaded from IDEA (two or three samples for each variety). In this stage, a colleague specializing in the field of GE was asked to help with the initial screening. The initial screening criteria include the range of speech providers' reading speed rates (having similar speed rates—between 36 and 39 seconds), their age range (speakers in their 20s and 30s), intelligibility of speech as judged by the researcher and his colleague (having clear, well-articulated pronunciation) and quality of voices (laudable voice with minimal disturbing noise).

Second, it was important to ensure that the speech samples were representative of the countries where the specific varieties (used in this study) are spoken. Through personal contact, two NSs of each of the eight countries were asked to listen to a pool of speech samples selected from IDEA and identify their own varieties. The samples

that were successfully recognized by their NSs were safe to use. For instance, if a Malaysian English sample is correctly identified by its two NSs, it is considered representative of the Malaysian English variety. The samples that failed to be correctly identified by their NSs were discarded. However, it was important to note that the speech samples chosen as representative of the eight varieties in this study are merely an example of the specific English variety, and that other speakers in the same area or country or with the same gender or the same level of education may not speak virtually the same (McKenzie, 2006). Moreover, given the fact that there is currently no general consensus reached by applied linguists to describe varieties of English in the expanding circle, such as Korean English, Thai English and Chinese English, included in this study, it is crucial for readers to keep in mind that these terms are employed with reference to the varieties of English selected for the evaluative purpose (McKenzie & Gilmore, 2017) in this study. It was intended that the term varieties of English be used to refer to accents or sounds that speakers produce, “marked by geographic... phonological features” (Galloway & Rose, 2015, p. 251). Therefore, the speech sample, which was correctly identified by its NSs, was assumed to possess some phonological features typical of that particular speech community.

Third, it was also important to ensure that each speech sample was highly intelligible. To do so, a total of three applied linguists in the field of GE were asked to judge each speech sample on the basis of intelligibility. Though people come to terms with intelligibility in different ways, following Smith’s (1992) interpretation, intelligibility is regarded as being word/utterance recognition and the meaning of a word or an utterance. The judges were clearly informed of the interpretation of intelligibility before making judgment in the intelligibility rating form with a four-point Likert scale (highly intelligible, intelligible, unintelligible and not at all intelligible). The samples which obtained high intelligibility ratings ($\bar{x} \geq 3.0$) were considered intelligible and safe to use.

Figure 8. Controlling variables for speech samples



Adapted from Jindapitak and Teo (2012, p. 85)

Finally, it was also crucial to control external variables in the speakers' voice qualities. The Adobe Audition Software 2.0 was used to edit all the speech samples. In this process, noises and other disturbing sounds were removed to obtain the highest-level sound quality. The volume level of all speech samples was also adjusted to make the audio loud enough for the participants.

- **Rating scales and speaker identification task**

In this study, the VGT task involved evaluations of speakers against the 10 six-point Likert-scale statements. Specifically, statements 1-3 elicit the participants' judgments of the linguistic values of English varieties (intelligibility and grammatical correctness). Statements 4-7 concern judgments of the speaker's status and competence (showing a sign of confidence, being a NS, speaking standard English and having a well-paid job). Lastly, statements 8-10 involve judgements of the pedagogical values of English varieties (being a desirable model for language use and learning). Apart from the rating scales, the participants were also asked to guess or identify the speaker's provenance after the rating task. The task directly asks: What country do you think the speaker is from? This task can determine the extent to which the participants were able to recognize different varieties of English, reflecting whether they received sufficient exposure to varieties of English in regular English classrooms.

3.1.2.2 Questionnaire

The study employed three different types of questionnaire (Likert-scale, multiple-choice and scenario-based) to elicit the participants' explicit attitudes toward different issues surrounding GE, including the intricacies of the global spread of English and existence of GE, sociolinguistic and sociopolitical concerns surrounding GE and English language learning and teaching in light of GE. Descriptions of these different types of questionnaire are as follows.

Participants' attitudes toward the intricacies of the global spread of English and existence of GE were measured using the six-point Likert scale questionnaire, as presented to the participants in Section II of the survey sheet. The participants indicated their level of agreement on the 10 Likert-scale statements (items) from 1 (strongly disagree) to 6 (strongly agree). These statements elicit attitudes toward...

- the globalization of English and current demographics of English users (Items 1 and 2),

- the existence of NNS Englishes (Item 3),
- the prevalence of L1 trace in L2 English (Item 4),
- the idea of accent reduction to achieve successful communication (Item 5),
- the intelligibility of a NNS English (Item 6), and
- the acceptability of NNS lexico-grammatical features (Items 7-8).

Given an observed tendency toward non-commitment in Asian cultures, e.g., choosing a middle item, such as undecided or neutral (Dörnyei et al., 2006), I decided to adopt an even number of response options. Therefore, the six-point Likert-scale was chosen to require the participants to decide that they either agreed or disagreed. The number of GE-aware and non-GE-aware statements was balanced (five each). While the formulation of questionnaire items was inspired by related theories in the field (McKay, 2002; Jenkins, 2015; Kirkpatrick, 2007; Galloway & Rose, 2015; Matsuda, 2017), some items were reformulated from many previous language attitudes studies (e.g., Coskun, 2011; He & Miller, 2011; Ke & Cahyani, 2014; Jindapitak, 2015) to gauge the participants' views regarding the intricacies of the global spread of English and existence of GE.

Participants' attitudes toward English language variation in relation to different key sociolinguistic and sociopolitical concerns surrounding GE were collected using the multiple-choice questionnaire consisting of four items (presented in Section III of the survey sheet). These items were formulated to explore how the participants conceived of the notion of English ownership (Item 1), standard English (Item 2), L2 identity (Item 3) and the notion of intelligibility (Item 4). The participants were asked to choose an option that best suited their opinion. They were allowed to give their own answer in the given space if they thought that the provided options in each item did not perfectly capture their opinions. The participants were also asked to provide explanation for their answer in each item. The use of this format enabled me to identify the participants' differentiated attitudes towards each discrete point examined. In particular, it was the interest of this study to find out if the participants' attitudes were consistent with GE proposals. Furthermore, qualitative data obtained from the open space requiring the participants to explain their answer could add depth to the

quantitative data, thus providing useful information to the questions how and why they thought about the issue the way they did (Dörnyei et al., 2006).

Participants' attitudes toward English language learning and teaching in light of GE were obtained through the use of the scenario-based questionnaire (shown in Section IV of the survey sheet). Three items were formulated requiring the participants to choose a case that best indicated their preferences. Three sets of cases about English language learning and teaching in light of GE were devised, eliciting the participants' attitudes toward the kind of students (with different abilities in speaking English) they would like to be like, the kind of teachers (belonging to different concentric circles and with different L1 backgrounds) they would like to study with, and the kind of English class (featuring different English accents as recorded materials) they would like to be in. The three items were formulated as follows.

- **Item 1** presents three students (A, B and C) talking about their speaking abilities. This set is a modified version of Timmis' (2002) questionnaire. I maintained Timmis' two cases—Student A whose speaking ability can be saliently identified as “native-like” and Student B whose ability represents a typical instance of a “successful ELF speaker”). In addition, to better acknowledge varied uses of English in the global scale, I included one more case to the item (Student C whose ability represents an essential characteristic of an English speaker using English for “instrumental purpose”).
- **Item 2** presents the profile of three English teachers applying for a university teaching position in Thailand. While Teachers A and C are Thai and Singaporean, Teacher B is a NS of American English. The profiles present Teachers A (a Thai national) and C (a Singaporean national) as similarly highly qualified English teachers, with relevant education degrees, English as a second language learning experience and years of English teaching experiences. As for Teacher B, despite being a NS of English and having a year of English teaching experience, his education profile and working experience do not relate to ELT.

- **Item 3** presents information of three English classes offered at a university. These classes differ in terms of recorded materials selected to be used in class: Class A uses recorded materials featuring English accents of NSs only, Class B uses accents of NNSs only, and Class C includes a wide range of accents of NSs and NNSs.

The participants were allowed to indicate their own preference if they thought that the provided options in each item did not speak their personal views. They were also asked to indicate the reason for their preference/answer in the open space. It was believed that asking the participants to provide reason for their answer could add depth to the findings because it allowed them to elaborate their ideas, their thoughts or what they wanted to say in their own manner (Nunan & Bailey, 2009). Dörnyei (2003) argues that “although we cannot expect any soul-searching self-disclosure from the responses, by permitting freedom of expression, open-format items can provide a far-greater “richness” than fully quantitative data” (p. 47). Responses obtained from the open format offered illustrative quotes, leading me to draw a better conclusion on the issues investigated.

In the last part of the survey sheet, the participants were requested to provide personal information: their name, gender, academic major and Faculty and year of study. They were also asked to indicate if they were interested in participating in a language attitude research project. They were requested to give their contacts (telephone number and email) if they indicated their interest to participate in a GE awareness raising study.

A total of 316 survey sheets were obtained from the participants, 11 of which were discarded due to missing answers. Finally, 305 survey sheets were collected and used for further analysis.

3.1.3 Quality assurance and pilot testing of the instruments

The content validity of the instruments employed in the survey study has been partially maintained by the published studies that the current study drew from (He & Miller, 2011; Coskun, 2011; Jindapitak, 2015; Ke & Chayani, 2014; McKenzie & Gilmore, 2017). However, since validity is a matter of judgments by experts, a panel of three applied linguists in the field of GE were asked to review the clarity and suitability of the instruments (VGT and questionnaire). The instruments were revised according to feedback from the experts (i.e., choosing reading passages that better fit the topics, incorporating more regional NS varieties into the materials and providing useful language expressions for particular discussion tasks).

The first pilot testing was conducted with a small group of students to maintain face validity. It was vital to ensure that all the questions, options and cases achieved clarity and ease of understanding through the eyes of the students. A group of 10 students (with a similar background as the target participants) were asked to review instructions, questions and statements in both the VGT task and questionnaire. They were also asked to pay special attention to the questionnaire items with multiple-choice options about different sociolinguistic and sociopolitical concerns surrounding GE and the items with multiple cases about English language learning and teaching in light of GE. After receiving comments from the students, revisions were made to both instructions and some questionnaire items to make them clearer and more reader-friendly.

The second pilot testing was conducted with a total of 34 participants of different academic majors to establish reliability of the instruments dealing with scales. Reliability refers to agreement between items, and how well a research instrument measures the same ideas or constructs (often Likert scale) (Creswell, 2003). It was important to ensure that consistent scores be obtained from multiple items measuring the same ideas (Garson, 2007). In any exploratory research, according to Garson (2007), the reliability coefficient of .6 or above can be accepted. The second pilot testing followed the same procedure as in the real data collection (see 3.1.4). The results showed that the internal consistency of the Likert-scale statements in the VGT task and

in the questionnaire was somewhat highly established, being 0.93 and 0.68, respectively.

3.1.4 Data collection procedure

The survey sheets (Thai version) were given to the participants in order to maximize full understanding of both instructions and every discrete point being investigated. Data collections were carried out at different time and places (mostly in classrooms at different faculties on campus). All the sections of the survey sheet were presented to the participants at the same session. Research objectives were clearly explained to the participants. They were informed clearly that the purpose of this study was not to test their knowledge of English but a survey of attitudes toward English language variation. Most importantly, they were informed that their responses provided in the survey sheet were kept confidential and if quoted they would be made anonymous. Consent forms were given and the participants were informed that participating in this survey was optional. The procedure for each section of data collection is detailed below. Altogether, the participants spent approximately 50 minutes for completing the attitudinal survey.

Section I. Impression of English speakers (20 minutes)

- 1) Allowed the participants to read the instruction, and double-checked their understanding of the instruction.
- 2) Demonstrated how to evaluate speakers using the VGT task on a projector screen step by step. Also informed the participants that they had two minutes for evaluating the speaker after listening to the audio. In this stage, a sample audio of a Canadian English speaker (which was not included in this study) was played as an example, and the participants were instructed to complete their evaluation of this speaker (Speaker 0) for the purpose of familiarizing them with the rating format of the VGT task.

- 3) Played each of the eight audios (speech sample) once and paused for two minutes for the participants to rate their impression of the speaker on the Likert-scale statements.
- 4) Asked the participants to guess the speaker's provenance.
- 5) Repeated step 3 until the rest of the speakers were evaluated.

Section II. Attitudes toward English language variation (5 minutes)

- 1) Allowed the participants to read the instruction and double-checked their understanding of the instruction.
- 2) Asked the participants to indicate their level of agreement on the 10 Likert-scale items.

Section III. Attitudes toward English in the global context (10 minutes)

- 1) Allowed the participants to read the instruction and double-checked their understanding of the instruction.
- 2) Encouraged the participants to choose an option consistent with their view. Encouraged them to provide their own response if the given option did not fit their view.
- 3) Encouraged the participants to provide reason for their answer.

Section IV. Attitudes toward English learning and teaching (10 minutes)

- 1) Allowed the participants to read the instruction and double-checked their understanding of the instruction.
- 2) Encouraged the participants to choose an option suiting their preference for learning goal, English teacher and English class. Encouraged them to provide their own preference if the provided option did not suit their preference.
- 3) Encouraged the participants to indicate their reason for their preference.

Section V. Personal information (5 minutes)

- 1) Requested the participants to provide their background information.

- 2) Requested the participants to indicate if they were interested in participating in a language attitude research project.

3.1.5 Data analysis

Employing different attitudinal elicitation techniques in this study enabled me to yield better interpretations with regard to how English learners perceived English language variation in relation to different GE-related concerns. Specifically, quantitative data for the study were achieved through the use of VGT and questionnaire (Hammersley & Atkinson, 1983). In this study, although the VGT task and questionnaire measured the same objects, they elicited different types of data. While the VGT task elicited participants' implicit attitudinal data (privately-held attitudes), explicit attitudes could be obtained from the questionnaire of different types. These two types of data were cross-validated to achieve better conclusions of findings (He & Miller, 2011).

To find out whether the ratings of varieties of English on the VGT were significantly different from each other, a repeated measures analysis of variance (ANOVA) was computed. In this process, Mauchly's Test of Sphericity was run to check if levels of sample parameters were of equal variance. If the p -value generated by the Mauchly's Test of Sphericity is less than 0.05 ($p < 0.05$), it means that sphericity has been violated. In this case, the null hypothesis has to be rejected, and a correction to the degrees of freedom is needed for the calculation of the F-ratio (Girden, 1992). In SPSS, there are three corrections that can be used to alter the degrees of freedom: Huynh-Feldt, Greenhouse-Geisser and Lower-bound. On the other hand, if the p -value is greater than 0.05 ($p > 0.05$), it means that the data do not violate the sphericity assumption, which can be concluded that the variances of the differences are equal (Girden, 1992). In this case, no correction to the degrees of freedom is needed (Girden, 1992).

A *post-hoc* test was also run to find out where the significant differences of each pair of accents were located. Besides, responses obtained from the speaker identification task were analyzed using percentage. Descriptive statistics were used to analyze data from the questionnaire items with Likert scale (Section II) multiple options (Section III) and scenario-based (Section IV). Written responses provided in the questions accompanying the items in Sections III and IV of the questionnaire were analyzed qualitatively to find supporting information for the quantitative findings.

To analyze qualitative data obtained from the participants' written responses (Sections III and IV of the survey sheet), a coding system was needed in order to describe, structure, and interpret the data. The top-down coding or deductive approach where coding is imposed on preconceived categories regarding the focus of the research (Cho & Lee, 2014), was adopted because the aim was to analyze the participants' responses in relation to the predetermined categories: their views toward different sociolinguistic and sociopolitical concerns surrounding GE and English language learning and teaching in light of GE.

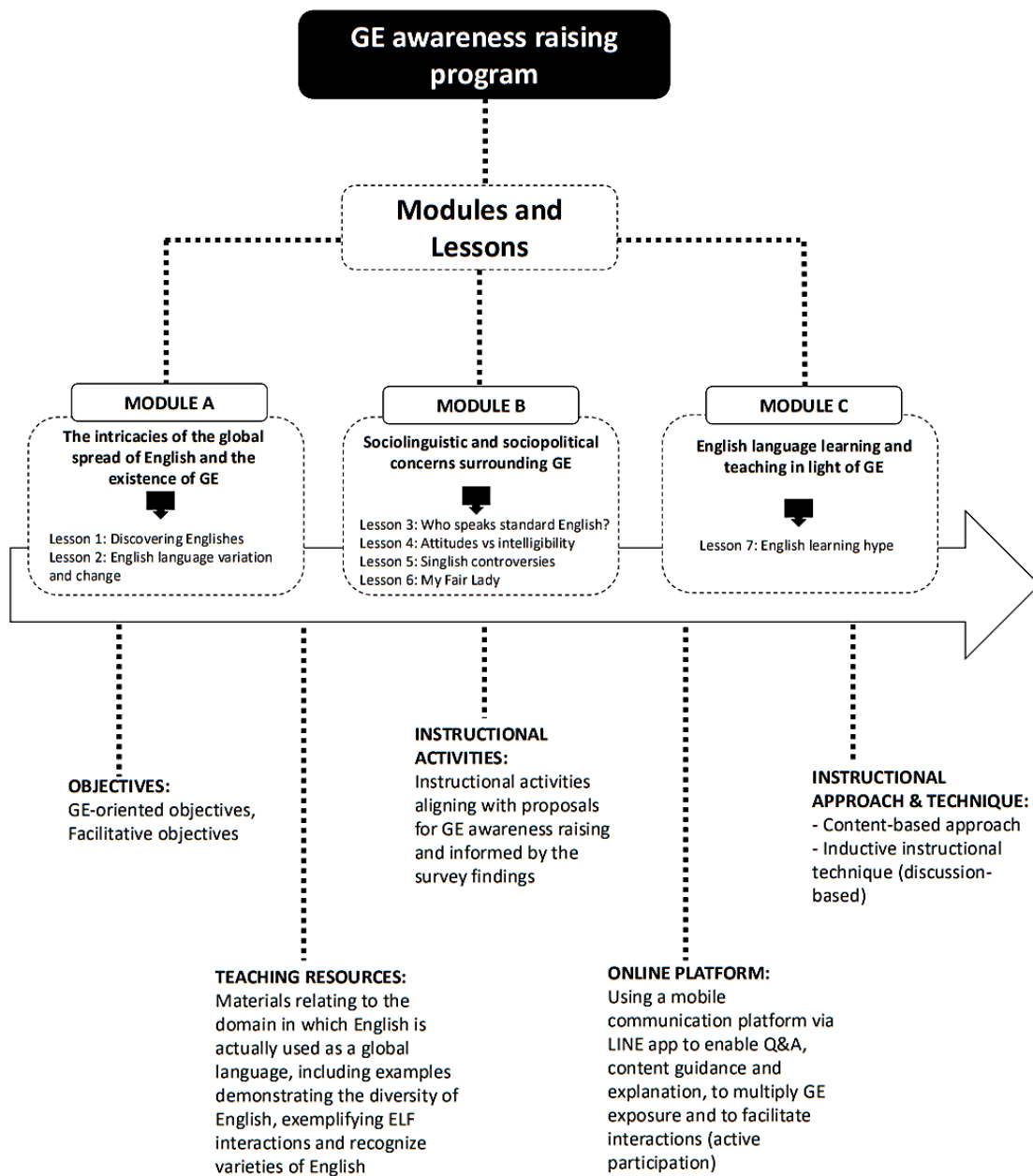
3.2 Preparing the GE awareness raising program

Following the survey on language learners' attitudes toward English language variation, a nine-week GE awareness raising program was prepared with an aim to build the participants' awareness of GE through a series of GE-oriented activities. The program was designed consisting of a range of key focuses related to GE and its related fields. In this section, program overview and the detailed descriptions of the three inter-related modules are provided.

3.2.1 Program overview

The GE awareness raising program was developed following the attitudinal survey, consisting of different key components extracted from theoretical and practical ideas for GE awareness raising put forth in the literature. The program was broken into three inter-related modules (Module A: The intricacies of the global spread of English and the existence of GE, Module B: Sociolinguistic and sociopolitical concerns surrounding GE and Module C: English language learning and teaching in light of GE) mirroring the areas investigated in the survey, with each module consisting of its subsequent lesson(s). This section describes an overview of the GE awareness raising program—it outlines important details of the program, including the kind of objectives to be expected, how instructional activities were prepared, what kind of teaching resources to be used, what instructional approach informed classroom practices and how an online platform was incorporated into the program (see Figure 9 for program overview).

Figure 9. GE awareness raising program overview



▪ Objectives

There were no explicit language learning goals specified in each lesson, though the fact that much of the input was in English also allowed the participants to hone their language skills, as did the discussion activities. As shown in Table 3 (Program outline), in each lesson, the GE-related objective was formulated to determine the goal and expectation of the lesson in terms of what the participants needed to know and be able to do. Individual GE-related objectives connect to the broader goal of the program. Not only did the objectives help define the scope of the content to be implemented, but also let the participants know what GE components they were expected to deal with in each lesson. Apart from the GE-oriented objectives, each lesson contains facilitative (secondary) objectives describing language-related components the participants had to deal with. For instance, since the program was exclusively discussion-based, sentence stems or language expressions necessary for meaningful discussion (e.g., agreeing and disagreeing, describing trends, expressing certainty and uncertainty and describing probability) were explicitly taught to the participants to equip them with some necessary command of language when dealing with discussion tasks or tasks which required spoken communication skills.

Table 3. Program outline

Module	Lesson/Week	Primary objective	Facilitative objective	Varieties exposed
Module A: The intricacies of the global spread of English and the existence of GE	1. Discovering Englishes Week: 1-2	- To explore the existence of varieties of English (NNS Englishes) in the world and study linguistic differences of these varieties	- To listen for comprehension - To express certainty and uncertainty - To use communicative language in English interactions - To explain and discuss key points from video extracts and reading passage	- NNS Englishes (Vietnamese, Thai, Malaysian, Indian, Japanese, Chinese, Hong Kong, Singaporean)
	2. English language variation and change Week: 2-3	- To explore the variable nature of English in the Anglophone world and English language change	- To recognize pronunciation differences uttered by NSs - To determine the meanings of unfamiliar words/phrases using context clues - To describe graphs/trends - To explain and discuss key points from the video extracts and reading passage	- NS Englishes (US, London, RP)
Module B: Sociolinguistic and sociopolitical concerns surrounding GE	3. Who speaks standard English? Week: 4	- To examine the notion of standard English associated with particular regions of the world and to discuss how standard language ideology shapes people's attitudes toward English language variation	- To describe/ discuss results of a simple questionnaire survey - To express agreement and disagreement - To recognize words/phrases from listening - To explain and discuss key points from the video extracts and reading passage	- NS Englishes (US, RP, London, Scottish, Jamaican, Australian, Trinidad and Tobago)
	4. Attitudes vs intelligibility Week: 5	- To discover prevailing attitudes toward English language variation and to discuss how attitudes can influence listeners' social evaluations of speakers	- To communicate survey results using simple language and talk about one's own attitudes - To use comparative expressions - To recognize words/phrases from listening - To explain and discuss key points from the video extracts and	- NS (US, Australian) - NNS Englishes (Iraqi, Nigerian, Vietnamese, Thai, Italian, Malaysian)

			reading passage	
	5. Singlish controversies Week: 6	- To examine the notion of English ownership and to evaluate the deeply-held claim of English speakers in the Anglophone world being the sole owners of English	- To determine the meanings of the unfamiliar words/phrases using context clues - To express certainty and uncertainty - To explain and discuss key points from the video extracts and reading passage	- NNS Englishes (Singaporean, Malaysian)
	6. My Fair Lady Week: 7-8	- To examine social dimensions of English conveyed through linguistic events in the movie	- To determine the meanings of the unfamiliar words/phrases using context clues - To recognize pronunciation differences uttered by different characters in the movie - To use expressions describing feelings - To explain and discuss key points from the movie, video extracts and reading passage	- NS Englishes (RP, Cockney)
Module C: English language learning and teaching in light of GE	7. English learning hype Week: 9	- To examine the role of nativeness in English language learning and teaching	- To describe characteristics of a person - To express preference using convincing language - To explain and discuss key points from the video extracts and reading passage	-

▪ Instructional activities

Each lesson consists of instructional activities addressing a diverse selection of topics intended to cover a broad range of proposals for GE awareness raising. Throughout the program, the participants were not only to exposed to a wide selection of NS and NNS varieties of English (see Table 3), they were also actively involved in a series of instructional activities designed to align with the six proposals for GE

awareness raising described in Section 2.7 (see Table 4 for example instructional activities aligning with proposals for GE awareness raising).

The construction of instructional activities was also informed by the survey findings regarding the participants' implicit and explicit attitudes toward English language variation, as they determine the extent to which the participants were aware of GE and indicate which areas are needed to be emphasized.

Materials used in the first module are intended to help the participants become more aware of the systematic variation of English and gain more appreciation of different varieties of English. As indicated in the survey findings (see 4.1), although the participants appeared to have a general awareness of the global spread of English, their awareness of the variable nature of English was somehow limited. They also seemed to have unclear views toward what constitutes success in ELF communication and seemed reluctant to accept NNS linguistic features. Therefore, a range of topics, such as the changing demographics of English, language change, the existence/emergence of different NNS varieties, linguistic variation across GE varieties, the nativization of English, and ELF communication strategies, were included in the materials.

Developing the participants' tangible and critical awareness of deeper concerns surrounding GE (as communicated through the objectives of individual lessons) is considered an important aspect in GE awareness raising. As suggested in the survey findings, the participants seemed to evaluate English language variation in a hierarchical manner (demonstrating negative or prejudiced attitudes toward NNS varieties, both implicitly and explicitly) and lack sufficient awareness of sociolinguistic and sociopolitical concerns surrounding GE (e.g., considering English as the sole property of NSs, associating NNS accents with negative stereotypes or stigmas, considering varieties other than those of NSs as non-standard needing to be corrected and associating intelligible English with the ability to acquire a native-like accent) (see Section 4.1). In response to these findings, the second module brought to the class different topics of deeper GE concerns, such as the standard language ideology, the ownership of English, the concept of intelligibility, ELF identity, linguistic stereotyping, prejudices and discrimination.

The need for a re-examination of the role of nativeness in English language learning and teaching is supported by the survey findings which revealed the participants' strong preferences for NS norms (e.g., NSs inherently make better English teachers, adhering to a NS norm can ensure wider intelligibility and ELT classrooms should teach only NS accents). The survey also showed that the participants implicitly evaluated speakers with NNS accents to be less suitable for an ELT job, indicating the prevalence of NS norms in ELT that are rarely questioned, thus infusing in language learners that linguistic expertise is innate and should be authorized by NSs. Therefore, in the third module, it is important to involve the participants in topics, such as what makes a good English teacher (conceptualizing ideal English teachers), hiring practices in ELT, taken-for-granted assumptions guiding English language learning and teaching and discourses of native-speakerism that prevail ELT practices.

Table 4. Example instructional activities aligning with proposals for GE awareness raising

Example instructional activities (lesson)	Proposals for GE awareness raising*					
	1	2	3	4	5	6
- Studying distinct lexico-grammatical features of different varieties of English (Lesson 1)	✓					
- Observing strategies speakers use to achieve communicative success in ELF communication (Lesson 1)	✓		✓		✓	✓
- Interacting with real GE speakers brought to the class (Chinese, Indonesian and Ghanaian) (Lesson 1)	✓		✓		✓	✓
- Reading blog posts and discussing questions related to language change, linguistic diversity and linguistic innovations (Lessons 1 and 2)	✓					
- Examining English language variation (pronunciation and grammar) within the inner circle (Lesson 2)	✓					
- Observing language change and trends in language use through Google Ngram Viewer (Lesson 2)	✓					
- Listening to different varieties of English and debating criteria to pass somebody as a standard English speaker (Lesson 3)	✓	✓				
- Examining self-perceived attitudes toward the notion of standard English (Lesson 3)		✓				
- Studying the sociolinguistic fact of RP and discussing how it becomes standard (Lesson 3)	✓	✓				
- Discussing how ideas of standard language exist in Thai and how they influence the way people perceive language variation (Lesson 3)		✓	✓			
- Examining problematic pronunciation features jeopardizing international mutual intelligibility (Lesson 4)	✓	✓				✓
- Examining one's objective intelligibility of and subjective attitudes toward English varieties (Lesson 4)	✓	✓	✓			
- Discussing how people rely on preconceived attitudes when reacting to English language variation Lesson 4)	✓	✓	✓			
- Studying social-psychological experiments on stereotypical judgments of speakers' credibility (Lesson 4)		✓	✓			
- Debating the localization of Singlish through Singapore's <i>Speak Good English Movement</i> (Lesson 5)	✓	✓	✓	✓	✓	

- Discussing the relationship between the local use of English and the speaker's desire to project their identity (Lesson 5)	✓	✓	✓	✓	✓	
- Examining the notion of English ownership in the context of GE (Lesson 5)	✓	✓	✓	✓	✓	
- Viewing <i>My Fair Lady</i> and examining linguistic variation in the British Isles and social dimensions of English conveyed through linguistic events in the movie (Lesson 6)	✓	✓	✓	✓	✓	
- Examining discriminatory practices based on language in the society (Lesson 6)	✓	✓	✓	✓	✓	
- Creating three-dimensional human faces representing ideal English teachers through FaceGen Modeller and discussing characteristics of good English teachers (Lesson 7)						✓
- Analyzing selected ELT commercials (with taken-for-granted claims about language learning) based on GE perspectives (Lesson 7)		✓				✓
- Discussing the role of nativeness in English language learning and teaching and English learning hype based on an article (Lesson 7)						✓

* 1 refers to raising awareness of the diversity of English and increasing exposure to varieties of English,
 2 refers to challenging the standard language ideology underpinning judgments of linguistic differences,
 3 refers to emphasizing respect for speakers with diverse lingua-cultural backgrounds,
 4 refers to revisiting the notion of English ownership,
 5 refers to positioning expert users as role models for language learning and use and
 6 refers to raising awareness of strategies for ELF communication.

▪ Teaching resources

The interactional activities are mostly discussion-based, making use of authentic materials (resources) based on McKay's (2012) suggestions for choosing materials for the classroom that aims to teach English as a global lingua franca—materials need to relate to the domain in which English is actually used as a global language, include examples demonstrating the diversity of English (provide exposure to different English varieties), exemplify ELF interactions and recognize varieties of English (McKay, 2012). The following resources were incorporated in the instructional activities:

- examples of systematic linguistic features of English language variation (e.g., lexico-grammatical, phonological differences of NS and NNS Englishes)
- audio recordings featuring a range of GE varieties
- videos featuring a range of GE varieties and key concerns/concepts in GE
- selected reading excerpts/passages featuring key concerns/concepts in GE
- a film (*My Fair Lady*)
- advertisements

Each lesson was developed to incorporate as many of these resources as possible, assisting the participants in forming a meaningful connection with real language use and better relating to GE topics being addressed, hence enhancing the overall learning experience.

▪ **Instructional approach and technique**

The overall pedagogical approach to GE instruction is content-based approach, which emphasizes instruction based on a topic (GE-related content). The primary focus of the GE instruction was not on teaching or enhancing participants' linguistic skills, although each lesson contains facilitative objectives that are language-oriented. These language-related components were used as a vehicle for learning different GE components; therefore, they were included to help the participants deal with the content more effectively.

The use of content-based approach is considered useful for the context of this study. Since the participants were not English majors, special attention was devoted to designing activities which, while asking participants to engage critically with particular topics and issues, did not focus on the direct teaching of the theoretical knowledge of sociolinguistics and GE, but was mostly based on inductive teaching, which entails involving the participants in activities which allow them to develop their understanding of GE concepts through examining, observing, interpreting and reflecting on GE input

introduced to them in a more meaningful way. Furthermore, it was important to implement activities that could maximize meaningful participation, keeping the participants actively engaged in class.

To integrate GE concepts into classroom practices, the program includes a range of activities (which can assist active and meaningful discussions), including video viewing, listening comprehension, interaction with guest speakers, games, discourse completion task, case study, peer survey, movie viewing, debate, reading activities, analyzing commercial ads, etc. These activities were aimed at helping the participants develop an understanding of GE concepts through their own interpretation of learning resources, rather than through the researcher's direct teaching of GE concepts. For instance, in order to help the participants to understand the concept of English constantly changing and adapting to reflect the changing world, they were asked to study excerpts (representative of English used at 500-year intervals) and study a changing trend in the use of particular words/phrases in texts and speech contents Google has scanned in. They were then encouraged to think deeply and make connections between pieces of information in a follow-up discussion task to help them reach their own conclusion about the concept (more descriptions/examples of instructional activities are provided in the next section). An instructional technique such as this could probably allow the participants to use reasoning skills when making judgment about a GE concept or to approach a particular concept based on input exposed to them.

▪ **Online platform**

Apart from the face-to-face meetings, a mobile communication platform was created using LINE app to enable Q&A, content guidance and explanation when needed and without time constraints. The platform also helped the participants to personalize specific issues through extra materials, such as videos, news reports, images and short passages related to GE, uploaded to this space to engage the participants in more discussion, to multiply GE exposure and to widen their experience with GE as much as

possible. The platform also facilitated interactions among the participants, allowing them to actively discuss and exchange more ideas beyond the face-to-face meetings. The researcher was active in the chatroom as the moderator in order to encourage the participants to contribute, keep the conversation going and bring the discussion back on track in case it got off the point or became too irrelevant.

It should be noted that data collection using the instant messaging app, to a certain extent, shares some similar characteristics with *focus group*. The focus group format is based on how group brainstorming can produce collective experience or shared understanding of a topic (Creswell, 2003; Dörnyei, 2007). As with the focus group, the technique used to collect data from the online chatroom involves participants in collaborating on ideas, inspiring and challenging one another as well as responding to emerging issues and points (Dörnyei, 2007). The usefulness of this technique is that interaction between group members can produce high-quality responses in a social context because it can generate an interactive and a constructive environment that may lead to an insightful, meaningful or thought-provoking discussion (Dörnyei, 2007), thus assisting researchers in understanding a specific problem from the collective viewpoint of a target group.

However, this technique is not without limitation. Due to the nature of this technique which primarily entails participants thinking together, participants are likely to influence or be influenced by others (Casey & Krueger, 2000). To mitigate a possible effect of this limitation, my role in the process of data collection was to act more as a facilitator and moderator rather than an interviewer because it was crucial to avoid any emerging inhibiting or dominating group opinion by encouraging the participants to think critically and make sure that every participant had an equal opportunity to express their personal view (Dörnyei, 2007). In addition, it is not an exaggeration to say that the dominating group effect had little impact on the quality of data gathered via the mobile channel because the program was not administered as part of any existing course; as a result, the participants were encouraged to express their true feelings or opinions without fear or pressure of being graded.

3.2.2 The three inter-related modules

This section describes what each module looks like and how instructional activities were prepared in response to different proposals for awareness raising of GE to serve the three inter-related modules.

3.2.2.1 Module A: The intricacies of the global spread of English and the existence of GE

The focus of this module is to involve the participants in discussions related to the intricacies of the global spread of English and the existence of GE so that they became informed of the fact that English is evolving and that English has metamorphosed into multiple Englishes.

This module consists of two lessons: Lesson 1 (Discovering Englishes) and Lesson 2 (English language variation and change). The objective of Lesson 1 was to engage the participants in exploring the existence of varieties of English outside the Anglophone world and examining linguistic differences of these (NNS) varieties. In Lesson 2, the participants were engaged in exploring linguistic differences in the Anglophone world (NS countries) and English language change.

Instructional activities included in these two lessons cover different proposals for awareness raising of GE (outlined in Table 4). Many of the activities are mainly based on raising awareness of the global spread of English and increasing exposure to GE varieties. The participants were introduced to a range of English varieties and led to explore linguistic features of these varieties (see e.g., Pages 302, 303, 304, 305, 310, 311) as well as to examine how the language changes over time (see Pages 314, 315), reflecting the universal law of a living language that is capable of change and variation. The participants also read blogposts about the localization of English in a NNS context (see Page 345) and linguistic changes the English language has seen (see Page 312), which could probably help them to acknowledge the sociolinguistic fact of English evolving into multiple varieties, systematically used by GE speakers worldwide, to

realize that language or meanings of language can be allowed to change and to acknowledge the legitimacy of local Englishes.

Other activities, on the other hand, address other proposals (raising awareness of ELF strategies and positioning expert users as role models). For instance, the participants examined how intelligible of Thai English is to a foreigner (from a video featuring an authentic conversation between a Thai and a foreigner at a night club) (see Page 304). The participants were led to observe the strategies the two speakers used to achieve mutual understanding. They were introduced to self-initiated strategic practices and other-initiated strategic practices as signals of non-understanding in the conversation, such as repetition (simple repetition, keyword repetition, combined repetition, sound-stretch repetition), reformulation (rephrasing and paraphrasing), clarification requests (wh—clarification question, question repeat), comprehension checks (alternative word/phrase with rising intonation, questioning tag), interrogative echo and using unfocused question. The participants were asked to identify these practices in the encounter. This activity could probably help them become aware that in ELF or cross-cultural communication, both speakers must negotiate meaning anytime there is a communication burden taking place. Since communication is two-way, one speaker cannot place full responsibility for the communication process on the other speaker with lower competence.

In another activity, the participants were encouraged to interact with GE guest speakers invited to the class (see Page 305). These speakers gave a short introduction about themselves and talked about their favorite places in Thailand. The participants guessed where the speakers were from and completed the comprehension task. The speakers also discussed with the participants the role of English in their countries, the varieties of English spoken in their countries, communication challenges with Thai English as well as important strategies used to overcome communication problems arising from linguistic and cultural differences (see Page 306). These activities probably enabled the participants to realize how successful communication is irrespective of accent, to examine communication strategies employed by speakers to achieve

international intelligibility and to gain an awareness that expert users of English can be from anywhere.

3.2.2.2 Module B: Sociolinguistic and sociopolitical concerns surrounding GE

This module aims to raise the participants' awareness of deeper GE concerns. The idea of this module was to encourage the participants to relate these topics to what they had learned in the previous module and to critically revisit conceptions of English in light of GE perspectives (Galloway & Rose, 2015). It provided the participants with opportunities to re-evaluate and re-appraise the way they thought about English language variation by involving them in a number of instructional activities covering a range of proposals for GE awareness raising.

There are four lessons in this module. Lesson 3 (Who speaks standard English?) was intended to involve participants in examining the notion of standard English associated with the mainstream NS norms and discussing how the standard language ideology shapes people's attitudes toward English language variation. Lesson 4 (Attitudes vs intelligibility) focused on having the participants examine their prevailing attitudes toward English language variation as well as engaging them in discussions related to how attitudes can influence listeners' social and intelligibility evaluations of speakers. In Lesson 5 (Singlish controversies), the participants were led to examine the notion of English ownership and evaluate the deeply-held claim of English speakers in the Anglophone world being the sole owners of English. The last lesson of this module (Lesson 6: *My Fair Lady*) involved using film to forge the participants' understanding of deeper sociolinguistic and sociopolitical concerns surrounding GE. The objective was to have the participants examine different social dimensions of English conveyed through linguistic events in the film.

As with the first module, every lesson in this module continued to expose the participants to GE varieties to raise their awareness of the existence and legitimacy of

linguistic diversity in general. Besides, listening to a number of fluent and intelligible NNSs in many activities (see, e.g., Pages 319, 320, 325, 327, 328, 332) could probably lead the participants to perceive that many NNSs also represent good role models in language use, and that expertise in language use is not necessarily based on a choice of NS mimicry. Continued exposure to different English varieties could also lead the participants to evaluate the question whether it is necessary for GE speakers to possess native-like competence to communicate successfully.

To challenge the standard language ideology, the participants were involved in a number of activities allowing them to critically examine language variation in relation to social power. For instance, the participants completed the questionnaire on ideas of standard English and discussed the results with their peer (see Page 318). In another activity, listening to different GE speakers uttering the same sentence, the participants were asked to choose who they thought speaks standard English before discussing criteria passing someone as a standard English speaker (see Page 319). To broaden an understanding of standard English being a social dialect, the participants studied the sociolinguistic fact of RP from a video extract (see Page 320). In an extended activity, they were encouraged to research/explore its history, popularity, social status, alternative names, notable speakers (through video examples of RP speakers). As they shared what they found with the class, they were led to discuss whether a particular variety becomes standard because of its assumed superior linguistic qualities or its social group's powerful status (see Page 320).

The participants also studied why certain varieties are more inherently attractive than others based on experiments summarized in the article (see Page 321) and discussed why negative stereotypical sentiments toward non-standard forms of English are rationalized, helping them to understand why accent is the clearest signal of a particular culture or group, to understand why accents are evaluated unequally and to scrutinize whether it is justifiable to ascribe subjective stereotypical traits to different forms of English. To foster a more solid awareness of the standard language ideology influencing judgements of language variation or awareness of how linguistic characteristics can evoke social stereotypes, the participants examined and discussed

whether the standard language ideology exists in their mother tongue (Thai), especially in the media (see Page 322). In another activity, to have the participants examine their own pre-existing linguistic stereotypes, they were asked to state their attitudes toward GE varieties by listening to the audios and completing the questionnaire consisting of stereotypical statements about speaker's competence, solidarity and status (see Page 325). They were also asked to compare their attitudes with their peers'. Additionally, a summary of the survey findings concerning implicit attitudes toward varieties of English were brought to the class for extended discussion so that the participants were prompted to think critically and make judgments about the topic of linguistic stereotyping in more depth—they were led to discuss whether their evaluations were consistent with the survey findings and to discuss why they evaluated the speakers the way they did, with a focus on examining why certain varieties received more favorable or positive evaluations than the others.

The participants were also engaged in several activities aimed to emphasize respects for speakers with diverse lingua-cultural backgrounds. For instance, they were led to compare their subjective attitudes (how they subjectively evaluated GE speakers) with objective intelligibility of different GE speakers (how they actually comprehended the speakers) (see Pages 325-327) to build an awareness of a possible influence of prejudices or preconceived stereotypes about a speaker on perceived and actual comprehension. They viewed *My Fair Lady* (a musical based on George Bernard Shaw's *Pygmalion*), studied linguistic variation used by different characters in the film and examined a direct correlation between language variation and social class to which a speaker belongs (see Page 339). They were engaged in a series of discussions regarding how language variation is used to expose social features of speakers (based on the film) and how power imbalance contained in language leads to social categorization (see Pages 342-343). Other activities, such as reading the articles which discuss a social-psychological experiment on accent prejudices and discrimination (see Page 329) and how language variation can be a barrier to mobility and employment (see Page 343), as well as studying and discussing cases showcasing linguistic prejudices and discrimination in real life (see Pages 345-346), were also helpful in

making biased treatments based on language characteristics more visible and developing appreciative and respectful attitudes toward linguistic differences.

The participants were engaged in a number of instructional activities intended for a re-examination of the traditional notion of English ownership, which is geographically tied to the inner circle. To raise awareness of English that belongs internationally, the participants discussed definitions of NS (see Page 332) and examined ELF speakers' creativity in language use (see Pages 334-335). The participants were also involved in *Four Corner Debate*, a debate game requiring them to take a position on the question of whether competent ELF speakers are entitled to right to claim ownership of English (see Page 334). The participants were encouraged to apply what they had learned when developing their arguments.

Other activities also helped expand the participants' scope of understanding of English ownership by facilitating them to consider an inevitable relationship between language and identity. For instance, the participants examined Singapore's *Speak Good English Movement* (a government's educational campaign for Singaporeans to use a standard variety of English instead of the local variety of Singlish) and discussed how it sparks considerable concerns among the locals who want to claim ownership over English (see Page 335). In the reading section, the participants studied and discussed how the traditional notion of English ownership becomes problematic for many speakers in ELF contexts, how it is reinforced through education, and how it may not be relevant to the changing sociolinguistic profile of English today (see Page 336). Engagement with such activities could probably lead the participants to problematize the traditional notion of English ownership, making it more GE-informed and more GE-inclusive. The learning of which could also forge an understanding of how English can be used not only for communicative purpose, but also for establishing a sense of community through creative use of language or using localized features/forms of English.

3.2.2.3 Module C: English language learning and teaching in light of GE

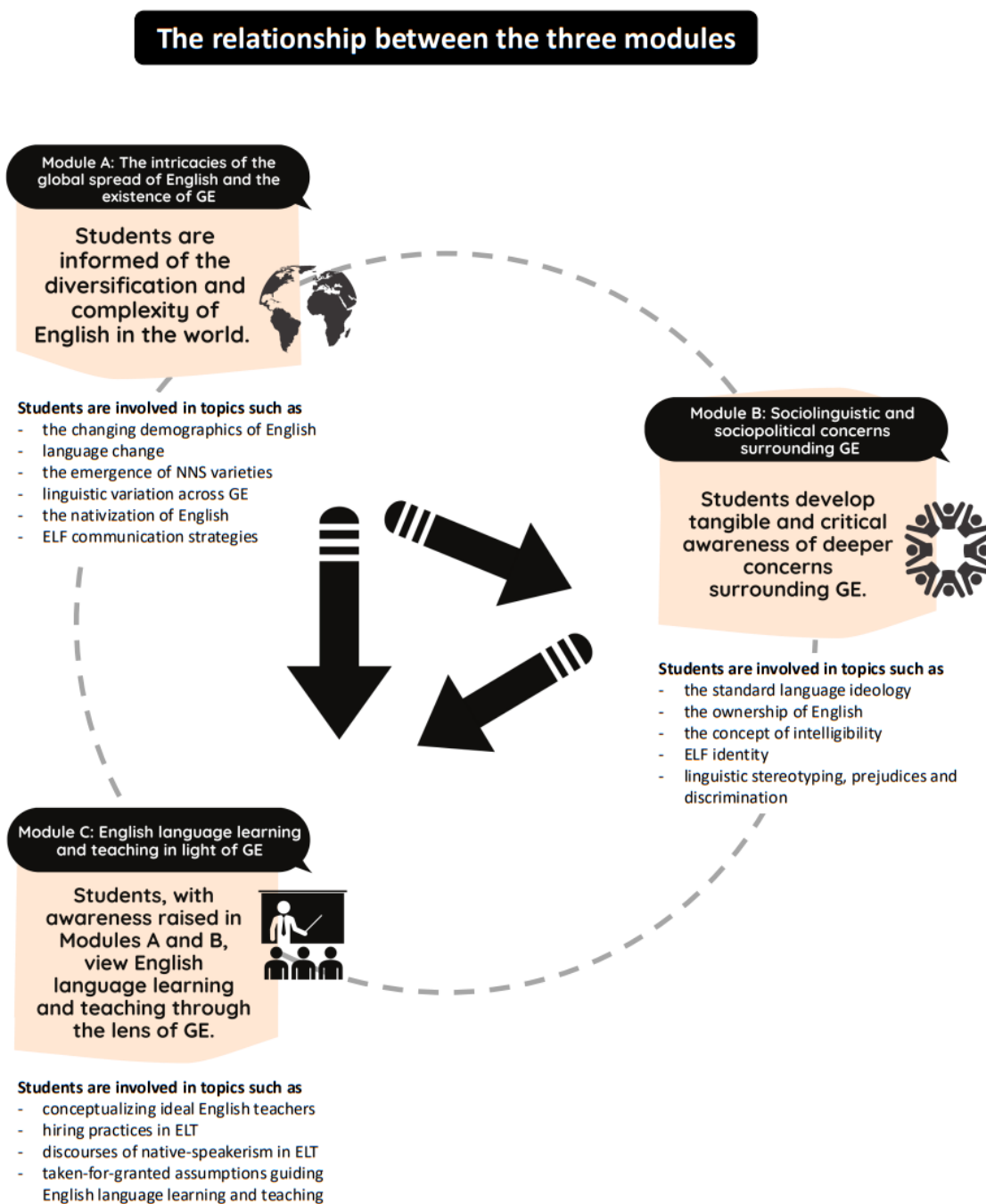
The last module is based on Lesson 7 (English learning hype), which involved the participants in discussions concerning English language learning and teaching in light of GE to allow them to think about the role of nativeness that permeates the field of ELT and influences assumptions guiding English language learning. The idea of this module was to encourage the participants to relate their thoughts, views and understandings of the concepts learned in the first two modules to the way they thought about English language learning and teaching (Ahn, 2015). In so doing, it was believed that the participants could be led to critically question whether some entrenched learning and teaching assumptions exposed to them prior to the program were relevant, attainable or congruent with an increased awareness of the current role of English as a global lingua franca (Sifakis, 2007; Bayyurt & Sifakis, 2017) and the sociolinguistic reality of English in the world (Rose & Galloway, 2019). It was also possible to understand whether the participants revisited their views toward what constitutes good learning and teaching practices that prepare them for their future use of English (Galloway & Rose, 2014, 2015; Rose & Galloway, 2019; Bayyurt & Sifakis, 2017; Matsuda, 2018; McKay, 2018).

