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ที่มีต่อนานาภาษาอังกฤษโลก

OPINIONS OF PRE-SERVICE ENGLISH TEACHERS ON WORLD ENGLISHES



การค้นคว้าอิสระนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
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OPINIONS OF PRE-SERVICE ENGLISH TEACHERS ON  
WORLD ENGLISHES



AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
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หัวข้อการค้นคว้าอิสระ	ความคิดเห็นของนักศึกษาฝึกประสบการณ์วิชาชีพรุสาขาวิชาภาษาอังกฤษที่มีต่อนานาภาษาอังกฤษโลก OPINIONS OF PRE-SERVICE ENGLISH TEACHERS ON WORLD ENGLISHES
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## บทคัดย่อ

การศึกษานี้มีจุดประสงค์เพื่อศึกษาความคิดเห็นของนักศึกษาฝึกประสบการณ์วิชาครู สาขาวิชาภาษาอังกฤษ ในมหาวิทยาลัยแห่งหนึ่งในภาคใต้ ประเทศไทย ที่มีต่อนานาภาษาอังกฤษโลก (World Englishes) ในด้าน 1. คำศัพท์ ไวยากรณ์และสำเนียงภาษา 2. ประสบการณ์การเรียนรู้ขณะครูศาสตร์ สาขาวิชาภาษาอังกฤษ และ 3. การสอนภาษาอังกฤษในฐานะครูในอนาคต การศึกษานี้ใช้รูปแบบการวิจัยเชิงปริมาณประกอบกับข้อมูลเชิงคุณภาพเป็นส่วนเพิ่มเติม โดยมีเครื่องมือการวิจัยคือแบบสอบถามกับกลุ่มตัวอย่างซึ่งเป็นนักศึกษาฝึกประสบการณ์วิชาครู สาขาวิชาภาษาอังกฤษ จำนวน 108 คน ประกอบด้วยเพศชาย 19 คน และเพศหญิง 89 คน โดยการใช้วิธีการสุ่มตัวอย่างตามความสะดวก ทั้งนี้เพื่อคุณภาพของแบบสอบถาม ผู้วิจัยได้ดำเนินการตรวจสอบค่าความเที่ยงตรงโดยการวิเคราะห์ค่าดัชนีความสอดคล้อง (IOC) และปรับปรุงแบบสอบถามตามผลการประเมินและคำแนะนำของผู้เชี่ยวชาญจำนวน 3 ท่าน หลังจากนั้นจึงทดลองใช้กับอาสาสมัครจำนวน 30 คนเพื่อหาค่าความเชื่อมั่น โดยมีค่าสัมประสิทธิ์อัลฟาของครอนบาคอยู่ในระดับ 0.967 บ่งชี้ถึงค่าความเชื่อมั่นในระดับสูง นอกจากนี้ยังมีการทดลองใช้แบบสอบถามกับอาสาสมัครจำนวน 3 คน เพื่อรับคำแนะนำไปปรับปรุงและแก้ไขเครื่องมือวิจัยก่อนนำไปใช้จริง ผลการศึกษาแสดงให้เห็นถึงมุมมองเชิงบวกของนักศึกษาฝึกประสบการณ์วิชาครู สาขาวิชาภาษาอังกฤษ โดยค่าเฉลี่ยบ่งชี้ให้เห็นถึงความคิดเห็นเชิงบวกต่อนานาภาษาอังกฤษโลกในมิติสามด้าน ได้แก่ 1. มุมของด้านภาษาสามด้าน ได้แก่ คำศัพท์ (ค่าเฉลี่ย = 7.74; ส่วนเบี่ยงเบนมาตรฐาน = 1.36) สำเนียงภาษา (ค่าเฉลี่ย = 7.66; ส่วนเบี่ยงเบนมาตรฐาน = 1.29) และไวยากรณ์ (ค่าเฉลี่ย = 7.28; ส่วนเบี่ยงเบนมาตรฐาน = 1.56) รวมถึง 2. ประสบการณ์การเรียนรู้ที่ผนวกแนวคิดภาษาอังกฤษโลกเข้ากับหลักสูตรการสอนภาษาอังกฤษของคณะครูศาสตร์ (ค่าเฉลี่ย = 4.07; ส่วนเบี่ยงเบนมาตรฐาน = 0.47) และ 3. ความตั้งใจในการแนวคิดไปสู่การปฏิบัติในห้องเรียนในอนาคต (ค่าเฉลี่ย = 4.20; ส่วนเบี่ยงเบนมาตรฐาน = 0.45) นอกจากนี้ ผลการวิเคราะห์เชิงคุณภาพ

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สะท้อนถึงการเพิ่มขึ้นของความรู้ที่มีต่อความหลากหลายของภาษาอังกฤษในระดับสากลและความสำคัญในการเตรียมความพร้อมให้นักเรียนสู่โลกาภิวัตน์ที่มีการใช้ภาษาอังกฤษหลากหลายรูปแบบ ผลการวิจัยชี้ชัดว่าควรมีการปรับปรุงหลักสูตรในการเรียนการสอนภาษาอังกฤษโดยเน้นถึงความหลากหลายของภาษาอังกฤษ อีกทั้งควรมีการเตรียมความพร้อมแก่นักเรียนในทักษะที่จำเป็นเพื่อการสื่อสารระดับสากลต่อไป



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<b>Independent Study</b>	OPINIONS OF PRE-SERVICE ENGLISH TEACHERS ON WORLD ENGLISHES
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## ABSTRACT

This study aims to examine the opinions of pre-service English teachers who are currently enrolled in a university in southern Thailand with respect to World Englishes. The specific focus is directed towards three linguistic aspects: vocabulary, grammar, and accent. Furthermore, the study explores their academic experiences within the Faculty of Education and investigates their intentions for future teaching. The research design incorporates a quantitative approach complemented by a qualitative data. The methodology involves administering questionnaire surveys to the participants selected through convenience sampling, totaling 108 pre-service teachers at a southern Thai university, with 19 males and 89 females. To assess the questionnaire's effectiveness, validation, and reliability testing, as well as a pilot study, were conducted. Validation and improvements were carried out through assessment by three experts using the IOC form. Reliability testing, involving 30 participants, yielded a high Cronbach's alpha coefficient level of 0.967. Recommendations from a preliminary study with 3 participants led to instrument enhancements before the main study. The findings revealed positive opinions amongst pre-service English teachers. Mean values from quantitative data showed generally positive opinions on World Englishes across three linguistic aspects: vocabulary (mean = 7.74; SD = 1.36), grammar (mean = 7.28; SD = 1.57), and accent (mean = 7.66; SD = 1.29). In addition, the participants expressed positive opinions on integrating World Englishes into the English language teaching curriculum of the Faculty of Education (mean = 4.07; SD = 0.47) and demonstrated positive intentions to incorporate World Englishes into future classrooms (mean = 4.20; SD = 0.45). Additionally, the findings from the qualitative analyses revealed the

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increasing perceptions of the diversity of English in a global landscape as well as the perceived importance of preparing students to survive in the globalized world where diverse English is used.



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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The global prominence of the English language as a means of international communication has been widely acknowledged. From its historical roots as a native language confined to the British Isles during the colonial era, English has evolved into a global lingua franca, adapting to diverse cultural contexts, historical narratives, identities, and ways of life (Kachru, 2006). This acculturation process has led to the emergence of distinct variations of English, often referred to as "World Englishes," shaped by local influences and ecological factors. Today, English is not only wielded by native speakers on a limited scale but is also utilized extensively by non-native speakers in various domains such as politics, media, and education, owing much of its expansion to the forces of globalization (Crystal, 2003). This globalization has facilitated cross-cultural interactions, culminating in the current count of 1.35 billion English speakers globally (Lyons, 2021), thereby underscoring the significance of comprehending the spectrum of English variations and approaches.

Scholars have put forth models and criteria to conceptualize the phenomenon of World Englishes, including the models proposed by McArthur and Kachru (Jenkins, 2015). While there is existing divergence in definitions and perspectives surrounding World Englishes, researchers tend to converge on various linguistic attributes—such as phonetics, lexis, syntax, and speech acts—along with sociolinguistic factors, which are discourses, registers, styles, and attitudes that manifest within specific social contexts (Kachru, 2006). Critically, this scrutiny extends beyond linguistic diversity and concentrates on the functional utilization of diverse English variants, prioritizing communicative efficacy over adherence to traditional linguistic norms (Holmes, 2013, cited in Saisard, 2018).

Amid the dissemination of English, the realm of English language teaching (ELT) faces a pressing question regarding the integration of World Englishes. This relates to whether the conventional emphasis on standard native English remains relevant, particularly considering the widespread exposure of learners to a scale of English. This material is reserved for educational use only, not allowed for commercial use.

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variations in their daily lives (Kirkpatrick, 2007). Thus, the pedagogical approach to ELT necessitates an alignment with the World Englishes paradigm to equip learners with pragmatic competence across diverse communicative contexts (Canagarajah, 1999). Many studies have demonstrated the pedagogical utility of incorporating World Englishes into ELT. Such an approach equipped learners with authentic exposure to real-world English usage, bridging the gap between classroom instruction and practical application (Matsuda, 2006).

For instance, Ayuthaya (2016) applied the World Englishes framework to alleviate language learning anxiety amongst non-English major students, revealing a positive impact on their confidence and language use. Boonsuk et al. (2021) similarly explored the efficacy of a course centered on World Englishes, noting enhanced appreciation for linguistic diversity and improved communicative competence amongst participants. In English as a foreign language (EFL) contexts, studies have underscored the influence of social environments and local values on individuals' attitudes toward World Englishes. Shibata (2010) found that senior Japanese English teachers preferred native speakers, indicative of contextual native-speakerism. In Thailand, Rungruangsuparat (2010) found that undergraduate tourism and hospitality management students showed slight favoritism towards native-speaker-like attributes, reflecting a certain degree of native-speakerism.

Incorporating World Englishes into the pedagogical landscape in Thailand has drawn attention. Saengsukkha (2015) investigated Thai English language teachers' perspectives on World Englishes, revealing a generally positive reception of the paradigm while retaining some inclination toward native-like pedagogical methods. Notably, research on pre-service English teachers' attitudes toward World Englishes has been limited. These prospective educators are pivotal in shaping students' language skills and attitudes, positioning them as critical agents in disseminating knowledge. To this end, Curran and Chern (2017) examined Taiwanese pre-service English teachers' attitudes toward English as a lingua franca (ELF), revealing distinct preferences amongst different groups of participants.

Additionally, Nampandung et al. (2021) explored the attitudes of Thai pre-service English teachers toward native and non-native English-speaking teachers, indicating neutral beliefs in World Englishes and the nativeness of English proficiency. However, prevailing research on World Englishes orientation primarily focuses on individual

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attitudes toward linguistic features without fully considering the broader instructional context encompassing curriculum, pedagogical methods, and future professional practices.

Based on this facet, studying the opinions of pre-service English teachers on World Englishes would be significant as it provides insights into how future educators perceive and might implement diverse English variations in their teaching. A study by Eslami, Moody, and Pashmforoosh (2019) illustrated the importance of raising awareness of World Englishes amongst pre-service teachers to prepare them for culturally and linguistically diverse classrooms. Their study found that experiential approaches to teaching World Englishes helped pre-service teachers develop a more inclusive and tolerant view of different English varieties. Additionally, Lee (2023) showed that exposure to various English accents improved pre-service teachers' acceptance and understanding of these accents, which is crucial for effective communication in a globalized world. By understanding these perspectives, educational programs could better accommodate their curricula to support the development of pre-service English teachers who are well-equipped to handle the linguistic diversity they will encounter in their careers.

Therefore, this study aims to provide a better understanding of pre-service English teachers' perspectives on World Englishes in Thailand. Delving beyond individual attitudes, it aims to examine the opinions on World Englishes' role in the English education and as future educators. By capturing these multifaceted perspectives, the study aims to shed light on the broader landscape of opinions, enriching the understanding of World Englishes' integration within the educational domain.

## 1.2 Research Objectives

This study aims to investigate the opinions of pre-service English teachers on World Englishes, who are studying at a university in southern Thailand. The objectives of this study are as follows:

1. To explore Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent
2. To explore Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major

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3. To explore Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers

Based on the research objectives, the study aims to answer the following research questions:

1. What are Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent?

2. What are Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major?

3. What are Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers?

### 1.3 Scope of the Study

This study focuses on the opinions on World Englishes of undergraduate pre-service English teachers or undergraduate students majoring in English of Educational discipline in a public university in southern Thailand. The investigation does not specifically inspect or execute any analyses of the student's curriculum or courses. The opinions are only based on three aspects of World Englishes: 1. opinions on World Englishes concerning grammar, vocabulary, and accent, 2. opinions of learning experiences in the English education major, and 3. opinions that the participants will be an English-language teaching practitioner. Since this study implements the quantitative research method, a questionnaire survey is used. The analyzed data are entrenched in descriptive statistics. The statistics consist of mean, percentage, frequency, and standard deviation. Despite the open-ended additional part, the data from this part are analyzed with content analysis, then converted to different themes and presented on a statistical basis.

### 1.4 Significances of the Study

The findings of this study could be applied in a variety of ways to address the challenges and opportunities within the bodies of applied linguistics and education. The anticipated implications are presented as follows:

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1. The findings of this study revealed pre-service English teachers' opinions on World Englishes and added new findings to the body of research in this vein. For example, it provided insights into how future educators perceive and plan to integrate diverse forms of English into their teaching practices. It could benefit educational institutions by highlighting the need for teacher training programs that emphasize the importance of World Englishes, thereby preparing teachers to address the linguistic diversity they will encounter in their classrooms. Additionally, this research could help develop teaching materials and strategies that foster a more comprehensive understanding of English among students, promoting greater linguistic and cultural awareness.

2. Based on an extensive literature review of previous studies, the current study has developed a refined and complete version of the questionnaire, which the experts validated, tried on before data collection, and received a high level of reliability based on Cronbach's alpha. This refined questionnaire enhanced the reliability and validity of the data collected and contributed to the field of World Englishes by providing a tool for future research. Educators and researchers could use it to gather insights into the opinions of pre-service English teachers on World Englishes, helping to shape curricula that better prepare the teachers for a diverse linguistic environment. Additionally, the high reliability of the questionnaire could ensure that the findings could be more confidently applied to inform policy makers and educational stakeholders. It would lead to improved teaching strategies and resource allocation that reflect the dynamic nature of English usage globally.

3. The results of this research could inform curriculum developers about pre-service English teachers' opinions on World Englishes. Thus, students were provided with ample opportunities to experience a variety of World Englishes and enhance their teaching experiences, and this study can raise awareness of the occurrence and existence of the varieties of English that they will face the real life.

4. The results could potentially provide the educational stakeholders with opportunities to apply a variety of English in the future. Its application, for example, can be applied in developing teaching plans. Teachers could use some refined questions from the questionnaire in teaching planning decisions. In the survey-taking process, teachers could use this question to enable students to be exposed to the World Englishes concept.

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## 1.5 Definition of Terms

1. **The native English language** refers to the variety of English spoken by people who acquired it as their first language or mother tongue. These individuals typically grow up in English-speaking communities where English is the primary means of communication. This immersion in the language from an early age allows them to develop an intuitive understanding of its nuances, vocabulary, and cultural references (Nordquist, 2020; ThoughtCo, 2020). In this study, it refers to the English language used by people who speak it as their first or native language. The countries where English is considered the native English language include the United States of America, the United Kingdom, Australia, New Zealand, Canada, etc.

2. **Opinions** refer to expressed thoughts and beliefs of language learners towards something, which refers to World Englishes in this case. The expressed opinions can be interfered with by many factors surrounding the individuals, such as social values toward one language, knowledge, and engagement from educational institutions.

3. **Pre-service English teachers** refer to undergraduate students majoring in English of Educational discipline. The students are the pre-service teachers who are to commence the apprentice as a teacher in primary or secondary education as per their curriculum requirement in the following semesters.

4. **Speakers of English as an international language** refer to the persons in certain circumstances in which English is set as a primary communicative protocol, significantly but not restricted to English as a foreign language. The speakers are from different cultural backgrounds, and they use English to communicate.

5. **World Englishes** refers to nonnative varieties of English in which characteristics in accent, vocabulary, grammar, and pronunciation are influenced or implemented from the local contexts in which English is used conventionally (Rungruangsuparat, 2010). Besides, World Englishes potentially reflect or represent the cultures, identities, social status, educational background, and the native language of the speakers.

## 1.6 Chapter Summary

This chapter focuses on comprehending the multifaceted landscape of World Englishes within the realm of English language teaching (ELT). The chapter highlights

the global prominence of English as an international communication tool and traces its evolution from a native language rooted in the British Isles to a dynamic and adaptable global lingua franca. The acculturation process has led to the emergence of distinct English variations known as "World Englishes," influenced by local contexts and ecological factors, thereby underscoring the importance of understanding the spectrum of English variations. Scholars have proposed models and criteria for conceptualizing World Englishes, encompassing linguistic attributes such as phonetics, lexis, syntax, and sociolinguistic factors, such as discourses, styles, and attitudes.

Amid the dissemination of English, the chapter identifies a question in the field of ELT—the integration of World Englishes into pedagogical approaches. Given the widespread exposure of learners to diverse English variations in their daily lives, the relevance of emphasizing native English norms in ELT is questioned. Instead, there is a growing need to align pedagogy with the World Englishes paradigm to equip learners with pragmatic competence across diverse communicative contexts. Several studies have demonstrated the utility of incorporating World Englishes into ELT, bridging the gap between classroom instruction and real-world language usage.

The chapter outlines the study's objectives, which aim to investigate the perspectives of pre-service English teachers on World Englishes in Thailand. The study delves beyond individual attitudes and examines participants' viewpoints on World Englishes' role in the English education curriculum and as future educators. The purpose is to shed light on the broader landscape of opinions, enriching the understanding of World Englishes' integration within education.

Furthermore, the scope and delimitations of the study are elucidated. The study focuses on undergraduate pre-service English teachers from a university in southern Thailand. The investigation is centered on three aspects of World Englishes: individual views on vocabulary, grammar, and accent; learning experiences within the English education major; and the participants' future roles as English knowledge distributors. The study acknowledges its limitations, particularly in terms of generalizability, given its small-scale nature and specific group of participants.

The chapter concludes by highlighting the significance of the study. The findings are expected to contribute to the body of research on pre-service English teachers' opinions on World Englishes. Additionally, the study's literature review is expected to lead to the development of a refined questionnaire, which could inform curriculum

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developers and enhance students' teaching experiences. The results are also expected to offer insights to educational stakeholders and inform the development of teaching strategies that cater to diverse opinions on World Englishes. The study's exploration is believed to shed light on the interplay between World Englishes and English language education, offering insights into pedagogical practices.

As this chapter establishes the foundation for the study, the subsequent chapter will explore a literature review, providing an overview of the existing knowledge regarding World Englishes. This chapter also establishes the foundation for the methodology chapter, in which the research design, participants, instruments, and data collection procedures will be discussed, ensuring a structured approach to investigating the research questions. Following the methodology, Chapter 4 will present the study's results, interpreting the data collected and analyzing the findings in the context of the established literature. Finally, Chapter 5 will conclude the study by discussing the implications of the findings, acknowledging the limitations, and providing recommendations for further research. This comprehensive structure ensures that each chapter builds on the previous one, creating a coherent and accurate exploration of the research topic.

