



TEACHERS' AWARENESS OF GLOBAL ENGLISHES

CHAYAPA SAWASDEE

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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(INTERNATIONAL PROGRAM)

IN TEACHING ENGLISH AS A GLOBAL LANGUAGE
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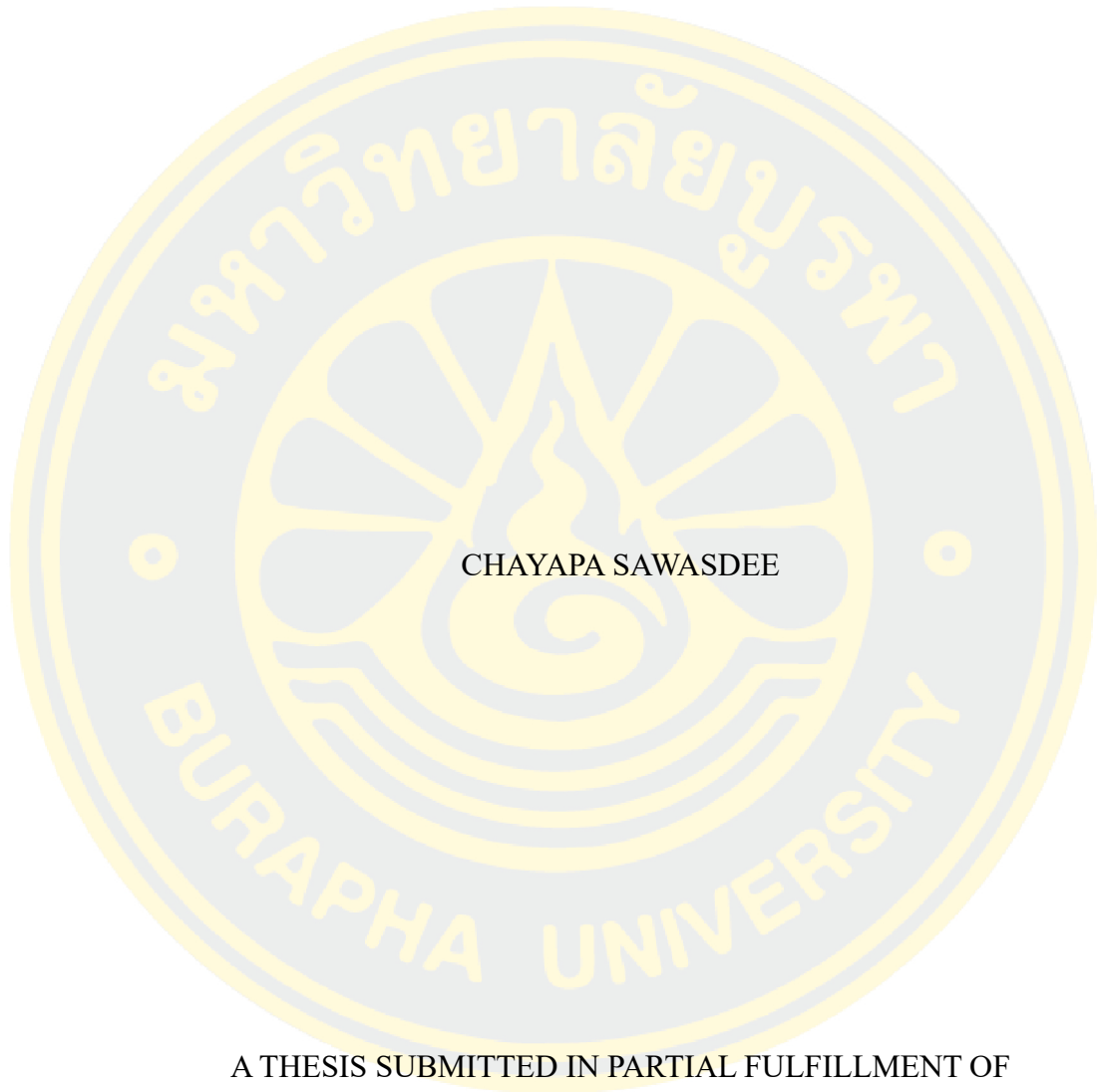
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The Thesis of Chayapa Sawasdee has been approved by the examining committee to be partial fulfillment of the requirements for the Master Degree of Education (International Program) in Teaching English as a Global Language of Burapha University

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This study investigated Thai English teachers' awareness of Global Englishes in Chon Buri, Thailand. Employing the language attitude framework, this study unveiled 105 teachers' cognitive, affective, and behavioral aspects of awareness. Despite recognizing linguistic diversity, teachers often favored native norms, revealing biases and challenges in integrating Global Englishes into classrooms. Factors influencing awareness included language ideologies emphasizing effective communication, teachers' diverse experiences, and limited exposure to non-native English varieties. Teacher training emerged as crucial, necessitating initiatives that promoted intercultural awareness and adapted materials to various English forms. This study supported ongoing efforts to promote Global Englishes in language education, emphasizing teacher training and fostering acceptance of varied English varieties. It can enhance the inclusivity and effectiveness of English language teaching, accommodating diverse linguistic needs worldwide.

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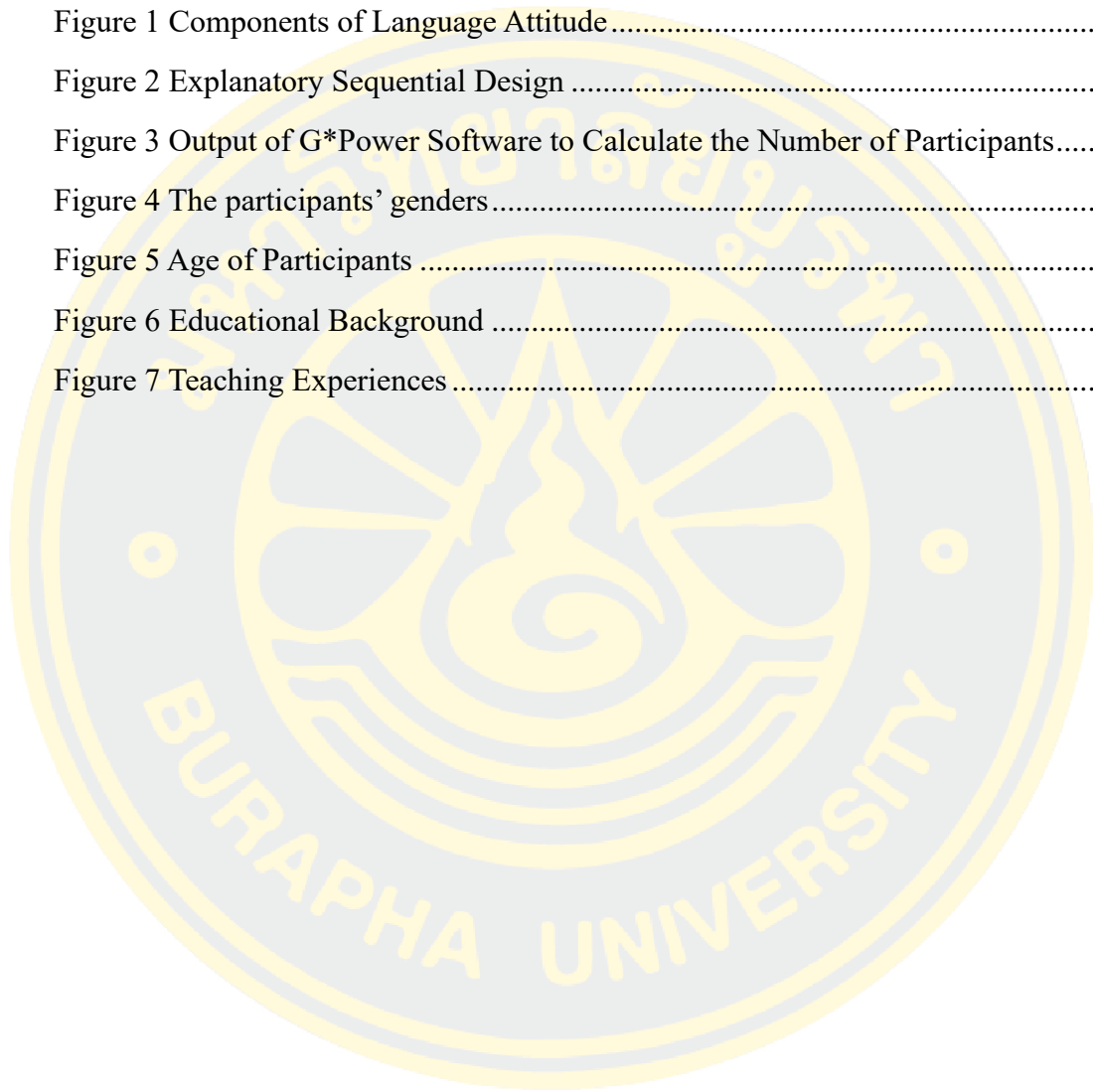


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CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, statement of the problems, research questions, scope of the study, significance of the study, theoretical framework, and definition of terms. Each section will be presented below.

Background of the Study

It is understood that English has become a global language used for communication between English users from linguistically and socioculturally diverse backgrounds (Crystal, 2003). Of the global scale in terms of English users, there are approximately 320-380 million native English speakers (NES), 300-500 million non-native English speakers (NNES) who use English as a second language, and nearly one billion people who use English as a foreign language, or as a lingua franca (Crystal, 2003). Based on these statistics, it is safe to conclude that our students have more chances to use English with NNES than NES (Prabjandee & Fang, 2022). The unprecedented spread of English drives many researchers to challenge the taken-for-granted assumptions about the English language and how it should be taught in classrooms (Galloway & Rose, 2015). This resulted in a unique research area called *Global Englishes*.

According to Galloway and Rose (2015), Global Englishes is a paradigm that merges the concepts of World Englishes (WE), English as a Lingua Franca (ELF), and English as an International Language (EIL). WE is defined as the identification of local varieties of English used in diverse sociolinguistic and multicultural backgrounds in various regions of the world (Rose & Galloway, 2019). ELF is defined as English used as the medium of communicative choice among non-native English speakers of different first languages (Jenkins, 2007). EIL is about where people who do not share a common first language use English as a choice of medium of communication since English is more widely used in multilingual contexts among non-native speakers than among its native speakers (Jenkins, 2014; Marlina, 2014). Global Englishes also joins the multilingual turn in Second Language

Acquisition (SLA), especially the concept of translinguaging. Translinguaging refers to the complex language practices of individuals and communities fluent in languages and the pedagogical approaches used in complex practices (García et al., 2014). It refers to the interchangeable use of different languages that respond to the context in which the language is used. Translinguaging helps develop identity, enhances the experience, and empowers both learners and teachers to make meaningful communication (García et al., 2014).

Global Englishes has implications for English Language Teaching (ELT), emphasizing the need to raise awareness of English users' diversity in various contexts (Rose & Galloway, 2019). Rose and Galloway (2019) emphasize a critical perspective of English use in multilingual contexts, challenging the boundaries of languages. The spread of English as a global language has changed the way the language is taught and learned since English no longer belongs to a limited number of NES; instead, it is used by target interlocutors from diverse linguistic and cultural backgrounds with the different contexts of language use (Baker, 2012). Thus, using English will need to engage with a global community of users. This paradigm shift has also changed the views of the ownership of English from native-speaker norms and culture to non-native speakers. It emphasizes the need to encourage English to belong to a global community rather than the traditional norm of native speakers. The choice of an appropriate English is varied as the context and the purposes for which language is used are no longer dependent on native norms but will have different varieties in English according to non-native; the ownership of English is seen as being as fluid as the language use which is not limited with only the native. (Rose & Galloway, 2019)

Because of the global spread of English, it is time to implement Global Englishes Language Teaching (GELT) to prepare learners to use English with the sociolinguistic reality of English users outside the classroom (Prabjandee, 2020). It is argued that using the traditional ELT framework of standard English for instruction does not adequately prepare learners for the sociolinguistic reality of English use outside of the classrooms (Rose & Galloway, 2019). Implementing GELT in the classrooms requires active involvement from teachers. However, before rushing into the wagon of GELT implementation, it is essential to explore teachers' awareness of

Global Englishes and GELT since it can reveal current knowledge and attitudes of GELT.

In addition, Almegren (2018) investigated Saudi EFL learners' preference for one English variety over the others using interviews and a questionnaire. The study showed awareness of some varieties of English. They seem to have varied attitudes towards varieties of English; still, most view American and British English as Standard English. Similarly, Rezaei et al. (2018) explored the attitudes of 140 Iranian English learners and found that the participants hold more favorable views of American and British English. American English is the most socially attractive. In terms of quality, both American and British accents are regarded as high-quality. Even though many research studies have started exploring learners' attitudes toward Global Englishes, research in the Thai context, with a few exceptions (Jindapitak & Teo, 2012, 2013), is scarce.

Apart from exploring learners' attitudes, a growing interest has been in exploring teachers' awareness of Global Englishes (Huttayavilaiphan, 2019; Jenkins, 2007; Monfared & Mohammad, 2018; Tran & Moore, 2015; Uygun Gökmen, 2010; Valipour et al., 2014; Young & Walsh, 2010). However, in Thailand, research is scarce exploring teachers' awareness of Global Englishes. Therefore, this study aims to investigate Thai English teachers' awareness of Global Englishes. Teachers play an influential and vital role in the classroom because they will reflect students' knowledge, behaviors, and attitudes and influence them significantly (Gursoy, 2013).

For teachers' attitudes, limited research has explored factors affecting attitudes. However, Jenkins (2007) highlighted that non-native English speakers and users of English as a Lingua Franca are often influenced by the belief in Standard English, as their English is still compared to native English norms. This belief affects how English is perceived in various contexts, such as job interviews where credibility is evaluated (Rakić et al., 2011), as well as within educational settings where it shapes teachers' evaluations of students' language abilities and judgments of both native and non-native English teachers' credibility (Buckingham, 2014; Chun, 2014). In Thai education, English is taught as a foreign language with little need for everyday use outside school. However, a strong emphasis is on promoting Standard English as the ideal form of English, reinforced by using teaching materials that feature native-like

English accents (Tsang, 2019). Thai English teachers often rely on traditional teaching methods, interrupting interactive communication in the English classroom. Additionally, the curriculum needs to prioritize exposing students to a variety of English (Sung, 2016).

Statement of the Problems

English Language Teaching presents significant challenges for teachers. One crucial aspect contributing to these challenges is teachers' awareness regarding linguistic diversity and the varieties of English used worldwide. The traditional approach in ELT emphasizes native norms and Standard English, overlooking the essential recognition and acceptance of varieties of English used worldwide, which lack awareness and can hinder effective communication and intercultural competence among people from different backgrounds. Moreover, teachers' attitudes towards the varieties of English play an important role in shaping learners' experiences. In education, it faces the challenge of balancing the principal norms of language proficiency while acknowledging the increasing global use of English. It needs to prepare learners to engage in English in actual world use.

Even though the growing importance of English as a lingua franca in the global context, and there have been numerous calls by researchers (Galloway & Rose, 2015; Prabjandee & Fang, 2022; Rose & Galloway, 2019) to implement Global Englishes Language Teaching (GELT) in classrooms, many countries still hold on to the standard language ideology in English Language Teaching (ELT). ELT practices in Thailand continue to prioritize native norms and Standard English. The current emphasis on native norms overlooks the essential recognition and acceptance of diverse English varieties known as Global Englishes. As a result, English teachers in Thailand need more awareness of the importance and implications of Global English in the classroom setting (Phongsirikul, 2017). Standard English is still seen as prioritized, which needs to reflect the increasing global use of English as a lingua franca (Baker & Jarunthawatchai, 2017). Consequently, it cannot meet the changing of the English language in the context of globalization.