Instructional activities were developed to mainly address the proposal of positioning expert users as role models in language use and learning and also indirectly touch on other proposals, i.e., challenging the standard language ideology, emphasizing respect for speakers with diverse lingua-cultural backgrounds and revisiting the ownership of English. For instance, the participants were instructed to create a 3D human face representing an ideal English teacher through *FaceGen Modeler* (a software for creating realistic 3D human faces) and discussed what constitutes a good language teacher (see Pages 348-349). The idea was to raise awareness of how attitudes toward teachers may be mediated by racial information and to direct the participants' attention to implicit constructs of ideal English teachers. In another activity, the participants were engaged in the discussion topic based on an ELT commercial which campaigns for choosing the right English teacher (see Page 350) to enhance their awareness that using English as a mother tongue does not automatically qualify someone as an English

teacher, probably leading to a repositioning of achievable and authentic role models in language use and learning. The participants also analyzed selected ELT commercials (e.g., adverts, Facebook posts and pocket books) that position NSs as the superior source of knowledge and as authentic role models (see Pages 351-352). The idea was to help them become aware of discourses of native-speakerism that prevail the ELT psyche and to allow them to re-examine ELT claims or assumptions that are taken for granted and are not consistent with how English is learned and used in the era where English becomes Englishes.

Altogether, the GE awareness raising program was intended not only to inform the participants of the diversification of English in the world (module A) but also to promote tangible and critical awareness of deeper sociolinguistic and sociopolitical concerns surrounding GE (module B). Awareness of GE components they engaged with in Modules A and B could possibly allow the participants to challenge assumptions guiding English language learning and teaching practices, mediating the way they thought about how language should be learned and used (module C) (see Figure 10 for the relationship between the three modules).

Figure 10. The relationship between the three modules



3.3 An investigation into the impacts of the GE awareness raising program on learners' attitudes

This section is concerned with the methodological design of the awareness raising study (investigating impacts the GE awareness raising program had on learners' attitudes). It describes participants and context, data collection, program procedure, medium of instruction, participants' roles, researcher's role and position, data analysis and quality assurance and pilot testing.

3.3.1 Participants and context

The GE awareness raising program was conducted with 25 participants, a number considered appropriate for a discussion class. Three participants, however, dropped out in the middle of the program due to their busy schedules, reducing the total number to 22. To achieve this mix, the participants were sampled from the survey study with 305 undergraduate students and were randomly taken from different majors, although some were from the same majors. The purpose was to make the program more dynamic and heterogeneous representing learner diversity, the idea that learners tend to have different attitudes toward issues related to language use and learning.

The participants were contacted via email or telephone number they had provided in the survey sheet. They were recruited on the basis of their interest in voluntarily participating in the project, which were explained to them as a program providing a platform for discussion on the topics related to English in the global context. The key terms, such as GE, language awareness and sociolinguistics (which were thought to be unfamiliar to the students), were avoided in the initial explanation since they might confuse and alienate the participants. The participants were offered free planners and stationaries as incentives after completing the program.

The GE awareness raising program was conducted at the same university as in the survey study. Being a current lecturer at this university, it was possible for me to set up an awareness raising program and gain access to students. Using one site for

undertaking research and making use of different data collection methods enabled me to explore the participants' language attitudes in depth. Furthermore, by focusing on one research site, it was possible for me to gain a deeper understanding of the complexity of students' language attitudes.

3.3.2 Data collection

Data were collected from different sources: mobile messages collected from the chatroom, researcher's notes documenting the participants' verbal responses to GE components, retrospective interviews and written reflections. Below are descriptions of these data collection techniques.

3.3.2.1 Mobile message

The main source of data collected for analysis came from the participants' responses to post-lesson questions (final questions accompanying each lesson). Although, during the face-to-face meetings, the participants orally discussed/answered the post-lesson questions accompanying each lesson, they were also asked to provide their written responses to the same questions in the chatroom (using LINE app) for the purpose of data collection and analysis. Each lesson contains four post-lesson questions reflecting key concepts of the lesson. The following 28 post-lesson questions were posted to the chatroom covering all the seven lessons across the three modules:

▪ Lesson 1

1. In fact, most of the words in Activity 3 have been listed in major dictionaries, such as Cambridge English Dictionary and Oxford English Dictionary. What does this tell you about the evolution of Englishes? Is it a good or bad thing?
2. To what extent do you accept uses of English (pronunciation, vocabulary and grammar) that differ from the native-speaker standards?

3. Should we call non-native-speaker differences a variation or an error?
Why do you think so?
4. What is the new thing you have learned from this lesson?

▪ **Lesson 2**

1. Should we call native-speaker differences a variation or an error? Why do you think so?
2. Do you agree with the saying, “Time changes all things; there is no reason why language should escape this universal law” – Ferdinand de Saussure?
Why or why not?
3. Is English language change and variation something that needs to be prevented? Why or why not? What do you think about the same issue in the Thai language?
4. What is the new thing you have learned from this lesson?

▪ **Lesson 3**

1. What makes a particular English variety sound more standard than others?
2. How important is it for English speakers throughout the world to speak standard English in order to effectively communicate with each other?
3. Some believe that standard English should be preserved, and anything that departs from the accepted British or American English norms should be considered non-standard, while others believe that there should be multiple standards of English, and obtaining standard should not have anything to do with any form of native advantage—it is something you can achieve through education and practice. What is your opinion on these different views?
4. What is the new thing you have learned from this lesson?

▪ **Lesson 4**

1. Can you think of stereotypes people generally use to label native and non-native English accents?

2. Do you agree with the statement: “It’s just simply harder for our listeners to believe what we say when we say it with an accent”? Why or why not?
3. What are social consequences of people’s stereotyped attitudes toward English language variation?
4. What is new thing you have learned from this lesson?

▪ **Lesson 5**

1. Do you agree with the idea of “native English speaker” being tied to particular nationalities or countries?
2. Some believe that using a local form of English—such as Singlish, Manglish or Indian English—means you use a broken form of English (which needs to be corrected), while others believe that it is a way to communicate your identity. What is your view toward these different views?
3. “I should hope that when I am speaking abroad my countrymen will have no problem recognizing that I am a Singaporean” (Strevens, 1992, p. 38-39), said a Singapore ambassador to the United Nations. What type of English do you think he speaks? How can you relate what he said to the idea of English ownership?
4. What is the new thing you have learned from this lesson?

▪ **Lesson 6**

1. “A woman who utters such depressing and disgusting noises has no right to be anywhere—no right to live”, said professor Henry Higgins. On the other hand, Jackson Brown Jr, an American author wrote: “Never make fun of someone who speaks broken English. It means they know another language”. What is your opinion on these two statements?
2. How do you explain the saying, “Accent means different things to different people”?
3. Is it possible to reduce people’s prejudices against accent differences?
4. What is the new thing you have learned from this lesson?

▪ **Lesson 7**

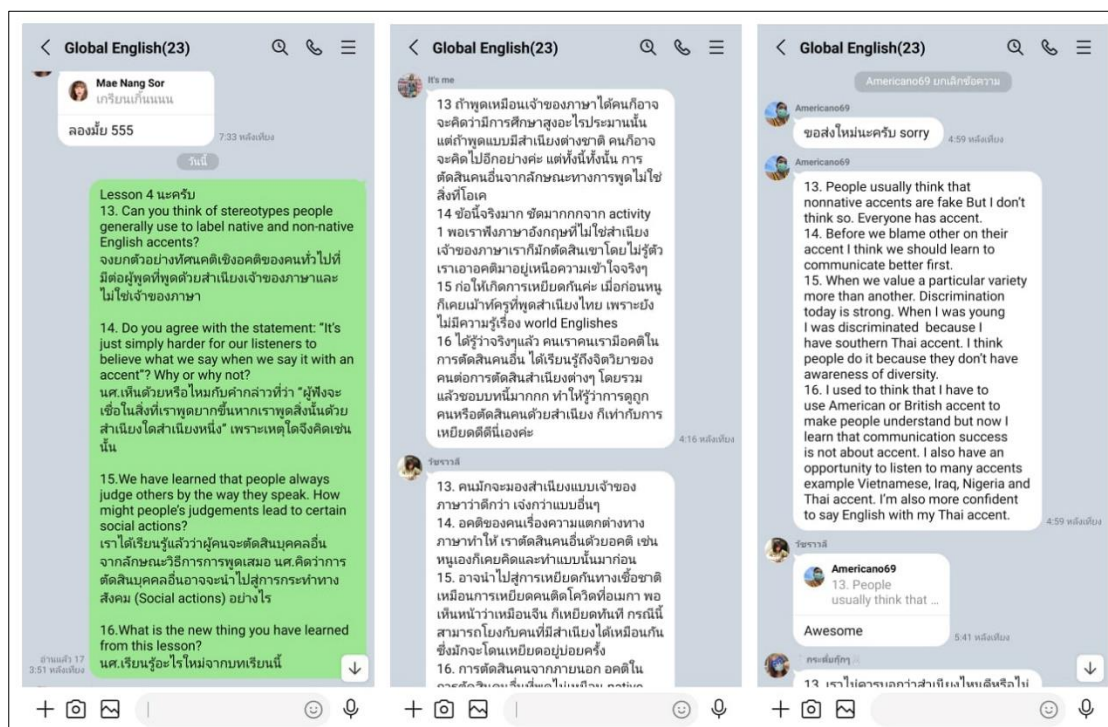
1. Do you think being a native speaker of a language necessarily makes him/her a good teacher of that language?
2. We have seen that many have valued “nativeness” in English language learning—an attempt to sound like a native English speaker (as shown in the commercials). What are advantages and disadvantages of such valuing?
3. If you were a student paying good money to learn English, would you feel cheated by non-native English teachers who have foreign English accents?
4. What is the new thing you have learned from this lesson?

To ensure the maximum level of clarity and comprehension of the post-lesson questions, all were translated into Thai with the help of a translation expert before being sent to the chatroom. The participants, therefore, could see both Thai and English versions of the post-lesson questions in the chatroom and were told to answer the questions either in Thai or English. More than 600 responses to these post-lesson questions were collected for analysis (see Figure 11 for a display of LINE screenshots showing specific post-lesson questions posted to the chatroom and the participants’ responses to the questions).

Since the main purpose of creating the mobile platform was not only for the participants to discuss topics and issues based on the main materials used in class, but also for them to be exposed to additional materials beyond the lessons, messages written by the participants to respond to beyond-the-lesson materials brought to the chatroom (e.g., responses to additional audiovisual materials featuring different Englishes and ELF uses, answers to specific pop-up questions related to GE and comments on other participants’ opinions toward a range of GE matters) were also collected to support the main source of data. The use of mobile platform allowed me to obtain rich and spontaneous attitudinal information. Given these advantages, it was possible for me to understand how the participants personalized, conceptualized specific issues and

concepts, as well as developed their understanding of GE toward the end of the program.

Figure 11. LINE screenshots showing specific post-lesson questions posted to the chatroom and participants' responses to the questions



3.3.2.2 Researcher's note

In this study, researcher's notes were used to gather data during the face-to-face meetings, primarily by observing and listening to how the participants responded to GE components or participated in the in-class activities. Notes documenting actual student utterances during the lesson were produced. Although video-recordings of classroom events could yield richer data with regard to actual task performance (Nunan & Bailey, 2009), it was impractical to video-record what went on during the lesson in this program because it could have interrupted with the flow or development of the lesson, considering my role as both researcher and program moderator, which required not only having to get the participants to participate in dialogues both with me and other

participants and to encourage them to orally contribute to the topic and issue discussed by creating atmosphere that encouraged participation, but also helping them with language difficulties throughout the lesson (e.g., translating, rephrasing and giving examples). Therefore, researcher's notes were considered more practical since it was possible for me to document interesting dialogues, thoughts as well as counter-arguments without interrupting the participants when the lesson was in progress.

3.3.2.3 Written reflection

Written reflection as another source of data collection provided space for participants to step back and consider their views toward English after being engaged in GE components. As “writing has a built-in reflective mechanism” (Farrell, 2015, p. 47), ones often stop to think what they will write. Once written, they can see their thoughts, and this facilitates them to reflect on issues in a way that may not be able to do in other techniques.

All the participants were required to submit their reflections either in Thai or English (see Appendix D for an English version and Appendix E for a Thai version) at the end of the program in the digital format. They had to reflect on the questions whether participating in this project led to new insights and understandings about English language variation, and whether knowledge of GE had any impact on the way they thought about language learning and use. They were also asked to complete the sentence, “Next time, when I speak English, I...”. The inclusion of the last item allowed me to obtain more spontaneous data since the prompt contains no information about GE or any related constructs, and they could freely write about anything they think relevant to their future use of English. Here, it was possible for me to draw better conclusions with regard to the question whether the GE awareness raising program had any impact on the participants' perceptions of language learning and use.

Describing and analyzing final reflections could lead to an understanding of what experience the participants had after engagement with GE components; besides,

it provided useful information concerning how they conceptualized language learning and use given increased awareness of GE.

3.3.2.4 Interview

It was intended that interview be used to add depths to the findings obtained from the other data collection tools. Therefore, the interview serves as a tool for both “checking” and “discovering”. For the purpose of checking, the participants were asked to clarify unclear points in their responses to discussion questions in class, their responses in the chatroom or their written reflections. For the purpose of discovery, on the other hand, the participants were asked to illustrate and extend the points they have made in their responses. The nature of interview implemented in this study was entirely retrospective (checking) and semi-structured (discovering). The use of two types of interview allowed me to dig deeper into interesting topics and issues or ascertain particular points. Tapping into the participants’ inner perspectives provided rich and in-depth attitudinal information (Denscombe, 2003; Patton, 2002), enabling me to gain better understandings of and develop more insights into the participants’ complex attitudes toward GE. Besides, having the participants review their utterances both in class and online (stimulated recall) allowed me to observe their thought processes they had in mind while interacting with specific GE components.

Interviews with selected participants were conducted after each lesson (after the participants had supplied their responses to the questions accompanying each lesson) and after the program (after submitting written reflections). Those who supplied unclear answers requiring clarification or interesting answers needing illustration were contacted for one-to-one interviews. All the participants (N=22) were recruited in the interviews during the program. Many participants were interviewed multiple times because the program took nine weeks to complete, requiring them to exchange multiple ideas and responses both in class and in the mobile platform. After the program, however, 12 participants, whose responses in the reflections needed clarification and further illustration, were recruited in the interviews. All the interviews were conducted

in Thai via video calls using LINE app and were recorded for further transcription and analysis. Each interview lasted approximately 20-30 minutes depending on how much clarification and illustration was needed.

3.3.3 Program procedure

The program lasted nine weeks, requiring weekly face-to-face meeting for two to three hours each time. The program was run informally, as a space in which participants could explore topics in the area of GE through carefully planned activities following detailed lesson plans (see Appendix G), but without the pressure of assessment. The participants were also asked to participate in a chatroom using LINE app for the purpose of data collection and exchange of ideas beyond the face-to-face meetings.

Prior to the first task to be implemented in class, important details, such as research objectives, confidentiality of personal information and recorded data, benefits of participating in the project and freedom to withdraw from the project, were clearly explained to them. They were also informed clearly that the program was not a skills-based training module but a platform for critical discussion about the global role of English.

The program started by uncovering the participants' attitudes to English language variation (Dogancay-Aktuna & Hardman, 2017), followed by helping them to recognize and understand key sociolinguistic and sociopolitical concerns surrounding GE (Bayyurt & Sifakis, 2017; Rose & Galloway, 2019). The program then encouraged the participants to reflect on issues related to language learning and teaching in light of GE (Sung, 2015; Fang & Ren, 2018).

3.3.4 Medium of instruction

The medium of instruction in the program was a mixing between Thai and English. Although the participants were encouraged to use as much English as possible, Thai was regularly used to help clarify instructions and explain particular points or ideas that they seemed to have difficulty understanding. The participants were also encouraged to use English for interactions with each other because it was crucial to provide them with experience using English with the focus on ability to communicate effectively (clarity of messages) and intelligibly (recognition and understanding of speech sounds) rather than ability to strive to the NS likeness, an approach widely practiced in the traditional EFL paradigm. Furthermore, opportunities to use English in class with less emphasis on NS approximation as a learning target could probably allow the participants to observe the way they think about language learning and use, leading to a re-examination of beliefs regarding how English should be learned and used.

While all the participants were encouraged to use English when they worked on tasks and activities throughout the program, they were clearly informed that they could switch to Thai as long as needed, especially when they needed to verbalize their complex opinions or thoughts. In this case, their levels of English proficiency had nothing to do with how they performed in the activities. In addition, the mixing and switching between L1 and L2 is considered an important strategy employed by most bilingual speakers (Jenkins, 2000; Subtirelu & Lindemann, 2014). McKay (2002) supports that speakers' bilingual resources and strategies interfered by their L1, such as code-mixing, code-switching or other linguistic creativities, should be regarded as relevant tools for making meanings, rather than a hindrance for language learning.

3.3.5 Participants' roles

The participants were engaged in the instructional activities involving critical analysis, discussion and judgment of information based on the materials outlined above. They were encouraged to take on the roles of *analyst*, *user* and *learner* when doing

activities or tasks (Wright, 2002). The *analyst* domain refers to awareness of forms and systems of wider varieties of English. For instance, the participants were exposed to a range of Englishes and were led to observe and examine linguistic differences of NS and NNS Englishes throughout the program. The *user* domain refers to ability to become an informed language user who is aware of how language is used as a global language. For instance, the participants were engaged in critical discussions related to the use of English that reflects the sociolinguistic reality of English in the world. Finally, the *learner* domain refers to awareness of how to approach language learning in an appropriate way. For instance, the participants were led to critically discuss issues related to how language should be learned that reflects the global role of English, or how language learning and teaching can be viewed through GE lens.

3.3.6 Researcher's role and positionality

Since “attitudes are learned” (Simonson & Maushak, 1996, p. 984), I attempted to raise Thai English learners’ awareness of GE by providing a platform for them to look at the language through the lens of linguistic diversity and investigate how they reflected on it. My main role in the GE awareness raising classroom was as a facilitator, which involved making classroom environment as utile and friendly as possible to ensure that the participants gained new knowledge or built on the previous one at the end of each lesson. For instance, when the participants were led to examine different varieties of English (NNS grammatical variation), I did not teach them explicitly specific grammatical usages of NNS Englishes; the participants were rather presented with a list of sentences to observe before sharing with the class what grammatical usages they could identify from the example sentences. They were also asked to observe how typical NNS usages are also employed by Thai speakers of English.

Since most of the activities in the program are discussion-based, I always encouraged the participants to think critically about the topic and issue being discussed and additionally provided them with some language expressions/functions for smooth

discussion. For example, when the participants were led to discuss whether they agreed with specific ideas of standard, before I asked them to interview their classmates and critically exchange opinions, I taught them useful expressions about agreement, disagreement, certainty and uncertainty.

When it came to reading tasks, the participants were often divided into groups or pairs. They were asked to discuss questions related to the topic of the text. I facilitated them with difficult vocabulary words and some hard-to-understand phrases that needed more explanation. As the reading task was meant to introduce how the topic is discussed or can be found in real-life context, the participants were often encouraged to reflect on the topic based on their own experience. My role was to encourage them to contribute to the discussion, to elicit more responses and participation, to explain certain points that were mentioned in the discussion when needed and to moderate the activity, getting the discussion back on track when it went far off topic.

Regarding my positionality, being both a facilitator and researcher at the same time, it should be made clear that the essence of learning about GE in this program is not to require the participants to entirely adopt GE perspectives or completely change their views toward English. I attempted to involve the participants in a series of instructional activities which were developed based on GE perspectives, which hopefully enabled them to become critically aware of the complex profile of English in the world or to critically approach the language through a pluralistic lens (Chang, 2014; Galloway & Rose, 2015; Rose & Galloway, 2019; Prabjandee, 2020). The participants were led to examine and re-examine a range of assumptions and conceptions underpinning English language variation, language use and language learning and teaching. In this regard, the focus on raising awareness could serve to sensitize the participants about GE matters (Sifakis, 2007) and to enable them to consequently personalize the implications of GE for their own language learning and use (Sifakis, 2007; Bayyurt & Sifakis, 2015).

3.3.7 Quality assurance and pilot testing

To ensure the quality of the GE awareness raising program, a panel of three applied linguists, who were familiar with GE, materials design and sociolinguistics, were appointed to evaluate all the instructional activities (including post-lesson questions) presented in each lesson. While GE and sociolinguistic experts were able to make constructive feedback on the contents related to the research objectives, a course and materials design expert was able to provide feedback on the effectiveness of the learning tasks. They also reviewed all the data collection tools to determine the objectivity of the study. The instructional activities were revised according to comments and feedback from the experts.

The piloting of GE materials was performed to determine the feasibility of the implementation of GE components in the program. Since most of the tasks involved some forms of verbalization, discussion, pair work and group work, a couple of selected tasks of each lesson were tried out with a group of 12 students (who were not in the awareness raising program) to see how well they could understand the instructions and respond to discussion questions and post-lesson questions of each lesson. Furthermore, the piloted students were asked to comment on each activity for its level of difficulty and time allocation for each activity to be completed. The aim was to highlight any potential difficulty and ambiguity caused by the researcher's preconception. The students commented that some instructions and questions were not easily comprehensible because they contained many technical terms unfamiliar to them. Revisions to those instructions and questions were made using simpler language. The difficulty level of each activity was found to be suitable for the students' current English proficiency (for general English learners).

In this study, interview was not piloted because it was used as a supplementary tool for data collection. Interviews were intended for collecting retrospective data, supplementing the main data collection tools (mobile messages, reflections and researcher's notes). Gass and Mackay (2000) maintain that the interviews that aim to elicit retrospective data do not require extensive participant training. In this study,

interviews were mainly based on simple instructions asking participants to clarify or elaborate points.

The reflection task (after the program) was also piloted with the same group of students. They were asked to submit their reflections after all the piloted activities were tried out. Apart from providing responses to all the reflection items, the students were also asked to comment on the clarity of each reflection item. It was found that the students were able to do the reflection task well. Items were revised to make them achieve more clarity, following the students' comments.

3.3.8 Data analysis

Qualitative content analysis was employed to analyze the participants' "mainstream currents of thoughts" (Bayyurt & Sifakis, 2015, p. 61) reflected in their verbal and written responses obtained from all the data collection sources: mobile messages, researcher's notes, reflections and interviews. While the data obtained from mobile messages, researcher's notes and interviews were analyzed to provide answers to the question how the participants developed their awareness of GE during the program, the reflection and interview data were analyzed to understand how raising their awareness of GE impacted on their perceptions of English language learning and use, and how they reflected on their learning experience, as they were engaged in a range of GE components throughout the program.

Adopting an inductive approach to content analysis, I searched through the written and spoken texts, word by word, sentence by sentence and paragraph by paragraph "to distil important ideas and themes contained therein" (Lankshear & Knobel, 2004, p. 336). Key contents could emerge through the process of reading over the texts several times. Inductive content analysis was an appropriate analysis for this study because prior knowledge regarding the empirical focus in question was limited or under-researched (Cho & Lee, 2014). It aided in the comprehension of social realities or occurrences by interpreting various types of recorded communication materials

(Mayring, 2004; Cho & Lee, 2014). It also allowed me to work with large quantities of data systematically and to describe these spoken and written data in terms of emerged themes (Mayring, 2004).

Using a coding method, the data were analyzed according to emerging or salient themes or tentative categories (Denscombe, 2003; Dörnyei, 2007; Saldana, 2009). Codes here refer to phrases symbolically carrying summative or salient attributes applied to the raw data. The coding method employed in this study consisted of the following stages. First, raw data were studied through repeated reading to uncover keywords, phrases, and sentences that were frequent among the participants. Each keyword, phrase, and sentence were given a code at this point. The categorized codes were then compared to one another on a mind map in order to have a better grasp of developing thoughts and how they related to one another (Brown & Peterson, 1997). Second, to capture commonalities in the initial codes, the pattern coding method was used. That is, comparable categories were grouped together to reflect a larger label (Dörnyei, 2007; Saldana, 2009). Finally, themes were created by meticulous examination and re-analysis of the first and second stages of coding, along with a list of sub-themes and supporting quotes from various sorts of data (Saldana, 2009). Following these steps allowed me to better grasp the patterns of attitudes revealed by the participants using various qualitative data collection techniques. This helped provide more complete answers to the issues investigated.

For qualitative research, the concept of validity and reliability is more ambiguous because when analyzing and interpreting qualitative data, researchers do not utilize instruments with standardized metrics or criteria for validity and reliability (Denzin, 1997; Lankshear & Knobel, 2004). Therefore, the issue of validity and reliability is considered in terms of trustworthiness. The issue of trustworthiness in qualitative research can be established by considering the following components: credibility, transferability, dependability and confirmability (Devault, 2019; Nassaji, 2020).

Credibility, which is similar to how validity and reliability in quantitative research are established, refers to how researchers demonstrate the truth of the findings

or the degree of confidence in the findings (Dörnyei, 2007). In this study, I employed a number of techniques to enhance credibility of the findings. First, using a triangulation of methods, I was able to assess the consistency of data obtained through various venues utilizing researcher's notes, mobile messages, interviews and reflections. Second, I attempted to increase the ground of confidence in data collection by ensuring that conclusions were made from the interpretation of the participants' viewpoints. According to Creswell (2003), the real value of data can be ensured by conducting *member check* or *participant validation*. In this study, I asked the participants to clarify the responses (from mobile messages, researcher's notes, interviews and reflections) that were chosen for report (in both this thesis and research articles) to ensure that data were captured appropriately. I asked the participants to verify their responses of both Thai version and translated version (English), minimizing the risk of the researcher misinterpreting the views of the participants (Dörnyei, 2007; Kornbluh, 2015). In addition, during the interview, I frequently reworded what the participants had said, allowing them to explain or verify any points needing to be clarified or made more precise. Third, in the process of translation, responses were translated from Thai to English by me and a translation expert (who is familiar with GE topics) to maximize the adequacy of data. Translation inconsistencies were resolved via discussion (He & Miller, 2011).

Transferability is similar to external validity. It generalizes findings of a study to other contexts (Nassaji, 2020). Since this study (GE awareness raising program) was mainly interpretive and recruited only a small number of students (N=22), which was not typical of the population, the results cannot be generalized in the same way that quantitative research can (Nassaji, 2020). However, the thorough descriptive details provided for the process of participant selection, research activities and assumptions will assist readers in determining if the findings can be applied to similar contexts (Nassaji, 2020).

Dependability is analogous to reliability in quantitative research. The principle of dependability is that "the study should be reported in such a way that others could arrive at similar interpretations if they review the data" (Nassaji, 2020, p. 428). This

can be improved by meticulously recording all research activities as well as any findings or changes that may arise as the study progresses (Nassaji, 2020). The procedure for generating findings and conclusions should be explicit and reproducible in the sense that it is consistent across time and researchers (Nassaji, 2020). In this study, dependability was achieved by producing memos. Memos were used to investigate trends in the data obtained, their relationships, interpretations and explanations. They might be as brief as a few sentences or as extensive as several paragraphs (Hammersley & Atkinson, 1995). In this study, as a reflection on the early coding, memos to self (consisting of my personal comments, ideas or key concepts) were kept, serving as a recall about what underscored a new thinking (Denscombe, 2003). In other words, the technique was helpful when it came to later analysis or re-analysis of codes/categories. I also provided thick descriptions of the preparation of the program, the procedure of data collection as well as data analysis. Besides, to ensure that the findings and conclusions produced by this study were accurate (grounded in the data), I conducted peer debriefing by having qualified, unbiased colleagues (in the field of GE) analyze and evaluate my methodology, findings and conclusions. This method allowed for the overall trustworthiness to be established since it could help reduce possible biased assumptions of the study resulting from an over-reliance on personal views (Spall, 1998). Apart from peer debriefing, the whole part of methodology (instructional materials, data collection methods and data collection procedure) was intensively reviewed by a panel of applied linguists to ensure that the study was dependable, thus promoting trustworthiness.

Lastly, confirmability is in parallel with objectivity in quantitative research (Denscombe, 2003). As the study relied exclusively on qualitative data analysis, I realized that I brought my personal background and experience to data analysis, which could influence how data were interpretatively presented. Therefore, pure objectivity was not possible for this study. However, I attempted to lesson my biases and increase objectivity by displaying excerpts created by the participants to support my interpretation of data. It is also important for other researchers to be able to replicate the results to show that those results are the product of the intervention or research methods and not of the researcher's conscious or unconscious bias (Denscombe, 2003).

In this study, all the materials and instruments were provided for purpose of replication and references.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter provides a synthesis of main findings and discussion, which can be divided into four main parts. The first three parts are dedicated to analysis of the main findings based on the survey study and the GE awareness raising program. The last part concerns discussion of the main findings.

4.1 Participants' attitudes toward English language variation

While data obtained from the VGT revealed the participants' implicit attitudes toward English language variation, their explicit attitudes were elicited using different types of questionnaire which involved both quantitative and qualitative responses (see also Jindapitak et al., in press).

4.1.1 Implicit attitudes

The initial analysis of the participants' implicit evaluations of the eight speakers in the VGT task, as shown in Table 5, reveals that AmE, BrE and MyE emerge as the top three varieties being rated most favorably on most items, with AmE getting the highest mean scores on most items (except for Item 5), followed by BrE and MyE, respectively. While ThE and FiE take turn being ranked fourth and fifth, ChE and KoE take turn securing the sixth and seventh place, with InE being rated least favorably on all items.

Table 5. Speaker evaluation mean scores (and standard deviations) by rank ordering: Individual items

Items	Mean scores (Standard deviations)							
	AmE	BrE	ThE	MyE	FiE	ChE	KoE	InE
1. This speaker's English is easy to understand.	4.73 (0.94)	4.57 (1.09)	4.20 (0.96)	4.19 (1.06)	4.11 (1.08)	3.88 (1.08)	3.79 (0.99)	3.39 (1.00)
2. This speaker has a good pronunciation.	4.88 (0.94)	4.73 (1.07)	4.14 (1.01)	4.12 (0.95)	4.03 (1.08)	3.80 (1.01)	3.75 (1.00)	3.36 (0.92)
3. This speaker's English is grammatically correct.	4.84 (0.97)	4.77 (1.04)	4.27 (1.00)	4.25 (1.14)	4.19 (1.04)	3.87 (1.03)	3.79 (0.97)	3.49 (0.95)
4. This speaker is a native speaker of English.	4.98 (0.92)	4.85 (1.02)	3.88 (0.91)	3.73 (0.92)	3.71 (1.02)	3.59 (1.04)	3.53 (0.93)	3.06 (0.92)
5. This speaker speaks English confidently.	4.88 (1.10)	4.81 (0.94)	4.10 (1.07)	4.07 (1.08)	4.05 (1.02)	3.84 (1.05)	3.72 (1.01)	3.62 (0.93)
6. This speaker has a standard English accent.	4.89 (0.93)	4.74 (1.02)	3.91 (0.93)	3.78 (1.01)	3.73 (1.01)	3.65 (0.99)	3.57 (1.08)	3.12 (0.97)
7. This speaker could have a well-paid job.	4.78 (0.93)	4.72 (0.94)	4.16 (1.08)	3.97 (1.01)	3.91 (1.03)	3.75 (1.02)	3.72 (1.01)	3.24 (0.89)
8. This speaker could teach English well.	4.76 (0.99)	4.74 (1.00)	3.96 (0.97)	3.87 (1.01)	3.85 (1.01)	3.71 (0.94)	3.70 (1.01)	3.21 (0.87)
9. I want to listen to this accent in the classroom.	4.75 (0.87)	4.46 (1.02)	4.01 (1.01)	3.84 (1.11)	3.83 (1.04)	3.68 (1.07)	3.68 (1.00)	3.17 (0.94)
10. I want to sound like this speaker.	4.76 (0.91)	4.44 (1.07)	3.97 (1.03)	3.82 (1.05)	3.80 (1.07)	3.72 (1.09)	3.64 (0.96)	3.10 (3.96)

When considering the overall evaluations of the eight speakers, the participants seemed to hold varied attitudes toward different speakers (see Table 6). AmE obtained the most positive evaluation, followed by BrE and MyE, with the mean scores being 4.82, 4.69 and 4.05, respectively. In fact, after the first three places, no speakers receive the mean score above 4.00. ThE comes fourth (3.96), with the mean score being relatively close to that of FiE (3.93). ChE (3.74) was ranked sixth, followed by KoE (3.71), with InE rated lowest (3.27).

Table 6. Mean scores and standard deviations of overall evaluations of the speakers by rank ordering

Speakers	Mean scores	Std. Deviations
AmE	4.82	0.67
BrE	4.69	0.69
MyE	4.05	0.74
ThE	3.96	0.68
FiE	3.93	0.81
ChE	3.74	0.77
KoE	3.71	0.78
InE	3.27	0.64

To find out whether the eight speakers were evaluated significantly differently, a one-way repeated-measure analysis of variance (ANOVA) was computed using SPSS. Mauchly's Test of Sphericity generates a statistically significant effect (Mauchly's $W = .822$, $p < 0.05$), indicating that the sphericity has been violated. Therefore, a correction using Huynh-Feldt was applied to alter the degrees of freedom so that a valid F-ratio can be established. According to Table 7, analysis of Test of Within-Subjects Effects shows a large significant effect in the participants' evaluations of the eight speakers, $F(6.809, 2069.914) = 163.64$, $p < .001$ ($p = .000$), $\eta^2 = 0.350$ (see Appendix H for full detail of the SPSS output of Mauchly's Test of Sphericity and Test of Within-Subjects Effects).

Table 7. Test of Within-Subjects Effects

Source		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Speaker	Huynh-Feldt	560.987	6.809	82.390	163.636	.000	.350
Error	Huynh-Feldt	1042.191	2069.914	.503			

A further post-hoc test was run to find out which pairs of speakers' mean scores reached significant difference (see Appendix I for full detail of the SPSS output of Pairwise Comparisons). Based on Table 8, which reveals mean difference of each pair of speakers (Pairwise Comparisons), the following patterns can be observed. First, the participants evaluated the two mainstream inner-circle speakers (AmE and BrE) significantly more favorably than the rest of the speakers; however, the difference between these two speakers does not reach a significant difference. Secondly, while there is no significant difference between MyE, ThE and FiE, these three speakers were evaluated significantly more positively than the other speakers: ChE, KoE and InE. Third, ChE and KoE were evaluated similarly. Finally, the significantly least favorable evaluation was shown toward InE, in comparison with the other speakers.

Table 8. Mean difference of each pair of speakers

	AmE	BrE	MyE	ThE	FiE	ChE	KoE	InE
AmE		.126 (.307)	.769* (.000)	.864* (.000)	.886* (.000)	1.082* (.000)	1.108* (.000)	1.547* (.000)
BrE	-.126 (.307)		.643* (.000)	.738* (.000)	.761* (.000)	.957* (.000)	.983* (.000)	1.421* (.000)
MyE	-.769* (.000)	-.643* (.000)		.095 (1.000)	.118 (1.000)	.314* (.000)	.340* (.000)	.778* (.000)
ThE	-.864* (.000)	-.738* (.000)	.095 (1.000)		.023 (1.000)	.219* (.001)	.245* (.000)	.683* (.000)
FiE	-.886* (.000)	-.761* (.000)	-.118 (1.000)	-.023 (1.000)		.196* (.033)	.222* (.014)	.660* (.000)
ChE	-1.082* (.000)	-.957* (.000)	-.314* (.000)	-.219* (.001)	-.196* (.033)		.026 (1.000)	.464* (.000)

KoE	-1.108*	-.983*	-.340*	-.245*	-.222*	-.026		.438*
	(.000)	(.000)	(.000)	(.000)	(.014)	(1.000)		(.000)
InE	-1.547*	-1.421*	-.778*	-.683*	-.660*	-.464*	-.438*	
	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)	(.000)	

Based on estimated marginal means

* The mean difference is significant at the .05 level.

Besides the VGT task, the participants were also asked to guess where the speaker is from (country of origin). Their correct/incorrect identifications of each speaker's country of origin were analyzed to find out to what extent the participants were aware of the selected varieties used in this study. The results are detailed in Table 9.

Table 9. Percentage of correctly and incorrectly identified English varieties

Speaker	Correct identification	Incorrect identification	No answer
ThE	123 (40.3%)	119 (39.0%)	63 (20.7%)
AmE	99 (32.5%)	128 (42.0%)	78 (25.6%)
BrE	87 (28.5%)	120 (39.3%)	98 (32.1%)
MyE	35 (11.1%)	170 (55.7%)	100 (32.8%)
ChE	32 (10.5%)	177 (58.0%)	96 (31.5%)
InE	31 (10.2%)	172 (56.4%)	102 (33.4%)
FiE	18 (5.9%)	168 (55.1%)	119 (39.0%)
KoE	11 (3.6%)	180 (59.0%)	114 (37.4%)

As revealed in Table 9, on the whole, the participants clearly experienced difficulty identifying these varieties since none of the correct identification rates is above 50%. Although ThE is assumed to be the most familiar accent to the participants, its correct identification rate stands only at 40.3%. The two NS varieties, AmE and BrE were the second and third most correctly identified accents, being 32.5% and 28.5%, respectively. MyE, ChE and InE, were successfully recognized with almost the same identification rate, being 11.1%, 10.5% and 10.2%, respectively. The least successfully

identified varieties are FiE and KoE, with the successful identification rates standing only at 5.9% and 3.6%, respectively.

4.1.2 Explicit attitudes

4.1.2.1 Participants' attitudes toward the global spread of English and the existence of GE

With regard to the participants' attitudes toward the global spread of English and the existence of GE (see Table 10), it was found that the majority of participants (72.8%) realized that the number of NNSs outnumbered that of NSs, and that the number of NSs is not the reason why English has become an international language (69.2%). The participants were aware of varieties of English other than American and British English (77.1%), and believed that people who do not speak English as their mother tongue will normally have noticeable English accents which differ from those of NSs (76.0%). While most of them (73.8%) believed that the idea of intelligibility in English is unrelated to the ability to speak English with an absence of NNS accent, 68.5% of them indicated the belief that getting rid of a NNS accent can result in success in communication. Surprisingly, although the majority of participants (72.8%) accepted the use of Thai politeness particles (“kha” and “krub”) in English, they seemed to disagree with the particle (“lah”) in the two outer-circle varieties, Singaporean English and Malaysian English (71.9%).

Table 10. Participants' attitudes toward the global spread of English and the existence of GE

Items	Levels of agreement					
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	agree	Strongly agree
1. There are more native speakers of English than non-native speakers of English.	19 (6.2%)	96 (31.5%)	107 (35.1%)	61 (20.0%)	17 (5.6%)	5 (1.6%)
2. English has become an international language because there are a lot of native English speakers in USA, UK, Australia, Canada and New Zealand.	18 (5.9%)	106 (34.8%)	87 (28.5%)	61 (20.0%)	30 (9.8%)	3 (1.0%)
3. There are varieties of English other than American and British English, such as Malaysian English, Singaporean English, Indian English, etc.	2 (0.7%)	21 (6.9%)	47 (15.4%)	82 (26.9%)	117 (38.4%)	36 (11.8%)
4. It is normal that people who do not speak English as a mother tongue will have a noticeable English accent different from a native-like accent.	5 (1.6%)	11 (3.6%)	57 (18.7%)	93 (30.5%)	84 (27.5%)	55 (18.0%)
5. When speakers get rid of their non-native accents (e.g., Thai accent), they can be more successful in communication.	3 (1.0%)	16 (5.2%)	77 (25.2%)	115 (37.7%)	68 (22.3%)	26 (8.5%)
6. Intelligible English means the ability to speak like a native speaker with an absence of a non-native English accent.	11 (3.6%)	90 (29.5%)	124 (40.7%)	55 (18.0%)	22 (7.2%)	3 (1.0%)
7. Thai people often mix Thai words with English, such as "Thank you kha" and "How are you krub?". I think this use of English is acceptable.	5 (1.6%)	14 (4.6%)	64 (21.0%)	115 (37.7%)	58 (19.0%)	49 (16.1%)

8. The use of “lah” as a sentence ending word in spoken English among Malaysians and Singaporeans (e.g., “It’s okay lah”, “I’ll buy this lah”, etc.) is unacceptable.	5 (1.6%)	20 (6.6%)	61 (20.0%)	149 (48.9%)	60 (19.7%)	10 (3.3%)
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4.1.2.2 Participants’ attitudes toward different sociolinguistic and sociopolitical concerns surrounding GE

The following findings demonstrated how the participants reacted to different sociolinguistic and sociopolitical concerns surrounding GE (see Table 11). First, it is clear that, in Item 1, an overwhelming number of participants believed that English belongs to inner-circle speakers (76.1%). Their provided reasons concern the historical link between English and inner-circle countries (e.g., English originating in Britain and English being born in the inner circle before getting spread to other parts of the world), functions of English within the inner-circle communities (e.g., using it as an official language and using it as a mother tongue) and NSs’ excellent command of English and authenticity in language use (e.g., possessing higher English proficiency than other speakers and speaking perfect and real English), as shown in the following responses:

- “Because English originated in England.” [S226, Questionnaire]
- “Because they speak English as a native language and use it in their everyday life.” [S59, Questionnaire]
- “NSs are the real owners of English because they’re proficient in English.” [S78, Questionnaire]
- “English was invented by their ancestors, so they are the owners of English.” [S75, Questionnaire]
- “Speakers from these countries speak perfect English and have spoken it since birth.” [S230, Questionnaire]

A smaller number of participants (23.3%) thought that English belongs to every speaker who attempts to use it irrespective of his/her level of proficiency and nationality. They typically justified, for example, that English has no owner, that English is an international language, and that proficient users can claim ownership over English. Less than 1% thought English belongs to outer-circle speakers; however, the participants did not give any reason to support their answer.

In Item 2, the percentages of participants choosing Options A and B are almost identical, being 37.0% and 36.1%, respectively. Interestingly, their reasons supporting their choices are somewhat similar—most of them seemed to associate these varieties with negative stereotypical attributes (e.g., using wrong grammar, sounding unnatural, weird, incorrect, local, speaking too fast and having a poor accent). The following responses illustrate these points:

- “These accents can be used within their countries; they don’t sound standard enough for international use.” [S272, Questionnaire].
- “People from the Philippines speak English too fast. I don’t understand them, but I think they could understand each other pretty well.” [S31, Questionnaire]
- “I’ve never heard of other accents, but the Malaysian one is very funny and full of errors... So, it should be used only in Malaysia.” [S136, Questionnaire]
- “People from Malaysia and India speak poor English.” [S116, Questionnaire]

Table 11. Participants' attitudes toward the sociolinguistic and sociopolitical concerns surrounding GE

Items and options	N (Percentage)
1. English belongs to...	
a. native speakers of English in America, Britain, Australia, Canada and New Zealand.	232 (76.1%)
b. people who use English as one of the official languages, as in Singapore, Malaysia, India, etc.	2 (0.7%)
c. everyone who attempts to use it irrespective of his/her level of proficiency and nationality.	71 (23.3%)
d. other	0 (0%)
2. In some countries (e.g., Singapore, Malaysia, The Philippines and India) English is used as one of the official languages, and these English varieties differ from British and American English in terms of pronunciation, grammar and vocabulary. These types of English are considered...	
a. non-standard English and should be corrected.	113 (37.0%)
b. English appropriate for local use only.	110 (36.1%)
c. English in its own right which is acceptable and correct.	79 (25.9%)
d. other	3 (1.0%)
3. Accents of non-native English speakers can be referred to as....	
a. speakers' identity, and there's nothing wrong with them.	71 (23.3%)
b. speakers' inability to use English correctly.	91 (29.8%)
c. speakers' choices of speaking English, but they sound incorrect.	133 (43.6%)
d. other	10 (3.3%)
4. In your opinion, "intelligible English" means...	
a. the ability to speak clearly although there is a presence of a non-native English accent.	98 (32.1%)
b. the ability to speak clearly with a near native-like English accent.	168 (55.1%)
c. the ability to speak like a native speaker with an absence of a non-native English accent	28 (9.2%)
d. other	11 (3.6%)

Unlike those who regarded the outer-circle varieties as incorrect, the participants choosing Option C (25.9%) typically pointed out the individual's rights to choose any form of English for their own communication purposes. One, for instance, wrote: "We can't say these types of English are incorrect, we just have to accept the way they are used by individuals" [S246, Questionnaire].

According to Item 3, the majority of participants (43.6%) believed that NNS accents refer to speakers' choices of speaking English, but they sound incorrect (Option C), with 29.8% believing that they refer to speakers' inability to use English correctly (Option B). The reasons provided for these two options are somewhat similar. Again, negative stereotypical attributes were used to label NNS accents (e.g., sounding incorrect, non-standard, ungrammatical, strange, unpleasant to listen to, etc.). They commented:

- "Many NNSs speak English monotonously and ungrammatically... just like general Thai English speakers." [S29, Questionnaire]
- "English is not our mother language—that's why we can't use it perfectly like NSs." [S102, Questionnaire]
- "NNS accents do not sound correct to me." [S21, Questionnaire]
- "Many Thais can't use English naturally like NSs. Their English sounds strange and ungrammatical." [S83, Questionnaire]
- "NNS accents are the incorrect versions of English." [S131, Questionnaire]

According to some participants, although NNS accents should be regarded as speakers' choices, they should still be considered broken or incorrect forms of English. They noted:

- "No one can blame NNSs for using their own incorrect accents" [S45, Questionnaire]
- "Speakers can choose to use their own accents, but they also need to be able to speak English without grammatical errors." [S258, Questionnaire]
- "It's speakers' choices to use their own accents, but they should learn alternatives... that are more standard and correct." [S61, Questionnaire]

In contrast, 23.3% regarded these accents as speakers' identity, which are not indicative of linguistic incorrectness. Some mentioned that NNS accents are inevitable, acceptable, unique and representative of who speakers are. They wrote:

- “There’s nothing wrong with having a NNS accent. It shows you’re from a specific part of the world.” [S219, Questionnaire]
- “We should accept individual differences, including accent differences.” [S266, Questionnaire]

Lastly, the participants who chose “Other” (3.3%) remarked that not all NNS accents are equal in terms of their inherent values, with some sounding aesthetically better or more pleasant to listen to than others, indicating speakers' different levels of linguistic proficiency.