## CHAPTER 2

# LITERATURE REVIEW

This chapter discusses and reviews a theory that leads this study relating to the research questions, including what are Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent? what are Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major? and what are Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers? This chapter sets up relevant knowledge in forming the research methodology. World Englishes terminology is defined to show the different interpretations of the term. The World Englishes models from some scholars are discussed to illustrate the interpretations and perspectives of English language plurality definitions. Language change and variation of English are also discussed to show the brief historical development, the legitimation of global varieties of English, and the significance of World Englishes. Besides, the relevant studies are reviewed to show current trends of such the study foundation and various perspectives of opinions concerning World Englishes.

### 2.1 World Englishes Terminology

Based on Nelson et al. (2020), World Englishes can be described in a range of interpretations of its meaning. A description refers to World Englishes by the sense of the nature of the language used in specific contexts and by the different views of the language. Another consideration determines the language in the role, like the discussion of defining the plurality of matters — unity or diversity.

Nelson et al. (2020) explained the interpretation of the meanings of World Englishes. It can be distributed into three senses. The first sense indicates the term in the big picture and how English is approached or used for specific roles or statuses worldwide. The first sense identifies the use of English in a range of fields by the functions in a range of approaches, such as English as a foreign language used in which English is not the main language and English as a second language or a range of statuses such as new English(es) and World English(es). The second sense is to examine the

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new Englishes occurring in the new places in which previously English did not involve. The classification of this sense is to determine the independent-regional characteristics of the Englishes and the investigation into the English linguistic characteristics. For instance, Singaporean English has distinctive linguistic characteristics in addition to general English, and it is specified by the unique areal characteristic of regional English—English occurring in Singapore.

Another point of view on World Englishes explained by Nelson et al. (2020) is the World Englishes paradigm, as it is associated with Kachru (1985) and other scholars. This scene of discussion does not study and focus only on the regional description of the occurrence of varieties of English. However, it includes a range of related topics such as linguistic features, the discourse of specific societies, contact linguistics in which two different linguistic competence interlocutors interact with one another, sociolinguistics, and lexicography.

Even though there are convergent and divergent interpretations of the description of World Englishes, the statements insist on the occurrence of English expansion and directly or indirectly insist on the existence of varieties of English. According to Kachru (1992), these interpretations highlight the global dispersion and adaptation of English, suggesting a dynamic evolution of the language into multiple distinct forms. Three sense descriptions see the English language in the real world, but the destination of the intention on the diverse bodies of English. Each of the senses can be referred to and applied in capable ranges to which English relates. The first sense introduces the diverse picture of the English language used in a wide range around the world. Schneider (2007) elaborates on this by categorizing English into several geo-linguistic contexts, each with unique features shaped by local influences. The approaches and analyses can be divided into many circles of applications depending on interpretations. The second sense refers to the regional separation and represents the distinctive linguistics of each variety of English in each region. This interpretation investigates more specifically by focusing on the distinctive linguistics able to be observed in the areas. However, the historical, societal, and discursal issues are not significantly focused. McArthur (2002) argues that while this sense provides clarity on linguistic differentiation, it often overlooks the socio-historical contexts that influence these varieties. It does not reflect how local discourses play roles in the regional English language. The third sense represents the more authentic and wider views of how English is rooted in socials

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and how the English language characteristics are reflected by the socials. Mufwene (2001) discusses how English morphs and adapts within different societal contexts, incorporating elements of local languages and cultural practices. The third sense's interpretation mixes the viewpoints of the second sense's features — regional lens and linguistic features and includes more comprehensive ranges such as sociolinguistics, discourse, creativity, lexicon relevance, and contact linguistics. It extends the coverage areas to the studies about varieties of English, and it can be referred to as the first sense for applications. Besides, the wide-ranging could reflect more involvements of socials towards English, not merely linguistic scope, but this sense is described into many concepts by many scholars. The ideas can vary and indicate different points depending on the scholars' viewpoints, which are discussed in the following section.

Furthermore, concerning the dimensional descriptions, Butler (1997, as cited in Nelson et al., 2020) explained the concept of World Englishes into two differential views, and it is linked to the sense description as mentioned. The scholars explained that the different descriptions refer to a singular form — "World English," and a plural form — "World Englishes." World English provides the vision that English is united despite the subgroups of variations and set as a global protocol of global members through a range of media. This means that the language is set as a communicative protocol. In another case, for example, French might be considered a unit of all languages even which are used by French speakers worldwide, even if it consists of subgroups of variations, e.g., Canadian French or European French (Nelson et al., 2020). Even there are areal differences, World English refers to a unit of languages that people from many places apply to their productivity or anything else that international people share ideas using English. Nevertheless, it can be less relevant to the reality of the occurrence of varieties of English in the present, as there are diversities inside the big umbrella, the English language (Nelson et al., 2020). There are distinctive characteristics in each variety of English, which can be determined, studied, and applied in specified regions, as it depends on regional differences. World Englishes, the second description, browses the varieties of English and the role of the language with a wider lens. The inspection goes into broader variables that English is not as a unit of communicative protocol for global members, but it is specified into subgroups or societies with different variables, such as regional variables and local lexicons. For example, the word "outstation" or "Onsen spring" has a distinctive specific lexicon representing the areal

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specific, specifically Asian Englishes (Nelson et al., 2020). This terminology could be more optimal for determining the authentic atmospheres of English and regional involvements and studying specific English varieties in specific areas.

In conclusion, the discourse on World Englishes presents multifaceted interpretations, focusing on various dimensions of the language's use and characteristics across diverse contexts. Nelson et al. (2020) outline three key senses through which World Englishes can be understood. The first sense emphasizes the global role of English, encompassing its use in different functions and roles worldwide. The second sense delves into the emergence of new Englishes in previously untouched regions, emphasizing regional linguistic traits. The third sense offers a comprehensive perspective, exploring the social and linguistic roots of English in varied contexts. The scholars also explained that the distinction between "World English" as a unified concept and World Englishes as diverse linguistic entities is also crucial. While the former envisions English as a global protocol, the latter acknowledges the variations and distinct characteristics present in different English varieties. The discussion underscores the need to consider linguistic, regional, and societal factors when examining the world's evolving English landscape. This understanding has practical implications for language usage, education, and communication strategies in an increasingly interconnected world.

In this study, the discussion presented in the text provides a theoretical foundation for investigating the opinions on the topic of World Englishes. The three distinct senses outlined by Nelson et al. (2020) offer a structured framework to understand the various natures of World Englishes. By integrating these senses, this research could explore the perception of English teachers on English's global role (the first sense), their awareness of emerging regional English varieties (the second sense), and their recognition of the interplay between linguistic and social factors in English usage (the third sense).

## 2.2 World Englishes Descriptions and Models

The World Englishes models have been established and described into forms. The forms depend on the perspectives on the roles or positions of English. The perspectives may be based on history, originality, linguistic proficiency pre-justice, and

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linguistic standardizing ability. For example, Kachru's model, which was proposed in 1985, views English from its originality, historical development, and linguistic proficiency pre-justice, which is unlike McArthur's model, which was proposed in 1980. The attempts to describe World Englishes enable the recognition of a variety of English around the world. The recognition of the English languages could shed light on many applied linguistic fields, including English language teaching. The topic discusses the models and descriptions of how they inspect the variety of English. Their discussion includes Kachru's model, which is well-known in the field, Strevens's model, which is the first foundation of linguistic phenomena, and McArthur's model.

### **2.2.1 Kachru's World Englishes Model: Spread of English**

Kachru introduced the term "World Englishes" in 1985. He referred to "World Englishes" as a socially authentic approach to language study. The model investigated intercultural and interlinguistic diffusion of the English language through historical interpretation with the stratification of English into three phases (Kachru, 1985).

There are three phases of English spread based on historical involvement. The first phase of English spread occurred when Wales was annexed to England in the 16th century under the Acts of Union, significantly impacting Welsh culture and consolidating English dominance in the region (History.com, 2023). The process continued in 1707 with the union of England and Scotland, forming Great Britain and further extending English influence (Britannica, 2024). Subsequent consolidation included Ireland, where English dominance was reinforced through various acts and colonization efforts, culminating in the 1801 union that created the United Kingdom of Great Britain and Ireland (Bradshaw & Roberts, 1998; Mesthrie & Bhatt, 2008).

The second phase was the phase of diffusion between the diaspora of varieties of English in the first phase and other continents. English was transplanted across continents, notably North America, Australia, and New Zealand. In the age of colonization, it involved the movement and transplantation of the native English-speaking population into new social, linguistic, and cultural contexts. Despite the limited number of populations, the native speakers created powerful and influential English-using communities amongst the prior local cultures. The powerful domination of the English-speaking communities impacted the strategies of education, language

exchange, and English language advocacy. The impact changed the socials from monolingualism to bilingualism in English (Kachru, 1985; Schneider, 2007).

This phase implicated a greater number of populations. While there was a limited number of diasporic populations in the first phase, the number of populations in this phase was greater than in the first phase. It was because of the diffusion of local and diasporic populations accordingly (Jenkins, 2009).

The third phase was the phase of diasporic expansion out of the second phase. English was introduced into Asia and Africa. The influencers and involvement of English spread were not limited to the native English speakers as in the second phase, where mainly native English speakers from the first phase majorly involved the diasporic territories. Compared to the second phase, it introduced English into the territories where races and cultures were not related to it. The diffusion of English and new environments created new ecology and challenges in language teaching in terms of language interaction, cultural contexts, standard ideals, and strategies. The reaction of the English language penetration affected the indigenous varieties — local society where English was brought to in several dimensions, such as cultural interpretation, identity, social education, and social. The discourses of English involvement and social contexts have become critical debates in the present day (Mesthrie & Bhatt, 2008; Schneider, 2007).

### **2.2.2 Kachru's Three Concentric Circles of World Englishes**

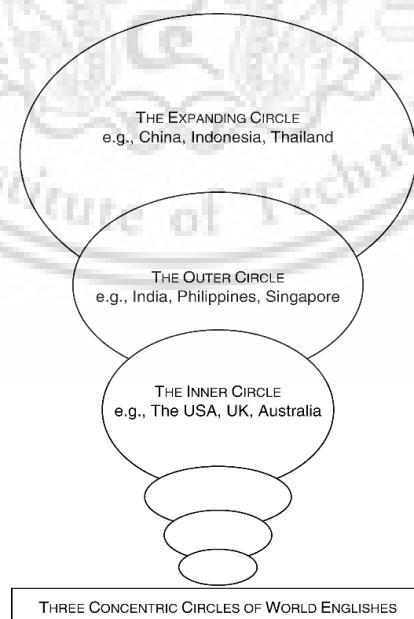
Kachru's three concentric circles of World Englishes are mainly associated with three geographical regions concerning the spread of English (see 2.2.1 Kachru's World Englishes model: Spread of English). The circle represents a framework for the world varieties of English language conceptualization involving social discourses — such as historical and political contexts and sociolinguistics.

The attributes of World English are built on four factors. The first factor is the historic mobilization of language and the prioritization of the language. It could mean that the history of English spread into the social affects the motivation to judge the position of the language. The second factor is the language-receiving patterns, such as colonization and evangelism. This may depend on the history of the English spread of the territory. The third factor is the societal depth of language usage and the range of the function of the language, which is used as a medium of national policies, such as

educational management, governmental administration, and level of education in the population. The fourth is the pragmatic adoption of English within the local socials and cultures and the "nativization" (Kachru, 1992). The term describes the formal and functional changes the language undergoes at various linguistic levels, e.g., phonetic, lexical, syntactic, discoursal, speech acts, and literary creativity (Kachru, B., 2006, p. 196). It means that there is a blend of English in the local societies. The evidence indicates that there are varieties of English in which styles of local linguistics are different and dependent on societal identities.

According to the model, Kachru (2006a) pointed out the varieties of English across the world into three concentric circles. The circles are implied with historical and geographical implications. The model consists of three overlaid concentric circles — inner, outer, and expanding circles (see Figure 2.1 "Three concentric circles of World Englishes" for illustration).

According to Figure 2.1, the circles can represent the spread of English by concerning the historical timelines from the center of the circles to the outer of the circles. The circle serves as the figuration of a color drop that has been spreading from its core to the expanding periphery. The inner circle is in the center of the concentric circles. The inner circle links to and represents the traditional regions where English is the first language of the population and is officially used (Kachru, 2006).

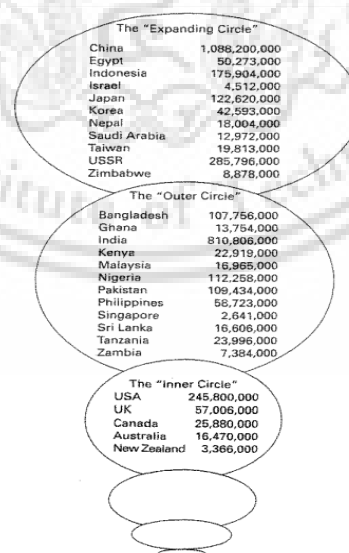


**Figure 2.1** Three Concentric Circles of World Englishes (Kachru, 2006, p. 196)

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The territories are such as England, Australia, and Canada. The criteria for becoming in the inner circle include originality in England and the diaspora, such as Australia and Canada. Linked to the spread phases of English, this circle can be referred to as the first and second phases, when English expanded out of England to other lands. The outer circle indicates the territories where English becomes an official or national language and a second language. Generally, English is used by most of the population, and it is used in official communications. The lands in this circle are called anglophones, such as Singapore, Hong Kong, Nigeria, India, and the Philippines. The causes of this may be colonization and exploration, slavery, and trading. Originally, the lands in this circle had been unrelated to or not close to the inner circle's regions. The expanding circle is the regions where English is not generally used as an official language or as the population's first or second language. Most of them use English as a lingua franca to communicate with international community members. The cause of this could be globalization. The trend of globalization and the population of the outer circle from previous ages put English as a lingua franca. The range of usage purposes may not be for daily life but can include education, job promotion, and communication with international members like co-working colleagues, travelers, etc. The circle includes such as Korea, Japan, China, and Mexico (Kachru, 1985; Studysmarter, 2023; Xiaoqiong & Xianxing, 2011).



**Figure 2.2** Three Concentric Circles of World Englishes with Population (Kachru, 1992, p. 356, as cited in Jenkins, 2015)

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In addition to Figure 2.1 and according to Figure 2.2, the model can implicate the population in each circle. It illustrates that the concentric model's inner circle in the very center has the fewest number of populations. Respectively, the outer circle has a greater number of populations, followed by the expanding circle with the greatest number. The number of populations could indicate the number of English speakers. This could imply the chance of contacting the speakers or English varieties in the expanding circle is greater than in the inner circle (Kachru, 1985; Studysmarter, 2023).

The model may not be realistic concerning the use and role of English. Although the model can present the historical timeline of English expansion, the implication for English users could not be realistic in the present globalized days. Globalization facilitates populations to mobilize or emigrate across the territories in different circles. Besides, the arrival of internet technology facilitates populations in different circles regardless of historical and geographical concerns. Furthermore, the concentric model has an implicit interpretation. The inner circle in the center of the model implicitly prioritizes the English language as a master form or standard of all varieties of English. Figuratively, suppose all varieties are in the kingdom of the English language; the inner circle is portrayed like an inner town of a kingdom, where it is mainly focused and given precedence. Nevertheless, it is not necessary to rely on the inner circle as a core of English. All varieties of English may be self-core, which the regions or territories opt to rely on (McKay, 2003; Xiaoqiong & Xianxing, 2011).

### 2.2.3 Criticism of the Kachru's World Englishes Model

Kachru's World Englishes model is frequently referred to the research relevant to varieties of English and English as a lingua franca (ELF) and has been a topic of considerable debate and criticism. However, it has also attracted criticism from various scholars who argue that the model is inadequate and does not capture the complexities of English as a global language despite its usefulness to the relevant research veins. According to Galloway and Rose (2015), some critical arguments include the over-dependent emphasis on geographic and historical factors, over-focusing on historical colonization, the failure to capture the role of English in multi-ethnic and monolingual regions, and the assumption of a monolithic standard.

According to Galloway and Rose (2015), the model overly emphasizes geographic representatives and historical factors regardless of the mobility of international English

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speakers, including native speakers of English, English as a second, and foreign language speakers, across the territories in each circle of English description (Galloway & Rose, 2015). In addition, the model overlooks the sociolinguistic uses of English in the international present contexts which present much more realistic phenomena. For example, British expatriates live in Hong Kong, and there are communities of British citizens living in Spain. In other words, the native speakers of English who are indicative of being in the inner circle live or expatriate to the territories which are classified as the outer or expanding circle. Likewise, international English as foreign language speakers, such as pedagogical practitioners, mobilize to study English in countries where English is a native or first language. In other cases, the internet connects people internationally regardless of the placement of the circle upon the roles of English. This means the links of English speakers to the three circles on the historical and geographic bases may not be significantly considered.

Moreover, Galloway and Rose (2015) also argue that the role of English, especially in the Expanding circle, is changing not as it traditionally was. Traditionally, the role of English in the Expanding circle was as a foreign language where there were few numbers of English users and fewer specific functions. Nevertheless, the unprecedented development of the role of English in such territories emerges in the presence that failed to be recognized in the model. For example, English in Southeast Asia is developed as the main language of intercultural communication and implemented as a working language in the Association of Southeast Asian Nations (ASEAN) charter (Association of Southeast Asian Nations, 2008).

In addition, the model does not conform to the English as a lingua franca (ELF) paradigm which is one of the mainstream studies in the Applied Linguistics field concerning the spread and variety occurrence of English. The model attempts to define varieties and identities of English within each circle, such as British English classified in the inner circle and as a native language of its speakers. However, the use of English as a lingua franca within and across the three circles is not recognized. To illustrate, the model does not include the link of intercultural or international communications across the territories in the different circles or the circle with potentially different characteristics of English. The example can be referred to as internet communication regardless of emphasis on geographic and historical consideration, as exemplified

above, showing the use of ELF that it does not include in the model (Galloway & Rose, 2015; Studysmarter, 2023; Xiaoqiong & Xianxing, 2011).

The model could not portray the actual role of English in the multilingual and multi-ethnic areas. The model of three circles misfocuses the complexity of the reality of human society nowadays. It also fails to admit the changing status and role of the English language in the international context, unlike the past decades. For instance, Canada is categorized in the inner circle. The model implies the role of English in Canada as an English-speaking country, strictly. Nevertheless, it ignores the fact of the existence of French Canadian, Chinese, and other immigrant languages (Koyfman, 2023). On that fact, the model fails to consider this fact of multilingualism.

