



**THAI EFL TEACHERS' BELIEFS ABOUT WORLD  
ENGLISHES**

**BY**

**RUNGPHAILIN SAENGSUKKHA**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN ENGLISH TEACHING ENGLISH  
AS A FOREIGN LANGUAGE  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2015  
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ENTITLED

THAI EFL TEACHERS' BELIEFS ABOUT WORLD ENGLISHES

was approved as partial fulfillment of the requirements for  
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### **ABSTRACT**

This study aims to investigate Thai EFL teachers' beliefs about World Englishes and to find out their implementation of World Englishes in their classroom. The subjects were 30 Thai EFL English teachers at the secondary level in Muang District, Rayong Province. The research instrument employed for collecting data was a questionnaire consisting of a Likert scale of Teachers' beliefs, Teachers' practices about World Englishes, and open-ended questions. The data were analyzed by using percentage, mean and standard deviation (S.D). The findings of the study revealed that most of Thai EFL teachers believe in using books and materials with World Englishes model. Teachers' implementation of World Englishes was also consistent with teachers' beliefs about World Englishes. They usually use the books and materials that contain varieties of Englishes. However, Thai EFL teachers held strong beliefs about teaching grammar and vocabulary as well as using dictionary with standard English.

**Keywords:** Teachers' beliefs, World Englishes, classroom implementation

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Ms. Rungphailin Saengsukkha



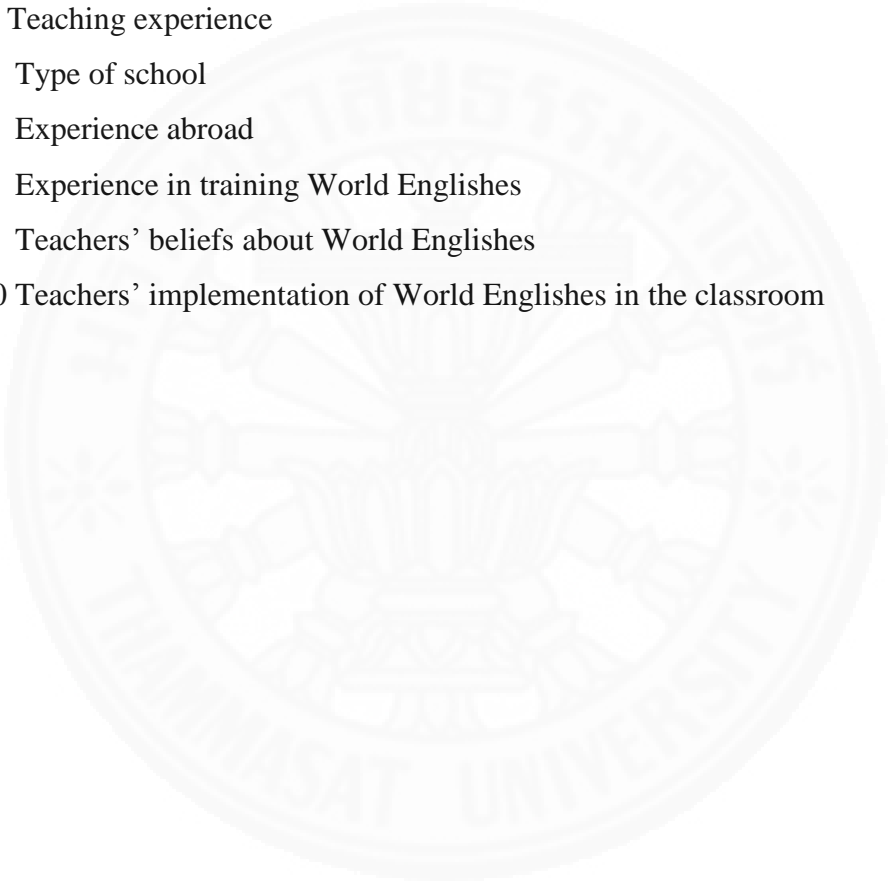
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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND

It is unarguable that recently English as an International Language (EIL) has been concerned as a global language instead of the traditional language used by only native English speaking countries. The concept of English as a Lingua Franca facilitates understanding in communication among native English speakers and non-Native English speakers using English as a communicative device (Jenkins, 2009). Successful communication is the forerunner growth in international politics, trade, tourism, education, technology, and entertainment which means there are an innumerable amount of nonnative speakers using English in a variety of forms and functions (Kachru, 1982). According to the change in belief of traditional English to an international language, in language teaching, the focus on a native-like accent are less emphasized. As an essential global language, English plays a key role as a prerequisite in curriculums in schools across the globe. In the classroom, the diversities of English are required to encompass the linguistic and cultural potpourri from a planetary garden. Matsuda (2002) suggested that an international understanding of English of learners should not only provide the language competence, but also an exposure to cultural differences and inspire them to further their interest using English as a magic wand.

According to Kachru's circles of English, Thailand is categorized as the expanding circle which refers to the countries that use English as a foreign language. Unlike Singapore and the Philippines, English is ingrained in people's daily lives. Today, Thai society is exposed to the ASEAN's cohesive language from cyberspace to the satellite beamed, brand name advertisement on radio and television. Especially in the tourism industry, many foreigners come to Thailand where English operates as the main vehicle language to interact bridging tourists and Thais. Moreover, the collaboration of the ASEAN Economics Community in 2016 requires English as an official tool for communication among AEC members. Thai people have to connect with foreigners who come to Thailand with various purposes, so the government try to encourage Thai people to use and learn English for effective and practical

communication. In the educational system, considering English as a Foreign Language, also supports the important role of its' awareness for diversity and culture in the present globalizing world. For instance, the Education Core Curriculum of 2008 has stated the learning area of foreign languages as the following:

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

Even though, the concept of World Englishes are provided, the judgement in variety of English occurs especially when it comes to "accent" (Munro as cited in Jindapitak & Teo, 2013). Jenkins (2009) comments that accent or pronunciation is mostly the first feature that people pay attention to and judge the way they speak. Moreover, accent can indicate the cultural and social identities of the orator's societal status. Based on this observation, the native-like accent from native speakers is the focal point for learning English marketed by a plethora of schools or tutoring agencies. However, some Thai teachers have been sold a good of bills about the concept of the varieties of English as world Englishes through different pedagogical activities to Thai language learners.

## 1.2 STATEMENT OF PROBLEM

Thai English learners are now preparing to learn English in order to explore the globalized world including the effective communicative performance for other people all around the world in such aspects as travelling, business, politics and so on. The understanding and the acceptance in variety of English should be exposed to those learners. Many researchers have been investigating students' attitudes and awareness towards World Englishes and suggested many implications for classroom teaching but there are insufficient studies in teachers' beliefs. As a provider of English to Thai English learners, Thai English teachers' belief and understanding in World Englishes needs to be explored whether they will be able to transfer and expose the concept of International English or not. Regarding all the issues mentioned above, this study aims to explore Thai English teachers' beliefs and understanding about World Englishes and to find out teachers' implementation in the classroom in Rayong Province, which is one of the tourist places in Thailand. It is also the main international industry in eastern part of Thailand where students would be able to meet many foreigners from ASEAN countries and other parts of the world.

## 1.3 RESEARCH QUESTIONS

1. What are Thai EFL teachers' beliefs about World Englishes?
2. How do Thai EFL teachers implement World Englishes in their classroom?

## 1.4 OBJECTIVES OF THE STUDY

1. To find out the beliefs about World Englishes of Thai EFL teachers.
2. To explore how Thai EFL teachers implement the concept of World Englishes in the classroom.

## 1.5 DEFINITION OF TERMS

Definition of terms of this study are the following:

**Teachers' beliefs** refer to teachers' pedagogic beliefs which have relevance to their individual teaching. These beliefs are manifested in teachers' teaching approaches, selection of materials, activities and behaviors in the classroom.

**World Englishes** refers to a concept of English as the tool or vehicle used by a large number of speakers to effectively interact and communicate internationally without considering the first language of those speakers.

**Native English speakers** refer to people whose English is their first language and used on a daily basis as primary means of communication.

**Non-native English speakers** are people whose first language is not English but English is a foreign language or second language.

## **1.6 SCOPE OF THE STUDY**

The study was conducted to investigate the beliefs of Thai English teachers in Rayong Province about varieties of English and how they implement the concept of World Englishes in the classroom. The participants of the study were Thai English teachers teaching English in both private and government secondary schools in Rayong Province.