The participants' opinions on the concept of the intelligibility of English (Item 4) are particularly interesting. The findings showed that the participants seemed to interpret the concept of intelligible English based on the standard NS ideology, as more than half (55.1%) associated it with the ability to speak English clearly with a near native-like English accent (55.1%), while 9.2% referred to it as the ability to speak English without any trace of NNS accent. They typically based their reasons on the idea of using an ideal NS linguistic norm to measure if a certain form of English is intelligible. Some, for instance, wrote:

- “If we can speak like a NS, people will think that we’re fluent. But if we can’t do so, at least we have to make our English a little closer to that of a NS. That’s good enough.” [S83, Questionnaire]
- “The closer you are to a NS, the better your English will be” [S198, questionnaire]
- “...ability to speak like a NS means that you’ve achieved the highest level of English-speaking skills.” [S235]

Less than a third of participants (32.1%) thought that the concept of intelligible English could refer to the ability to speak clear English despite a presence of NNS

accent. Their typical responses are that spoken English with a mild interference of the speaker's mother tongue does not jeopardize intelligibility. Some mentioned that English with a Thai accent could also be highly intelligible. The following comments illustrate these points:

- “It’s OK to have a NNS accent because foreigners can still understand you, but we can’t make it too Thai.” [S134, Questionnaire]
- “A teacher of mine has a strong presence of Thai accent in her speech, but her English is very clear and easy to understand.” [S52, Questionnaire]
- “I don’t think a mild Thai accent or other NNS accents can cause communication problems.” [S219, Questionnaire]

Perhaps, the most compelling pattern of responses in this item goes to those who chose Other (3.6%). These participants did not seem to take accent into consideration when it comes to intelligibility judgments, but they seemed to emphasize other linguistic features impeding intelligibility, such as vocabulary, grammar and body language (hand gestures). Three reacted:

- “Accent means nothing if we don’t have the vocabulary.” [S127, Questionnaire]
- “If you use correct grammar, NSs can understand you clearly.” [S34, Questionnaire]
- “When you feel like others can’t understand what you’re saying, you can use hand gestures to make what you’re trying to say more intelligible to them.” [S246, Questionnaire]

4.1.2.3 Participants' attitudes toward English language learning and teaching in light of GE

The participants completed the scenario-based questionnaire, asking them to choose the option that matches their English ability preference, English teacher preference and English class preference (see Table 12). With regard to English ability preference, more than half of the participants (51.1%) expressed a desire to be able to speak like a NS (Student A), with typical reasons including the perceived importance of mastering native-like competence in spoken English, treating NS accent mimicry as the end goal of learning English, perceived linguistic competence demanded by future careers and treating the ability to speak like a NS as an indicator of perseverance and exceptionality in language learning. They explained:

- “...it shows that we are a hard-working student...” [S290, Questionnaire]
- “To be able to speak like a NS is a target that every learner has to reach.” [S188, Questionnaire]
- “Because top companies may want to recruit employees with fluent English skills—ones who can speak English just like NSs.” [S269, Questionnaire]
- “...because it indicates that we are above the average, grittier than others and can achieve what others cannot.” [S83, Questionnaire]
- “...you can get a better job if your English outperforms others.” [S154, Questionnaire]

Table 12. Participants' attitudes toward English language learning and teaching in light of GE

Items and options	N (Percentage)
1. English ability preference	
Student A (able to speak just like a native speaker now)	156 (51.1%)
Student B (able to speak clearly now, but still has a L1 accent)	120 (39.3%)
Student C (able to speak good enough English with a L1 accent and sometimes has to repeat)	27 (8.9%)
Other	2 (0.7%)
2. English teacher preference	
Teacher A (a Thai with a relevant degree in ELT)	105 (34.4%)
Teacher B (an American without a relevant degree in ELT)	161 (52.8%)
Teacher C (a Singaporean with a relevant degree in ELT)	32 (10.5%)
Other	7 (2.3%)
3. English class preference	
Class A (featuring audios of NS accents)	245 (80.3%)
Class B (featuring audios of ESL accents)	9 (3.0%)
Class C (featuring audios of varieties of both NS and NNS accents)	51 (16.7%)
Other	0 (0.00%)

About one-third of the participants (39.3%) preferred Student B (able to speak clearly now, but still has a L1 accent). Their typical reasons are that speaking clear English is good enough, that speaking clearly is an achievable/attainable goal, and that it is difficult to lose one's L1 accent. They stated:

- "I'm not good at English, and this is the only goal that I can achieve."
[S255, Questionnaire]
- "To be able to speak English clearly is enough for me." [S14, Questionnaire]

- “I’m not obsessed with changing my accent to be like a NS. It’s very difficult for me to completely erase my Thai accent.” [S266, Questionnaire]
- “Actually, I want to be like Student A, but I don’t think I can go for that, considering my level of knowledge and confidence.” [S72, Questionnaire]

Only 8.9% chose Student C (able to speak good enough English but with the presence of a L1 accent and sometimes has to repeat), justifying that ability to use fair English is sufficient for everyday use, and that native-like competence as an end goal in language learning is difficult to reach. They remarked:

- “Right now, I just want to be brave enough to utter some basic sentences. I don’t think I can reach Student A or B.” [S38, Questionnaire]
- “...it’s too difficult for me to speak fluent English. I have no time to practice it.” [S66, Questionnaire]
- “...my first step is to be able to confidently speak English for everyday communication. My goal is not to be as fluent as others.” [S106, Questionnaire]

Concerning English teacher preference (Item 2), interestingly, more than half of the participants (52.8%) preferred an American teacher despite an irrelevant degree in ELT. Their typical reasons for choosing this candidate are exclusively based on positive linguistic attributes and social status attributes general NS teachers hold (e.g., sounding more natural, correct, standard and prestigious). They maintained:

- “A teacher from America could speak English more naturally than teachers from other NNS countries.” [S46, Questionnaire]
- “I’d like to be taught by NS teachers because they speak better English.” [S29, Questionnaire]

The participants also mentioned some advantages general NS teachers have over NNS teachers, such as pedagogical competence, ability to handle classroom

management, teacher manners and deep and thorough knowledge of English language skills. They highlighted:

- “I prefer to be taught by an American teacher because most NS teachers do not rely on textbooks when they teach.” [S226, Questionnaire]
- “Because studying with a NS teacher is a better option. NS teachers can manage classroom more effectively.” [S114, Questionnaire]
- “NS teachers seem to be less strict and more patient than Thai teachers.” [S153, Questionnaire]
- “...NS teachers possess a better knowledge of language use... At least, they know which part of an English sentence is ungrammatical.” [S43, Questionnaire]
- “NS teachers could be more experienced in using English informally.” [S59, Questionnaire]

Some participants mentioned their learning goal as well as intrinsic motivation influencing their choice for an American teacher despite his irrelevant degree in ELT. Two stated:

- “...an American teacher can help me improve my accent and speaking skills.” [S71, Questionnaire]
- “I’d like to have a chance to speak with a NS in class. I want to improve my speaking skills.” [S133, Questionnaire]

The participants who chose Option A, studying with a Thai teacher (34.4%), by and large, commented on Thai teachers’ kindness, ability to explain things in Thai, ability to know student needs and ample experience teaching English at tertiary level. They articulated:

- “[Thai teachers] seem to have more experience teaching English in the university.” [S22, Questionnaire]
- “I feel more relaxed... when studying with Thai teachers. Many are god mothers knowing our learning pace well.” [S106, Questionnaire]

- “Difficult language usage can be clearly explained by Thai teachers.”
[S57, Questionnaire]
- “[Thai teachers] know how to handle students’ psychological problems.”
[S38, Questionnaire]

A Singaporean teacher was chosen by 10.5% of the participants, who seemed to be interested in getting a new experience learning English with a Singaporean. Teachers with nationalities other than the provided options were nominated by 2.3%, with justifications concerning personal choice (British, Australian), likeability of a particular form of English (British) and familiarity of a particular group of speakers (Malaysian). Two, for instance, remarked:

- “I’d like to have a new experience learning English with a Singaporean teacher.” [S80, Questionnaire]
- “I really love a British accent. It’s very sexy.” [S188, Questionnaire]

The participants’ preferences for different types of English class (Item 3) are almost homogeneous. A large number of participants (80.3%) preferred a class featuring audios with only NS accents. Consistent with teacher preference, many participants associated NS accents with positive linguistic and status values (e.g., sounding intelligible, correct, natural, prestigious, educated, standard, international and familiar). The following participants stated:

- “NS accents are the best; they’re easy to understand and sound educated.”
[S198, Questionnaire]
- “It’s important to learn natural English...” [S24, Questionnaire]
- “They sound international and familiar.” [S94, Questionnaire]
- “These accents are widely-used by people around the world.” [S269,
Questionnaire]

Other participants simply voiced their interest in learning NS pronunciation, their general impression of NS accents, their motivation to understand English movies

and their end goal in learning English being able to speak English confidently and understand NSs, as shown in the following responses:

- “I just want to be able to understand what speakers say in English movies without having to read the subtitles.” [S11, Questionnaire]
- “I’d like to improve my pronunciation with a NS teacher.” [S29, Questionnaire]
- “I’d like to be able to confidently have a conversation with NSs and understand them effortlessly.” [S235, Questionnaire]

A small number of participants chose Classes B (16.7%) and C (3.0%), with their reasons based on the importance to understand speakers with different English accents or speakers from neighboring countries and their personal interest in getting to know English speakers of different linguistic and cultural backgrounds. They illustrated:

- “It’s probably a good idea to be in a class that we can listen to a wider range of speakers other than NSs.” [S258, Questionnaire]
- “I’m interested in getting to know as many people as possible. They can be from anywhere, speaking in different accents”. [S219, Questionnaire]
- “I’d like to learn an accent which is a little easier than a NS accent.” [S26, Questionnaire]

4.2 Participants' development of awareness of GE over the course of the program

In this section, data from researcher's notes and interviews with 22 participants and over 600 mobile messages were scrutinized to find out how the participants developed awareness of GE, or how they made sense of GE as the lessons progressed. This section describes how the participants responded to GE components over the course of nine weeks, which involved them in the instructional activities via face-to-face meetings and online discussions.

4.2.1 Module A: The intricacies of the global spread of English and existence of GE

In the first module, the participants were led to explore the existence of different English varieties in the world, English language change and linguistic variations (lexico-grammatical and pronunciation features) of major NS and NNS English varieties. Findings showed that the participants seemed to demonstrate an increased understanding of the intricacies of the global spread of English and seemed aware of the existence of the plurality of Englishes in the world (e.g., believing that English must be diverse, realizing the existence of multiple English varieties apart from inner-circle varieties, acknowledging that language change is inevitable/irresistible and agreeing that linguistic innovations reflect the evolution of English). On the other hand, their ambivalent and NS-centric attitudes toward English language variation could be found (e.g., showing reluctance to accept the legitimacy of NNS Englishes and using positive stereotypes to label NS Englishes and negative ones with NNS Englishes).

4.2.1.1 Exploring the existence of different Englishes in the world (with the focus on NNS varieties)

The participants were exposed to several English varieties, including some featuring pronunciation and lexico-grammatical features invented by NNSs. They appeared surprised that many invented words and phrases, both familiar and unfamiliar, can now be called “English”. One reacted: “I can’t believe that words, such as ‘otaku’, ‘bento’, and ‘padthai’, are now the English words” [S11, Researcher’s note]. While many participants were positive toward the lexical innovation and considered it a normal linguistic phenomenon reflecting the evolution of the English language and diversity of cultures, others rejected the idea of using innovated words, as they worried that newly invented words and phrases may confuse NSs and finally cause breakdown in communication. They argued:

It’s good to know that many NNS words have been internationally recognized. They reflect the evolution of English, which is a good thing... Evolution means that English is not a dead language. [S06, Chatroom]

English is rapidly expanding. Having too many new invented words can lead to a chaos, but it’s acceptable to me. I feel that NSs will get confused if we use a lot of unfamiliar words that don’t exist in their everyday circles. [S07, Interview]

The participants seemed to have mixed opinions when asked if uses of English (pronunciation, vocabulary and grammar) that differ from the NS standards should be accepted. The majority asserted that NNS uses are acceptable, but achieving native-like competence could better guarantee communicative effectiveness. One stated that,

“The way NNSs use English should be accepted as long as their language is clear and achieves communicative purposes. However, if you can speak like a NS, you can be certain that your English is highly communicative and understood by NSs” [S13, Chatroom].

In addition, those who strongly rejected NNS uses seemed to adhere strictly to the NS standards, emphasizing the ability to use English like a NS to sound more advanced, educated, correct and prestigious. One argued:

...speaking like a *Farang* [Caucasian NS] is a better idea. It's very important to stay attached to a NS variety when you use English. [...] Not only does the ability to speak like a NS make you sound more correct, it also makes you feel like you're an advanced user of English. [S17, Interview]

The picture of whether to accept NNS uses became clearer when asked whether NNS variation should be called a difference or an error. It was found that some participants associated NNS varieties with linguistic deficit, as verbalized by the following participant: "...many NNSs speak English too slowly. I think it's a bit unnatural compared to the way NSs speak" [S18, Researcher's note]. It is interesting to note that although some participants argued that NNS variation is acceptable when used in informal contexts, others appeared to see any variation departing from NS standards as an error. Previous English language learning experiences influenced by assessments focusing on the standard NS English conformity and lack of credibility of NNS varieties were variously referenced, as the participants justified their dismissal of NNS Englishes. As argued by the following participants,

...there is an error identification part in most English exams. To pass the exam, it's important to know a lot of grammatical features of a standard English. In my view, NNS variation, especially grammar, isn't standard enough. It's not correct, and it doesn't help anyone pass an exam. [S04, Interview]

If we say something like 'I no have money', like most Thais do, will we sound credible? I guess not. I guess an English teacher, who is very strict, won't let us pass a course if our language skills are not up to a satisfactory level... [S11, Researcher's note]

The following participant affirmed that, "There is certainly a correct and an incorrect version of English. That's why NNS variation is an error and should be

corrected” [S15, Chatroom]. Interestingly, she equated correcting English errors to solving math problems:

...I love teachers correcting my errors in English or cracking English grammars because it feels like solving math problems... Knowing as many formulas as possible can help us survive math problems in exams. Similarly, in English, correcting grammatical errors is part of perfecting our English. We can't do well in any English class with little knowledge of grammar. [S15, Interview]

Only a few participants firmly treated NNS variation as a linguistic difference. They justified that it is important to show mercy or respect to different English speakers, and that it is impossible for English speakers to use the same form of English. One remarked,

...the sign [Please don't complain about our English if you can't speak Thai, Love you] means that in reality, NNSs need... some kind of mercy when communicating with NSs... We're not perfect, and they should know that we do try our best to communicate with them in their language. [S06, Researcher's note]

4.2.1.2 Exploring the existence of different Englishes in the world (with the focus on NS varieties) and exploring language change

The participants were exposed to linguistic features of Englishes in the inner circle. They were asked if NS variation should be called a difference or an error. The reason for bringing the discussion of this topic to class was to check whether they would react to NS variation the same way they did to NNS variation in the previous lesson. It was found that the participants appeared to have diverging views toward NS variation. Many of them preferred to call it a difference simply because NSs use it, as noted by the following participant: “We should call NS variation a difference because it's NSs who use it, although sometimes they use wrong grammar” [S22, Chatroom]. Likewise,

the following participant, who viewed NS variation entirely positively, thought that NS variation is related to attempts to make language less complex and is associated with speaker's choice:

I like the way NSs make English simpler, though it's grammatically wrong, and it's their choice after all. I don't think some ungrammatical usages are that bad. Perhaps, they're just lazy to use complex grammar or are not aware of strict rules of grammar. [S20, Chatroom]

Some participants considered NS grammatical variation departing from the mainstream standards unacceptable. One remarked, "If a particular grammatical usage differs greatly from what standard speakers use or is entirely incomprehensible to standard English speakers, it should be labelled an error" [S09, Chatroom]. The following participant showed uncertainty about how to treat NS variation, as he believed that differences in pronunciation, vocabulary and grammar should be approached separately: "I'm not sure how I should label NS variation. I think NS pronunciation and vocabulary variation should be labelled a difference but not grammar" [S03, Chatroom]. He further highlighted:

I think pronunciation and vocabulary are very hard to control... People may sound different or use different vocabulary words because they grew up in different regions where English is used as a native language, but I think they've learned the same grammatical usage in schools... I mean wrong pronunciation and vocabulary use is less serious than wrong grammars. [S03, Interview]

4.2.2 Module B: Key sociolinguistic and sociopolitical concerns surrounding GE

In the second module, the participants were introduced to several sociolinguistic and sociopolitical concerns surrounding GE. They were led to discuss several topics and issues related to the notion of standard English, stereotypical attitudes toward English language variation, the question of intelligibility of GE varieties, English ownership, identity and linguistic prejudices. Findings revealed that sustained engagement with GE components seemed to enhance the participants' tolerance for English language variation in general and to increase their awareness of sociolinguistic and sociopolitical concerns surrounding GE in particular. For instance, they seemed to demonstrate increased awareness of how language attitudes influence listeners' social evaluations of speakers, to consider the local use of English as a speaker's source of pride, solidarity, local creativity and a way to signal identity and to become more open-minded about the validity and legitimacy of varieties of English other than the mainstream inner-circle Englishes. Besides, the participants tended to realize their own prejudices against non-standard varieties of English and their speakers, to become more critical of the notion of English ownership, to notice a connection between linguisticism and racism and to empathize with language users who are discriminated against on the basis of language. However, some seemed to have mixed and contradictory opinions regarding the need to acquire standard English to communicate effectively and whether there should be a single standard or multiple standards in language use. In addition, while some participants seemed to disapprove of linguistic prejudices/discrimination, they expressed a desire to approximate a NS English due to some sort of social demands.

4.2.2.1 Examining the notion of standard English shaping people's attitudes toward English language variation

The participants examined the notion of standard English associated with the mainstream NS norms and discussed how the standard language ideology shapes people's attitudes toward English language variation. Many participants seemed to

realize that the way a particular variety attains its prestige is influenced by the society. According to the following participant, “It’s the people and society that make a particular variety sound better or more attractive than others. This is no difference from the way we judge people’s appearance” [S20, Chatroom]. Likewise, another participant noted:

RP is associated with the privileged upper class; therefore, it is a powerful variety, which is treated positively just like the way rich and educated people are treated, and people tend to value a powerful variety more than a non-prestigious variety. [S05, Interview].

On the other hand, according to a few participants, the standardness of a specific variety is linked to intrinsic values attached to it. The following participant, for example, described how RP attains prestige because of its intrinsic values that cannot be found in other varieties: “RP sounds more standard than other accents that we’ve ever listened to so far because... it’s like a more advanced level of English... clearer and smoother... I really want to have this accent” [S17, Chatroom].

The participants also discussed whether it is important for English speakers throughout the world to speak in the way standard English speakers do in order to communicate effectively. Their responses can be grouped into three main themes. First, many participants seemed to perceive that having a standard English accent (either RP or GA) is not necessarily required for communicative success, but the ability to acquire one of these accents is desirable. Second, some thought that communicative effectiveness and the ability to master a standard NS English are two different entities—holding a standard English accent does not necessarily ensure communicative effectiveness. Third, some argued that mastering a standard English accent is necessarily required for international communication, as it warrants wider intelligibility, higher level of formality (especially for education purposes), naturalness, and prestige associated with its users. The following quotes illustrate these points:

I don’t think it’s important to master a standard English accent to communicate effectively. Although having a standard British or American English accent

can make people look cool or more competent, inability to master one of these accents doesn't mean that they are failed speakers of English. [S08, Chatroom]

Having a standard English accent doesn't guarantee communicative effectiveness. While the former means a manner of pronouncing things, the latter means... using simplified language, speaking clearly and well-paced and being culturally sensitive... [S01, Chatroom]

...I mean it's very important to be able to speak like a standard British or American English speaker, especially when communicating internationally... If we use a non-standard accent, foreigners may not be able to understand us fully... More importantly, they may think that we're not properly taught the language. [S18, Interview]

The participants seemed to have mixed opinions regarding whether there should be a single standard or multiple standards in language use. Those who opted for a single standard justified that it is easier to measure what is right or wrong in language use, and that using a single standard ensures that "...your language has a higher degree of intelligibility" [S22, Chatroom]. As also illustrated by the following participants, the violation of mutual intelligibility, as a result of using a norm that is not widely recognized, is a worrying sign:

...if we let people speak in whichever way they want, how can we understand each other with ease? I think we all need to rely on one standard that is recognized internationally to prevent chaos in communication... We can't use a variety that is not widely accepted or understood by the majority of people, like an accent of Jamaica or Australia, to become the standard... a London accent should also be excluded—it sounds a bit strange and unfamiliar. [S04, Interview]

We should cling on to either British or American English as a model. Having multiple standards may trouble English learners because there'll be no rules at

all... In fact, these two varieties are the most intelligible varieties in the world. Both NSs and NNSs can understand them well... [S07, Chatroom]

However, other participants disagreed, justifying that having a universal standard form is an impossible goal due to several reasons, including language change, local adaptations of English, speakers' language choice and interculturalism. One, for instance, stated that,

...we cannot have a single standard to judge speakers' English abilities, as we learned in the previous lessons that language keeps changing... It's entirely impractical to force everyone to use the same English... Even in the UK, people might prefer to use their own varieties of English... For example, Harry Kane has his right not to speak like Emma Watson or the Queen and vice versa... [S21, Interview]

The participants also discussed the existence of the notion of standard language in the context of Thai, as they were engaged in the activity *A look inside a Thai prison* (viewing a short prison documentary courtesy of Thai PBS Channel before examining comments criticizing the interviewer and narrator for having a non-standard Thai accent). The following participant argued that, "The way these internet trolls humiliated the narrator's accent was really unacceptable... Their comments were rude and off-topic. I think they expected media people to speak standard Thai. Non-standard Thai is less welcome in the media..." [S20, Researcher's note]. The following participants supported the argument, mentioning people's negative mindset about language variation:

I feel that these comments are a strong indicator that many Thais [in the comments] have a wrong mindset about language variation. It's so rude to use such a brutal language to harass people online... They didn't even realize that they themselves may not be able to use standard Thai correctly, too... This activity made me realize that it's not the accent that needs to be fixed, but people's attitudes. [S12, Interview]

...these people openly made fun of the narrator for sounding unpleasant due to his *Supanburi* accent [an accent prominent in a central Thai province], while showing their unpleasant selves by using toxic language to crush people. These comments totally disrupt the content of this awesome video and the intention of the maker... It's not the narrator's fault for using his non-standard accent. [S06, Interview]

4.2.2.2 Discovering prevailing stereotypical attitudes toward English language variation and discussing how attitudes can influence listeners' social evaluations of speakers

The participants were led to discuss topics and issues related to public stereotypes associated with NS and NNS accents. Most participants seemed to come to an agreement that NS accents are generally associated with more positive attributes than NNS counterparts. Some began to consider prejudiced reactions against accent differences unacceptable. One stated that, "If you can speak like a NS, people may think you're highly educated, but if you hold a foreign accent, they may think the exact opposite. But, I don't think it's a good idea to judge the way people speak" [S05, Chatroom].

They also discussed how prejudices are imbued in people's mind (including their own), especially when it comes to intelligibility judgments of English speeches uttered in different accents. They argued that biased attitudes are the main factor affecting people's judgements of speeches, as one reacted, "In fact, if we didn't take accent into account, or if we weren't prejudiced against NNSs, I think we could understand each other better..." [S19, Chatroom]. Another participant provided that, "I learned that... biased attitudes toward accent differences play a crucial role in reducing listeners' willingness to try to comprehend speakers, even though many are fluent, and their English is error-free" [S10, Chatroom]. The following participant mentioned how the lesson allowed him to understand his prejudice against accent differences: "This lesson... allowed me to observe my biased attitudes toward speakers with different

accents... I'll need to pause and think before commenting on people's different ways of speaking" [S03, Interview].

The participants mentioned specific in-class activities allowing them to discover their stereotyped and prejudiced attitudes and to compare their subjective attitudes with their actual comprehension of different English speakers (Iraqi, American, Nigerian and Vietnamese). They commented that such activities allowed them to become aware of their own biases toward accent differences. One remarked: "...we all had prejudices against non-standard English speakers. We tended to assume that speakers from Vietnam, Iraq or Nigeria spoke poorer English than the American..." [S08, Chatroom]. As she further explained,

For me, when I listened to these accents, I seemed to judge them unconsciously just like what I did in Activity 1 [subjective rating], and then when I was asked to complete the audio scripts to check my comprehension of the speakers, I came to know that I was prejudiced... I now understand why accents can hurt intelligibility" [S08, Interview].

Despite disapproving of accent prejudices, some participants expressed a desire to have a NS accent when they speak due to some social demands. They also argued that sticking to a NS norm is a practical way to avoid discrimination. One responded that, "...people love to hear NS accents more. This is probably because they... want to get a better job. I also want to have a NS accent; I don't want to be discriminated against" [S15, Chatroom]. Another participant supported, arguing that the ability to speak English with a clear NS accent can give speakers some positive social traits:

...actually, discrimination against somebody's accent is a bad thing. I wish it didn't happen to all English speakers... but if you can speak with a NS accent, people will stop treating you unfairly, and you will look more credible and trustable. [S13, Interview]

The participants seemed aware of some social consequences arising from people's stereotyping of language variation, as many of them pointed out prejudices and discriminatory actions against people who hold NNS accents. One, for instance, stated that, "...we may end up showing our prejudices against NNSs or giving unjust comments about NNS accents if we're not careful enough" [S22, Chatroom]. However, when asked to give an example of accent prejudice and discrimination in real life, they seemed to have no idea as to how accent prejudice or discrimination is actually practiced in the society. Of these participants, however, a few either had direct experience on it or heard about it. They illustrated that,

I remembered the criticism about Thailand's national football head coach's English accent that enraged Thai fans a couple of years ago... A doctor criticized Zico for speaking English like a hired wife in Pattaya... [S10, Interview]

...when I was a kid, I was bullied for having a southern Thai accent in a Thai class. When I was in the primary school, I was punished by an English teacher for being unable to pronounce some words properly... I was not allowed to play unless I could pronounce the word "hour" correctly... [S07, Interview]

Interestingly, an issue of race was brought up by a couple of participants when discussing linguistic prejudice and discrimination as hurdles to social inclusion. One responded that, "The way different accents are unequally treated is pretty much the same as when people with different racial backgrounds receive unfair treatments in the society..." [S01, Chatroom]. Another participant convincingly drew a connection between accentism and racism, referring to a racist incident linked to the Covid-19 outbreak in the U.S.:

Racism and accentism may be somehow related to one another. I saw the news the other day about a Chinese American getting physically attacked by bullies at a school in California for carrying the virus... Similarly, when you hold a foreign accent, you are likely to get bullied by bad people. [S12, Chatroom]

4.2.2.3 Examining the notion of English ownership

The participants were asked if they agreed with the idea of NS being tied to particular nationalities or countries. It was found that most participants expressed disagreement with the idea. They pointed out that nationality, accent and skin color should be put aside when defining who a NS is. Some of them admitted that they previously adopted the idea of NS ownership being tied to particular groups of speakers. As reflected by the following participant, “Anyone can be a NS if they do speak English as a mother tongue. I previously thought that only people living in native-English speaking countries could pass as NSs” [S03, Chatroom]. Some participants added that the term “native English speaker” is problematic and should be replaced by an alternative that sounds more neutral for users of varieties of English other than the mainstream NS varieties. One stated that, “...I don’t like the term ‘native speaker’ because it’s not a helpful term... Every English speaker should simply be called English user” [S16, Chatroom].

A few participants, however, maintained that although they did not like the idea of NSs being the sole owners of English, deep inside, they admittedly favored English speakers in the West to be labelled “owners of English”. Responding to the video “Singlish Controversies”, one pointed out this contradiction: “I agree that Singaporeans can claim ownership over English, but at some point, they still don’t look like ideal NSs... They’re not like those from the West [S09, Researcher’s note]. Similarly, relying on linguistic stereotypes in categorizing English speakers, the following participant argued that language fluency does not qualify someone as a NS, but accent: “...although many Singaporeans are very fluent in English, their accent still sounds like typical Asians” [S11, Researcher’s note].

The participants were engaged in the questions whether outer-circle Englishes should be treated as broken forms of English, and how the message, delivered by Singaporean ambassador to the United Nation: “I should hope that when I am speaking abroad, my countrymen will have no problem recognizing that I am a Singaporean” (Stevens, 1992, p. 38-39), is related to the idea of English ownership. It was found that most of the participants acknowledged NNS Englishes as varieties in their own right,

with many additionally considering the local use of English as a speaker's source of pride, solidarity (social attractiveness), local creativity and a way to signal identity.

Two maintained:

I think the Singaporean ambassador was very cool. He wanted to... speak for other Singaporeans and make it clear that he didn't forget his root... His message can also mean that he wanted people to feel proud of their root. [S02, Chatroom]

Using a local form of English is similar to speaking Thai with a Tongdang [a southern Thai accent]. To me, it's the way we signal our identity, but people from other parts of the country may laugh at you when you have such an accent because it may sound funny to them. However, let's imagine meeting people speaking this accent in Bangkok, we could be triumphantly happy knowing that they're from the South, the same home, speaking familiar language. [S14, Chatroom]

4.2.2.4 Exploring social dimensions of English conveyed through linguistic events in *My Fair Lady*

The participants viewed *My Fair Lady* (a musical based on George Bernard Shaw's *Pygmalion*) and were engaged in in-class activities allowing them to discuss important linguistic and sociolinguistic events in the movie. For instance, they were asked to react to Professor Higgins' statement: "A woman who utters such depressing and disgusting noises has no right to be anywhere—no right to live". All the participants seemed to agree that Higgins' speech reflects how ignorant and offensive he is, and that he is disrespectful of speakers' language use. For instance, one participant stated that, "[...] Higgins shaming Eliza for uttering poor English is totally awful... It shows that he doesn't accept variation or other ways of speaking English" [S01, Researcher's note]. Many participants pointed out the fact that variation in language use is inevitable and natural, strongly arguing why Higgins' standpoint on language is inaccurate or

unconvincing. One, for instance, commented that, "...Higgins' position on language doesn't accord with the reality of English which has become Englishes" [S20, Chatroom]. Another participant supported: "The words 'depressing' and 'disgusting' are too strong for me. If I were Eliza, I would tell him that he was not as educated as he appeared, using such strong words as a tool to hurt another's feeling" [S10, Interview].

Some participants highlighted the fact that picking up a particular accent depends on where a speaker is born and raised; therefore, it is not a good idea to lay social judgements on speakers based on the way they speak. Thinking of how difficult attaining a standard form of English is, one explained:

...Eliza was born and raised in a particular part of London, and that's... why she picked up the accent. ...it's totally unfair judging her style of speaking simply because she was being herself. ...Speaking standard English requires a lot of effort, and many people fail to reach a NS standard. I want Higgins and other English teachers to understand that we're trying. We need an emotional support, not a punishment. I think I understand Eliza's feeling... and why she decided to leave Higgins after she was scolded several times... [S21, Interview]

The participants seemed to agree that people usually have strong opinions on accents (as identity markers), and that accents carry different stereotypes associated with speakers with different linguistic and cultural backgrounds. Referring to specific in-class and online topics showcasing prejudices in action, one remarked:

We can learn from *My Fair Lady*, *Housing discrimination* and *A hateful note left at a Thai restaurant* that people usually have strong attitudes toward accents. They judge other people's speeches without thinking carefully. They have no idea they're hurting others' feelings. [S19, Chatroom]

Interestingly, a Thai proverb "Sam niang so pa saa, kri ya so sa kun" (a man's social manner is determined by an accent he holds) was mentioned to explain why and

how accent means different things to different people, and why people are likely to be judgmental when they hear an accented speech. One stated:

...well, I can think of a Thai proverb ‘Sam niang so pa saa, kri ya so sa kun’. I think it reflects how we treat others on the basis of accent or language... When we hear someone with a particular accent or style of speaking, we seem to biasedly assume if they belong to the lower-end or high-end market... I don’t know, perhaps, we’re too obsessed with social class, level of education and people’s background... [S14, Interview]

When asked whether it is possible to prevent prejudices or discriminatory practices against people with accent differences, they seemed to have opposing views—while half of them thought that it is possible to prevent prejudicial or discriminatory practices based on language, others held that it is relatively difficult or impossible for people to stop pre-judging linguistic habits of others. However, what is harmoniously shared among the participants is that knowledge and awareness of GE, which includes, for example, language change, the existence of English varieties, bilingualism and issues related to linguistic prejudices, could improve language users’ attitudes toward linguistic differences. They elaborated:

We need to understand the fact that English is changing and has a number of varieties. So, there’s no reason to think about which variety is better or worse. What’s also important is the knowledge that many are not born to use only English, they have their own mother tongue before learning English. [S12, Chatroom]

...it’s difficult to keep prejudices out of mind because many people out there lack knowledge of the diversity of English... If you asked Thai people what they thought of Thai English, I think all would reply it’s a wrong or bad English. [S02, Chatroom]

Lastly, many of them mentioned that they were led to observe the potential power and violence of language use in the movie, thus allowing them to notice the

connection between language variation and social class. They also learned to empathize with English speakers who are prone to linguistic prejudices and discrimination as well as to reflect on their own attitudes toward varieties of English and their speakers. The following quotes illustrate these points:

I've adjusted my mindset about English after I finished this lesson [Lesson 6]. I feel that I've been more tolerant for English language variation. Previously, the idea of attaching to a NS standard as much as possible always held me back. However, after watching *My Fair Lady*, I felt very much empathetic toward Eliza—if I were treated inhumanly like what she'd experienced, I'd feel very upset. [S09, Chatroom]

Before this, I held negative attitudes toward NNS Englishes, but after watching the movie and reading the news article *A hateful note left at a Thai restaurant*, I've felt differently toward variation in accents. I think I have more empathy toward those prejudiced against because of their language choice. I think of NNS Englishes in a more neutral way. [S15, Chatroom]

...I really like *housing discrimination* video. I really pity the guy [who has been denied a housing offer multiple times because he doesn't sound like a white American]. [S20, Interview]

4.2.3 Module C: English language learning and teaching in light of GE

The last module engaged the participants in discussions related to English language learning and teaching in light of GE. A number of GE-aware responses were observed. For instance, the participants seemed to realize how language variation can be a poor criterion judging a teacher's ability to teach, to think more critically about what makes a good language teacher and what effective language teaching is and to acknowledge the importance of ELT providing students with exposure to different varieties of English. However, some participants continued to adhere to NS models (e.g., preferring to be taught by a NS teacher when given a choice and considering NS teachers as a more credible source of knowledge).

4.2.3.1 Examining the role of nativeness in English language learning and teaching

The participants were led to share their views toward the selected ELT commercials that substantially favor NS teachers. When asked why NS teachers have been greatly and continuously applauded by the society (as seen in the commercials), many participants thought that white NSs or Westerners have always been associated with positive social, linguistic and cultural attributes. They also noted that this popular trend of beliefs has resulted in learners of English desperately wanting to sound like or be like a NS. Two reflected:

[...] Westerners are likely to be perceived more positively. For instance, I remembered watching a TV program asking a 5-year-old kid about her future career, and her response was a great shock, as she replied, 'I would like to have a Western husband when I grow up' [S10, Chatroom].

Because NSs are generally admired by both teachers and students. That's why we've seen Caucasian faces being used in language learning adverts to lure customers. Most students, including me, were cultivated in the kind of belief that the ability to speak like a NS is to be prioritized... When I was young, my

mom always wanted me to take extra English classes with NS teachers. [S16, Chatroom]

One, interestingly, responded to an immense craze for NS teachers from her discipline of study, marketing. Based on her fruitful analysis,

Most people want to be able to speak like NSs. I was one of them too prior to joining this [program]. It's not surprising why NSs have appeared in many commercials. From a marketing perspective, such a campaign can attract a good deal of customers, so it looks like the business is profitable and successful. However, the product being advertised has to be in line with the components of ethical marketing. If the product doesn't live up to the claim, you're creating a misleading information to deceive customers. [S17, Chatroom]

When asked how they felt studying English with a teacher with a NNS accent, the majority stated that they did not mind studying English with NNS teachers or hearing NNS accents in class. In addition, teacher qualification and an opportunity to be exposed to English language variation were considered as a relevant practice in language learning and teaching by many participants. One, for instance, stated that, "I'd like to learn [English] with good teachers no matter what accent they have. What's more important is that teachers know how to teach and have a relevant qualification" [S20, Chatroom]. In addition, she pointed out the importance of familiarizing herself with varieties of English for the sake of her future:

I think now it's important to be familiar with varieties of English because there are more NNSs than NSs now, and we can't expect to speak with only NSs... It's important for our future career, especially when we have to talk business with our international clients. [S20, Interview]

These views contrasted considerably with the participants' overwhelming preference for NS teachers, expressed in the questionnaire. The following participant acknowledged the importance of global citizenship education. She argued that English

classes should prepare students to become global citizens—knowing different varieties of English can help achieve such a goal: “I used to think that studying English with a NS teacher could lead to a better result. But now, I learned that... studying English with international teachers will help me become a global citizen” [S12, Chatroom]. She elaborated:

...if you can understand people from different countries or with different accents, you're way ahead of others. [...] I think we need to be prepared for the 21st century communication, which involves the ability to communicate successfully with English speakers from all parts of the world. [S12, Interview]

Although some participants thought that good English teachers are not nation- or accent-bound, they still preferred to be taught by qualified NS teachers if they paid a lot of money for a private or extra English course. They justified that NS teachers could better help them excel at listening and speaking skills. One highlighted that, “...if I had to pay a huge amount of money for a private course, I'd definitely expect to be taught by a NS teacher because I want to improve my listening and speaking skills” [S05, Chatroom]. Another participant supported that NS teachers are more credible as far as teaching communicative skills is concerned:

I'm aware of biased judgment against NNS teachers, but when it comes to communicative skills like speaking, I trust NS teachers more. It's like how you give credit to what they can do best, and I can learn better from them. [S11, Chatroom]

4.3 Participants' perceptions of English language learning and use after the program

Analysis of 22 written reflections and interviews with 12 participants (collected after the program) revealed four main themes demonstrating how engagement with GE influenced their perceptions of English language learning and use: gaining more self-confidence as an English speaker, developing respectful attitudes toward English varieties and speakers, redefining language learning purpose and goal and reconceptualizing ideal English teacher and model for language use (see also Jindapitak et al., 2022).

4.3.1 Gaining more self-confidence as an English speaker

The majority of participants reflected in both written reflections and interviews that they gained more self-confidence as speakers of English toward the completion of the program. Many of them described how unfastening the idea of competence in English use being associated with the NS conformity allowed them to grow more self-confidence when using English. One reflected: “Next time, when I speak English, I’ll try to be more confident... I learned that there’s no need to fix our accent to be confident... We may not be able to control our accent, but we can control our confidence...” [S17, Reflection]. Interestingly, the following participant discussed the idea of NS perfection leading to the decrease in self-confidence:

...I’ve felt less awkward with my spoken English after the [program], although I was afraid to talk to everybody in the first few lessons, especially in the lesson that I had to talk to real foreigners brought to class... I usually equated being competent in speaking to the ability to speak perfectly like a NS, and the feeling of being imperfect made me ashamed of speaking with foreigners. ...speaking English is already a stressful task, and the idea that sounding like a NS is necessary can put many Thai students under stress... [S04, Interview]

Interestingly, detaching the idea of linguistic competence from the standard NS ideal seemed to have relieved the following participant of the pursuit of what she called “a fairly-tale accent”, while, simultaneously, enabling her to step out of the comfort zone when verbally communicating with others:

...as for now, I’ve jumped out of my comfort zone, levelling up my confidence, especially when speaking with you and other classmates. ...it’s a relief knowing I don’t have to master a fairly-tale accent... Learning in this [program] was like... gaining a new skill, giving me a small act of courage that can increase my confidence. [S06, Reflection]

In another instance, the realization of existing different ways of using English by competent NNSs was revealed to negate the belief that there is only one correct way of using English, thus increasing positive feeling toward local use of English. As one noted,

Joining this [program] was a great experience... I’ve never learned to feel positive toward my own English from other courses. Before this I always held negative attitude toward the use of Thai English. I’ve never realized that Thai English can be used as a source of pride... Plus, no teachers ever told me about different Englishes in the world and the positive side of Thai English. Since there’re many existing ways of using English, there’s no need for me to feel bad... about my English. [S14, Reflection]

In addition, realizing that many English speakers from different parts of the world bring forward their identities through local accents allowed many participants to feel more confident in their language use. Particularly, engagement with GE perspectives helped them “...develop a new way of thinking about how to communicate effectively...” [S10, Reflection] and to develop a more favorable attitude toward their own English. One also reflected:

...Prior to joining this [program], I always thought that it’s necessary for NNSs to speak English natively, and that NNS accents are unacceptable... Although

I still think that the ability to speak like a NS is cool, I feel much better now about my Thai English, knowing that many English speakers use their own English to communicate their identities... Using English the way we do is cool too. [S05, Reflection]

The following participant mentioned the usefulness of the communication task that involves interacting with real ELF speakers, while suggesting a possible way to implement the same activity in general English courses to generally boost student confidence. As she pointed out,

I found this [program] really useful, especially when foreign NNSs were brought to the class for interaction. It'd be a great idea if... more speakers were invited to join other lessons too... And I think general English courses could also do the same to increase students' experience with real communication and boost their confidence... [S16, Reflection]

4.3.2 Developing respectful attitudes toward English varieties and speakers

Another salient theme emerging from analysis of reflections is the participants' reported development of respectful attitudes toward English varieties and speakers. Having realized that people tend to evaluate linguistic differences stereotypically unequally, many participants mentioned that prejudiced attitudes could lead to practices of linguistic discrimination, indicating people's intolerance for linguistic diversity. They shared how learning about social elements of the language, introduced through different activities (both in-class and online), helped them develop respectful attitudes toward different English varieties and speakers. One wrote: "The topic about accent prejudice and discrimination... is the most interesting as it reflects the ugly truth of our societies, revealing people's lack of cultural awareness... This has taught me not to judge people on the basis of language..." [S20, Interview]. The following participants supported:

Another thing that I considered useful is learning about how people unconsciously treat other people based on accent. The lesson made me realize why it's important to demonstrate respect to people with different accents... I particularly love *My Fair Lady* because it teaches me to look beyond human differences and... avoid labeling other human beings in an unproductive way. [S10, Interview]

...instead of teaching us how to lose a Thai accent, I've learned from the [program] how to live with it and treat it as our unique variety. To have an accent should not be thought of as a symbol of shame... The [program] also made me realize the importance of appreciating different varieties of English... [S07, Reflection]

Many participants pointed out that when hearing an accent unfamiliar to them, a desirable manner for interlocutors is to "...try to understand what people say instead of trying to nitpick about the way they say it" [S12, Reflection]. Another participant supported: "Next time, when I speak English, I'll respect people's differences. I'll not laugh at and make fun of people with local accents in both English and Thai..." [S03, Reflection]. In addition, as the participants realized their own linguistic prejudices, they became aware of unfair judgments of speakers on the basis of language variation. One commented that, "...it was very surprising to know that many people, including me, are linguistically prejudiced against NNS varieties... I think discrimination against NNS varieties should not be allowed to exist... [S08, Interview]

Awareness of the relationship between identity and language variation also helped the participants to re-examine the way they responded to familiar and unfamiliar English varieties, abandoning an ideological assumption that NS varieties necessarily have more values than NNS ones, as remarked by the following participant:

Removing a NNS accent is a primary focus in language learning and is still practiced by many students. I think this learning concept no longer applies to our society today since people may need to use their local accent to signal their

identity. It's time to value different accents, whether standard or non-standard.
[S02, Reflection]

Such awareness, in addition, helped reaffirm the belief about the need to be culturally sensitive when dealing with diverse speakers and the need to treat someone with respect. The following participant described her increased tolerance for people with different linguistic and cultural backgrounds:

...I felt so good when learning about Singaporeans using Singlish to signal their identity... This fact can speak for many NNSs in the world who may want to stick to their own varieties. ...although many English teachers think that NS English is more correct, I don't think this is always right. We need to respect... cultural differences and people's different ways of speaking, as I always shared with my friends in class. So, it's not a good idea to assume that a particular variety is... less equal because language is part of our identity, and there's nothing wrong with being who we are... [S19, Interview]

Respecting linguistic differences also entails re-evaluating the idea of linguistic correctness based on a monolithic NS standard. The participants pointed out a need to accept linguistic creativity and localization in NNS use. The following participant compellingly addressed:

“...I think I've had a better taste of Tenglish now and become more interested in the way we, Thai speakers of English, creatively invented words, frequently found everywhere. ...for example, if adding a “y” or an “ie” to certain words can make them look more kawaii [attractive], as in “hubby”, “sweetie” or “cutie”, why can't we do the same with our Tenglish word, as in “freshy”, to refer to our lovely freshmen? It's not about correctness to a NS's ears, it's all about being true to our way of life and creativity. ...In fact, we have a lot of unique words that can be interesting to foreigners wanting to come to Thailand... They can blend in more effectively and communicate more successfully if they're aware of our weird but unique Tenglish. [S21, Interview]

4.3.3 Redefining language learning purpose and goal

Another important influence reflected by the participants is their reported goal in learning English becoming more purposeful and realistic after the program. Many reflected that they "...used to think that the only goal in language learning is to acquire a native-like accent" [S06, Reflection] or to imitate how NSs speak English. Re-examining his language learning goal, the following participant discussed what is more important in language learning: "After this [program], I think that learning about NS English is still important, but it's not everything about language learning. ...it's communicating confidently and meaningfully that matters more" [S01, Reflection].

The participants also reflected to have come to understand what communicative success is meant to be in light of GE. Being exposed to different varieties of English spoken by competent GE speakers, the participants learned that successful English speakers do not necessarily have to speak like NSs, thus opting a preference for being intelligible as a more realistic goal than trying to imitate a NS norm. One reflected: "Next time, when I speak English, I'll focus more on being intelligible rather than troubling myself trying to emulate a NS English" [S07, Reflection]. Similarly, the following participant reported:

Next time, when I speak English, I'll make sure that my speech is intelligible rather than being native-like, which is not even close. What I've learned from this [program] is that when speaking English with a NS or a NNS, the ability to sound like a NS is less important than sounding intelligible, and learning English with a NNS teacher doesn't make your English sound less intelligible. [S16, Reflection]

Awareness of the function of English as a global means of communication and the fact that English can be accessed globally seemed to positively shape how the participants saw language learning and use. The following participant, for example, maintained that she has developed a more reasonable way of thinking about the general purpose of learning and using English, as she wrote: "...we can access English anywhere in the world... It's important to keep in mind that we use English to

communicate with other people; we don't use it to tell anyone that we can speak like a NS" [S09, Reflection]. The same participant also mentioned the importance of maintaining successful communication rather than fixing language errors as far as language learning is concerned:

...the ability to communicate well and to detect errors are two different things. The purpose of learning English shouldn't be based exclusively on learning tips and tricks to spot errors... It's OK to learn to be a language detective, but if you can't communicate well across cultures, it means nothing. [S09, Interview]

In addition, while some participants seemed willing to consider ideas of learning about varieties of English in order to prepare themselves for their future encounters with different types of English and English users, they appeared reluctant to strive for other options of English, showing concern that mutual intelligibility may be impeded if local linguistic resources are frequently used in communication that involves diverse English users. For instance, despite acknowledging the positive implication of the global spread of English, the following participant raised a concern over the mutual intelligibility problem of NNS Englishes, wondering "...whether other people will actually understand us if too much creativity is used in our English" [S22, Reflection]. He further elaborated in the interview, pointing out the importance of maintaining mutual intelligibility in international communication, warranted by the use of one of the standard forms of English:

...for example, it's a good idea to learn about Englishes spoken in NNS countries including Thailand because we might have to communicate more with NNSs, but I couldn't help thinking that NNS accents may lead to confusions... I mean we won't be able to understand each other if everybody speaks as they please. ...so to be safe, it's better to stick to either American or British English, as it's probably the best medicine to prevent a breakdown in communication. [S22, Interview]

The concern over intelligibility problem of NNS Englishes is reflected by the following participant, who seemed worried about how English use is seen by others (especially language teachers), and how it may fail to reach language teachers' expectation:

...but what I really can't figure out is how we can ensure the intelligibility of the local use of English... and I do wonder how teachers are going to react if we keep our mother tongue accent and local inventions in English... Will we disappoint teachers and be penalized for not using English like a NS? [S08, Interview]

4.3.4 Reconceptualizing ideal English teacher and model for language use

The participants' increased awareness of GE was reflected through their re-examination of ideal English teacher and model for language use. Central to their responses is a critical revisit to their previous stereotypical assumptions regarding ideal language teachers. One mentioned that "...I used to think that anything coming from NSs is always correct and more reliable. That's why I wanted to learn with NS teachers more than Thai or Filipino teachers when I was a kid" [S20, Reflection]. The same participant extended her argument in the interview in support of developing tolerant attitudes toward NNS teachers and giving credits to pedagogically competent NNS teachers, while problematizing the notion of nativeness, country of origin and accent being implicated as important criteria in making someone an ideal language teacher or more competent in language teaching than others:

...we can't say that someone is an incompetent language teacher simply because she/he doesn't have a white accent or doesn't come from a white country... This should no longer be the requirement for hiring practice. ...we have to respect NNS teachers... and value their ability in teaching more... We shouldn't degrade their ability to teach just because they grew up non-natively. [S20, Interview]

Likewise, another participant argued that conceptualizing English teachers based on racial information is discriminatory:

Conceptualizing good English teacher as someone who is white means that we're showing unfair distinction between groups of people... Rather, pedagogical qualities should be used to define who an ideal English teacher is. Competent English teachers should not be conceptualized as individuals who look Caucasian... This can be another important message that I've learned from this [program]. [S16, Interview]

Although NNS teachers were seen more positively, it does not mean that a pedagogical model that comes from them is attractive, compared with the more established mainstream NS models. One claimed that, "...learning English with NNS teachers doesn't mean that students will use broken English, but in reality, most students, including me, want to learn with NS teachers more..." [S11, Reflection]. As she further discussed, due to a lack of some kind of recognition and acceptance from individuals in the society, a choice of learning English with NNS teachers is less appealing:

...[NS teachers] just look more professional not because they can teach better, but they're also more generally accepted by people and institutions in the real world. ...if you wrote in your resume that you've been to a NS country for English education, it would impress a HR more than saying that you've visited a NNS country for a summer English course. [S11, Interview]

The participants also talked about how they were led to observe a variety of English speaker models in class and in the chatroom. This led the following participant to re-examine qualities essential for effective communication, while, at the same time, revisiting her past unjustifiable opinion toward NNSs:

...what I also like about the [program] is an opportunity to observe many different varieties of English, whether familiar or unfamiliar. I really liked it when we kept sharing videos of English speakers we like [in the chatroom]...