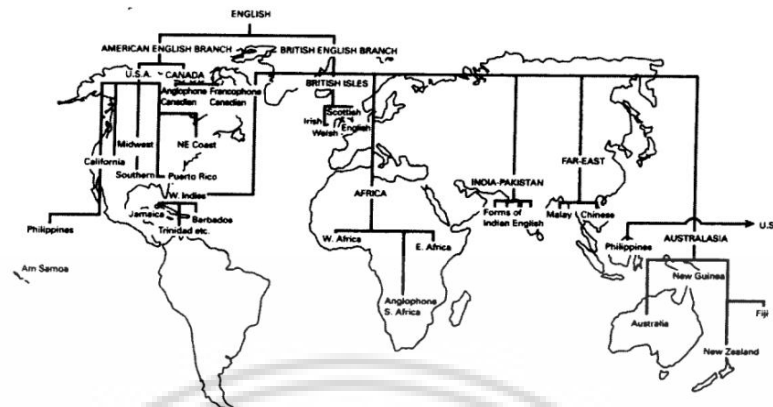
In addition, Singapore and Hong Kong, for example, could be linked to colonial history, which connects to the foundation of the model on historical concern. While Singapore uses English as an official, unofficial, internal, and external communication, Hong Kong seems to spare the role of English for some domains, such as commercial, legal, and educational functions (Bolton, 2011; Lee, 2023). This point shows the lack of consideration of the complexity of social and language use and multi-ethnic reality in socials. The inner-circle areas are not strictly homogeneous in that they are monolingualism and mono-ethnic of its speakers, yet complex, and multilingual.

The model highlights the assumption of a monolithic standard or major standard of the English language. The model sets the inner circle as a native speaker's succeeding gauge to assess English proficiency and sets English as a property of theirs. The inner circle is set to the native speakers of English and placed in the centric of the model. The interpretation is that the inner circle is assumed to be the core or monolithic standard of English. The outer and expanding circle is assumed to be a more minimal degree in terms of proficiency and standardization ability. This shows that the model makes it difficult to characterize English speakers based on their English proficiency and fails to indicate the difference between degrees of communicative proficiency. Jenkins (2015) notes that English as a second or foreign language of a speaker does not itself imply proficiency inferior to those native speakers placed in the inner circle. The model gives rights of native English speakership by birthright and assumes the superiority to the native inner-circle speakers, regardless of considering the potential fact of higher proficiency of foreigners or less proficiency of native speakers of English.

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## 2.2.4 Strevens's World Englishes Model: The Spread of English



**Figure 2.3** Strevens's World Map of English – 1980 Version (Jenkins, 2015)

Strevens's World Englishes is the oldest model, distributed in 1980. As published in 1980, the context should be referred to and viewed through the lens of the world over the years. It focuses on the spread of the English language by categorizing the world's English speakers. His model presents the concept of the spread of English mainly based on the world geo-locations, i.e., the world map (see Figure 2.3). The map is overlaid with an upside-down tree diagram. The diagram starts with the English language which is hierarchically divided down into two main varieties of English that are American and British English. This can be assumed that the basis of the idea of the model is based on the relationship between geography and history. The relationship shows the potential similarity in the characteristics of each variety of English. For example, the Philippines English was upward connected with the English language from American English according to the historical relationship consideration. It is due to the stationing of Americans during the Cold War period that the American English immersion converged with the local culture. Besides, the other subsequent English varieties have their affinities with either one or the other (Jenkins, 2015).

However, the model consists of inaccuracy and the American-centric stereotype promotion (Galloway & Rose, 2015). The model positions American English in the same class as British English. It means the original representation of American English in British English is not illustrated and focused. In fact, according to Galloway and Rose (2015), the English language in North America, including the United States of America, emerged

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as a new variety of English from the occurrence of the first diaspora, where the citizens who were English speakers, of the British Empire emigrated from the main isle to America. Moreover, this model also includes the stereotype promoting American and British English as the fundamental central international English, as the hierarchy of the varieties of English commencing from such two Englishes. This issue of the standardization and legitimation of English is now being widely discussed.

### 2.2.5 McArthur's World Englishes Model

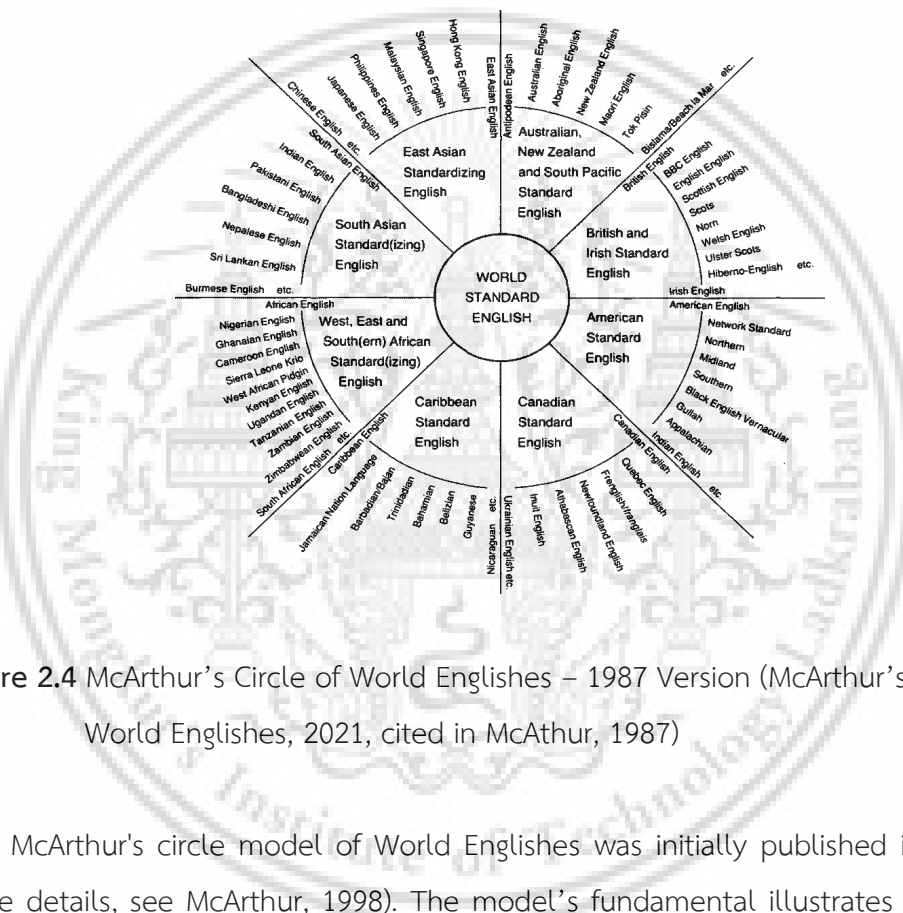


Figure 2.4 McArthur's Circle of World Englishes – 1987 Version (McArthur's Circle of World Englishes, 2021, cited in McArthur, 1987)

McArthur's circle model of World Englishes was initially published in 1987 (for more details, see McArthur, 1998). The model's fundamental illustrates the "World Standard English" at the center of the circle or "hub of the wheel" (see Figure 2.4) (Galloway & Rose, 2015). This model emphasizes the existence of varieties of English, showing the eight standard forms and other sub-varieties. For example, British and Irish standard English is the standard form. In the form, there are the variants, such as BBC English and English-English sub-varieties. The hub is surrounded by eight spokes, representing the eight English language varieties' eight regions.

Albeit the attempt to illustrate the varieties of English upon the geo-location basis, this model does not indicatively intend to set up the connection to the relations. This material is reserved for educational use only, not allowed for commercial use.

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between history, politics, and linguistics, which the varieties of English represent. Despite East Asian Standardizing English, Philippines English is potentially characterized as closer to American standard English due to its historical establishment. Despite being classified in the same category as the Philippines and Japanese English, Hong Kong English has many more historical, political, and linguistic similarities with British English than either of those varieties of English languages (Galloway & Rose, 2015).

In conclusion, the exploration of various World Englishes models, consisting of Kachru's model proposed in 1985, Strevens's model proposed in 1980, and McArthur's frameworks proposed in 1987, provides a multi-viewpoint perspective on the complex evolution and diversification of the English language across global contexts. These models serve as critical tools for dissecting the complex interplay of historical, geographical, and sociolinguistic factors that have contributed to the proliferation of English in many regions. They have scholarly discussions in linguistics, sociolinguistics, and applied linguistics by shedding light on how English has spread and adapted.

Kachru's concentric circles World Englishes model has been instrumental in explaining the development of English across phases and territories. It highlights the historical roots of English expansion while prompting ongoing debates about the evolving role of English as a global lingua franca. However, its limitations, such as overlooking the contemporary dynamics of mobility and communication, remind us that models must evolve alongside the language they seek to represent.

Strevens's World Englishes model, though focused on a historical and geographical framework, has drawn criticism for its emphasis on American and British English, potentially overshadowing the distinct emergence of other English varieties. This shows the need to consider diverse historical paths that have shaped individual Englishes beyond the dominant Anglo-American axis.

McArthur's model, focusing on a central World Standard English, illustrates the diverse web of regional varieties radiating from this core. While this approach highlights the richness of English's global fabrication, it may lack fully capturing the complex discourses of historical, political, and linguistic influences defining each variety.

Nevertheless, while these models have provided insights, it is essential to acknowledge their limitations and refine them. The adaptable frameworks may be required for the dynamic nature of language that can help evolve complexities of English language usage, sociocultural change, and technological advancements.

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In this study, the examination of various World Englishes models offers a theoretical foundation to investigate the opinions on World Englishes. These models discuss the evolution and diversification of English across various regions and historical contexts. The theoretical foundation helps contextualize and analyze the perceptions of pre-service English teachers regarding the different forms and variations of English in global settings. It is the scaffolding that enables the exploration of the complex mutual relations between language, culture, and society as they potentially associate with the opinions on the dynamics of World Englishes.

## 2.3 World Englishes: Language Change and Variation of English

The phenomenon of World Englishes encompasses the vast array of variations and changes that the English language undergoes as it adapts and evolves in diverse linguistic and cultural contexts across the globe. With English being one of the most widely spoken languages and exposed to many parts of the world, it has evolved and developed into numerous distinct forms that reflect the cultural, social, and historical influences of the communities where it is used as a first, second, or foreign language. The following section reviews the relevant topics according to the discussions in Galloway and Rose (2015), including language change, language contact, which leads to the variation of English, and contact-led change of English: World Englishes and English variations based on World English.

### 2.3.1 Language Change

As discussed in the development and mobility of English and its theory of internationalized role, Galloway and Rose (2015) argued that the change of language is strongly constant due to the contexts and phenomena it involves. They explained the changes that impact many layers of its linguistic features, including phonetics, phonology, morphology, semantics, syntax, and pragmatics. The change of each linguistic system is incremental, depending on elapsing time and historical involvement. The changes made modern English different from Old and Middle English, which is difficultly intelligible or unintelligible. The Canterbury Tales can be an example of the use of Middle English which shows the difficulty in intelligibility. For example, "He nevere yet no vileynye ne sayde, In al his lyf, unto no maner wight. He was a

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verray, parfit, gentil knyght...” as of an excerpt of the Canterbury Tales: General Prologue by Geoffrey Chaucer in 1483 (Poetry Foundation, n.d.) can be translated into modern English as “And never a discourtesy he said. In all his life to those who met his sight; He was a very perfect gentle knight” (Geoffrey Chaucer - the Canterbury Tales (Poetry Translation), 2007). The word “lyf” (IPA: /li:f/) of Middle English was transformed into “life” (IPA: /laɪf/). This transformation of the exemplified word shows the change in English regarding phonetics and morphology. Another example of the change is the simplification of the inflectional system. The inflectional morphemes of past tense and plural, for instance, were changed to simpler. The word “wroght” as a past tense verb of “work” was simplified into the regular form — “worked” that the irregularity of inflection has been dropped. Likewise, the plurality inflection was simplified and can be formed in many ways. For example, the word “cwen” (queen) was “cwene” (queens), while other plural systems of other languages were implemented with additional regularization. For example, the form of singular and plural forms of “data” is “data” while the original word formations are respectively “datum” and “data.”

Moreover, Galloway and Rose (2015) explained the development of English. The development consists of two causes, which are an endogenous change from its system and an exogeneous change caused by the speakers. Endogenous change or internally driven change was constituted in making optimality of articulatory synthesis, stabilization, regularization, and simplifications exemplified above, and distinguishable formal expression constitution for distinct meanings. For example, in the case of simplification, some pronunciations were reductive to ease the pronunciation. For example, “hladfordum” and “sceaphierde” were simplified to “lord” and “shepherd” respectively. This simplification shows the development of language that may be assumed to increase the agility and easiness of articulation. In addition, in recent years, in which English has become more international, some grammatical points, including inflection, are reduced or dropped. The dropped inflection may occur as consonant clusters, including singular and plural morphemic inflection. The assumption can be referred to the linguistic backgrounds of some languages that do not contain the idea of such a case. The change in English within the phenomenon by the speakers can be relevant to the norm-developing English or so-called New Englishes in the paradigm of the constitution of a variety of English.

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In addition, language change is also dependent on attitude in ways people have desirability to use language or not to use such a language. The notion of attitude links to the idea of “correct” or “incorrect” or “acceptable” or “unacceptable” usage. The change links to social prestige and desirability that speakers use to stratify themselves on how the speakers would like to be or would like to be perceived in the social. For example, some communities that may prefer some particular linguistic styles that are marked as correct, acceptable, or even standardized may be valued as prestigious or correct. To illustrate, this case was examined in some studies, such as Rungruangsuparat (2010), Nampandung et al. (2021), Saisa-ard (2018), and Shibata (2010). The notion and judgment of social prestige and desirability in some linguistic styles vary in various communities. The English used by the Japanese teacher participants of Shibata (2010) preferred English closer to the term standardized English, such as American English. Such language usage is associated with prestige and correctness. However, when contacting international individuals, the participants of Rungruangsuparat (2010) had some slight shift from the standardization in the disciplinary field to the World Englishes as they might perceive and accept the diversity of the language. This phenomenon can be connected to communication accommodation theory. The theory indicates how individuals adjust their speech, vocal patterns, and gestures to align with their communication partner, create rapport, or manifest a specific identity (Giles & Ogay, 2007). The theory outlines two primary strategies, which are convergence and divergence. Convergence is the strategy of adapting the individuals’ language and behavior to accompany the interlocutor with whom they are communicating. The strategy helps establish a sense of connection or approval of communication and helps enhance the social proximity to the interlocutors whose cultures are diverse. In contrast, divergence may enhance their differences to create social distance or to assert their identity or superior social status.

### **2.3.2 Language Contact**

According to Galloway and Rose (2015), language contact is a significant factor of linguistic variation and change, which are complex phenomena influenced by several factors, particularly in the case of English. The degree of contact with different language speakers is a significant factor. Coincided historical interference from other cultures may cause potential contact amongst cultures and then lead to changes in language.

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For example, the coincidence of Latin and its power in the kingdom influenced the English language change through Latin loan words (Galloway & Rose, 2015). Besides, language change occurs when new interventions of matters and artifacts need description. The matters include such as science innovations, and experimental and concrete empiricism, and it should also include new exploration of artifacts or social cultures exotic to the English native speakers. This change affects language's creation of those descriptions, such as borrowing them from other languages. For example, the invention of algebra was taken to England in the field of mathematics and science. The word “algebra” originally from Arabic, was borrowed to use the fields and apply to the English lexicon system (Crystal, 2003). It is the ways of language contact potentially by physical or social transformations, which then impacts and changes language.

### 2.3.3 Contact-led Change of English and Occurrence of Varieties

The World Englishes paradigm recognizes that English is not a monolithic existence but encompasses various varieties that differ from native or 'standard' norms. The investigation and description of these varieties in areas include phonology, lexicon, syntax, pragmatics, and discourse in order to identify their distinct characteristics. The investigation attempts to legitimize the varieties of World Englishes. New varieties of Englishes that try to reinforce or develop their legitimation as recognized World Englishes are called New Englishes (Kachru & Smith, 2008; Mesthrie & Bhatt, 2008).

The emergence of what is referred to as New Englishes is attributed to the spread of English through contact with indigenous languages. These New Englishes have been shaped by adopting unique language features from the local populations where they have become localized or nativized. The development of these Englishes is usually influenced by the education system where English is not the primary language. Initially introduced by colonizers, English gradually spread as a medium of instruction, and local teachers who were influenced by their mother tongue contributed to the further divergence of English varieties (Jenkins, 2015; Schneider, 2007).

Kachru's three-phase model (see Kachru, 2006) describes the progression of non-native institutionalized varieties of English. In the initial phase, there is a lack of recognition and conscious identification with native speakers, perceiving the local variety as inferior. In the second phase, the local variety coexists with the imported

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language and starts being used in various contexts and for different purposes, yet it is still considered inferior. The third phase marks the recognition and social acceptance of the local variety, which is then taken as an educational model. These phases of English evolution illustrate New Englishes exemplifying contact-based language change, and these varieties became more distinct from the English language origin.

In conclusion, the study of World Englishes reveals the dynamic nature of the English language as it undergoes variations and changes within diverse linguistic and cultural contexts worldwide. The phenomenon consists of language change, driven both internally by linguistic systems and externally by speakers, leading to modifications in phonetics, morphology, syntax, and pragmatics. Language contact, driven by historical interactions and the introduction of new concepts, contributes significantly to linguistic variation (Schneider, 2007). In addition, the emergence of varieties such as New Englishes which mainly refers to the outer circle of Kachru's model highlights the evolution of English through contact with indigenous languages, resulting in unique linguistic features (Kachru, 2005). Kachru's three-phase model discusses the progression of non-native institutionalized varieties of English, illustrating their development and eventual recognition (Kachru, 2006). In short, the investigation of World Englishes sheds light on the intricate interplay between language, culture, and communication across diverse global contexts (Crystal, 2003).

In this study, the phenomenon of World Englishes could offer some insights to enrich the exploration of the opinions on World Englishes. The examination of language change, variation, and contact provides a theoretical foundation for understanding the dynamic nature of English in diverse world contexts. The knowledge investigating the factors driving language change, such as internal and external influences, could contribute to understanding the motivations behind the opinions regarding the evolving forms of English. Additionally, the concept of language contact, as discussed through historical and cultural interactions, offers a lens through which the opinions on linguistic diversity could be interpreted. Based on Kachru's three-phase model, the study can establish connections between the evolving perceptions and the stages of recognition and acceptance within the World Englishes paradigm (Kachru, 2006).

## 2.4 Relevant Research

By studying the field of World Englishes, it is significant to explore the existing body of research to discover the trends and discern a gap for further study and implications. To identify this knowledge, a literature review of previous studies related to this topic is considered significant. Table 2.1 below presents a comparative summary of three relevant studies examining attitudes toward World Englishes. Each column represents a discrete research effort, including Rungrangsuparat (2010), Nampondung et al. (2021), and Saisa-ard (2018).

The table presents the participant demographics, the sampling methodologies employed, the central focus of each study, key findings, the number of participants, the methods of data collection, and the generalizability of the results. For instance, Rungrangsuparat (2010) investigated undergraduate students in an international tourism and hospitality management program and employed a random sampling methodology. The study primarily focused on attitudes towards World Englishes, including aspects such as experience and awareness of English varieties. The findings were generally positive, and data collection was conducted using rating scales. Given the randomized sampling, the study's results are considered highly generalizable.