Additionally, while some non-native English teachers know English variations, most still rely on Standard English in their classrooms (Yanti, 2018).

Hence, promoting and providing professional development opportunities for English teachers to implement GELT is essential. Such an approach emphasizes the need to shift the ELT paradigm from prioritizing Standard English to recognizing and respecting the legitimacy of diverse varieties of English (Prabjandee, 2020). By embracing Global Englishes, teachers can better prepare students to effectively communicate in the globalized world and address the changing nature of the English language.

Before undertaking substantive changes, it is essential to explore stakeholders' attitudes toward these changes - GELT. Two groups of stakeholders are mainly focused learners and teachers. In recent years, a growing amount of research has investigated learners' attitudes towards Global Englishes, with a focus on the role of English and the different varieties of English (Chang, 2016; Ishikawa, 2017; Matsuda, 2003; Ren et al., 2016). For example, Ren et al. (2016) examined 400 students from mainland China and Taiwan about how they perceive English as a Lingua Franca (ELF) regarding phonology and lexico-grammar. The finding indicated that although they acknowledge their Chinese accents in English, they prefer acquiring a native-like accent; meanwhile, they believe that their accents are comprehensible and acceptable.

Also, Almegren (2018) investigated Saudi EFL learners' preference for one English variety over the others using interviews and a questionnaire. The study showed awareness of some varieties of English. They seem to have varied attitudes towards varieties of English; still, most view American and British English as Standard English. Similarly, Rezaei et al. (2018) explored the attitudes of 140 Iranian English learners and found that the participants hold more favorable views of American and British English. American English is the most socially attractive. In terms of quality, both American and British accents are regarded as high-quality. Even though numerous research investigations have delved into how learners perceive Global Englishes, there needs to be more research in the Thai context, with a few exceptions (Jindapitak & Teo, 2012, 2013). Consequently, further research is needed in the Thai context.

Purposes of the Study

The purposes of the study were as follows:

1. To investigate Thai English teachers' awareness of Global Englishes
2. To investigate what leads Thai English teachers to be aware of Global Englishes

Research Questions

The following research questions were used to guide the pursuit of knowledge:

1. What are Thai English teachers' awareness of Global Englishes?
2. What leads Thai English teachers to be aware of Global Englishes?

Significance of the Study

This study provided empirical evidence about Thai English teachers' awareness of Global Englishes and the factors affecting their awareness. The findings were beneficial for teacher educators, who attempted to raise the teachers' awareness of Global Englishes, to design teacher professional development or teacher education programs to support in-service and preservice teachers in implementing Global Englishes in the classrooms. Since Global Englishes continues to be relevant to ELT and learners' needs to communicate in the globalized world, understanding their awareness of Global Englishes is the starting point to foster Global Englishes implementation. Additionally, the findings were helpful for researchers in the field of Global Englishes to understand teachers' attitudes in Thailand, which is an under-researched context.

Theoretical Framework

An exploration of teachers' awareness of Global Englishes has been researched extensively using the language attitude framework because it can uncover the many aspects of awareness. Garrett (2010), a seminal scholar in language attitude research, defined the concept of language attitude as having three main components: *cognitive*, *affective*, and *behavioral*, as shown in Figure 1.

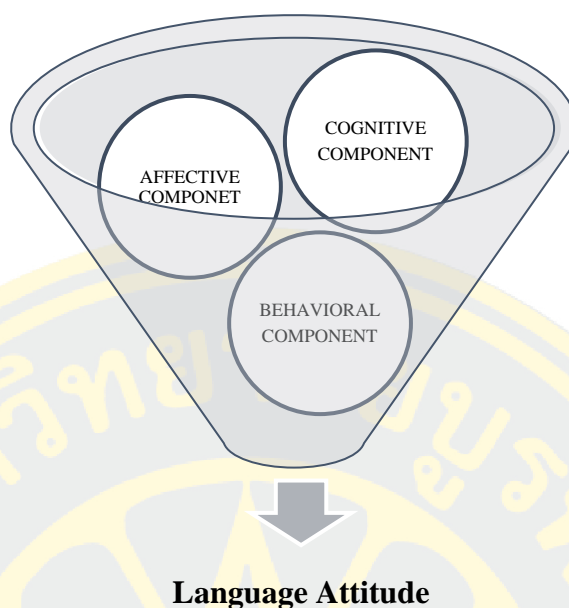


Figure 1 *Components of Language Attitude*

In the study, the theoretical framework consists of teachers' attitudes concerning what they think about the English language (cognitive), how teachers feel about the English language (affective), and what teachers intend to do with the English language (behavioral). The cognitive component is about the thoughts of individuals towards Global Englishes, concerning the perception of how it is essential to introduce Global Englishes and Standard English to the classroom and the benefits of teaching and learning varieties of English. The affective component involves emotional response towards Global Englishes, which works simultaneously with the cognitive component. For example, the affective aspect asks about confidence in one's pronunciation, the interest in introducing varieties of English in the lessons, and the importance for English teachers to have clear pronunciation rather than focus on a native-like accent. The behavioral component is related to the person's intention to do with English. For example, teachers use different varieties of English in class, select books and materials related to different varieties of English, and design learning to promote mutual understanding rather than to correct the standard norms.

English has been spreading beyond its original boundaries. English is used as a lingua franca across diverse linguistic and cultural backgrounds for various purposes in diverse contexts where speakers aim to communicate successfully.

The usage of English has shifted from native English speakers to one with global ownership. This phenomenon has affected English language teaching and learning. This study will investigate Thai English teachers' awareness and the factors that affect teachers' awareness of Global Englishes by using language attitudes in which a variety of English has been used and taught in various aspects (1) the importance, value, and role of English in general, (2) awareness of the varieties in English, (3) the use of English in Thailand, (4) beliefs about the influence of English on their ethnic and cultural identity, and a sense of ownership of English (5) non-native speakers and native speaker interactions.

Definition of Terms

Teachers' awareness refers to Thai English teachers' current knowledge, perception, and emotional responses towards Global Englishes, which were assessed using cognitive, affective, and behavioral components. The cognitive aspect is related to thoughts about Global Englishes. The affective aspect refers to feelings toward Global Englishes. The behavioral aspect concerns readiness for action toward Global Englishes.

Global Englishes refers to the global spread of English that has consequently affected ELT in which the current status of English has shifted from native English speakers to non-native English speakers. Five aspects were used to assess teachers' awareness of Global Englishes: (1) the importance, value, and role of English in general, (2) awareness of the varieties in English, (3) the use of English in Thailand, (4) beliefs about the influence of English on their ethnic and cultural identity, and a sense of ownership of English (5) non-native speakers and native speaker interactions.

Thai English teachers refer to full-time Thai English teachers in 82 primary schools in Chon Buri Primary Education Service Area 1, Thailand. The teachers were selected using volunteer sampling, accessed through the Personnel Administration Group, Chon Buri Primary Education Service Area 1.

Chapter Summary

The rapidly growing spread of English worldwide resulted in an area of study called Global Englishes. English communication is not limited to only native English speakers; the number of non-native English speakers has increased. As English teachers, we should be aware of varieties of English, not only native norms, since norms have become diverse and flexible. Today, English is used to interact with people from diverse backgrounds and cultures depending on the context. Global Englishes should be integrated and used in the classroom (Galloway & Rose, 2018). This study will use Garrett's (2010) concept of language attitudes to investigate Thai English teachers' attitudes in three components: cognitive, affective, and towards Global Englishes, whether they are aware of varieties of English they encounter in real life and to explore if they use or introduce Global Englishes in the classroom context.

CHAPTER 2

LITERATURE REVIEW

This study aims to investigate Thai English teachers' awareness of Global Englishes. This chapter reviews the global spread of English, World Englishes, English as a Lingua Franca, Global Englishes and Its Implications, Language awareness, Awareness of Global Englishes in ELT, Attitudes towards Global Englishes, Language attitudes, attitudinal theory, and the related research.

Global Englishes

Global Englishes represents a paradigm shift in language, communication, conducting business, and interacting with people from diverse cultural backgrounds. As a result, the English language has developed into a dynamic identity, leading to the concept of Global Englishes. Global Englishes refers to the localized varieties of English that have emerged across different regions and cultures worldwide. It recognizes that English has become a means of communication between people who do not share English as their first language. Global Englishes emphasizes recognizing and accepting the localized varieties as legitimate and authentic forms of English; it embraces the richness of global communication and intercultural understanding.

World Englishes (WE)

World Englishes is part of the Global Englishes paradigm concerning the localized English varieties, which create local identity. Once new varieties are accepted, English speakers become proud of their English (Rose & Galloway, 2019). English is recently been used as the medium of communication between people who do not share the first language and is used in diverse sociolinguistic contexts across Kachru's three circles (Jenkins, 2014). The primary purpose is not for a speaker to integrate them into the society but rather to achieve a high level of mutual intelligibility in their communication, international economic, political, academic, and cultural exchanges, so they no longer necessarily mimic the native patterns. World

Englishes has promoted a paradigm shift in research, teaching, sociolinguistic realities, and English forms and functions (McArthur 2003).

The relationship between World Englishes and ELT is connected with the medium of instruction in the classroom. According to Tollefson (2007), teachers have to consider two points in choosing the variety of language used in ELT classes: the variety used as the medium of instruction in the classroom and the target language variety of the learners. Saengboon (2015) examined the perceptions of 198 Thai university students in Bangkok towards World Englishes (WEs) through questionnaires investigating definitions of WEs, Kachru's concentric circles, the role of native and non-native English-speaking teachers, and the ownership of English. The study revealed that the majority of the respondents still favored American and British English as most preferable. Meanwhile, they did not mind whether Thais may speak English with a Thai accent.

English as a Lingua Franca (ELF)

English as a lingua franca (ELF) is a paradigm, partial to Global Englishes, that focuses on exploring the global usage of the English language (Galloway & Rose, 2015; Jenkins, 2014), which people communicate with each other beyond geographical, and does not have any particular target speech communities or target cultures. ELF refers to any use of English as a communication medium among speakers of different first languages (Baker, 2012; Seidlhofer, 2011). For example, in the Association of South-East Asian Nations (ASEAN) Economic Community, English serves as a medium used for communication among ten member nations who share a different first language (Kirkpatrick, 2011). Lwin and Marlina (2018) stated that teachers should reconsider their teaching goals when dealing with the traditional Standard English/native norms and cultures paradigm, students' linguistic and cultural diversity, the role of English in the 21st century, and its implications in ELT. Bayyurt and Sifakis (2015) suggested that teachers were encouraged to embrace ownership of English as a Lingua Franca (ELF) by integrating it into their teaching and learning settings, thus fostering a deeper understanding and appreciation.

Translanguaging

Translanguaging was developed by Cen Williams in 1994 (Williams, 1994). The purpose was to help develop a deeper understanding of learners' content in one language with another. Translanguaging tries to address language learning and teaching to analyze how language is used naturally by multilingual in general settings. According to García et al. (2014) and Canagarajah (2018), translanguaging is a theoretical concept of paradigm shift of languages and their use. It is an approach of using language, bilingualism, or multilingualism. Moreover, translanguaging has been emphasized on multimodality, including gestures, objects, visual cues, touch, tone, sounds, and words (García et al., 2014). García et al. (2014) considered translanguaging as 'the different ways multilingual speakers create and interpret different linguistic signs to communicate across contexts and participants and perform their different subjectivities.' Translanguaging in an educational setting plays a significant role in learning a language by reinforcing multilingualism and encouraging a sense of belonging in which learners can see themselves as English users and not depend on native norms.

The Global Spread of English

Today, English is being used by people all around the world. Kachru et al. (1985); Kachru (2017) described the term World Englishes as a variety of English spoken and used, which classified the varieties of English users into the most influential model of concentric circles: inner circle, outer circle, and expanding circle. The inner circle comprises the countries where English is used as the first language, such as America, Britain, and Australia. The outer circle refers to the countries where English is not the native language but may have served as the official or co-official language functions in government or education, such as India, Singapore, and Nigeria. The expanding circle contains countries where the purpose of using English is English as a foreign language for international communication among people from diverse nations and first languages, such as Thailand, Japan, and China.

According to Crystal (2003), the growth of English users around the world has been increasing; English is used by approximately two billion speakers with varieties of English, and non-native speakers now outnumber native speakers by a

ratio of 3:1. English is being used intra-national and international communication as a lingua franca among individuals whose English is not their first language (Galloway, 2013). Jenkins (2014) noted that "Not only are there many different pronunciations of English by American, Australian "native speakers," but there are also so many other varieties of English that have come to be used as a Lingua Franca around the world." English as a Lingua Franca emerged during the spread of English. It becomes the medium of communication between people from different first languages.

Recently, English has served as a communication tool for people from diverse communities with different linguistic and cultural backgrounds, which connects the world, namely, economy, science, education, and intercultural (Floris, 2013; McArthur 2003). People from different places might have their accents while speaking English, which does not matter since the purpose of using English is to communicate and to be understood by each other. There are varieties of English used around the world. Furthermore, the number of people using English as a lingua franca (ELF) in various contexts (Boyle, 2011) has affected the use of English among non-native English speakers which the English users have choices to choose appropriate varieties of English with different contexts, also the ownership of English (Galloway & Rose, 2015). Consequently, English as a global language is not one variety of English, and there is no Standard English. However, it means varieties of English that are used for international communication.

Ownership of English

Since varieties of English are being used by millions of English users in different regions around the world, what can make users believe that the language they use belongs to them and that they can be counted as an owner of the language? For some, it refers to a language they acquired from infancy or somehow related to their ethnicity. Some noted that it could refer to their high language proficiency. As defined by Parmegiani (2008, 2010), the birthright paradigm views linguistic ownership as wholly decided by the chance of birth — one's parents' ethnicity or birthplace. Some of the assumptions are questionable, according to Parmegiani, such as the idea that language ownership is only determined by birth, that languages other

than one's "mother tongue" can never play a substantial identity role or surpass the "mother tongue" in terms of skill, and so on.

Ke (2010) studied one group of Taiwanese students' orientations to English and revealed that ownership is not a relevant issue for English learners in expanding-circle countries and is not their language. Matsuda (2003) described a similar lack of ownership among Japanese high school students who believe that English is used worldwide but belongs to something other than the world. However, there are reports of the developing English ownership from researchers who provide more hopeful assessments of their participants' ability for ownership, amongst such descriptions of English learners and users being exceedingly hesitant to claim ownership. Nikula (2007) investigated how 15 Finnish primary school students used English in CLIL classrooms, employing a discourse-pragmatic perspective method to monitor social and interpersonal elements of language usage in authentic situations. According to the findings, these CLIL students claim ownership of English through their confidence, creativity, and playfulness in using English as a resource for developing classroom activities. They also revealed their identity as English users.

According to Brumfit (2001), the people who use a language have the right to claim ownership or appropriation of it. They can adapt and modify the language they use, regardless of whether they are monolingual or plurilingual. Languages are formed sociolinguistically by how they are used. Seilhamer (2015) investigated six young Taiwanese women's relations with English by conducting various in-depth interviews in English and observing participants. According to the findings, four out of six participants have some English ownership regarding being skilled in English and capable of functioning as successful English users. They all have a high level of English skill usage and teaching experience.