After listening to more and more NNSs, I developed a more favorable and rational attitude toward them instead of merely relying on subjective feelings in the past... I have so many new NNS idols now and became so impressed by the English spoken by them, such as Khun Wannasingh [Thai documentary filmmaker], Chanyeol and Xiumin [Korean pop singers]. They mostly... look calm, always use simple words rather than fancy words, keep smiling face and don't rap [speak too fast] like many NSs do... These could be important qualities when speaking English. [S12, Interview]

4.4 Discussion

This section discusses the participants' attitudes toward English language variation (Research Question 1). Analyzed data revealed the participants' ambivalent attitudes toward the intricacies of the global spread of English and the existence of GE, their tendency to evaluate English language variation in a hierarchical manner and their strong preferences for NS norms in ELT. Findings with regard to the impacts of the GE awareness raising program on the participants' attitudes toward English language variation were also discussed, with the focus on how they developed awareness of or made sense of GE over the course of the program (Research Question 2), and how engagement with GE shaped the way they thought about English language learning and use (Research Question 3).

4.4.1 What were English learners' attitudes toward English language variation?

It is safe to conclude that the participants in this study held complex attitudes toward English language variation, with NS varieties being held as the favorable norms, whether implicitly or explicitly. Below are emerging themes seeking to understand patterns of the participants' attitudes toward English language variation.

4.4.1.1 Ambivalent attitudes toward the intricacies of the global spread of English and existence of GE

The participants seemed to have ambivalent attitudes toward the intricacies of the global spread of English and the existence of GE. Particularly, they seemed aware of the current demographics of English users in the world, as most disagreed with the statements saying that there are more NSs than NNSs, and that English has become an international language because of NSs in the inner-circle countries. Realizing that English speakers whose mother tongues are not English are likely to retain mother tongue characteristics in their English, most participants recognized the existence of

varieties of English other than American and British English. This suggests that, to a certain extent, the participants were able to broadly get a glimpse of what the global spread of English basically entails, confirming previous studies investigating Thai students' perceptions of GE (Jindapitak, 2015; Boonsuk & Ambele, 2020; Ambele & Boonsuk, 2021).

However, the participants appeared to have mixed views toward success in communication and the intelligibility of English. While most disagreed with the statement saying intelligible English means the ability to speak like a NS with a complete absence of a NNS accent, about two-thirds believed getting rid of NNS accents can lead to a communication success. This implies that, according to the participants, communication in English is perceived to be even more successful when speakers conform to a NS norm or use a NS English. This finding accords with Saengboon (2015), who also found that nearly 70% of Thai university students (105 out of 158) thought that Thais speaking with either a British or American accent is considered excellent. The participants also held different views toward acceptability of NNS lexico-grammatical features. While a large number of participants agreed with the use of “kha” and “krub” in Thai English, they did not accept the use of Manglish and Singlish’s “lah”, although they both similarly function as particles. In this case, although we did not know if the participants themselves use such Thai-English feature in their daily-life communication, the prevalence of such use by both academics and non-academics in a variety of occasions may result in the participants accepting such use by a landslide.

4.4.1.2 Hierarchical evaluations of English language variation

In the VGT task, the participants implicitly demonstrated stereotyped attitudes toward different accents/speakers of English, with the inner-circle (AmE and BrE) being evaluated more favorably than the outer- (MyE, FiE and InE) and expanding-circle (ThE, ChE and KoE). This confirms previous studies that hierarchies exist in varieties of English, represented by social meanings implicitly attributed to them

(Bayard et al., 2001; Scales et al., 2006; Garrett et al., 2003; McKenzie, 2015; McKenzie & Gilmore, 2017). A tendency to evaluate different English varieties in a hierarchical manner resonates with the knowledge function of attitudes (Katz, 1960) which explains how people rely on pre-existing stereotypes when reacting to language variation. Jenkins (2007), in addition, argues that NNSs have long been deeply affected by the standard language ideology which pervades English discourses with its simplistic assumption that there is an intrinsically more prestigious version of English. Several reasons based on linguistic and cultural stereotypes, prevalent in the participants' explicit attitudes, were regularly cited to justify why a standard NS English is to be favored over other varieties.

The participants' explicit opinions toward sociolinguistic and sociopolitical concerns surrounding GE illustrate the same attitudinal patterns as what the VGT findings revealed. First, English belongs to NSs of the traditional inner-circle countries, confirming Metitham (2009) and Saengboon (2015), who found that Thais seemed to view Americans and British as the most appropriate owners of English. Positive attributes, such as "original", "historical", "standard", "prestigious", "correct", "official" and "international", were justified to make NSs the rightful English owners. As maintained by Matsuda (2002), to many, English has become an international language in the sense that it belongs only to inner-circle speakers. The reason that the concept of ownership is rarely associated with wider ELF speakers may be rooted in an ELT approach that exclusively prioritizes students' exposure to and assessment based on a single monochrome standard norm over a long period of time (Sifakis & Sougari, 2005; Bayyurt & Sifakis, 2017).

Second, according to the participants, nativized varieties (e.g., Singaporean English, Malaysian English, Indian English and Filipino English) are considered non-standard and, therefore, can only be used locally. Contrary to NS varieties, which were evaluated positively, several negative attributes (e.g., "unnatural", "wrong", "weird", "incorrect" and "local") were variously used to label these nativized varieties. Commenting on the acceptability of English varieties worldwide, Jenkins (2015) argues that, "If it was so difficult for a standard native variety of English to gain acceptance, it

should be no surprise that... non-native varieties have not so far met with similar success” (p. 26). As found in Snodin and Young’s (2015) study, Australian English received a number of strong negative evaluative comments by Thai students, let alone outer-circle varieties of English.

Third, although the participants thought that NNS accents should be considered as speakers’ choices, they still remain incorrect due to their non-standardness, ungrammaticality, strangeness and unpleasantness. This implies that according to the participants, there exists the concept of “correct” accent associated with NS norms, and other forms departing from these norms should be regarded as “incorrect” (Lippi-Green, 1997). The finding is incongruent with sociolinguists’ claims which unanimously point to the impossibility of characterizing standard, superior or correct accents in a sensible linguistic way (Trudgill, 1984; Stevens, 1992; Jenkins, 2000, 2007; McArthur, 2002), although the public seem to associate RP with standard in the case of English varieties in the British Isles (McArthur, 2002).

Finally, as indicated by the findings, the participants seemed to refer to the notion of intelligibility of English as the ability to speak English clearly with a near-NS accent or with an absence of a NNS accent. To a large extent, the idea of NS ideal judging intelligibility was held by the participants, further supporting Buripakdi (2012) and Metitham (2009) that NS has long been positioned by Thais as a standardized agent possessing extensive linguistic knowledge and authority in subjects of English (Lippi-Green, 1997). Similarly, Jenkins (2007) reports how NNSs rarely find the concept of intelligibility detachable from NS norms—many NNSs always show reluctance to “disassociate notions of correctness from ‘nativeness’ and to assess intelligibility and acceptability from anything but an NS standpoint” (p. 141).

4.4.1.3 Strong preferences for NS norms in ELT

What is also prominent in the findings is that within the context of ELT, the ideal linguistic target seems to be “determined with almost exclusive reference to NS norms” (Kirkpatrick, 2003, p. 82), contradicting the identification rates of the NS varieties in the accent identification task—less than half of the participants were able to correctly identify these two NS varieties (32.5% for AmE and 28.5% for BrE). As with previous studies, the majority of participants expressed a strong desire to be able to speak like a NS (Galloway, 2013; Saengboon, 2015) and chose to be in a class featuring audios of only NS accents (Butler, 2007; Saengboon, 2015). Justifications made to support their choices were largely NS-oriented, holding NS varieties and their speakers in high esteem, while denigrating NNS others. It may be explained that the mainstream NS varieties have had strong influences on Thailand’s ELT since the early Chakri dynasty (British English) and world war II (American English) (Snodin & Young, 2015). Additionally, public discourses, such as the media, institutions and publishing industries have also strengthened the powerful status of the mainstream NS varieties and their speakers in Thailand (Buripakdi, 2012; Ruecker & Ives, 2015), leading to substantial supportive arguments for adoption of NS norms (Jindapitak & Boonsuk, 2018; Jindapitak, 2015, 2019; Comprendio & Savski, 2020).

Findings also revealed the participant’s strong preferences for a NS teacher despite being the least qualified candidate for an ELT profession. This is consistent with the findings obtained from the VGT in which speakers with NNS accents were judged less suitable for a teaching job, compared with the two mainstream inner-circle speakers (AmE and BrE). Previous studies have documented how status values may be attributed to particular varieties of English (typically the mainstream NS Englishes) and that attitudes toward a person’s NS status may influence students’ confidence in his/her teaching ability despite having no relevant ELT degree (Kelch & Santana-Williamson, 2002; Boyd, 2003). In addition, the participants’ lack of awareness of linguistic diversity may result in strong prioritization of and preferences for NS norms (Cook, 1999; McKay, 2002; Matsuda, 2018; Jenkins, 2000, 2005, 2007; Seidlhofer, 2003, 2006; Matsuda, 2002, 2009, 2017). As revealed in Jindapitak’s (2015) study, English

majors, who had some knowledge of sociolinguistics or English in the global context, seemed to be strongly open about varieties of NS and NNS English to be included in ELT, while, on the other hand, a study conducted by Jindapitak and Teo (2012) showed that students, who never studied sociolinguistics, seemed to have no idea why study about the plurality of Englishes is important.

In closing remarks, the participants in this study appeared to have ambivalent attitudes toward the intricacies of the global spread of English and the existence of GE. While the participants averred some important ideas of English in the global context, such as the current demographics of English speakers worldwide and the fact of linguistic variation, they seemed to convincingly embrace the idea that English means British or American English, suggesting that the very notion of NS is hardly challenged (Matsuda, 2018; Rajprasit & Marlina, 2019). The findings also add to the social-psychological body of knowledge that language variation carries complex social meanings. In this study, the participants did not evaluate English language variation equally—they tended to adhere to an ideological notion that some varieties of English are more, or less, intrinsically correct, better or prestigious than others. Likewise, qualitative responses indicated positive stereotypes associated with NS varieties, while the exact opposite were used to trivialize NNS varieties. These biased reactions to English language variation reaffirm NS linguistic superiority and NNS linguistic inferiority (Jenkins, 2007).

Whether implicitly or explicitly, the participants were seemingly vulnerable to relying on stereotypes without considering the sociocultural and sociopolitical ramifications of the global spread of English (Jenkins, 2007; Huang, 2009), hence making unwarranted or fallacious judgments about English language variation. It should be argued that these assumptions have unquestionably become the ideological realities, or what Bhatt (2002, p. 75) calls the “regimes of truth” associated with the legitimization of standard language ideology (Lippi-Green, 1997). This ideology not only influenced the participants’ evaluations of English language variation, but also their perceptions of ELT. In this study, many participants remained convinced that NSs provide better ELT norms than NNSs—they claimed to prefer the ability to speak like

a NS, an English class featuring only NS accents and a NS teacher, although they had trouble identifying NS accents.

The findings echo Bhatt's (2002) account of axioms in the fields of TESOL and applied linguistics, namely that, "There is a standard language that provides access to knowledge" and "only those few who speak the standard can command linguistic authority over non-standard speakers..." (p. 75). The findings then support a pedagogical proposal emphasizing the need to provide English learners with sufficient exposure to GE (Galloway, 2013; Galloway & Rose, 2015, 2018; Rose & Galloway, 2017, 2019; Sung, 2015, 2018; Prabjandee, 2020).

4.4.2 How did English learners develop awareness of GE over the course of the GE awareness raising program?

Analysis of participants' development of awareness of GE between modules revealed an increased tolerance for English language variation, as with previous studies (e.g., Galloway, 2013; Rose & Galloway, 2017; Chang, 2014; Sung, 2018; Prabjandee, 2020). In particular, although in the first couple of lessons (Module A), the participants seemed to demonstrate an understanding of the very fact that English must be diverse, and that language change is inevitable, their attitudes toward English language variation appeared to remain firmly attached to the American and British English norms, dismissing other forms of English. A possible reason for the strong attachment to the mainstream NS norms and disapproval of other forms of English could be related to their entrenched beliefs about English belonging to Western NSs and beliefs about English language learning and teaching which defines linguistic correctness and competence based exclusively on the NS standards. Although the instructional activities in this module were aimed at introducing the participants to different ways in which English can be systematically and meaningfully articulated, uses of English by speakers outside the mainstream NS groups were often branded as "incorrect", "inferior" or "broken" language forms. It can be explained that this ideological discourse of linguistic superiority and inferiority (Jenkins, 2007; Foo & Tan, 2019)

underpinning different varieties of English has probably been imposed onto the participants through NS-oriented teaching materials, language assessment and the media, resulting in many participants showing reluctance to accept the legitimacy of NNS varieties and holding the belief that anything that departs from the NS standards is deemed linguistic deficit instead of variation. In the same fashion, Modiano (2001) explains how ELT plays a crucial role in drilling a monocentric view of English in the minds of language learners:

When a practitioner explains to students that one variety is superior to others, as is the case when proponents of AmE or BrE, for example, instil in the minds of students the idea that other varieties are less valued, such practices interject into the ELT activity systems of exclusion which marginalize speakers of other varieties. (p. 339)

As the participants were exposed to more varieties of English and engaged in more critical discussions related to sociolinguistic and sociopolitical concerns surrounding GE (Module B), they began to acknowledge and contest the standard language ideology normalizing people's attitudes toward English language variation, became more open-minded about the validity and legitimacy of varieties of English other than American and British English and were more critical of the traditional notion of linguistic ownership being tied to particular NS nations. The participants also reported that they began to realize their own prejudices, holding biases about speakers of English based on language variation. More interestingly, the participants did demonstrate a shift in attitudes toward GE varieties and speakers, as they explicitly reported to have more tolerance for linguistic differences, especially after being engaged in the instructional activities depicting prejudices against people with accent differences. Many participants also reported to feel more empathetic toward speakers who are prejudiced against because of accent.

The findings suggested that such activities (depicting linguistic prejudices in action) play an influential role in mediating the participants' attitudes toward English language variation, as they were able to arouse feelings of injustice in the participants (Finlay & Stephen, 2000; Gluszek & Dovidio, 2010). The way people's feelings toward

objects or stimuli are aroused is probably explained by how the affective domain of attitudes is activated by an impactful input. As argued by Munro et al. (2006), an awareness-raising task depicting stereotyping of accented speech is impactful in helping learners “understand the process through which stereotyped attitudes are instilled and reinforced” (p. 73). In this study, the participants’ cognitive understanding of linguistic stereotyping probably influences their feelings and emotions toward stimuli, helping them to regulate their affective responses to language varieties in a more tolerant way.

As shown in the findings, although the participants did not report having any first-hand experience of linguistic prejudices, they communicated the feeling of sympathy for the victims of linguistic prejudices (e.g., in the cases of Eliza Doolittle and the Thai restaurant owner who received a hateful note commenting on language use). Prior to these activities, the participants may have consciously and unconsciously believed that non-mainstream varieties and speakers deserve low prestige and status to which they have been associated with negative traits and evaluated negatively consequently (as indicated in the findings obtained from the VGT and questionnaire). However, in these activities, seeing that English speakers of non-mainstream groups were treated unjustly or discriminatorily may have liberated the participants’ views or reshaped held values (value expressive attitudes) that it was no longer justifiable holding negative, stereotyped attitudes toward different varieties of English (Finlay & Stephen, 2000), leading to the participants clearing some of their prejudices when making judgements about English speakers of different first language and cultural backgrounds (Ahn, 2015) as well as displaying an attitude that conforms to the society’s essential values (awareness of linguistic and cultural differences) (Katz, 1960).

The participants’ increased tolerance for English language variation could also be observed through how they perceived English language learning and teaching (Module C). Supporting previous research (e.g., Galloway, 2013; Chang, 2014; Sung, 2018), the participants tended to problematize the notion of good English teachers based on accent and nationality. This finding suggested that, compared to their overwhelming preferences for NS teacher in the survey, the participants gained more positive attitudes

toward teaching professionals whose mother tongues are not English and were able to think more critically about what makes a good teacher and what effective language teaching is irrespective of what accent teachers hold. This is supported by their self-comparison of their previous and current thoughts on the question of competent English teachers, as they reflected that they used to believe that NSs make better English teachers. Apart from being open-minded about NNS teachers, the participants also acknowledged the importance of providing students with exposure to different varieties of English in order to prepare them for the complexity of English encounters.

As also suggested by the findings, NS varieties were still largely preferred as the suitable models for improving listening and speaking skills, supporting previous studies (Ke & Cahyani, 2014; Ali, 2015; Jindapitak, 2019). It can be explained that preferences for NS varieties as the unrivaled learning models are somehow associated with the utilitarian function of attitudes (Katz, 1960), which connotes that NS varieties are more pedagogically useful than other varieties. Although the participants were informed of the impracticality and invalidity of the use of NS as an inherent criterion to judge a language teacher's ability to teach (Rose & Galloway, 2019), they formed positive attitudes toward the models that could better benefit or reward them (Simonson & Maushak, 1996). In this study, while some participants seemed to disapprove of the idea of competent language teachers based on genetic and geographical factors, they held that NS teachers could serve as a more credible model and better help them excel communicative skills. Therefore, the participants' attitudes are thought to carry a utilitarian function, as advocating for a NS model could fulfill their satisfactions or goals in language learning (Katz, 1960; Simonson & Maushak, 1996).

4.4.3 How did engagement with GE shape the way English learners thought about English language learning and use?

Analysis of participants' perceptions of English language learning and use after the program suggested that engagement with GE can help the participants "move beyond preconceived notions of standard language and challenge deeply ingrained

native speaker norms” (Rose & Galloway, 2019, p. 17). Four broad themes emerged from analysis of reflections, including the participants reportedly gaining more self-confidence as users of English, avoiding judging others on the basis of linguistic variation, redefining language learning goal and reconceptualizing ideal English teacher and model for language use.

By and large, the GE awareness raising program resulted in the participants examining several sociolinguistic and sociopolitical concepts that shape how communication is viewed, and this was shown in the participants’ reports that they had developed confidence in language use. Analysis of reflections revealed that prior to joining the program, having a non-standard accent, a Thai English accent in this case, possibly created negative experiences for the participants through two main areas: meta-perceptions of stigmatization (i.e., the belief that they will get negative stereotypical reactions from others, especially teachers) (Derwing et al., 2002; Sung, 2016) and difficulties in communication (i.e., the belief that communication breakdown can result from having a Thai accent). Apart from actual language competence, confidence is also linked to a higher self-perceived language competence (Sampavismus & Clement, 2014). Therefore, increased awareness of GE probably enabled the participants to re-evaluate their deeply-held beliefs that eradicating one’s accent or approximating a native-like accent necessarily entails communicative success and better social treatments (Lippi-Green, 1997). Therefore, it can be assumed that when ELT practices allow more room for variability in language competence rather than one that focuses on negative experiences associated with having a NNS accent, treating students’ own speech as a set of bad linguistic habits, students can possibly gain more confidence as legitimate speakers of English.

The awareness raising of GE also resulted in the participants gaining a dehegemonic understanding of social evaluations of English language variation (Kumaravadivelu, 2012). The dehegemonic understanding refers to the participants’ development of respectful attitudes toward varieties of English and their speakers that are different from what they have previously known (Kumaravadivelu, 2012). Based on the analysis, the participants reported to have acquired new sociolinguistic and

sociocultural insights regarding the global role of English, which involve understanding how and why linguistic differences are evaluated unequally due to stereotyping, knowing that linguistic differences can be used by people to project their identity and recognizing the existence of prejudicial and discriminatory practices on the basis of language. These new insights probably led to the participants relying less on their pre-existing stereotypes (the knowledge function of attitudes) (Katz, 1960), which forecasts social and linguistic qualities associated with GE varieties and speakers. Katz (1960) points out that it is possible for individuals to shift their attitudes toward objects and stimuli when they are exposed to new attitudinal information which can unveil how irrational or incomplete a current system of attitudes is. In this study, getting involved in a range of activities providing opportunities for critical discussions of several sociolinguistic and sociopolitical concerns surrounding GE, especially social consequences of linguistic stereotyping, probably helped unfasten the participants' prejudiced attitudes to variation in English and build an important awareness that using language as a tool to socially evaluate people is to be avoided. As the participants formed certain value-expressive attitudes in effort to resist or subvert the dominant social arrangement which fuels an inequitable status quo in the society (Okasaki, 2005), their expressed attitudes were also found to determine behavioral tendencies (conative domain of attitudes) with regard to judgements of English language variation—the participants reportedly avoiding certain behaviors/actions that can offend, marginalize or devalue groups of people with different lingua-cultural backgrounds (Lippi-Green, 1997; Matsuda, 2018), according to the findings.

The findings also suggested that the participants seemed to explore possible options for developing their communicative competence. Particularly, the participants claimed that their learning goals were more purposeful and realistic—pertaining to meaningful and intelligible articulation of English rather than to direct their energy to imitate particular NS varieties of English. The findings suggested that as the participants learned to appreciate and value other forms of English and saw the relevance of GE to their lives as learners and users of English, they began to challenge the relevance and practicality of NS norms in language learning and use (Sung, 2018). As Jenkins (2007) argues, since learners' goals are influenced by their own perceptions

of how they will use English in the future, the participants' increased awareness of GE in this study probably enabled them to make a more informed decision about the kind of English they would like to acquire and how they would like to improve their language proficiency. The findings also help substantiate the claim put forth in the GE literature that when learners are introduced to GE varieties and perspectives (Galloway & Rose, 2018; Rose et al., 2021), they are likely to view their own language learning and use more critically, redefining purposes of language learning to more correspond with the current sociolinguistic profile of English as a global language.

Another positive impact is the participants rethinking about role-model in language learning and use. They seemed to question some deeply held assumptions that NSs necessarily make good teachers of English, and that an authentic role-model in language learning and use should be someone with a NS English background. It was clear from the findings that the participants critically personified a good speaker and teacher based on communicative competence, language expertise and pedagogical knowledge rather than his/her accent and country of origin (Jenkins, 2007).

GE awareness raising was shown to have positive influence on how the participants viewed language learning and use. Particularly, it generally led to a re-examination of dominant discourses underpinning assumptions about language learning and use. However, there was some inconsistency in their retrospective reports. That is, some contradicted themselves, showing reluctance to accept other forms of English as models for language learning and use, arguing for their lack of social recognition (i.e., considering a choice of studying English with a NNS teacher less appealing, while maintaining that sticking to a NS norm can better meet some social demands perceived to be preferential in the society) (Doel, 2010) and their possible intelligibility threats (i.e., the concern over too much use of NNS creativity in language use). This contradictory finding indicated that the participants did not seem to have "...well-formed, static opinions or beliefs about which pedagogical model should be used in English language teaching" (Subtirelu, 2013, p. 275). However, it is interesting to note that social demands are considered a crucial factor making NSs the authoritative figures in ELT. As reflected in the findings, while engagement with GE generally allowed the

participants to redefine language learning purpose and goal and to reconceptualize ideal English teacher and model for language use so that language learning becomes more relevant to the sociolinguistic reality of English in the world, to some participants, the need to remain intact with a NS norm in order to function well in the society or to better meet some social demands seems to outweigh the perceived benefits and implications GE perspectives provide for language learning and use (Wach, 2011; He & Miller, 2011; Sung, 2013).

It is also worth pointing that, as far as learners' preferences for models for language learning and use are concerned, increased awareness of GE (through prolonged engagement with GE components) does not necessarily entail learners forming value-expressive attitudes in favor of GE-oriented models or developing an awareness of language learning and use supporting a movement away from the traditional ELT paradigm based on the standard NS norms. As evident in this study, some participants, on the other hand, strengthened their value-expressive attitudes in favor of NS norms due to their widely accepted prestige and inherent and economic values, supporting Sung (2015) that learners' beliefs about GE are relatively fluid and complex, which may take longer time for some to fully embrace the pluralistic nature of GE and its implications for language learning and use.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

This chapter presents a summary of the main findings drawn from the survey study and awareness raising study, followed by implications for classroom-based pedagogical practices, implications for curricular innovations as well as implications for ELT (guidelines for language teachers). The chapter also throws up insights for future research, highlighting practical, contextual and methodological considerations in GE innovation research. The chapter ends with final thoughts serving as a final conclusion and researcher's statement of this project.

5.1 Summary of the main findings

The project investigated language learners' attitudes toward English language variation as well as how the GE awareness raising program influenced their attitudes. To elicit the participants' attitudes toward English language variation, both implicit and explicit attitudinal elicitation techniques were employed. Implicitly, analysis of VGT findings showed a large significant effect in the participants' evaluations of the eight speakers, $F(6.809, 2069.914) = 163.64, p < .001 (p = .000), \eta^2 = 0.350$. Some noticeable patterns of evaluation can be observed. First, the two inner-circle speakers (AmE and BrE) were rated significantly more positively than the rest of the speakers; however, the difference between these two speakers was not found. Second, MyE, ThE and FiE were evaluated similarly but more favorably than other speakers: ChE, KoE and InE. Finally, InE speaker was evaluated least favorably, in comparison with the other speakers.

The study also examined the participants' explicit attitudes toward English language variation (through different types of questionnaire). Findings revealed that the participants' explicit evaluations were somewhat consistent with the implicit ones in

terms of how NS and NNS norms were generally perceived. Regarding their views toward the intricacies of the global spread of English and the existence of GE, the participants seemed to realize that there exist a range of multiple varieties of English apart from AmE and BrE and understand that people who do not speak English as their mother tongue will normally have a noticeable accent different from those of NSs. The participants seemed to view that moving away from a NS norm can lead to a greater communication failure. Furthermore, their views toward sociolinguistic and sociopolitical concerns surrounding GE revealed an ideology of NS superiority and NNS inferiority in linguistics. For instance, believing that inner-circle speakers own the English language, and that NS Englishes are representative of standard English, the participants seemed to associate varieties outside the inner circle with negative attributes (e.g., wrong, unnatural, unpleasant and broken). Besides, they tended to believe that intelligible English entails the ability to speak English clearly with a near native-like English accent. The participants' vulnerable reliance on NS and NNS stereotypes was also reflected in their views toward issues related to English language learning and teaching. For instance, many participants preferred to be taught by a NS teacher despite an irrelevant degree in ELT, with their shared reasons concerning positive linguistic attributes and social status attributes general NS teachers hold, pedagogical competence and advantages of being a NS and individual intrinsic motivation. In another scenario, a class featuring audios with only NS accents was preferred by a large number of participants, with justifications based on positive stereotypes NS varieties hold—possessing more positive linguistic and status (competence) values, compared to the NNS counterparts.

In a follow-up study, 22 participants took part in the GE awareness raising program via both face-to-face meeting and mobile communication platform, lasting nine weeks. The program engaged the participants in a range of GE components in the form of discussion activities and explored how engagement with GE impacted on their attitudes. Data were collected from researcher's notes, mobile messages, interviews and reflections and were analyzed qualitatively to identify participants' development of GE awareness over the course of the program and their perceptions of English language learning and use after the program.

Findings revealed that as the participants were exposed to more varieties of English and engaged in GE-oriented activities throughout the program, they seemed to show increased tolerance for English language variation. In particular, although in the first couple of lessons, the participants seemed to demonstrate an understanding and awareness of the variable nature of English, their views toward language variation appeared to be in favor of the NS norms, while dismissing other forms of English. However, prolonged engagement with GE components seemed to play a crucial role in enhancing the participants' tolerance for and awareness of language variation. For instance, many participants began to realize and question the standard language ideology normalizing people's reactions to language variation, became more open-minded about the validity and legitimacy of varieties of English other than the mainstream inner-circle Englishes, became more critical of the notion of linguistic ownership being solely based on the inner circle, reportedly realized their own prejudices against non-standard varieties of English and their speakers and revisited the idea of judging language teacher on the basis of accents and nationalities.

To probe how engagement with GE components impacted on the participants' perceptions of English language learning and use, data from reflections and interviews were analyzed thematically. Findings revealed four broad themes demonstrating the participants' varied perceptions of English language learning and use. The participants reported to gain more self-confidence as an English speaker and develop respectful attitudes toward English varieties and speakers. Another important influence is the participants' reported goal in learning English becoming more purposeful and realistic (focusing more on intelligibility rather approximating a NS norm) after the program. Finally, their increased awareness of GE was also reflected through their re-examination of ideal English teacher and model for language use (redefining language learning purpose and goal).

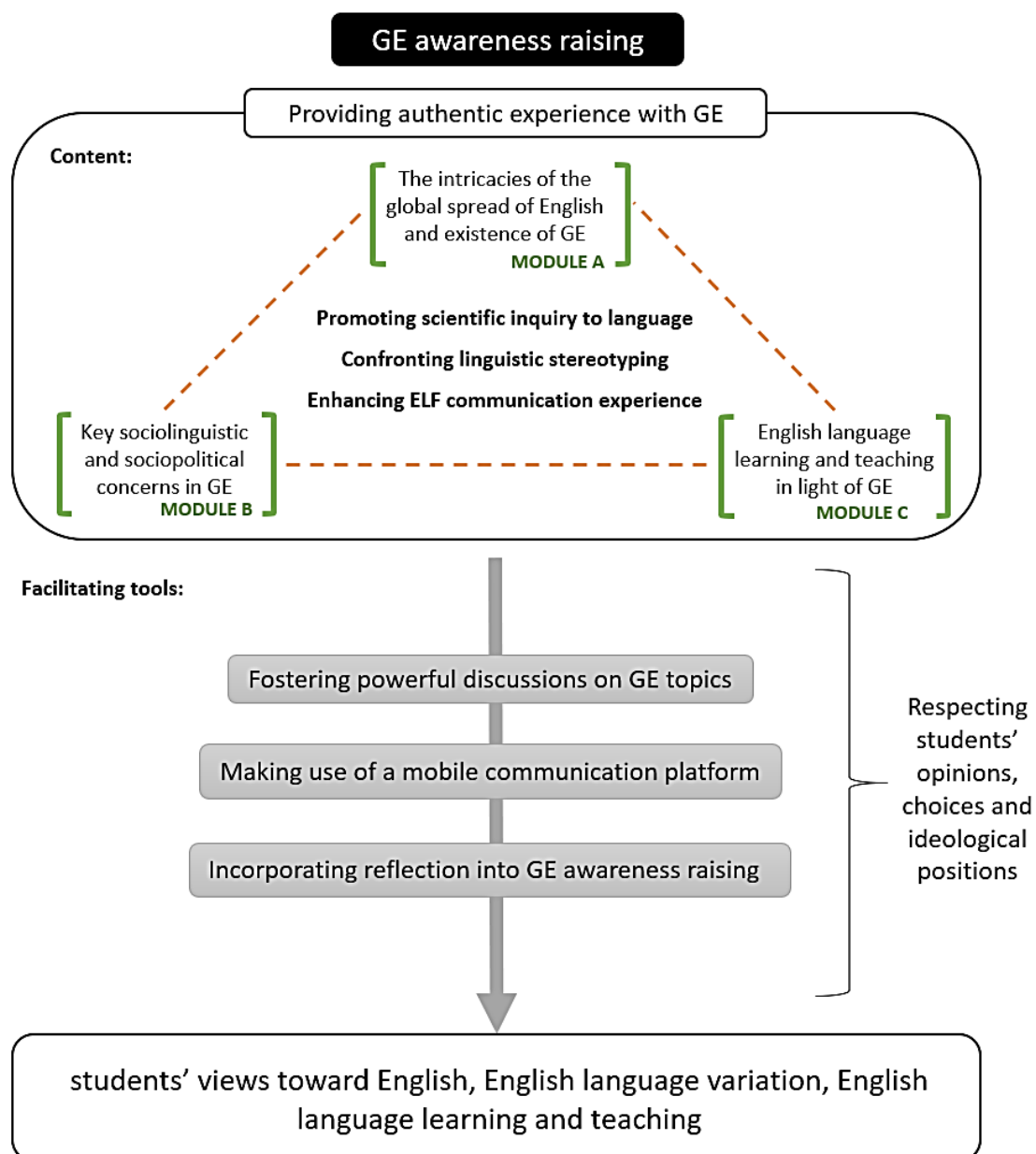
5.2 Implications for classroom-based pedagogical practices

Immersing myself in the development of materials, implementation of materials and data analysis, I found the following pedagogical practices promising for improving the participants' awareness of GE, bridging the gap between theory and practice. Based on the findings that emerged from the participants' direct experience with GE instructional activities and my own interpretation as an insider, being both an instructor and a researcher at the same time, the following pedagogical suggestions are described to demonstrate the uniqueness of the GE awareness raising program implemented in this study, including providing authentic learning experience, fostering powerful discussion on GE topics, making use of a mobile communication platform, incorporating reflection into a GE awareness raising program and respecting students' attitudes (see Figure 12 for overview of pedagogical practices found promising in raising students' awareness of GE).

5.2.1 Providing students with authentic learning experience

In this study, the GE awareness raising program was developed, consisting of a series of lessons enabling the participants to discuss several GE-related concerns, grouped into three inter-related modules: The intricacies of the global spread of English and existence of GE (Module A), key sociolinguistic and sociopolitical concerns surrounding GE (Module B) and English language learning and teaching in light of GE (Module C). Findings revealed that engagement with GE components following these three modules was able to inform the participants of the diversification of English in the world as well as to promote tangible and critical awareness of deeper sociolinguistic and sociopolitical concerns related to the status of English as a global language. Furthermore, it prompted them to challenge some deeply-held conceptions of English. This learning experience allowed the participants to adapt GE components learned in Modules A and B to their discourse related to English language use, learning and teaching in Module C (including the way they thought about their own learning goal and future use of English).

Figure 12. Pedagogical practices for GE awareness raising



In this regard, many instructional activities included in these three inter-related modules were found impactful, thus providing the participants with authentic learning experience, which can be grouped into three areas: activities focusing on the scientific observation and examination of language variation, activities related to confronting linguistic stereotyping and activities enhancing ELF communication experience.

First, instructional activities focusing on the scientific observation and examination of language variation (promoting scientific inquiry to language) were believed to increase the participants' curiosity about the intricate and dynamic nature of language. Wolfram (2014) notes that examining linguistic differences is an intellectual inquiry and has a scientific justification. While "[t]he study of varieties of language affords us a fascinating window through which we can see how language works" (Wolfram, 2014, p. 21), the development of an appreciation for how language develops over time and space, as well as how diverse varieties emerge, is a key component of understanding English as a pluralistic language (Wolfram, 2014; Matsuda, 2018). In this study, the participants were engaged in several activities allowing them to examine language change and different linguistic features of multiple Englishes. For instance, they were led to examine language change through analysis of the frequencies of sets of search strings found in Google text corpora charted by Google Ngram Viewer and through observation of excerpts representative of English used at 500-year intervals.

As the participants were continuously encouraged to exchange ideas on this component, they appeared to gain more insights into language change, what causes change, how it evolves through time and why change is inevitable. In addition, other activities aiming to increase awareness of the nature of language variation (e.g., guessing what invented NNS words mean in standard English, identifying grammatical features of Thai English from a video, examining grammatical differences used among working-class NSs and learning about the codification of a NNS lexical entry) were useful in helping the participants realize systematic linguistic features and patterned linguistic differences across GE varieties. Seeing how language variation

systematically works and differs from one another could probably challenge many participants' previous conceptions of English as a static entity.

Furthermore, it was considered worthwhile to engage the participants in an exploration of whether and how language attitudes impacted on their actual comprehension. As shown in the activity involving measuring self-subjective attitudes vs objective intelligibility toward English varieties, the participants seemed to realize the impact of language attitudes on actual comprehension, as it was evident in their evaluations. This probably led the participants to reformulate hypotheses about how intelligible local Englishes can actually be (Matsuda, 2002), rejecting the idea of a foreign accent causing communication handicap as well as re-examining qualities essential for effective communication.

Pedagogically, this type of awareness raising activities may be incorporated into curricula or ELT classrooms to help students experience language change and variation in a more logical way so that they begin to treat it as a common and normal linguistic phenomenon, instead of relying on a stereotypical belief about English as a fixed, NS-bound language, incapable of change and variation.

Second, the awareness raising activities involving confrontation of linguistic stereotyping could be another impactful attempt, as it not only helped the participants to understand the relationship between language attitudes and human behavior, but also allowed them to develop an appreciation of the plurality of Englishes as well as understand how language variation socially shapes and reflects speech communities. As maintained by Wolfram (2014), "Understanding language differences, including those reflected in varieties of world Englishes, is a significant manifestation of cultural and historical differences" (p. 21). In this study, many activities focusing on confronting the participants with linguistic stereotyping were found useful in improving their tolerance for language variation. For instance, when the participants were led to discuss stereotypical traits associated with NS and NNS accents, they seemed to realize that people often treat NS and NNS accents unequally, with the former receiving more positive or favorable attributes than the latter. Discussions on issues related to linguistic prejudices and discrimination could also help the participants to think critically about

why and how prejudices are imbued in people's mind, and the way prejudiced attitudes can lead to practices of linguistic discrimination in the society (Jenkins, 2007; Munro et al., 2006). In addition, the participants were involved in other activities involving them in examining social dimensions of English conveyed through linguistic events in the movie (*My Fair Lady*) and examine real-life examples of practices of linguistic prejudices in the society (e.g., a hateful note left at a Thai restaurant, a look inside a Thai prison, villains' foreign accents in animated media and a conversation showcasing linguicism in action). These activities were found to largely provoke extended discussions about social inequality in light of language variation among the participants. As evident in the findings, the participants reported to not only develop enhanced tolerance for diverse English varieties after being engaged in many of these activities, but also gain respectful attitudes toward GE speakers, disapproving of judgment of speakers on the basis of language variation.

Getting the participants to confront their own prejudices was also considered useful in increasing their awareness of linguistic stereotyping. In an attempt to cast to light the role of standard language ideology in people's attitudes toward English varieties, the participants were involved in the activity dealing with evaluations of GE speakers on stereotypical items using a verbal-guise technique as well as assess their true comprehension of GE speakers on a cloze activity. The participants were then revealed the results of their evaluations, followed by discussing the task outcomes. A number of concerns related to linguistic stereotyping and prejudices were brought up, including biased attitudes toward speakers with different accents and a realization of their own prejudices against non-standard English speakers.

As far as classroom practice is concerned, I feel that it is meaningful if these activities are incorporated into ELT classrooms because confrontation with linguistic stereotyping and examination of misconceptions about language variation may help students to see language variation as a manifestation of people's different cultural characteristics and to understand how linguistically prejudiced attitudes can lead to an undesirable manner in social interactions (Gaertner, 2000; Galinsky, Ku & Wang, 2005;

Munro et al., 2006; Lev-Ari & Keysar, 2010), and this is probably more effective when taught inductively with real-life examples (Wolfram, 2014).

Another area in which the participants benefitted from GE awareness raising was an enhanced ELF communication experience, as it probably helped them realize that English is not essentially learned to communicate solely with NSs, but more with NNSs, who are the majority English users in the world (Matsuda, 2002; Galloway, 2013; Fang & Widodo, 2019). As supported by Ke and Suzuki (2011), students can benefit from NNS-NNS communication experience, developing intelligibility and intercultural comprehension. In this study, the participants were engaged in the activities that involved interactions with GE speakers brought to class. Particularly, they were asked to listen to the speakers' talks and guess the speakers' country of origin, followed by group discussion led by the guest speakers concerning general use of English and local use of English. Not only did the participants have an opportunity to interact with GE speakers, testing how intelligible their English was, but also learn some insightful information about local English use in particular countries, enhancing their sociolinguistic awareness of GE in general (Sung, 2018). As reflected by the participants, they saw this communication experience intriguing and considered it a window to exploring authentic use of English outside the NS-oriented classroom, although, at first, some participants were observed to be timid in taking part in the conversation with the guest speakers.

While it was beyond the scope of this study to empirically discuss the pedagogical effectiveness of the ELF communication experience, it would be a great idea if ELT classrooms provide students with an opportunity to experience real ELF users instead of merely telling them to imagine what Englishes outside the inner circle sound like and why it is important to study them. Besides, this pedagogical idea can be highly relevant to global ELT given the fact that current ELT classrooms continue to focus exclusively on how interactions with NSs can benefit students' communicative capability, ignoring other parts of the world where ELF is systematically used on a daily basis and equating the world to the Western NS communities (Ke & Suzuki, 2011). An overwhelming focus on NS-NNS communication in ELT reflects the deeply-held

assumption across ELT communities that students learn best from NS models, that NNS models are treated as the second best or even pedagogically irrelevant (Jindapitak, 2019; Boonsuk & Ambele, 2021) despite the fact that the number of the NNSs has outnumbered NSs at an exponential rate, and that the notion that English is used for communication with NSs is either directed to or initiated by NSs. Therefore, it is recommended that students be exposed to authentic language use not only from monolingual NSs, but also from bilingual or multilingual speakers of diverse backgrounds.

5.2.2 Fostering powerful discussions on GE topics

The GE awareness raising program in this study was a set-up informal class featuring a series of discussion activities carefully designed to introduce GE perspectives, and the challenge was how to make discussion tasks go smoothly and meaningfully, considering the fact that many of the GE topics were new and unfamiliar to the participants, and that many of them came to the class with a firm expectation that there is a right or wrong answer to every discrete point being discussed. For instance, in the very first lesson, the participants watched the videos featuring different Asian accents and were led to discuss the questions whether the accents in the video sound pleasant to listen to and whether they need to be corrected to sound like either American or British English. Many participants appeared confused as they seemed to expect some kind of explicit and corrective feedback for their responses (expecting the researcher to say if their answers were right or wrong). This learning style made it a little difficult for many tasks to flow smoothly. Therefore, I felt that it was vital to communicate clear expectations prior to the beginning of the tasks to dispel misunderstanding about the goal of discussion being reliance on reaching a right or wrong consensus or remaining in polarized or divided positions in their views toward GE issues. Rather, the participants were encouraged to locate evidence to justify their viewpoints, demonstrate respectful attitudes to classmates' responses. I found that when the participants were familiar with this discussion tactic, they were capable of performing discussions that followed more effectively.

As suggested by this study, it may be helpful for ELT practitioners who wish to bring GE components to the class for meaningful discussion to clearly inform students that there is no right or wrong way to approach the topic as long as the viewpoint is logically justified or supported by reasonable information.

It is also worth pointing out that equipping students with useful functional language as implemented in this study could facilitate smooth discussions on GE topics and issues. In this study, every lesson comes with a section presenting useful and ready-to-use language functions (e.g., expressing certainty and uncertainty, describing trends, agreeing and disagreeing, giving neutral, negative and positive viewpoints, expressing feelings, etc.), which could assist the participants in contributing to the discussion in a more effortless way. It is recommended for ELT practitioners to not overlook the role of functional language in helping students participate more successfully in GE-oriented discussion activities.

5.2.3 Making use of a mobile communication platform

Making use of a mobile communication platform (chatroom) alongside face-to-face meetings can be beneficial and useful for GE awareness raising for a number of reasons, as evident in this study that made use of LINE app to assist data collection (see Figure 13 for a display of LINE screenshots illustrating the participants' active engagement with additional materials and active participation in discussions beyond the lessons).

First, it was considered a valuable supportive means for Q&A, content guidance, aiding understanding of content and explanation of topics and issues without time constraint. That is, when the participants were exposed to GE topics and issues in class, they could go back and review their opinionated responses provided in class before sending out the written versions in the chatroom. This allowed for second thoughts and extended ideas beyond the face-to-face meetings.

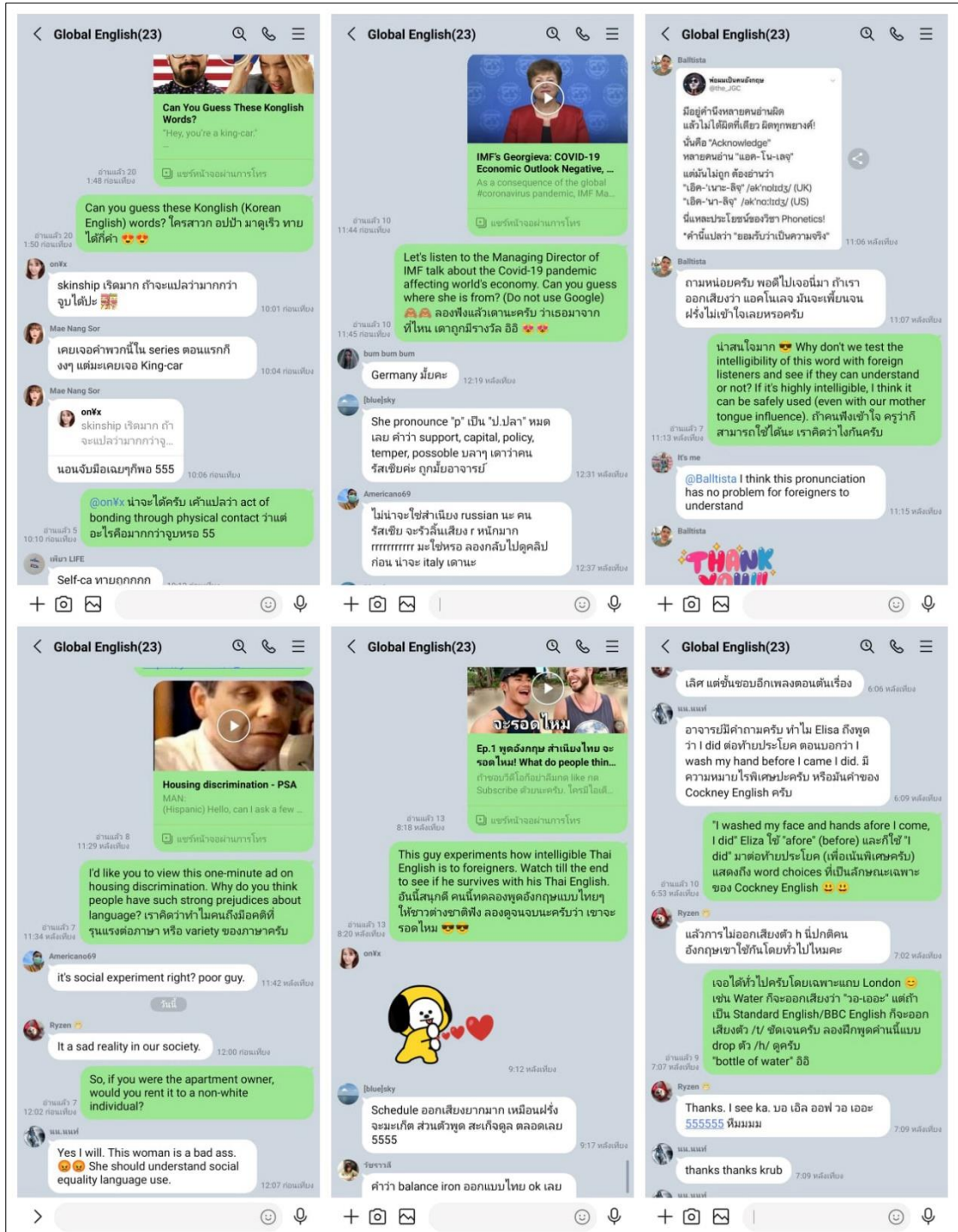
Second, it helped the participants personalize different issues surrounding GE in a more fun and entertaining way from engagement with additional authentic materials featuring real-life aspects of GE uploaded to the chatroom (e.g., selected videos, news reports, quotes and commercial ads). For instance, videos featuring current and controversial issues (spoken by speakers with different accents) were shared in the chatroom to multiply GE exposure. The participants were led to guess where speakers are from through observing their pronunciation features. Videos featuring speakers testing how intelligible particular accents are to foreigners also received a lot of attention from the participants. The participants were led to discuss if certain sounds can jeopardize international intelligibility. Another entertaining and useful out-of-class activity, which was done entirely online, is *Model Speaker*. The participants were encouraged to share videos of their model English speakers and to give reasons why they preferred the selected speakers to be their model speakers. Many participants shared the videos of their favorite movie stars, pop singers and influencers speaking English. This activity was useful in the sense that the participants could watch and listen to a number of videos featuring speakers with different accents uploaded to the chatroom and threw discussions about different speakers' styles of speaking. The activity also allowed the participants to position expert users as role models for language use. Some of them even mentioned that they never knew their favorite individuals could speak English so well despite their mother tongue influence.