In contrast, Nampondung et al. (2021) and Saisa-ard (2018) relied on convenience sampling, reducing the generalizability of their findings. The former study focused on Thai pre-service English teachers, while the latter targeted Thai government officers in an international relations organization. Nampondung et al. (2021) found a neutral stance toward World Englishes but a preference for Standard English. Saisa-ard (2018), on the other hand, observed a preference for native-like English for professional settings, but participants recognized the value of non-native English. The details of this research preview are presented on the next page.

**Table 2.1** Summary of Relevant Research concerning World Englishes

<b>Researchers</b> <b>Elements</b>	<b>Rungruangsuparat</b> <b>(2010)</b>	<b>Nampondung et al.</b> <b>(2021)</b>	<b>Saisa-ard</b> <b>(2018)</b>
<b>Participants</b>	Undergraduate students in an international program majoring in tourism and hospitality management	Thai pre-service English teachers	Thai government officers in an international relations organization
<b>Sampling Method</b>	Random (257 participants)	Convenience (34 participants)	Convenience (100 participants)
<b>Instrument of Data Collection</b>	Questionnaire	Questionnaire	Questionnaire and Interview
<b>Focus of Study</b>	Attitudes towards World Englishes including experience, motivation, and awareness	Attitudes toward Standard English, World Englishes, native Englishes, and English-speaking teachers	Attitudes towards World Englishes
<b>Findings</b>	Positive towards English varieties	Neutral towards World Englishes, and native Englishes	Preferred native-like English for work but saw non-native English as beneficial
<b>Generalizability Gauge</b>	High	Low	Low

Rungruangsuparat (2010) investigated the attitudes toward World Englishes of undergraduate students in an international program majoring in tourism and hospitality management. The investigation was designed to measure four viewpoints, including experience of English, motivation to learn English, awareness of native and non-native varieties of English, and attitudes toward World Englishes. The participants' opinions or respondents of the variables showed positive ways. The results suggest that the participants were international members who were familiar with or exposed to the varieties of English. Besides, the international program of their affiliations naturally integrated the knowledge or perceptions of varieties of English. Concerning the research samples, the sampling techniques were random, increasing the generalizability as the participants were randomized from ten universities with a tourism and hospitality management major. The representing data were analyzed with rating scales and calculated mean value and SD. The interpretation presented that each variable and each viewpoint were analyzed. The questionnaire items were validated by experts and evaluated the reliability of the stakeholders. As to that, the results can be worth to be referred.

Nampondung et al. (2021) examined the attitudes toward Thai pre-service English teachers. The examinations exposed the opinions on standard English, World Englishes, native Englishes, and native and non-native English-speaking teachers. The results showed the opinions on standard English towards British and American varieties. In contrast, the overall opinions on World Englishes, native Englishes, and native and nonnative English-speaking teachers turned neutral — mixing between less and more perceptions. The samples were chosen with the convenience sampling method. Thirty-four participants were requested to complete the questionnaire containing the items measured about the variables mentioned above. The results can be considered less generalized because of the sampling method. The few participants can show less generalizability to the group despite employing the quantitative method's usefulness. Besides, the measuring variables focused only on the individuals' aspects, potentially resulting in less implementation of the findings. Furthermore, compared to other research, the findings can imply that the opinions on World Englishes are supposed to "direct variation" to the exposure of varieties of English. Despite few participants, the study suggests that universities had better consider integrating the concept of World English into education as it is typically exposed by English-related stakeholders.

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Saisa-ard (2018) investigated the attitudes towards World Englishes. Thai government officers in an international relations organization were selected as the participants. The findings showed that the participants preferred native orientation for learning the language and performing while working. This can indicate the language domination in the Thai context that being native-like of English is a benefit to the trustful appeal of jobs. However, although they preferred the native-like proficiency of English, they perceived the non-native English positively and acknowledged it as beneficial for the job. The purpose can be that the authentic situations they meet are one of the job's qualifications to communicate more effectively. In addition, this study showed similar results to the other studies that the perceptions of World Englishes depended on the exposure to the varieties of English that exist. This study employed a mixed method—quantitative and qualitative methods. The employed methods deducted the gaps by patching the "longitude" and "latitude" dimensions of data. This means the findings can be revealed both quantitatively and qualitatively. The findings, as mentioned previously, showed the number of opinions on each variable, together with the interview serving as the longitude dimension of data, revealing the opinions and the overlying reasons. One hundred participants from one site were selected through the convenience sampling technique. The data can be less generalized and cannot represent the entire population of officers working in international relations organizations, as the participants were from the same site and selected by convenience. The similar impacts may affect them to perceive in similar ways.

In conclusion, the relevant studies were reviewed. The current studies examined the opinions, attitudes, or perceptions of native or standard English and World Englishes in some ranges of variables. The findings showed the perceptions of World Englishes and native English preferences in different views. The findings may imply that the perception of World Englishes and the preference for native English can be because of the participant's exposure to the surrounding situations or environments. For example, the participants who were in the international context or had a relation to international members may acknowledge or perceive World Englishes rather than those who were not in the environment. Based on my suggestion, the participants who were not in situations supporting the World Englishes concept may be impacted by the prejudice or the dominating language in their societies to orient native English regardless of the authentic situations they may meet. As to the samples and different

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sampling techniques, there may be other impacts on the opinions but potentially based on the exposure.

## 2.5 Chapter Summary

This chapter undertakes the literature related to the field of World Englishes, serving as an underpinning for the development and execution of the study detailed in Chapter 3. By delving into the various dimensions of World Englishes, the chapter explains the complex fabrication of the English language's evolution and diversification across global contexts.

Firstly, the terminology of World Englishes was fundamentally introduced. It introduces a dichotomy of references—"World Englishes" and "World English." The former denotes the pluralistic nature of English across the world, highlighting the uniqueness of each linguistic variety with its distinct features and expressive styles rooted in different geographical regions (Kachru, 1985; Nelson, 2020). Conversely, "World English" signifies a united version of the language while acknowledging the existence of variations within it (Marlina, 2017). The narrative then branches into a tripartite exploration of World Englishes, capturing diverse viewpoints consisting of approaches, utilization, and descriptions. The first viewpoint encompasses English's global roles in diverse contexts, including its utility in English Language Teaching (ELT) (Matsuda, 2009). The second viewpoint spotlights the emergence of English varieties in regions that had been untouched by the language, emphasizing their regional linguistic attributes. The third viewpoint includes World Englishes paradigm, linked with Kachru and other scholars, which delves into the regional characteristics of English varieties and the broader socio-linguistic and cultural aspects of specific locales (Kachru, 1985).

Subsequently, Kachru's model of World Englishes is discussed. Kachru's classification is rooted in three distinct phases of English's expansion. The first phase, marked by the annexation of Wales to England, led to the proliferation of English into territories where there was none of an English-speaking population. The second phase corresponds to the movement of English speakers into new regions, particularly North America, and the subsequent amalgamation of English with local cultures, giving rise to hybridized linguistic expressions. This phase describes the impact of diasporic populations on education, governance, and other domains. The third phase, extending

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to regions in Africa and Asia, underscores the merging of English with local languages and cultures, contributing to the emergence of distinctive English varieties.

Further scrutiny of Kachru's model delves into the concentric circles' framework, a visual representation of English's diffusion across three geographically defined circles. Each circle represents different sociolinguistic contexts and historical periods. These circles are linked by historical mobilization, language acquisition patterns, functional usage, and the assimilation of English into local social and cultural frameworks. The inner circle, encompassing territories where English is an official or native language, is juxtaposed with the outer circle, where English serves as a second language. The outer circle's spread is often linked to colonization, as exemplified by India. Lastly, the expanding circle refers to regions where English is neither a first nor second language but functions as a lingua franca for global communication, albeit none of cultural affiliation with English. This circle's diverse cultural amalgamation leads to the emergence of unique English variations.

Nevertheless, the evolving complexities of the globalized world, which impact the static representation of Kachru's concentric circles model, are recognized. Factors such as globalization, the advent of the internet, and dynamic population migrations challenge the rigid boundaries between these circles. Furthermore, the positioning of the inner circle as the model's core does not fully encapsulate the evolving dynamics of English's global role.

## CHAPTER 3

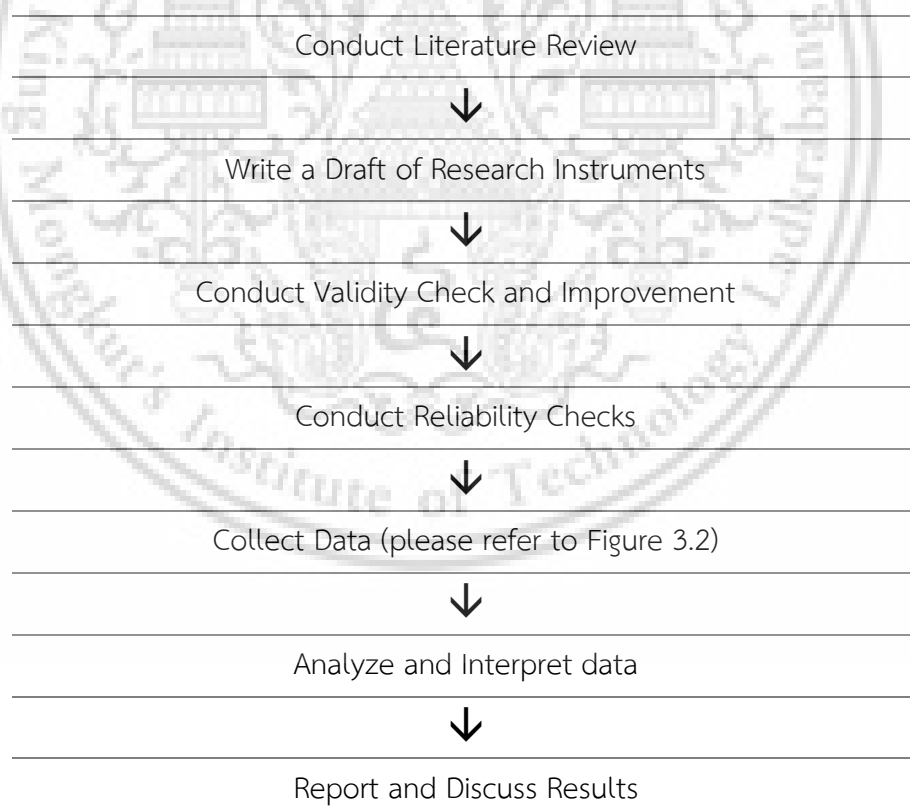
# RESEARCH METHODOLOGY

The research purposes of this study are to explore Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent, to explore Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major, and to explore Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers, and the research questions include what are Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent? what are Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major? And what are Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers? Accordingly, this chapter discusses the research methodology deployed in this study in response to the research purposes and questions. This study is on a quantitative research design basis, uses a questionnaire as a research instrument, and employs descriptive statistics to analyze numeric data. This chapter contains descriptions of the research design, setting, participants, instruments, data collection procedures, and data analysis method.

### 3.1 Research Design

In this study, a quantitative research design was employed, utilizing a questionnaire survey. The questionnaire survey was used to gather quantitative data. A quantitative research method can reveal and reflect abstract ideas, such as opinions being studied in this research, into a descriptive explanation in the numeric form of data (Leavy, 2017). The questionnaire survey is suitable for collecting data from a number of participants at one time and is optimal for an economic purpose (Creswell, 2014). The questionnaire survey could be distributed to a diverse group of participants to gather quantitative data on their opinions and perspectives on World Englishes. The anonymity provided by the quantitative research method ensures that the participants' identities are not disclosed, thereby reducing the potential for bias.

The research design for this quantitative research project, depicted in Figure 3.1, follows a structured workflow. It commenced with a literature review, which served as the fundamental scaffolding for crafting the research instruments. These instruments were then examined for validity and reliability. Subsequently, formal permissions from the School of Liberal Art and the Faculty of Education were sought to conduct the research. The data collection phase employed an on-site questionnaire distributed to the target participants. These collected responses were subsequently extracted for statistical analysis, which formed the basis for deriving pertinent findings. Upon concluding data collection, an analysis of the data took place, leading to interpretations and finalizing founded conclusions. Lastly, the research process was finalized as the outcomes were presented and deliberated upon. This discussion was in conjunction with the initial literature review, highlighting the research's contributions to the pertinent field of study. The illustration of this workflow can be seen in Figure 3.1 below.



**Figure 3.1** Research design

Figure 3.1 presents a workflow of research design for a quantitative research project involving quantitative data collection and analysis. The process started with conducting a literature review, which forms the basis for developing the research instruments. The research instrument was then subjected to validity and reliability checks. Then, permission was inquired from the School of Liberal Art and the Faculty of Education to conduct the research. The data collection involved the distribution of an on-site questionnaire. The responses gathered were keyed into a statistical tool for the analysis to generate findings. After the completion of data collection, the data were analyzed and interpreted to draw conclusions. The final step in the workflow included reporting and discussing the results, likely in the context of the initial literature review and in terms of the contributions to the respective field of study.

### **3.2 Research Participants**

The research participants include undergraduate pre-service English teachers or undergraduate students majoring in English of Educational discipline and studying at a university in Songkhla, Thailand.

The research participants were recruited by means of convenience sampling technique, sampling from the population of 117 undergraduate pre-service English teachers. The target sample size of 91 was determined using Yamane's (1973) formula, aiming for a 95% confidence level with a 5% margin of error. Upon completion of data collection, 108 completed questionnaires were returned.

### **3.3 Research Instrument**

This study employs a questionnaire survey. This topic shows the developments, structures, reliability, and validity foundations of the questionnaire.

#### **3.3.1 Development of the Questionnaire**

The development of the questionnaire consists of four stages. The first stage is conceptual framework development. It indicates the framework of aspects of World Englishes used in the questionnaire items and its development. The second stage is the structure and content of the questionnaire. It shows the structures and contents

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of a questionnaire that was built, referred to and coherent with the conceptual framework. Some examples of the questionnaire structure and content will be shown in this topic explanation. The third and fourth stages are validity check and reliability establishment, respectively. These stages describe the methods to ensure the questionnaire's good qualities of validity and reliability. The details and procedures of each stage are presented below.

### 3.3.1.1 Conceptual Framework

In order to develop the first draft of questionnaire items in each part, the researcher conducted literature reviews about World Englishes and ELT.

1. Pre-service teachers' Opinions on World Englishes related to vocabulary, grammar, and accent. This framework was developed according to the adoption of Rungruangsuparat (2010). This framework measures World Englishes-oriented opinions with three aspects — vocabulary, grammar, and accent. The opinions of the aspects are based on the semantic differential scale presented as negative-to-positive adjective descriptions — “acceptable” and “unacceptable,” “proud” and “shameful,” “pleasant” and “unpleasant,” “prestigious” and “unprestigious,” “complete” and “incomplete,” “correct” and “incorrect,” “good” and “bad,” and “professional” and “unprofessional,” as the framework is presented below in table 3.1.

According to Osgood, Suci, and Tannenbaum (1957), a semantic differential scale is a rating scale commonly used to measure attitudes toward a specific topic, as in this case on World Englishes. This scale is typically presented as a series of bipolar adjectives, with each pair representing opposite ends of a continuum. Respondents are then asked to indicate where they fall on this continuum based on their attitudes toward the measured topic.

In the contexts of research on World Englishes, a semantic differential scale can be used to assess attitudes towards various aspects of the language, i.e., accent, vocabulary, and grammar. Negative-to-positive adjective descriptions are often used in this type of scale, as they allow for a range of attitudes to be captured in a relatively straightforward manner. For example, respondents may be asked to rate their attitudes towards certain accents on a scale ranging from "unpleasant" to "pleasant" (Babbie, 2012). Besides, the adjective descriptions are based on ten-Likert scales. The scales describe the negative adjective in each pair as the lowest scale, that is, one. On the

other hand, the positive adjectives in each pair are marked as the most positive scale, 10, on the ten-Likert scale.

**Table 3.1** Conceptual Framework of Semantic Differential Scale related to Vocabulary, Grammar, and Accent, adopted from Rungruangsuparat (2010)

Aspects of Language	Negative-to-Positive Adjective Descriptions (Semantic Differential Scale)
Vocabulary	<ol style="list-style-type: none"> <li>1. acceptable or unacceptable</li> <li>2. proud or shameful</li> <li>3. pleasant or unpleasant</li> <li>4. prestigious or unprestigious</li> <li>5. complete or incomplete</li> <li>6. correct or incorrect</li> <li>7. good or bad</li> <li>8. professional or unprofessional</li> </ol>
Grammar	<ol style="list-style-type: none"> <li>1. acceptable or unacceptable</li> <li>2. proud or shameful</li> <li>3. pleasant or unpleasant</li> <li>4. prestigious or unprestigious</li> <li>5. complete or incomplete</li> <li>6. correct or incorrect</li> <li>7. good or bad</li> <li>8. professional or unprofessional</li> </ol>
Accent	<ol style="list-style-type: none"> <li>1. acceptable or unacceptable</li> <li>2. proud or shameful</li> <li>3. pleasant or unpleasant</li> <li>4. prestigious or unprestigious</li> <li>5. complete or incomplete</li> <li>6. correct or incorrect</li> <li>7. good or bad</li> <li>8. professional or unprofessional</li> </ol>

Table 3.1 shows a conceptual framework designed to capture the perspectives of pre-service teachers regarding World Englishes in terms of vocabulary, grammar, and accent. The framework operationalizes World Englishes-oriented viewpoints through a tripartite lens encompassing vocabulary, grammar, and accent. In consonance with the semantic differential scale, the framework employs a set of opposing adjectives to gauge opinions on each aspect. These adjectives, such as "acceptable" or "unacceptable," "proud" or "shameful," and others, convey the spectrum of viewpoints.

2. Pre-service English teachers' opinions on their learning experiences of World Englishes in the English education major. This framework was developed according to the adoption of Saisa-ard (2018).

3. Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers. This framework was developed according to the adoption of studies by Saengsukkha (2015), Thanamaimas (2021), and Saisa-ard (2018).

#### 3.3.1.2 Structure and Content of the Questionnaire

The questionnaire consists of five parts. The item formats include closed-ended questions (i.e., choosing items and rating scale questions) and open-ended questions in the part of the additional comments. The questionnaire is written in Thai, which is the participants' mother tongue. The item format of Part I is in the application form to fill information. The format of Part II is integrated with a ten-Likert rating scale. Part III to Part IV's format is on the five-Likert scale; on the other hand, Part V asks open-ended questions for any other comments aside from Parts III and IV.

##### **Part I:** Demographic information

This part covers the general background information: 1. gender and 2. age. The gender includes choosing between male and female items and preferring not to inform. Age is filled in a figure.

**Part II:** Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent.

The content concerns opinions on three aspects—vocabulary, grammar, and accent. The opinions of the aspects are based on the negative-to-positive adjective descriptions — acceptable and unacceptable, proud and shameful, pleasant and unpleasant, prestigious and unprestigious, complete and incomplete, correct and

incorrect, good and bad, and professional and unprofessional. The examples of conceptualized questions are presented as follows:

Based on my experience with World Englishes (i.e., Indian English, Japanese English, Thai English, and Singaporean English), I think the accent is...