Global Englishes and its Implications for ELT

English plays an outstanding role in lots of countries around the world. English is used as the medium of global communication, there are different varieties of English according to Kachru's three-circle model. In the past, learners of English usually attempted to imitate closely the native accent, which was most often Received Pronunciation (RP) British English or General American (GA) English, but not

everyone agreed that having the native accent was necessary—the most appropriate use in their contexts. Recently, English user Jenkins (2014) stated that over 70 countries worldwide have chosen English as one of their official languages and found the diversity and creativity of the language features. Moreover, the language is fluid. In countries in the expanding circle, such as Japan, China, or Thailand, English is rarely used for intra-communication.

Seidlhofer (2011), English has become a lingua franca used to communicate internationally in business, politics, tourism, culture, and education exchanges with people from diverse backgrounds. Thus, the primary goal is intelligibility, and the English language is flexible based on the local context; for example, though people use English to communicate with different cultures and backgrounds, they may need to be understood. Introducing and bringing the varieties of English and multi-cultures into the classroom is crucial because it can be used in real life.

Table 1 *Global Englishes Language Teaching Framework*

	Traditional ELT	GELT
Target interlocutors Ownership Target culture Norms Teachers	Native English speakers Inner Circle Static NE cultures Standard English Non-NE-speaking teachers (same L1) and NE-speaking teachers	All English users Global Fluid cultures Diverse, flexible and multiple forms Qualified, competent teachers (same and different L1s)
Role model Source of materials	NE speakers NE and NE speakers	Expert users Salient English-speaking communities and contexts
Other languages and culture	Seen as a hindrance and source of interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner Circle defined	Globally defined
Assessment criterion	Accuracy according to prescriptive standards	Communicative competence

	Traditional ELT	GELT
Goals of learning ideology	Native-like proficiency Underpinned by an exclusive and ethnocentric view of English	Multicompetent user Underpinned by inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/translingual

Source: Rose and Galloway (2019, p.50)

Awareness of Global Englishes in ELT

Global Englishes is concerned with the functional flexibility of language people from different cultural and linguistic backgrounds use. English users can use English widely and freely with foreign norms in their contexts (House, 2012). The global spread of the English phenomenon has consequently affected English language teaching and learning, which has shifted the current status of English from native English speakers to non-native English speakers (Jenkins et al., 2011). According to McKay (2003), ELT should be focused on international communication of people from diverse cultures and first languages rather than entrenched with the native English speakers' yardstick. To promote the awareness of global English, it essentially focuses on English language teachers (Monfared & Mohammad, 2018), since teachers have a significant and influential role in the classroom, not only interacting with students with knowledge of the language but teachers will also reflect their behaviors, and attitudes in the classroom as well (Gursoy, 2013), and it would affect their teaching.

Previous studies about learners' awareness of Global Englishes and varieties of English have been conducted. Galloway (2013) created the varieties of English environment with a content-based English course at a Japanese university to help Japanese students raise awareness of global Englishes and other varieties of English. The study indicated that both native English speakers and non-native English speakers, Japanese students, and student assistants carried a positive attitude toward other varieties of English after taking the course; more importantly, Galloway (2013) also suggested that there should be more diverse English in the actual interaction

which encouraged students to be aware of global Englishes. Galloway and Rose (2018) conducted the research in a Japanese English language classroom; they developed a task and activity for students that introduces and raises awareness of global Englishes by allowing students to choose and explore varieties of English based on their experiences and interests. The study found that students engaged meaningfully with a variety of English. Moreover, they enhanced their awareness of the different varieties of English in various contexts worldwide. They realized there is no right or wrong and no variety of English is better than others. Raising awareness in Global Englishes through diverse varieties of English will help understand the context and situation in which English has been used globally in real life, leading to successful communication.

Boonsuk and Ambele (2019) explored the ownership of English perception and its impact on English language teaching of Thai university students in which English is used in communicative interactions among non-native speakers in intercultural environments in Thailand. They found out that there were still some respondents who believed that the ownership of English belongs to the native English speakers from the inner circle, such as America, Australia, and Britain, also the perspective of characteristics of native English speakers, such as accent, physical appearance, and nationality (Ramos Filho, 2002).

However, more research needs to be conducted regarding English teachers, primarily conducted with learners. To understand and deal with rapid growth and change in the status of English, English teachers should be aware of the variety of English in real life first because teachers have a significant impact on English language classes that interact and can affect students' learning and attitudes. Teachers can influence and reflect their students' knowledge, behaviors, and attitudes (Gursoy, 2013).

Attitudes towards Global Englishes

The current status of English has affected how English teachers perceive and teach English. The goal of using English is to communicate with speakers from different first languages and cultures. McKay (2003) noted that “the teaching of English as an International Language (EIL) should be based on an entirely different

set of assumptions than has typically informed English language teaching (ELT) pedagogy” (p.1). Using questionnaire surveys, Jenkins (2007) investigated English teachers’ attitudes and identities. She reported that non-native English teachers in different countries desired to have a native-like accent, which is believed to indicate that they are successful in English speaking. However, they also expressed the desire for their English variety.

Garrett (2010), language attitudes relate to evaluating reactions to different language varieties. They are organized with two dimensions: status, intelligence and competence, and solidarity, such as friendly and warm (Dragojevic, 2016). Some studies have shown the factors that may influence the attitude towards varieties of English; Tokumoto and Shibata (2011) investigated the attitudes of university students from three Asian countries, Japan, South Korea, and Malaysia, towards their English varieties through a questionnaire survey. The findings indicate that it depended on the goal of education and the context of the social environment in each country.

Matsuda (2003) explored Japanese students at the secondary level and investigated their attitudes towards English using a questionnaire and interviews. She reported that even though the students realized that English was an international language, they still valued the native language, such as American and British English, and did not believe that English belongs to everyone outside inner circle users.

Ishikawa (2017) investigated Japanese university students’ attitudes and awareness towards their English through open-ended questionnaires and interview analysis. They were considerably valued for their English communication among non-Japanese. They appreciated using English for international communication or as a Lingua Franca and had positive attitudes to develop their English. Bernaisch and Koch (2015) conducted the study in India, and the result showed that British English was favored over other English varieties, such as American and Sri Lankan. Hundt et al. (2015) investigated Fijian university students’ attitudes and reported mixed attitudes toward Fiji English.

Language Attitudes

An attitude is "a hypothetical construct" that "cannot be directly observed," and that is "latent, inferred from the direction and persistence of external behavior" (Baker, 1992). Attitudes towards any aspects of languages, such as language varieties and others, have engaged social psychologists, sociolinguists, and perspectives of language. Attitudes are internal; they are about thoughts and ideas hidden in people's minds and can be expressed in a person's attitudes in one interactional way or another. There are several ways to observe and analyze attitudes, including direct and indirect methods.

Attitude Theory

It is believed that attitude is the central concept of social psychology. Gordon Allport widely spread it. He defined that an attitude is a state of readiness that dynamically influences an individual's response. Bem (1970) stated that "attitudes are like and disliked" (p.14). Similarly, Eagly and Chaiken (1993) noted that "attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p.1). Attitudes may be positive, negative, or neutral (Walley et al., 2009). According to Malhotra (2005), an attitude is an evaluative summary of an object, thought, and situation it relates to. Garrett (2010) defined language attitudes as the reaction of favorably or unfavorably towards the object.

Components of Language Attitude

Attitudes usually consist of three components: cognitive, affective, and behavioral. The attitude represents the positive, negative, and neutral readiness towards an individual, object, thought, or situation (Baker, 1992). Maio and Haddock (2009), the cognitive component refers to beliefs, thoughts, and evaluation; thus, people can have negative or positive attitudes towards varieties of English; for example, it is believed that native English is Standard English, which is usually used by people in the higher status (Garrett, 2010), and the native is the owner of English. The affective component concerns an individual's feeling or emotion towards an object, for example, comfort when speaking English with one's own variety. The behavioral component refers to the response and action of the person expressing their

attitudes verbally or actively, for example, communicating with people from different varieties of English. Although these three attitude components may be related, they may contradict each other. For example, while a person may express a positive attitude toward maintaining the native language based on the belief that any language should be preserved (cognitive component), at the same time, this person may have a negative attitude toward it based on the favorable of a particular speaker of the language (affective component).

Learners' Attitudes toward Global Englishes

Global Englishes has brought about significant changes in the field of ELT and has sparked discussions regarding attitudes towards diverse varieties of English. Matsuda (2000) conducted a qualitative investigation into the attitudes of high school students in Tokyo towards inner and outer circle varieties of English. The findings indicated that students held positive attitudes toward English and English speakers, particularly North American, which were considered the only correct forms of English; there appeared to be a lack of awareness or interest in varieties of English. Their knowledge of varieties of English could have been improved.

In a later study, Matsuda (2003) conducted research at a private senior high school in Tokyo, Japan, involving 33 students of Grade 12. The data were collected and analyzed using a questionnaire regarding the perceptions and attitudes towards English and the interviews for investigating and identifying general attitudes. The study revealed that Japanese students perceived the American and British as claiming ownership of English. However, some students needed more confidence in their English abilities. Despite recognizing English as an international language, they do not believe it belongs internationally.

In addition, Chang (2016) explored 200 undergraduate students from a university in the south of Taiwan who were taught by Taiwanese English teachers and native English teachers. The study investigated attitudes towards their non-native English teachers. The questionnaires and interviews were used for collecting the data. The findings showed that the attitudes towards non-native English teachers were favorable. In contrast, native English teachers were accepted as capable of providing effective instruction despite some weaknesses.

Moreover, Ishikawa (2017) investigated Japanese university students' attitudes toward their English and the possibility of ELF awareness by analyzing 95 open-ended questionnaires and 18 conversational interviews. The study found that Japanese society would likely value their English communication ability with non-Japanese. It was easy for them to appreciate English from a Lingua Franca (ELF) perspective. As long as they would like to use English for international communication, they would likely develop positive attitudes towards it.

Finally, in the Thai context, Jindapitak and Teo (2013) examined how 52 third-year English majors from Thai university perceive and are aware of different varieties of English. The findings revealed that the participants have a more positive attitude towards Standard English, while other English varieties are perceived less favorably. Moreover, American and British are seen as having higher social status, competence, and more appealing personalities than non-native speakers. They tend to form judgments based on their accents. The findings suggested that the participants needed more awareness of the varieties of English.

Related Research

This section reviews related research about teachers' attitudes towards Global Englishes and factors affecting attitudes. The goal of this section is to understand current knowledge in the field and to find research gaps.

Teachers' Attitudes toward Global Englishes

The concept of Global Englishes has gained interest in the field of ELT. Therefore, understanding teachers' attitudes towards Global Englishes is essential to explore the impact of these attitudes on ELT because teachers play an important role in shaping students' perceptions and use of English.

Jenkins (2007) investigated the attitudes and identities of 17 NNES teachers from China, Italy, Japan, Malaysia, Korea, Spain, Poland, Taiwan, and Ukraine. The interviews were conducted in London. She reported that NNES teachers in different countries desired to have a native-like accent, which is believed to indicate that they are successful in English speaking. However, they also expressed the desire to use

their English variety. Teachers have mixed feelings towards varieties of English used in the community, which are related to past experiences and judgments of their accents. Even though teachers conveyed a solid connection to their native language and country, they still desired to be like natives.

In addition, Uygun Gökmen (2010) investigated 102 EFL pre-service teachers at a university in Istanbul, Turkey, using a questionnaire. The study indicated that Turkish prospective teachers strongly believe in the native norm, especially pronunciation. Moreover, it suggests that teachers' individual experiences and familiarity with different English varieties in their environment play a significant role in shaping their preference for teaching various varieties of English. Teachers were reported to be satisfied with their pronunciation; still, they considered native accents to be more important for their learners' competence. Although they seemed to agree on the importance of exposure to varieties of English for enhancing learners' communicative and intercultural competence, they stated NNES were believed to offer "bad," "wrong," "confusing," and "distracting" to learners.

In the UK context, Young and Walsh (2010) investigated 26 NNES teachers from countries in Europe, Africa, and West, Southeast, and East Asia at a university in the United Kingdom concerning the appropriateness and usefulness of the variety of English and which variety should be taught in the classroom. The participants were requested to reflect on their experiences as English learners and teachers and to consider the specific English variety or varieties they had learned and the variety they had chosen or been instructed to teach. Teachers stated they needed to gain awareness of the English variety they had learned in their own country and believed it closely aligned with the standard norm. It surprised some teachers that they needed more exposure to different varieties of English during their teacher training. In addition, Asian English teachers believed they were taught using American English materials because they were regarded as reliable. When questioned about the comprehensibility of varieties of English for both themselves and their students, the majority preferred Native English Speaker (NES), with a specific inclination towards American English.

Valipour et al. (2014) explored the perspectives of 50 Iranian teachers and 50 students regarding English as a global language. The study found an increasing acknowledgment of English as a global language among English teachers and learners

in Iran. Moreover, most participants viewed English as a pathway to enhance job opportunities and a necessity for adapting to modern society. However, the study also indicated a preference for using standard English in educational settings for teaching and learning purposes. NES countries were favored for developing educational materials and considered ideal for teaching speaking and pronunciation.

Tran and Moore (2015) explored 76 English teachers' perceptions of implementing World Englishes into their classrooms in the Vietnamese context. A mixed-methods approach was employed. A snowball online questionnaire and interview were conducted. The study indicated that most participants acknowledged the existence of World Englishes, and American or British English was reported as the most commonly used in Vietnam. Regarding English in communication, they reported that students engaged in more communication with non-native English speakers than native speakers. Interestingly, most participants considered Vietnamese English acceptable, highlighting three main features: pronunciation, grammar, and cultural aspects. In addition, it showed the necessity to use other varieties of English besides the native norm, concerning getting students ready for encountering a variety of English that is being used in real life; thus, this could enhance their confidence and raise their awareness of a variety of English.

Monfared (2018) explored teachers' attitudes toward their own English variants in ESL/EFL teaching contexts of 240 English teachers from Outer Circle (68 Indian teachers and 52 Malaysian teachers) and Expanding Circle (65 Iranian teachers and 55 Turkish teachers) who were at the TESOL Arabia Conference in Dubai, 2017. The data were collected from questionnaires and interviews. The analysis findings revealed that both circles' historical and political contexts impacted the formation of English teachers' identities and the educational policies adopted in each country. In the case of Iranian and Turkish EFL contexts, the teachers exhibited a higher level of bias against their own English and preferred American English pronunciation. On the other hand, Indian and Malaysian teachers exposed to non-native and native English varieties valued both forms of English.

Moreover, Wei (2019) investigated 31 preservice teachers' perceptions of teaching EIL in the teacher education program in a southwestern state of the U.S. by using online postings, interviews, and synthesis papers. The findings revealed that all

the participants recognized the existence of English varieties and acknowledged English as a medium of communication among people from different linguistic backgrounds. They also acknowledged the significance of personal and social identity related to language. Additionally, they expressed a desire to preserve and encourage the use of students' mother language alongside the English language. However, despite their awareness of the cross-cultural use of English and different English varieties, it was interesting that the participants did not plan to incorporate varieties of English into their teaching. Some participants cited curriculum standards as a limiting factor. They also reported a lack of support for integrating varieties of English into their teaching.