Getting to experience GE from different aspects, such as actual language use in real-life situations and stories of English use worldwide, coupled with extended discussion and exchange of ideas could probably help the participants become more familiar with the concept of English as a pluricentric language, resulting in increased awareness and acceptance of GE in general. For instance, many participants shared and actively engaged in several out-of-class topics linked to GE. One member, for example, uploaded a message from a popular English teaching Facebook group that explains how to properly pronounce the word "acknowledge." The Admin believes that the Thai pronunciation of this word is incorrect and widely unintelligible. Many participants then debated if such a pronunciation style is truly problematic or unintelligible.

Third, the mobile platform employed in this study also served as a valuable tool in facilitating interaction among the participants, promoting productive and meaningful learning experience. While most activities conducted in the face-to-face meetings were based on oral communication, the use of mobile platform allowed the participants to use written language for communicating ideas. Getting the participants to actively voice their opinions via a digital format not only increased their involvement in GE components, but also brought excitement in the learning process, where they were given the equal opportunity to contribute and acquired new insights by interacting with their peer.

Pedagogically, it is suggested that a mobile communication platform be incorporated into a GE awareness raising program, as it not only multiplies exposure to GE varieties as evident in this study but also makes lively and extended discussions (beyond the content taught and learned in the class) possible, providing hybrid learning experience to students.

Figure 13. LINE screenshots showing the participants' engagement with additional materials



5.2.4 Incorporating reflection into a GE awareness raising program

The importance of reflection in building the participants' consciousness of GE and cultivating self-reflexivity based on GE learning experience should not be overlooked (Sung, 2018). As the findings suggested, reflection was considered a powerful way to get the participants to look at English language variation from different angles. In this study, the participants completed the reflection tasks both at the end of every lesson and at the end of the program via a mobile platform. Using reflection in GE awareness raising can be beneficial for several reasons.

First, the use of reflection enabled me to keep track of the participants' understanding of the content and how they made sense of different GE topics and issues. As the participants reflected on the lessons, they appeared to gain a better understanding of the key concepts and issues introduced to them. According to the findings, whether implicitly or explicitly, a general shift of attitudes toward English language variation was evident, as the participants progressed toward the end of the program, with many reporting an improved level of understanding of the GE topics and issues.

Second, reflection seemed to play an important role in developing the participants' critical thinking skills when they were involved in discussions on GE matters (Dewey, 1991), as it encouraged a re-examination of belief about English, English language variation and English language learning in relation to GE. Particularly, as the participants had been exposed to new learning input throughout the program both in class and via the mobile platform, reflection could help them link their current learning experience to previous ones. As shown in the findings, for instance, while many participants were able to think more critically about what successful learning of English entails, supported by the self-comparison of their previous and current beliefs about how English should be viewed and learned, others appeared to problematize the notion of competence in language use based on the NS linguistic yardstick.

Third, the use of reflection can be useful in eliciting the participants' mentalist responses to GE, consisting of three components: cognitive, affective and conative

(Eagly & Chaiken, 1993; Carrie, 2017). Cognitive responses concern thoughts and opinions that express one's viewpoint or belief in response to an attitudinal entity or information (Carrie, 2017). Affective responses consist of feelings toward an attitudinal entity or information, which make up of positive or negative feelings, liking and disliking or favoring or disfavoring (Perloff, 2003). Conative responses refer to one's tendency to behave toward an attitudinal entity or information although it may not accurately reflect true behavior (Carrie, 2017). In this study, these three components of attitudes were variously reflected in the participants' views toward GE components. Analyzed reflections revealed positive influence of GE awareness raising on the participants' perceptions on various aspects related to language learning and use, including, for example, their tendency to rely on stereotypical perceptions of GE varieties and speakers (cognitive), their feelings of empathy toward English speakers who are victims of linguistic prejudice and discrimination (affective) and their tendency to disapprove of discriminatory judgments of English speakers based on language variation (conative). It is also worth pointing out the kind of reflection task that could elicit responses reflecting mentalist components of attitudes. While repeatedly asking the participants to think about whether and how their views toward English language variation were shaped by GE perspectives could substantially reveal cognitive and affective information in the participants' attitudes, the task asking them to complete the sentence "Next time, when I speak English," after the program was very helpful in eliciting conative responses, suggesting their tendencies to apply what they learned to actual situations.

From the above discussed benefits, it may be useful if ELT classrooms incorporate reflection into GE awareness raising intervention as teachers can keep track on students' understanding of GE through analysis of reflections. Besides, reflection can potentially help developing critical thinking as they are exposed to certain GE components that encourage them to re-evaluate their beliefs.

5.2.5 Respecting students' attitudes

It is important that in a classroom implementing GE awareness raising, students' attitudes (positive, negative, ambivalent or contradictory) should be accepted (Bayyurt & Sifakis, 2017). As maintained by many GE scholars (Jenkins, 2015; Matsuda, 2018; Sung, 2018; Marlina, 2014; Galloway, 2013; Galloway & Rose, 2018; Rose & Galloway, 2019), the prime objective of GE awareness raising is not to entirely change the way students think about language but to offer a new pluralistic lens on how language is viewed, encouraging them to critically question linguistic norms and ideologies based on an understanding of the sociolinguistic reality of English use in the contemporary world "in order for them to develop an accurate understanding of how they will use the language in the future" (Rose & Galloway, 2019, p. 17). Therefore, an effective GE awareness raising program should not introduce a forced choice for how students should view, learn and use English. To raise awareness of GE does not entail dismissing attitudes and beliefs that do not conform to GE perspectives, but it should be considered as an approach to exposing students to an alternative way of thinking about language that matches the sociolinguistic landscape of English in the 21st century (Rose & Galloway, 2019) and observing how they make sense of their learning experience with GE. Students participating in GE awareness raising should not feel that their opinions are unequally addressed by teachers.

I feel that it is more worthwhile to conduct a GE awareness raising with an aim to understand the dynamic nature of students' attitudes toward GE concepts, allowing them to freely decide how relevant such GE concepts are to their learning preference and future use of English. It is particularly useful for teachers to consider the idea of "medium is message" when it comes to language awareness tasks. While tasks are set up to instill non-judgmental attitudes toward linguistic differences on the part of the learners, teachers should practice what they preach and be open to students' well-informed attitudes.

5.3 Implications for curricular innovations

An examination of the main trajectories in the field of GE together with analysis of findings in this study can provide useful implications for ELT in the bigger picture, which hopefully helps map the changing directions in curricular innovation. To recognize a changing context of ELT, Kramersch (2014) argues:

...there has never been a greater tension between what is taught in the classroom and what the students will need in the real world... In the last decades, the world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare their students for. (p. 296)

Kramersch (1996) also problematizes the centrality of NS norms practiced in ELT curricula by pointing out that the NS-oriented pedagogic disciplines cannot apply across multiple contexts: “Appropriate communicative language teaching in Hanoi... might use the same pedagogic nomenclature as in London, but look very different in classroom practice” (p. 199). In the same vein, Rose and Galloway (2019) postulate that ELT curricula that respond to the changing sociolinguistic use of English need to challenge “the notion that language resided in the mind of the native speakers as the ideal speaker-listener” (p. 43). Although GE-based ELT aims to alleviate the strains addressed by these scholars and prepare students for real-world circumstances, it creates a conundrum for teachers when deciding what to teach, especially if textbooks, assessments, and institutional ELT policies continue to favor monolingual NS norms (Rose & Galloway, 2019). Therefore, it is worth pointing out how knowledge and understanding of GE reflected through the attempt to raise language learners’ GE awareness in this study can be used to inform shifting perspectives in curriculum planning.

One salient implication for curricular innovation stemming from this study is how students’ learning needs are revisited. It is undeniably important for curriculum planners to identify students’ needs as a starting point in curriculum design. ELT in many parts of the world manifests that there has been an assumption that students are

inclined to the same learning needs, which are exclusively based on mastering the knowledge of standard NS grammar, lexis and pronunciation (Matsuda, 2017). Although, recent years have witnessed a re-examination of students' learning needs in response to the global status of English, students' can-do needs, usually found in many official ELT statements, do not seem to suggest a movement away from the NS linguistic benchmark (Watson-Todd, 2006; Jindapitak & Boonsuk, 2018; Boonsuk & Ambele, 2021). However, as suggested by the survey and awareness raising findings in this study, students' needs were found to be different depending on how they will use the language to suit their own communicative purposes. For some, despite being introduced to alternatives based on the GE paradigm, NS proficiency is still to be adhered, while others no longer see strict adherence to NS linguistic norms relevant to their future use of English. As reflected by some participants, a mismatch between what has been taught in the traditional classroom and how people actually use the language in the real world is evident. Some argued for the need to maintain successful communication rather than correcting language errors, as they became aware that variation in language use does not necessarily result in breakdown in communication.

Therefore, it is important for curriculum planners to not assume that students are being coerced to learn English simply because of speakers and cultures of the inner-circle countries; on the other hand, curricula need to cater for students who may wish to use English successfully in a wide range of ELF contexts and wish to learn the language "because of the benefits knowledge of English brings" (McKay, 2003, p. 5). This study has demonstrated an ample evidence of learning needs in terms of relevant knowledge needed for students learning to use English in the global context. For instance, it provides alternatives and showcases how communicative GE speakers can be irrespective of variation in accent. Moreover, examples of authentic language use by GE speakers exposed to the students both in class and in the online channel reflect the needs of students wishing to comprehend different varieties of English. The study provides some insights for designing a GE-based curriculum, especially in relation to needs analysis, as it demonstrates that ELT learners "may not all have the same needs and 'native' English norms may still be appropriate for some learners" (Rose & Galloway, 2019, p. 33). Given that curriculum needs to address the context-sensitive

nature of ELF communication, it is of utmost importance that ELT attempts to expand learners' options, acknowledging the different demands of today's learners and emphasizing on the concept of communities of practice (Rose & Galloway, 2019; Rose et al., 2021).

Another implication for curricular innovation is related to how goals and objectives in language learning can be formulated in a way that aligns with the role of English as a global language. Formulating goals (outlines of what learners need to achieve) and objectives (knowledge learners need to be able to acquire to reach a specific goal) is considered an important step in curriculum design (Rose & Galloway, 2019). One common assumption in ELT, which relates to setting goals and objectives in many ELT curricula, is that NS English should be the linguistic target for most learners (Llurda, 2016). Rose and Galloway (2019) argue that the aim of many English courses to make language learners communicate like monolingual NSs is an inaccessible target in language learning and seems out of sync with the 21st-century communication-related requirement because instead of learning English to essentially communicate with NSs, learners today need to confront with diverse English speakers (Sung, 2015; Llurda, 2016; Fang & Ren, 2018; Fang & Widodo, 2019).

By and large, most ELT curricula seem to focus on developing learners' language proficiency; therefore, goals and objectives are usually formulated in a way that helps learners produce accurate forms of English which adheres to a fixed set of language standards, while goals and objectives concerned with building awareness of linguistic diversity and using English for international communication way remain largely excluded from ELT curricula (Subtirelu & Lindemann, 2014).

As highlighted in this study, language awareness goals and objectives associated with increasing learners' sensitivity to the world of linguistic pluralism can be a worthwhile attempt to promote tolerance for linguistic differences and to foster a dehegemonic understanding of English among learners (Kumaravadivelu, 2012). For instance, if a formulated goal in a GE-based course is to understand people's attitudes toward English language variation, objectives may be set to involve students in exploring how and why people resort to stereotypes when reacting to language variation

and what stereotypical traits permeate people's mind. Outcomes that follow may be formulated to enable students to demonstrate an understanding of people's stereotypical perceptions of English language variation, to demonstrate an awareness of social factors influencing linguistic stereotyping, to evaluate and reflect on their own attitudes and to critically challenge unhelpful biases against people who are prejudiced and discriminated against because of linguistic cues (see Table 13 for example goals and objectives that may be incorporated into a GE-based curriculum).

Table 13. Example goals and objectives for GE-based curriculum

Example goals	Example objectives	Example outcomes
To understand people's attitudes toward English language variation	Students will gain awareness of how and why people resort to stereotypes when reacting to language variation and what kinds of stereotype permeate people's mind.	Students should be able to: <ul style="list-style-type: none"> - demonstrate an understanding of people's stereotypical perceptions of English language variation. - demonstrate an awareness of social factors influencing linguistic stereotyping. - evaluate and reflect on their own attitudes. - critically challenge unhelpful biases against people who are prejudiced and discriminated against because of language variation.
To raise awareness of linguistic features of GE varieties	Students will gain awareness of the variable nature of English and the systematic nature of ELF communication.	Students should be able to: <ul style="list-style-type: none"> - gain an understanding of the complexity of English in the world and the emergence of GE varieties. - demonstrate knowledge of salient linguistic features of some varieties of English, including their own variety, standard NS varieties and GE varieties. - comprehend certain GE varieties of English that employ specific linguistic features. - evaluate perceived claims of linguistic deficit ascribed to uses of English departing from the codified NS standards.

Apart from an attempt to encourage students to be sensitive to linguistic diversity and to critically examine the sociolinguistic use of English, scholarly work in the field of GE language teaching (McKay, 2012; Galloway & Rose, 2014; Ali, 2015; Matsuda, 2018; Sung, 2015, 2018; Fang & Ren, 2018; Fang & Widodo, 2019; Prabjandee, 2020) seems to unequivocally agree that one of the overall goals in teaching English as a global language is to prepare students for the messier world of English and to use English successfully and flexibly in different ELF contexts. In this study, there was evidence that the students explored alternatives for developing their communicative competence, as they reported to adjust their learning goals to be more purposeful and realistic after the program—focusing more on meaningful and intelligible articulation of speech rather than being excessively preoccupied with emulating an ambiguous NS accent. Furthermore, after being exposed to multiple intelligible GE varieties, many participants grew awareness that “inability to produce the language in a predetermined ‘fixed’ way does not equate to being an unsuccessful language user” (Rose & Galloway, 2019, p. 39).

Evidence with regard to this acquired awareness lends useful implications for curriculum developers who may wish to develop curricula with GE-aware goals and objectives. Cook (2002) maintains that it is crucial for ELT in the context of globalization to be more aware of language learners as potential ELF users and less concerned with approximating an ambiguous NS norm. Goals and objectives, which are based on cloning as many NSs as possible (Cook, 1997, 1999), should be reformulated to more appropriately suit important portraits of language learners who essentially learn English for lingua franca communication. Kramsch (1998) highlights that the pedagogy which defines “language learners in terms of what they are not, or at least not yet” (p. 28) does not allow L2 learners to be competent in language use as L2 users. Cooks (1999) argues that the ultimate goal of L2 learning should be measured in terms of L2 knowledge and not in terms of knowledge of monolingual English. In Cook’s (1999) words,

The ultimate attainment of L2 learning should be defined in terms of knowledge of the L2. There is no reason why the L2 component of multicompetence should

be identical to the monolingual's L1, if only because multicompetence is intrinsically more complex than monolingualism. (p. 191)

A widespread statement in ELT and applied linguistics that L2 learners fail to achieve native-like competence can be metaphorically construed as the “saying that ducks fail to become swans: Adults could never become native speakers without being reborn” (Cook, 1999, p. 187). In the same vein, Rose and Galloway (2019) stipulate that an ELT curriculum that resonates with how English is used as a global language should focus more on intelligibility, “not requiring native-like proficiency; being able to successfully deliver a message, not deliver it in a way that a small group of native speakers would; convey a message and negotiated forms, not communicate in constrained forms” (p. 39).

Therefore, it may be useful for curriculum developers to formulate goals and objectives focusing not only on developing language skills, but also on encouraging students to think critically about the language they study. It is important that goals and objectives need to be designed to develop required communicative competence or linguistic proficiency and are additionally based on an understanding and knowledge of language as a product of context-dependence, not as a product where knowledge is fixed and hegemonic (Kramsch, 2014; McKay, 2018; Rose & Galloway, 2019).

5.4 Implications for ELT: guidelines for language teachers

In the previous sections, I described how pedagogical implications arising from the study can be used to inform practical classroom ideas for raising students' awareness of GE. In this section, however, it aims to discuss implications for ELT in general, which may help teachers draw conclusions from GE perspectives for their own ELT classrooms. In response to the internationalization of English today, most GE scholars argue that the plurality of Englishes needs to be reflected in decisions guiding what linguistic models to be presented to language learners as well as the kind of linguistic skills learners need to acquire.

Despite the fact that the paradigm of GE presents numerous pedagogical approaches that can be used in actual language classrooms, there are a number of concerns that complicate pedagogical judgments and practices in teaching English as a global lingua franca (Dogancay-Aktuna & Hardman, 2018). One major concern is whether GE-aware classrooms should value the learning of recently-developed standards (i.e., nativized varieties) above the learning of the mainstream standardized varieties (mainly standard British English and American English) when considering what the most effective linguistic model in the classroom context is (Dogancay-Aktuna & Hardman, 2018). A plethora of surveys on attitudes toward English language variation including the current study have indicated language learners' strong commitment to a monolithic NS norm, which has long been treated as the only one with established and existing standards, yardsticks and high-stake examinations (Timmis, 2002; Scales et al., 2006; Sifakis & Sougari, 2005). Given the learners' preferences for a more globally-recognized variety of English and the absence of standardized and easily codifiable varieties of English other than the dominant NS varieties, an increasing number of literature related to international English pedagogy has recommended using one of the standard NS models as a user-oriented starting point or a point of reference, which should be supplemented by enhancing learners' awareness of English language variation and improving their ability to negotiate meanings across cultures, as learners realize how their own variety of English can be used to suit communicative needs of their own context (Dogancay-Aktuna & Hardman, 2018).

In addition, Dalton and Seidlhofer (1994) point to need to make a distinction between a norm and a model as far as ELT is concerned. When we treat a standard inner-circle English as a norm, we tend to firmly associate it with the notion of authenticity and correctness. The norm is unchangeable and must be followed strictly regardless of contextualized language considerations. This goal is, however unachievable, because we rarely find ESL or EFL learners who can achieve 100 percent compliance with a NS norm. In contrast, if we treat a standard inner-circle English as a model, we can use it as a point of reference and as a learning guide. We choose to approximate it based on the communicative demands of a particular situation or purpose. To put it another way, a model is always linked to tools in which learners use

to achieve communication effectiveness in specific contexts of language use (Dalton & Seidlhofer, 1994). Therefore, the notion of linguistic authenticity and correctness based on what sounds right in the eye of NSs does not apply to contexts outside the inner circle—what is real in one context may need to be made realistic for users in other contexts (Kramsch & Sullivan, 1996).

Based on Dalton and Seidlhofer's (1994) standpoints, a hybrid model can be used to expose learners to the variable nature of English, albeit this would be difficult and intimidating for both learners and teachers in the beginning considering the amount of information they have to teach and learn (Dogancay-Aktuna & Hardman, 2018). Therefore, language teachers need to be both knowledgeable and resourceful when it comes to classroom practices. In the end, regardless of which variety is selected as the model for informing teaching and learning activities, teachers need to ensure that learners are sufficiently exposed to multiple varieties of English and are aware of the changing sociolinguistic profile of English in the world (Matsuda & Friedrich, 2012; Rose & Galloway, 2019).

5.5 Implications for research

This study offers implications for future research with a focus on three empirical aspects (practical considerations, contextual considerations and methodological considerations) that may be useful for GE researchers and inform possible research directions to fill the gap in the available literature on GE innovations.

5.5.1 Practical considerations

GE scholars have pointed to a lack of materials as a major barrier to introduce GE in classrooms. In response to this lack, this study has provided rich descriptions of GE-oriented activities, materials as well as lesson plans which can be used for replication in different language classrooms and contexts, thus increasing trialability—

how ideas can be put into practice. As maintained by Rose et al. (2021), it is vital for research on GE innovations to showcase how pedagogical ideas can be creatively put into practice and to demonstrate “ways to make innovations simpler to implement for adopters” (Rose et al., 2021, p. 25). Based on the findings and limitations of this study, the following directions for future research with regard to how to implement GE components in classroom practices are provided.

First, the study has highlighted the importance of getting students involved in ELF interactions, which was found to play a positive role in helping them experience authentic uses of English, although it was not adequately addressed in the GE awareness raising program in the main study. To create a meaningful learning experience on this GE component, future work may design a more structured contact situation with ELF speakers invited to class (Matsuda, 2017) or an out-of-class ELF communication task which involves interacting with GE speakers in real communicative encounters (Sung, 2018) and investigate if such an attempt results in positive learning experience, especially improved knowledge or awareness of communication strategies employed by ELF speakers. It is also interesting for future work to explore if this type of intervention can lead students to reduce biased attitudes toward speakers of diverse linguistic and cultural backgrounds (Voci & Hewstone, 2003; Smith, Strom & Muthuswamy, 2005; Pettigrew & Tropp, 2006; Kang et al., 2015).

Second, another major limitation of this study is that it did not sufficiently provide the participants with opportunities to specifically examine which linguistic features are necessary for safeguarding international intelligibility, and which are not. This GE component (the question of international intelligibility in ELF encounters) falls into the proposal “Raising awareness of strategies for ELF communication”, which was addressed less sufficiently, in comparison with other proposals in the GE awareness raising program (see Table 4). This is probably an explanation why some participants were reluctant to consider NNS varieties as intelligible models, and why many seemed to insist on conforming to a NS model as there were multiple concerns over whether non-standard features may impede international communication, while approximating a NS model can better guarantee intelligibility across speech

communities. In fact, the participants were involved in a couple of activities allowing them to examine problematic features that can cause communication breakdown in selected videos featuring ELF interactions, as in “Thai speak English so funny” in Lesson 1 and other videos in Lesson 4, including “The Italian man who went to Malta”, “Americans vs Australian accent” and “Local English or standard English? Toastmasters Speech Contest, Malaysia.”

Future studies may include activities that allow students to examine standard English pronunciation features that are important for intelligibility and features which may be unnecessary for intelligibility, referred to as core and non-core features, respectively according to Jenkins (2002, 2002). The latter is the area which is not addressed in the present study. Such an examination may allow students to develop an understanding that not all standard English pronunciation features are useful for ELF communication. ELF research has shown that many suprasegmental features (e.g., weak form, schwa, pitch movement, assimilation and elision) do not normally cause intelligibility problems for both ELF and NS interlocutors (Jenkins, 2000, 2002).

Students can benefit from learning and examining core and non-core features in ELF communication in a number of ways. For instance, they can learn that the native-like feature of weak forms—using schwa instead of producing the full vowel sound in words such as “to”, “from”, “of”, “them” and “was”, tend to hinder rather than increase mutual intelligibility (Jenkins, 2000). This may aid students in formulating the premise that ambiguity is considerably more likely to occur when phonological information is removed than when it is added (Weinberger, 1987). Examining the question of international intelligibility in ELF encounters may relieve students of the deep-seated concern over intelligibility jeopardy of NNS Englishes, as voiced by the participants in this study. Not only do students learn that some NNS features (non-core features) may be more internationally intelligible than standard NS features, they may feel more relieved to produce these features with the mother-tongue influence, as failing to master non-core features does not necessarily lead to communication breakdown (Jenkins, 2002; Moyer, 2013).

Third, the study found that getting the participants to confront linguistic stereotyping could be an impactful attempt in helping them understand how language attitudes and human behaviors correlate and helping them develop appreciative attitudes toward linguistic diversity. It is possible for future studies to consider including instructional activities allowing students to confront linguistic stereotyping in the intervention program. It will be even more worthwhile if future studies demonstrate “what effects improved attitudes might have on communication” (Subtirelu & Lindemann, 2014, p. 6), an area which was not explored in the present study. Future studies may also incorporate behavioral measurements that go beyond speaker-rating approaches to further understand how improved attitudes influence communication (between GE speakers) (Subtirelu & Lindemann, 2014).

Fourth, while the GE awareness raising in this study did incorporate language functions into the materials, it was beyond the scope of the study to examine the relationship between teaching language functions and raising awareness of GE. Therefore, future work may wish to demonstrate more explicitly how functional language skills can exist with a language awareness program—how they can be systematically integrated into a language awareness program. It is also possible to consider how student's willingness or capacity to participate actively in the GE-oriented activities may be affected by this learning input.

Last but not least, the implementation of reflection tasks both at the end of each lesson and at the end of the program was found to be a promising method for enhancing the participants' awareness of GE and fostering self-reflexivity based on GE learning experience. To more meaningfully implement reflection tasks in a GE awareness raising intervention, future work may need to systematically design reflection tasks that can thoroughly tap into different psychological dimensions of attitudes (cognitive, affective and conative) in order to bring to light the complexity and dynamic constructs of attitudes rather than evaluating attitudes as unified, one-dimensional and coherent constructs (Carrie, 2017).

Last but not least, this study demonstrated the participants' improved attitudes toward English language variation as a result of the intervention. As with other

available studies in the literature, the study has focused exclusively on how receptive knowledge (GE input) attributed to shift in attitudes, while it did not look into the role of learning process in mediating attitudes. Although the participants in this study were engaged in both face-to-face and online interactions to maximize learning opportunities, effects of such interactions on how they developed their understandings of GE were not explored. Therefore, it may be interesting to investigate the role of student interaction in possibly heightening GE awareness. It is also worth noting that using technology as a platform for interactions can be a potential option for a future GE awareness raising program, especially in the current ELT situation which has been profoundly disrupted by the global Covid-19 pandemic, and when teachers and learners have been urged to adapt to alternative or new learning methods to respond to the new normal education (Rose et al., 2021). Future research may benefit from using an online communication platform in creating opportunities for students to interact with their peer on GE topics and issues and explore the possible influence such learning process can have on students' learning experience and attitudes.

5.5.2 Contextual considerations

In this study, the GE awareness raising program was conducted in a context where researcher had direct access to participants (non-English majors). Besides, findings related to awareness raising of GE are reported based on a single classroom with a small number of students with specific academic disciplines (majors). Thus, interpretation of the findings cannot be generalized to non-English majors with broader academic disciplines. Future research with more participating students from a variety of academic majors in multiple classrooms is highly recommended for a better generalization of how GE innovations influence students' attitudes.

The findings of this study reporting university students' attitudes cannot be generalized to other teaching contexts. As far as the literature is concerned, research investigating the impacts of GE innovations is relatively scarce outside the university context. More studies are needed that explore the feasibility of GE innovations in

different teaching contexts. For instance, it may be interesting for future work to conduct the same type of study in commercial ELT domains (Rose et al., 2021) which have continued to extensively value NS norms and brand NS teachers as a selling point (Jindapitak, 2019; Jindapitak, et al., 2018, 2022; Comprendio & Savski, 2020). Research into effects of GE innovations in commercial ELT domains is understudied, and it is worth investigating because it may add depth to the literature on whether GE innovations work in situations where the NS ideology is dominant and stakeholders may be more resistant to a paradigm shift in the pedagogical orientation and less willing to accept the idea of integrating varieties of English in ELT practices (Jindapitak, 2019; Rose et al., 2021).

5.5.3 Methodological considerations

Future work may trial the same research design as in this study—to begin by uncovering their implicit and explicit attitudes toward English language variation through a survey before conducting a follow-up intervention (case study) aimed at raising their awareness of GE or improving negative attitudes toward English varieties and speakers. One significant benefit of this research design is that an attitudinal survey gives us evidence of what attitudes participants have of English language variation, which can be helpful for the preparation of materials to be implemented in the classroom—they showcase what particular GE components need to be emphasized, as reflected in the participants' prior attitudes. Therefore, it is possible for researchers or educators to develop materials that can tackle specific areas of attitudes in a GE awareness raising program. Another benefit of this approach is that it provides sufficient evidence of the intervention's causality. Rose et al. (2021) argue that research embodying both a structured measurement of participants' attitudes (via direct and indirect methods) and a GE-oriented intervention, as in this study, could provide richer information regarding how GE exposure impacts on participants' attitudes, compared to one which relies only on a one-shot exploration of the impact of GE intervention. This is because claims about enhanced awareness or improved attitudes toward English language variation as a result of the intervention are problematic unless participants'

language attitudes prior to the intervention are systematically examined (Rose et al., 2021).

Although this study has provided rich evidence to demonstrate shift in the participants' attitudes as it included reliable measures to capture their attitudes before, during and after the intervention, the impacts of the intervention were reported relying on only non-numerical or qualitative data (online messages, researcher's notes, interviews and reflections) collected during and after the intervention. These sources of data (focusing only on how the participants experienced GE components through the instructional activities) did not adequately gather measurable data on the intervention's impacts on participants' attitudes. Therefore, to obtain a more holistic picture of the impacts of an intervention, future work may combine both qualitative and quantitative approaches to data collection. Not only do different approaches yield different perspectives on findings, they also enable researchers to triangulate findings, thus achieving a greater reliability and gaining deeper insights into the impacts of a GE-aware intervention or innovation developed to raise awareness of GE.

Another implication for research stemming from this study is to design a measurement which can track changes in attitudes over the course of the program. In this study, such changes were looked at based on data obtained from the instruments targeting how the participants developed their understandings of GE components (researcher's notes collected during in-class instructions and online messages collected at the end of every lesson). Future work may wish to trial the same techniques for data collection as employed in this study to avoid cross-sectional presentation of findings by examining participants' changes in choices and development of understandings of GE components, thus enabling researchers to better understand language attitudes which are fluid and complex in nature. However, this measurement is limited in not shedding light on a longitudinal evidence of change in attitudes. More studies are warranted that address how changes in attitudes are sustained over time. It may be interesting if future research includes a delayed measurement which can unveil how attitudes are sustained over time, examines factors influencing a longitudinal change as well as investigates real-life impacts of an intervention (Rose et al., 2021).

This study, which demonstrated how effortful GE ideas were integrated into classroom practices or made simpler to implement, revealed the participants' increased awareness of GE in general, resulting in improved tolerance for English language variation. However, it was beyond the scope of the study to examine how individual activities impacted on the participants' attitudes, which activities in particular contributed to the greatest change in attitudes (Rose et al., 2021), and which activities the participants found most meaningful (Chang, 2014). Therefore, future studies are needed that investigate effects of on-going GE innovations, which can be achieved through action research. Action research can be a powerful tool that offers snapshots of effects of GE innovations based on an on-going process of modification of classroom practices (Lomax, 2002; Nunan & Bailey, 2009). Particularly, GE researchers may seek ways to implement a cycle of carefully planned actions or innovations and collect data in multiple classrooms (beyond their own classroom). Innovations can then be analyzed and evaluated through critical reflection to gather evidence for improving classroom practices, thus producing practical knowledge which is powerful and useful to students (Koshy, 2010). In this way, it is possible for researchers to highlight which elements of the intervention work best for a particular group of students based on evidence emerging from the on-going process of reflection and revision.

5.6 Final thoughts

The paradigm of GE foregrounds a reconsideration of the English language from a broader perspective in response to the global spread of English and the increasing number of English users worldwide. For instance, it seeks to dispel the myth of an idealized monolithic English emerging from the imposition of standard norms on users of different varieties (Rose & Galloway, 2019). GE scholars do not believe that a single or universal standard norm for language use and learning authorized by NSs of the inner circle exists because English nowadays is characterized by fact of linguistic pluralism. GE challenges the concept that a particular form of English is linguistically superior to others (Jenkins, 2007), thus allowing users to view linguistic differences in a more democratic way (McKay, 2002; Matsuda, 2018). GE emphasizes the need to

reconsider the concept of linguistic deficit to label language variation that departs from a NS norm (Kirkpatrick, 2007). In other words, variations in language use are not considered a major barrier or problem-causing element in ELF communication. GE is founded on the premise that English must be linguistically diverse and can be adapted to suit speakers' different communicative purposes—the main emphasis is placed on gaining the necessary skills and communication strategies for success in cross-cultural encounters. GE also deconstructs the traditional concept of English ownership—a global ownership is preferred over the NS ownership; therefore, English speakers are not seen as failed NSs, but as competent ELF users who are allowed to take pride in their own varieties of English, to celebrate their inner voice and to exercise their rights in language use (Widdowson, 1994, 1997; Crystal, 2001; Erling & Barlett, 2006).

If English remains firmly established as an international lingua franca, it is reasonable to assume English language learners will need to look at the very language they learn in a new light (Jenkins, 2007), reflecting the reality of how English is used today. The reality is that the majority of English communication substantially takes place among ELF speakers, that ELF speakers employ forms of English that linguistically differ from those of NSs in the inner circle, that linguistic innovations or local creativities are common when English is mingled with another indigenous language, that many speakers use local forms of English to glorify their identity, to name a few.

For a pragmatic reason, it seems an indisputable choice for this reality to be reflected in ELT. What can this reality teach language learners? How can this reality inform our teaching practices? How can we develop instructional activities that raise language learners' awareness of this reality? It is, perhaps, for this reason that I considered awareness of GE relevant to and useful for language learners. My attempt to integrate GE components in the language classroom was motivated by a pragmatic intention for the students to be prepared for encountering different types of English and English users.

As evident in this study, the opportunity to engage with GE and its related concerns could result in the students beginning to view English through the lens of

linguistic pluricentricity. They not only became more aware of the intricacies of the global spread of English today, but also learned to critically evaluate and re-evaluate taken-for-granted assumptions about English, English language variation, English language learning and teaching.

To me, raising awareness of GE is not about propagating a certain ideology; rather, it is about acknowledging and appreciating the reality of how English is used today and making our teaching reflect this reality, notwithstanding our ideological position or beliefs as to what English should really be (Matsuda, 2018). Whether we, language teachers, believe that English should be viewed through the lens of linguistic monocentricity or pluricentricity, if our goal is to prepare our students to use English for both local and global communication and to embrace linguistic diversity, then GE awareness raising is something that should be implemented in language classrooms.

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APPENDICES

Appendix A

Survey sheet (English)

Survey sheet

Section I. Impression of English speakers

Instruction: Listen to each recording and indicate your impression of the speaker based on the given statements. Also guess where the speaker is from.

1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 4 = slightly agree, 5 = moderately agree and 6 = strongly agree

Speaker 0 (Example)

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Speaker 1

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Speaker 2

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Speaker 3

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Speaker 4

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Speaker 5

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Speaker 6

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Speaker 7

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Speaker 8

1. This speaker's English is easy to understand.	1	2	3	4	5	6
2. This speaker has a clear pronunciation.	1	2	3	4	5	6
3. This speaker's English is grammatically correct.	1	2	3	4	5	6
4. This speaker is a native speaker of English.	1	2	3	4	5	6
5. This speaker speaks English confidently.	1	2	3	4	5	6
6. This speaker has a standard English accent.	1	2	3	4	5	6
7. This speaker could have a well-paid job.	1	2	3	4	5	6
8. This speaker could teach English well.	1	2	3	4	5	6
9. I want to listen to this kind of accent in an English	1	2	3	4	5	6
10. I want to sound like this speaker.	1	2	3	4	5	6

What country do you think the speaker is from?

Section II. Attitudes toward English language variation

Instruction: Read each statement carefully and indicate your level of agreement (there is no right or wrong answer).

1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 slightly agree; 5 = agree; and 6 = strongly agree.

Items	Statements	1	2	3	4	5	6
1.	There are more native speakers of English than non-native speakers of English.						
2.	English has become an international language because there are a lot of native English speakers in USA, UK, Australia, Canada and New Zealand.						
3.	There are varieties of English other than American and British English, such as Malaysian English, Singaporean English, Indian English, etc.						
4.	It is normal that people who do not speak English as a mother tongue will have a noticeable English accent different from a native-like accent.						
5.	When speakers get rid of their non-native accents (e.g., Thai accent), they can be more successful in communication.						
6.	Intelligible English means the ability to speak like a native speaker with an absence of a non-native English accent.						
7.	Thai people often mix Thai words with English, such as “Thank you kha” and “How are you krub?”. I think this use of English is acceptable.						
8.	The use of “lah” as a sentence ending word in spoken English among Malaysians and Singaporeans (e.g., “It’s okay lah”, “I’ll buy this lah”, etc.) is unacceptable.						

Section III. Attitudes toward English in the global

context

Instruction: Please choose the answer in each item that best suits your view (there is no right or wrong answer).

1. English belongs to...

- a. native speakers of English in America, Britain, Australia, Canada and New Zealand.
- b. people who use English as one of the official languages, as in Singapore, Malaysia, India, etc.
- c. everyone who attempts to use it irrespective of his/her level of proficiency and nationality.
- d. other, please specify:

Please briefly explain your answer:

.....

.....

.....

2. In some countries (e.g., Singapore, Malaysia, The Philippines and India), English is used as one of the official languages, and these English varieties differ from British and American English in terms of pronunciation, grammar and vocabulary. These types of English are considered...

- a. non-standard English and should be corrected.
- b. English appropriate for local use only.
- c. English in its own right which is acceptable and correct.
- d. other, please specify:

Please briefly explain your answer:

.....

.....

.....

3. Accents of non-native English speakers can be referred to as....

- a. speakers' identity, and there's nothing wrong with them.
- b. speakers' inability to use English correctly.
- c. speakers' choices of speaking English, but they sound incorrect.
- d. other, please specify:

Please briefly explain your answer:

.....

.....

.....

4. In your opinion, "intelligible English" means...

- a. the ability to speak clearly, although there is a presence of a non-native English accent
- b. the ability to speak clearly with a near native-like English accent
- c. the ability to speak like a native speaker with an absence of a non-native English accent
- d. other, please specify:

Please briefly explain your answer:

.....

.....

.....

Section IV. Attitudes toward English language learning and teaching

Instructions: There are three sets of scenarios about English language learning and teaching. Read carefully and answer the questions (there is no right or wrong answer).

1. Here are three students talking about their English-speaking abilities.

Student A	“I can speak English just like a native speaker now. Sometimes, people think I am a native speaker of English because I have a native-like accent.”
Student B	“I can speak English clearly now. Native and non-native speakers understand me wherever I go, but I still have the accent of my country.”
Student C	“I can speak good enough English. I have the accent of my country. Sometimes, foreigners understand me but I have to repeat.”

Who would you prefer to be like when it comes to English speaking?

() Student A () Student B () Student C () Other

Please briefly indicate the reason for your answer:

.....

.....

.....

2. Here are the profiles (CVs) of three English teachers applying for a university teaching job.

Applicant (nationality)	First language	Second language	Highest education degree	Work experience
Applicant A Mr. Teerapong Sansuk (Thai)	Thai (fluent)	English (fluent)	Master of English Education from Chiangmai University, Thailand	2013-2017: English teacher at Chiangmai University, Thailand 2011-2012: English teacher at Universiti Sains Malaysia
Applicant B Mr. Brandon Donovan (American)	English (fluent)	-	Bachelor of Accountancy from University of Florida, USA	2016-2017: English teacher at Boonlert Anusorn School, Thailand 2010-2015: Sales assistant at a bookstore in the U.S.
Applicant C Mr. Goh Chen Loo (Singaporean)	Chinese (fluent)	English (fluent)	Master of English from Nanyang Technological University, Singapore	2014-2017: English teacher at Kasetsart University, Thailand 2010-2013: English instructor at a language institute in Singapore

Who would you prefer to study with?

() Applicant A () Applicant B () Applicant C () Other

Please briefly indicate the reason for your answer:

.....

.....

.....

3. Here are the three English classes offered at a university.

Class A	This class uses recorded materials featuring English accents of native speakers, such as American English and British English.
Class B	This class uses recorded materials featuring English accents of non-native speakers, such as Malaysian English, Singaporean English, Filipino English and Thai English.
Class C	This class uses recorded materials featuring English accents of both native and non-native speakers, such as American English, British English, Malaysian English, Singaporean English and Thai English.

What English class would you prefer to take?

Class A Class B Class C Other

Please briefly indicate the reason for your answer:

.....

.....

.....

Section V. Personal information

Instruction: Please fill in your personal information.

Name – Surname

Major **Faculty** **Year**

Would you like to participate in a language attitudes research project, which concerns in-class English discussion of different topics about global English?

If so, you will be involved in a program of about 6 weeks (meeting once a week for 2-3 hours each time) which provides you an opportunity to use English to discuss many issues about English in the global context with students from different academic majors at PSU. Participation is free of charge, and snacks and drinks will be provided.

Yes. Please provide your e-mail and telephone number for further contact (your information will be kept confidential).

Telephone:

E-mail:

No.

Appendix B

Survey sheet (Thai)

แบบสอบถาม

ส่วนที่หนึ่ง ความรู้สึกต่อผู้พูดภาษาอังกฤษ

คำสั่ง: ฟังบันทึกเสียงภาษาอังกฤษ แล้วให้ข้อมูลความรู้สึกของท่านต่อผู้พูด ทั้งที่ท่านคิดว่าผู้พูดเป็นชนชาติใด

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วยปานกลาง 3 = ไม่เห็นด้วยเล็กน้อย 4 = เห็นด้วยเล็กน้อย 5 = เห็นด้วยปานกลาง 6 = เห็นด้วยอย่างยิ่ง

พูดคนที่ 0 (ตัวอย่าง)

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่/เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มาจากประเทศอะไร

พูดคนที่ 1

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่/เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มาจากประเทศอะไร

บุคคลที่ 2

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่/เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มีมาจากประเทศอะไร

บุคคลที่ 3

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่/เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มีมาจากประเทศอะไร

บุคคลที่ 4

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่/เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มีมาจากประเทศอะไร

บุคคลที่ 5

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่/เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มีมาจากประเทศอะไร

บุคคลที่ 6

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่/เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มีมาจากประเทศอะไร

บุคคลที่ 7

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่/เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มีมาจากประเทศอะไร

บุคคลที่ 8

1. ภาษาอังกฤษของผู้พูดฟังเข้าใจง่าย	1	2	3	4	5	6
2. ผู้พูดคนนี้ออกเสียงได้ถูกต้องชัดเจน	1	2	3	4	5	6
3. ผู้พูดใช้ไวยากรณ์ภาษาอังกฤษได้ถูกต้อง	1	2	3	4	5	6
4. ผู้พูดใช้ภาษาอังกฤษเป็นภาษาแม่เป็นเจ้าของภาษา	1	2	3	4	5	6
5. ผู้พูดใช้ภาษาอังกฤษได้อย่างมั่นใจ	1	2	3	4	5	6
6. ผู้พูดใช้สำเนียงภาษาอังกฤษที่เป็นมาตรฐาน	1	2	3	4	5	6
7. เป็นไปได้ที่ผู้พูดทำงานที่มีค่าตอบแทนสูง	1	2	3	4	5	6
8. เป็นไปได้ที่ผู้พูดสามารถสอนภาษาอังกฤษได้ดี	1	2	3	4	5	6
9. ฉันอยากฟังสำเนียงแบบนี้ในชั้นเรียนภาษาอังกฤษ	1	2	3	4	5	6
10. ฉันอยากพูดภาษาอังกฤษได้เหมือนผู้พูดคนนี้	1	2	3	4	5	6

คุณคิดว่าผู้พูดคนนี้มีมาจากประเทศอะไร

ส่วนที่สอง ทักษะคิดต่อความหลากหลายของภาษาอังกฤษ

คำสั่ง: อ่านแต่ละประโยคอย่างพิถีพิถันและเลือกระดับความเห็นของท่าน (ไม่มีคำตอบที่ถูกต้องหรือผิด)

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วยค่อนข้างมาก 3 = ไม่เห็นด้วยเล็กน้อย 4 = เห็นด้วยเล็กน้อย 5 = เห็นด้วยค่อนข้างมาก 6 = เห็นด้วยอย่างยิ่ง

ข้อ	ประโยค	1	2	3	4	5	6
1.	ผู้พูดที่เป็นเจ้าของภาษามีจำนวนมากกว่าผู้พูดที่ไม่ใช่เจ้าของภาษา						
2.	ภาษาอังกฤษกลายเป็นภาษานานาชาติเพราะประเทศที่ใช้ภาษาอังกฤษเป็นภาษาแม่ (เช่น สหรัฐอเมริกา อังกฤษ ออสเตรเลีย แคนาดา และนิวซีแลนด์) มีประชากรเป็นจำนวนมาก						
3.	ภาษาอังกฤษไม่ได้มีเพียงภาษาอังกฤษแบบอังกฤษกับอเมริกันเท่านั้น หากยังมีภาษาอังกฤษแบบมาเลเซีย สิงคโปร์ อินเดีย ฯลฯ						
4.	เป็นเรื่องปกติที่ผู้ไม่ได้ใช้ภาษาอังกฤษเป็นภาษาแม่ จะมีสำเนียงแตกต่างจากผู้ใช้ภาษาอังกฤษเป็นภาษาแม่						
5.	หากผู้ใช้ภาษาอื่นเป็นภาษาแม่ สามารถจัดสำเนียงภาษาแม่ (เช่น สำเนียงไทย) ของตนออกไปได้ ย่อมทำให้การสื่อสารเกิดผลสัมฤทธิ์มากขึ้น						
6.	ภาษาอังกฤษที่ไม่มีสำเนียงภาษาแม่ของผู้พูดเจือปน ถือว่าเป็นภาษาอังกฤษที่สื่อสารได้อย่างมีประสิทธิภาพ						
7.	ฉันยอมรับการใช้ภาษาอังกฤษแบบไทยๆ ซึ่งมักมีคำภาษาไทยปนอยู่ในประโยค เช่น "Thank you kha" และ "How are you krub?"						
8.	ฉันไม่ยอมรับการใช้ภาษาอังกฤษแบบชาวมาเลเซียหรือสิงคโปร์ ที่มักมี "lah" ลงท้ายประโยค เช่น "It's okay lah", "I'll buy this lah"						

ส่วนที่สาม ทักษะคิดต่อภาษาอังกฤษในบริบทสากล

คำสั่ง: โปรดเลือกคำตอบที่สอดคล้องกับความเห็นของท่าน (ไม่มีคำตอบที่ถูกต้องหรือผิด)

1. ภาษาอังกฤษเป็นของ...

- ก. เจ้าของภาษาในประเทศสหรัฐอเมริกา สหราชอาณาจักร ออสเตรเลีย แคนาดา และ นิวซีแลนด์
- ข. คนที่ใช้ภาษาอังกฤษเป็นหนึ่งในภาษาราชการ เช่นในประเทศสิงคโปร์ มาเลเซีย อินเดีย เป็นต้น
- ค. ทุกคนที่ใช้ภาษาอังกฤษ ไม่ว่าจะใช้ได้แค่ล่องระดับใด หรือเป็นบุคคลสัญชาติใด
- ง. อื่นๆ โปรดระบุ:

โปรดอธิบายเหตุผล สั้นๆ

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2. บางประเทศซึ่งใช้ภาษาอังกฤษเป็นหนึ่งในภาษาราชการ เช่น สิงคโปร์ มาเลเซีย ฟิลิปปินส์ อินเดีย ล้วนแต่มีข้อแตกต่างกับภาษาอังกฤษแบบอังกฤษและอเมริกัน เช่น การออกเสียง ไวยากรณ์ คำศัพท์ เราควรเรียกภาษาอังกฤษแบบดังกล่าวว่า....

- ก. ภาษาอังกฤษที่ไม่ได้มาตรฐาน และควรได้รับการแก้ไข
- ข. ภาษาอังกฤษประจำท้องถิ่น เหมาะสำหรับสื่อสารเฉพาะท้องถิ่นนั้น
- ค. ภาษาอังกฤษที่ถูกต้องในตัวของมันเอง และเป็นที่ยอมรับได้
- ง. อื่นๆ โปรดระบุ:

โปรดอธิบายเหตุผล สั้นๆ

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3. สำเนียงภาษาอังกฤษของผู้ที่ไม่ใช่เจ้าของภาษา เรียกได้ว่า...