## **1.7 SIGNIFICANCE OF THE STUDY**

The results of the study can help specify the beliefs and understanding of World Englishes among Thai English teachers in Rayong Province. Moreover, this research can suggest some classroom teaching ideas concerning the concept of World Englishes of Thai English teachers and adjust the lessons to meet the understanding of varieties of English for the students in Rayong or other provinces who have a chance to deal with foreigners from various countries.

## **1.8 ORGANIZATION OF THE STUDY**

The study of EFL teachers' beliefs about World Englishes is divided into five chapters as the following:

Chapter one introduces the background of the study, a statement of problem, objectives of the study, the definition of terms, the scope of the study, the significance of the study and the organization of the study.

Chapter two reviews literature concerning related concepts and relevant research studies.

Chapter three describes the methodology of the study, information about subjects, the materials, the procedures and data analysis of this research.

Chapter four reports the results of the study.

Chapter five contains the discussion of the study, conclusions and recommendations for further research.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter reviews the literature in the following topics: (1) World Englishes, (2) Teachers' beliefs about World Englishes, (3) Implementation of World Englishes in the classroom, and (4) Relevant research.

#### **2.1 WORLD ENGLISHES**

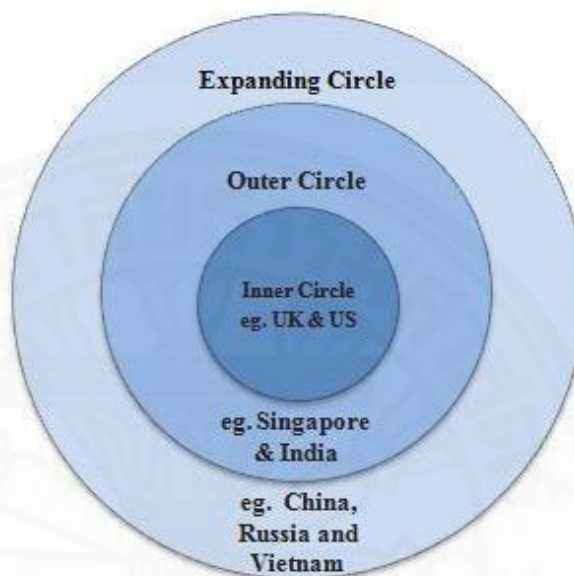
According to Kachru (1982), the term "World Englishes" is used to describe distinct varieties of English spoken and used in non-native countries which have emerged from the spread of English. This spread of English originated from Great Britain and continued on with North America and Australia after English eventually became native on these continents as these speakers are considered native language. These countries perpetuated the spread by colonizing parts of Europe, Africa and Asia. As a result, English has been developed in many colonial countries and various varieties of English have emerged, such as Singaporean English, Indian English, and South African English.

Bolton (2004, as cited in Jenkins, 2006, p. 159) suggested three possible interpretations of the World Englishes paradigm. Firstly, it covers all varieties of English worldwide which can be described and analyzed by different approaches. Secondly, it is used to refer to new Englishes in Africa, Asia, and the Caribbean. Thirdly, it is used to represent the pluricentric approach to the study of varieties of English.

Jenkins (2005, as cited in Lightbown, P., & Spada, N.M., 2013, p. 71) stated that "Not only are there many different pronunciations of English by American, Australian "native speakers", There are so many other varieties of English that have come to be used as a Lingua Franca around the world". The term "English as a Lingua Franca" also emerged after the spread of English as well as World Englishes. It refers to the roles of English as a common means of communication between speakers from different first language. Therefore, World Englishes and English as a Lingua Franca paradigm are closely connected as they share the same starting point and serve as an international function of English today.

### 2.1.1 KACHRU'S THREE CIRCLES OF ENGLISH

Kachru (1982) introduced the categorization of countries in the world into three circles in order to point out the existence of varieties of English. The three circles consist of Inner Circle, Outer Circle and Expanding Circle (See Figure 1)



*Figure 1.* Kachru's three concentric circles of English (Crystal, 1995)

The Inner Circle refers to countries that use English as their mother language or Native language in every action of their life, for example, England, United States of America, Canada, Australia and New Zealand.

The Outer Circle shows the countries where English is not considered as the primary mother language but is used as a second language in communication along with their native language. Some country members are engaged with the English setting such as colonization. The example members in this circle are India, The Philippines, Malaysia and Singapore.

The Expanding Circle is the largest circle which refers to the countries that have their own native language which is not English or English is considered as a foreign language. Thailand, Japan, Laos, Cambodia, Russia and so on are the examples of this circle.



### **2.1.2 VARIETIES OF ENGLISH**

According to Kachru's circles of English, there are a great amount of diversities among English language users in the outer circle and the expanding circle. There are the differences from the size of lexical to the function used. Kachru (1982) also explained the concept of the dimensions of the spread of English in terms of *range* and *depth*. The range of a variety refers to the extension into various areas such as cultural, social, educational and commercial contexts. But there is a depth of a variety within the variety of English used amongst a society's working class such as merchants, students and government officials. Furthermore, *Institutionalized Varieties and Performance Varieties* are also the distinction among the varieties of English used in the outer circle and the expanding circle. Institutional Varieties are those where English is a language that has the official status or in law which is mostly associated with the outer circle such as Indian English, South African English when English becomes a second language. Performance varieties, on the other hand, are varieties used in those countries that English is not recognized as the official status or considering English as a foreign language as in Korea, Japan and Thailand.

### **2.1.3 WORLD ENGLISHES DEBATE**

World Englishes and Standard English was debated by Quirk and Kachru (1985, as cited in Man, 2015). Quirk (1985) believed that other varieties apart from American English, British English and Australian English were not regarded as standard English. He pointed out that both native and non-native English speakers should all respect standard English and should understand the upholding of one common standard in the use of English. Furthermore, English teachers around the world should focus on native norms and native like performance only. In response to Quirk, Kachru (1985) claimed that varieties of English have been developed through linguistic, cultural and sociolinguistic processes over a period of time. He believed that accepting a variety of norms would affect the intelligibility among different English speakers. He also pointed out that not all English teachers and English educational material developers are native English speakers. Many researchers support Kachru's World Englishes paradigm and encourage World Englishes to be incorporated into the study of English and English language teaching. Farrell & Martin (2009) suggested the drawbacks of focus on

teaching standard English only. First, native-speaker model can be unrealistic if the speakers encounter only with other non-native speakers. Secondly, insisting on standard English only can devalue other varieties of English, even though they can be understood with a difference in lexical or some grammatical features. Thirdly, teaching standard English only may cause the discrimination, especially in regards to accent, which can form a racist view as well.

## **2.2 TEACHERS' BELIEFS ABOUT WORLD ENGLISHES**

Richards (1998) defined teachers' belief as "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom".

Previous research shows that teachers' beliefs can cause changes in curriculum and methods. Their beliefs also lead to willing and not willing to make adaptation in their teaching approach for learners. Indeed, teachers' beliefs about World Englishes or teaching English might be beneficial to understand how teachers conceptualize the process of teaching English and explore their teaching practices in this era of globalization where English serves as the primary global language.

In an Iranian context, Valipour, Asl, & Bagheri (2014) investigated teachers' beliefs about English as a global language. The research results showed that Iranian teachers believed in teaching English with a standard type of English. English countries were preferred for material preparation. Even though Iranian teachers suggested that the best model of teaching speaking and pronunciation was a native speakers model, using their mother tongue was sometimes helpful to introduce new words and reading text. A similar result was also found in Indonesian in a study conducted by Floris (2013). In this study, teachers held a strong belief in teaching speaking classes with a native model and they preferred to use material published from inner circle countries. Moreover, Indonesian teachers suggested that they normally used both English and Indonesian in their grammar classes as well. Sifakis and Sougari (2005) surveyed teachers' beliefs and practices regarding the teaching of English. The result also indicated that teachers believed that native speakers norms and standard pronunciation should be taught to students.

Moreover, He (2015) studied university students' and teachers' perceptions of Chinese English and World Englishes. It was found that the students were positive to Chinese English whereas the teacher preferred standardized English. The result suggested that teachers should incorporate teaching English in the native speaker-based teaching model with Chinese English features.

On the contrary, the research results of Tran and Moore (2015) about Vietnamese English teachers' perception on incorporating World Englishes into their teaching indicated that introducing World Englishes into English teaching in Vietnam was necessary, especially non-native types. In order to prepare students for real-life, they should encounter with several kinds of English, expose to varieties of English, which could improve their confidence and awareness of English varieties.