Ren et al. (2016) investigated the perceptions of English as a Lingua Franca (ELF) among 400 students from mainland China and Taiwan. The focus was on how they viewed ELF in terms of phonology and lexico-grammar. The results revealed that despite recognizing their Chinese accents when speaking English, the participants expressed a preference for attaining a native-like accent. Interestingly, they also believed that their accents were comprehensible and acceptable. Similarly, Almegren (2018) researched to examine the preference of Saudi EFL learners regarding different English varieties. It was accomplished through interviews and a questionnaire. The findings indicated that the participants showed awareness of varieties of English and held diverse attitudes towards them. However, they still considered American and British English as the standard forms of English. Likewise, Rezaei et al. (2018) explored the attitudes of 140 Iranian English learners and found that the participants hold more favorable views of American and British English. American English, in particular, was perceived as the most socially attractive. When it came to accent quality, both American and British accents were regarded as high-quality.

In Thailand, Huttayavilaiphan (2019) investigated 10 Thai university teachers of the English language in northern Thailand, gathering data including surveys, interviews, classroom observations, focus groups, and document analysis. The findings revealed two significant categories of factors that impact the formation and implementation of teachers' beliefs in the classroom: internal and external factors. The internal factors identify teachers' beliefs about the English language and the

influence on cognitive constructs such as other beliefs, attitudes, and awareness. These internal factors extend to teachers' teaching practices and strategies. On the other hand, external factors, including teachers' experiences, parents, teachers, policy, and curriculum, shape and influence teachers' beliefs by providing different perspectives for their teaching. It also suggested the unfamiliarity of Global Englishes, another factor affecting their beliefs.

Factors Affecting Attitude towards Global Englishes

The reality that each variety of English has been treated differently can be explained as why several factors can influence different aspects of language pedagogy and attitudes towards Global Englishes, including language ideologies, social context, familiarity, the use of native English as a standard, experiences of using English, and goals of teaching and learning English.

Language ideology refers to the commonsense nature of language in the world, including culture, the purpose of communication, patterns, and behavior (Woolard, 1992). How we communicate plays an essential role in shaping and reflecting our identity and who we are as a member of society. Lippi-Green (1999) defined ideology as "a bias toward an abstract, idealized homogenous language, which is imposed and maintained by dominant institutions and which has as its model the written language, but which is drawn primarily from the spoken language of the upper middle class." (p.67). According to Jenkins (2007), many non-native English speakers or English as a lingua franca (ELF) speakers have been influenced by standard language ideology because their English is still referred to Britain or America for their norms. It has also affected people's perceptions of English language use in diverse contexts, such as judgments of the level of credibility in job interviews (Rakić et al., 2011), perceptions of immigrants (Gluszek & Dovidio, 2010), and also in an educational context, it influences school teachers' perceptions of students' language abilities, and judgments of native English and non-native English teachers' credibility (Buckingham, 2014; Chun, 2014). Sung (2015) investigated 25 Hong Kong tertiary students in three global Englishes activities using semi-structured interviews; the students developed a deeper understanding of different varieties of English in

sociolinguistic realities. However, they still held slightly negative attitudes toward non-native English speakers as imperfect.

In Thailand, English is taught and learned as a foreign language, and its use outside school is optional for daily life. However, within the educational setting, there is a strong emphasis on Standard English as the ideal form of the language. This emphasis is reinforced by the prevalence of native-like English accents in various instructional materials used in English classes (Tsang, 2019). Thai English as a Foreign Language (EFL) teachers often rely on traditional teaching methods such as grammar-translation and audio-lingual approaches, which do not reflect natural language usage patterns. Consequently, this approach hinders interactive communication in the English classroom. Additionally, exposure to various accents is not considered a significant curriculum component (Sung, 2016).

Chapter Summary

This chapter aims to summarize the literature review. English is more likely to be used among non-native English speakers in global contexts. According to Crystal (2003), the growth of English users has been increasing recently by approximately two billion speakers with varieties of English. However, in the educational context, English plays an outstanding role as the medium of communication with varieties of English; thus, the focus of English language teaching has changed from learning English based on the Native norm to learning and teaching English in order to communicate with people from different first languages. It is essential to understand teacher attitudes, including what teachers think, believe, and do, which affect their perceptions and judgments of teaching and learning interactions in the classroom. The related research showed that they had positive attitudes towards varieties of English based on Native norms. They knew English was being used worldwide as an international language but did not believe it belonged internationally.

CHAPTER 3

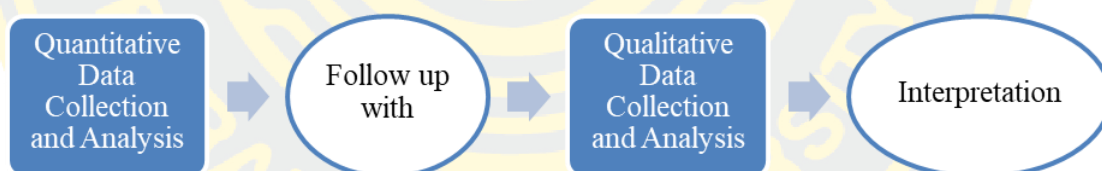
RESEARCH METHODOLOGY

This chapter presents the research design, setting, population, participants, research instruments, data collection, data analysis, and ethical considerations. Each section was presented consecutively below.

Research Design

This study used a mixed-methods research approach with an explanatory design (Creswell & Creswell, 2017). Mixed-methods research focuses on collecting, analyzing, and mixing quantitative and qualitative data to understand a research problem rather than either approach alone (Creswell & Clark, 2011). This method was proper to cope with complex topics such as teachers' awareness of Global Englishes. The details of the design are presented below.

Figure 2 *Explanatory Sequential Design*



Source: Creswell & Creswell (2017, p.541)

As shown in Figure 2, the first quantitative phase aimed to investigate Thai English teachers' awareness of Global Englishes. The Thai English teachers were selected purposefully—the questionnaire employed in this phase. The findings in the first phase provided a general picture and were used to inform the research in the second phase. The second qualitative phase used interviews to explore better insights into factors affecting teachers' awareness of Global Englishes. The details of each phase are presented below.

In the explanatory sequential design, the method had two phases. First, quantitative data was collected to survey the population of Thai English teachers to

describe the population's awareness. The survey approach was chosen in this study for collecting data, investigating trends, examining the significant differences of awareness toward Global Englishes across variables, and what factors affect teachers towards Global Englishes, such as age, gender, education, and teaching experiences and interviews which they could explain and share the complex topics about the awareness of Global Englishes. Second, the qualitative data were collected to help explain the complex topics on the quantitative results.

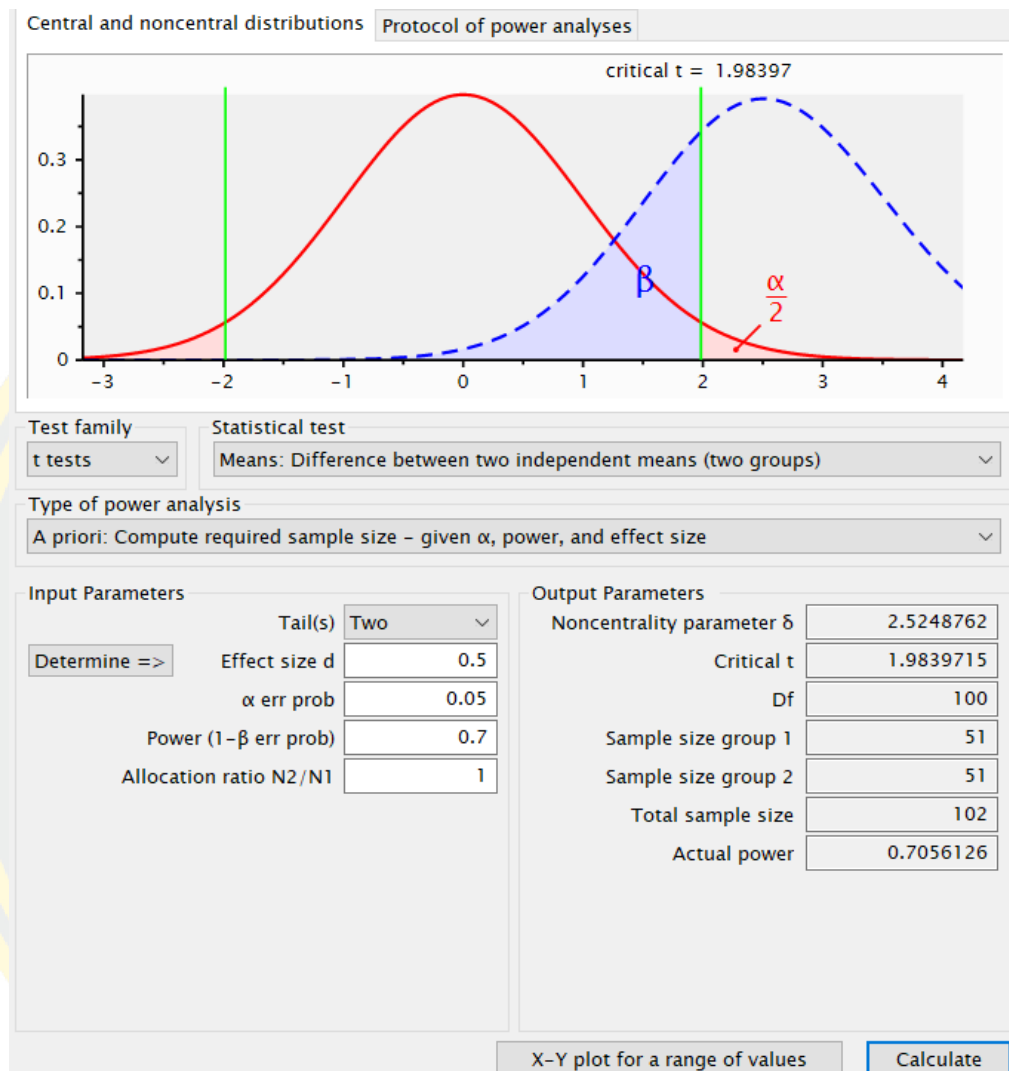
Quantitative Phase

In the quantitative phase, the purpose was to investigate teachers' awareness of Global Englishes. The details of this phase are presented below.

Population and Sample

The target population of this study was 182 Thai English teachers in Chon Buri Primary Education Service Area 1. The reason for choosing Chon Buri was because it was one of the most popular tourist destinations around the world, which is located in the Eastern Economic Corridor (EEC). In the future, the EEC will grow into a metropolitan and regional transportation center, a hub of logistics, trade, and investment, a significant source of human resources, a tourist destination, and most importantly, the most modern Gateway to Asia. The participants were selected by using the volunteer sampling method. The approximate number of participants needed to conduct statistical tests with sufficient power is 102, calculated using the G*Power Software (Faul et al., 2009) with a medium effect size of .50, statistical power of .7, and alpha level of .05.

Figure 3 Output of G*Power Software to Calculate the Number of Participants



Instrument: Questionnaire

A questionnaire was used to collect quantitative data. The questionnaire was adapted from Matsuda's (2000), Miyagi's (2006), and Funada et al.'s (2020). The questionnaires were collected online by using Google Forms. The questionnaire consisted of four Likert-scale statements, requiring a participant to rate how strongly he or she agrees or disagrees with each statement. The scale includes: 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree. The questionnaire was divided into two parts. The first part included background information such as age, gender, educational background, and teaching experience. The second part included Likert-

scale statements regarding the participants' awareness of Global Englishes. Each item represented an aspect of awareness: (1) the importance, value, and role of English in general, (2) awareness of the varieties in English, (3) the use of English in Thailand, (4) beliefs about the influence of English on their ethnic and cultural identity, and a sense of ownership of English (5) non-native speakers and native speaker interactions.

Specifically, the questionnaire was in English and Thai to avoid language barriers during the data-gathering process. There was an open-ended question for respondents to express additional opinions based on their individual opinions, aiming to fulfill and gather the more profound quality of the findings and identify their awareness of Global Englishes.

Validity

The experts in the field of Global Englishes were invited to assess and ensure the validity and consistency of the questionnaire, appropriation of language use, and to rate whether it answers research questions. The Indexes of Objective Congruence (IOC) evaluation form was used in this process, with scores ranging from -1 to 1, congruent = 1, questionable = 0, and incongruent = -1 (Rovinelli & Hambleton, 1976). The IOC was calculated as shown below:

$$\text{IOC} = \frac{\sum R}{N}$$

IOC = Index of Item Objective Congruence
 R = Score of comments from the experts
 N = Number of experts

If the values of the item objective congruence (IOC) index fell within the range of 0.50 to 1.00, it indicated that the items were considered acceptable and would be retained in the questionnaire. However, if the IOC was less than 0.50, it indicated that the index of items' objective congruence was not acceptable and would be revised or withdrawn. The result revealed that the items had an IOC score standing between 0.66 to 1.00.

Reliability

To assess the reliability of the questionnaire, a pilot study was conducted with 20 English teachers who shared characteristics similar to the target sample but were not among the target participants. The calculated reliability of the questionnaire, specifically related to teachers' awareness of global Englishes, was found to be 0.87.

Data Collection and Analysis

After receiving ethical approval from Burapha University, the questionnaire was sent online through AMSS++ (Education Area Management Support System) to the 82 schools in Primary Education Service Area 1, asking for a favor to respond to the questionnaire. Since this study used the volunteer sampling technique, it is not easy to calculate the response rate. However, the number of respondents was more than the expected number. The data from the survey was collected and analyzed using computer software to respond to the research questions. The questionnaire results were computed in frequencies, percentages, standard deviation, and means to examine the participants' awareness of Global Englishes in ELT.

Qualitative Phase

Participants

In this qualitative phase, the participants were selected based on various factors, including educational background, teaching experiences, age, and gender. Twelve teachers were chosen from a group of Thai English teachers who were actively teaching English in primary or secondary schools in Chon Buri Primary Education Service Area 1 during the 2022 academic year. To ensure confidentiality and maintain anonymity, the participants were referred to using pseudonyms, specifically Teacher 1 - Teacher 12

Instrument: Interview

The interview served as a tool during the qualitative phase. Its purpose was to explore individuals' experiences, beliefs, and motivations on specific matters, aiming to provide insight and understanding (Rubin & Rubin, 2011). This study employed a semi-structured interview due to its flexibility, allowing various aspects

of similar topics to emerge through a range of interview questions (Richards, 2009). This format permitted exploration and discussion, deviating from a strict question-and-answer structure. Participants were selected based on diverse criteria, such as educational background, teaching experiences, age, and gender. The interview questions were directly linked to the research objectives and inquiries. Interviews were conducted both in person and online after collecting data from the questionnaires.

Data Analysis and Trustworthiness

The qualitative data were analyzed using the coding method, which comprised three stages: (1) open coding, (2) axial coding, and (3) selective coding (Saldaña, 2021). During the open coding stage, I read and reread the data, identifying initial codes to label the meanings of data segments. Subsequently, in the axial coding stage, I reexamined the open codes, establishing relationships among them to create categories. Moving to the selective coding stage, I integrated these categories into themes by selectively choosing those relevant to addressing the research questions (teachers' awareness of Global Englishes and the factors impacting this awareness). Throughout each stage, I composed analytic memos to complement the analysis and to acknowledge any subjectivity that might influence the data analysis. Finally, the results from this three-stage vertical analysis were cross-examined horizontally across cases to explore both similarities and differences.

Ethical Considerations

Before collecting the data, this study obtained permission from the Institutional Review Board (IRB) at Burapha University to conduct the research. To ensure the confidentiality of respondents, the survey refrained from requesting any personal information that could identify participants. The presentation of survey data focused on trends rather than individual responses to uphold confidentiality. Pseudonyms were utilized during the interviews. These ethical measures were strictly implemented to protect the rights and confidentiality of all participants.