Bad	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Good
Shameful	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Proud
Unprestigious	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Prestigious
Unprofessional	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Professional
Incorrect	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Correct
Unacceptable	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Acceptable
Unpleasant	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Pleasant
Incomplete	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Complete

Based on my experience with World Englishes (i.e., Indian English, Japanese English, Thai English, and Singaporean English), I think the vocabulary is...

Bad	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Good
Shameful	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Proud
Unprestigious	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Prestigious
Unprofessional	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Professional
Incorrect	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Correct
Unacceptable	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Acceptable
Unpleasant	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Pleasant
Incomplete	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Complete

Based on my experience with World Englishes (i.e., Indian English, Japanese English, Thai English, and Singaporean English), I think the grammar is...

Bad	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Good
Shameful	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Proud
Unprestigious	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Prestigious
Unprofessional	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Professional
Incorrect	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Correct
Unacceptable	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Acceptable
Unpleasant	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Pleasant
Incomplete	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Complete

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**Part III:** Pre-service English teachers' opinions on their learning experiences of World Englishes in the English major of the Faculty of Education

This part measures the opinions of learning experiences in the Faculty of Education majoring in English, which relates to World Englishes. Some examples of conceptualized questions are presented below (see Appendix 1 for all the questionnaire items and the design).

**Instructions:** Please rate the following statements by marking **X** in the space that best reflects your level of agreement. The scores include 1 to 5 scores representing:

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

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I think it is beneficial for me that my teachers incorporate lessons on World Englishes to promote cultural and linguistic diversity in the classroom.					
2. I think it is beneficial for me that my teachers let me practice listening to instructional media with the integration of World Englishes.					
3. I think it is beneficial for me that my teachers let me practice speaking using					

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Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
grammar, accent and vocabulary with the integration of World Englishes.					
4. I think it is beneficial for me that my teachers let me practice reading texts using grammar and vocabulary with the integration of World Englishes.					
5. I think it is beneficial for me that my teachers let me practice writing texts using grammar and vocabulary with the integration of World Englishes.					
6. I think it is beneficial for me that my teachers encourage me to use vocabulary representing World Englishes in my assignments.					
7. I think it is beneficial for me that my teachers use English language textbooks and materials including examples and exercises that reflect World Englishes, such as vocabulary and grammar.					

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
8. I think that promoting World Englishes in my education is advantageous for my appreciation for linguistic diversity.					
9. I think that promoting World Englishes in my education is advantageous for my appreciation for cultural differences.					
10. I think that recognizing World Englishes is helpful in contributing to my improved intercultural communication skills in educational settings.					
11. I think that recognizing World Englishes is helpful in contributing to my improved intercultural communication skills in my everyday life.					
12. I think that it is advantageous for my future teaching profession that my Education Program integrates World Englishes into my study.					

**Part IV:** Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers

This part measures opinions on teaching World Englishes in their classes as future teachers. Some examples of conceptualized questions are presented below (see Appendix 1 for the whole questionnaire items and the design).

**Instructions:** Please rate the following statements by marking **X** in the space that best reflects your level of agreement. The scores include 1 to 5 scores representing:

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

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I think it will be beneficial for my future students to use lessons related to World Englishes to promote linguistic and cultural diversity in my classroom.					
2. I think it will be beneficial for my future students to let them practice listening to conversations with the integration of World Englishes.					
3. I think it will be beneficial for my future students to let them practice speaking using grammar, accent, and					

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Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
vocabulary with the integration of World Englishes.					
4. I think it will be beneficial for my future students to let them practice reading texts using grammar and vocabulary with the integration of World Englishes.					
5. I think it will be beneficial for my future students to let them practice writing texts using grammar and vocabulary with the integration of World Englishes.					
6. I think it will be beneficial for my future students to encourage them to use vocabulary representing World Englishes in their assignments.					
7. I think it will be beneficial for my future students to provide them with resources or assignments that integrate the exploration of World Englishes.					

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
8. I think it will be beneficial for my future students to let them recognize World Englishes to contribute to improved intercultural communication skills in educational settings.					
9. I think it will be beneficial for my future students to let them recognize World Englishes to contribute to improved intercultural communication skills in their everyday life.					
10. I think it will be beneficial for my future students to let them recognize World Englishes to contribute to improved intercultural communication skills in occupational settings in the future.					
11. I think promoting World Englishes in my future classroom will be advantageous for my students' appreciation for linguistic diversity.					
12. I think promoting World Englishes in my future					

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Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
classroom will be advantageous for my students' appreciation of cultural differences.					

### Part V: Additional Comment

This part asks for additional comments or information besides Parts III and IV. This part is relevant to World Englishes and English-language teaching and in an open-ended format, where the freestyle of comments is filled in. The questions are paralleled and related to Parts III and IV and were used to support the results from the parts. The questions are presented below.

1. Would you suggest that the English Program of the Faculty of Education apply World Englishes in the pedagogy? Could you elaborate on your reasoning? What course of action would you recommend?
2. As a future educator, how would you incorporate the concept of World Englishes into your teaching methodology?

### 3.3.2 Validity Check

Three university lecturers with a doctorate degree in English education, Applied Linguistics, or related disciplines and have had expertise and experience in teaching English as a foreign language validated the questionnaire. The Item-Objective Congruence (IOC) forms were employed, and the IOC values indicated the validity of the questionnaire. Any questionnaire items of which the index of IOC was lower than 0.5 were either removed or revised. The items of which the values were statistically equal to or higher than 0.5 may be improved and revised according to the experts' suggestions for better quality and validation, if necessary. After the revision, the instruments were given to the experts for approval.

In the validation process, some of the questionnaire items were revised and removed. The criteria of removal, revision and addition were due to the scores of IOC values in some cases that were lower than 0.5 and/or due to the recommendations. This material is reserved for educational use only, not allowed for commercial use.

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In addition, there were two criticalities of editing. It includes clarity and grammar-error revision, which could be considered as a minor change, and adding and removal solutions, which could be determined as a major change. Major changes occurred in some cases such as duplication in terms of the matter of the question and some variables that parallelly entangle in the other items. In addition, some questionnaire items on this major change have an IOC level lower than 0.5. The table 3.2 below shows the major changes in the questionnaire items' improvement according to the validity check.

**Table 3.2** Major Changes of Questionnaire Items in Validity Check Verdict

Part	Questionnaire Item	IOC Value	Verdict	Remarks
3	I find it beneficial for me when my teachers provide resources or assignments that integrate the studies of different English varieties.	0.34	Removed	The content is duplicated with another item.
3	I think it is beneficial for me that my teachers let me practice writing texts using grammar and vocabulary with the integration of World Englishes.	N/A	Added	The item is recommended to be added as it parallels to other language skills in other items—listening, speaking, and reading.
4	I think it will be beneficial for my future students to provide them with resources or assignments that integrate the exploration of a variety of English.	0.34	Removed	The content is duplicated with another item.

**Table 3.2** Major Changes of Questionnaire Items in Validity Check Verdict (continued)

Part	Questionnaire Item	IOC Value	Verdict	Remarks
4	I think it will be beneficial for my future students to let them practice writing texts using grammar and vocabulary with the integration of World Englishes.	N/A	Added	The item is recommended to be added as it parallels to other language skills in other items—listening, speaking, and reading.

According to this table, the major changes in questionnaire items are presented. There are two questionnaire items that one item is from Part III, and another from Part IV was advised to be removed because their substantial contents were duplicated from other items, and IOC indexes are 0.34, which does not pass the criteria at 0.5 or greater. The other two items, which relate to writing skills, were recommended to add as they parallel other language skills in other items—listening, speaking, and reading.

### 3.3.3 Reliability Establishments

#### 3.3.3.1 Cronbach's Alpha

The questionnaire items were trialed with thirty students with similar characteristics to the research sample. After the trial, the data were calculated in the software SPSS 29 to calculate Cronbach's alpha coefficient levels. The results of the coefficient levels in the individual and overall parts are shown in Table 3.3 below.

**Table 3.3** Cronbach's Alpha Coefficient Levels

Part	Cronbach's alpha coefficient levels
2.1	0.925
2.2	0.963
2.3	0.959
3	0.871
4	0.899
<b>Overall</b>	<b>0.967</b>

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According to this table, the Cronbach's alpha coefficient levels of each individual part are presented. The maximum coefficient level is 1, which refers to the maximum reliability of the questionnaire item. Based on 30 responses, the coefficient levels of each part are calculated using the SPSS statistics tool. Concerning reliability, the coefficient levels follow Part 2.1 at 0.925, Part 2.2 at 0.963, Part 2.3 at 0.959, Part 3 at 0.871, and Part 4 at 0.899. Based on all these parts of this questionnaire, the level is at 0.967. These levels imply the good quality of reliability of these questionnaire items compared to the convention of the study at 0.7 or greater.

### 3.3.3.2 Trial Testing

The questionnaire items were trialed with three students with similar characteristics to the research sample. The researcher observed their reactions and recorded their worries, confusions, hesitations, and questions or asked commentary recommendations concerning the clarity or additional advice of questionnaire items that any further modifications might be essential.

According to the trial testing, the participants had some confusion in the terminology description which gives the brief meaning of World Englishes. Another two confusion and recommendations were given for the questionnaire items. The details are shown below.

1. The participants of the trial recommended to adjust the Terminology Description. The participants informed that the description had some unclarity impacting completing the questionnaire. During the data collection, the researcher troubleshooted the unclarity errors by explaining them with a more understandable and easier explanation. The terminology description revision is shown in table 3.4 below.

**Table 3.4** Revision of Terminology Description in the Questionnaire according to Recommendations in Trial Testing

Drafted Terminology Description	Revised Terminology Description
<i>World Englishes</i> refers to <i>the study of phenomena in the English language that are diverse and have global status.</i>	<i>World Englishes</i> refers to <i>the study of phenomena in the English language that are diverse and have global status.</i>

**Table 3.4** Revision of Terminology Description in the Questionnaire according to Recommendations in Trial Testing (continued)

Drafted Terminology Description	Revised Terminology Description
<p>The study focuses on the origins, spread, roles, and influences of English in various cultures worldwide, leading to linguistic diversity. For example, English varieties such as Singlish, Japanese English, Indian English, and Thai English have distinct features influenced by local cultures, affecting pronunciation, grammar, and vocabulary. Additionally, the creation of identities, the societal impact of English, and attitudes toward the language in different communities is also explored in the study of World Englishes.</p>	<p>English varieties such as Singlish, Japanese English, and Indian English are studied. The study focuses on distinct features influenced by local cultures, affecting pronunciation, grammar, and vocabulary compared to standardized European English.</p>

This table shows the revision of the “Terminology description” before and after a trial examination. The description is indicated in the questionnaire to contribute the fundamental knowledge of World Englishes, which is a core and required in responding to the questionnaire items. The revision is according to the recommendations from the participants of the trial examination.

2. The participants commented that Item 7 from Parts III and IV about the English dictionary may not reflect the dictionary publication's reality. The Items are “I think it is beneficial for me that my teachers encourage me to use English-Thai and English-English dictionaries providing vocabulary representing World Englishes” from Part III and “I think it will be beneficial for my future students to encourage them to use English-Thai and English-English dictionaries providing vocabulary representing World Englishes” from Part IV. The comment suggested that standardized English-Thai were used in most cases in the Thai educational contexts where the sense of World Englishes did not appear. Likewise, it is less prevalent in English-English dictionaries, of

which legitimation of World Englishes is integrated even in popular dictionary resources. Therefore, the item should be removed.

3. The participants commented that question 1 from Part V was considered a preconceived notion towards World Englishes. The question is, “What would you suggest for the English Education Program to apply with World Englishes?” Moreover, the participants recommended asking whether the respondent agrees with the question, that is, the agreement in implementing or applying World Englishes in the program. Then, the questions about why the participants think in such ways and what they would do about it should be asked proceeding to it. Therefore, the revised question is “Would you suggest that the English Program of the Faculty of Education apply World Englishes in the pedagogy? Could you elaborate on your reasoning? What course of action would you recommend?”

### 3.4 Data Collection Procedure

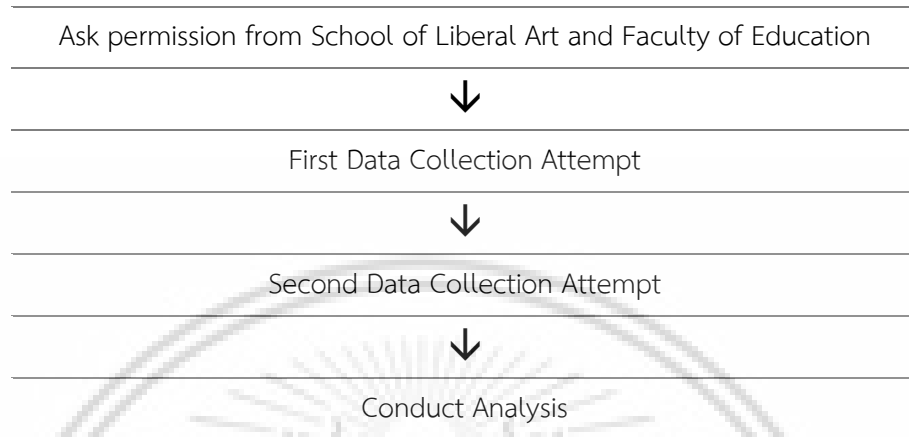
The research was executed at a higher educational institution in Songkhla, Thailand. The data collection was conducted in December 2023. The researcher priorly asked permission from both the School of Liberal Art for permission from the researcher’s affiliation and the Faculty of Education of the study site to administrate the questionnaire to the respondents. The on-site questionnaire survey was conducted in December 2023 with the assistance of the professor of the research site.

The questionnaire was distributed to the participants with the assistance of the professor in the Faculty of Education in the homeroom classes. In the data collection, the participants were informed of the aims of the research and the rights of participants concerning their individual information on the first page of the questionnaire. The participants were required to fill in the questionnaire with the researcher's assistance to ensure that the unclear points were declared and rectified. The interval time to fill in the questionnaire was approximately 25 minutes. When the participants completed the questionnaire, they were asked to return the questionnaire. There were two attempts at data collection. In the first attempt, the questionnaire was collected on-site by the researcher. The number of copies of returned questionnaires in the first attempt was 68. In the second attempt, the rest of the questionnaires, totaling 40 copies, were collected with the assistance of the professor at the research site. The

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returned questionnaires were then sent to the researcher by mail. The participant's data would be kept confidential and, at most for 24 months. The visual summary of the data collection procedure is shown in Figure 3.2.



**Figure 3.2** Summary of Data Collection Procedure

Figure 3.2 presents an overview of the sequential phases comprising the data collection procedure. Prior to initiation, requisite permissions were asked from the School of Liberal Arts and the Faculty of Education, indicative of the ethical underpinning of the research endeavor. Subsequently, the implementation phases commenced with the distribution of a questionnaire, a step in soliciting responses from the targeted participants. Data collection occurred in two stages. In the first stage, completed questionnaires were collected on-site by the researcher. In the second stage, the remaining questionnaires were collected with the assistance of the professor and mailed to the researcher. Upon the conclusion of data acquisition, the ensuing step included the extraction and preparation of the obtained data, which underwent analyses.

### 3.5 Data Analysis

The data analysis of this study is in the quantitative mode in the questionnaire survey. The data were calculated and presented in mean values, standard deviation, and the interpretation of quantitative data.

For questionnaire survey data, statistical tools were used to store and comply with data with each variable to analyze the data. SPSS 29 was used to store data, and to compute the outputs. The following steps describe data analysis strategies:

Demographic data from Part I were calculated and reported in terms of frequency and percentage and then presented.

In part II, the opinions on World Englishes related to vocabulary, grammar, and accent based on the semantic-differential ten-Likert scale were calculated for mean values and standard deviation (SD).

The data scores on all participants' opinions on individual questionnaire items and parts were calculated to indicate the mean values and the standard deviation (SD) by using IBM SPSS 29. The general mean ranges are interpreted as shown in Table 3.2. The means of the sample rating were calculated and interpreted within the ranges, which could be divided equally for 1.50.

In parts III to IV, the opinions in each part concerning the different views on World Englishes from the participants were calculated for mean values and standard deviations (SD).

**Table 3.5** Criteria for Interpretation of Mean Ranges and Levels of Opinions in Part II

Mean Range	Levels of Opinion
8.51-10.00	Very positive opinion
7.01-8.50	Positive opinion
5.51-7.00	Slightly positive opinion
4.01-5.50	Slightly negative opinion
2.51-4.00	Negative opinion
1.00-2.50	Very negative opinion

Table 3.5 presents a criterion applied to the mean ranges and levels of opinions as expounded in Part II of the survey. The table explains the demarcations that demystify the quantitative representations of respondent sentiment. Through an assessment of mean scores, distinct bands of opinions are identified. Scores falling within the range of 8.51 to 10.00 correspond to a "Very Positive Opinion," representing an exceedingly favorable perspective. In the range of 7.01 to 8.50, opinions are deemed "Positive," indicative of an affirmative outlook. Similarly, mean values between 5.51

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and 7.00 represent a “Slightly Positive Opinion,” portraying a mildly optimistic stance. Conversely, mean scores spanning 4.01 to 5.50 align with a “Slightly Negative Opinion,” symbolizing a minor pessimistic inclination. A more pronounced negative standpoint emerges within the range of 2.51 to 4.00, categorized as a “Negative Opinion.” Notably, the lowest level, consisting of scores from 1.00 to 2.50, corresponds to a “Very Negative Opinion,” illustrating an intensely adverse viewpoint.

The data scores on all participants’ opinions on each questionnaire item and part were calculated to indicate the mean values and the standard deviation (SD) by using SPSS 29. The general mean ranges were interpreted as shown in Table 3.6 above. The mean values of the sample rating were calculated within the ranges, which were divided equally for 0.80.

**Table 3.6** Criteria for Interpretation of Mean Ranges and Levels of Opinions in Parts III to IV

Mean Range	Levels of Agreement of Opinion
4.21-5.00	Strongly agree
3.41-4.20	Agree
2.61-3.40	Unsure
1.81-2.60	Disagree
1.00-1.80	Strongly disagree

Table 3.6 shows the criteria underpinning the interpretation of mean ranges and the corresponding levels of agreement of opinions within parts III to IV of the survey. This table is a pivotal tool to systematically decode the quantitative representations of respondent concordance. Specifically, mean values ranging from 4.21 to 5.00 correspond to a “Strongly Agree” classification, reflecting a robust alignment of viewpoints. Mean scores encompassed between 3.41 and 4.20 shows an “Agree” classification, signifying a substantial concurrence of opinions. The range of 2.61 to 3.40 is denoted as “Unsure,” symbolic of a situation where respondents exhibit varying degrees of hesitancy in their alignment with the given proposition. Mean values spanning 1.81 to 2.60 align with the classification of “Disagree,” signaling an apparent departure from concordant sentiments. At the lower end, mean scores within the range

of 1.00 to 1.80 are categorized as “Strongly Disagree,” manifesting an emphatic divergence of perspectives.

Data from the open-ended questionnaire items in Part V were analyzed and summarized into different themes by employing a content analysis. The sequential procedure of content analysis followed the idea of Creswell and Clark (2017):

1. Reading all data
2. Identifying themes/categories
3. Developing a coding scheme
4. Coding data systematically
5. Reporting findings according to the relevance of the themes and frequency

The recursion of analysis in the second round was executed to ensure reliability. This procedure should ensure intra-rater reliability.