From these reviewed studies, although there is the existence of World Englishes, the major beliefs in teaching English is still focused on native English norms rather than World Englishes features.

## **2.3 IMPLEMENTATION OF WORLD ENGLISHES IN THE CLASSROOM**

Many researchers have suggested the implementation of World Englishes in English language teaching classroom concerning increasing awareness of World Englishes, focusing on comprehensibility, textbooks and materials reconsiderations.

### **2.3.1 RAISING AWARENESS IN WORLD ENGLISHES**

Jindapitak and Teo (2013) recommended that teachers should expose students to varieties of English in order for them to be aware of the existence of English varieties. Generally, according to many studies, students had negative attitudes towards other varieties of English apart from native English. Some of them were prejudiced against the English accents spoken by people from the outer- circle and expanding circles. Raising awareness in World Englishes through exposing them to various kinds of English will help them to understand the situation of English that have been used globally which will result in the successful use of English as a communicative device for different content and occasions.

Teaching English through a native-model is common and serve as a standard for both teachers and students, especially in teaching grammar. However, the number of people from other varieties of English in outer circle and expanding circle are much

more than the Native English users. Thus, teachers should expose students to other varieties of English as well.

In terms of culture, students need to be aware of their home culture, international culture and the culture of the native English speakers in the form of verbal and non-verbal. It will help students understand intercultural communicative and lead to the successful in communication as well. (Ur, 2009; Kongkerd, 2013).

### **2.3.2 FOCUSING ON COMPREHENSIBILITY**

In many countries, the teaching approach is still focusing on the grammar and accuracy. In Thai context, the results showed the ineffective communication using English (Baker, 2012). In order to achieve comprehension, pronunciation is the main focus. Suksiripakonchai (2015) revealed that students exposed to a number of varieties of English pronunciation. The results showed progress in pronunciation and students were mostly motivated to practice English.

Kongkerd (2013) suggested that teachers and students should not imitate strictly only native dialect and native accent, but they should be concerned with the appropriate pronunciation and accent that can be understood between interlocutors.

### **2.3.3 TEXTBOOKS AND MATERIALS RECONSIDERATION**

Since there are more non-native English teachers, teaching with the textbooks seems to be the easiest way to teach in the class. However, Matsuda (2003) suggested that to follow the World Englishes paradigm, textbooks should provide not only British and American norm or culture but also other varieties of English. He found that many main characters in the textbooks are English or American whereas other nationalities can be seen in only one or two chapters. The limited opportunities for students to learn varieties of English will mislead students' awareness about World Englishes only being used by British or American people in their daily lives. Apart from textbooks, other forms of materials were suggested which included audio-tapes, CDs, movies, books, songs, TV commercials and real interactions with international people. The effective materials should be authentic from various sources around the world which are now easy to find. According to the global internet connection, students will be able to learn new context, and vocabulary through those authentic materials efficiently with motivation. (Kongkerd, 2013)

Ur (2009) recommended that the materials in teaching World Englishes should be concerned with the content that put an emphasis on:

- (1) Cultures that are from both internationally and native speaking countries.
- (2) Situations that are more likely to be international and easily linked to the learners home.
- (3) Texts that should be more authentic from outer- circle countries, expanding-circles countries and less from inner-circles countries.
- (4) Language that based on international usages more than native dialect.

## **2.4 RELEVANT RESEARCH**

### **2.4.1 RESEARCH IN A THAI CONTEXT**

Prakaibonrisuth and Trakulkasemsuk (2015) investigated the attitudes of 100 Thai university students towards ASEAN Englishes. The participants were asked to listen to the audio-recording of 10 different speakers in ASEAN countries and rated each accent in the questionnaire with regard to the following perceived characteristics associated with each accent: Pleasantness, attractive, Self-confident, Likable, Fluent, Reliable, Sincere, Ambitious, Friendly, Intelligent, Good sense of humour, Leadership skills, Highly educated and High status job. The findings revealed that most of the participants felt neutral to most of the accents. However, Malaysian English and Singaporean English are the most preferred accents in almost every aspect. On the other hand, Laotian English was the most disliked. The participants stated that their negative perceptions of the Laos accent were due to its difficulties to understand and comprehend what was spoken.

Natiladdanon and Thanavisuth (2014) explored the awareness, attitudes, and the level of comprehensibility of twenty ASEAN speakers towards ASEAN English accents. To investigate the participants' comprehension in ASEAN English, they were asked in the form of questionnaires and interviews. They were also asked to listen to the audio-recording of each ten ASEAN students in order to examine the participants' ability to identify the accents of students from ASEAN countries. The results indicated that the Thai English accent is the most understandable accent. Moreover, the participants had positive attitudes toward native English speakers more than ASEAN accents of non-native speakers.

Jindapitak (2012) explored 52 Thai tertiary English majors' attitudes towards and awareness of World Englishes using the Verbal-guise test as an instrument. Six varieties of English were selected including American English, British English, Filipino English, Indian English, Japanese English, and Thai English. The participants were asked to rate each speech from six speakers in order to explore their attitudes and they were asked to identify the nationality of each speaker to survey their awareness in varieties of English. The findings revealed the positive and favorable attitude towards inner-circle Englishes from American English and Great Britain more than the other accents. Most importantly, the results also showed prejudice as non-native speakers were stereotyped based upon their accents. However, they have less awareness in the varieties of English since they cannot recognize the origin of those accents.

Saengboon (2015) investigated 198 Thai university students' perceptions towards World Englishes. The questionnaires were used to explore the participants' understanding related to the topic of World Englishes definitions, the Kachruvian concentric circles, the concept of standard and ownership of English, Thai English and the role of native and non-native English speaking teachers. The findings revealed less understanding in the concept of World Englishes. The inner circle accents of America and Britain are the most preferred accents. On the contrary, the Thai English accent was marked by most participants as the undesirable accent. However, they believed that Thai teachers who teach with Thai accent can be as effective as Native speaker teachers.

#### **2.4.2 RESEARCH IN A NON-THAI CONTEXT**

Yang (2011) investigated the attitudes toward varieties of English of 30 Chinese postgraduate students studying in Edinburgh. The verbal guise test is used as a tool to examine the attitude towards seven varieties of English including New York English, London English, Edinburgh English, Singapore English, Japanese English, Indian English, and Chinese English. The finding suggested that New York English and London English were the most favored among the participants. Most of them were able to distinguish native and non-native speech but less participants could recognize and identify each varieties origin.

Sachiko (2009) examined 56 Japanese university students' attitudes toward six varieties of English representing well-known inner circle varieties, less familiar inner



circle varieties and outer circle varieties of Kachru's concentric circles of English. The accents used were British English, American English, Australian English, Scottish English, Indian English, and Singaporean English. The participants were asked to rate individual speakers from each variety of English in the questionnaires based on the verbal guise technique and answered questions about World Englishes. The results showed a strong preference for British and American accents.

Rousseau (2012) studied the significance of raising awareness of World English varieties on the language attitudes of Korean university students through verbal guise test from different countries: American, Chinese, Japanese, British, Saudi, and Korean. The findings indicated a preference for American English over British English which was rated nearly the same amount as other varieties of English.

Pilus (2013) explored 34 Malaysian students' attitudes towards British, American, and Malaysian accents. The findings were based from the results of the questionnaires which indicated that the participants preferred British accent due to an admiration for the native accent. However, they were comfortable learning English with teachers speaking with a Malaysian accent.

Jenkins (2005) examined the role of teachers' attitudes and identity that could affect in teaching English as an international language. There were 8 non-native speakers from expanding countries with a high proficiency level of English. The results showed that their teaching experience and knowledge were the factor that determined their attitudes about ELF pronunciation. Moreover, the majority of teachers believed that a native-like accent is much more significant than other accents including their own L1 accent.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes: (1) the subjects, (2) the research instruments, (3) the procedures used in the data collection, and (4) the data analysis.

#### **3.1 SUBJECTS**

The subjects consisted of 30 Thai EFL English teachers in Rayong Province, Thailand who have taught in the secondary level of both private and government schools. The main reason for choosing Thai English teachers in Rayong Province was because of their unique responsibility for teaching students who live in an area with a high concentration of tourism and international commerce. Therefore, the focus of this research will be on the beliefs of those subjects towards the concept of World Englishes and their implementation in their teaching.