Chapter Summary

This study employed a mixed-methods research approach with an explanatory research design encompassing two phases. The first phase was quantitative and utilized a questionnaire adapted from Matsuda (2000), Miyagi (2006), and Funada et al. (2020). This questionnaire consisted of background information and a 23-item questionnaire assessing awareness of Global Englishes. In the second qualitative phase, a semi-structured interview approach was chosen due to its flexibility in exploring various aspects of the same topic. Data from these interviews were analyzed using the coding method involving three stages: (1) open coding, (2) axial coding, and (3) selective coding (Saldaña, 2021). Participants in this study were English teachers from 82 schools in Chon Buri Primary Education Service Area 1, teaching English at primary or secondary levels. Ethical considerations, including obtaining consent from participants, were implemented to protect their privacy and confidentiality before data collection.

CHAPTER 4

FINDINGS

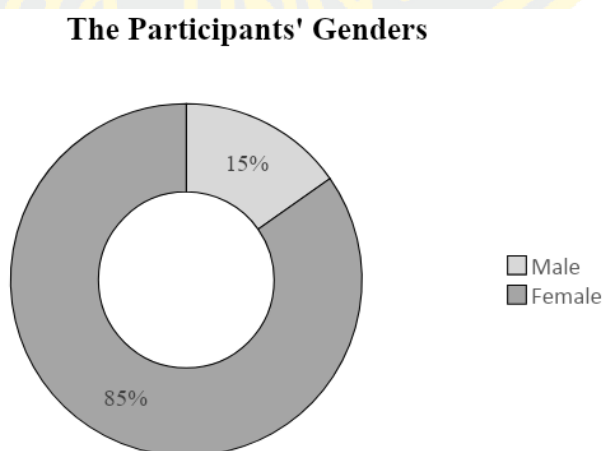
This chapter presents the study's findings, which aimed to investigate the awareness of teachers toward Global Englishes and the influencing factors among Thai teachers in 82 primary schools within Chon Buri Primary Education Service Area 1, Thailand. The research utilized a mixed-methods approach, combining quantitative and qualitative data collection and analysis. Quantitative data were collected through an online questionnaire, while qualitative insights were gathered via semi-structured interviews. The results are presented based on the research questions as follows.

4.1 Research Question 1:

To what extent are Thai English teachers' aware of Global Englishes?

The data elicited from the questionnaire was used to answer this research question. Before presenting the data, the first part presents the participants' demographic information, which covers gender, age, educational background, and teaching experiences. Frequency and percentage were used to represent the data.

Figure 4 *The participants' genders*



As shown in Figure 4, there were 105 participants. A majority (84.76%) were female, while the remaining (15.24%) were male.

Figure 5 *Age of Participants*

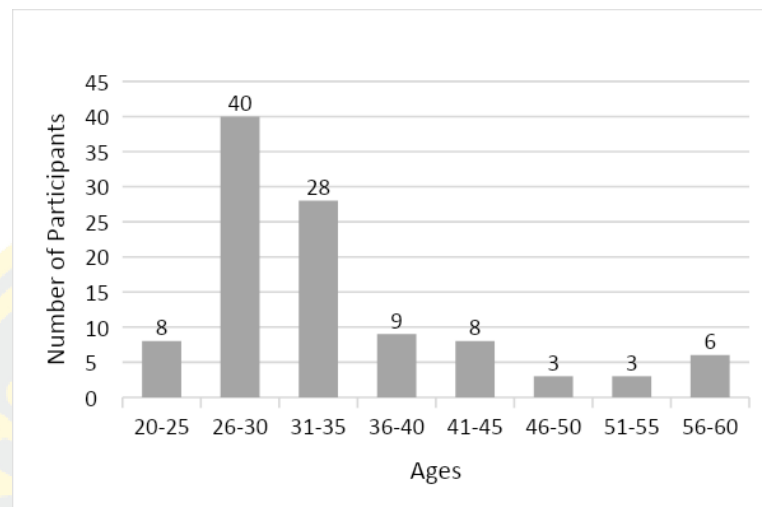


Figure 5 displays that among the participants, the highest percentage (38.10%) belonged to the age range of 26-30 years old, followed by 26.67% of participants within the age range of 31-35 years old. The remaining percentages were distributed as follows: 8.57% for 36-40 years old, 7.62% for 20-25 and 41-45 years old, 2.86% for 46-50 years old, 2.86% for 51-55 years old, and 5.71% for 56-60 years old.

Figure 6 *Educational Background*

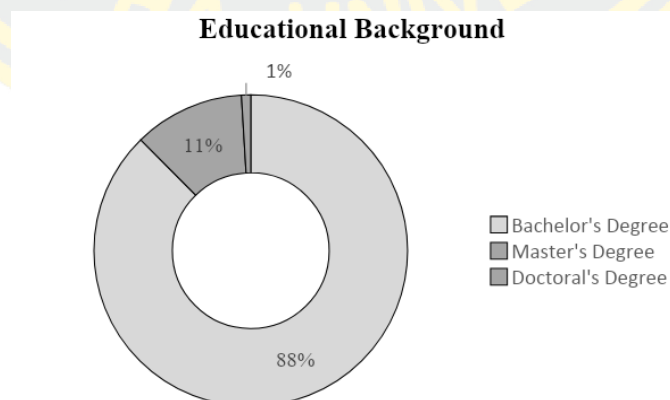


Figure 6 indicates that the majority of participants (87.62%) held a bachelor's degree, followed by 11.43% holding a master's degree, and only one participant (0.95%) held a doctoral degree.

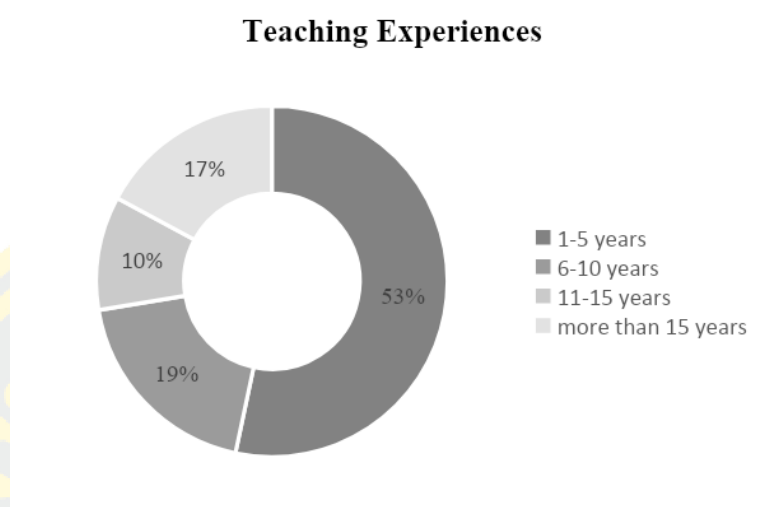
Figure 7 *Teaching Experiences*

Figure 7 displays that the majority of the participants (53.33%) had 1-5 years of teaching experience, followed by 19.05% with 6-10 years of experience, 17.14% with more than 15 years of experience, and 10.48% with 11-15 years of experience.

The second part consisted of 23 items regarding awareness of Global Englishes. The 23 statements in the questionnaire consisted of eight cognitive aspects statements (items 1-8), eight affective aspects statements (9-16), and seven behavioral aspects statements (17-23). The participants' responses were evaluated using computer software to determine the means and standard deviations. The results are shown in Table 6.

Table 2 *Overall teachers' awareness of Global Englishes*

Teachers' Awareness towards Global Englishes	Mean	S.D.
Cognitive aspect	3.41	0.68
Affective aspect	3.14	0.70
Behavioral aspect	2.99	0.76
Overall	3.18	0.71

Table 3 Cognitive aspect of teacher's awareness towards Global Englishes

Cognitive Aspects	Participants (n = 105)				Mean	S.D.
	Strongly Agree	Agree	Disagree	Strongly Disagree		
	4	3	2	1		
1. I believe English can be used for communication among Thais.	67	32	5	1	3.57	0.63
2. I am aware that there are other varieties of English around the world, not only American English or British English.	82	18	5	0	3.73	0.54
3. I believe that Tenglish is a developing variety of English.	63	35	7	0	3.53	0.62
4. I think that students should be able to communicate like native English speakers.	42	44	14	5	3.17	0.84
5. Exposure to varieties of English enriches cultural awareness, accepting and respecting others.	75	28	2	0	3.70	0.50
6. I think that students may form a limited view of English if they are taught only Standard English.	34	44	24	3	3.04	0.82
7. I think learning different varieties of English is more beneficial than learning just one type of English.	78	22	5	0	3.70	0.56
8. I think English belongs to everyone who uses it.	35	28	33	9	2.85	0.99

Table 3 illustrates teachers' cognition about Global Englishes. Overall, the data showed that teachers possess knowledge of Global Englishes ($M = 3.41$, $S.D. = 0.99$). When zoomed into each statement, it was found that out of the four Likert's scale, the average scores of the cognitive aspect ranged from 2.85 - 3.73. Some

interesting insights were as follows. First, the teachers thought Global Englishes existed (items 1, 2, 3). However, they believed the model for learning English (item 4 - think that students should be able to communicate like native English speakers) should be proximity to the native norm. When inquiring about the implications for English teaching and learning, the teachers reported the benefits of exposing students to English varieties (item 5, $M = 3.70$, $S.D. = 0.50$, item 6, $M = 3.04$, $S.D. = 0.82$, item 7, $M = 3.70$, $S.D. = 0.56$).

Moreover, their beliefs about ownership of English varied (item 8, $M = 2.85$, $S.D. = 0.99$); 63 teachers (35 + 28) strongly agreed and agreed that “English belongs to everyone who uses it” while the other 42 teachers (33 + 9) disagreed and strongly disagreed with the statement. The high standard deviation in the responses regarding the statement “I think that students may form a limited view of English if they are taught only Standard English” (item 6, $M = 3.04$, $S.D. = 0.82$) indicated the fascinating diversity of views. A significant number of participants (strongly agree + agree = 78) supported the idea that teaching only Standard English might lead to a limited view of the language. It represented the acknowledgment that language is not only about native but also about real-world English that takes on various contexts. Moreover, item 8 ($M = 2.85$, $S.D. = 0.99$) stands out due to its remarkably high standard deviation. The responses reflected thought and belief that “I think English belongs to everyone who uses it,” with a number of participants (strongly agree + agree = 63) supporting this idea, which represented the recognition that anyone who uses English has a legitimate claim to the language. On the other hand, those who disagree (disagree + strongly disagree = 42) reflected a contrasting perspective that ownership of English should remain close to the native.

Table 4 *Affective aspect of teacher's awareness towards Global Englishes*

Affective Aspects	Participants (n = 105)				Mean	S.D.
	Strongly Agree	Agree	Disagree	Strongly Disagree		
	4	3	2	1		
1. I am confident that my English accent is understandable.	40	61	4	0	3.34	0.55
2. It doesn't matter to me which varieties of English I speak as long as people understand me.	62	41	2	0	3.57	0.53
3. We use English for communication, so as long as it is understood by each other, incorrect English is acceptable.	54	44	6	1	3.44	0.65
4. I am interested in introducing varieties of English in my lessons.	61	37	7	0	3.51	0.62
5. I think that it is more important for English teachers to have clear pronunciation than a native-like accent.	68	28	9	0	3.56	0.62
6. It is OK to use Tenglish or other varieties of English when speaking or writing English because English is diverse and flexible, and after all, it is English.	51	41	11	2	3.34	0.74
7. Accents of non-native speakers are not pleasant to listen to.	11	20	40	34	2.08	0.97
8. Foreigners will not understand us if we talk to them with a strong Thai accent.	11	26	50	18	2.29	0.87

Table 4 illustrates teachers' emotional responses towards Global Englishes. Overall, the data showed that teachers had relatively positive attitudes towards Global Englishes ($M = 3.14$, $S.D. = 0.70$). When examining each statement, it was found that

out of the four Likert's scale, the average scores of the affective aspect ranged from 2.08 - 3.57. Some interesting insights were revealed. First, the teachers felt confident in their ability to communicate with their accents (items 1, 2, 3).

Additionally, they were interested in introducing varieties of English in their classrooms and were concerned about the importance of clear pronunciation (item 4, $M=3.51$, $S.D.=0.62$, item 5, $M=3.56$, $S.D.=0.62$). However, when looking into the attitudes towards using Tenglish and other English varieties and accents, they agreed with the statement ($M=3.34$, $S.D.=0.74$). Moreover, they were pleasant to listen to non-native accents ($M=3.34$, $S.D.=0.74$). 68 (18+50) teachers disagreed and strongly disagreed that "Foreigners will not understand us if we talk to them with a strong Thai accent." while the other 37 teachers (11+26) strongly agreed and agreed with the statement. Items 2 and 5 showed fascinating insights into the perceptions of language communication. They expressed an open-minded attitude towards language use. Both responses prioritized the significance of mutual understanding and the role of clear pronunciation in facilitating successful language interactions over accents. Item 7 reflected a personal preference that could be influenced and shaped by individual experiences and cultural influences.

Table 5 Behavioral aspect of teacher's awareness towards Global Englishes

Behavioral Aspects	Participants (n = 105)				Mean	S.D.
	Strongly Agree	Agree	Disagree	Strongly Disagree		
	4	3	2	1		
1. I want my students to achieve native-like English proficiency, so I use native speakers as a role model.	43	45	14	3	3.22	0.78
2. I only teach the culture of native English-speaking countries in my class.	13	27	45	20	2.31	0.92
3. I select books and materials that	18	36	33	18	2.51	0.97

Behavioral Aspects	Participants (n = 105)				Mean	S.D.
	Strongly Agree	Agree	Disagree	Strongly Disagree		
	4	3	2	1		
have content related to English speaking countries only.						
4. I teach English by using English only.	13	36	39	17	2.43	0.91
5. I bring varieties of English into the classrooms.	56	43	6	0	3.48	0.61
6. I help my students feel confident about their Thai English accents.	65	38	2	0	3.60	0.53
7. I design learning to promote mutual understanding rather than to conform to correctness as defined by standard norms.	50	46	9	0	3.39	0.64

Table 5 illustrates teachers' behavioral intention towards Global Englishes. Overall, the data showed that teachers had relative intention to act towards Global Englishes ($M = 2.99$, $S.D. = 0.77$). Upon examining each statement, it was found that out of the four Likert's scale, the average scores of the behavioral aspect ranged from 2.31 - 3.60. Some interesting insights were highlighted as follows. First, the teachers disagreed with the strategy of only teaching the culture of native English-speaking countries in the classroom ($M = 2.31$, $S.D. = 0.92$). When questioned about English used in the classroom, 36 teachers agreed, and 39 teachers disagreed almost equally that "I teach English by using English only." (item 8, $M = 2.43$, $S.D. = 0.91$). Moreover, teachers also agreed and disagreed (36+33) almost evenly with the statement that they selected books and materials that have content related to English-speaking countries only. Furthermore, the teachers desired their students to achieve native-like English proficiency and use native speakers as role models (item 1, $M = 3.22$, $S.D. = 0.78$). However, when asked about the learning design in the classroom,

the teachers reported that they designed learning to promote mutual understanding rather than to conform to correctness as defined by standard norms (item 7, $M = 3.39$, $S.D. = 0.64$). In addition, teachers brought varieties of English into the classrooms (item 5, $M = 3.48$, $S.D. = 0.61$) and assisted their students in developing confidence in their English accents (item 6, $M = 3.60$, $S.D. = 0.53$).