### 3.6 Chapter Summary

In this chapter, the researcher discussed the methodology employed by the study to examine the research questions — 1. What are Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent? 2. What are Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major? and 3. What are Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers?

The quantitative research design is used to highlight the usefulness of quantitative design. It is capable of representing abstract data or opinions in numeric forms; plus, the data can be gathered from a number of participants at one time. The questionnaire survey method was chosen due to its inherent advantages for both respondents and the researcher. For respondents, it ensures confidentiality, is time-efficient and is convenient to complete. For the researcher, it enables rapid data collection and allows for the simultaneous gathering of a large number of opinions. This method is particularly effective for investigating the prevalence of specific viewpoints within a population.

Sampled by a convenience sampling method, the research participants were 108 undergraduate pre-service English teachers or undergraduate students in the Faculty

of Education majoring in English discipline and studying at a university in southern Thailand.

The instrument consists of four parts, containing closed-ended questions — Part I close-ended demographic information questions, and Part II to IV — respectively a semantic differential scale and Likert rating-scale close-ended questions about the opinions on World Englishes in different views — from individual's views, views of learning experiences in the English education major, from being a future teacher view. The open-ended part is Part V, which responds to the qualitative approach, and an additional comment part, of which questions are aside from Part III and Part IV but not listed in the parts or any relevant further comments.

To develop the research instrument, the researcher set up the first draft of questionnaire items based on literature reviews, of which contents concern World Englishes. After drafting the question items, the IOC was conducted to testify to the validity of the designed question items by the experts who are philosophic doctor instructors and have expertise in the field. Any items with an IOC index less than 0.5 or being marked with suggestions were either removed or revised. The revised items were later sent to the experts for approval. Then, the questionnaire was validated by some stakeholders to assure understandability, clarity, and reliability, and this was next revised according to the recommendations.

To collect data, the researcher asked for permission from the affiliation, the School of Liberal Arts, and from the target site which is the Faculty of Education. When granted, the target place's instructors were asked for assistance in distributing the questionnaire. The participants were asked to attend a homeroom class to distribute the hard-copy questionnaire on the side. While participating in data collection, the researcher was open to declaring the study's objectives and clarifying any unclarity. The time interval of questionnaire completion was approximately 25 minutes.

The data from the questionnaire was stored and computed in SPSS 29 to analyze data. The demographic information was interpreted with percentage and frequency for Part I. The data from Part II to Part IV were measured with rating scale items to indicate the scores. The data scores were calculated to indicate the mean values and the standard deviation (SD) using SPSS 29. In Part V additional open-ended part, the data were converted and summarized into different themes using content analysis. To

ensure the intra-coder reliability of this section, the researcher reanalyzed the data for accuracy and correctness.

Conclusively, this chapter placed the methodology illustrating the ways and details to conduct the study, analyze the data, and interpret the data to answer the research questions. The methodology was executed, and the study results will be shown and discussed in the following chapters.



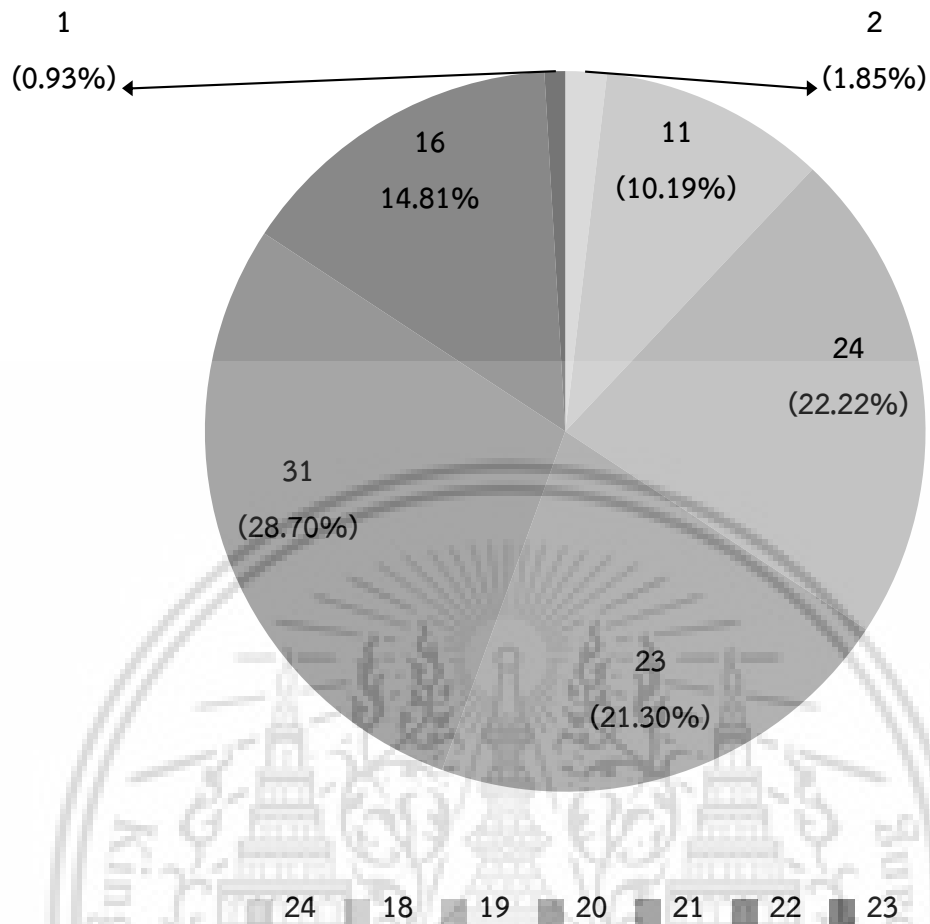
## CHAPTER 4

# RESULTS

This study aims at exploring Pre-service English teachers' opinions on World Englishes relevant to three spectrums. The spectrums of opinions include vocabulary, grammar, and accent, the learning experiences of World Englishes in the Faculty of Education majoring in English, and teaching World Englishes in their classes as future teachers. The refined questionnaire was used to collect data from 108 Pre-service English teachers or undergraduate students studying in the Faculty of Education majoring in English. The participants were required to complete the five-part questionnaire, as detailed in Chapter 3. Part I to Part IV were designed to collect data in quantitative mode, while Part V was in qualitative mode and expected to be an addition part substantiating opinions aside from the quantitative data. In this chapter, the results of the study will be illustrated based on the methodology. Moreover, the results in this chapter will be illustrated corresponding to the research questions and objectives. Quantitative data will be shown in mean values and standard variation, along with the analysis and interpretation of the data. The analyzed results from the qualitative data will be used to substantiate quantitative-data analysis and indicated as descriptive statistics using a content analysis.

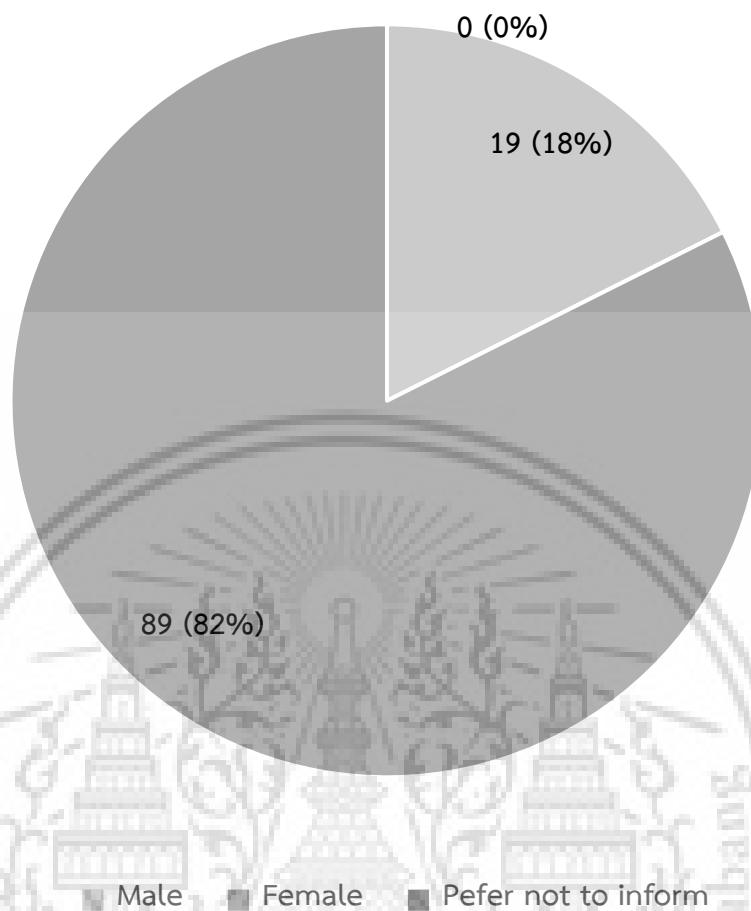
### 4.1 Demographic Information

This part presents the demographic information of the participants. The participants include 108 undergraduate students studying in the Faculty of Education majoring in English at a university in Songkhla, Thailand. The data are shown in frequency and percentage, including age and gender. Respectively, figure 4.1 shows the statistics summary of age, and figure 4.2 illustrates the statistic report of gender.



**Figure 4.1** The Frequency and Percentage of Ages of Participants

Based on the figure, the age ranges of the participants were ranging from 18 to 24 years old. The number of participants aging 18 years old was 11 (10.2 percent), 19 years old was 24 (22.2 percent), 20 years old was 23 (21.3 percent), 21 years old was 31 (28.7 percent), 22 years old was 16 (14.8 percent), 23 years old was 1 (0.9 percent), and 24 years old was 2 (1.9 percent).



**Figure 4.2** The Frequency and Percentage of Genders of Participants

As shown in this figure, 108 participants contributed to the data collection by returning the completed questionnaire. Among them, males constitute 17.6 percent, totaling 19 individuals, while females represent 82.4 percent, comprising 89 individuals.

#### 4.2 Opinion related to Vocabulary, Grammar, and Accent

This part shows the participants' opinions on World Englishes related to vocabulary, grammar, and accent. It answers and corresponds to the first research question and objective, which are "To explore Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent" and "What are Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent?", respectively. The gauge of this part uses a ten-Likert semantic differential

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scale. The eight semantic differential adjective pairs instituted on the scale are used in this part. The scale is the continuum levels from 1, which means mostly negative, to 10, which means mostly positive opinions. In interpreting the opinions, means values and standard deviation (SD) are used. The interpretation criteria of the mean range of opinions can be found in table 3.2 in Chapter 3. The leading statements in exploring the opinions are “Based on my experience with World Englishes (i.e., Indian English, Japanese English, Thai English, and Singaporean English), I think the accent/grammar/vocabulary is...” By utilizing this methodology, the opinions of accent, grammar, and vocabulary based on the adjective pairs are individually shown in tables 4.1, 4.2, and 4.3, respectively.

**Table 4.1** Opinions on Accent based on Ten-Likert Semantic Differential Scale with Eight Adjective Pairs

Adjective pairs with semantic differential meanings	Mean value	Standard deviation (SD)	Interpretation of mean value
Bad vs Good	7.56	1.512	Positive opinion
Shameful vs Proud	7.92	1.767	Positive opinion
Unprestigious vs Prestigious	7.31	1.672	Positive opinion
Unprofessional vs Professional	7.20	1.458	Positive opinion
Incorrect vs Correct	7.41	1.680	Positive opinion
Unacceptable vs Acceptable	8.53	1.531	Very positive opinion
Unpleasant vs Pleasant	7.91	1.683	Positive opinion
Incomplete vs Complete	7.44	1.659	Positive opinion
<b>Overall</b>	<b>7.66</b>	<b>1.286</b>	<b>Positive opinion</b>

The findings from Table 4.1 shed light on participants' perceptions of accent, evaluated using a ten-Likert semantic differential scale presenting eight adjective pairs. Participants provided ratings for accent perceptions on a scale ranging from 1 (most negative) to 10 (most positive). Statistical analysis yielded mean values (M) and

standard deviations (SD) for each opinion, facilitating interpretation according to predefined criteria. The mean values and interpretations for opinions on accent are as follows: "Bad vs. Good" (M = 7.56, SD = 1.512), "Shameful vs. Proud" (M = 7.92, SD = 1.767, indicating a positive opinion), "Unprestigious vs. Prestigious" (M = 7.31, SD = 1.458, positive opinion), "Unprofessional vs. Professional" (M = 7.20, SD = 1.458, positive opinion), "Incorrect vs. Correct" (M = 7.41, SD = 1.680, positive opinion), "Unacceptable vs Acceptable" (M = 8.53, SD = 1.531, very positive opinion), "Unpleasant vs Pleasant" (M = 7.91, SD = 1.683, positive opinion), and "Incomplete vs Complete" (M = 7.44, SD = 1.659, positive opinion). Overall, the mean value of 7.66 indicates a positive perception of accent within the realm of World Englishes.

**Table 4.2** Opinions on Grammar based on Ten-Likert Semantic Differential Scale with Eight Adjective Pairs

Adjective pairs with semantic differential meanings	Mean value	Standard deviation (SD)	Interpretation of mean value
Bad vs Good	7.20	1.853	Positive opinion
Shameful vs Proud	7.42	1.624	Positive opinion
Unprestigious vs Prestigious	7.07	1.662	Positive opinion
Unprofessional vs Professional	6.94	1.810	Slightly positive opinion
Incorrect vs Correct	7.02	1.869	Positive opinion
Unacceptable vs Acceptable	7.90	1.761	Positive opinion
Unpleasant vs Pleasant	7.53	1.699	Positive opinion
Incomplete vs Complete	7.15	1.843	Positive opinion
<b>Overall</b>	<b>7.28</b>	<b>1.562</b>	<b>Positive opinion</b>

Table 4.2 provides a comprehensive analysis of participants' attitudes towards grammar, utilizing a ten-Likert semantic differential scale with eight adjective pairs. This scale enables respondents to express their opinions on grammar, ranging from 1 (most negative) to 10 (most positive). Each opinion is interpreted based on predetermined

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criteria, delineating the degree of positivity or negativity conveyed by participants. For instance, opinions on "Bad vs Good" yielded a mean value of 7.20, suggesting a predominantly positive opinion ( $M = 7.20$ ,  $SD = 1.853$ ). Similarly, "Shameful vs Proud" was reported from a mean value of 7.42, indicating a positive opinion among participants ( $M = 7.42$ ,  $SD = 1.624$ ). The pattern continues across other adjective pairs, with mean values ranging from 6.94 to 7.90, all leaning towards positivity. Overall, the comprehensive overview of participants' opinions on grammar reveals a predominantly positive opinion, as evidenced by the mean value of 7.28 across all adjective pairs. This highlights the favorable opinion of grammar within the context of the study.

**Table 4.3** Opinions on Vocabulary based on Ten-Likert Semantic Differential Scale with Eight Adjective Pairs

Adjective pairs with semantic differential meanings	Mean value	Standard deviation (SD)	Interpretation of mean value
Bad vs Good	7.88	1.628	Positive opinion
Shameful vs Proud	7.79	1.447	Positive opinion
Unprestigious vs Prestigious	7.60	1.516	Positive opinion
Unprofessional vs Professional	7.50	1.501	Positive opinion
Incorrect vs Correct	7.56	1.518	Positive opinion
Unacceptable vs Acceptable	8.18	1.599	Positive opinion
Unpleasant vs Pleasant	7.86	1.519	Positive opinion
Incomplete vs Complete	7.51	1.615	Positive opinion
<b>Overall</b>	<b>7.74</b>	<b>1.357</b>	<b>Positive opinion</b>

Table 4.3 presents the perspectives of participants regarding vocabulary, evaluated through a ten-Likert semantic differential scale comprising eight pairs of adjectives. This scale, ranging from 1 (most negative) to 10 (most positive), enables a nuanced assessment of attitudes. Statistical analysis provides mean values ( $M$ ) and standard deviations ( $SD$ ), aiding in the interpretation based on predetermined criteria.

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For example, the assessment of "Bad vs Good" yielded a mean value of 7.88, suggesting a positive opinion among participants ( $M = 7.88$ ,  $SD = 1.628$ ). Similarly, "Shameful vs Proud" was reported from a mean value of 7.79, reflecting a favorable opinion ( $M = 7.79$ ,  $SD = 1.447$ ). This trend persists across other adjective pairs, with mean values ranging from 7.50 to 8.18, all indicating positive opinions. Overall, the collective opinion regarding vocabulary is optimistic, as evidenced by the mean value of 7.74 across all adjective pairs. Moreover, the study highlights positive opinions on accent, grammar, and vocabulary of World Englishes, with a mean of 7.56 and  $SD$  of 1.289. The detailed findings are outlined in Table 4.4 below.

**Table 4.4** Results of Opinions on Three Linguistic Aspects

Adjective Pairs with Semantic Differential Meanings	Accent (Mean)	Grammar (Mean)	Vocabulary (Mean)
Bad vs Good	7.56 (Positive)	7.20 (Positive)	7.88 (Positive)
Shameful vs Proud	7.92 (Positive)	7.42 (Positive)	7.79 (Positive)
Unprestigious vs Prestigious	7.31 (Positive)	7.07 (Positive)	7.60 (Positive)
Unprofessional vs Professional	7.20 (Positive)	6.94 (Slightly Positive)	7.50 (Positive)
Incorrect vs Correct	7.41 (Positive)	7.02 (Positive)	7.56 (Positive)
Unacceptable vs Acceptable	8.53 (Very Positive)	7.90 (Positive)	8.18 (Positive)
Unpleasant vs Pleasant	7.91 (Positive)	7.53 (Positive)	7.86 (Positive)
Incomplete vs Complete	7.44 (Positive)	7.15 (Positive)	7.51 (Positive)
<b>Overall</b>	<b>7.66 (Positive)</b>	<b>7.28 (Positive)</b>	<b>7.74 (Positive)</b>
<b>Summary of three aspects</b>	<b>7.56 (Positive, SD of 1.289)</b>		

This table shows the perceptions of individuals regarding accent, grammar, and vocabulary in World Englishes based on a ten-Likert semantic differential scale with eight adjective pairs. The mean values, representing the central tendency of opinions, are accompanied by their interpretations in parentheses. The mean values consistently conveyed positive sentiments across all aspects—accent, grammar, and vocabulary. This material is reserved for educational use only, not allowed for commercial use.

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Participants favorably viewed various attributes, such as correctness, professionalism, and overall impression, with some aspects receiving exceptionally high praise, as indicated by very positive interpretations. This collective positive view suggested a generally favorable evaluation of World Englishes, reflecting a positive opinion towards linguistic variations and nuances in these diverse English varieties.