#### **3.2 RESEARCH INSTRUMENTS**

In order to examine the beliefs of Thai EFL English teachers towards World Englishes, the Likert-scale questionnaire was used in this study. The questionnaire consists of four parts as follows:

**PART 1:** Teachers' general information

In this part, there are eight questions asking about the demographic data which are gender, age, educational background, working background, teaching experience, and the experience about World Englishes.

**PART 2:** Teachers' beliefs about World Englishes and teaching approach in the aspects of understanding in World Englishes, accents, contents and materials.

The respondents were asked to indicate the agreement of each statement related to World Englishes and the varieties of English in order to investigate teacher's beliefs. A five-point Likert scale was used with the following criteria:



<b>Scale</b>	<b>Level of Agreement</b>
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

**PART 3:** Teachers' implementation of World Englishes in the classroom.

Seventeen questions were asked about their implementation of World Englishes in the classroom. A five-point Likert scale was used with the following criteria:

<b>Scale</b>	<b>Level of Agreement</b>
5	Regularly
4	Often
3	Sometimes
2	Rarely
1	Never

**PART 4:** The open-ended questions were asked to explore the comments and suggestion in teaching English with a World Englishes approach.

Regarding reliability, the questionnaire was revised by an expert before distributing to the participants. Also, 4 English teachers piloted this questionnaire and it was analyzed by using Cronbach's Alpha, which the result was equal to 0.87.

### 3.3 PROCEDURES

#### 3.3.1 RESEARCH DESIGN

The descriptive frequency analysis was used in this study. The subjects were asked to fill out the questionnaire then the collected data were fed into the computer, which will analyze the results.

#### 3.3.2 DATA COLLECTION

The questionnaires were distributed to 30 Thai English teachers teaching at the secondary level from five schools in Rayong; Rayongwittayakompaknam School, Watpapradoo School, Guanghua School, Mathayomtaksin Rayong School, and Assumption Rayong School. The questionnaires were collected within 6 days. After that, the data were analyzed.

### 3.4 DATA ANALYSIS

The collected data were entered into a database and analyzed with SPSS (Statistical Package for the Social Science) as follows:

- In the first part, the general information was analyzed by the percentage and frequency count.
- In the second part, teachers' attitudes were reported by using a Mean and Standard Deviation (S.D.).
- In the third part Mean were reported from the data which were interpreted as the following:

Mean scores	Level of Interpretation
4.51-5.00	Very high
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very low

- In the fourth part, the written statements from open-ended questions were analyzed as the qualitative data to examine the suggestions for teaching English in class in relevance of World Englishes.



## CHAPTER 4

### RESULTS

This chapter reports the results of the study based on the data collected from 30 returned questionnaires completed by Thai EFL teachers in government and private secondary schools in Muang District, Rayong Province.

The data were analyzed and processed by SPSS program and the findings were presented in terms of Tables and reports. The results of analysis were divided into 4 main categories:

- 4.1 Teachers' general information
- 4.2 Teachers' beliefs about World Englishes
- 4.3 Teachers' implementation of World Englishes in the classroom
- 4.4 Opinions and suggestions about teaching World Englishes

#### 4.1 TEACHERS' GENERAL INFORMATION

This part reports the data analysis of teachers' general information regarding their gender, age, level of education, major of study, teaching experience, types of school, experience abroad, and experience in training about World Englishes. Frequency and percentage were used to analyze the data.

*Table 1. Gender*

Gender	Frequency	Percentage(%)
Male	3	10
Female	27	90
<b>Total</b>	<b>30</b>	<b>100</b>

Table 1 shows that there were a total of 30 respondents. The majority of them (90%) were female while (10%) of them were male.

**Table 2. Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage(%)</b>
20-30 years old	10	33.3
31-40 years old	11	36.7
41-50 years old	3	10
51-60 years old	5	16.7
Above 60 years old	1	3.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 2 reports that most of the respondents (36.7% ) were between 31 – 40 years old. There were 33.3% who were between 20-30 years old, and 16.7% who were between 51-60 years old. There were 10% who were in between 41-50 years old, and there was only (3.3%) who were above 60 years old.

**Table 3. Level of Education**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Bachelor's degree	21	70
Master's degree	9	30
<b>Total</b>	<b>30</b>	<b>100</b>

Table 3 shows that 70% of the respondents held a bachelor's degree and 30% of them held a Master's degree.

**Table 4. Major of Study**

<b>Major</b>	<b>Frequency</b>	<b>Percentage(%)</b>
English major	22	73.3
Non-English major	8	26.7
<b>Total</b>	<b>30</b>	<b>100</b>

Table 4 shows that 73.3% of the respondents graduated as an English major or another related field, while 26.7% had studied in other fields of study.

**Table 5. Teaching Experience**

<b>Teaching experience (years)</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Less than 1 year	3	10
1-5 years	13	43.3
6-10 years	6	20
More than 10 years	8	26.7
<b>Total</b>	<b>30</b>	<b>100</b>

Table 5 reveals most of the respondents (43.3%) have been teaching for 1-5 years. There were 26.7% who have been teaching for more than 10 years, and 20% of them who have been teaching for 6-10 years. Only 10 % of the respondents had less than one year of teaching experience.

**Table 6. Type of School**

<b>School</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Government school	17	56.7
Private school	13	43.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 6 shows that 56.7% of the respondents have been working in the government schools, while 43.3 have been working in private schools.

**Table 7. Experience Abroad**

<b>Going abroad experience</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Yes	19	63.3
No	11	36.7
<b>Total</b>	<b>30</b>	<b>100</b>

Table 7 reports that most of the respondents (63.3 %) have been abroad, while 36.7% of them have had no experience abroad.

**Table 8. Experience in Training about World Englishes**

<b>World Englishes training experience</b>	<b>Frequency</b>	<b>Percentage(%)</b>
Yes	8	26.7
No	22	73.3
<b>Total</b>	<b>30</b>	<b>100</b>

The majority of the respondents (73.3%) have never been trained in the topic of “World Englishes”. There were only 26.7 % who had been trained in this topic.

#### **4.2 TEACHERS’ BELIEFS ABOUT WORLD ENGLISHES**

This part reveals teachers’ beliefs about World Englishes.

**Table 9. Teachers’ beliefs about World Englishes**

<b>Statements</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>M</b>	<b>S.D.</b>	<b>Level of Interpretation</b>	<b>Ranking</b>
1. Teachers should use and speak with British and American accent in teaching only.	2 6.7%	10 33.3%	8 26.7%	9 30%	1 3.3%	3.10	1.03	Moderate	8
2. Teachers should not teach students to speak with other accent apart from British and American accent.	3 10%	11 36.7%	9 30%	0 0%	7 23.3%	3.33	0.96	Moderate	7

Table (continued)

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	M	S.D.	Level of Interpretation	Ranking
3. Teachers should teach students to communicate like native English speakers.	4 13.3%	17 56.7%	4 13.3%	3 10%	2 6.7%	3.60	1.07	High	5
4. Teachers should let the students listen to the conversations of native English speakers only.	2 6.7%	4 13.3%	16 53.5%	5 16.7%	3 10%	2.90	0.99	Moderate	10
5. Teachers should let the students practice speaking with British or American accent only.	4 13.3%	13 43.3%	9 30%	4 13.3%	0 0%	3.57	0.89	High	6
6. Teachers should teach English Grammar following British or American standard only.	12 40%	11 36.7%	6 20%	0 0%	1 3.3%	4.10	0.96	High	2
7. Teachers should teach vocabulary following British or American standard only.	11 36.7%	11 36.7%	5 16.7%	3 10%	0 0%	4.00	0.98	High	3



Table (continued)

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	M	S.D.	Level of Interpretation	Ranking
8. Teachers should teach English idioms following British or American standard only.	5 16.7%	13 43.3%	9 30%	2 6.7%	1 3.3%	3.63	0.96	High	4
9. Teachers should teach culture of native English speaking countries only.	3 10%	7 23.3%	12 40%	4 13.3%	4 13.3%	3.03	1.16	Moderate	9
10. Teachers should select reading contents related to English speaking countries only.	0 0%	10 33.3%	9 30%	6 20%	5 16.7%	2.80	1.09	Moderate	11
11. Teachers should select books and materials that have content related to English speaking countries only.	1 3.3%	4 13.3%	14 46.7%	7 23.3%	7 13.3%	2.70	0.99	Moderate	12
12. Teachers should select books and materials published in native English speaking countries only.	0 0%	6 20%	14 46.7%	5 16.7%	5 16.7%	2.70	0.99	Moderate	12