4.2 Research Question 2:

What leads Thai English teachers to be aware of Global Englishes?

Interview data were used to answer the second research question. The interviews lasted approximately 15 - 20 minutes. The interviews were transcribed and analyzed by using thematic analysis. After analysis, the three main themes emerged: language ideology, teachers' biographical experiences, and exposure to English varieties in one's sociocultural contexts. These were the factors affecting teachers' awareness of Global Englishes.

Table 6 Codes, categories, and themes of factors affecting teachers' awareness of Global Englishes

Codes	Categories	Themes
<ul style="list-style-type: none"> ● Simplifying sentence structure ● Pronouncing words clearly and comprehensible ● Adjusting speed in speech depends on context ● Using body language and gestures to support communication ● Avoiding idiomatic or cultural references which may be different in each context 	<ul style="list-style-type: none"> Aim for intelligible communication 	<ul style="list-style-type: none"> Language ideology
<ul style="list-style-type: none"> ● Proficiency in English language ● Cultural awareness ● Effective communication skills ● Flexibility and adaptability to different context between interlocutors ● Confidence and assertiveness ● Empathetic towards others 	<ul style="list-style-type: none"> Key concepts for successful communication 	

Codes	Categories	Themes
<ul style="list-style-type: none"> • Purpose of communication • Increased exposure to different varieties of English for better communication. 		Language ideology
<ul style="list-style-type: none"> • English in business settings • Language of communication between people who speak different first languages • Proficiency in English as a marker of social status or education • Key tool for cultural exchange 	Role of English in different social and contexts	
<ul style="list-style-type: none"> • Mix between Thai and English languages depending on the situation • Development of new words and expressions • Shifts in pronunciation and accent • Changes in grammar 	Translanguaging in the ELT classrooms	

Language ideology

The analysis of interview data showed that language ideology was a factor affecting teachers' awareness of Global Englishes. The findings showed that language ideology is related to intelligibility. It was considered more important than linguistics, focusing on comprehensibility. The data showed that the key concepts for successful communication included mutual understanding, respect for cultural differences, and the ability to adapt to diverse contexts. Moreover, the findings also presented English's role in different social contexts and Translanguaging in ELT classrooms.

Aim for intelligible communication

Teachers were aware that English had become widely used as a common language for communication among people who spoke different languages. They mentioned that it is about communicating clearly, effectively, and comprehensibly across diverse cultural and linguistic backgrounds. They thought simplifying sentence structure could help ensure the message is clear and easy to understand. This includes using straightforward grammar and avoiding complex constructions or idiomatic expressions that may be unfamiliar based on the context. Communication should

focus on exchanging ideas rather than on pronunciation or grammar. The speed of speech could also be adjusted depending on the context. In addition, using body language and gestures could also support communication.

"We use English for communication. I believe that when communicating in English, we often simplify sentences to make it easier and possible to get a better understanding. This means avoiding unnecessarily complex sentence structures and using simple, clear language that is easy to understand. We can ensure that our message is clearly communicated to listeners, regardless of level of English proficiency." (Teacher 9 / Question 4)

"I think it is completely natural for people to speak English with an accent, especially if it is not our first language. It shows that we have tried to learn the language and are trying our best to communicate. As long as I can understand, I do not think the accent matters at all." (Teacher 5 / Question 3)

"In my opinion, one of the most important goals of learning English is to be able to communicate effectively, such as pronouncing words clearly and comprehensively. This means using clear and simple language that can be easily understood and avoiding misunderstandings when communicating in English; as long as we can understand each other, I think it is okay. Moreover, we should also be careful to avoid using idiomatic or cultural references that may be unfamiliar in different contexts." (Teacher 7 / Question 9)

When questioned about teachers' opinions toward people who speak with an accent and the goal of learning English, the key takeaways were that effective communication in English should be the primary goal. Teachers who had been exposed to a variety of English and cultures had a greater awareness and acceptance of Global Englishes. Moreover, teachers who emphasized effective communication and did not view accents as an obstacle were aware of promoting and accepting non-native English speakers.

Key concepts for successful communication

Teachers emphasized the importance of students comprehending non-native varieties of English as a fundamental aspect of successful communication. They stressed the necessity for flexibility and adaptability in various contexts, enabling individuals to communicate confidently and assertively. According to the teachers, the primary goal of communication was to achieve clear understanding among interlocutors, ensuring mutual comprehension of topics rather than focusing solely on sounding native. Additionally, exposure to diverse forms of English could improve communication skills by providing more opportunities to interact with people from various communities.

“Of course, I think we have to admit that we use English to communicate mostly with non-native speakers; the purpose is to have a clear understanding and to make sure we go the same way and can understand each other. I think if students have more chances to meet people from diverse backgrounds, it will open up the world and make them communicate confidently and assertively.”
(Teacher 2 / Question 13)

“Yes, students might have chances to meet and communicate with anyone in this world. I think of one of my students when he was in school. He was not good at English, but he tried hard to communicate. Even though the grammar was not correct, he spoke out with confidence. I have heard from him that he is now working in a hotel somewhere in Pattaya and got promoted because he can communicate with foreign customers even though his English really sounds Thai. It counted as a success for him.” (Teacher 4 / Question 13)

“It is necessary to know the varieties of English. For example, in my school, there are both native and non-native English teachers; students feel more comfortable asking a favor from non-native English teachers because they feel they do not have to worry about accents and also try to understand them and give them time to explain.” (Teacher 8 / Question 13)

When asked about their views on the necessity of understanding non-native varieties of English, the teachers responded that the primary purpose of using English was communication. Those who had been exposed to individuals from diverse backgrounds had gained more confidence and assertiveness in communication. Confidence and willingness to communicate in English, irrespective of proficiency level or accent, had been influenced by supportive teachers or successful experiences in using English for communication.

Role of English in different social and contexts

Teachers stated that English served as an essential language for communication, particularly in education and business contexts. Chon Buri was a province in the Eastern Economic Corridor (EEC) in Thailand, rich in industrial estates housing both domestic and foreign companies, alongside a flourishing tourism industry. Consequently, Chon Buri boasted a diverse population and culture, encompassing Thai, Chinese, Korean, Japanese, Indian, and American communities. English was a necessary tool for communication among individuals with different native languages. Furthermore, fluency in English was often regarded as a symbol of social status or education.

“I think students will speak English mostly with Chinese people because there are lots of Chinese factories, businesses, and tourists in Chon Buri. It will be used for communication.” (Teacher 8 / Question 14)

“In Thailand, I think students will have a chance to speak with people from Asia, such as Japanese, Chinese, and Korean. If you are fluent in English, you can get better opportunities in your career and higher education.”
(Teacher 11 / Question 14)

When teachers were interviewed about their opinions on students’ opportunities to communicate in English, they expressed that exposure to people from diverse backgrounds and cultures had been key in raising awareness of the different English varieties spoken worldwide. Furthermore, exposure to different contexts where

English had been used for communication, such as business or education, had also been seen as a factor in developing awareness of varieties of English.

Translanguaging in the ELT classrooms

Teachers mentioned the changes in the English language that occurred over time and across various regions. This included the development of new words and expressions related to cultures and contexts, as well as shifts in pronunciation and accent. Additionally, teachers discussed English in the classroom, where there was always a mix of Thai and English, depending on the situation. Concerning English for communication, some students did not adhere to native norms but communicated as easily as possible, enabling mutual understanding among everyone involved.

“I think it depends on the location because language is used in different contexts and regions; for example, there are differences between accents, cultures, and environments. In Thailand, English may be spoken with a Thai accent that reflects the phonetic and tonal patterns of the Thai language. For example, Thai speakers may have difficulty with the ‘l’ or ‘r’ sounds in English.” (Teacher 4 / Question 2)

“Like in Thailand, for example, you say, ‘I go eat Somtam tomorrow na.’ even though it is definitely incorrect in terms of grammar, everyone can understand. Another example is about idioms; for example, if you say ‘break a leg’ with Thai students, they might be confused: Ohh.. does it mean broken leg? Instead, we would rather use ‘Good luck’. ‘You are my cup of tea’ is related to British culture, but when it comes to the Thai context, it does not make any sense.” (Teacher 12 / Question 2)

When exploring teachers’ acknowledgment of the varieties of English they experienced, they acknowledged that varieties of English could be diverse based on location and context. The environment, culture, and people in different settings could also have affected how English was used. Accents, idioms, and grammar could have varied depending on the cultural context and reflected the identity.

Table 7 Codes, categories, and themes of factors affecting teachers' awareness of Global Englishes

Codes	Categories	Themes
<ul style="list-style-type: none"> ● Standardized norms for materials and resources ● English language in career ● Less frequently exposed to non-native varieties of English ● More exposure to variety of English for communication ● Experiences in using English in Thailand ● Familiarity with native accent ● Role of technology and multimedia 	Teaching and learning English	Teachers' biographical experiences
<ul style="list-style-type: none"> ● English in classroom ● Opinions towards varieties of English ● English-speaking environments ● English language policy ● English in real life 	Experience and frequency of exposure to varieties of English	
<ul style="list-style-type: none"> ● Cultural awareness ● Respect and appreciate of cultural differences ● Linguistic tolerance ● Valuing native norm ● Valuing non-native norm ● Learning language and cultures from textbook 	Acceptance and respect both similarities and differences towards English varieties multicultural differences	

Teachers' biographical experiences

The analysis of interview data showed that teachers' biographical experiences played a role in affecting teachers' awareness of Global Englishes. The findings indicated that teachers' biographical experiences, including their language background and exposure to different varieties of English, acceptance, and respect for similarities and differences, could significantly influence their attitudes towards

teachers' awareness of global Englishes. Teachers who had greater exposure to varieties of English, either through their own language background or through training, tended to hold more positive attitudes towards Global Englishes.

Teaching and learning English

Teachers commented that English was typically taught in a standardized form based on British or American English, so students were usually familiar with the native norm because textbooks, materials, and assessments mostly referred to the native standard. Moreover, in Thailand, people do not feel much pressure to use English daily. Another challenge was the lack of exposure to different varieties of English, which could lead to difficulties in understanding. Nevertheless, technology and multimedia played an essential role in expanding exposure to different varieties of English. It had become more accessible than ever to access English language content worldwide; platforms such as YouTube and social media offered great opportunities to interact with people from different regions.

“In Thailand, we learn English based on Standard English; as you can see from textbooks, tests or materials are usually American or British. We learn English in school for tests. But in real life, we use English for communication. We do not focus much on grammar or accent. But if it is academic writing, grammar still needs to be correct. We learn English to get a better job and a better income. I do not like when some teachers want their students to sound like natives...what?... as a Thai English teacher, what makes you so confident that you speak like native?...no way. Everyone has an accent.”

(Teacher 6 / Question 9)

“For me I think we should focus on effective communication. We use English mainly for communication, which has many purposes. For example, some use English to look for a soulmate, make new friends, play games, or shop online. We have to thank technology because it expands our chances to reach the English language from the whole world faster and easier. Learning language now goes beyond the classroom.” (Teacher 10 / Question 9)

When asked about teachers' opinions regarding the essential aspects of teaching and learning English, the teachers shared the opinion that learning English in Thailand had focused on tests, limiting exposure to different English varieties. Despite being aware of the varieties of English, they still preferred American or British English due to their familiarity with those accents.

Experience and frequency of exposure to varieties of English

Teachers had reported that the experience and frequency of exposure to English depended on factors such as social class and location. For instance, students from middle to upper-class families in the city were more likely to support their children in accessing English-speaking environments. Conversely, children from lower-class families in urban areas were more likely to have fewer opportunities and limited exposure to English.

“I speak English in my class as much as possible with my Thai accent...like 70% in English and 30% in Thai, but not every student can understand, and the feedback is also different. For example, students whose families are supportive and ready for their children will have more opportunities to be exposed to English through extra classes or access to varieties of English content through the Internet. At the same time, those whose families are not ready will have fewer chances to be exposed to English. They learn English only in the classroom.” (Teacher 3 / Question 6)

“I sometimes speak English in my class because my students have very low skills in English. I speak with my own accent. I teach English in Thai and English at the same time because my students lack vocabulary, so it is difficult. My school is small and has no other English teachers but me, and most of my students are from lower-class families. The only chance they learn English is in school with me.” (Teacher 11 / Question 6)

When investigating teachers' opportunities to use English in the classroom, the teachers reported that they taught English in Thai and English because not every

student was proficient in English; some struggled with limited vocabulary. Moreover, the teachers mentioned that not all students had equal opportunities to be exposed to English because their students came from different backgrounds and socioeconomic statuses. They noted that students in larger schools had more exposure to varieties of English than those in smaller schools, where the English teachers might have been only Thai English teachers.

Acceptance and respect both similarities and differences towards varieties of English and multicultural

Teachers had stated that language came along with culture, aiding in understanding and appreciating varieties of English and the cultural differences that avoided misunderstanding and miscommunication. For instance, some idioms or slang could not be used in every context due to different cultures. Therefore, valuing and respecting the diverse culture of those who spoke different varieties of English was necessary as it opened up new ideas and perspectives. Moreover, it involved accepting the different accents and pronunciations; instead of judging language abilities, it had been essential to appreciate achievements in communication.

“I agree and disagree that learning with native is better than learning with non-native English teachers. There is also a need to consider teaching style, materials, and techniques. Both have advantages and disadvantages; for example, I think that learning with natives can bring a high level of language proficiency. But from my experience learning grammar, I found it easier to learn with non-native because they seem to be flexible and make learning English easier to understand. Also, I think each non-native English teacher from different countries will also have a variety of cultures.”

(Teacher 3 / Question 10)

“I do not think so.....Thai students can improve their English no matter if they are learning with native or non-native. They can learn English from TikTok, YouTube, TV, or podcasts, and those they follow on social media can be people from anywhere in the world. And of course, each one has unique

characteristics to present culture, and who they are, like food and travel influencers or gamers, they speak in their own English style. It is something new outside of textbooks. I think it is interesting.”

(Teacher 10 / Question 10)

When asked about their opinions on whether learning English with native English teachers could improve their students' English abilities better than learning with non-natives, the teachers expressed both advantages and disadvantages. The teachers believed that learning with native English teachers could lead to higher language proficiency, but learning grammar with non-native English teachers might have been easier. Additionally, the teachers believed that non-native English teachers could bring a variety of cultures into the classroom. Moreover, students could have learned English from various sources, not only in school, which meant that they could have had more opportunities to be exposed to the varieties of English.

Table 8 *Codes, categories, and themes of factors affecting teachers' awareness of Global Englishes*

Codes	Categories	Themes
<ul style="list-style-type: none"> British English, American English, Australian English, Indian English, Singaporean English, Thai English, Chinese English Benefits towards more exposed to varieties of English Experience difficulty and less opportunity to communicate with Awareness of importance towards variety of English 	Awareness of varieties of English	Exposure to English varieties in one's sociocultural contexts
<ul style="list-style-type: none"> Language proficiency Relationship between language and identity Perceptions of accent Stereotypes or biases based on nationality, ethnicity, or background. 	Attitudes towards varieties of English	

Codes	Categories	Themes
<ul style="list-style-type: none"> • Presenting the connection between language, identity, and culture • Focus intelligible pronunciation while maintaining own accent • Influences of local languages and cultures on English usage • Pride to speak with own accent • Influences of mother language towards learning English • Idiomatic expressions • English owned by native English speakers 	<p>Awareness of ownership</p>	<p>Exposure to English varieties in one's sociocultural contexts</p>
<ul style="list-style-type: none"> • Limitation of exposure to different varieties of English • Stereotypes about NNES • Unfamiliarity with different cultures • Inadequate funding for education • Economic inequality • Lack of support from family 	<p>Barrier to achieving awareness of varieties of English</p>	

Exposure to English varieties in one's sociocultural contexts

The analysis of interview data revealed that exposure to English varieties in one's sociocultural contexts affected teachers' awareness of Global Englishes. The findings indicated the data encompassing awareness of varieties of English, as well as attitudes towards these varieties. Moreover, the data demonstrated varying perspectives toward the ownership of English. They identified barriers to achieving awareness of Global Englishes, including limited exposure to diverse varieties of English, inadequate training, and limited sources.