The results from these parts marked the significant outcomes. It illustrated that the acceptableness across the vocabulary, accent, and grammar of World Englishes markedly stood out amongst the other differential semantic adjective pair-based opinions. It reflected a broad acceptance and recognition of the diverse forms of English spoken worldwide, such as Indian English, Japanese English, and Thai English, as the variety of English the participants were mostly exposed to. The high rating may suggest a shift in perception from a traditionally prescriptive view of English, which was often favorable standard or native varieties, to a more inclusive view. This change might acknowledge the legitimacy and functionality of various English varieties in their respective sociocultural contexts. The acceptance could be assumed as a positive appreciation for the diversities and adaptability of the English languages. This result could somehow highlight the evolving nature of English as a global lingua franca, where its different forms or varieties are recognized and valued for their unique contributions to the communities of global communication (Crystal, 2003). This acceptableness for the diversities and adaptability of World Englishes could be referred to as the opinion in Part V. Many comments shared consensus about acknowledging and appreciating the value of English's linguistic and cultural diversities. The positive appreciation of these diversities could be assumed the acceptableness in World Englishes, accordingly.

While acceptable opinions on three linguistic aspects were highest ranked, they were least scored in terms of professionalism. It could suggest the evaluation of linguistic traits. This lower rating may reflect stereotypes associated with non-native English varieties, affecting perceptions of linguistic competence and professionalism. It highlighted a potential gap between the acceptance of linguistic diversities and the biases related to perceived professionalism. This low-scored opinion of World Englishes regarding professionalism implied native-speakerism and the need for inclusive recognition of competence in the standard English-language norms in English as global lingua franca societies. In other words, despite the acceptability of the diversities mentioned above, it might be assumed there was a need for English competence

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acceptability that represented the native-speakerism of English. This might be needed for more acceptance of language competence in this context in which English is a foreign language and not a legitimated version in a global community. Regarding such opinions about professionalism, there were some studies sharing similar less-positiveness opinions about the professionalism of World Englishes in different contexts (Rungruangsuparat, 2010; Shibata, 2010) that it was less positive in terms of professionalism, even less in the study of Shibata (2010) in the Japanese context.

In short, the findings revealed positive opinions amongst pre-service English teachers towards various linguistic aspects of World Englishes, including vocabulary, grammar, and accent. Utilizing a ten-Likert semantic differential scale with eight adjective pairs, participants expressed favorable views across the board. In terms of accent, grammar, and vocabulary, mean values consistently indicated positive opinions, ranging from 7.20 to 8.53. The participants demonstrated acceptance and recognition of the diverse forms of English spoken globally. The overall positive viewpoint suggested a shift towards a more inclusive perspective, acknowledging the legitimacy and functionality of different English varieties in sociocultural contexts. However, the lower scores in terms of professionalism highlighted potential biases related to the perceived linguistic competence acceptability, indicating a need for more inclusive recognition of competency in English-language skills within the global lingua franca community. The research underscored the evolving nature of English as a global language and emphasized the importance of adopting linguistic diversity in the ever-changing landscape of English language education.

### 4.3 Opinions on Learning Experiences in the Faculty of Education majoring in English

This part shows the results of Part III of the questionnaire. It concerns the opinions on the participants' learning experiences of World Englishes in the Faculty of Education majoring in English. It answers and corresponds to the second research question and objective, which refer to *“To explore Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major”* and *“What are Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major?”*, respectively. This section uses the five-

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Likert rating scale. The protocol of interpretation was explained in the topic “Data Analysis” in Chapter 3. The results are presented in table 4.5 below.

**Table 4.5** Opinions on Learning Experiences of World Englishes in the Faculty of Education Majoring in English

No.	Questionnaire item	Mean value	Standard Deviation	Interpretation
1	I think it is beneficial for me that my teachers incorporate lessons on World Englishes to promote cultural and linguistic diversity in the classroom.	4.18	0.759	Agree
2	I think it is beneficial for me that my teachers let me practice listening to instructional media with the integration of World Englishes.	3.97	0.901	Agree
3	I think it is beneficial for me that my teachers let me practice speaking using grammar, accent and vocabulary with the integration of World Englishes.	3.68	0.884	Agree
4	I think it is beneficial for me that my teachers let me practice reading texts using grammar and vocabulary with the integration of World Englishes.	3.55	0.847	Agree
5	I think it is beneficial for me that my teachers let me practice writing texts using grammar and vocabulary with the integration of World Englishes.	3.80	0.794	Agree
6	I think it is beneficial for me that my teachers encourage me to use vocabulary representing World Englishes in my assignments.	3.90	0.820	Agree

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**Table 4.5** Opinions on Learning Experiences of World Englishes in the Faculty of Education Majoring in English (continued)

No.	Questionnaire item	Mean value	Standard Deviation	Interpretation
7	I think it is beneficial for me that my teachers use English language textbooks and materials including examples and exercises that reflect World Englishes, such as vocabulary and grammar.	4.22	0.728	Strongly agree
8	I think that promoting World Englishes in my education is advantageous for my appreciation for linguistic diversity.	4.31	0.621	Strongly agree
9	I think that promoting World Englishes in my education is advantageous for my appreciation for cultural differences.	4.35	0.646	Strongly agree
10	I think that recognizing World Englishes is helpful in contributing to my improved intercultural communication skills in educational settings.	4.35	0.727	Strongly agree
11	I think that recognizing World Englishes is helpful in contributing to my improved intercultural communication skills in my everyday life.	4.31	0.837	Strongly agree
12	I think that it is advantageous for my future teaching profession that my Education Program integrates World Englishes into my study.	4.31	0.859	Strongly agree
<b>Overall</b>		<b>4.07</b>	<b>0.471</b>	<b>Agree</b>

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Table 4.5 explores how students perceive their learning experiences with World Englishes within the Faculty of Education, especially focusing on those majoring in English. Using a five-point Likert scale, where 1 represents the lowest agreement and 5 represents the highest agreement, the statistical analysis offers mean values and standard deviations (SD), aiding in nuanced interpretation based on predefined criteria. With an overall mean of 4.07 and an SD of 0.471, there seems to be a broad consensus regarding the benefits of learning experiences related to World Englishes.

According to the findings, the top six items based on mean values revealed significant reflective opinions. These items were rated and interpreted as “strongly agreed.” This high rating suggests that the participants strongly endorsed the advantages of World Englishes in various aspects of their undergraduate education. These advantages include the expectation for World Englishes to be integrated into pedagogy, as indicated by the following findings:

1. benefit expectation on the appreciation for cultural differences
2. benefit expectation on the improved intercultural communication skills in educational settings
3. benefit expectation on the appreciation for linguistic diversity
4. benefit expectation on the improved intercultural communication skills in everyday life
5. benefit expectation for the future teaching profession by integrating World Englishes into the study program
6. benefit expectation on using English language textbooks and materials that reflect World Englishes, including vocabulary and grammar

These strong agreements encompassed significant key areas, as evidenced by the high mean values, indicating their importance to the participants and suggesting areas for consideration by the faculty. Firstly, there was the acknowledgment of the benefits of World Englishes in enhancing appreciation for cultural differences, suggesting that promoting World Englishes in education should broaden perspectives on various cultures. Secondly, the contribution of World Englishes to improved intercultural communication skills in educational settings was recognized, indicating that exposure to diverse forms of English can enhance communication abilities in multicultural educational environments. The third item highlighted the role of World Englishes in fostering an appreciation for linguistic diversity, reflecting an understanding that

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linguistic variation is not just a challenge but an integral aspect of global communication. The fourth item extended this notion to everyday life, suggesting that the skills gained are applicable beyond the classroom to broader social interactions. The fifth item emphasized the specific advantage for teaching professionals, implying that participants recognize the importance of integrating World Englishes into their teaching methodologies. Finally, the sixth item underscored the practical benefits of using teaching materials that include World Englishes, suggesting that such resources could provide learners with more realistic and relatable content.

Despite some strong agreements on World Englishes in some aspects presented above, there are some little lower agreements based on mean interpretation of the expected implementation of World Englishes. The finding, indicating the benefit expectation on promoting cultural and linguistic diversity in the classroom, shows a mean of 4.18, indicating agreement ( $M = 4.18$ ,  $SD = 0.847$ ), while the finding on benefit expectation of World Englishes in instructional media for listening practice ( $M = 3.97$ ,  $SD = 0.901$ ) also suggests agreement. Similarly, the findings indicate varying levels of agreement, with mean scores ranging from 3.55 to 3.90, on the expected benefits of integrating World Englishes into practices of speaking (involving grammar, accent, and vocabulary), reading (involving grammar and vocabulary), of writing (involving grammar and vocabulary), and of using World Englishes vocabulary in assignments.

In summary, these findings suggest positive acknowledgments of World Englishes in educational contexts, implying an implicit recommendation for educational stakeholders to integrate World Englishes into pedagogy, as evidenced by the overall mean value of 4.07.

#### 4.4 Opinions on Teaching World Englishes in Classes as Future Teachers

This part shows the results of Part IV of the questionnaire. It concerns the opinions on teaching World Englishes in classes as future teachers. It answers and correlates to the second research question and research objective, which refer to *“To explore Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers”* and *“What are Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers?”*, respectively. This section uses the five-

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Likert rating scale. The protocol of interpretation was explained in the topic “Data Analysis” in Chapter 3. The results are presented in table 4.6 below.

**Table 4.6** Opinions on Teaching World Englishes in Classes as Future Teachers

No.	Questionnaire item	Mean value	Standard Deviation	Interpretation
1	I think it will be beneficial for my future students to use lessons related to World Englishes to promote linguistic and cultural diversity in my classroom.	4.24	0.654	Strongly agree
2	I think it will be beneficial for my future students to let them practice listening to conversations with the integration of World Englishes.	4.31	0.729	Strongly agree
3	I think it will be beneficial for my future students to let them practice speaking using grammar, accent, and vocabulary with the integration of World Englishes.	3.89	0.801	Agree
4	I think it will be beneficial for my future students to let them practice reading texts using grammar and vocabulary with the integration of World Englishes.	3.93	0.817	Agree
5	I think it will be beneficial for my future students to let them practice writing texts using grammar and vocabulary with the integration of World Englishes.	3.80	0.829	Agree
6	I think it will be beneficial for my future students to encourage them	3.96	0.772	Agree

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**Table 4.6** Opinions on Teaching World Englishes in Classes as Future Teachers  
(continued)

No.	Questionnaire item	Mean value	Standard Deviation	Interpretation
	to use vocabulary representing World Englishes in their assignments.			
7	I think it will be beneficial for my future students to provide them with resources or assignments that integrate the exploration of World Englishes.	4.35	0.701	Strongly agree
8	I think it will be beneficial for my future students to let them recognize World Englishes to contribute to improved intercultural communication skills in educational settings.	4.20	0.623	Agree
9	I think it will be beneficial for my future students to let them recognize World Englishes to contribute to improved intercultural communication skills in their everyday life.	4.31	0.690	Strongly agree
10	I think it will be beneficial for my future students to let them recognize World Englishes to contribute to improved intercultural communication skills in occupational settings in the future.	4.34	0.686	Strongly agree
11	I think promoting World Englishes in my future classroom will be advantageous for my students' appreciation for linguistic diversity.	4.50	0.572	Strongly agree

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**Table 4.6** Opinions on Teaching World Englishes in Classes as Future Teachers  
(continued)

No.	Questionnaire item	Mean value	Standard Deviation	Interpretation
12	I think promoting World Englishes in my future classroom will be advantageous for my students' appreciation of cultural differences.	4.57	0.550	Strongly agree
<b>Overall</b>		<b>4.20</b>	<b>0.453</b>	<b>Agree</b>

Table 4.6 provides insights into future teachers' perspectives on teaching World Englishes in classrooms. These perspectives were evaluated using a five-Likert scale, ranging from 1 for the least agreement to 5 for the most agreement. With an overall mean value of 4.20 and SD of 0.453, there is general agreement regarding the benefits of incorporating World Englishes into future teachers' classes. All findings in this part reveal varying degrees of agreement, with mean values ranging from 3.80 to 4.57. Notably, items indicating strong agreement, such as Item 7, "I think it is beneficial for me that my teachers use English language textbooks and materials including examples and exercises that reflect World Englishes, such as vocabulary and grammar," contribute to the overall positive outlook.

The results suggested positive opinions on integrating World Englishes into future pedagogical practices, evident through the mean value nearing the threshold for a very positive opinion. Moreover, the relatively low standard deviation implied a consistent perspective of opinions. Ultimately, there was a recognition of the advantages associated with incorporating World Englishes into classroom instruction, particularly in enhancing students' intercultural communication skills in everyday contexts.

Some findings were received with the strong agreement (mean values above 4.21), representing key viewpoints in integrating World Englishes in future classrooms. The key findings with mean values above 4.21, indicating strong agreement (i.e., items 1, 2, 7, 9, 10, 11, and 12), reflected a significant tendency towards embracing linguistic and cultural diversity through various classroom practices. This was particularly evident in the high mean scores (4.50 and 4.57) for the findings based on items 11 and 12, suggesting that future teachers strongly believed in the advantages of promoting World Englishes in classrooms.

Englishes to enhance students' appreciation of linguistic and cultural differences. Furthermore, the results indicated a shared belief amongst the participants that incorporating World Englishes will positively impact various language skills and aspects of education. For instance, the findings represented by items 2, 7, 9, and 10, with mean values ranging from 4.31 to 4.35, highlighted the belief that integrating World Englishes into listening, intercultural communication skills, and assignments will be highly beneficial for students in both educational and occupational settings. The overall mean value of 4.20 fell into the "Agree" category, indicating a favorable view amongst participants towards the inclusion of World Englishes in their teaching practice. This perspective was further supported by the relatively low standard deviation across all items (ranging from 0.453 to 0.829), suggesting a consistent agreement. The consistency in the high level of agreement across most items suggested that the participants recognize the potential benefits of World Englishes in fostering a more inclusive, culturally aware, and communicatively competent student group. This aligned with contemporary educational goals of preparing students for a globalized world where intercultural communication and understanding are crucial. However, it was notable that the mean values for the findings represented by items 3, 4, 5, 6, and 8, while still in the "Agree" range, were somewhat lower than others. This might suggest a slight reservation or uncertainty about the practical implementation of World Englishes in specific language skills, such as speaking, reading, and writing. For instance, the finding based on item 3, which discusses practicing speaking using the grammar, accent, and vocabulary, had a mean value of 3.89. This indicated agreement but was comparatively lower than the items related to the broader benefits of understanding and appreciating linguistic diversity. Another case was the writing with World Englishes integration, which scored the lowest amongst all items. It might be assumed from the through indicating preference in native standard English linguistic knowledge, especially writing skills.

#### 4.5 Additional Comments

This part shows the result from Part V—the additional comments of the questionnaire. In this part, open-end questions for additional comments were asked. The contents relate to Parts III and IV. The results of this part are in qualitative mode, which helps support the results of the quantitative parts. The questions of this part

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contain the following: “Would you suggest that the English Program of the Faculty of Education apply World Englishes in the pedagogy? Could you elaborate on your reasoning? What course of action would you recommend?” and “As a future educator, how would you incorporate the concept of World Englishes into your teaching?”. Despite the qualitative presentation of data, the comments were interpreted and converted into quantitative mode using a content analysis protocol (refer to section 3.5 Data Analysis of Chapter 3.) The analysis indicates the extracted themes that are shared amongst the data. Some responses may have multiple themes that were shared with other respondents. The results below indicate different themes and frequency of how many respondents gave unique comments. Table 4.7 presents the results from questionnaire item one, relating to the additional comments about the Integration of World Englishes in the English major of the Faculty of Education. There are 12 unique themes. Table 4.8 shows the results from item two relating to the additional comments about the integration of World Englishes in the future classrooms. There are nine unique themes based on the comments.

**Table 4.7** Results of the Additional Comments about the Integration of World Englishes in the English major of the Faculty of Education

No.	Theme	Frequency	Percent
1	The faculty should apply World Englishes to the pedagogy to provide the students with the opportunities to recognize the linguistic and cultural diversities of English used by individual English speakers.	25	32.89
2	The faculty should provide opportunities for students to practice listening to varieties of English contributing to the improved English skills to understand various English with various accents.	18	23.68
3	The faculty should add implications of World Englishes to the pedagogy to foster the English language skills that it is authentically used in the real world.	10	13.16

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**Table 4.7** Results of the Additional Comments about the Integration of World Englishes in the English major of the Faculty of Education (continued)

No.	Theme	Frequency	Percent
4	The faculty should provide the knowledge of standard English which native English speakers use.	7	9.21
5	The faculty should apply World Englishes to the pedagogy to help enhance the students' communication confidence.	4	5.26
6	The faculty should provide the initial educations of English on listening and speaking skills which are more-frequently used in real world. The other skills which are reading and writing skills and standardized grammar should be inferiorly focused.	3	3.95
7	The faculty should provide the opportunities for the students to study with teachers or lecturers using the various English languages to let students acknowledge the linguistic and cultural diversities of English varieties.	3	3.95
8	World Englishes should not be deployed as a main philosophy of the English language pedagogy.	2	2.63
9	The standard English and World Englishes philosophies should be deployed altogether to contribute the optimal English pedagogy.	1	1.32
10	The faculty should provide the knowledge of World Englishes which should be advantageous for intercultural communication and pragmatical competence.	1	1.32

**Table 4.7** Results of the Additional Comments about the Integration of World Englishes in the English major of the Faculty of Education (continued)

No.	Theme	Frequency	Percent
11	The faculty should enable opportunities for students to learn about World Englishes and cultural diversities in the authentic places.	1	1.32
12	Educating writing and reading skills should follow the standardized English knowledge.	1	1.32

According to Table 4.7, the themes extracted from the responses of the additional part are illustrated. The responses are reflected via the leading question of the additional part: *“Would you suggest that the English Program of the Faculty of Education apply World Englishes in the pedagogy? Could you elaborate on your reasoning? What course of action would you recommend?”*. The freestyle open-ended comments corresponding to the question are categorized into different themes using content analysis. The different themes are coded and converted on the statistic bases—frequency and percentage. From randomly picked 60 responses, 12 unique themes concerning the question are presented in the table, of which statistic results are shown as follows. There are 25 responses (32.89 percent) sharing the ideas relating to theme 1; 18 responses (23.68 percent) sharing the ideas relating to theme 2; 10 responses (13.16 percent) sharing the ideas relating to theme 3; 7 responses (9.21 percent) sharing the ideas relating to theme 4; 4 responses (5.26 percent) sharing the ideas relating to theme 5; 3 responses (3.95 percent) sharing the ideas relating to theme 6; 3 responses (3.95 percent) sharing the ideas relating to theme 7; 2 responses (2.63 percent) sharing the ideas relating to theme 8; 1 response (1.32 percent) sharing the ideas relating to theme 9; 1 response (1.32 percent) sharing the ideas relating to theme 10; 1 response (1.32 percent) sharing the ideas relating to theme 11; and 1 responses (1.32 percent) sharing the ideas relating to theme 12.