- ก. เป็นลักษณะเฉพาะตัว หรืออัตลักษณ์ ของผู้พูด ทั้งไม่ถือว่าผิดแต่อย่างใด
- ข. ผู้พูดไม่สามารถใช้ภาษาอังกฤษได้อย่างถูกต้อง
- ค. เป็นวิธีการออกเสียงที่ผู้พูดเลือกใช้ แต่ไม่ใช่ภาษาอังกฤษที่ถูกต้อง
- ง. อื่นๆ โปรดระบุ:

โปรดอธิบายเหตุผล สั้นๆ:

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4. ตามความคิดของท่าน ภาษาอังกฤษที่สื่อสารได้อย่างมีประสิทธิภาพ หมายถึงอะไร

- ก. ผู้พูดสื่อความได้ชัดเจนแม้ไม่สามารถออกเสียงได้ใกล้เคียงกับเจ้าของภาษา
- ข. ผู้พูดสื่อความได้ชัดเจนด้วยสำเนียงใกล้เคียงกับเจ้าของภาษา
- ค. ผู้พูดสื่อสารด้วยสำเนียงเหมือนเจ้าของภาษา โดยไม่มีสำเนียงภาษาแม่เลย
- ง. อื่นๆ โปรดระบุ:

โปรดอธิบายเหตุผล สั้นๆ:

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ส่วนที่สี่ ทักษะคิดต่อการเรียนการสอนภาษาอังกฤษ

คำสั่ง: กำหนดสถานการณ์สมมติเกี่ยวกับการเรียนและการสอนภาษาอังกฤษให้ 3 สถานการณ์ โปรดอ่านสถานการณ์สมมติดังกล่าวอย่างพิถีพิถะแล้วตอบคำถามที่กำหนดให้ (ไม่มีคำตอบถูกผิด)

1. นักศึกษาสามคนพูดถึงความสามารถในการพูดภาษาอังกฤษของตนเอง

นักศึกษา ก	“ตอนนี้ฉันสามารถพูดภาษาอังกฤษได้เหมือนเจ้าของภาษา บางครั้งใครๆก็คิดว่าฉันเป็นเจ้าของภาษาเพราะฉันมีสำเนียงแบบเจ้าของภาษา”
นักศึกษา ข	“ฉันสามารถสื่อความด้วยภาษาอังกฤษได้เป็นอย่างดี ทั้งเจ้าของภาษาและคนที่ไม่ใช่เจ้าของภาษาล้วนเข้าใจดี แต่ฉันยังคงมีสำเนียงภาษาของฉัน”
นักศึกษา ค	“ฉันสามารถพูดภาษาอังกฤษได้ค่อนข้างดี เพียงแต่ยังมีสำเนียงภาษาตัวเองอยู่ บางครั้ง ฉันต้องพูดซ้ำ คนต่างชาติจึงเข้าใจ”

ท่านต้องการเป็นแบบนักศึกษาคนใดในการพูดภาษาอังกฤษ:

() นศ.ก () นศ.ข () นศ.ค () อื่นๆ

โปรดระบุเหตุผลจากคำตอบที่เลือก:

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2. ประวัติโดยย่อของผู้สมัครงานตำแหน่งอาจารย์ภาษาอังกฤษในมหาวิทยาลัย จำนวนสามคน

ผู้สมัครงาน (สัญชาติ)	ภาษาแม่	ภาษาที่สอง	คุณวุฒิสูงสุด	ประสบการณ์การทำงาน
ผู้สมัคร ก นายธีระพงษ์ แสนสุข (สัญชาติไทย)	ภาษาไทย (ชำนาญ)	ภาษาอังกฤษ (ชำนาญ)	ปริญญาโท ด้านการ สอนภาษาอังกฤษ จาก มหาวิทยาลัยเชียงใหม่	2013-2017: อาจารย์ภาษาอังกฤษ มหาวิทยาลัย เชียงใหม่ 2011-2012: อาจารย์ภาษาอังกฤษ Universiti Sains Malaysia
ผู้สมัคร ข Mr. Brandon Donovan (สัญชาติอเมริกัน)	ภาษาอังกฤษ (ชำนาญ)	-	ปริญญาตรี สาขาการ บัญชี จาก University of Florida	2016-2017: อาจารย์ภาษาอังกฤษ โรงเรียน ประถมนบุญเลิศอนุสรณ์ 2010-2015: พนักงานขายในร้านหนังสือแห่ง หนึ่งในประเทศสหรัฐอเมริกา
ผู้สมัคร ค Mr. Goh Chen Loo (สัญชาติสิงคโปร์)	ภาษาจีน (ชำนาญ)	ภาษาอังกฤษ (ชำนาญ)	ปริญญาโท ด้าน ภาษาอังกฤษจาก Nanyang Technological University, Singapore	2014-2017: อาจารย์ภาษาอังกฤษ มหาวิทยาลัยเกษตรศาสตร์ 2010-2013: อาจารย์ภาษาอังกฤษ ที่สถาบัน ภาษาแห่งหนึ่งในประเทศสิงคโปร์

ท่านต้องการเรียนภาษาอังกฤษกับบุคคลใด:

() ผู้สมัคร ก () ผู้สมัคร ข () ผู้สมัคร ค () อื่นๆ

โปรดระบุเหตุผลจากคำตอบที่เลือก:

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3. มหาวิทยาลัยมีรายวิชาภาษาอังกฤษสามรายวิชาให้นักศึกษาเลือกลงทะเบียนเรียน มีรายละเอียดดังต่อไปนี้

ชั้นเรียน ก	ชั้นเรียนนี้สอนโดยใช้สื่อการสอนที่ใช้สำเนียงของผู้พูดที่เป็นเจ้าของภาษา เช่น สำเนียงอเมริกัน และ อังกฤษ
ชั้นเรียน ข	ชั้นเรียนนี้สอนโดยใช้สื่อการสอนที่ใช้สำเนียงของผู้ที่ไม่ใช่เจ้าของภาษา เช่น สำเนียงมาเลเซีย สิงคโปร์ ฟิลิปปินส์ และ ไทย
ชั้นเรียน ค	ชั้นเรียนนี้สอนโดยใช้สื่อการสอนที่มีสำเนียงหลากหลาย ทั้งของเจ้าของภาษาและผู้ที่ไม่ใช่เจ้าของภาษาเช่น สำเนียงอเมริกัน อังกฤษ มาเลเซีย สิงคโปร์ และ ไทย

ชั้นเรียนภาษาอังกฤษใด ที่ท่านต้องการเลือกเรียน:

() ชั้นเรียน ก () ชั้นเรียน ข () ชั้นเรียน ค () อื่นๆ

โปรดระบุเหตุผลจากคำตอบที่เลือก:

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ส่วนที่ห้า ข้อมูลส่วนตัว

คำสั่ง: โปรดกรอกรายละเอียดส่วนตัว

ชื่อ – นามสกุล.....

วิชาเอก/สาขาวิชา.....คณะ.....ชั้นปี.....

ท่านสนใจเข้าร่วมโครงการวิจัยที่ศึกษาทัศนคติของนักศึกษามหาวิทยาลัยต่อภาษาอังกฤษหรือไม่ โดยโครงการดังกล่าวจะเป็นการอภิปรายในชั้นเรียนเกี่ยวกับภาษาอังกฤษในฐานะภาษาโลก?

ในโครงการนี้ นักศึกษาจะมีโอกาสได้พูดคุยและอภิปรายหัวข้อต่างๆที่เกี่ยวกับภาษาอังกฤษในบริบทสากล กับนักศึกษาจากหลากหลายวิชาในมหาวิทยาลัยสงขลานครินทร์ โดยใช้ภาษาอังกฤษ โดยกิจกรรมจะมีระยะเวลาประมาณ 6 สัปดาห์ (สองชั่วโมงต่อสัปดาห์) การเข้าร่วมกิจกรรมดังกล่าวไม่มีค่าใช้จ่าย ทั้งมีอาหารว่างและเครื่องดื่มให้ด้วย

() **ต้องการ**

โปรดกรอกรออีเมลล์ และเบอร์โทรศัพท์ที่ติดต่อได้สะดวก (ข้อมูลของท่านจะถูกเก็บเป็นความลับ)

เบอร์โทรศัพท์.....

อีเมลล์.....

() **ไม่ต้องการ**

Appendix C

Reading passage for speech providers

Comma gets a cure

“Well, here's a story for you: Sarah Perry was a veterinary nurse who had been working daily at an old zoo in a deserted district of the territory, so she was very happy to start a new job at a superb private practice in North Square near the Duke Street Tower. That area was much nearer for her and more to her liking. Even so, on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the mirror and washed her face in a hurry. Then she put on a plain yellow dress and a fleece jacket, picked up her kit and headed for work.”

Source: <http://www.dialectsarchive.com/>

Note: This passage was written by Jill McCullough & Barbara Somerville and edited by Douglas N. Honorof.

Appendix D

Reflection sheet (English)

Reflection

Instruction: Please reflect on what you have learned from this program in the given space (either in Thai or English).

1. Has participating in this project led to new insights and understandings in relation to your views toward English varieties?

() Yes. Please explain.

.....

.....

.....

.....

() No. Please explain.

.....

.....

.....

.....

2. Does knowledge of global Englishes that you learn from this program have an impact on your view toward English language learning and use?

() Yes. Please explain.

.....

.....

.....

.....

() No. Please explain.

.....

.....

.....

.....

3. Next time, when I speak English,

.....

.....

.....

.....

Appendix E

Reflection sheet (Thai)

สะท้อนคิด

คำสั่ง: โปรดสะท้อนคิดจากเข้าร่วมโปรแกรมนี้ (โดยเขียนเป็นภาษาไทยหรือภาษาอังกฤษ)

1. การเข้าร่วมโปรแกรมนี้ ส่งผลให้นักศึกษา เกิดความเข้าใจใหม่ๆ เกี่ยวกับความหลากหลายของภาษาอังกฤษหรือไม่

() ใช่ โปรดอธิบาย

.....

.....

.....

.....

() ไม่ใช่ โปรดอธิบาย

.....

.....

.....

.....

2. ความรู้เกี่ยวกับ global Englishes ที่ได้เรียนรู้จากการเข้าร่วมโปรแกรมนี้ ส่งผลต่อทัศนคติของนักศึกษาต่อการเรียนและการใช้ภาษาอังกฤษหรือไม่

() ใช่ โปรดอธิบาย

.....

.....

.....

.....

() ไม่ใช่ โปรดอธิบาย

.....

.....

.....

.....

3. ต่อไป เมื่อฉันพูดภาษาอังกฤษ

.....

.....

.....

.....

Appendix F

Materials for the GE awareness raising program

PSU ' LIBERAL ARTS

GLOBAL ENGLISHES

– What does '-es' mean to English?

NARATIP JINDAPITAK

**SCAN TO JOIN
OUR CHAT GROUP**





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NARATIP JINDAPITAK

LESSON 1

DISCOVERING ENGLISHES

In this lesson, you will explore the
existence of varieties of English in the
world and study linguistic differences of
these varieties

NARATIP JINDAPITAK

1. Discovering Englishes

ACTIVITY 1

A. Discuss the questions.

1. Have you ever heard of the term “world/global Englishes”?
2. Is it possible for the word “English” to take the plural form “-es”?
3. Do people around the world use the same type of English?



Did you know?



World/global Englishes refers to different forms of English that have been developed by speakers who use English either as their mother tongue or an additional language. The word “Englishes” describes different English varieties in the world. Colonization, globalization and cultural contact have led to the development of many new Englishes, such as Indian English, Singaporean English, Malaysian English, Hong Kong English, Nigerian English, Chinese English and Thai English.



ACTIVITY 2

A. You have learned that there are many varieties of English in the world called Englishes. Now watch the videos featuring different Asian accents and answer/discuss the questions.



Different Asian accents (Korean, Japanese, Vietnamese, Chinese and Malay)



Different Asian accents part 2 (Indian, Thai, Vietnamese, Filipino)

1. Which English accent is the most and least familiar to you? Why do you think so?
2. Do these accents sound pleasant to listen to? Why or why not?
3. Do these accents need to be corrected to sound like either American or British English? Why or why not?
4. Apart from these English accents, which accent would you like to listen to? You can look for the accent you would like to listen to on YouTube and share it with your friends.

B. Apart from accent variation, there is also a great variation in terms of vocabulary across different Englishes. Guess what these invented words mean in standard English, compare your answers with your friends and answer/discuss the questions.

	Invented word	Meaning in standard American/British English	Example	Where it came from
1.	Eye-shopping		Yon Koug went eye-shopping at Central World.	Korea
2.	Add oil!		You will do fine on your exam. Add oil!	Hong Kong
3.	Y-shirt		I always wear a Y-shirt and jeans when I stay at home.	Korea
4.	Fullscape		Print this out in a fullscape paper.	India
5.	Yum cha		She never has a yum cha although I try to tell her that it's very important.	Hong Kong
6.	Bus stand		You can turn left at the bust stand and you will find your hotel.	Singapore
7.	Bento		I bought a bento for my lunch.	Japan
8.	Comfort room		Can you wait for the boss at the comfort room?	The Philippines
9.	Gimmick		I had a gimmick last night and I was totally drunk.	The Philippines
10.	Wet market		My mother always goes to a wet market with her maid to buy fish and meat for our morning meal.	Hong Kong
11.	Otaku		I know you are BNK48 Otaku, right?	Japan
12.	Blur		Somkid was such a blur guy, he fell off the escalator at the Siam Paragon.	Singapore

Useful expressions:

- The word X probably means
- The word X definitely means
- It's clear from the example that the word X means
- I'm not sure if the word X means



1. Which words look interesting to you?
2. Can you think of any innovative words used among Thais?
3. Is it OK for English users to use these words in their everyday lives? Why or why not?

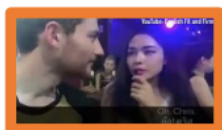
C. Study the following sentences that feature grammatical structures of some of the selected Englishes. Then answer/discuss the questions.

	Sentence	Example of where it is used.
1.	Singh is only nineteen year old.	India
2.	Adisa always eat banana before going to school.	The Philippines
3.	He pass the exam last semester.	Singapore
4.	I really like white color.	India
5.	Somchai is having a new phone.	India
6.	They called Peter which knew what happened last night.	Malaysia
7.	Today we will study about pronouns.	Many countries
8.	They own three house.	Jamaica
9.	They went away with a lot of money, isn't it?	Many countries
10.	I watch Spiderman already.	Malaysia

Source: Jenkins (2017); Galloway & Rose (2015)

1. Which grammatical structures are also used by many Thai English users?
2. How much are these sentences understandable?
3. Which sentence is the most and least acceptable? Why?
4. Is it OK for English users to use these features in their everyday lives? Why or why not?

D. Watch the video “Thai speak English so funny”, pause the video at 1.53 and discuss the question.



Thai speak English so funny



1. The girl asks the guy what he thinks about Thais being afraid of speaking English simply because they have a Thai accent and imperfect grammar (see the following script). How do you think he might respond to her question?

Girl: *You know many Thai people, they don't like speak Thai accent They want to speak perfect grammar, British or American accent. So they confident. But if they have Thai accent like me, they don't like their accent. What you thinking about that?*

Guy:

2. Watch the rest of the interview. What do you think about the guy's answer? Do you agree or disagree with him?
3. You can notice that the girl's English is full of grammatical errors. To what extent do you think the communication is successful?
4. Do you think Thais speak funny English? Why or why not?
5. Watch the whole conversation again. What strategies do the two speakers use in order to understand each other (to achieve mutual understanding)? Have you ever used one of those strategies to achieve communicative success when you talk to a foreigner?
6. Read the message written by a restaurant owner as shown in the sign on the right and answer the questions:
 - I. Why do you think the restaurant owner put up this sign?
 - II. What is something about "our English" that foreigners possibly complain about?
 - III. If you were a foreigner traveling in Thailand and happened to communicate with locals, would you feel annoyed by local use of English that may not sound native-like?



Photo: <http://www.reddit.com/user/WITCHFINDER>

ACTIVITY 3

A. You will have a chance to talk to foreigners. Listen to each guest speaker's talk about his/her favorite place in Thailand. Write what his/her favorite place is, and why he/she likes it. Also guess where he/she is from.

Speaker	Favorite place	Reason	Where he/she is from		
Speaker 1			 Malaysia	 China	 Korea
Speaker 2			 Laos	 Indonesia	 Cambodia
Speaker 3			 Myanmar	 Nigeria	 Ghana

B. You will be divided into 3 groups. The guest speaker will join your group for a discussion. Take turn asking the speaker the following questions. You can add more questions if you like.

General questions

1. *What do you do in Thailand?*
2. *Where do you live in Thailand?*
3. *How long have you been in Thailand?*
4. *What do you like about Thailand?*



Questions about local use of English

5. *Do people in your country speak English well?*
6. *What are some interesting words and phrases in the English locally used in your country? (Also share what you know about Thai English in exchange.)*
7. *What do you think about English spoken by Thais? Do you think Thais speak understandable English? (Also share your opinion toward Thai English.)*
8. *When Thai listeners have difficulty understanding your English, what do you usually do to get your message across?*
9. *What do you think is the most important thing to concern when speaking English to a foreigner?*

ACTIVITY 4

A. Read the following article and answer/discuss the questions.



Englishes in Context

'Add oil' entry in Oxford English Dictionary is just latest Cantonese phrase to hit mainstream

"Add oil" has been made an official term in the Oxford English Dictionary (OED). It follows a long list of other Cantonese terms and phrases to have entered the mainstream "Hong Kong English" lexicon and later wriggled into the world's most authoritative record for the English language.

But why is a dictionary entry such a big deal? How does the process work? And what does it tell us about Hong Kong English and its place in the global family of English varieties?

"Add oil" – what does it mean?

It represents the metaphor of injecting fuel into a tank, or alternatively, stepping on an accelerator to propel a vehicle forward. But the use of "add oil" as an expression of encouragement is a creation of Cantonese: *ga yao*, or *jiayou* in Mandarin. Often accompanied by exclamation marks, it is a versatile phrase Chinese speakers use to express encouragement, incitement or support, somewhere along the lines of "keep it up" or "good luck". It is believed to have originated as a cheer at the Macau Grand Prix during the 1960s.

[...]

How does a word get into the OED?

According to Oxford University Press, a word must require sufficient independent examples of use over a “reasonable amount of time” to be considered for inclusion. The publishers also consider whether the word has reached a “level of general currency”, that is, understood by readers without the need of an explanation of its meaning. The OED’s entry of “add oil” cites a 2005 Post article on Macau as one of the earliest printed evidence of its general use. The process of adding words can be long and painstaking. “[It] depends on the accumulation of a large body of published (preferably printed) citations showing the word in actual use over a period of at least 10 years,” according to the publisher.

So what does this mean for “add oil”?

That the entry has been included in the OED may make people feel its use is more legitimate but according to Wee Lian-hee, professor of language studies at Baptist University’s English department, this is not a dictionary’s job. “A dictionary just records that the word is there,” he said. “The authority and legitimacy of language comes from its users.” However, once a word enters the OED, it is never removed...

What other Cantonese words have entered the OED?

Over the years, many “Hong Kong English” terms have been immortalised: “char siu” (barbecued pork), “compensated dating” (companionship and sometimes sex, for cash), “lucky money” ... (also known as lai see), “sandwich class” (middle-class dwellers too poor to buy property in the private market, but not poor enough to qualify for subsidised flats), “milk tea”, “wet market” and “sitting-out area”, to name a few.

What does it tell us about language?

That Hong Kong Cantonese features scores of English loan words is not new. But many scholars agree there is no real “English language” either. The roots of English are Germanic, mixed with Celtic, Latin and Norman.

“English was never a pure language and whether it’s the English of Chaucer or Shakespeare, it has always included words from many sources,” Wee said. And that includes Cantonese, which is spoken by about 71 million people around the world.

Popular Cantonese loan words to the anglophone world include “ketchup” and the word “chop” – as in company chop (stamp) – for example. Other English words that come from Hong Kong English include “nullah” and “shroff”, which have Anglo-Indian roots, though they are only used in a few English-speaking places. “What such developments of course bring clearly to light is the myth that there is any such thing as the ‘English language’,” Orman said.

So what is the big deal?

Just as Singaporeans have embraced “Singlish”, Hongkongers are equally thrilled that Hong Kong English is gaining recognition. “OED is recognising the legitimacy of our English and its potential to be relevant to the anglophone world, more than it is creating legitimacy,” Wee said.

“As Hongkongers, we would be short-changing ourselves if we continued to be myopic about using our English. We can certainly reach out and communicate with the world without having to give up on being ourselves.”

Source: Kao, E. (2018). *‘Add oil’ entry in Oxford English Dictionary is just latest Cantonese phrase to hit mainstream*. Retrieved August 29, 2019, from <https://www.scmp.com/news/hong-kong/society/article/2169018/add-oil-entry-oxford-english-dictionary-just-latest-cantonese>

1. What is a requirement for a new word to be added in the OED?
2. Why does the inclusion of Hong Kong English words make Hongkongers feel proud? Do you agree? Why or why not?
3. As for Thai English, words such as Padthai and Tuk Tuk have been added in the OED. What do you think about this movement? Should Thais feel the same as Hongkongers and Singaporeans when using the local form of English, such as how the girl in Activity 2D speaks or how we use Thai English words?

Post-lesson Discussion

1. In fact, most of the words in Activity 3 have been listed in major dictionaries, such as Cambridge English Dictionary and Oxford English Dictionary. What does this tell you about the evolution of Englishes? Is it a good or bad thing?
2. To what extent do you accept uses of English (pronunciation, vocabulary and grammar) that differ from the native-speaker standards?
3. Should we call non-native-speaker differences a variation or an error? Why do you think so?
4. What is the new thing you have learned from this lesson?

LESSON 2

ENGLISH LANGUAGE VARIATION AND CHANGE

In this lesson, you will explore the variable nature of English in the Anglophone world and English language change.

NARATIP JINDAPITAK

2. English language variation and change

ACTIVITY 1

A. Label the countries and answer/discuss the questions.



1.



2.



3.



4.



5.



6.

1. Have you ever been to any of these countries?
2. Which countries speak English as a mother tongue?
3. Do you know other countries that speak English as a mother tongue?

ACTIVITY 2

A. Practice pronouncing the following words and answer/discuss the questions. Compare your pronunciation with your friends'.



Useful expressions:

- We pronounce X, Y and Z similarly/differently.
- The way I pronounce X, Y and Z is similar to/different from that of my friend.
- I'm not sure how to pronounce X, Y and Z.
- X is easier to pronounce than Y.



1. How important is pronunciation in communication?
2. Do you think native speakers of English (e.g., Americans and British) pronounce these words in different ways?

B. The video below demonstrates how to pronounce these words in different native-speaker accents. Watch the video and identify if the following statements are TRUE or FALSE. Then answer/discuss the questions.



Why is London accent difficult to understand?



1. ___ Adams is from the UK.
 2. ___ In an American accent, "t" in the middle of a word sounds like "d".
 3. ___ The majority of British people speak like the Queen or BBC reporters.
 4. ___ Londoners usually drop "t" from the middle of a word.
 5. ___ In the Queen's English, "t" in the middle of a word sounds like "w".
1. Which English accent is the most and least familiar to you? Why do you think so?
 2. Do these accents sound pleasant to listen to (Do you like them)? Why or why not?
 3. Which English accent sounds the most and least beautiful? Why do you think so?
 4. Do you wish to have one of these accents? Why or why not?

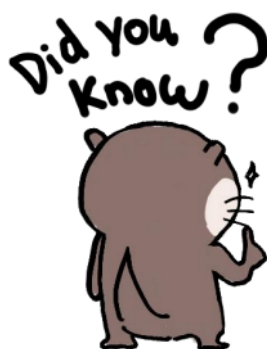
ACTIVITY 3

A. The following examples reveal unique grammars used among working-class speakers in different parts of Britain. Study these examples and discuss the questions.

	Feature	Example
1.	Using multiple negation	They didn't do nothing.
2.	Using "ain't" as a negative form of be	I ain't going to buy it.
3.	Using optional -ly on adverbs	He speaks real quick.
4.	Using the plural on uncountable nouns	I need two coffees a day.

5.	Regularizing some irregular verbs	I drew a picture of you.
6.	Regularizing verbs to be	They was very crazy.
7.	Using third person -s in first and second person verb forms	They turns around.

1. To what extent do you understand these sentences?
2. In fact, these grammatical features have been used by a large number of native speakers of English. Do you think that these usages are acceptable?
3. Should people stop using these features and use the standard ones taught in school and grammar books? Why or why not?



English is a world-wide language. Statistically, between 1.5 and 2 billion people speak English. Currently the number of non-native speakers of English has outnumbered that of native speakers by a wide margin. Only between 375,000 and 400,000 people use English as their native language. Given these statistics, it is not surprising to find different varieties of English across the planet. Even within the native-English-speaking world, there are a number of varieties of English. Let's take the US as an example, pronunciation differences obviously exist within the country. For instance, the words "cot" and "caught" are not differentiated by many southern Americans. There is also a north-south and east-west divide in vocabulary use. While "crayfish" is used in the north, "crawfish" is preferred in the south. While "drinking fountain" is very common in the west, "water fountain" is preferred in the east.



ACTIVITY 4

A. Read the following article and answer/discuss the questions.

Englishes in Context

How the English language has changed over the decades

All languages change over time, and there can be many different reasons for this. The English language is no different – but why has it changed over the decades? Some of the main influences on the evolution of languages include:

- The movement of people across countries and continents, for example migration and, in previous centuries, colonization. For example, [some] English speakers today would probably be comfortable using the Spanish word "loco" to describe someone who is "crazy".
- Speakers of one language coming into contact with those who speak a different one. No two individuals speak identically: people from different geographical places clearly speak differently

and even within the same community there are variations according to a speaker's age, gender, ethnicity and social and educational background. For example, the word "courting" has become "dating"

- New vocabulary required for inventions such as transport, domestic appliances and industrial equipment, or for sporting, entertainment, cultural and leisure reasons. For example, the original late 19th-century term "wireless" has become today's "radio".

Due to these influences, a language always embraces new words, expressions and pronunciations as people come across new words and phrases in their day-to-day lives and integrate them into their own speech.

What changes has the English language seen?

As the English language has changed, it's been easy to pick out words that pass into common usage. Here at Pearson English, we have explored some of these recent changes to the English language. The rise in popularity of internet slang has seen phrases such as "LOL" (Laugh Out Loud)...

Every decade sees new slang terms like these appearing in the English language. And while some words or abbreviations do come from internet or text conversations, others may appear as entirely new words, a new meaning for an existing word, or a word that becomes more generalised than its former meaning, brought about by any one of the reasons above. Decades ago, "blimey" was a new expression of surprise, but more recently "woah" is the word in everyday usage.

Sentence structure is of course another change to English language. Decades ago, it would have been normal to ask "Have you a moment?" Now, you might say "D'you have a sec?" Similarly, "How do you do?" has become "How's it going?" Not only have the sentences been abbreviated, but new words have been introduced to everyday questions.

Connected to this is the replacement of certain words with other, more-modern versions. It's pretty noticeable that words like "shall" and "ought" are on the way out, but "will", "should" and "can" are doing just fine.

Other changes can be more subtle. A number of verbs can take a complement with another verb in either the "-ing" form or the "to" form, for example "they liked painting/to paint", "we tried leaving/to leave", "he didn't bother calling/to call". Both of these constructions are still used and have been for a long time but there has been a steady shift over time from the "to" to the "-ing" complement.

What do the changes mean?

There are many other changes to the English language – what have you noticed? ...

Most ...linguistic commentators accept that change in language, like change in society, is inevitable. Some think that is regrettable, but others recognize it as a reinvigoration of a language, bringing alternatives that allow subtle differences of expression.

In our Fact or Fiction report, linguist, writer and lecturer David Crystal considers whether "text speak" is undermining the English language. His response to the naysayers who claim it is damaging the English language is to point out that abbreviations have been around for a long time. While some, such as the ones we discussed above, are new, others, such as the use of "u" for "you" and the number 8 as a syllable in "later", have been around for a century or more. Further to this, research shows that there is in fact a correlation between the ability to use abbreviations and the ability to spell. After all, in order to abbreviate, you have to know which letters to abbreviate.

As with everything, change isn't necessarily a bad thing and, as the needs of English language users continue to change, so will the language!

Source: Zazulak, S. (2016). 'How the English language has changed over the decades. Retrieved August 22, 2019, from <https://www.english.com/blog/english-language-has-changed/>

1. How has the movement of people across countries led to language change?
2. Which word did people use in the past to mean "dating", and what did people say to mean "how's it going?" decades ago?
3. Why does a language always have new words, phrases and expressions? How do these language movements relate to English language variation?
4. Can you think of Thai words that no longer exist today but were used in the old days? Is language change common to all human languages? Why or why not?

ACTIVITY 5

A. Read the excerpts in the table, representative of English used at 500-year intervals. Then watch the video, "Where did English come from?" and answer/discuss the questions.

<i>An excerpt from Beowulf from 900 AD</i>	<i>An excerpt from The Canterbury Tales from 1400 AD</i>	<i>An excerpt from The Hound of the Baskervilles from 1900 AD</i>
<p>Hwæt wē Gār-Dena in geār-dagum þēod-cyninga þrym gefrūnon hū ðā æþelingas ellen fremedon Oft Scyld Scēfing sceaþena þrēatum monegum mægþum meodo-setla oftēah egsian eorl syððan ærest weorþan</p>	<p>His Almageste, and bookes grete and smale, His astrelabie, longynge for his art, His augrym stones layen faire apart, On shelves couched at his beddes heed; His presse ycovered with a faldyng reed And al above ther lay a gay sautrie, On which he made a-nyghtes melodie So swetely that all the chambre rong; And Angelus ad virginem he song;</p>	<p>Mr. Sherlock Holmes, who was usually very late in the mornings, save upon those not infrequent occasions when he was up all night, was seated at the breakfast table. I stood upon the hearth-rug and picked up the stick which our visitor had left behind him the night before. It was a fine, thick piece of wood, bulbous-headed, of the sort which is known as a 'Penang lawyer.'</p>

Source: <http://www.routledgetextbooks.com/textbooks/9780415835329/resources.php>



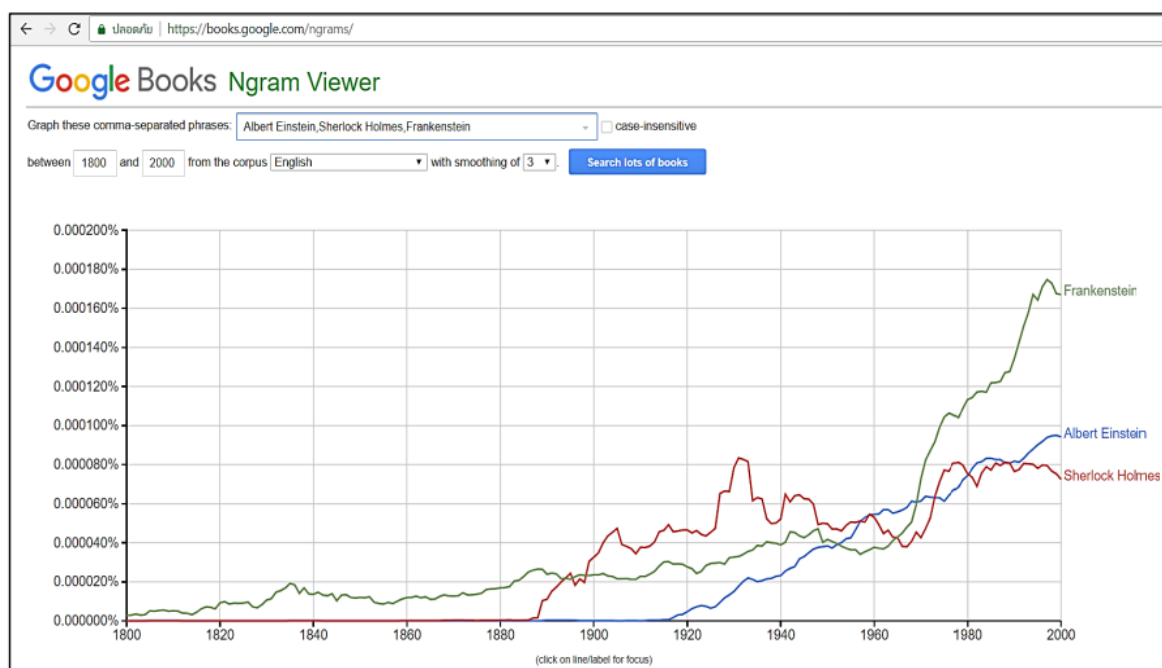
Where did English come from?

1. To what extent do you understand "the English language" used in the three columns?
2. What causes changes to the English language?

B. Study how Google Ngram Viewer tells us about language change. An Ngram is a statistical analysis of text or speech content to find a number of items of some sort in the text. In the case of Google Ngram Viewer, the text to be analyzed comes from the vast amount of books Google has scanned in from public libraries.

How does Ngram work?

1. Go to Google Ngram Viewer at <https://books.google.com/ngrams> (see the screen shot below).
2. Type any word, phrase or phrases you want to analyze in the search box. Be sure to separate each phrase with a comma. Google suggests, "Albert Einstein, Sherlock Holmes, Frankenstein" to get you started.
3. Google Ngram Viewer will show a graph that represents the use of a particular phrase in books through time. If you have entered more than one word or phrase, you will see color-coded lines to contrast the different search terms.



C. Now let's have fun with Google Ngram Viewer. Type the following words/phrases in the search box and study the output. Then answer/discuss questions.

- courting, dating*
- foci, focuses*
- color, colour*
- theater, theatre*
- program, programme*
- Negro, African American*
- Englises*

Note: color (American English), colour (British English), theater (American English), theatre (British English), program (American English), programme (British English)

1. What is the most interesting finding from the search?
2. How does the output tell us about language change?
3. How do you predict the future of English based on the output?

Useful expressions:

Verbs to describe

increase
grow
climb
go up
rise
jump


Describing graph

Verbs to describe

decrease
drop
decline
go down
fall
plunge

Adverbs to describe

dramatically, steeply
significantly, substantially
gradually, moderately
slightly, slowly



Post-lesson discussion

1. Should we call native-speaker differences a variation or an error? Why do you think so?
2. Do you agree with the saying, "Time changes all things; there is no reason why language should escape this universal law" – Ferdinand de Saussure? Why or why not?
3. Is English language change and variation something that needs to be prevented? Why or why not? What do you think about the same issue in the Thai language?
4. What is the new thing you have learned from this lesson?

LESSON 3

WHO SPEAKS STANDARD ENGLISH?

In this lesson, you will examine the notion of standard English and discuss how it shapes people's attitudes toward English language variation.

NARATIP JINDAPITAK

3. Who speaks standard English?

ACTIVITY 1

A. Respond to the statements that adhere to your ideas of “standard English”. Compare your answers with your friends and discuss the questions.

Statements	Strongly disagree	disagree	agree	Strongly agree
1. Students in universities throughout Thailand should be encouraged to speak English like a native English speaker.				
2. News reporters from CNN and BBC speak Standard English.				
3. Most Thai people have bad English accent, and they need to look up to native English speakers from America or England.				
4. Although people in countries like Singapore and Malaysia speak English well, their English is considered non-standard.				
5. English speakers from most native English speaking countries speak Standard English.				
6. It is important to use Standard English to communicate effectively with people around the world.				
7. People who speak Standard English will gain several social and economic benefits.				

Useful expressions:

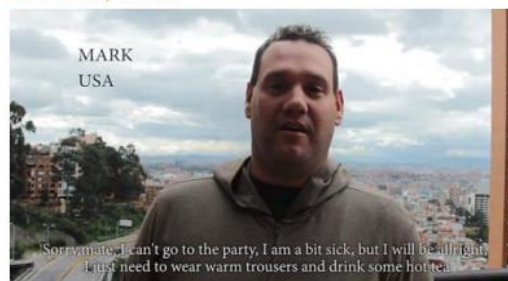
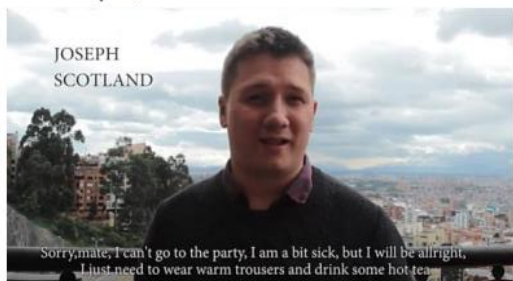
- I strongly agree/disagree with Statement X because
- Do you agree that ? Why or why not?
- I see exactly what you mean.
- I'm not sure about Statement X because
- Statement X is partly true but



1. What comes to your mind when you hear the word “standard English”?
2. Do you think you speak standard English?

ACTIVITY 2

A. Listen to global Englishes speakers uttering the same sentence and choose the speaker who you think speaks standard English. Then discuss the questions.

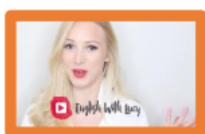
**Global Englishes speakers****A. Stephany, London, England****D. Mark, USA****B. Joseph, Scotland****E. Christian, Jamaica****C. Hamish, Australia****F. Zita, Trinidad and Tobago**

1. What criterion/criteria do you use to judge somebody as a standard English speaker?
2. Can we have different standards in spoken and written English, or is it better to have a single unified standard?

3. How do you say the sentence in a typical Thai accent and a native-speaker accent?
 “Sorry mate, I can’t go to the party, I’m a bit sick but I’ll be alright, I just need to wear arm trousers and drink some hot tea”?

ACTIVITY 3

A. Watch the video “Received Pronunciation – The Posh British English accent” and complete the sentences extracted from the video.



RECEIVED PRONUNCIATION - the posh British English accent



Received Pronunciation (RP) is the most famous and the most studied variety of spoken English in the world, (1) _____ it is only spoken by 2% of the UK’s population. So why is it called Received Pronunciation?

The word “received” comes from the fact that it is “(2) _____”. The 2% of population that speaks with RP have normally learned it from their education in private school, which means that it is a very small social (3) _____ that actually received RP. Which is why nowadays it is an accent that is slightly less (4) _____ in the UK.

So RP is constantly evolving. RP that was used by the (5) _____ all those years ago is vastly different from RP that is used nowadays. Take a look at an example of BBC English from all those years ago. It sounds quite (6) _____ and maybe even a little bit (7) _____.

“This is the BBC Home & Forces programme. This is Bruce Belfrage. Here’s some excellent news which has come during the past hour in the form of communique from GHQ Quarto”. And you can (8) _____ it with the Cast made in Chelsea nowadays. “There’s just so many things now I get angry about it, like I met her dad! I’m sitting there trying to woo Mr. Watto, such a lovely guy by the way, but like I’m sitting there, trying to like...”

They have actually included their own (9) _____ like saying “betta” instead of “better”

Almost every dictionary of English uses RP. So, it is (10) _____ when you are reading a phonetic transcription, you are learning how to say the word in RP. Nearly all British English dictionaries will give the phonetic transcription in RP.

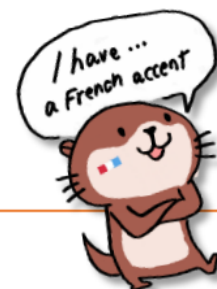
B. Watch the video again and answer/discuss the questions below.

1. What is the estimated number of people speaking RP?
2. What does it mean by the fact that RP is constantly evolving?
3. RP has been recognized as the standard English in the UK and has been used as models for language learners throughout the world. In your opinion, why has a particular variety, RP in this case, gained more recognition than other varieties?

4. Is it necessarily the case that a particular variety becomes standard because its linguistic features universally sound more beautiful than others?
5. Do you desire to be able to speak like an RP speaker? Why or why not?



Traditionally, BBC required all of its news reporters to have a Received Pronunciation accent. The reason for that is because RP has been associated with the privileged upper classes, people who have been born into the upper classes. The word "received" is based on its original meaning of "approved", "recognized" or "approved". There are several terms for RP, such as BBC English, the Queen's English, Oxford English, Posh English, etc.



ACTIVITY 4

A. Read the article and answer/discuss the questions.

Englishes in Context

Why are some accents more attractive?

You are full of prejudices about people you have never met before. But don't worry about it, we all are.

When you hear someone talk, one of the first things you consider is their accent, and the stronger the accent, the more likely you are to notice it. This may seem obvious, but the subconscious judgements that you make about someone which are influenced by their accent can be huge. For example:

- Is this person telling me the truth?
- Do I respect this person?
- What is their social status?

...Experiments have shown that infants are more likely to accept toys from people who speak their native language. Preschool children preferentially choose native-language speakers as friends. And different accents are enough to trigger these social preferences.

The accent we are most likely to trust is our own and that of our closest family, which makes evolutionary sense, as "stranger = danger". But when it comes to attraction, there is clearly something else happening, because many people find certain foreign accents "hawt".

...Ask a native-English-speaker which is the most attractive foreign accent and you will receive a variety of replies, but among the most commonly cited attractive accents are French and Italian. German-speakers would often come to the same conclusion about these accents in German.

For English and French speakers, however, the German accent does not hold the same appeal (this is of course entirely subjective). In the USA, Asian and Mexican accents are typically considered less attractive than, for example, a French accent.

It's not just attractiveness we judge according to accent. Certain accents that may not be considered especially sexy may carry prestige in other ways. A scientific lecture, for example, or psychiatric report delivered with a thick German accent may actually carry more weight than in a native English accent. So where do these judgements come from? And what can we learn from them?

[...]

...The examples of the German-sounding scientist and British Hollywood baddie suggest that our associations about a certain group of people matter more than pronunciation itself. In the popular mind, French and Italian suggest romance, great food and classical culture, as do the countries where the languages are spoken.

German-speaking countries, meanwhile, have a reputation for science and engineering. From the psychoanalysts of Vienna to the automotive engineers of Stuttgart via Von Braun and Einstein, we associate Germanic culture with thoroughness, structure and studiousness.

As an accent is one of the clearest signals of belonging to a particular culture or group, and one of the easiest to recognize, we naturally extrapolate that Latin accent = attractive, Germanic accent = thoroughness.

Of course, the associations go far further than this, and vary by society. For example, a Mexican accent in the USA carries comparatively low prestige because of the lower social status of illegal Mexican immigrants in the USA. In Europe, however, this association is nowhere near as strong.

The societal associations that we attach to an accent – whether a native accent or a foreign accent – are probably the major factor in what makes certain accents more attractive than others.

Hammond, A. (2014). *Why are some accents more attractive?* Retrieved August 12, 2019, from <https://blog.esl-languages.com/blog/learn-languages/foreign-accents-attractive/>.

1. Why are some accents considered to have low prestige than others?
2. Do you think it is okay to judge a particular accent as having a low or high prestige? Why or why not?
3. Why is an accent one of the clearest signals of a particular culture or group?
4. In fact, ideas of standard language exist in every language. Let's consider our mother tongue as an example, the following video features a look inside a Thai prison (video courtesy of Thai PBS Channel). However, if you scroll down to see comments, hundreds of them are made to discuss the interviewer and narrator's accent (see some examples below) NOT the content at all. What accent does the interviewer speak? What do you think about these comments?



A look inside a Thai prison



 [Redacted]
ถึงนักข่าว เวลาทำข่าว อย่าพยายามเนือมาก คนฟังมัน
ลำบากรานหู

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ราคาคนเสียเงินสัมพาท เหน่อไปไหน...?

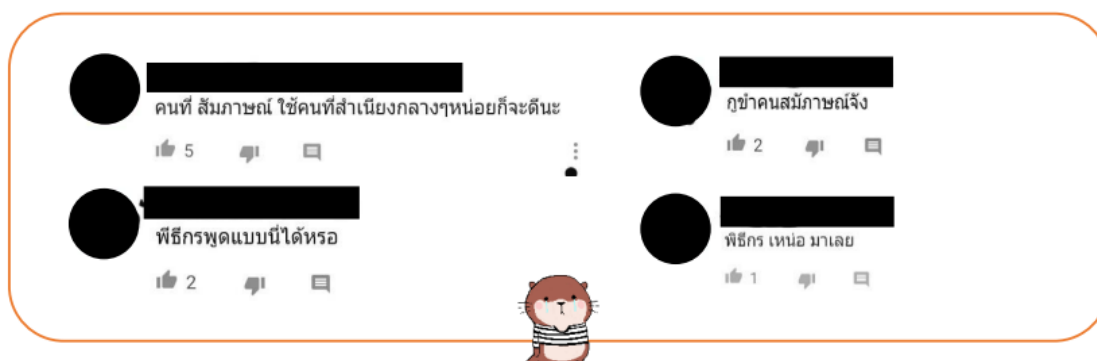
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จะเหน่อไปไหนเสียงพิธีกร

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Post-lesson discussion

1. What makes a particular English variety sound more standard than others?
2. How important is it for English speakers throughout the world to speak standard English in order to effectively communicate with each other?
3. Some believe that standard English should be preserved, and anything that departs from the accepted British or American English norms should be considered non-standard, while others believe that there should be multiple standards of English, and obtaining standard should not have anything to do with any form of native advantage—it is something you can achieve through education and practice. What is your opinion on these different views?
4. What is the new thing you have learned from this lesson?

LESSON 4

ATTITUDES VS INTELLIGIBILITY

In this lesson, you will discover prevailing attitudes toward English language variation and to discuss how attitudes can influence listeners' social evaluations of speakers

NARATIP JINDAPITAK

4. Attitudes vs intelligibility

ACTIVITY 1

A. Listen to the audios spoken by speakers of different first language backgrounds and indicate your impression toward the speaker based on the statements, where 1=strongly disagree, 2=somewhat disagree, 3=disagree, 4=agree, 5=somewhat agree and 6= strongly agree.



Speaker 1: Iraq

This speaker has a native-like English accent.	1	2	3	4	5	6
I could understand this speaker very well.	1	2	3	4	5	6
This speaker is pleasant to listen to.	1	2	3	4	5	6
This speaker probably has a good salary.	1	2	3	4	5	6



Speaker 2: America

This speaker has a native-like English accent.	1	2	3	4	5	6
I could understand this speaker very well.	1	2	3	4	5	6
This speaker is pleasant to listen to.	1	2	3	4	5	6
This speaker probably has a good salary.	1	2	3	4	5	6



Speaker 3: Nigeria

This speaker has a native-like English accent.	1	2	3	4	5	6
I could understand this speaker very well.	1	2	3	4	5	6
This speaker is pleasant to listen to.	1	2	3	4	5	6
This speaker probably has a good salary.	1	2	3	4	5	6



Speaker 4: Vietnam

This speaker has a native-like English accent.	1	2	3	4	5	6
I could understand this speaker very well.	1	2	3	4	5	6
This speaker is pleasant to listen to.	1	2	3	4	5	6
This speaker probably has a good salary.	1	2	3	4	5	6



1. Which speaker has the most positive rating? Compare your rating with your friends'.
2. Which speaker has the most negative rating? Compare your rating with your friends'.
3. Why do people have different attitudes toward varieties of English?

Useful expressions:

- I rated Speaker X most positively/negatively.
- I think Speaker X is the most pleasant to listen to.
- I could understand Speaker X the most.
- My attitude toward Speaker X is quite neutral.



B. Listen again. Fill in the missing words/phrases and answer/discuss the questions.

Speaker 1

The question is how do you stay healthy? I stay healthy by eating healthy food as much as I can. I try to sleep as much as I can as well, and _____ I play sports. I love sports very much. I like to try different kinds of sports every now and then in order to _____ and in order to see if I'm going to like the sport or not. And yeah, it helps me a lot in matters of fitness, in _____ as well, because when your body is healthy, your life _____ becomes positive, and it affects your work as well because you become very energetic, very positive, very fit, so it immediately _____ your work life, your mental health, everything. So yeah, it's really important.

Score: ___/5

Speaker 3

My name is Abidemi and I'm Nigerian. The question is what do you do for a cold? When I get a cold, I don't usually go to the doctor's or take _____ because I think it's healthier to try to have my body _____ me naturally, so as much as possible, I try to sleep more. I also try to eat more, so I can get the _____ that my body needs. I drink lots of water or _____ in general, and especially juice. I drink a lot of orange juice or just oranges and lemons, to help rid my body of the cold, and I also try to eat spicy food to _____ start my immune system.

Score: ___/5

Speaker 2

Hi. My name is Tina. I'm from the United States and the question is where would you like to hike? I haven't really given much thought to good _____ outside of the United States for hiking but I did take a _____ one time with my father and we went to the _____ part of the country like Utah and Nevada and Arizona and we hiked _____ there and I really enjoyed it and I would love to go back to that part of the _____ and see more.