Table (continued)

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	M	S.D.	Level of Interpretation	Ranking
13. Teachers should use books and materials that have native English speaking characters only.	1 3.3%	4 13.3%	12 40%	8 26.7%	5 16.7%	2.60	1.04	Moderate	14
14. Teachers should use books and materials that contain the conversation among native speakers only.	1 3.3%	1 3.3%	12 40%	11 36.7%	5 16.7%	2.40	0.93	low	15
15. Teachers should use a dictionary with British or American standards only.	12 40%	12 40%	6 20%	0 0%	0 0%	4.20	0.76	High	1
<b>Total</b>	4.07 13.55%	8.93 29.77%	9.67 32.24%	4.47 14.89%	3.07 9.55%	<b>3.24</b>	<b>0.98</b>	<b>Moderate</b>	

According to Table 9, the results showed that the first three items that had the most significant levels of interpretation agreed among the respondents were item 15 “Teachers should use a dictionary with British or American standards only” (mean score= 4.20), item 6 “Teachers should teach English grammar following British and American standards only” (mean score= 4.10), and items 7 “Teachers should teach vocabulary following British and American standards only” (mean score= 4.00). All of the level of interpretation in the beliefs about World Englishes contributed to a high level.

On the other hand, the three common items that had the least significant levels of interpretation agreed among the respondents were item 14 “Teachers should use books and materials that contains the conversation among native speakers only.” (mean score = 2.40 ), item13 “Teachers should use books and materials that have native English speaking characters only.” (mean score= 2.60 ) and item 11 “Teachers should select books and materials that have content related to English speaking countries only.” (mean score= 2.70) that share the same mean score with item 12 “Teachers should select books and materials published in native English speaking countries.”. The level of interpretation was in a moderate level. The overall mean score of the respondents’ belief in World Englishes was 3.34, which was in a moderate level.

#### 4.3 TEACHERS’ IMPLEMENTATION OF WORLD ENGLISHES IN THE CLASSROOM

This section explored teachers’ implementation of World Englishes in the classroom.

*Table 10 Teachers’ implementation of World Englishes in the classroom*

Statements	Regularly (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	M.	S.D.	Level of Interpretation	Ranking
1. You only use and speak English with a British or American accent when you teach.	4 13.3%	15 50%	8 26.7%	1 3.3%	2 6.7%	3.60	1.00	High	5
2. You teach students to speak with British and American accent only.	3 10%	12 40%	11 36.7%	1 3.3%	3 10%	3.37	1.07	Moderate	9
3. You teach students to be able to communicate like native English speakers.	3 10%	16 53.3%	7 23.3%	3 10%	1 3.3%	3.57	0.93	High	7

Table (continued)

Statements	Regularly (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	M.	S.D.	Level of Interpretation	Ranking
4. You let the students listen to the conversations of native English speakers only.	7 23.3%	11 36.7%	6 20%	3 10%	3 10%	3.53	1.25	High	8
5. You let the students practice speaking with a British or an American accent only.	5 16.7%	15 50%	8 26.7%	0 0%	2 6.7%	3.70	0.99	High	4
6. You teach English Grammar following British or American standards only.	10 33.3%	12 40%	4 13.3%	3 10%	1 3.3%	3.90	1.09	High	3
7. You teach vocabulary following a British or an American standard only.	12 40%	11 36.7%	4 13.3%	2 6.7%	1 3.3%	4.03	1.07	High	2
8. You teach English idioms following only British or American standards only.	5 16.7%	15 50%	6 20%	1 3.3%	3 10%	3.60	1.13	High	5
9. You teach the culture of native English speaking countries only.	1 3.3%	13 43.3%	10 33.3%	4 13.3%	2 6.7%	3.23	0.97	Moderate	10
10. You select reading contents related to English speaking countries only.	1 3.3%	7 23.3%	15 50%	4 13.3%	3 10%	2.97	0.96	Moderate	14

Table (continued)

Statements	Regularly (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	M.	S.D.	Level of Interpretation	Ranking
11. You select books and materials that have content related to English speaking countries only.	0 0%	10 33.3%	12 40%	6 20%	2 6.7%	3.00	0.91	Moderate	12
12. You select books and materials published in native English speaking countries.	1 3.3%	8 26.7%	14 46.7%	5 16.7%	2 6.7%	3.03	0.93	Moderate	11
13. You use books and materials that have native English speaking characters only.	0 0%	11 36.7%	10 33.3%	7 23.3%	2 6.7%	3.00	0.95	Moderate	12
14. You use books and materials that contain the conversations among native speakers only.	0 0%	5 16.7%	12 40.0%	5 16.7%	8 26.7%	2.47	1.07	Low	15
15. You use a dictionary with only British or American standards.	15 50%	8 26.7%	5 16.7%	1 3.3%	1 3.3%	4.17	1.05	High	1
<b>Total</b>	4.47 14.88%	11.27 37.56%	8.8 29.33%	3.07 10.21%	2.4 8.01%	<b>3.41</b>	<b>1.03</b>	<b>Moderate</b>	

According to Table 10, the results showed that the first three items that had the most significant levels of interpretation agreed upon among the respondents were item 15 “You use dictionary with British or American standards only” (mean score= 4.17), item 7 “You teach English vocabulary following British and American standards only” (mean score= 4.03), and item 6 “You teach vocabulary following British and American

standards only” (mean score= 3.90). All of the level of interpretation in the teachers’ practice about World Englishes contributed to a high level of interpretation.

On the other hand, the three common items of interpretation with the least significance that were agreed upon by the respondents were item 14 “You use books and materials that contain the conversation amongst native speakers only.” (mean score = 2.47 ), item10 “You select reading contents which are only related to English speaking countries.” (mean score= 2.97 ) and item 11 “You select books and materials that have content related to English speaking countries only.” (mean score= 2.70) along with item 13 “You use books and materials that have native English speaking characters only.” which had the same mean score. All levels of interpretation in the teachers’ practice about World Englishes contributed to a moderate level of interpretation. The overall mean score of the respondents’ practice about World Englishes was 3.41, which was in a moderate level.

#### **4.4 OPINIONS AND SUGGESTIONS ABOUT TEACHING WORLD ENGLISHES**

The open-ended questions consisted of the questions asking about their opinions in 4 aspects: accent, content, materials, and problems about teaching World Englishes. Of the 20 teachers asked (66.67%) answered the open-ended questions. However, most of them gave short answers and two ( 10%) of them did not answer all the questions.

The answers were ranked from the most to least frequency for each item. The results were as follows:

##### **4.4.1 Speaking accent**

The following statement represents the number of respondents who have the opinion about the aspect of accent.

1. The accent while teaching English should emphasize a British or American pronunciation in order to communicate like native speakers. (14 teachers, 70%)
2. Correct pronunciation should be emphasized more than the accent. (3 teachers, 15%)
3. Various accents should be presented to students. (2 teachers, 10%)

4. The student should be exposed to both British and American accents then adopt the one they prefer. (1 teacher, 5%)

From the statements, teaching with British and American accents were suggested more by the respondents (75%), while 15% of them thought that pronunciation is significantly more important than accent. There were only 10% of respondents who support in teaching various accents to the students.

#### **4.4.2 Content**

The following statements report the number of respondents who have opinions about the content that should be taught.

1. Various topic related to culture from all over the world should be taught. (9 teachers, 45%)
2. Content that related to local communities should be taught. (3 teachers, 15%)
3. The content integrates with other subjects. (2 teachers, 10%)
4. The content should relate to native speaking countries. (2 teachers, 10%)
5. It doesn't matter what the content is about just as long as it follows the curriculum. (2 teachers, 10%)
6. In teaching grammar, teachers should teach by American standards. (1 teacher, 5%)
7. In teaching vocabulary, teachers should present students with both British and American styles. (1 teacher, 5%)

From the statements above, 70% of the teachers recommended that the content should vary from a locally based community to globally emphasized content, whereas only 10% of teachers who preferred teaching the content of native English speaking countries. Moreover, 10% supported teaching grammar and vocabulary with British and American standards, while 10% ignored the importance of the content and followed the curriculum.

#### **4.4.3 Books and Materials**

The following lists represent the opinions of book and material choices.