Awareness of varieties of English

Teachers mentioned that they were aware of the varieties of English, such as British, American, Australian, Indian, Singaporean, Thai, Filipino, Japanese, and Chinese. They recognized and appreciated the differences in words, accents, pronunciation, and grammar that existed between these varieties and could vary

depending on the context. However, it could also be challenging for those unfamiliar with or familiar with hearing different accents; it might cause difficulty understanding each other. Even though teachers seemed to be aware of varieties of English, they still preferred American and British English to other varieties because of familiarity and ease of understanding.

"There are many English speakers from different regions, such as British, American, Canadian, Indian, Singaporean, and Thai English. In my opinion, being exposed to different varieties of English can be beneficial for communication because being familiar with different varieties of English, we can have a better understanding." (Teacher 1 / Question 1)

" Absolutely, for example, British English is different from American English in terms of pronunciation, spelling, vocabulary, unique slang and idioms that are not used in other varieties of English. As a non-native English speaker, each has its own unique characteristics. For example, Indian English has been influenced by the local languages and has developed its own pronunciation and vocabulary, especially the strong "R" sound." (Teacher 6 / Question 1)

" Yes, of course, there are varieties of English, especially Filipino English accents or Thai English accents, because most teachers are Thai and Filipino. From my experiences, there have been times when I had difficulty communicating with someone who had a strong accent or used vocabulary that I was not familiar with. So, I prefer native English to non-native English because I feel familiar with it, and it is easy to understand. I grew up studying standard English. However, I believe that with exposure and practice, I can improve my ability to communicate with different varieties of English." (Teacher 7 / Question 3)

When asking the teachers' opinions towards the awareness of different kinds of English, the teachers demonstrated that they were aware of varieties of English spoken around the world, including native English and non-native English. They

recognized that exposure to different varieties of English could be beneficial. Although they were aware of the varieties of English, some preferred native English speakers, as they felt more familiar and found it easier to understand. Meanwhile, some of them believed that non-native teachers could also be effective in teaching.

Attitudes towards varieties of English

Teachers stated that English was used to facilitate communication between people who spoke different languages. Native speakers were typically considered to be ideal English users, while non-native English speakers could bring valuable diversity to the language. In addition, the perceptions of English speakers were also influenced by language proficiency and stereotypes or biases based on nationality, ethnicity, or background.

" I think that the accent that we are familiar with is the most understandable. It is simpler, easier to learn, and more accessible. I prefer to speak and write in Standard English, as I believe it is the most widely understood and accepted form. While I appreciate the cultural and linguistic differences in other varieties of English, I personally feel more comfortable using Standard English." (Teacher 6 / Question 7)

" I believe that it is important to be able to adapt the language to different situations and contexts. Each variety has its own style and is also flexible. I find it quite enjoyable learning about the different varieties of English, as it helps me better understand the language and its relationship to culture and identity." (Teacher 8 / Question 7)

" I am aware that our purpose for using English is for communication, but I prefer American English because I am familiar with and easy to understand. Moreover, I have experience in teaching English. As a Thai English teacher, I have often encountered stereotypes and biases based on my accent and proficiency in English." (Teacher 12 / Question 7)

When exploring the teachers' attitudes towards varieties of English, the teachers had different perspectives on the varieties of English. Some teachers believed each variety had its own style and was flexible, finding it enjoyable to learn about the different varieties of English. In contrast, some teachers preferred to speak and write in Standard English because of familiarity and believed it to be the most widely understood and accepted form. Additionally, they experienced biases and stereotypes based on their accent and English proficiency.

Awareness of ownership

Teachers mentioned the strong connection between language, identity, and culture. It had become a global language, no longer owned solely by native English speakers but shared and used by billions worldwide. They were proud of speaking with a Thai English accent while maintaining intelligible pronunciation. Local languages and cultures could also influence the usage of English in different contexts. Additionally, the influence of the mother language, such as idiomatic expressions, was significant in communication. Despite their pride in their accents, some English teachers mentioned, based on their knowledge, that the English language was considered owned by native English speakers.

" From my point of view, the British are the owners of the English language because even though we speak English in our country, we still have to lean on standard norms, vocabulary, and grammar structures." (Teacher 1 / Question 8)

" I do not have much knowledge about the ownership...but I think England because English is the language of England." (Teacher 2 / Question 8)

" I believe non-native English speakers can claim ownership of the English language. As English is now a global language and spoken by billions of people around the world, it is no longer only owned by native English speakers. In my opinion, those who grew up in an English-speaking

environment may feel a stronger sense of ownership compared to those who learned English as a second or third language.” (Teacher 5 / Question 8)

" It is important for English language teachers to acknowledge the diversity and cultural influences of their students and teach the language in a way that is respectful of these differences. This can help students feel more comfortable and motivated to learn as they see the value and relevance of the language in their own lives and cultures."

(Teacher 9 / Question 8)

When investigating teachers' perspectives towards the ownership of English, the teachers expressed varying opinions. Some believed that the British owned the language based on background knowledge, while others thought everyone who used English could also claim ownership. They were also aware of the importance of acknowledging the diverse cultures in learning and teaching English.

Barrier to achieving awareness of varieties of English

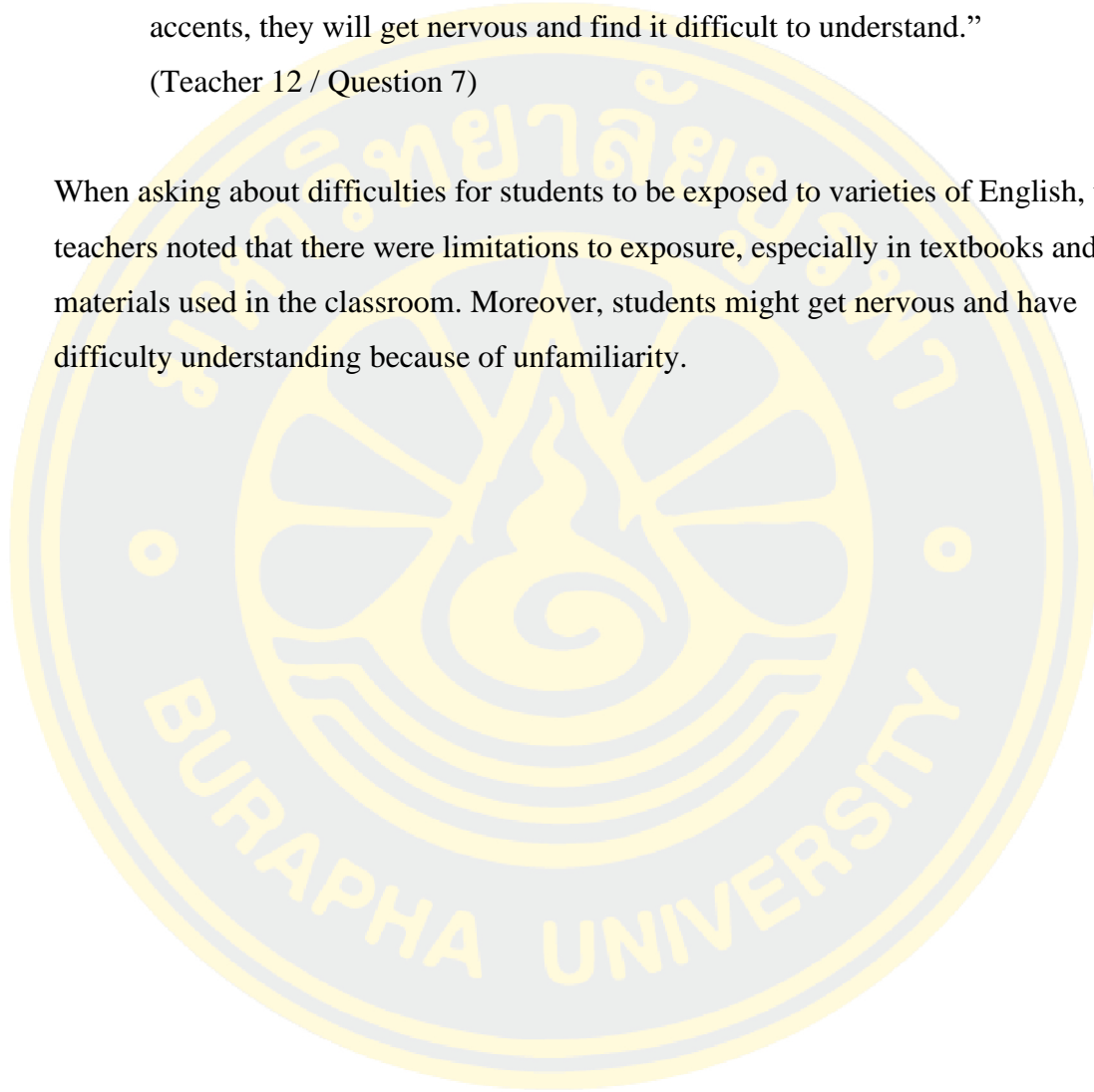
Teachers highlighted that the first significant barrier to achieving awareness of English was the limitation of exposure to different varieties of English, resulting in a lack of familiarity with the different accents, which were challenging to understand and communicate with others. Moreover, a lack of familiarity with different cultures could lead to misunderstandings. Additionally, economic inequality could also be a barrier, such as limited opportunities to be exposed to different varieties of English and cultures.

" It would be beneficial for students to be exposed to varieties of English, not only one kind of it. But I would say that there is a limitation of exposure to different varieties of English. Many people only have access to one kind of English, such as British or American English, especially textbooks and materials." (Teacher 11 / Question 7)

" Obviously, it is good to learn from different varieties of English because, in the real world, we are going to meet lots of people from different countries who speak different languages. In the school context, students learn with only a few varieties of English, so when students meet people who speak unfamiliar accents, they will get nervous and find it difficult to understand."

(Teacher 12 / Question 7)

When asking about difficulties for students to be exposed to varieties of English, the teachers noted that there were limitations to exposure, especially in textbooks and materials used in the classroom. Moreover, students might get nervous and have difficulty understanding because of unfamiliarity.



CHAPTER 5

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter provides a summary of the study, including an overall interpretation of the findings. Additionally, the implications and discussions based on the findings are presented. The limitations are also discussed, and recommendations for future research are provided.

Summary of the study

The study aimed to investigate teachers' awareness of Global Englishes and explore factors affecting Thai English teachers' awareness of Global Englishes. The participants were 105 Thai English teachers in 82 schools in Chon Buri Primary Education Service Area 1. The mixed-method approach was used to collect and analyze the data. The instruments were an online questionnaire and semi-structured interviews. The questionnaire was divided into two parts, written in English and Thai. It was employed to gather participants' background information and investigate and answer their current attitudes towards the use of English. The interview was used to explore the deeper insight aspects, experiences, beliefs, and motivation of Global Englishes for more understanding. The online questionnaire was distributed to Thai English teachers in 82 schools. The data from the online questionnaire was analyzed by computer software and presented in the form of tables showing the frequency, percentage, mean, and standard deviation of three sections of the participants' attitudes towards Global English: participants' cognitive aspect, participants' affective aspect, and participants' behavioral aspect.

After obtaining the data from the questionnaire, the researcher requested permission and purposefully selected participants based on their teaching experiences, age, and gender to have an interview. The interview was conducted in Thai and lasted approximately 15 - 20 minutes for each person. The data was transcribed, coded, categorized, and analyzed factors affecting teachers' awareness of Global Englishes. The key concepts were used according to the participants' answers to identify common themes and patterns. After all, the data was presented by descriptive writing.

Summary of the findings

In examining the research inquiries about Thai English teachers' awareness of Global Englishes and the factors influencing their awareness, the data revealed significant findings concerning teachers' perceptions across three aspects: cognitive, affective, and behavioral aspects towards Global English.

The Cognitive Aspect

Teachers had knowledge of Global Englishes, acknowledging that English came in different forms and was influenced by various linguistic factors. This awareness had been a positive step towards promoting linguistic diversity and recognizing the value of non-native English speakers. However, the teachers had still prioritized a learning model closer to the native norm, while some had embraced the diversity of English varieties. Additionally, teachers valued exposure to English varieties for their implications on English teaching and learning, enriching cultural awareness, and fostering acceptance and respect for others. However, the teachers' beliefs about the ownership of English varied. Some teachers had seen English as a language belonging to native speakers, while others had recognized that English belonged to everyone who used it as a tool for communication.

The Affective Aspect

The teachers held relatively positive attitudes towards Global Englishes, acknowledging the importance of linguistic diversity and the value of non-native English speakers. They had felt confident in their ability to communicate with their own accent and had shown interest in introducing varieties of English in their classrooms. They also recognized the importance of clear pronunciation in effective communication. However, when examining attitudes toward using Tenglish and other English varieties and accents, teachers had agreed as the language developed. While acknowledging the importance of linguistic diversity, teachers may still hold biases towards certain English varieties and accents. Despite this, the teachers had acknowledged the importance of clear communication in English language education and had shown openness to embracing linguistic diversity.

The Behavioral Aspect

The teachers had shown a positive intention to act towards Global Englishes. They disagreed with the strategy of solely teaching the culture of native English-speaking countries in the classroom. Moreover, they had designed learning to promote mutual understanding rather than conforming solely to correctness as defined by native norms. The teachers recognized the importance of communication over perfection in language learning. Interestingly, when questioned about the use of English in the classroom, teachers almost equally agreed and disagreed that they taught English using only English and selected materials related solely to English-speaking countries. They might have still adhered to traditional teaching practices, prioritizing native norms. Furthermore, the teachers had desired their students to achieve native-like English proficiency and had used native speakers as role models. However, they had introduced varieties of English into the classrooms and had supported their students in developing confidence in their English accents.

Regarding the findings from the semi-structured interview, the data presented factors that affect teachers' awareness of Global Englishes as follows:

Language ideology

The teachers prioritized effective communication in English and acknowledged the importance of delivering simple and clear messages that others could easily understand. Furthermore, they recognized the naturalness of speaking with an accent and emphasized that it should not hinder communication as long as the message is conveyed. They also understood the necessity of exposing students to non-native varieties of English and diverse backgrounds to bolster confidence and assertiveness in communication. Recognizing the importance of students having opportunities to interact with individuals from different contexts, particularly from Asia, given the prevalence of Asian companies and tourists in the Chon Buri province, underscored the significance of English fluency for improved career and educational prospects for students. Concerning teachers' acknowledgment of varieties of English, they recognized differences in accents, idioms, grammar, cultures, and environments that could impact how English is spoken. They believed that the use of the Thai accent in English was commonplace.