Score: ___/5

Speaker 4

Hi, my name is Win and I'm from Vietnam. My question is does Vietnam have a good education system? I think the answer is no because in Vietnam we have _____ a large population and not so much money to fund everyone, every kid to have _____ education. We don't have enough school. Not _____ good teachers, and also teachers get _____ really bad, and then there are problems like our education program is focusing more on the theories instead of practicing, so we know, so we know how to _____ a lot of complicated math equations, but we don't know how to apply it real life.

Score: ___/5

1. Who is the most intelligible to you, based on the score?
2. Who is the least intelligible to you, based on the score?
3. Are your actual intelligibility scores consistent with the attitudinal ratings? Is it necessarily the case that the more native-like the speaker is, the more intelligible she becomes?

ACTIVITY 2

A. Watch the video “A Thai guy ordering food with a southern Thai English accent at a hotel in London” that went viral on the Internet and answer/discuss the questions.



Thai guy ordering food with a southern Thai English accent at a hotel in London

1. Was the order successful?
2. Do you think English with a southern Thai accent is intelligible?
3. Have you ever spoken English with a southern Thai accent?

B. Watch again and complete the sentences.

Hello. How are you? Good afternoon.

Can I order (1) _____ please?

OK. I want to have (2) _____ ... เออ หมั่น ...

... also (3) _____ อันนั้นแนะ ๑๕ ...

... (4) _____ fine. It's fine.

... and also (5) _____ ก็น

Yes. Room number (6) _____ .



C. Group work: Watch and listen to some other Englishes from the following videos. Make a list of sounds/words/phrases/expressions that cause mutual unintelligibility. Then watch again and answer/discuss the questions.



The Italian man who went to Malta



Americans vs Australian accent



Local English or standard English? Toastmasters Speech Contest, Malaysia

1. In the first video, what did the hotel/restaurant staff react to the Italian man's requests "I want a sheet on my bed" and "I want two pieces of toast". Did the man get what he wanted?
2. What are some noticeable problematic sounds in the Italian English (in the video) that cause communication breakdown?
3. Were the Americans in the second video able to mimic an Australian accent?
4. When you arrive in Australia, one of the first things you'll hear is the traditional "G'day, mate," which is practically the same as saying "good day" or "hello." Can you say this phrase in an Australian accent?

33 phrases to help you talk like an Aussie collected by CNN Travel



CNN travel

5. What are some examples of Malaysian English expressions (in the last video) that the speaker thinks are difficult for foreigners to understand?
6. In the last video, what did the speaker mean by "What a terrible shame it would be to lose a wonderful, colorful, vibrant local English"? Do you agree with her? Why or why not?



Note

ACTIVITY 3

A. Read the article and answer/discuss the questions.



Englishes in Context

Why your accent hurts your believability

I was recently wondering what kind of voice I'd like best on my GPS. I don't really trust the computerized lady who currently gives me directions. She too often leads me down closed roads. If I had my choice (and by that, I mean if I were willing to pay for it), I'd like to have a nice, polite lady or gentleman from England telling me where to turn, and calmly repeating, "Recalculating," with a proper British accent.

That got me to thinking about my response to people with "foreign" accents. Do my prejudices keep me from fully trusting non-native speakers of English? I would like to think, No, I'm a global citizen, and I don't judge the truthfulness of what is said by how it is said. But research from the University of Chicago, published in 2010, suggests that I probably don't know myself very well...

Researchers Shiri Lev-Ari and Boaz Keysar conducted two experiments, testing their hypothesis that "processing difficulty," or how hard it is to understand a spoken communication, plays a major role in judging the credibility of non-native speech...

(The pair cite other examples of how "processing fluency" has been shown to influence believability, such as a phrase being chosen as more accurate because it rhymes, or judging a sentence more truthful because it is printed in an easy-to-read color.)

In the first experiment, Lev-Ari and Keysar had subjects listen to spoken trivia statements (e.g.: A giraffe can go without water longer than a camel can) and then judge their truthfulness. Those speaking the statements were native-English speakers and non-native speakers with mild to heavy accents. In order to eliminate the effects of possible prejudice, the experimenters made it clear that the statements were not original to the speakers but that the speakers were simply reading out loud what had been given to them. As the researchers had predicted, the participants rated the statements spoken with an accent as less truthful, with the native speech producing the most credibility, and the heavily accented the least.

The second experiment furthered the results by testing whether the outcome would be affected if the participants were told up front that the exercise was studying the impact of accent on credibility. (In the first experiment, the subjects had been told that they were helping in the evaluation of "intuition in knowledge assessment.") With this understanding, the participants tried to overcome the effects of processing difficulty, resulting in nearly identical rates of perceived truthfulness for statements spoken with native and mild accents.

But when it came to heavily accented statements, even these enlightened participants rated them significantly less truthful.

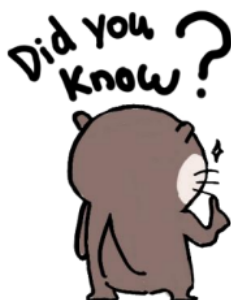
So what does this tell us about communication between native and non-native speakers? First, difficulties in understanding play a major role in perceived credibility, even in the absence of prejudice. Second, even when we completely understand what is being said, an unnoticed difficulty in processing can impact our judgments of truthfulness. And third, a heavy accent can overcome even our best efforts at being fair and impartial.

This means that having no cultural prejudices (if that's even possible) is not enough to eliminate unfair judgments. Maybe knowing this will give us a reason to show extra grace to the non-native speakers we encounter. And it can also help us better understand the inherent difficulties we face when attempting to

communicate in another language: It's just simply harder for our listeners to believe what we say when we say it with an accent. But we can take heart in this fact: It's probably nothing personal.

Thomson, C. (2012). *Why your accent hurts your believability*. Retrieved July, 20, 2015, from <https://clearingcustoms.net/2012/08/10/why-your-accent-hurts-your-believability/>

1. What was done in the first experiment? What were the results?
2. What was done in the second experiment? What were the results?
3. How does "what is said" differ from "how is said"? Which one is more important? Why do you think so?
4. According to the article, everyone has an accent, it is just that some are evaluated poorly. Do you agree or disagree with this saying? Why or why not?



One of the main goals of many foreign language learners is to be able to speak English clearly. However, they often believe that a non-native English accent can interfere with this goal. A group of researchers from a Canadian university studied the effects of foreign English accents (Cantonese, Japanese, Polish and Spanish) on intelligibility. It was revealed that there was no relationship between the strength of accent and the listeners' comprehension. The researchers concluded that the notions of "heavy accents" and "low intelligibility" were not substantial from a linguistic view.



Post-lesson discussion

1. Can you think of stereotypes people generally use to label native and non-native English accents?
2. Do you agree with the statement: "It's just simply harder for our listeners to believe what we say when we say it with an accent"? Why or why not?
3. What are social consequences of people's stereotyped attitudes toward English language variation?
4. What is new thing you have learned from this lesson?

LESSON 5

SINGLISH CONTROVERSIES

In this lesson, you will examine the notion of English ownership and evaluate the deeply-held claim of English speakers in the Anglophone world being the sole owners of English.

NARATIP JINDAPITAK

5. Singlish controversies

ACTIVITY 1

A. Watch the video "Guide to Hatyai – Hidden Thai City Cheaper than Bangkok" and answer/discuss the questions.



Guide to Hatyai – hidden Thai city cheaper than Bangkok



1. Have you ever been to any of the places in the video?
2. Where are these tourists from?
3. How well do you understand what the tourists say? Do they have a clear pronunciation?
4. Given their fluency in English, should these speakers be considered native English speakers?
5. How do you say who a native speaker of English is?

B. Singapore has a very unique variety of English called "Singlish". A lot of Singlish phrases are borrowed from the languages spoken in Singapore. Try to match the following Singlish phrases with those of English and discuss the questions and compare your answers with your friends.

Singlish	English
1) ___ You then lah.	a. Take a look at yourself before pointing fingers.
2) ___ Say people, say yourself.	b. So, are there any updates?
3) ___ Cher! Cher! Cher! Cher!	c. I think it was you who did it.
4) ___ So how?	d. Where are we going?
5) ___ Eat where ah?	e. Excuse me teacher, I have a question
6) ___ Go where ah?	f. Hmm, I don't have a preference.
7) ___ When ah?	g. Where are we going to eat?
8) ___ Eh, halow?	h. Excuse me, may I pass through?
9) ___ Ya lah, then.	i. Yes, that would do just fine.
10) ___ Eh, don't leh...	j. So, when is this event taking place?
11) ___ Can lah, can lah.	k. Please don't do that.
12) ___ Really meh?	l. Are you sure?
13) ___ Anything lor.	m. Yes! I agree with you.
14) ___ Eh, last warning hor.	n. That depends, but I will think about it later.
15) ___ See first lah.	o. You're going to regret doing that again.

Check the answers here



Useful expressions:

- I don't know for sure what X means.
- I'm not really sure about X.
- I'm absolutely sure that X means
- I'm certain that X means



1. Which phrases are easy for you to guess, and which are not?
2. How does Singlish differ from the standard American or British English?
3. Have you ever had a conversation with a Singaporean? What was your communication experience like?
4. Is Singlish considered a broken or an incorrect form of English?



There are three main languages in Singlish (Malay, Hokkian and English). Before independence, people were using local languages on an everyday basis. After Singapore gained independence, people were educated in English. As a result, people mixed them all up. What is particularly unique about Singlish is that it has so many sentence particles. For instance, "Lah" is often used to end a sentence, "Leh" can be used when you are not sure about something, "Meh" and "Hor" denote a question, and "Lor" is for acceptance and resignation.

**ACTIVITY 2**

A. Some linguistic features of Singlish also appear in Malaysian English (Manglish). Watch the video "Already? Or not? Manglish vs American English" and write a standard English sentence for each of Manglish sentence.




Already? Or not? Manglish vs American English



Note: Particles in Malaysian English (e.g., or not and already) come from the influence of Chinese and Malay. Some phrases used for emphasis in the standard English are used as particles in Malaysian English. For instance, participles are absent and speakers usually change the present tense to the past tense by adding already.

Standard English	Malaysian English
1.	You drink wine or not?
2.	You got the key or not?
3.	Yesterday you at home or not?
4.	You eat lunch already?
5.	I buy a new phone already.
6.	I pay for her dinner already.
7.	You finish your work already or not?

B. 4 Corners Game. Read the following topic: "Singaporeans and Malaysians should be given right to claim ownership over English". You are given 10 seconds to move to the corner of the room that reflects your opinion: "Strongly agree", "Agree", "Disagree" and "Strongly disagree".

Corner 1 Strongly agree		Corner 2 agree
Corner 3 disagree	Corner 4 Strongly disagree	

- ❖ Now, you are given 10 minutes to think about the topic and write down the reasons for your decision. Agree on the best reasons as a group.
- ❖ After you hear the beep sound, each group will be invited to share your answers with the class.



A large, yellow, lined notepad with a torn left edge, intended for students to write their reasons for their decision.

ACTIVITY 3

A. Match the words with their meanings and complete the sentences.

Identity | vernacular | colloquialism | reduplication

Match the words with meanings

- 1) _____ : a word or phrase that is not formal
- 2) _____ : a word formed by or containing a repeated syllable or speech sound (e.g., blah-blah, chit-chat, pee-pee, poo-poo, no-no, boo-boo)
- 3) _____ : condition or character as to who a person or what a thing is; the qualities, beliefs, etc., that distinguish or identify a person or thing
- 4) _____ : one's mother tongue; often, the common forms of expression in a particular locality

Complete the sentences

- 1) The word "chicken out" is a _____ for "to lose one's nerve".
- 2) A _____ of New Zealand is English.
- 3) Canada has its own cultural _____, which is very different from that of America.
- 4) English words formed by duplicating or repeating certain sounds are called _____.

B. Watch the video "Singlish controversies - Worlds of English" and answer/discuss the questions.



Singlish Controversies - Worlds of English



1. What was the aim of "Speak Good English Movement", established by the Singaporean government? How did the government think of Singlish?
2. "Most young Singaporeans are used to switching between standard English and Singlish." Do you think this linguistic behavior is advantageous or disadvantageous?
3. Why did the "Speaking Good English Movement" fail in the end? What are the conflicts between the government and citizens?
4. Many Singaporeans think that English belongs to them, so they can claim ownership over English. What do you think about this?

ACTIVITY 4

A. Read the following article and answer/discuss the questions.



Englishes in Context

Can English be a Singaporean's mother tongue?

Surveys suggest that as younger Singaporeans grow up as native speakers of English, they will increasingly claim ownership of English, with the language being core to their identity.

The debate some months ago regarding SMRT's announcement of station names in only English and Mandarin threw up some interesting views.

Proponents raised arguments that there was nothing wrong in catering to the linguistic needs of elderly Singaporeans and Chinese tourists. Those in opposition contended that it neglected our Malay and Indian communities. Some groups wanted all four official languages to be used. The incident was a microcosm of different groups in Singapore with competing linguistic interests and ideologies.

Of course, the social and economic dominance of English in Singapore is not new. Both the Government and various groups have long been trying to reverse the declining use of mother tongue languages. However, for the first time in our history, those who use and see English as their de facto mother tongue, are becoming the majority of the population. There are implications for all of us.

[...]

'NATIVE' SPEAKERS?

There is, however, a substantial obstacle to our claim of English as our mother tongue. The notion "native speaker of English" is tied to particular nationalities and ethnicities — that is, Anglo-Saxons — and this is still prevalent throughout the world.

It is partially reinforced by our own Government's rhetoric of English as not mother tongue, as well as campaigns such as the Speak Good English Movement that contribute to our inferiority complex regarding English.

For instance, Singaporean students who apply to universities in North America and the United Kingdom are not exempt from submitting TOEFL and IELTS scores. The requirement is automatically waived for British/American "home" students or international students from countries such as Australia. This is despite the fact that Singaporean pupils consistently outperform most nations (including the UK) in international tests in English literacy and proficiency.

Those who argue that Singaporeans lack intelligibility in spoken English must not have heard the British in their "Cockney", "Geordie" or "Brummie" dialects. Yet, these are considered "native speakers of English", while Singaporeans are not.

Yes, many young Singaporeans grow up speaking English, are more proficient in English than British children, and are emotionally attached to the language. Many Singaporeans can and do identify with English as part of our selves, but this identity is constantly undermined by a lack of institutional recognition (both within and without Singapore).

Any prospect of developing a Singaporean “core” cannot be realised without the acknowledgement of English as one of our mother tongues. A step forward may be for Singapore’s own language policies and official stance to reflect our sociolinguistic reality. It is only then that we may expect international acceptance.

Lu, L. (2019). Can English be a Singaporean’s mother tongue? Retrieved August 10, 2019, from <https://www.todayonline.com/commentary/can-english-be-singaporean-mother-tongue>

1. According to the article, what is the traditional definition of English ownership or native English speaker? Do you agree or disagree with it?
2. According to the article, what are the reasons why Singaporeans can also claim ownership over English?
3. Why does the author relate the English in Singapore to varieties of English in the UK, such as Cockney, Geordie or Brummie?
4. What is the author’s view toward the acceptance of Singaporean English? Do you agree with him? Why or why not?

Post-lesson discussion

1. Do you agree with the idea of “native English speaker” being tied to particular nationalities or countries?
2. Some believe that using a local form of English—such as Singlish, Manglish or Indian English—means you use a broken form of English (which needs to be corrected), while others believe that it is a way to communicate your identity. What is your view toward these different views?
3. “I should hope that when I am speaking abroad my countrymen will have no problem recognizing that I am a Singaporean” (Stevens, 1992, p. 38-39), said a Singapore ambassador to the United Nations. What type of English do you think he speaks? How can you relate what he said to the idea of English ownership?
4. What is the new thing you have learned from this lesson?

LESSON 6

MY FAIR LADY

In this lesson, you will examine social dimensions of English conveyed through linguistic events in the movie.

NARATIP JINDAPITAK

6. My Fair Lady



ACTIVITY 1

A. Match the words with their definitions.

A. Cockney	B. duchess	C. phonetics
D. wager	E. downgrade	F. egotistical

- 1) _____ having, showing, or arising from an exaggerated sense of self-importance
- 2) _____ to lower in quality, value and status
- 3) _____ the dialect or a native of London or of the East End of London
- 4) _____ a woman who holds the rank of duke in her own right
- 5) _____ something on which bets are laid
- 6) _____ the study and systematic classification of the sounds

B. Study the synopsis and cast of characters of My Fair Lady, a 1964 musical film adapting the 1913 Pygmalion, stage play by George Bernard Shaw, then watch the movie.

Synopsis: The film depicts a story of a poor Cockney flower seller, Eliza Doolittle who overhears a professor of phonetics, Henry Higgins, as he casually boasts that he could turn her into a noble woman capable of speaking prestigious English.

Egotistical Henry Higgins and his friend Colonel Pickering make an unusual wager: Higgins bets that he can turn poor, unmannered flower girl Eliza Doolittle into a better refined lady who will be able to pass for a duchess in the highest levels of society over the course of six months.

Eliza, excited by the possibility of getting off the street, asks Higgins to teach her to speak properly. She then moves into the Higgins' home, where Henry, as part of learning, uses a series of tiring and heartless speech therapy approaches. Eliza is often downgraded by Higgins during the speech training.

Higgins takes Eliza to two public events (the Ascot Racecourse and the Embassy Ball) to test if people are convinced that she belongs to a high social class.

Photo: Thiwaporn Tawarom

Cast of characters:

Eliza Doolittle: A Cockney girl from Lisson Grove selling flowers in streets of London.

Henry Higgins: British, Upper Class man, well-known phonetics expert, teacher and author

Colonel Pickering: Henry Higgins' friend who is an expert in "Spoken Sanskrit."

Freddy Eynsford-Hill: Upper Class young man who becomes completely smitten with Eliza.

Alfred P. Doolittle: Eliza's father; an elderly but vigorous dustman.

Mrs. Higgins: Henry's long-suffering mother.

Mrs. Pearce: Henry Higgins' housekeeper.

Professor Zoltan Karpathy: A former phonetics student of Henry Higgins.

**ACTIVITY 2**

A. Write T for TRUE and F for FALSE for the following statements. Also discuss the question.

- _____ 1. Eliza saw Freddy at the horse race for the first time.
- _____ 2. Pickering was always kind to Eliza.
- _____ 3. Eliza said, "I washed my face and hands before I came, you know," at her first visit to 27A Wimpole Street.
- _____ 4. Alfred asked Higgins to give him five pounds, but Higgins gave him ten pounds instead.
- _____ 5. Higgins gave Eliza some sentences to say, with difficult sounds in them.
- _____ 6. Higgins and Eliza danced together when Eliza pronounced the sentence perfectly.
- _____ 7. Eliza's London accent came back at the ball.
- _____ 8. Higgins asked Eliza to marry him.
- _____ 9. When Eliza went back to Covent Garden market, the fruit and flower sellers didn't know who she was.
- _____ 10. After Eliza left, Higgins couldn't stop thinking about her.

B. If you were Eliza in My Fair Lady, how would you feel in the following linguistic situations (A day in Life as Eliza Doolittle)?

- a) *When Higgins insults her saying: "... you squashed cabbage leaf, you disgrace to the noble architecture of these columns, you incarnate insult to the English language..."*
- b) *When Freddy Eynsford-Hill enjoys her slipped Cockney phrases*
- c) *When she can convince high society people in the Embassy Ball that she is a duchess*

d) When Higgins celebrates winning the bet, but shows no signs of caring about what will happen to Eliza next.

Useful expressions:

- I would feel a little sad when
- I would feel low/down/upset/depressed when
- could really make me feel uncomfortable.
- I would be surprised when
- I would feel nothing about



C. Sing along. Listen to the song and fill in the missing words and pay attention to how she pronounces the words in bold. Then answer the questions.

Wouldn't it be lovely

It's rather dull in town, I think I'll take me to Paris, hmm
 The mistress wants to open up the castle in Capri, hmm
 Me doctor recommends a quiet summer by the sea, hmm, mmm
 Wouldn't it be lovely?

****All I want is a room**
 Far away from the cold night
 With one enormous
 Oh, wouldn't it be lovely?

Lots of chocolate for me to
 Lots of coal makin' lots of heat
 Warm face, warm hands, warm
 Oh, wouldn't it be lovely?

Oh, so lovely sittin' abso-bloomin'-lutely still
 I would never budge till
 Crept over the window sill

Someone's head restin' on my
 Warm and tender as he can
 Who takes good care of
 Oh, wouldn't it be lovely
 Lovely, lovely, lovely, lovely



1. What does this song tell you about Eliza's life as a flower girl?
2. Which sounds did she pronounce differently from the standard American or British English?
3. To what extent is Eliza's accent intelligible to you?



Eliza speaks Cockney English, one of the oldest varieties of London's working class. Cockney has distinctive pronunciation features and word choices. For instance, Eliza uses "afore" instead of "before" and adds the phrase "I did" to the end of the sentence, as shown in the following, "Aoww! I ain't dirty: I washed my face and hands afore I come, I did". Regarding pronunciation, Eliza always drops the "g" from -ing ending, as in sittin', makin' and restin'. Furthermore, Eliza does not pronounce "h" at all, so "heat" becomes "eat" and "horrible" becomes "orrible".



D. The following extracts describe social dimensions of English, as conveyed through Higgins. Choose the most appropriate words/phrases to complete the sentences.

Extract 1

Higgins is very 1) _____ about pronunciation and word choices. Even when he is 2) _____ someone (as in his sentence, "Yes, you squashed cabbage leaf, you disgrace to the noble architecture of these columns, you incarnate insult to the English language; I could pass you off as the Queen of Sheba."), he often selects words and phrases that reflect his Upper Class upbringing and 3) _____.

- | | |
|----------------------|-----------------------|
| 1) a. careful | b. worried |
| 2) a. insulting | b. pleasing |
| 3) a. aggressiveness | b. advanced education |

Extract 2

Higgins speaks Standard English (also known as Received Pronunciation, BBC English or Queen's English). His Standard English is often regarded as the 1) _____ form of pronunciation and grammar in the UK. Standard English is taught in schools and spoken by important figures in the government, palace and media. However, most people in the UK speak with an accent specific to the region where they grow up and live. Most people 2) _____ Standard English rules of grammar and vocabulary. According to many scholars in linguistics, as little as three percent of the population in the UK 3) _____ Standard English.

- | | |
|-------------------|------------------|
| 1) a. broken | b. correct |
| 2) a. follow | b. do not follow |
| 3) a. conforms to | b. goes against |

Extract 3

Higgins, professor of phonetics believes that the way one 1) _____ can absolutely classify him/her or establish his/her 2) _____. He views that there is a correct or perfect approach to using English, and that failing to master the approach can consequently lead to social 3) _____.

- | | |
|---------------------|-----------------|
| 1) a. speaks | b. studies |
| 2) a. attitude | b. social class |
| 3) a. disadvantages | b. advantages |

Extract 4

Higgins is considered a 1) _____, someone who expresses a desire to eliminate certain undesirable features from the English language, including grammatical errors, non-standard word choices and pronunciation features 2) _____ the accepted Standard norm. Higgins seeks to constrain the linguistic behavior of English speakers by identifying certain elements in a language as 3) _____.

- | | |
|------------------|-------------------|
| 1) a. liberalist | b. purist |
| 2) a. similar to | b. differing from |
| 3) a. bad | b. acceptable |

ACTIVITY 3

A. Read the article and answer/discuss the questions.



Englishes in Context

Accent discrimination: Let's call the whole thing off

King John, Jafar, and Dr. Heinz Doofenshmirtz walk into a bar. King John promptly orders a goblet of wine, Jafar complains to the manager about having to leave his parrot sidekick outside, and Doofenshmirtz mumbles something about the weather. Everyone else at the bar is holding conversations in Standard American English, but both King John and Jafar have British accents, and Dr. Doofenshmirtz has some kind of German accent.

All jokes aside, most of the times, the villains in children's animated media are portrayed as foreigners who speak differently from the heroes. ... In addition, evil sidekicks usually speak in accents or dialects associated with a low socioeconomic status and none of the villains in the 12 shows analyzed speak standard American English.

While younger children might not even notice the difference, the adults who come up with the stories sure do, and intentionally choose to write the characters that way. Cartoons are all fun and games, until they start foisting biased messages on children by portraying most of their villains as foreigners and possibly contributing to accent discrimination in society.

Blame it on the brain

An accent means different things to different people, but, simply put, it's the way a specific group of people, particularly natives of a specific region, communicate. Nothing less than the words we use and the way they sound.

Accents can be sorted into two different categories. The first kind of accent is the one we speak our native language in. It is determined by many different socioeconomic factors, but more strongly by where we were born or where we live in. It is usually very easy to tell where a person comes from based on their accent. ...

The second is a foreign accent, the way we sound when we speak a second language and do so using the rules or sounds of our native language. For example, you might hear a Portuguese native saying, "I can't ear you," instead of "I can't hear you." It's not a mistranslation from an equivalent expression, it's just that the "h" sound in "house" or "herb" doesn't exist in the Portuguese language.

There is a close relation between learning a new language and acquiring an accent. Children will pick up native-like pronunciation of a second language more easily than adult learners. This is explained by the concept of neuroplasticity. In neuroscience, "plastic" refers to the capacity that materials have to change and be moulded into different shapes. A brain that is still growing and developing is more easily adaptable. Neuroplasticity generally decreases as we grow older, and accents can be expected to change until we are in our early twenties, after which they seem to become hard-wired into the brain.

As far as foreign accents go, most researchers agree that acquiring a native-like accent of a second language as an adult is nearly impossible. While some individuals are able to do it, it depends, in great part, on what your native language is. Japanese, for example, has 5 vowels and 17 phonemes; English has 10 vowels, excluding diphthongs, and 44 phonemes. A Japanese person will have a harder time learning English, let alone mimicking a native accent, because there are sounds in the English language, like Rs and Ls, that they simply can't distinguish because they do not exist in their first language.

You are how you speak

Despite the fact that our brains are wired to recognize foreign accents as, well, foreign, we have the stereotypes formed through socialization and culture to blame for the preconceived opinions we have of people.

The good news is, stereotypes come from external influences and are not fixed anywhere in our brains, which means we can overcome them by questioning our prejudiced ideas. Typically, stereotypes persist when a member of a group behaves as we expect, confirming the stereotype, or because the emotional aspect of the prejudice gets the best of us and subdues the rational arguments that speak against stereotypes.

[...]

The modern day Eliza Doolittle

Even regional accents within a country can be a barrier to mobility and employment. Daniel Lavelle told The Guardian how he signed up for an "accent softening taster session" after moving to London and being mocked for his Manchester accent. He's not alone. An increasing number of young professionals are enrolling in "voice enhancement" lessons, under the impression that a Received Pronunciation, also known as the Queen's English and spoken by a mere 3% of the population, will improve their chances in the British capital's highly competitive professional context. For tutors, or speech coaches, business is

booming. Platforms like Superprof or Tutorpages have thousands of users offering one-to-one lessons, priced at around £50 per hour.

Much like Disney depicts villains as foreigners, the British Southern-centric media often portrays Northerners as simpletons. The result: Lavelle, an award-winning journalist with both a bachelor's and a master's degree, is still viewed as a less competent person by some in London society — all because of the way he sounds.

Measuring someone's language proficiency and judging them based on their accent is the linguistic equivalent of judging people by their looks. Even though our accent evidences where we come from or who we hang out with, it's a shallow indicator of our qualifications, our personality traits or our social status. Children in the US are apparently picking up a British accent thanks to the popular TV show Peppa Pig, yet this doesn't make them any more royal.

We still have a long way to go until we eliminate all forms of discrimination from society, but reversing the trend described in Dobrow's and Gidne's 1998 study by exposing kids to a variety of accents with no negative connotation seems like an important step.

Magalhães, R. (2019). *Accent discrimination: Let's call the whole thing off*. Retrieved August 1, 2019, from <https://unbabel.com/blog/language-foreign-accent-discrimination/>

1. Why are villains in animated media usually made to speak English with foreign accents? View the video to gain more ideas on this matter.



Why Do Movie Villains Have Foreign Accents?

2. Why is it difficult for English as a foreign language adults to acquire a native-like accent?
3. Do you agree with the statement: "Measuring someone's language proficiency and judging them based on their accent is the linguistic equivalent of judging people by their looks." Why or why not?
4. Study the three cases showcasing linguistic prejudices in real life below. How do these cases relate to what the author calls "the modern-day Eliza Doolittle"? What case is the most serious or unacceptable? Why do you think so?

ASIAN: Eighdy fie sen

D-Fens: What?

ASIAN: Eighdy fie sen

D-Fens: I can't understand you...I'm not paying eighty-five cents for a stinking soda. I'll give you a quarter. You give me seventy 'fie' cents back for the phone. What is a fie? There's a 'v' in the word. Fie-vuh. Don't they have 'v's' in China?

ASIAN: not Chinese ... I am Korean.

D-Fens: Whatever, what difference does that make? You come over here and take my money and you don't even have the grace to learn to speak my language.

(Lippi-Green, 1997, pp. 101-102)

CASE 1

A Korean shopkeeper

CASE 2

A hateful note at a Thai restaurant

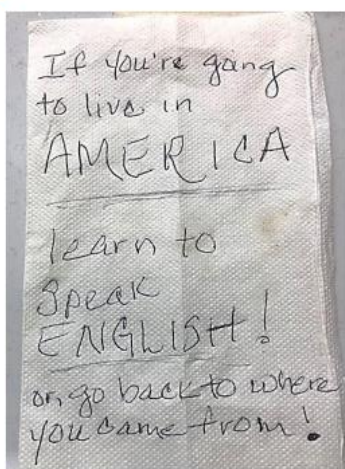


Photo: https://www.facebook.com/ThaiThaiLBK/?ref=br_rs

After finding this hateful note left at his Thai restaurant, the owner then posted on the restaurant Facebook page in November 2019: "Someone left it at the counter at lunch today. Whoever you are, I apologize for that which I wasn't born with". The post went viral on the Internet. Watch the news coverage and the owner's interview from the link below.



Hateful note left at a Thai restaurant

CASE 3

A Polish who moved to England

The following video (courtesy of BBC Stories) features a story of Kasha who moved to the UK from Poland 27 years ago but recently started to feel some people are hostile towards her because of the way she speaks. She was treated badly because of her strong Polish accent. She has decided she wants to get rid of her accent by seeking help from an accent therapist.



"Some people are unkind to me because of my accent"
BBC Stories

Post-lesson discussion

1. "A woman who utters such depressing and disgusting noises has no right to be anywhere—no right to live", said professor Henry Higgins. On the other hand, Jackson Brown Jr, an American author wrote: "Never make fun of someone who speaks broken English. It means they know another language". What is your opinion on these two statements?
2. How do you explain the saying, "Accent means different things to different people"?
3. Is it possible to reduce people's prejudices against accent differences?
4. What is the new thing you have learned from this lesson?

LESSON 7

ENGLISH LEARNING HYPE

In this lesson, you will examine the role of nativeness in English language learning and teaching.

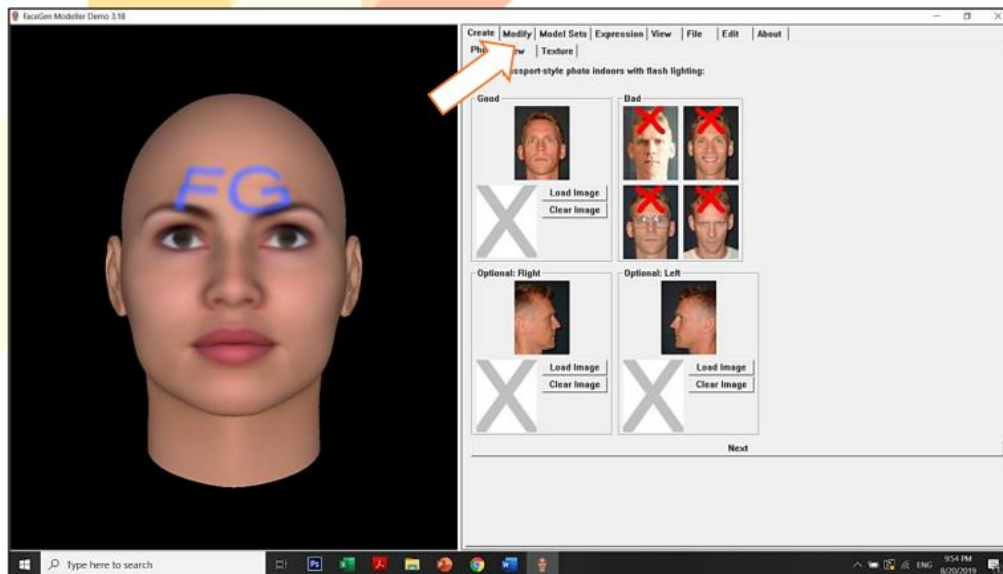
NARATIP JINDAPITAK

7. English learning hype

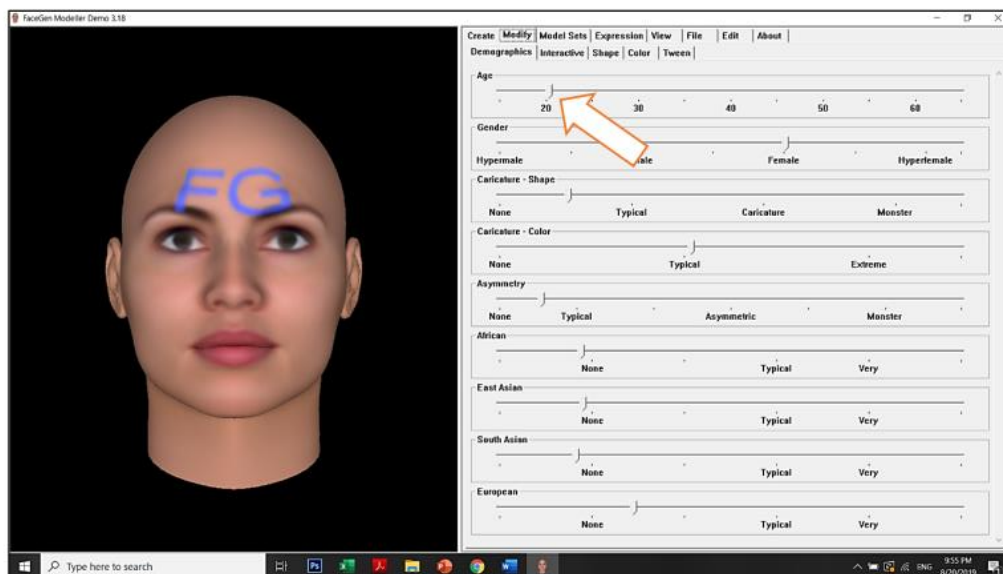
ACTIVITY 1

A. What does your ideal English teacher look like? Create a 3D human face that represents your ideal English teacher using FaceGen Modeller. Follow the instruction below. Have fun!

1. After you open the software, the following screen will appear, then click “Modify”.



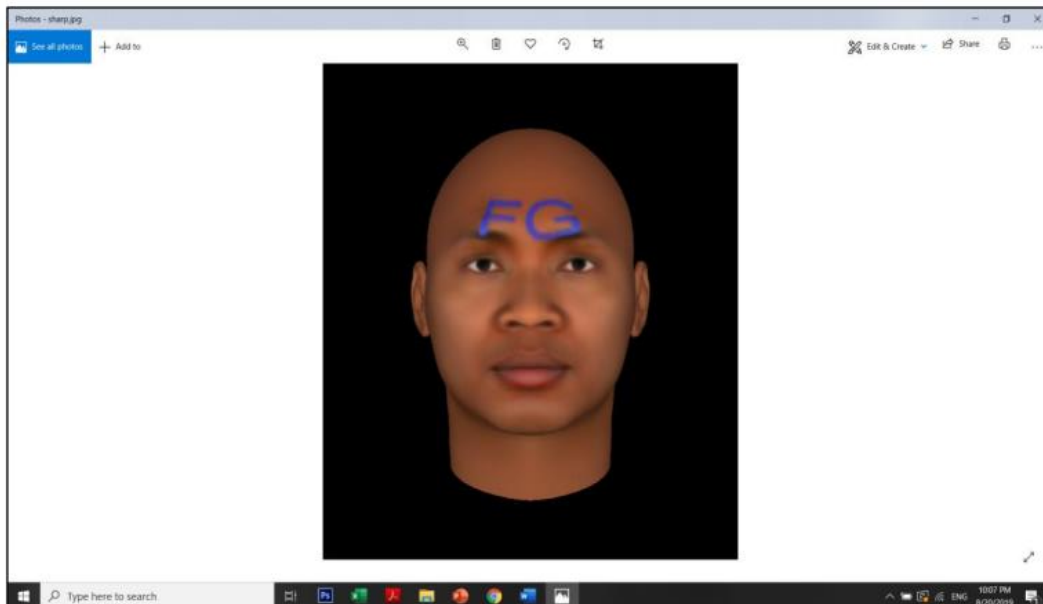
2. After you click “Modify”, the following screen will appear, then you can render your ideal English teacher’s demographics, including age, gender, caricature – shape, caricature – color, asymmetry, African, East Asian, South Asian and European by alternating various tabs.



3. Once you finish rendering demographics, click “File”, and the following screen will appear. Tick “JPEG” and save



4. Now your final ideal English teacher’s face is generated.



B. Present to the class your ideal English teacher. You can talk about his/her demographic details, such as where he/she is from, what his/her nationality is, how old he/she is and personality details such as what he/she is like, his/her strengths, etc. Vote who the most attractive teacher is.

Useful expressions:

- Based on the generated 3D image, my ideal teacher is from...
- He/she is years old.
- He/she has curly/straight/wavy/short/long hair.
- He/she is kind/strict/punctual/patient/caring/resourceful.

**ACTIVITY 2**

A. Which professor would you prefer to teach you? In pair, Partner 1 wants to hire Mr. Hemsworth, while Partner 2 prefers Mr. Aung. Try to convince each other about your preference.

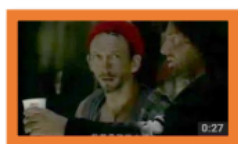
	Joe Hemsworth	Myo Aung
Citizenship	America	Myanmar
Major	Agriculture	English education
Experience	Worked at a canned factory in the US for 20 years and taught 1 year at language institute in Bangkok, Thailand.	Taught 10 years at a university in Singapore and 1 year at a university in Bangkok, Thailand.
Languages spoken	English	Burmese English

Useful expressions:

- I can guarantee X could be a better teacher because
- I'm absolutely certain X could teach better because
- The reason I prefer X is
- I'd rather hire X because



B. Watch the video "Have you chosen the right English teacher?" courtesy of a language institute in Taiwan, and answer/discuss the questions.



Have you chosen the right English teacher?



1. What do the men do to earn money? How do you assess their general knowledge?
2. Do these men represent your ideal English teachers? Why or why not?

3. Why are they thinking of applying for a teaching profession in Asia?
4. Do you think they are qualified as language teachers?

ACTIVITY 3

A. Look at the following commercial ads from various sources featuring messages and pictures about English language learning and answer/discuss the questions.

A

ก้าวสู่ประชาคมอาเซียนปี 2558 กับ แอ... ยา

นักเรียนได้เรียน
ภาษาอังกฤษ
กับเจ้าของภาษา ทุกคน
ที่โรงเรียนแจ่งวิทยา

Every student can learn English with native speakers at Jaengvittaya school

Photo: Naratip Jindapitak

B

คุณ...ก็ทำได้

เผยทักษะภาษาอังกฤษที่แท้จริง
ในตัวคุณได้แล้ววันนี้

Boston Bright
3rd Floor, Chamchuri Square

B Boston Bright
Language School

Tel. 02-160-5000
www.BostonBright.com

Photo: Naratip Jindapitak



Photo: <https://news.yahoo.com/croatia-school-removes-melania-trump-english-ads-103545148.html>



Photo: <https://www.facebook.com/englishsoeasy/>

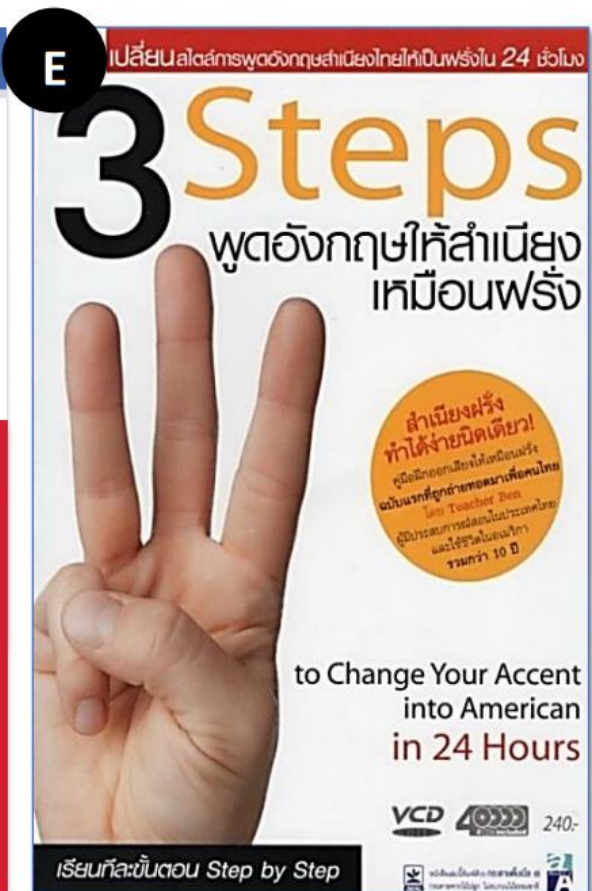


Photo: Naratip Jindapitak

1. Which ad do you like most? Why?
2. Which message is the most convincing and unconvincing to you? Why?
3. Have you ever taken a course at a private language school? Share your experience
4. What can be inferred from these commercials about language learning goal and ideal English teacher?



Billboards featuring Melania Trump and the slogan “Just imagine how far you can go with a little bit of English” have been removed after her lawyer threatened a legal action. A private language school in Croatia launched such a marketing campaign in order to persuade Croats to learn English but it was understood by publics as something to mock Ms. Trump.



ACTIVITY 4

A. Read the following article and answer/discuss the questions.



Englishes in Context

S. Koreans tongue surgery in bid for flawless English

South Korean mothers know few bounds in trying to give their kids a leg up in speaking English. They play them nursery rhymes in the womb, hire pricey tutors for toddlers, send preschoolers to America to pick up the accent.

But now they're even turning to surgery to sort out misplaced L and R sounds, underscoring the dark side of the crushing social pressures involved in getting a highly competitive society in shape for a globalized world.

The surgery involves snipping the thin tissue under the tongue to make it longer and supposedly nimbler. The government is so dismayed that its National Human Rights Commission has made a movie to scare the public into ceasing the practice.

It shows a young mother, obsessed with her son's pronunciation at the kindergarten's all-English Christmas play, rushing him to the clinic for a quick fix. The boy screams as the mother and nurses hold him down, the mother insisting: "It's all for his future."

"Many viewers close their eyes at the surgery scenes," said director Park Jin-pyo, who used footage from a real operation. "I wanted them to see how our society tramples our children's human rights in the name of their future."

The English craze among preschool children took off four years ago when the government made English classes mandatory starting in the third grade.

Flawless English was once ridiculed as snobbish and even unpatriotic. Now it's a status symbol and prized by business and colleges.

"Many parents have an illusion that good English could change their children's lives," said Song Young-hye, who runs "Wonderland," one of the thousands of English-language schools that have mushroomed in South Korea's English-teaching industry.

The medical procedure, called a frenulotomy, is used in the West in cases where the tissue under the tongue is abnormal and causes a speech impediment...

[...]

Doctors scoff at the notion that the Korean tongue is too short or inflexible for proper English, noting that thousands of Korean Americans speak unaccented English without surgery. Experts say practice, not surgery, is the key.

"Doing the surgery on a normal kid just for English pronunciation doesn't make anatomical sense at all," said Park Bom-chung at Seoul's Kangnam Sacred Heart Hospital.

The operation takes 20 to 30 minutes under local anesthetic. Noh Kyung-sun, a child psychologist at Seoul's Kangbuk Samsung Hospital, calls the surgery "crazy" and cites the case of a 3 1/2-year-old to illustrate the parental zeal that disrupts children's lives.

[...]

The government has tried to absorb some of the overheated private English-instruction industry into the public school system, hiring more teachers, including native speakers. But there is no sign that the craze is losing steam.

The mania has even induced changes in the Korean language, like "goose fathers." These are dads who work in South Korea and fly to the United States for seasonal reunions with their kids—who have been transplanted to the America just to learn English.

Choe, S. H. (2004). *S. Korean tongue surgery in bid for flawless English*. Retrieved June 20, 2018, from <http://articles.latimes.com/2004/jan/18/news/adfg-tongue18>

1. Why do many Koreans want to get a frenulotomy?
2. Have you ever heard the same report in Thailand?
3. What do experts comment on this tongue slashing procedure? Do they support it?
4. Does flawless English necessarily require tongue operation?
5. What do you think about this procedure? Would you like to get this procedure done to you?

Post-lesson discussion

1. Do you think being a native speaker of a language necessarily makes him/her a good teacher of that language?
2. We have seen that many have valued "nativeness" in English language learning—an attempt to sound like a native English speaker (as shown in the commercials). What are advantages and disadvantages of such valuing?
3. If you were a student paying good money to learn English, would you feel cheated by non-native English teachers who have foreign English accents?
4. What is the new thing you have learned from this lesson?

Appendix G

Lesson plans

1. Discovering Englishes

Primary objective:

- To explore the existence of varieties of English in the world (NNS Englishes) and study linguistic differences of these varieties.

Facilitative objectives:

- To listen for comprehension.
- To express certainty and uncertainty.
- To use communicative language in English interactions.
- To explain and discuss key points from the video extracts and reading passage.

Time:

180 minutes

Resources:

Worksheet, videos

Procedures:

Activity 1A

- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Have you ever heard of the term “world/global Englishes”?* Elicit responses and share with the class.
 - Q2: *Is it possible for the word “English” to take the plural form “-es”?* Elicit Ss’ background knowledge of countable and uncountable nouns. Elicit responses and share with the class.

- Q3: *Do people around the world use the same type of English?* Elicit responses and share with the class.
- Draw Ss' attention to **Did You Know?** Read the text with them and check their understanding. Ask them to relate it to what they have discussed so far.

Activity 2A

- Tell Ss that they are going to watch the videos featuring different Asian accents.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Which English accent is the most and least familiar to you? Why do you think so?* Elicit responses and share with the class.
 - Q2: *Do these accents sound pleasant to listen to? Why or why not?* Encourage Ss to discuss how pleasant each accent is. Elicit responses and share with the class.
 - Q3: *Do these accents need to be corrected to sound like either American or British English? Why or why not?* Encourage Ss to discuss if the accents need to be corrected in accordance with one of the mainstream standards. Elicit responses and share with the class.
 - Q4: *Apart from these English accents, which accent would you like to listen to? You can look for the accent you would like to listen to on YouTube and share it with your friends.* Ask Ss to explore an accent they would like to listen to on YouTube and share with the class.

Activity 2B

- Ask Ss to study the invented words in the table and guess where the words come from.
- Teach useful expressions and ask Ss to talk about their answers.
- Check answers as a class. *Key:

1. Window-shopping 2. Keep it up!/Good luck! 3. A T-shirt 4. A4 paper 5. A morning meal 6. Bus stop 7. A meal box with separations in it 8. Resting room 9. A night out with friends 10. A market selling fresh produce 11. A huge fan of something 12. Someone who is clumsy or stupid.

- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Which words look interesting to you?* Elicit responses and share with the class.
 - Q2: *Can you think of any innovative words used among Thais?*
Encourage Ss to think of English words that do not exist in standard English but used among Thais (e.g., freshy for freshman, minor wife for second wife, intrend for trendy, etc.). Elicit responses and share with the class.
 - Q3: *Is it OK for English users to use these words in their everyday lives? Why or why not?* Encourage Ss to discuss if vocabulary variation indicates incorrectness according to a standard English. Elicit responses and share with the class.

Activity 2C

- Tell Ss to study the sentences featuring grammatical structures of some of the selected Englishes.
- Put Ss in to pairs and focus their attention on the questions.
 - Q1: *Which grammatical structures are also used by many Thai English users?* Elicit responses and share with the class.
 - Q2: *How much are these sentences understandable?* Elicit responses and share with the class.
 - Q3: *Which sentence is the most and least acceptable? Why?* Elicit responses and share with the class.
 - Q4: *Is it OK for English users to use these features in their everyday lives? Why or why not?* Encourage Ss to discuss lives. Elicit responses and share with the class.