1. Teachers mainly use and select materials and books from the Internet and other technology. (14 teachers, 70% )

2. Teacher should use authentic materials. (2 teachers, 10%)
3. Various kinds of materials: papers, brochures, videos, cartoons, and more from many countries should be presented to the students. (2 teachers, 10%)
4. Materials and books should contain many colorful pictures. (1 teacher, 5%)
5. Materials and books should have an interesting design. (1 teacher, 5%)

From the list above, 70% of teachers selected the materials and books from the Internet and presented with various kinds of technology. Furthermore, some teachers (20%) suggested that the materials should be diverse and authentic from many countries, while 10% of the respondents paid more attention to the design and colorful pictures.

#### **4.4.4 Problems about teaching World Englishes**

Regarding the problems stated by 18 respondents (90%), the majority of the respondents found that students were unable to communicate effectively. Students were too shy to speak and they also had a limited English vocabulary. Their proficiency in English was diverse in one class and they tended to have different learning styles. Moreover, listening skill and critical thinking were mentioned as the skills students lacked the most. In addition, others had a problem with the limited time for teaching.



## **CHAPTER 5**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussion, (4) conclusions, and (5) recommendations for further research.

#### **5.1 SUMMARY OF THE STUDY**

This section summarizes the contents of the research concerning the following issues:

##### **5.1.1 OBJECTIVES OF THE STUDY**

5.1.1.1 To find out the beliefs in World Englishes of Thai EFL teachers.

5.1.1.2 To explore how Thai EFL teachers implement the concept of World Englishes in the classroom.

##### **5.1.2 SUBJECTS, MATERIALS, AND PROCEDURES**

**Subjects:** The subjects of this study were 30 teachers English teachers in government and private secondary schools in Muang District, Rayong Province.

**Materials:** The research instrument used in this study was a questionnaire which consisted of multiple choice questions, five-point Likert scales and open-ended questions. The questionnaire was divided into 4 main parts: teachers' general information, teachers' beliefs about World Englishes, teachers' practice about World Englishes, and open-ended questions, including additional suggestions and problems.

**Procedures:** The Thai version of the questionnaire was distributed to 30 English teachers working in government and private secondary schools in Muang District, Rayong Province and were collected back within 6 days. All questionnaires were returned back. The data was computed by using the SPSS program for Windows (version 22.0). The descriptive statistics were represented by percentage, frequency, mean, and standard deviation. For the open-ended questions, all answers from each items was listed in order.

#### **5.2 SUMMARY OF THE FINDINGS**

For the total of 30 teachers who returned the questionnaires, the results of the study were summarized according to the 4 main parts of the questionnaire as follows.

### **5.2.1 TEACHERS' GENERAL INFORMATION**

The respondents consisted of 3 males and 27 females. The sample ratio of males and females were 10% and 90% respectively. Most of the respondents were aged between 31-40 years old (36.7%). Most of them held a Bachelor's degree (70%), while 30% of the respondents held a Master's degree. Most of the respondents graduated with an English major or related field (73.3%) and there were only 26.7% who had studied in another fields of study. 43.3% of the respondents have been teaching English for 1-5 years. Most of the respondents have been working in government schools (56.7%), while 43.3% have been working in private schools. There were 63.3% of the respondents who have been abroad. The majority of the respondents have never been trained about World Englishes before, and there were only 26.7% who have been trained.

### **5.2.2 TEACHERS' BELIEFS ABOUT WORLD ENGLISHES**

The majority of the respondents agreed that teachers should use a dictionary, teach English grammar, and teach vocabulary following the standards of British or American (mean score= 4.20, 4.10 ,and 4.00 respectively). In addition, the respondents also agreed that teaching idioms should be done with standard English with a mean score of 3.63. They also believed that teachers should let the students practice speaking with a standardized English accent only (mean score= 3.57) and teachers should teach students to be able to communicate like a typical native English speakers (mean score= 3.60).

On the contrary, the respondents disagreed about using books and materials which only contained the conversations among native speakers only (mean score= 2.40), using books and materials that have native English speaking characters only (mean score= 2.60), selecting books and materials that have content related to English speaking countries as well as the books and materials published in native English speaking countries (mean score= 2.70).

On the whole, the average mean score of all items was 3.24 which shows a moderate level of the beliefs about World Englishes. In conclusion, the majority of the respondents believed in teaching English following the standard English, while they tended to disagree in selecting and using books and materials with standard English.

### **5.2.3 TEACHERS' IMPLEMENTATION OF WORLD ENGLISHES IN THE CLASSROOM**

In terms of implementing these beliefs about teaching English in the classroom, most of the respondents regularly used English dictionary, taught vocabulary and grammar with Standard English (mean score= 4.17, 4.03, and 3.90 respectively). In regards to using standardized English books and materials, the respondents rarely selected and used books that contained the conversations among native speakers only (mean score= 2.47), along with the reading content (mean score= 2.97) and content about English speaking countries (mean score= 3.00). The respondents also rarely selected books and materials that had native English speaking characters only (mean score= 3.00).

To sum up, the respondents moderately implemented World Englishes in their teaching in their classrooms (average mean score= 3.41). However, the results showed the relationships between their beliefs and their practice.

### **5.2.4 OPINIONS AND SUGGESTIONS ABOUT TEACHING WORLD ENGLISHES**

Although 66.67% of the subjects answered the open-ended questions. However, the majority of them gave short answers and 10% of them did not answer all the questions. The findings can be summarized as follows:

Regarding speaking accents, most of the respondents suggested that teachers should teach English with British and American accents (75%). One of the primary reasons was to provide a standard of English for the students. Later on they will decide and choose an accent that is compatible for them. On the other hand, only 10% of them supported an effort to expose learners to accent. Moreover, 15% of the respondents thought that pronunciation was significantly more important than accent.

In terms of the content about World Englishes, the majority of the respondents (70% ) recommended that the content in teaching English should be varied in terms of the content related to local community to the globally content, while only 10% of them preferred to teach the content about native speaking countries only. Besides, they also supported teaching grammar and vocabulary with British and American English (10%). In addition, 10% of the respondents who would like to follow the curriculum and teach students whether the contents were related to native speaking countries or not.

### 5.3 DISCUSSION

This section presents some important points from the results of the research.

#### **5.3.1 Research Question 1: What are Thai EFL teachers' beliefs about World Englishes?**

The results of the questionnaire showed moderate level related to the beliefs in World Englishes (mean score= 3.24). Most of the respondents agreed with providing varieties of English in the books and materials. They would select the books or materials that contained varieties content about both local and international stories as well as the culture of both native and non-native countries. Additionally, most of the respondents believed that the characters in the book or materials should not only be native speakers and they thought the books and materials from non- native English speaking countries were acceptable to use. Furthermore, some respondents suggested that the material should be authentic as well. The results for selecting books and materials was compatible with the research of Matsuda (2003) which suggested that books and materials cooperate with a World Englishes model. Curriculum should also be authentic while providing varieties of English in terms of accents, contents, and characters, which would expose students to varieties of English. These varieties are more specific to the outer circle and expanding countries. In the aspect of pronunciation, there were some respondents who proposed that teaching correct or acceptable pronunciation is much more important than correcting students' accents.

On the other hand, the majority of the respondents believed in teaching English following standard English in terms of teaching grammar, vocabulary, and idioms. This research result was also supported by Ur (2009) which stated that teaching grammar through a native-model is common for both teachers and students. Besides, the respondents held strong agreement about using a dictionary with standard English model. Moreover, the respondents agreed with the beliefs that only the standard English accent should be exposed to the students. Teacher should teach with British or American accent and let students practice listening and speaking with Standard English. These results were consistent with the beliefs of the aim in teaching students to be able to speak and communicate like native speakers.

In conclusion, EFL teachers believed in selecting books and materials that are congruent to a World Englishes model, while they believed that they should teach idioms and use dictionary followed the native English model. Eventually, British and American accents were the main focus in classroom teaching.

### **5.3.2 Research Question 2: How do Thai EFL teachers implement World Englishes in their classroom?**

According to the research results, the respondents' practice about World Englishes were divided into three aspects; accents, content, and materials.