Teachers' biographical experiences

Regarding biographical experiences, the teachers expressed that learning English in Thailand had been heavily focused on tests rather than effective communication and had been based on Standard English. They taught English in Thai and English because only some students were proficient in English, and some struggled with limited vocabulary. They expressed that not all students had equal opportunities to be exposed to English due to different backgrounds and socioeconomic statuses, and there were varying opportunities for students to communicate in English. Additionally, they believed that learning with native English teachers could lead to higher language proficiency, but learning grammar with non-native English teachers might have been easier.

Exposure to English varieties in one's sociocultural contexts.

Teachers had been aware of different varieties of English and recognized the benefits of exposure to these variations. Nonetheless, some of them preferred native English speakers, while others believed that non-native teachers could also be effective in teaching. The teachers had different attitudes towards English varieties, with some enjoying learning about different varieties, while others preferred to speak and write in Standard English. Moreover, they had also experienced biases and stereotypes based on their own accent and language proficiency. The teachers noted that it would benefit students to be exposed to different varieties of English to prepare them for real-world situations where they might encounter unfamiliar accents with people from different countries and cultures. However, the teachers had experienced limitations to exposure, especially in textbooks and materials used in the classroom. The teachers had seen that technology could be used as an essential tool in expanding opportunities to learn English in varieties of English because students could learn from various sources around the world, which would mean they could have more opportunities to be exposed to different varieties of English.

Discussions

This study contributed to understanding teachers' attitudes towards awareness of Global Englishes. It highlights three key aspects that significantly impact language teaching and learning. In the cognitive aspect, it is encouraging that teachers demonstrate an understanding of English varieties and the value of non-native speakers. This awareness is essential in promoting an approach to language learning and teaching. However, the fact that some teachers still prioritize the native norms as a model of English proficiency may limit students from embracing the varieties of English.

In the affective aspect, recognizing the benefits of exposure to varieties of English is an essential step towards developing cultural awareness and accepting English varieties. Still, some teachers hold beliefs about ownership of English, and some hold biases towards stereotypes and accents, which could challenge them in implementing Global Englishes in the classroom. Teachers who believe that English belongs to native speakers may unintentionally reinforce native norms in language teaching, which could limit opportunities for intercultural awareness and varieties of English in the classroom. There is still room for raising awareness as some teachers prioritize native norms as the model for English proficiency.

In the behavioral aspect, Teachers' language background and exposure to English varieties significantly shape their attitudes toward Global Englishes. Teachers with greater exposure to non-native varieties of English and are familiar with different accents tend to have a more positive attitude towards Global Englishes, and show the willingness to bring varieties of English into the classroom. While the study revealed that teachers acknowledged the existence of Global Englishes, the teachers might face several challenges and reasons to bring varieties of Englishes into their classroom despite their awareness, including curriculum and standardized testing often prioritize the traditional native norms, leading to several challenges faced by teachers in incorporating Global Englishes to the classrooms. One significant challenge is the lack of resources designed for non-native English varieties. Many materials and textbooks mainly focus on traditional native norms, leaving teachers with limited options for their teaching methods.

The significance of teacher training must be considered in addressing the challenges of incorporating Global Englishes into the classroom. It requires encouragement, proper training, and supportive environments. Teacher training programs are essential to provide the necessary skills, knowledge, and confidence. It should focus on raising awareness about the various forms of Global Englishes, providing a deep understanding of cultural contexts, and teaching methodologies specific to non-native varieties of English. Moreover, teachers need guidance on how to adapt existing materials to create new ones that incorporate diverse English varieties, ensuring that students are exposed to varieties of English. It also should bring up a mindset of openness and acceptance among teachers, embrace their confidence to step out of their comfort zones and create supportive environments.

Teachers' comfort zones include familiar teaching methods, linguistic norms, and cultural context, which might be influenced by their linguistic background and exposure to different English varieties. Teachers with limited exposure to non-native varieties of English might feel more comfortable sticking to what they know. At the same time, those with diverse language experiences might be more open to embracing varieties of English in the classrooms. Furthermore, cultural biases and stereotypes could reinforce teachers' comfort zones, making them hesitate to explore and incorporate Global Englishes into their classrooms. Stepping beyond the Standard norms requires not only awareness but also active efforts to create a learning environment that values and respects the diversity of English.

Additionally, Parent and student expectations can create pressure on teachers to adhere to Standard English. Those unfamiliar with Global Englishes might express concerns about their children deviating from traditional norms, fearing it could impact future opportunities. Students might resist learning non-native English varieties due to the pressure or belief that native-like proficiency is the only acceptable English.

Implications

This study has important implications for language education. Firstly, there is the need for ongoing efforts to promote teachers' awareness of Global Englishes in language learning and teaching. Secondly, the emphasis on prejudiced ideas about accents and who "owns" the English language is also essential because it can create

obstacles in implementing Global Englishes in the classroom. Finally, teacher training should focus more on promoting intercultural awareness and providing opportunities for exposure to English varieties, such as videos, YouTube, TikTok, and literature from different English varieties.

Limitations of the study

The study was conducted with a relatively small sample size of participants from a specific area, which may not represent all teachers' attitudes toward Global English in other contexts. The study also relied on self-reports from teachers, which may not fully reflect their actual behavior in the classroom. Additionally, due to COVID-19, an online questionnaire was employed to gather the data. The limitation of the online questionnaire was the inability to control the participants' survey environment. Factors such as distractions or interruptions might influence the participants' attention, concentration, and the accuracy of their responses.

Recommendations for future research

As for recommendations for future research based on the findings, researchers should investigate attitudes of teachers' awareness of Global Englishes in different contexts to see if there are any variations. This would facilitate a better understanding of the factors influencing teachers' awareness of Global Englishes across different contexts. Moreover, researchers could investigate how students' exposure to English varieties impacts their language development and cultural awareness to better understand teachers' role in shaping students' learning experiences and outcomes.

Conclusion

I would like to say that it is essential to promote Global Englishes to English language learning and teaching since English is used by people from all over the world. After investigating teachers' awareness of Global Englishes, I found the gaps in teachers' knowledge, experience, and understanding of Global Englishes. The teachers should be encouraged to embrace the value of non-native English speakers and welcome the diversity of English varieties. It is essential to shift away from the

traditional teaching practices prioritizing native norms and instead focus on promoting mutual understanding. Moreover, teachers should be encouraged to use various teaching materials representing different cultures and countries so students can be exposed to varieties of English. Teachers who are aware of Global Englishes can help their students become more confident in using English in diverse contexts. Finally, I hope this research will serve as an initial step in raising teachers' awareness of Global Englishes. I believe that by increasing teachers' awareness of Global Englishes and acknowledging the value of non-native English speakers, we can create more successful English language teaching that caters to learners' diverse linguistic needs and abilities in diverse contexts.





APPENDIX A

Teachers' Awareness of Global Englishes Questionnaire

This questionnaire is a part of the study in partial fulfillment of the requirements for the Master of Education in Teaching English as a Global Language, Burapha University. The purpose of the questionnaire is to investigate teachers' awareness of Global Englishes of Thai English teachers teaching in primary school in Chon Buri Primary Education Service Area 1. The information obtained from the questionnaire is for research purposes only. Your answer will be regarded as strictly confidential. Please answer the questions according to your opinion.

Part I. Background Information

ส่วนที่ 1 ข้อมูลพื้นฐาน

Instruction: Please respond to the following questions below by filling or choosing one.

คำชี้แจง : กรุณาตอบแบบสอบถาม โดยเลือกตัวเลือกหรือเติมคำตอบที่ตรงกับข้อมูลของท่าน

1) Gender : Male Female

เพศ : ชาย หญิง

2) Age : _____

อายุ : _____

3) Level of Education

Bachelor's degree major _____

Master's degree major _____

Doctor's degree major _____

ระดับการศึกษา

ปริญญาตรี สาขาวิชา _____

ปริญญาโท สาขาวิชา _____

ปริญญาเอก สาขาวิชา _____

4) How long have you been teaching English?

() 1 – 5 years

() 6 - 10 years

() 11- 15 years

() more than 15 years

ประสบการณ์การสอนภาษาอังกฤษ

() 1 – 5 ปี

() 6 - 10 ปี

() 11- 15 ปี

() มากกว่า 15 ปี

Part II. Attitudes of the respondents towards English Use at the Present

ส่วนที่ 2 ทศนคติและความคิดเห็นของผู้ตอบแบบสอบถามต่อการใช้ภาษาอังกฤษในปัจจุบัน

Instructions: Please rate how strongly you agree or disagree with each of the following statements by using the following scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree

คำชี้แจง : กรุณาให้คะแนนที่ตรงกับทัศนคติและความคิดเห็นของท่าน

4 = เห็นด้วยอย่างยิ่ง, 3 = เห็นด้วย, 2 = ไม่เห็นด้วย, 1 = ไม่เห็นด้วยอย่างยิ่ง

Section 1

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
I believe English can be used for communication among Thais. ฉันเชื่อว่าภาษาอังกฤษสามารถใช้เพื่อการสื่อสารระหว่างชาวไทยได้				
I am aware that there are other varieties of English around the world, not only American English or British English. ฉันตระหนักว่าบนโลกใบนี้มีภาษาอังกฤษที่หลากหลาย ไม่ได้มีเพียงแต่ภาษาอังกฤษแบบอเมริกันหรือภาษาอังกฤษแบบอังกฤษเท่านั้น				

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
<p>I believe that Tenglish is a developing variety of English. ฉันเชื่อว่าภาษาอังกฤษแบบไทยกำลังพัฒนาขึ้น เป็นรูปแบบของความหลากหลายทางภาษาอังกฤษ ประเภทหนึ่ง</p>				
<p>I think that students should be able to communicate like native English speakers. ฉันคิดว่านักเรียนควรสื่อสารได้เหมือนกับ เจ้าของภาษา</p>				
<p>Exposure to varieties of English enriches the culture awareness, accepting and respecting others. การได้รับรู้ความหลากหลายของภาษาอังกฤษ ช่วยเพิ่มความตระหนักรู้ในวัฒนธรรม การยอมรับ และการเคารพผู้อื่น</p>				
<p>I think that students may form a limited view of English if they are taught only standard English. ฉันคิดว่านักเรียนอาจจะมีมุมมองที่จำกัดหากถูกสอน ด้วยภาษาอังกฤษแบบเจ้าของภาษาเท่านั้น</p>				
<p>I think that learning different varieties of English is more beneficial than learning just one type of English. ฉันคิดว่าการเรียนรู้ภาษาอังกฤษแบบหลากหลาย มีประโยชน์มากกว่าการเรียนรู้ภาษาอังกฤษเพียง รูปแบบเดียว</p>				
<p>I think English belongs to everyone who uses it. ฉันคิดว่าทุกคนที่ใช้ภาษาอังกฤษคือเจ้าของภาษา</p>				

Section 2

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
<p>I am confident that my English accent is understandable.</p> <p>ฉันมั่นใจว่าผู้ฟังเข้าใจสำเนียงภาษาอังกฤษของฉัน</p>				
<p>It doesn't matter to me which varieties of English I speak as long as people understand me.</p> <p>ไม่สำคัญว่าฉันพูดภาษาอังกฤษรูปแบบใดก็ตามเท่าที่ผู้คนที่สามารถเข้าใจฉันได้</p>				
<p>We use English for communication, so as long as it is understood by each other, incorrect English is acceptable.</p> <p>เราใช้ภาษาอังกฤษเพื่อการสื่อสาร ตราบใดที่เข้าใจกันและกัน ภาษาอังกฤษที่ไม่ถูกต้องตามหลักภาษาก็ยังเป็นที่ยอมรับได้</p>				
<p>I am interested in introducing varieties of English in my lessons.</p> <p>ฉันมีความสนใจที่จะนำภาษาอังกฤษโลกมาใช้ในบทเรียน</p>				
<p>I think that it is more important for English teachers to have clear pronunciation than a native-like accent.</p> <p>ฉันคิดว่าครูผู้สอนภาษาอังกฤษต้องออกเสียงชัดเจน ซึ่งเป็นสิ่งสำคัญกว่าการมีสำเนียงแบบเจ้าของภาษา</p>				
<p>It is OK to use Tenglish or other varieties of English when speaking or writing English because English is diverse and flexible, and after all, it is English.</p> <p>เป็นเรื่องปกติที่จะใช้ภาษาอังกฤษแบบไทยหรือภาษาอังกฤษแบบอื่นๆ เมื่อพูดหรือเขียนภาษาอังกฤษ เพราะภาษาอังกฤษมีความหลากหลายและยืดหยุ่น ไม่ว่าจะเป็ภาษาอังกฤษแบบใดก็คือภาษาอังกฤษ</p>				

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
Accents of non-native speakers are not pleasant to listen to. สำเนียงของผู้ที่ไม่ใช่เจ้าของภาษาเป็นสำเนียงที่ไม่น่าฟัง				
Foreigners will not understand us if we talk to them with a strong Thai accent. ชาวต่างชาติจะไม่เข้าใจหากเราพูดภาษาอังกฤษด้วยสำเนียงแบบไทย				

Section 3

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
I want my students to achieve native-like English proficiency, so I use native speakers as a role model. ฉันต้องการให้นักเรียนสามารถใช้ภาษาอังกฤษได้เป็นอย่างดีเช่นเดียวกับเจ้าของภาษา ดังนั้นฉันจึงใช้เจ้าของภาษาเป็นต้นแบบ				
I only teach the culture of native English-speaking countries in my class. ฉันสอนวัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษเป็นหลักในห้องเรียนเท่านั้น				
I select books and materials that have content related to English speaking countries only. ฉันเลือกหนังสือและสื่อที่มีเนื้อหาเกี่ยวกับประเทศที่ใช้ภาษาอังกฤษเท่านั้น				
I teach English by using English only. ฉันใช้ภาษาอังกฤษในการเรียนการสอนวิชาภาษาอังกฤษเท่านั้น				

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
I bring varieties of English into the classrooms. ฉันนำภาษาอังกฤษที่มีรูปแบบหลากหลายมาใช้ในห้องเรียน				
I help my students feel confident about their Thai English accents. ฉันช่วยให้นักเรียนรู้สึกมั่นใจในสำเนียงภาษาอังกฤษของพวกเขา				
I design learning to promote mutual understanding rather than to conform to correctness as defined by standard norms. ฉันออกแบบการเรียนรู้ซึ่งช่วยส่งเสริมความเข้าใจกันและกันมากกว่าการทำตามแบบแผนของเจ้าของภาษา				

Please write any information or comment about your attitudes toward Global Englishes

ท่านมีความคิดเห็นหรือทัศนคติต่อนานาภาษาอังกฤษโลกอย่างไรบ้าง

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APPENDIX B:

THE INTERVIEW

- Do you think that there are lots of different kinds of English?
- Can you name and explain some of any varieties of English you know of?
- What do you think about people speaking English with an accent?
- What should be the goal of learning English in Thailand? Who should be the role model for learning English? Can you give specific examples?
- Do you have many chances to use English in the classroom? Which variety of English do you use in the classroom?
- What is/are your opinion(s) towards varieties of English?
- From your perspective, who can claim ownership of the English language?
- As a teacher of English, what do you think to be the most important in teaching and learning English?
- Do you agree with a statement saying that Thai learners of English can improve their English ability faster if they learn with native speakers of English?
- Which variety of English do you think you speak?
- Which variety of English do you think you are currently teaching?
- Amongst these, is there any English that you particularly like? (Why/why not?)
- Do you think there is a need for your students to understand non-native varieties of English? (Why/why not?)
- Who, or which nationalities, do you think your students will communicate in English with in the near future?
- Do you think it is more beneficial for them to learn or to be exposed to one kind of English (e.g. American English)? (Why/why not?)

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