Activity 2D

- Tell Ss that they are going to watch the video of a Thai girl interviewing a foreign guy using her Thai English accent.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *The girl asks the guy what he thinks about Thais being afraid of speaking English simply because they have a Thai accent and imperfect grammar. How do you think he might respond to her question?* Ask Ss to study the script provided. Have them guess what the guy might respond to the girl's question. Elicit responses and share with the class.
 - Q2: *Watch the rest of the interview. What do you think about the guy's answer? Do you agree or disagree with him?* Encourage Ss to discuss the guy's answers. Have them compare their predicted answers with the real answer. Ask them if the real answer surprises them. Elicit responses and share with the class.
 - Q3: *You can notice that the girl's English is full of grammatical errors. To what extent do you think the communication is successful?* Encourage Ss to evaluate how successful the girl's English is. Elicit responses and share with the class.
 - Q4: *Do you think Thais speak funny English? Why or why not?* Encourage Ss to discuss if Thai English is considered funny. Challenge them to define the term "funny English". Elicit responses and share with the class.
 - Q5: *Watch the whole conversation again. What strategies do the two speakers use in order to understand each other (to achieve mutual understanding)? Have you ever used one of those strategies to achieve communicative success when you talk to a foreigner?* Encourage Ss to observe how the two speakers use whatever multilingual resources to manage to understand each other. Elicit responses and share with the class.

- Q6: *Read the message written by a restaurant owner as shown in the sign on the right and answer the questions:*
 - i. *Why do you think the restaurant owner put up this sign?*
 - ii. *What is something about “our English” that foreigners possibly complain about?*
 - iii. *If you were a foreigner traveling in Thailand and happened to communicate with locals, would you feel annoyed by local use of English that may not sound native-like? Elicit responses and share with the class.*

Activity 3A

- Tell Ss that they are going to have a conversation with the invited foreign speakers.
- Have Ss listen to each guest speaker talking about his/her favorite place in Thailand. Ask them to write what his/her favorite place is, why he/she likes it and guess where he/she is from.

Activity 3B

- Put Ss into 4 groups and tell them that one guest speaker will join each group for a discussion.
- Ask Ss to take turn asking the speaker the questions. Encourage them to add more questions to the list.
- Have Ss share with the class what they have learned from the guest speakers.

Activity 4A

- Tell Ss that they are going to read the article “Add oil’ entry in Oxford English Dictionary is just latest Cantonese phrase to hit mainstream”.
- Elicit/teach: *metaphor, painstaking, legitimacy, myth, embrace, myopic*

- Have Ss read the article.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *What is a requirement for a new word to be added in the Oxford English Dictionary?* Elicit responses and share with the class.
 - Q2: *Why does the inclusion of Hong Kong English words make Hongkongers feel proud? Do you agree? Why or why not?* Encourage Ss to discuss how local use of English leads to the feeling of pride. Elicit responses and share with the class.
 - Q3: *As for Thai English, words such as Padthai and Tuktuk have been added in the OED. What do you think about this movement? Should Thais feel the same as Hongkongers and Singaporeans when using the local form of English, such as how the girl in Activity 2D speaks or how we use Thai English words?* Ask Ss to look up those words in the OED and then encourage them to rethink about the legitimacy of Thai English in comparison with other Englishes. Elicit responses and share with the class.

Post-lesson questions

- Put Ss into groups and have them discuss the questions.
 - Q1: *In fact, most of the words in Activity 3 have been listed in major dictionaries, such as Cambridge English Dictionary and Oxford English Dictionary. What does this tell you about the evolution of Englishes? Is it a good or bad thing?* Have Ss look up some of the words in Activity 3 in an online dictionary and ask if they feel surprised to find these invented non-native English words in a major dictionary. Also encourage them to discuss how language evolution relates to language variation. Elicit responses and share with the class.
 - Q2: *To what extent do you accept uses of English (pronunciation, vocabulary and grammar) that differ from the native-speaker standards?* Encourage Ss to describe their attitude toward pronunciation, vocabulary and grammatical differences and evaluate

how acceptability these differences are. Elicit responses and share with the class.

- Q3: *Should we call non-native-speaker differences a variation or an error? Why do you think so?* Encourage Ss to discuss if non-native-speaker variation should be called an innovation or an error. Also have them define “error” in language use. Elicit responses and share with the class.
- Q4: *What is the new thing you have learned from this lesson?* Elicit responses and share with the class.

2. English language variation and change

Primary objective:

- To explore the variable nature of English in the Anglophone world and English language change.

Facilitative objectives:

- To recognize pronunciation differences uttered by NSs.
- To determine the meanings of unfamiliar words/phrases using context clues.
- To describe graphs/trends.
- To explain and discuss key points from the video extracts and reading passage.

Time:

180 minutes

Resources:

Worksheet, videos

Procedures:

Activity 1A

- Ask Ss to label the countries according to the provided flags.
- Check answers as a class. *Key:
1. UK 2. Singapore 3. Canada 4. Malaysia 5. Australia 6. USA
- Focus Ss' attention on the questions.
 - Q1: *Have you ever been to any of these countries?* Elicit responses and share with the class.

- Q2: *Which countries speak English as a mother tongue?* Elicit responses and share with the class.
- Q3: *Do you know other countries that speak English as a mother tongue?* Have Ss make a list. Elicit responses and share with the class.

Activity 2A

- Have Ss practice pronouncing the words.
- Teach useful expressions and have Ss share how they pronounce each word with their friends.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *How important is pronunciation in communication?* Encourage Ss to share their experience related to communication success or failure as a result of pronunciation differences. Elicit responses and share with the class.
 - Q2: *Do you think native speakers of English (e.g., Americans and British) pronounce these words in different ways?* Elicit responses and share with the class.

Activity 2B

- Show Ss the video demonstrating how to pronounce the words in A in different native-speaker accents.
- Have Ss identify if the statements are TRUE or FALSE.
- Check answers as a class. *Key:
1. F 2. T 3. F 4. T 5. F
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Which English accent is the most and least familiar to you? Why do you think so?* Elicit responses and share with the class.

- Q2: *Do these accents sound pleasant to listen to (Do you like them)? Why or why not?* Encourage Ss to comment on the accents. Elicit responses and share with the class.
- Q3: *Which English accent sounds the most and least beautiful? Why do you think so?* Encourage Ss to comment on the accents. Elicit responses and share with the class.
- Q4: *Do you wish to have one of these accents? Why or why not?* Elicit responses and share with the class.

Activity 3A

- Focus Ss' attention on the table showing grammatical variation in various parts of Britain. Have them study the examples.
- Ask Ss to rewrite the sentences, following the standard English grammar. Elicit answers and share with the class.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *To what extent do you understand these sentences? Do you think they are understandable?* Encourage Ss to say how they feel about such grammatical variation. Elicit responses and share with the class.
 - Q2: *In fact, these grammatical features have been used by a large number of native speakers English. Do you think that these usages are acceptable?* Encourage Ss to evaluate how acceptable the usages are. Elicit responses and share with the class.
 - Q3: *Should people stop using these features and use the standard ones taught in school and grammar books? Why or why not?* Encourage Ss to discuss if people should stop using forms of English that deviate from what they have learned in grammar books. Elicit responses and share with the class.
- Draw Ss' attention to **Did You Know?** Read the text with them and check their understanding. Ask them to relate it to what they have discussed so far.

Activity 4A

- Tell Ss that they are going to read the article “How the English language has changed over the decades” (Zazulak, 2016).
- Elicit/teach: *migration, colonization, embrace, regrettable*
- Have Ss read the article.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *How has the movement of people across countries led to language change?* Elicit responses and share with the class.
 - Q2: *Which word did people use in the past to mean “dating”, and what did people say to mean “how’s it going?” decades ago?* Elicit responses and share with the class.
 - Q3: *Why does a language always have new words, phrases and expressions? How do these language movements relate to English language variation?* Encourage Ss to discuss reasons for English language change and how change has led to English language variation. Elicit responses and share with the class.
 - Q4: *Can you think of Thai words that no longer exist today but were used in the old days? Is language change common to all human languages? Why or why not?* Encourage Ss to make a list of Thai words that no longer exist today and justify such a linguistic movement. Elicit responses and share with the class.

Activity 5A

- Have Ss read the excerpts in the table, representative of English used at 500-year intervals.
- Elicit/teach: *Beowulf, Canterbury Tales*
- Show Ss the video “Where did English come from?”.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *To what extent do you understand “the English language” used in the three columns?* Elicit responses and share with the class.

- Q2: *What causes changes to the English language?* Encourage Ss to think of factors affecting language change. Elicit responses and share with the class.

Activity 5B

- Introduce Google Ngram Viewer to Ss, telling them that it is a statistical analysis of text or speech content to find a number of some sort of item in the text. In the case of Google Ngram Viewer, the text to be analyzed comes from the vast amount of books Google has scanned in from public libraries.
- Demonstrate how to use Google Ngram Viewer by following the instruction provided. Have Ss follow the instruction on their devices.

Activity 5C

- Put Ss into pairs. Have them type the given words/phrases in the search box and study the output.
- Teach useful expressions and have them share their output with the class.
- Focus Ss' attention on the questions.
 - Q1: *What is the most interesting finding from the search?* Encourage Ss to report their output using the expressions provided. Elicit responses and share with the class.
 - Q2: *How does the output tell us about language change?* Encourage Ss to discuss how the output relates to language change. Elicit responses and share with the class.
 - Q3: *How do you predict the future of English based on the output?* Encourage Ss to predict what future holds for the English language. Elicit responses and share with the class.

Post-lesson discussion

- Put Ss into groups and have them discuss the questions.
 - Q1: *Should we call native-speaker differences a variation or an error? Why do you think so?* Encourage Ss to talk about their opinion towards linguistic variation in the Anglophone world, and how they evaluate such differences. Elicit responses and share with the class.
 - Q2: *Do you agree with the saying, “Time changes all things; there is no reason why language should escape this universal law” – Ferdinand de Saussure? Why or why not?* Encourage Ss to discuss to what extent the saying by Ferdinand de Saussure is reasonable. Elicit responses and share with the class.
 - Q3: *Is English language change and variation something that needs to be prevented? Why or why not? What do you think about the same issue in the Thai language?* Encourage Ss to discuss if it is possible to prevent language from change and to monopolize English language variation. Also encourage them to think of the same concept in the Thai language. Elicit responses and share with the class.
 - Q4: *What is the new thing you have learned from this lesson?* Elicit responses and share with the class.

3. Who speaks standard English?

Objectives:

- To examine the notion of standard English associated with the mainstream NS norms and discuss how the standard language ideology shapes people's attitudes toward English language variation.

Facilitative objectives:

- To describe/discuss results of a simple questionnaire survey.
- To express agreement and disagreement.
- To recognize words/phrases from listening.
- To explain and discuss key points from the video extracts and reading passage.

Time:

120 minutes

Resources:

Worksheet, videos

Procedures:

Activity 1A

- Have Ss complete the questionnaire about "standard English".
- Go over the statements and make sure that Ss thoroughly understand them.
- Teach useful expressions.
- Put Ss into pairs and focus their attention on the questions.

- Q1: *What comes to your mind when you hear the word “standard English”?* Elicit responses and share with the class.
- Q2: *Do you think you speak standard English?* Elicit responses and share with the class.

Activity 2A

- Tell Ss that they are going to listen to different global Englishes speakers and ask them to choose the speaker they think speaks standard English.
- While listening, ask Ss to note down pieces of information they think are important.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *What criterion/criteria do you use to judge somebody as a standard English speaker?* Elicit responses and share with the class.
 - Q2: *Can we have different standards in spoken and written English, or is it better to have a single unified standard?* Elicit responses and share with the class.
 - Q3: *How do you say the sentence in a typical Thai accent and a native-speaker accent? “Sorry mate, I can’t go to the party, I’m a bit sick but I’ll be alright, I just need to wear arm trousers and drink some hot tea”?* Have Ss say the sentence aloud. Have them comment on each other’s pronunciation.

Activity 3A

- Tell Ss that they are going to watch the video “Received Pronunciation (RP) – The Posh British English accent” and complete the sentences extracted from the video.
- Before watching, have Ss go through the passage and help with difficult vocabulary and phrases.

- Ask Ss to complete the sentences.
- Repeat the video to make sure Ss can get all the answers.
- Check answers as a class. * Key:

1. yet 2. received wisdom 3. minority 4. desirable 5. BBC 6. old-fashioned
7. ridiculous 8. compare 9. Americanisms 10. important

Activity 3B

- Play the video again, and this time ask Ss to answer/discuss the questions.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *What is the estimated number of people speaking RP?* Elicit responses and share with the class.
 - Q2: *What does it mean by the fact that RP is constantly evolving?* Encourage Ss to discuss what the speaker means when she says “They have actually included Americanisms” like saying “betta” instead of “better”. Elicit responses and share with the class.
 - Q3: *RP has been recognized as the standard English in the UK and has been used as models for language learners throughout the world. In your opinion, why has a particular variety, RP in this case, gained more recognition than other varieties?* Encourage Ss to discuss the hierarchy of English varieties. To give them more ideas to discuss, have Ss think of how dialects in Thailand (e.g., Central Thai, E-San, Northern, Northern and Suphanburi) obtain different social statuses. Elicit responses and share with the class.
 - Q4: *Is it necessarily the case that a particular variety becomes standard because its linguistic features universally sound more beautiful than others?* Encourage Ss to discuss if a particular variety actually possesses inherent linguistic values, making it sound more pleasant to listen to than others. It is possible to have them hypothesize this saying by having them listen to different varieties of Spanish or languages they do not know and ask them to evaluate how pleasant or

beautiful each Spanish variety is. Then, have them share with the class if they have the same evaluation. Reveal the answer that the European Spanish is always perceived as the most beautiful Spanish accent by Spanish speakers worldwide. Have them discuss why their perception is similar to or different from the Spanish speakers'. Encourage them to think of how they stereotypically evaluate English varieties and discuss their sources of attitudes. Elicit responses and share with the class.

- Q5: *Do you desire to be able to speak like an RP speaker? Why or why not?* Encourage Ss to talk about their pronunciation goal. Elicit responses and share with the class.
- Draw Ss' attention to **Did You Know?** Read the text with them and check their understanding. Ask them to relate it to what they have discussed so far.
- Ask Ss if they find the information about RP surprising. Elicit responses and share with the class.

Activity 4A

- Tell Ss that they are going to read the article "Why are some accents more attractive?" (Hammond, 2014).
- Elicit/teach: *subconscious, hawt(hot), subjective, thoroughness, psychoanalyst*
- Have Ss read the article.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Why are some accents considered to have low prestige than others?* Encourage Ss to think why people judge accents differently or why certain accents are more prestigious than others. Elicit responses and share with the class.
 - Q2: *Do you think it is okay to judge a particular accent as having a low or high prestige? Why or why not?* Encourage to evaluate if social judgments on accents are linguistically justified. Elicit responses and share with the class.

- Q3: *Why is an accent one of the clearest signals of belonging to a particular culture or group?* Encourage Ss to discuss why accent can signal who people are. Elicit responses and share with the class.
- Q3: *In fact, ideas of standard exist in every language. Let's consider our mother tongue as an example, the following video features a look inside a Thai prison (video courtesy of Thai PBS Channel). However, if you scroll down to see comments, hundreds of them are made to discuss the interviewer and narrator's accent (see some examples below) NOT the content at all. What accent does the interviewer speak? What do you think about these comments?* Encourage Ss to think about the same concept in their mother tongue. Ask them to study the examples and encourage them to discuss why people make such comments. Elicit responses and share with the class.

Post-lesson discussion

- Put Ss into groups and have them discuss the questions.
 - Q1: *What makes a particular English variety sound more standard than others?* Encourage Ss to explain assumptions underpinning people's evaluation of English varieties and how a particular variety gains the standard status. Also encourage them to discuss how labeling particular varieties "standard" impacts on attitudes toward other English varieties and discuss if it is appropriate to judge a particular form of English as having more prestige or being more standard than others. Also encourage them to relate this notion to how local dialects are treated in Thailand. Elicit responses and share with the class.
 - Q2: *How important is it for English speakers throughout the world to speak standard English in order to effectively communicate with each other?* Encourage Ss to evaluate how important it is for them as speakers of English to approximate a standard norm in order to communicate effectively. Also ask them to compare their responses in Activity 1 and now. Elicit responses and share with the class.

- Q3: *Some believe that standard English should be preserved, and anything that departs from the accepted British or American English norms should be considered non-standard, while others believe that there should be multiple standards of English, and obtaining standard should not have anything to do with any form of native advantage—it is something you can achieve through education and practice. What is your opinion on these different views?* Encourage Ss to evaluate if a single monochrome standard form of English is practical, given the fact that multiculturalism is the norm in the 21st century. Elicit responses and share with the class.
- Q4: *What is the new thing you have learned from this lesson?* Elicit responses and share with the class.

4. Attitudes vs intelligibility

Primary objective:

- To discover prevailing attitudes toward English language variation and discuss how attitudes can influence listeners' social evaluations of speakers.

Facilitative objectives:

- To communicate survey results using simple language and talk about one's own attitudes.
- To use comparative expressions.
- To recognize words/phrases from listening.
- To explain and discuss key points from the video extracts and reading passage.

Time:

120 minutes

Resources:

Worksheet, audios, videos

Procedures:

Activity 1A

- Tell Ss that they are going to listen to international speakers (Iraq, America, Nigeria and Vietnam) talking about familiar topics. Ask if they have ever communicated with people from one of these countries in English.
- Teach the roles of English in these countries (ENL, ESL, EFL).

- Instruct Ss to indicate their impression toward the speaker on the Likert-scale statements. Audios can be downloaded from “One-Minute-English” section from www.ello.org:
 - Iraq: <http://www.ello.org/video/1451/1498-Kholoud-Healthy.html>
 - America: <http://www.ello.org/video/1201/V1211-Tina-Hiking.htm>
 - Nigeria: <http://www.ello.org/video/1451/1492-Abidemi-Cold.html>
 - Vietnam: <http://www.ello.org/video/1251/V1256-Win-Education.htm>
- Draw Ss’ attention to the rating task. Check if Ss fully comprehend the statements.
- Have Ss listen to each of the audios and evaluate each speaker based on the statements.
- Have Ss calculate the mean score for each speaker.
- Teach useful expressions.
- Put Ss into pairs and focus their attention on the questions and useful expressions.
 - Q1: *Which speaker has the most positive rating?* Compare your rating with your friends’. Elicit responses and share with the class.
 - Q2: *Which speaker has the most negative rating?* Compare your rating with your friends’. Elicit responses and share with the class.
 - Q3: *Why do people have different attitudes toward varieties of English?* Encourage Ss to discuss sources of people’s language attitudes and factors influencing people’s language attitudes. Elicit responses and share with the class.

Activity 1B

- Have Ss listen to each audio again, and this time have them fill out the missing words.
- Check answers as a class. *Key (1 mark for each correctly recognized word/phrase):

Speaker 1

The question is how do you stay healthy?

I stay healthy by eating healthy food as much as I can. I try to sleep as much as I can as well, and _____ (of course) _____ I play sports. I love sports very much. I like to try different kinds of sports every now and then in order to _____ (explore) _____ and in order to see if I'm going to like the sport or not. And yeah, it helps me a lot in matters of fitness, in _____ (positivity) _____ as well, because when your body is healthy, your life _____ (immediately) _____ becomes positive, and it affects your work as well because you become very energetic, very positive, very fit, so it immediately _____ (affects) _____ your work life, your mental health, everything. So yeah, it's really important.

Speaker 2

Hi. My name is Tina. I'm from the United States and the question is where would you like to hike?

I haven't really given much thought to good _____ (areas) _____ outside of the United States for hiking but I did take a _____ (vacation) _____ one time with my father and we went to the _____ (south-west) _____ part of the country like Utah and Nevada and Arizona and we hiked _____ (around) _____ there and I really enjoyed it and I would love to go back to that part of the _____ (country) _____ and see more.

Speaker 3

My name is Abidemi and I'm Nigerian. The question is what do you do for a cold?

When I get a cold, I don't usually go to the doctor's or take _____ (medicine) _____ because I think it's healthier to try to have my body _____ (heal) _____ me naturally, so as much as possible, I try to sleep more. I also try to eat more, so I can get the _____ (nutrients) _____ that my body needs. I drink lots of water or _____ (fluids) _____ in general, and especially juice. I drink a lot of orange juice or just oranges and lemons, to help rid my body of the cold, and I also try to eat spicy food to _____ (jump) _____ start my immune system.

Speaker 4

Hi, my name is Win and I'm from Vietnam. My question is does Vietnam have a good education system?

I think the answer is no because in Vietnam we have ____ (quite) ____ a large population and not so much money to fund everyone, every kid to have ____ (proper) ____ education. We don't have enough school. Not ____ (enough) good teachers, and also teachers get ____ (paid) ____ really bad, and then there are problems like our education program is focusing re on the theories instead of practicing , so we know, so we know how to ____ (solve) ____ a lot of complicated math equations, but we don't know how to apply it real life.

- Ask Ss to calculate the score for each speaker.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Who is the most intelligible to you, based on the score?* Elicit responses and share with the class.
 - Q2: *Who is the least intelligible to you, based on the score?* Elicit responses and share with the class.
 - Q3: *Are your actual intelligibility scores consistent with attitudinal ratings? Is it necessarily the case that the more native-like the speaker is, the more intelligible she becomes?* Encourage Ss to discuss an ideological link between the notion of native-speaker likeness and actual intelligibility. Elicit responses and share with the class.

Activity 2A

- Ask Ss if they have a southern Thai accent when they speak Thai. Elicit responses and share with the class.
- Show Ss the video “A Thai guy ordering food with a southern Thai English accent at a hotel in London”.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Was the order successful?* Elicit responses and share with the class.
 - Q2: *Do you think English with a southern Thai accent is intelligible?* Elicit responses and share with the class.

- Q3: *Have you ever spoken English with a southern Thai accent?* Elicit responses and share with the class.

Activity 2B

- Have Ss watch the video again and complete the sentences extracted from the video.
- Check answers as a class. *Key:
1. something 2. fish and chips 3. Coke zero 4. Pepsi zero 5. Buffalo wings
6. 2301

Activity 2C

- Get Ss into groups of 3-4. Ask them to watch and listen to some other Englishes from the videos. Encourage them to make a list of sounds/words/phrases/expressions that cause mutual unintelligibility.
- Ask Ss to watch again and focus their attention on the questions.
 - Q1: *In the first video, what did the hotel/restaurant staff react to the Italian man's requests "I want a sheet on my bed" and "I want two pieces of toast". Did the man get what he wanted?* Encourage Ss to observe sounds that cause intelligibility problems. Elicit responses and share with the class.
 - Q2: *What are some noticeable problematic sounds in the Italian English (in the video) that cause communication breakdown?* Encourage Ss to observe sounds that cause intelligibility problems. Elicit responses and share with the class.
 - Q3: *Were the Americans in the second video able to mimic an Australian accent?* Elicit responses and share with the class.
 - Q4: *When you arrive in Australia, one of the first things you'll hear is the traditional "G'day, mate," which is practically the same as saying "good day" or "hello." Can you say this phrase in an Australian accent?*

Encourage them to check common Australian English phrases by CNN Travel from the provided link. Encourage Ss to practice Australian English pronunciation and share with the class.

- Q5: *What are some examples of Malaysian English expressions (in the last video) that the speaker thinks are difficult for foreigners to understand?* Elicit responses and share with the class.
- Q6: *In the last video, what did the speaker mean by “What a terrible shame it would be to lose a wonderful, colorful, vibrant local English”? Do you agree with her? Why or why not?* Elicit responses and share with the class.

Activity 3A

- Tell Ss that they are going to read the article “Why you accent hurts your believability” (Thomson, 2012).
- Elicit/teach: *prejudice, heavy accent, trivia, intuition, inherent*
- Have Ss read the article.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *What was done in the first experiment? What were the results?* Elicit responses and share with the class.
 - Q2: *What was done in the second experiment? What were the results?* Elicit responses and share with the class.
 - Q3: *How does “what is said” differ from “how is said”? Which one is more important? Why do you think so?* Encourage Ss to discuss the distinction between what is said and how is said in spoken communication. Also encourage them to evaluate which is more important in spoken language. Elicit responses and share with the class.
 - Q4: *According to the article, everyone has an accent, it is just that some are evaluated poorly. Do you agree or disagree with this saying? Why or why not?* Encourage Ss to discuss why accents are perceived and

evaluated unequally in social context. Elicit responses and share with the class.

- Draw Ss' attention to **Did You Know?** Read the text with them and check their understanding. Ask them to relate it to what they have discussed so far.

Post-lesson discussion

- Put Ss into groups and have them discuss the questions.
 - Q1: *Can you think of stereotypes people generally use to label native and non-native English accents?* Encourage Ss to think about how local dialects in Thai are generally stereotypically reacted by people in societies. Then draw Ss' attention to how varieties of English are stereotypically reacted. Also ask them to discuss their prior experiences dealing with English language variation, and how they attitudinally reacted to such variation. Elicit responses and share with the class.
 - Q2: *Do you agree with the statement, "It's just simply harder for our listeners to believe what we say when we say it with an accent"? Why or why not?* Encourage Ss to discuss how attitudes toward English language variation can influence how speakers are socially judged. Elicit responses and share with the class.
 - Q3: *What are social consequences of people's stereotyped attitudes toward English language variation?* Encourage Ss to discuss social consequences of language attitudes. Elicit responses and share with the class.
 - Q4: *What is new thing you have learned from this lesson?* Elicit responses and share with the class.

5. Singlish controversies

Primary objective:

- To examine the notion of English ownership and evaluate the deeply-held claim of English speakers in the Anglophone world being the sole owners of English.

Facilitative objectives:

- To determine the meanings of the unfamiliar words/phrases using context clues.
- To express certainty and uncertainty.
- To explain and discuss key points from the video extracts and reading passage.

Time:

120 minutes

Resources:

Worksheet, videos

Procedures:

Activity 1A

- Tell Ss that they are going to watch the video “Guide to Hatyai – Hidden Thai City Cheaper than Bangkok”.
- Play the video and ask Ss to pay attention to the speakers’ pronunciation.
- Put Ss into pairs and focus their attention on the questions.

- Q1: *Have you ever been to any of the places in the video?* Elicit answers and share with the class.
- Q2: *Where are these tourists from?* Elicit responses and share with the class.
- Q3: *How well do you understand what the tourists say? Do they have a clear pronunciation?* Have Ss evaluate the speakers' English proficiency and how well they understand the speakers. Elicit responses and share with the class.
- Q4: *Given their fluency in English, should these speakers be considered native English speakers?* Encourage Ss to think if the speakers can pass as native speakers of English. Also encourage them to justify their responses. Elicit responses and share with the class.
- Q5: *How do you say who a native speaker of English is?* Encourage Ss to come up with a definition of native English speaker. Have each group present their definitions and have the class comment on the definitions.

Activity 1B

- Have Ss match the Singlish phrases with those of English and discuss the questions.
- Check answers as a class. *Key:

1. c 2. a 3. e 4. b 5. g 6. d 7. J 8. h 9. m 10. k 11. i 12. l 13. f 14. o 15. n

- Teach useful expressions.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Which phrases are easy for you to guess, and which are not?* Elicit responses and share with the class.
 - Q2: *How does Singlish differ from the standard American or British English?* Encourage Ss to make a linguistic comparison between Singlish and English by discussing how Singlish differs from English lexically and grammatically, based on the phrases in the table.

- Q3: *Have you ever had a conversation with a Singaporean? What was your communication experience like?* Elicit responses and share with the class.
- Q4: *Is Singlish considered a broken or an incorrect form of English?* Encourage Ss to discuss if Singlish is indicative of linguistic deficit. Elicit responses and share with the class.
- Draw Ss' attention to **Did You Know?** Read the text with them and check their understanding. Ask them to relate it to what they have discussed so far.

Activity 2A

- Ask Ss to watch the video “Already? Or not? Manglish vs American English”.
- Ask them to write a standard English sentence for each of Manglish sentence in the table. *Key:
 1. Do you drink wine?
 2. Do you have the key?
 3. Were you home yesterday?
 4. Have you eaten lunch?
 5. I bought a new phone.
 6. I paid for her dinner.
 7. Did you finish your work?
- Teach use of particles in Malaysian English. Particles in Malaysian English (e.g., or not and already) come from the influence of Chinese and Malay. Some phrases used for emphasis in the standard English are used as particles in Malaysian English. For instance, participles are absent and speakers usually change the present tense to the past tense by adding already.

Activity 2B

- Tell Ss that they are going to play the 4 Corners Game (debate activity).

- Give them the topic “Singaporeans and Malaysians should be given right to claim ownership over English” and have them read it aloud.
- Tell them that they are given 10 second 10s to move to the corner of the room that reflects their opinion: “Strongly agree”, “Agree”, “Disagree” and “Strongly disagree”.
- As a group, give them 10 minutes to think about the topic and write down the reasons for their decision. Encourage them to agree on the best reasons.
- Tell them that after the beep sound, each group will be invited to share answers with the class.

Activity 3A

- Have Ss match the words with their meanings and complete the sentences.
- Check answers as a class. *Key:

Match the words with meanings

1. colloquialism 2. reduplication 3. identity 4. vernacular

Complete the sentences

1. colloquialism 2. vernacular 3. identity 4. reduplication

Activity 3B

- Tell Ss that they are going to watch the video “Singlish controversies – Worlds of English”.
- While watching, ask Ss to relate how the words in A relate to Singlish and ask them to note down information they think is important.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *What was the aim of “Speak Good English Movement”, established by the Singaporean government? How did the government think of Singlish? Elicit responses and share with the class.*
 - Q2: *“Most young Singaporeans are used to switching between standard English and Singlish.” Do you think this linguistic behavior*

is advantageous or disadvantageous? Encourage Ss to think of reasons why people switch between two languages or dialects. Introduce the term “code-switching”, the practice of alternating between two or more languages in a conversation. Ask if they have ever code-switched, what their attitude toward code-switching is and benefits of code-switching in communication. Elicit responses and share with the class.

- Q3: *Why did the “Speaking Good English Movement” fail in the end? What are the conflicts between the government and citizens?*
Encourage Ss to think of the controversies from different angles. Elicit responses and share with the class.
- Q4: Many Singaporeans think that English belongs to them, so they can claim ownership over English. What do you think about this?
Encourage Ss to revisit the notion of English ownership in light of GE. Elicit responses and share with the class.

Activity 4A

- Tell Ss that they are going to read the article “Can English be a Singaporean’s mother tongue?”.
- Elicit/teach: *microcosm, ideology, prevalent, prospect*
- Have Ss read the article.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *According to the article, what is the traditional definition of English ownership or native English speaker? Do you agree or disagree with it?* Encourage Ss to discuss the idea of British and the Americans being regarded as the owners of English and their varieties of English being taken as the standard forms. Elicit responses and share with the class.
 - Q2: *According to the article, what are the reasons why Singaporeans can also claim ownership over English?* Encourage Ss to discuss if the reasons Singaporeans can also claim ownership over English sound logical. Elicit responses and share with the class.

- Q3: *Why does the author relate the English in Singapore to varieties of English in the UK, such as Cockney, Geordie or Brummie?* Elicit responses and share with the class.
- Q4: *What is the author's view toward the acceptance of Singaporean English?* Do you agree with him? Encourage Ss to discuss factors influencing international acceptance of a particular form of English, Singlish in this case. Elicit responses and share with the class.

Post-lesson discussion

- Get Ss into groups and have them discuss the questions.
 - Q1: *Do you agree with the idea of “native English speaker” being tied to particular nationalities or countries?* Encourage Ss to discuss if such a belief is reasonable in bilingual or multilingual contexts. Also encourage them to give their reasons for their choice. Elicit responses and share with the class.
 - Q2: *Some believe that using a local form of English—such as Singlish, Manglish or Indian English—means you use a broken form of English (which needs to be corrected), while others believe that it is a way to communicate your identity. What is your view toward these different views?* Encourage Ss to discuss which view sounds sensible to them. Also encourage them to give their reasons for their choice. Elicit responses and share with the class.
 - Q3: *“I should hope that when I am speaking abroad my countrymen will have no problem recognizing that I am a Singaporean” (Strevens, 1992, p. 38-39), said a Singapore ambassador to the United Nations. What type of English do you think he speaks? How can you relate what he said to the idea of English ownership?* Encourage Ss to discuss how the ambassador personalizes the ownership of English. Also encourage them to relate the question of English ownership to Thailand and discuss if it is possible for Thai English learners to claim ownership over English. Elicit responses and share with the class.

- Q4: *What is the new thing you have learned from this lesson?* Elicit responses and share with the class.

6. My Fair Lady

Primary objective:

- To examine social dimensions of English conveyed through linguistic events in the movie.

Facilitative objectives:

- To determine the meanings of the unfamiliar words/phrases using context clues.
- To recognize pronunciation differences uttered by different characters in the movie.
- To use expressions describing feelings.
- To explain and discuss key points from the movie, video extracts and reading passage.

Time:

240 minutes

Resources:

Worksheet, videos, movie DVD

Procedures:

Activity 1A

- Have Ss match the words with their definitions.
- Check the answers as a class. *Key:

1. F 2. E 3. A 4. B 5. D 6. C

- In B, tell Ss that they are going to watch “My Fair Lady”, a 1964 musical film adapting the 1913 Pygmalion, stage play by George Bernard Shaw.
- Play the movie’s trailer, available at https://www.youtube.com/watch?v=phUUHRg_QOA, and ask Ss to discuss what the movie is about.
- Have Ss study the synopsis and cast of characters of the film. Check their comprehension of the synopsis.
- Play the movie.

Activity 2A

- Focus Ss’ attention on the T/F exercise.
- Check the answers as a class. *Key:

1. T 2. T 3. T 4. F 5. T 6. T 7. F 8. F 9. T 10. T

Activity 2B

- Put Ss’ into pairs, tell them to imagine themselves as Eliza Doolittle and ask them to share with their partners their feelings in different linguistic situations in the film.
- Teach useful expressions. Elicit responses and share with the class.

Activity 2C

- Tell Ss that they are going to listen to the film’s famous song, “Wouldn’t it be lovely”.
- Before listening, ask Ss to read the lyric and guess the missing words/phrases.
- Play the music, available at <https://www.youtube.com/watch?v=KRbBegjoLU8>.
- Have them fill out the missing words/phrases.
- Check the answers as a class. *Key:

**All I want is a roomsomewhere.....

Far **away** from the cold nightair.....

With one enormouschair.....

Lots of chocolate for me toeat.....

Warm **face**, warm hands, warm ...feet.....

I would never budge tillspring....

Someone's head **restin'** on myknee.....

Warm and tender as he canbe.....

Who takes good care of ...me.....

- Play the music again and have Ss sing along.
- Put Ss into pairs and focus their attention on the questions
 - Q1: *What does this song tell you about Eliza's life as a flower girl?* Encourage Ss to talk about Eliza's life based on the song. Elicit responses and share with the class.
 - Q2: *Which sounds did she pronounce differently from the standard American or British English?* Encourage Ss to describe pronunciation features uttered by Eliza and explain how they differ from the standard American and British English.
 - Q3: *To what extent is Eliza's accent intelligible to you?* Ask to what extent Ss find Eliza's Cockney accent understandable. Elicit responses and share with the class.
- Draw Ss' attention to **Did You Know?** Read the text with them and check their understanding. Ask them to relate it to what they have discussed so far.
- Encourage Ss to say words/phrases in Cockney English by imitating Eliza.

Activity 2D

- Tell Ss that they are going to study several social dimensions of English as conveyed through Professor Higgins in *My Fair Lady*.

- Ask Ss to go through the texts quickly and encourage them to discuss what each extract is talking about (*possible ideas: Extract 1: the way Higgins uses English, Extract 2: Higgins' Standard English, Extract 3: Higgins' views on language, and Extract 4: Higgins' attempt to eliminate variation*).
- Have Ss choose the most appropriate words/phrases to complete the sentences in each extract.
- Check answers as a class. *Key:

Extract 1:	1. a	2. a	3. b
Extract 2:	1. b	2. b	3. a
Extract 3:	1. a	2. b	3. a
Extract 4:	1. b	2. b	3. a
- Ask Ss to re-read the extracts and allow them to ask questions about the points they do not clearly understand and ask them what information surprises them most.
- Encourage Ss to verbalize their opinions toward social dimensions of English in the extracts.

Activity 3A

- Tell Ss that they are going to read the article “Accent discrimination: Let’s call the whole thing off” ([Magalhães, 2019](#)).
- Elicit/teach: *socioeconomic status, neuroplasticity, diphthongs, phonemes, mimic, mock, connotation*
- Have Ss read the article.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Why are villains in animated media usually made to speak accents other than American English?* Ask if Ss have ever noticed accent differences portrayed in the movies. Also show them the video “Why do movie villains have foreign accents?” to help them gain more ideas on the matter. Elicit responses and share with the class.
 - Q2: *Why is it difficult for English as a foreign language adults to acquire a native-like accent?* Encourage Ss to discuss their experiences as adult

language learners and to talk about challenges in learning English pronunciation. Also ask them if they agree with the author about the difficulty in acquiring a native-like accent. Elicit responses and share with the class.

- Q3: *Do you agree with the statement: “Measuring someone’s language proficiency and judging them based on their accent is [the linguistic equivalent of judging people by their looks](#).” Why or why not?* Encourage Ss to discuss the connection between stereotypes about accent differences and judgments of speakers’ English proficiency. Elicit responses and share with the class.
- Q4: *Study the three cases showcasing linguistic prejudices in real life below. How do these cases relate to what the author calls “the modern-day Eliza Doolittle”? What case is the most serious or unacceptable? Why do you think so?* Encourage Ss to relate what they have studied from the cases showcasing prejudices on the basis of language/accent differences to linguistic events in *My Fair Lady*. Encourage them to give examples of accent prejudices that they can witness in real life. Elicit responses and share with the class.

Post-lesson discussion

- Put Ss into groups and have them discuss the questions.
 - Q1: *“A woman who utters such depressing and disgusting noises has no right to be anywhere—no right to live”, said professor Henry Higgins. On the other hand, Jackson Brown Jr, an American author wrote: “Never make fun of someone who speaks broken English. It means they know another language”. What is your opinion on these two statements?* Encourage Ss to discuss why Higgins is intolerant for English language variation and discuss if Higgins’ views on language are valid in the world today. Elicit responses and share with the class.
 - Q2: *How do you explain the saying, “Accent means different things to different people”?* Encourage Ss to discuss what social meanings accents

carry and how people interpret meanings based on accents. Elicit responses and share with the class.

- Q3: *Is it possible to stop prejudices/discriminatory practices against accent differences?* Encourage Ss to discuss if it is possible to overcome prejudices/discriminatory practices against accent differences. Also encourage them to come up with ideas to overcome such prejudices/discriminatory practices. Elicit responses and share with the class.
- Q4: *What is the new thing you have learned from this lesson?* Elicit responses and share with the class.

7. English learning hype

Primary objective:

- To examine the role of nativeness in English language learning and teaching.

Facilitative objectives:

- To describe characteristics of a person.
- To express preference using convincing language.
- To explain and discuss key points from the video extracts and reading passage.

Time:

180 minutes

Resources:

Worksheet, videos, FaceGen Modeller 3.0

Procedures:

Activity 1A

- Tell Ss that they are going to create a 3D human face that represents their ideal English teacher.
- Introduce Ss to FaceGen Modeller, software developed based on a database of people's faces (www.facegen.com). Explain and demonstrate how the software works.
- Put Ss into groups and ask them to follow the instructions and make sure they are able to use control tabs to generate a facial image.
- Encourage Ss in each group to discuss why they choose the image.

- Ask Ss to share with other groups their generated image and encourage them to exchange and compare ideas of ideal English teachers.

Activity 1B

- Have each group present the generated image to the class.
- Teach useful expressions and encourage Ss to talk about the teacher's demographic details, such as where he/she is from, what his/her nationality is, how old he/she is and personality details such as what he/she is like, his/her strengths, etc.
- Have the class vote who the most attractive teacher is.

Activity 2A

- Put Ss into pairs and have them read the given profiles of English teachers.
- Teach useful expressions and have Ss to convince each other about who to hire.

Activity 2B

- Tell Ss that they are going to watch the video “Have you chosen the right English teacher?”.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *What do the men do to earn money? How do you assess their general knowledge?* Elicit responses and share with the class.
 - Q2: *Do these men represent your ideal English teachers? Why or why not?* Elicit responses and share with the class.
 - Q3: *Why are they thinking of applying for a teaching profession in Asia?* Encourage Ss to discuss how general Thais (parents and students) perceive native English speaking teachers. Elicit responses and share with the class.

- Q4: *Do you think they are qualified as language teachers?* Encourage Ss to assess if the guys in the video are qualified as English teachers. Ask them if they want to study with this kind of teachers. Elicit responses and share with the class.

Activity 3A

- Have Ss look at the commercial ads about English language learning. Ask what they see in the photos.
- Focus Ss' attention on the messages in the ads. Ask them to read aloud the messages.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Which ad do you like most? Why?* Elicit responses and share with the class.
 - Q2: *Which message is the most convincing and unconvincing to you? Why?* Encourage Ss to discuss how convincing each ad is. Also encourage them to justify their responses. Elicit responses and share with the class.
 - Q3: *Have you ever taken a course at a private language school? Share your experience.* Encourage Ss to think how popular English language learning business is in where they live. Ask them if they have ever taken a course in a language school. Elicit responses and share with the class.
 - Q4: *What can be inferred from these commercials about language learning goal and ideal English teacher?* Encourage Ss to discuss general language learners' goals in learning English, as inferred from the messages in the commercials. Elicit responses and share with the class.
- Draw Ss' attention to **Did You Know?** Read the text with them and check their understanding. Ask them to relate it to what they have discussed so far.

Activity 4A

- Tell Ss that they are going to read the article “S.Korean tongue surgery in bid for flawless English”.
- Elicit/teach: *bid, social pressure, mandatory, snobbish, speech impediment*
- Have Ss read the article.
- Put Ss into pairs and focus their attention on the questions.
 - Q1: *Why do many Koreans want to get a frenulotomy?* Elicit responses and share with the class.
 - Q2: *Have you ever heard the same report in Thailand?* Encourage Ss to relate the story to the Thai context. Ask them if they have ever witnessed any extreme approach to learning English. Elicit responses and share with the class.
 - Q3: *What do experts comment on this tongue slashing procedure? Do they support it?* Elicit responses and share with the class.
 - Q4: *Does flawless English necessarily require tongue operation?* Elicit responses and share with the class.
 - Q5: *What do you think about this procedure? Would you like to get this procedure done to you?* Encourage Ss to evaluate if this approach is practical and can lead to a change in pronunciation manner. Elicit responses and share with the class.

Post-lesson discussion

- Put Ss into groups and have them discuss the questions.
 - Q1: *Do you think being a native speaker of a language necessarily makes him/her a good teacher of that language?* Encourage Ss to discuss what good English teacher means, and if it equates to being a native English speaker. Elicit responses and share with the class.
 - Q2: *We have seen that many have valued “nativeness” in English language learning—an attempt to sound like a native English speaker (as shown in the commercials). What are advantages and*

disadvantages of such valuing? Encourage Ss to discuss advantages and disadvantages of acquiring the native-speaker likeness. Elicit responses and share with the class.

- Q3: *If you were a student paying good money to learn English, would you feel cheated by non-native English teachers who have foreign English accents?* Encourage Ss to personalize English language learning and teaching in relation to English language variation. Also encourage them to discuss how they view linguistic diversity in classroom contexts. Elicit responses and share with the class.
- Q4: *What is the new thing you have learned from this lesson?* Elicit responses and share with the class.

Appendix H

SPSS output of Mauchly's Test of Sphericity and Tests of Within-Subjects Effects

Mauchly's Test of Sphericity^a

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	epsilon ^b		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Speaker	.822	59.221	27	.001	.949	.973	.143

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.^a

a. Design: Intercept Within Subjects Design: Speaker

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

Tests of Within-Subjects Effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Speaker	Sphericity Assumed	560.987	7	80.141	163.636	.000	.350
	Greenhouse-Geisser	560.987	6.645	84.425	163.636	.000	.350
	Huynh-Feldt	560.987	6.809	82.390	163.636	.000	.350
	Lower-bound	560.987	1.000	560.987	163.636	.000	.350
Error (Speaker)	Sphericity Assumed	1042.191	2128	.490			
	Greenhouse-Geisser	1042.191	2020.025	.516			
	Huynh-Feldt	1042.191	2069.914	.503			
	Lower-bound	1042.191	304.000	3.428			

Appendix I

SPSS output of Pairwise Comparisons

Pairwise Comparisons

(I) Speaker	(J) Speaker	Mean Difference (I- J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	.126	.049	.307	-.029	.280
	3	.769*	.056	.000	.593	.944
	4	.864*	.054	.000	.693	1.034
	5	.886*	.059	.000	.700	1.072
	6	1.082*	.057	.000	.902	1.262
	7	1.108*	.059	.000	.922	1.295
	8	1.547*	.051	.000	1.386	1.707
2	1	-.126	.049	.307	-.280	.029
	3	.643*	.057	.000	.464	.822
	4	.738*	.052	.000	.573	.903
	5	.761*	.057	.000	.581	.941
	6	.957*	.058	.000	.774	1.139
	7	.983*	.062	.000	.787	1.178
	8	1.421*	.053	.000	1.253	1.589
3	1	-.769*	.056	.000	-.944	-.593
	2	-.643*	.057	.000	-.822	-.464
	4	.095	.056	1.000	-.081	.272
	5	.118	.060	1.000	-.072	.307
	6	.314*	.060	.000	.126	.501
	7	.340*	.058	.000	.156	.523
	8	.778*	.052	.000	.614	.942
4	1	-.864*	.054	.000	-1.034	-.693
	2	-.738*	.052	.000	-.903	-.573
	3	-.095	.056	1.000	-.272	.081
	5	.023	.058	1.000	-.160	.205

	6	.219*	.052	.001	.055	.382
	7	.245*	.055	.000	.070	.419
	8	.683*	.053	.000	.515	.851
5	1	-.886*	.059	.000	-1.072	-.700
	2	-.761*	.057	.000	-.941	-.581
	3	-.118	.060	1.000	-.307	.072
	4	-.023	.058	1.000	-.205	.160
	6	.196*	.060	.033	.007	.385
	7	.222*	.063	.014	.023	.421
	8	.660*	.058	.000	.477	.844
	6	1	-1.082*	.057	.000	-1.262
2		-.957*	.058	.000	-1.139	-.774
3		-.314*	.060	.000	-.501	-.126
4		-.219*	.052	.001	-.382	-.055
5		-.196*	.060	.033	-.385	-.007
7		.026	.063	1.000	-.173	.225
8		.464*	.054	.000	.295	.633
7		1	-1.108*	.059	.000	-1.295
	2	-.983*	.062	.000	-1.178	-.787
	3	-.340*	.058	.000	-.523	-.156
	4	-.245*	.055	.000	-.419	-.070
	5	-.222*	.063	.014	-.421	-.023
	6	-.026	.063	1.000	-.225	.173
	8	.438*	.056	.000	.261	.616
	8	1	-1.547*	.051	.000	-1.707
2		-1.421*	.053	.000	-1.589	-1.253
3		-.778*	.052	.000	-.942	-.614
4		-.683*	.053	.000	-.851	-.515
5		-.660*	.058	.000	-.844	-.477
6		-.464*	.054	.000	-.633	-.295

7	-.438*	.056	.000	-.616	-.261
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Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

VITAE

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Education Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts (English)	Thaksin University	2007
Master of Arts (Teaching English as an International Language)	Prince of Songkla University	2010

List of Publications

Jindapitak, N., Teo, A., & Savski, K. (2018). The influence of standard language ideology in evaluations of English language variation in the domain of English language teaching. *Thoughts*, 11(2), 26-44.

Jindapitak, N., Teo, A., & Savski, K. (in press). The impacts of raising English learners' awareness of global Englishes on their attitudes toward language variation. *Electronic Journal of Foreign Language Teaching*

Jindapitak, N., Teo, A., & Savski, K. (2022). Bringing Global Englishes to the ELT classroom: English language learners' reflections. *Asian Englishes*, DOI: 10.1080/13488678.2022.2033910