In the aspect of accents, most of the respondents often use and speak with British or American accent to their students as well as teaching them to speak with British or American accents. Most of the respondents agreed that teacher should teach students to be able to communicate like native English speakers, which indicated that they normally exposed students with Standard English and taught students to be able to sound native-like. However, this research result was not consistent with Jindapitak & Teo (2013) who suggested that teachers should exposed students with varieties of English in order to provide them the awareness of English varieties. Moreover, Kongkerd (2013) also suggested that both teachers and students should not imitate only native dialect and accent, but they should be more concerned about the appropriate pronunciation that can be understood between interlocutors instead. Furthermore, most of the respondents have been teaching grammar, vocabulary, and idioms with Standard English while they tended to teach reading and culture contents with various sources from other countries in expanding and outer circle. This results were consistent with Ur (2009), who stated that teaching English grammar through native-model is common and serves a standard for both teachers and students. However, the majority of the respondents sometimes selected books or materials that provided varieties of English in terms of the characters, conversations, and the countries that publish the materials. The result was consistent with Matsuda (2003) who suggested that World Englishes materials and books should provide varieties of contents and characters apart from the native English speaking characters.

## **5.4 CONCLUSIONS**

The following conclusions can be drawn from the discussion above.

This research has presented some findings about EFL teachers' beliefs in World Englishes. It was found that EFL teachers believed in teaching English with standard English, especially in using dictionary, teaching grammar and teaching vocabulary. However, they had beliefs about World Englishes in selecting books and materials that contain varieties of English including the contents in reading, culture, and characters.

The study also aimed to find EFL teachers' implementation of World Englishes in their classroom. The results showed that they implemented their beliefs by teaching students to be able to communicate like native speakers, therefore, they normally teach and expose students with standard English in the aspects of accents and teaching grammar, vocabulary, idioms together with using the standard English dictionary. On the contrary, they followed World Englishes model in selecting and using books and materials with varieties of English.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 For further research, a qualitative method should be adopted in order to achieve in depth information.

5.5.2 In terms of credibility, further study should be conducted with a larger number of subject.

5.5.3 The participants of this study were on Thai EFL teachers teaching in secondary level within Muang district, Rayong Province; therefore, further research should be conducted with different level of teaching and different areas to gain more reliable results.

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**APPENDICES**

## APPENDIX A

### Questionnaire in English

This questionnaire is a part of the research paper submitted in partial fulfillment of the requirements for the Master of Arts in Teaching English as a Foreign Language, Language Institute Thammasat University. The purpose of this questionnaire is to investigate teachers' beliefs about World Englishes among Thai English teachers teaching in secondary level in government and private school located in Mueang District, Rayong Province.

The information obtained from this questionnaire is for research purposes only. Your answer will be regarded as strictly confidential. Please answer all questions according to your opinion.

#### **The questionnaire consists of 4 parts**

Part 1: General Information

Part 2: Teachers' Belief about World Englishes

Part 3: Teachers' Practice about World Englishes

Part 4: Opinions and Suggestions about Teaching World Englishes

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#### **Part 1: General Information**

Instructions: Please tick ✓ in the box that most matches your information.

- 1) Sex
  1.  Male
  2.  Female
- 2) Age
  1.  20-30 years
  2.  31-40 years
  3.  41-50 years
  4.  51-60 years
  5.  more than 60 years
- 3) Level of Education
  1.  lower than Bachelor degree
  2.  Bachelor's degree
  3.  Master's degree
  4.  Doctor's degree



Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
3. Teachers should teach students to be able to communicate like native English speakers.					
4. Teachers should let the students practice listening with British or American accent only.					
5. Teachers should let the students practice speaking with British or American accent only.					
6. Teachers should teach English grammar following British or American standards only.					
7. Teachers should teach vocabulary following British or American standards only.					
8. Teachers should teach English idioms following British or American standards only.					
9. Teachers should teach culture of native English speaking countries only.					
10. Teachers should select reading contents related to English speaking countries only.					
11. Teachers should select books and materials that have content related to English speaking countries only.					

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
12. Teachers should select books and materials published in native English speaking countries.					
13. Teachers should use books and materials that have native English speaking characters only.					
14. Teachers should use books and materials that contain the conversations among native speakers only.					
15. Teachers should use a dictionary with British or American standards only.					

### Part 3: Teachers' Practice about World Englishes

Instructions: Please tick ✓ in the box that most match your teaching.

#### How do you implement "World Englishes" in classroom teaching?

Statements	Regularly	Often	Sometimes	Rarely	Never
	5	4	3	2	1
1. You only use and speak with British and American accent when you teach.					
2. You teach students to speak with British and American accent only.					
3. You teach students to be able to communicate like native English speakers.					

Statements	Regularly	Often	Sometimes	Rarely	Never
	5	4	3	2	1
4. You let the students practice listening with British or American accent only.					
5. You let the students practice speaking with British or American accent only.					
6. You teach English grammar following British or American standards only.					
7. You teach vocabulary following British or American standards only.					
8. You teach English idioms following British or American standards only.					
9. You teach culture of native English speaking countries only.					
10. You select reading contents related to English speaking countries only.					
11. You select books and materials that have content related to English speaking countries only.					
12. You select books and materials published in native English speaking countries.					
13. You use books and materials that have native English speaking characters only.					

Statements	Regularly	Often	Sometimes	Rarely	Never
	5	4	3	2	1
14. You use books and materials that contain the conversations among native speakers only.					
15. You use a dictionary with British or American standards only.					

#### **Part 4: Opinions and Suggestions about Teaching World Englishes**

Instructions: Please give your opinions and suggestions about Teaching World Englishes in the following aspects.

##### 4.1 Speaking accent in teaching

.....  
 .....  
 .....  
 .....

##### 4.2 Teaching Content

.....  
 .....  
 .....  
 .....

##### 4.3 Books and Materials

.....  
 .....  
 .....  
 .....

##### 4.4 Problems occurred in teaching World Englishes

.....  
 .....  
 .....  
 .....



## APPENDIX B

### แบบสอบถามเรื่องความเชื่อของครูที่มีต่อภาษาอังกฤษ ในฐานะภาษาของโลก

#### คำชี้แจง

แบบสอบถามนี้เป็นส่วนหนึ่งของวิชาการค้นคว้าอิสระหลักสูตรการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ระดับปริญญาโท มหาวิทยาลัยธรรมศาสตร์ โดยวัตถุประสงค์หลักของแบบสอบถาม คือ สสำรวจความเชื่อเกี่ยวกับแนวคิดภาษาอังกฤษในฐานะภาษาของโลกของครูผู้สอนวิชาภาษาอังกฤษระดับชั้นมัธยมศึกษาของโรงเรียนรัฐบาลและเอกชนภายในเขตอำเภอเมือง จังหวัดระยอง โปรดตอบแบบสอบถามตามความเป็นจริง ข้อมูลของท่านจะถูกเก็บเป็นความลับ และใช้เพื่อการศึกษาในวิจัยนี้เท่านั้น

#### แบบสอบถามประกอบด้วยชุดคำถาม 4 ส่วน ดังนี้

**ตอนที่ 1** ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

**ตอนที่ 2** ความเชื่อต่อแนวคิดภาษาอังกฤษในฐานะภาษาของโลก

**ตอนที่ 3** การนำแนวความคิดภาษาอังกฤษในฐานะภาษาของโลกมาใช้ในการเรียนการสอนในห้องเรียน

**ตอนที่ 4** ความคิดเห็นและคำแนะนำในการสอนภาษาอังกฤษในฐานะภาษาของโลก

ขอรับรองว่าจะเก็บข้อมูลที่ได้จากท่านเป็นความลับและจะนำมาใช้เพื่อการศึกษาเท่านั้น ขอแสดงความขอบคุณเป็นอย่างสูงในกรให้ความร่วมมือ

#### ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง: กรุณาใส่เครื่องหมาย  หน้าข้อความที่ตรงกับตัวท่านมากที่สุด

1) เพศ                      1.  ชาย                      2.  หญิง

2) อายุ

1.  20-30 ปี

4.  51-60 ปี

2.  31-40 ปี

5.  มากกว่า 60 ปี

3.  41-50 ปี

3) ระดับการศึกษา

1.  ต่ำกว่าปริญญาตรี

3.  ระดับปริญญาโท

2.  ระดับปริญญาตรี

4.  ระดับปริญญาเอก

4) คุณเรียนจบสาขาที่เกี่ยวข้องกับภาษาอังกฤษหรือสาขาการสอนภาษาอังกฤษหรือไม่

1.  ใช่                      2.  ไม่ใช่ สาขาที่คุณจบ คือ \_\_\_\_\_

5) คุณมีประสบการณ์สอนภาษาอังกฤษมาเป็นระยะเวลานานเท่าใด

1.  น้อยกว่า 1 ปี  
 2.  1- 5 ปี  
 3.  6 - 10 ปี  
 4.  มากกว่า 10 ปี

6) คุณสอนอยู่โรงเรียนประเภทใด                      1.  รัฐบาล                      2.  เอกชน

7) คุณเคยไปต่างประเทศหรือไม่                      1.  เคย                      2.  ไม่เคย

8) คุณเคยอบรมเกี่ยวกับเรื่อง ภาษาอังกฤษเป็นภาษาโลก(World Englishes) หรือไม่

1.  เคย                      2.  ไม่เคย

**ตอนที่ 2** ความเชื่อต่อแนวคิดภาษาอังกฤษในฐานะภาษาของโลก

คำชี้แจง: โปรดอ่านและพิจารณาข้อความแต่ละข้อ และใส่เครื่องหมาย ✓ ลงในช่องให้ตรงกับความคิดเห็นของท่านมากที่สุดเพียงคำตอบเดียว

หมายเหตุ : ประเทศที่เป็นเจ้าของภาษา ได้แก่ ประเทศอังกฤษ ประเทศสหรัฐอเมริกา ประเทศ แคนาดา ประเทศออสเตรเลีย และ ประเทศนิวซีแลนด์

**ท่านมีความเชื่อเกี่ยวกับแนวคิดภาษาอังกฤษในฐานะภาษาของโลกในหัวข้อใดต่อไปนี้ ในระดับใด**

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
	5	4	3	2	1
1. ครูควรใช้และพูดภาษาอังกฤษสำเนียงอังกฤษหรืออเมริกันในการสอนเท่านั้น					
2. ครูไม่ควรสอนให้นักเรียนพูดภาษาอังกฤษด้วยสำเนียงอื่น นอกจากแบบอังกฤษและแบบอเมริกัน					

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
	5	4	3	2	1
3. ครูควรสอนให้นักเรียนสามารถสื่อสารได้ เหมือนกับคนที่มาจากประเทศที่เป็น เจ้าของภาษา					
4. ครูควรฝึกให้นักเรียนฟังบทสนทนาของ คนที่มาจากประเทศที่เป็นเจ้าของภาษา เท่านั้น					
5. ครูควรให้นักเรียนฝึกพูดภาษาอังกฤษ สำเนียงแบบอังกฤษหรืออเมริกันเท่านั้น					
6. ครูควรสอนไวยากรณ์ภาษาอังกฤษตาม หลักมาตรฐานแบบอังกฤษหรืออเมริกัน เท่านั้น					
7. ครูควรสอนคำศัพท์ที่สะกดตามหลัก ภาษาอังกฤษแบบอังกฤษหรืออเมริกัน เท่านั้น					
8. ครูควรสอนสำนวนภาษาอังกฤษตาม รูปแบบอังกฤษหรืออเมริกันเท่านั้น					
9. ครูควรสอนวัฒนธรรมจากประเทศที่เป็น เจ้าของภาษาเท่านั้น					
10. ครูควรเลือกเนื้อหาในการอ่านเกี่ยวกับ ประเทศที่เป็นเจ้าของภาษาเท่านั้น					
11. ครูควรเลือกหนังสือเรียนหรือสื่อการสอน ที่มีเนื้อหาเกี่ยวกับประเทศที่เป็นเจ้าของ ภาษาเท่านั้น					
12. ครูควรเลือกหนังสือเรียนหรือสื่อการสอน ที่ผลิตจากประเทศที่เป็นเจ้าของภาษา เท่านั้น					

ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
	5	4	3	2	1
13. ครูควรใช้หนังสือเรียนหรือสื่อการสอนที่มีตัวละครหลักมาจากประเทศที่เป็นเจ้าของภาษาเท่านั้น					
14. ครูไม่ควรใช้หนังสือเรียนหรือสื่อการสอนที่มี บทสนทนาระหว่างคนที่มาจากประเทศอื่นๆ เช่น คนเอเชีย เป็นต้น					
15. ครูควรเลือกใช้พจนานุกรมภาษาอังกฤษตามมาตรฐานภาษาอังกฤษแบบอังกฤษหรืออเมริกัน					

**ตอนที่ 3** การนำแนวความคิดภาษาอังกฤษในฐานะภาษาของโลกมาใช้ในการเรียนการสอนในห้องเรียน

คำชี้แจง: โปรดอ่านและพิจารณาข้อความแต่ละข้อ และใส่เครื่องหมาย ✓ ลงในช่องระดับความคิดเห็นของ

ท่านมากที่สุดเพียงคำตอบเดียว

ท่านได้นำแนวความคิดเกี่ยวกับภาษาอังกฤษในฐานะภาษาของโลก มาปรับใช้ในการเรียนการสอนในห้องเรียนของท่านอย่างไร

ข้อความ	เป็นประจำ	บ่อยๆ	บางครั้ง	ไม่บ่อย	ไม่เคย
	5	4	3	2	1
1. ท่านใช้และพูดภาษาอังกฤษสำเนียงอังกฤษหรืออเมริกันในการสอนเท่านั้น					
2. ท่านไม่สอนให้นักเรียนพูดภาษาอังกฤษด้วยสำเนียงอื่น นอกจากแบบอังกฤษและแบบอเมริกัน					

ข้อความ	เป็นประจำ	บ่อยๆ	บางครั้ง	ไม่บ่อย	ไม่เคย
	5	4	3	2	1
3. ท่านสอนให้นักเรียนสามารถสื่อสารได้เหมือนกับผู้คนที่มาจากประเทศที่เป็นเจ้าของภาษา					
4. ท่านฝึกให้นักเรียนฟังบทสนทนาของคนที่มาจากประเทศที่เป็นเจ้าของภาษาเท่านั้น					
5. ท่านให้นักเรียนฝึกพูดภาษาอังกฤษสำเนียงแบบอังกฤษหรืออเมริกันเท่านั้น					
6. ท่านสอนไวยากรณ์ภาษาอังกฤษตามหลักมาตรฐานแบบอังกฤษหรืออเมริกันเท่านั้น					
7. ท่านสอนคำศัพท์ที่สะกดตามหลักภาษาอังกฤษแบบอังกฤษหรืออเมริกันเท่านั้น					
8. ท่านสอนสำนวนภาษาอังกฤษตามรูปแบบอังกฤษหรืออเมริกันเท่านั้น					
9. ท่านสอนวัฒนธรรมจากประเทศที่เป็นเจ้าของภาษาเท่านั้น					
10. ท่านเลือกเนื้อหาในการอ่านที่เกี่ยวข้องกับประเทศที่เป็นเจ้าของภาษาเท่านั้น					
11. ท่านเลือกหนังสือเรียนหรือสื่อการสอนที่มีเนื้อหาเกี่ยวข้องกับประเทศที่เป็นเจ้าของภาษาเท่านั้น					
12. ท่านเลือกหนังสือเรียนหรือสื่อการสอนที่ผลิตจากประเทศที่เป็นเจ้าของภาษาเท่านั้น					
13. ท่านใช้หนังสือเรียนหรือสื่อการสอนที่มีตัวละครหลักมาจากประเทศที่เป็นเจ้าของภาษาเท่านั้น					

ข้อความ	เป็นประจำ	บ่อยๆ	บางครั้ง	ไม่บ่อย	ไม่เคย
	5	4	3	2	1
14. ท่านไม่ใช้หนังสือเรียนหรือสื่อการสอนที่มีบทสนทนาระหว่างคนที่มาจากประเทศอื่นๆ เช่น คนเอเชีย เป็นต้น					
15. ท่านเลือกใช้พจนานุกรมภาษาอังกฤษตามมาตรฐานภาษาอังกฤษแบบอังกฤษหรืออเมริกัน					

**ตอนที่ 4** ความคิดเห็นและคำแนะนำในการสอนภาษาอังกฤษในฐานะภาษาของโลก

คำชี้แจง: โปรดแสดงความคิดเห็นต่อภาษาอังกฤษในฐานะภาษาของโลกตามหัวข้อต่อไปนี้

4.1 สำเนียงที่ใช้ในการสอน

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4.2 เนื้อหาที่ใช้ในการสอน

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4.3 สื่อที่ใช้ในการสอน

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4.4 ปัญหาที่เกิดขึ้นในการสอน

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## **BIOGRAPHY**

Name	Runghailin Saengsukkha
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Educational Attainment	Academic year 2013: Bachelor of Arts (Russian), Thammasat University, Thailand
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