**Table 4.8** Results of the Additional Comments about the Integration of World Englishes in the Future Classrooms

No.	Theme	Frequency	Percent
1	I will apply World Englishes in my futures classes to provide my students with the opportunities to recognize the linguistic and cultural diversities of English used by individual English speakers.	27	25.11
2	I will let my students practice listening to various English accents that it should help them understand the various English languages and improve studying and communicating English.	26	24.18
3	I will apply World Englishes in my futures classes to exploit its advantages for my future students' daily life.	20	18.60
4	I will encourage my future students to use English based on their linguistic and cultural diversities to enhance their confidence and language skills in English communication.	9	8.37
5	I will teach my future students with standard native English which native English speakers use; however, the linguistic and cultural diversities of my future students will be acknowledgeable.	4	3.72
6	Letting the students learn grammars representing World Englishes would contribute to the acknowledgement of it.	4	3.72
7	I will invite lecturers or teachers who use varieties of English to share their individual linguistic and cultural identities in using English.	1	0.93
8	I will use technology to facilitate my future students for more understandability when the topics are relevant to World Englishes and its linguistic and cultural diversities.	1	0.93

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**Table 4.8** Results of the Additional Comments about the Integration of World Englishes in the Future Classrooms (continued)

No.	Theme	Frequency	Percent
9	I will let my students practice listening to various English accents that it should help decrease anxiety when communicating with English.	1	0.93

Table 4.8 outlines the themes derived from responses to an open-ended question posed to future teachers: *"As a future educator, how would you incorporate the concept of World Englishes into your teaching?"* These responses were categorized into distinct themes using content analysis, with frequencies and percentages calculated for each theme based on a sample of 60 randomly selected responses. Nine unique themes emerged from the analysis, with varying levels of representation.

The results presented in Tables 4.7 and 4.8 offer qualitative insights gathered from the additional comments section of the questionnaire, designed to complement the quantitative findings of Parts III and IV. Respondents were prompted with open-ended questions regarding their suggestions for integrating World Englishes into the English Program of the Faculty of Education and their intentions for incorporating World Englishes into their teaching practices.

Analysis of the responses revealed key themes, including advocating for the integration of World Englishes in pedagogy to foster linguistic and cultural diversity recognition. Additionally, themes centered on enhancing listening skills, promoting standardized English knowledge, and instilling communication confidence were prevalent. The analysis also highlighted the importance of recognizing linguistic and cultural diversities and encouraging language practice by exposing students to various accents. These findings are discussed in detail in the respective sections of Parts III and IV, providing valuable context to the quantitative data.

#### 4.6 Chapter Summary

This chapter, focusing on the presentation and preliminary analysis of results, delineated the opinions of pre-service English teachers or students within the Faculty of Education majoring in English on three significant aspects. The findings were

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collected based on the methodology design, as discussed in Chapter 3. This chapter commenced with an overview of the participants' demographic characteristics, highlighting the participant pool's participation. The number of participants is 108, who returned a completed questionnaire. Subsequently, the presentation and analysis of the quantitative data revealed significant insights. Notably, there were strong inclinations on World Englishes in different aspects, as evidenced by the responses to the Likert-scale questions. Part II showed positive opinions on accent, grammar, and vocabulary of World Englishes. The criteria for the opinions measurement were based on eight pairs of semantic differential adjectives. The significant outcomes show the positiveness overall aspects. Notably, the acceptableness was highest marked on the three aspects. It was assumed that the shifting perspectives on valued linguistic and cultural diversities. However, professionalism was rated lowest amongst others as the assumption of non-legitimated roles in some areas and the stereotype within them. Part III showed the positive agreement on integrating World Englishes into their pedagogy as per the perception of advantages of World Englishes in education.

Moreover, the qualitative analysis of open-ended questions of question 1 of Part V supporting Part III and based on unique themes showed the different opinions. Most of the comments showed the agreement in cooperating with World Englishes for various ranges of its advantages, such as diverse linguistic and cultural diversity appreciation and different uses. However, there were some reserved stances suggesting maintaining the native standard English for some language skills. Part IV of the questionnaire showed a high agreement of intention to integrate World Englishes in future classrooms as per the perceived advantages in pedagogy. Besides, the additional comments supporting this part showed the diverse views. The perspectives included the agreement of World Englishes integration with various forms in future classrooms as per the advantage in contributing a more inclusive culturally and linguistically diverse view for their future students. However, the reserved stances pointed out the preferences in functions towards native standard English while maintaining the meaningful roles of World Englishes in terms of diversity-appreciation versatility. The chapter thus offered an analysis of the data, laying a foundation for understanding the potential integration of World Englishes in language education. This sets the stage for the next chapter, where these findings will be discussed, and conclusions will be drawn, weaving together the implications of this study for future pedagogical practices.

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## CHAPTER 5

# DISCUSSION AND CONCLUSION

This chapter aims to present the discussion and conclusion of the findings illustrated in the previous chapter. The substances of this chapter also extend to the discussions of the limitations of this study, recommendations for further studies that were delimited, and the suggestions for implications of findings. In this chapter, the findings are discussed and concluded through the lens of relevant literature in Chapter 2 and other relevant sources.

### 5.1 Summary of the Findings

This study mainly aimed to examine the opinions on World Englishes of pre-service English teachers on three focused aspects. The research purposes with three aimed aspects included 1. To explore Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent, 2. To explore Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major, and 3. To explore Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers.

The focused population includes pre-service English teachers or undergraduate students in the faculty of Education majoring in English. The samples were based on a convenience sampling method in a southern Thai university and contained 108 participants. The participants covered from the students of the first to fourth academic year, aging from 18 to 24 years old, and over 80 percent were female.

This study relied on a quantitative research design, utilizing a questionnaire survey. The questionnaire was designed for five parts: demographic information, three parts relating to the opinions specified above, and an additional part of the additional comment provision. The quantitative data were analyzed using statistics protocols, consisting of mean value, standard deviation, and frequency, and interpreted with the criteria. The statistical analysis was rendered by Statistical Package for Social Science (SPSS) version 29. Concerning the qualitative data, the comments were extracted into

unique themes using the application of the content analysis approach and used for supporting Parts III and IV.

Regarding the opinions on World Englishes relating to accent, grammar, and vocabulary based on semantic differential adjective pairs, the results showed positive to strong positive opinions. According to the opinions, World Englishes on three linguistic aspects were acceptable, proud, pleasant, prestigious, complete, correct, good, and professional. The findings showed notable opinions on the three aspects. The participants marked the mostly positive opinions on acceptableness. Proud, pleasant, and good opinions were secondarily ranked. However, even overall marked as positive, professionalism in World Englishes was indicated as the lowest description.

According to the opinions of the participants regarding World Englishes on the learning experiences in the English Education major, the participants perceived the expected advantages that the faculty of Education should apply the knowledge of World Englishes in the pedagogy, such as providing the knowledge of World Englishes along with the knowledge required by their Faculty of Education. The strong agreement on the advantage expectation of World Englishes covered six elements. The six elements showed the participants' perceptions of the different advantages of World Englishes implementation in education in the faculty of Education. The elements include the expected advantages of appreciation of cultural differences and linguistic diversity, for improving intercultural communication skills in educational and everyday-life settings, for improving the future pedagogical professional, and for studying with the instructional resources in the faculty of Education. The high agreement of these elements suggests the faculty apply World Englishes based on its perceived benefits.

Moreover, the insights from the qualitative part showed the different stances. Some insights suggested applying World Englishes in the faculty's pedagogy due to the advantages, such as the expected benefits for diverse linguistic and cultural awareness and linguistic skills used in the real world. Despite these, some insights showed the reserved opinions, which relate to the native English speakerism, to apply World Englishes as additional knowledge. According to this, standard native English was expected to be applied in the future classroom as linguistic knowledge is standardized and more legitimated in many circles of Kachru's three concentric model of World Englishes, including education. This pedagogical implication is expected for their future students to obtain the knowledge based on the advantage.

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According to the pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers, the findings revealed a positive agreement amongst participants. The questionnaire, consisting of 12 items measured on a five-Likert scale, explored various aspects of incorporating World Englishes based on its benefit expectations, including promoting linguistic and cultural diversity, practicing language skills, and enhancing intercultural communication. The overall mean value of 4.20, categorized as "Agree," indicated a strong agreement. Particularly noteworthy are the high mean values (4.50 and 4.57) for items related to fostering appreciation for linguistic and cultural diversity. However, there is slightly lower agreement on practical aspects, such as speaking, reading, and writing skills, suggesting some reservations about their implementation. Additionally, the findings differed from Saengsukkha's (2015) study, which examined Thai EFL teachers' beliefs about World Englishes. Saengsukkha's study revealed that many Thai EFL teachers held traditional views favoring native English norms. Contradictorily compared to this study's findings, there was a noticeable trend towards greater acceptance and positive opinions on World Englishes amongst newer generations. This may suggest a potential shift in perspectives over time, indicating that the newer generations of teachers are more open to the diversity and practicality of World Englishes in their teaching practices. Qualitative insights further highlighted perceived advantages, such as enhancing listening skills and increasing confidence in English communication. Despite the overall positive stance, some participants preferred native standard English in specific pedagogical contexts, indicating an expected helpful approach to language instruction.

In conclusion, this research aimed to explore the opinions of pre-service English teachers regarding World Englishes across various aspects, including vocabulary, grammar, and accent, learning experiences with the faculty of Education majoring in English, and teaching strategies for future classrooms. The study obtained data reflecting positive opinions on World Englishes through a quantitative survey method complemented by qualitative insights. Participants expressed acceptance and appreciation of the linguistic diversity represented by World Englishes while recognizing their potential benefits in education, intercultural communication, and professional development. The findings might suggest a growing acceptance and advocacy of World Englishes amongst newer generations of English educators, indicating a potential shift from previous opinions in the Thai EFL context. However, some reservations remained,

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particularly concerning the practical implementation of World Englishes in language instruction, with a preference for standard native English in specific pedagogical contexts. Overall, this study showed the expected and perceived opinions of acknowledging and incorporating World Englishes into English language teaching practices to foster linguistic diversity and intercultural competence amongst learners and future pedagogical practitioners.

## 5.2 Discussion of the Findings

### 5.2.1 Increasing Tendency of Positive Opinions of Pre-service English Teachers on World Englishes relating to Linguistic Aspects

The first research question of this study is: *What are Pre-service English teachers' opinions on World Englishes related to vocabulary, grammar, and accent?* The findings revealed that the participants reflected positive opinions on three elements (including vocabulary, accent, and grammar) of World Englishes based on the eight semantic-differential adjective pairs—opinion descriptor, in other words. The positive opinions were illustrated with the overall mean values at 7.56 (see Table 4.4).

The findings were notable but did not surpass the researcher's expectation—the World Englishes were perceived positively at different levels. As Crystal (2003) discussed globalization and the occurrence of English varieties, these opinions might be interfered with by the exposure of that phenomenon. The participants might recognize the English speakers who are not only native but also nonnative. It might have fostered them with the idea of plurality of English. Also, the participants themselves were nonnative groups of speakers. Their identities as English speakers may reserve positive opinions on the nonnative groups, implicitly representing themselves. In addition to this, “acceptable,” “pleasant,” “proud,” and “good” opinions were higher rated. These adjectives are expected to reflect more relation to the identity of the Englishes and their speakers. The higher rating might link to the influenced perceptions and predisposition based on the participant demographic characteristics as nonnative English speakers and their identity reservation. Tajfel and Turner (2004) indicated that individuals tend to demonstrate favoritism towards in-groups that share

the same or similar characteristics, leading to more positive evaluations and opinions towards individuals who share similar characteristics or identities.

Moreover, the positive ratings of opinion descriptors such as "proud" and "good" may also reflect the participants' acknowledgment and appreciation of the cultural and linguistic identities associated with World Englishes. As suggested by the results of Parts III and IV of this study, participants expressed an expectation to recognize and acknowledge diverse identities, including linguistic and cultural backgrounds. This recognition of diversity aligns with the notion of plural-centricity in English, which recognizes the legitimacy of multiple standard varieties of English (Kachru, 1985).

The findings illustrated the light alignment of opinions and notable insights compared to another study in different contexts. This part was adapted from a part of a study by Rungruangsuparat (2010). The findings of the study were slightly positive (overall mean value of 5.90) in all the adjective pairs and linguistic elements, while the findings of this study were more positive (overall mean value of 7.56—positive). The different participant groups and research conduction year could be the cause of such the result. Her participants were Undergraduate students in an international program majoring in tourism and hospitality management, contradicting this study as a group of English educational undergraduate students. Despite an international program, the opinions were quite low against the nature of the program that the exposure of English varieties should be assumed. The factor of this different could be assumed from the year of data collection. Her study was conducted in 2010, while this study was in 2024. This phenomenon may suggest the evolving perspective towards English varieties and World Englishes becoming more positive. The assumption for this phenomenon might be linked to the integrations of the study of English and its diversities in education. For example, "World Cultures for Teachers of English" is a subject of the participants (Songkhla Rajabhat University, n.d.). The coursework provides knowledge of English and cultural differences globally. Such coursework likely contributes to a more inclusive perspective towards English varieties amongst pre-service English teachers. Moreover, a study by Juntanee, Kewara, and Prabjandee (2020) showed that English textbooks recommended for the Thai secondary level contained knowledge of World Englishes—mostly regarding cultural diversity. The textbooks could be evidence of this rising orientation of World Englishes in the upcoming generation of learners.

However, while the overall acceptance of linguistic diversity was evident, there were lower scores in terms of professionalism. It is also notable that the study of Rungruangsuparat (2010) showed the same way. This stance indicated potential biases associated with perceptions of linguistic competence, suggesting a need for more inclusive recognition of competency in English-language skills within the global lingua franca community. This discrepancy may show the importance of addressing native-speakerism and promoting a more inclusive perspective towards linguistic diversity.

In addition to the lower-scored professionalism of World Englishes, this phenomenon relates to the existing literature on native-speakerism and its impact on language opinions and perceptions of linguistic competence. Native-speakerism refers to the privileging of native speakers of English over non-native speakers, often leading to biased evaluations of language proficiency and communication skills (Holliday, 2006). The lower scores in terms of professionalism could stem from entrenched perceptions that equate native-like pronunciation, grammar, and vocabulary with linguistic competence and professionalism. Such biases may lead to the devaluation of non-native varieties of English despite their functional adequacy and cultural relevance in diverse contexts (Phillipson, 1992). Moreover, the difference between the overall positive opinions on linguistic diversity and the lower scores in professionalism suggested the need for a paradigm shift in English language education. This aspect may suggest that English-language educators and stakeholders should recognize and address the systemic biases embedded in language ideologies and assessment practices. Concerning this suggestion, efforts to address native-speakerism should extend to concrete policy changes and professional development initiatives. For example, training programs for English language teachers should emphasize the importance of linguistic diversity and equip educators with strategies to effectively teach and assess non-native varieties of English (Matsuda, 2003b).

### **5.2.2 Increasing Tendency of Positive Opinions of Pre-service English Teachers on Learning Experience with World Englishes Integration in the Faculty of Education**

The second research question of this study is: *What are Pre-service English teachers' opinions on their learning experiences of World Englishes in the English Education major?* The findings revealed that the participants positively agreed with the

expected benefits of World Englishes to be applied in their English Education major. The evidence of the finding is reflected by the overall mean value of 4.07 (see Table 4.5), which was interpreted as “agree” according to the criteria.

Specifically, the participants expressed positive opinions on the expected benefits of World Englishes to be applied in their English Education major. They recognized the value of incorporating World Englishes in enhancing their appreciation for linguistic and cultural diversities and improving intercultural communication skills. This alignment with the benefits of World Englishes may be attributed to the recognition of English as a lingua franca, where it serves as a global means of communication amongst speakers with diverse linguistic backgrounds (Seidlhofer, 2011).

Moreover, the participants' strong agreements on the benefits of World Englishes aside from the native standard English norms reflect broader trends in the field of English language education. There have been increasing advocations from scholars for the more inclusion of World Englishes in language education curricula to better prepare students for communication in diverse global contexts (Boonsuk, R., Chinnawongs, A., & Yoosook, C., 2021; Jenkins, 2007; Kirkpatrick, 2010). By acknowledging and incorporating World Englishes into their education program, pre-service English teachers might be better equipped to engage with the linguistic and cultural realities of English language use worldwide, as assumed from existing literature.

Furthermore, the positive perceptions of World Englishes may suggest a potential shift away from traditional, monolithic views of English towards a more inclusive and dynamic understanding of the language (Crystal, 2003). This shift aligns with broader trends in English language teaching, in which educators seek to promote linguistic diversity and empower students to navigate multilingual environments (Canagarajah, 2006). The shifts could be evident as per the efforts in integrating World Englishes into education. For example, the participants' study included a lesson provision titled "World Cultures for Teachers of English" as a subject within the curriculum. This course anticipatedly aimed to expose students to various cultural and linguistic contexts in which English is used, broadening their perspectives and enhancing their intercultural competence. Besides, instructional textbooks are crucial in shaping language education practices and pedagogical approaches. A study by Juntanee, Kewara, and Prabjandee (2020) showed the existence of the World Englishes integration into instructional materials in the Thai discourse to reflect the diversity of English. By including examples,

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exercises, and readings showcasing different varieties of English, textbooks could be presumed to help students develop a more understanding of the language and its cultural diversities.

The findings from the additional comments section provided different insights into the opinions and suggestions regarding the integration of World Englishes into their education program. Most participants expressed support for incorporating World Englishes into pedagogy, emphasizing the importance and application of recognizing linguistic and cultural diversities within English usage. This expressed motivation aligns with English language education literature, which advocates for a more inclusive approach to teaching English that reflects its global variations (Boonsuk et al., 2021; Jenkins, 2007; Kirkpatrick, 2010). The participants' positive opinions could suggest and might benefit themselves with a growing recognition of English as a dynamic and diverse language beyond traditional and monolithic native standard norms.

In addition, the emphasis on providing opportunities for students to practice listening to various English accents and varieties could reflect an acknowledgment of the importance of developing comprehension skills for real-world communication. Exposure to diverse English varieties could help learners understand and navigate multilingual environments (Boonsamritphol & Rungrojsuwan, 2021; Jenkins, 2006; Pradana, 2019). The suggestions for fostering English language skills used in real-world contexts highlight the need for language education to prepare students for practical communication beyond the classroom.

Despite the generally positive responses, specific items within the questionnaire received comparatively lower ratings, indicating some areas of concern. Specifically, the linguistic skills, including writing, speaking, and reading with the World Englishes integration, received ratings below the overall mean value of 4.07. In terms of the opinion on writing, less enthusiasm could imply a perceived challenge or lack of confidence in applying World Englishes to writing tasks. Writing, as a formal academic skill based on a general view of reality for the participants, might be seen as requiring adherence to standard English norms. The apprehension might stem from concerns about academic acceptance or correctness, reflecting a tension between embracing linguistic diversity and adhering to perceived academic standards (Jenkins, 2014; Seidlhofer, 2011). Concerning the opinion on speaking, the relatively lower rating could suggest concerns about intelligibility, acceptability, and practicality of integrating varied

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Englishes into speaking exercises, potentially impacting learners' confidence (Derwing & Munro, 2009). These phenomena could be referred to as English language teaching traditionally prioritized native speaker norms, frequently associated with higher acceptability levels. In many cases, educational practitioners prioritize the traditional approach to ensure their students can obtain the expectation of higher levels of acceptability based on native-like norms. Besides, reading with the World Englishes integration received the lowest agreement ( $M=3.55$ ) might indicate hesitancy regarding the complexity and accessibility of texts incorporating World Englishes. There could be concerns about accessibility and comprehension challenges (Graddol, 2006). Based on such concerns, the multiple forms in World Englishes in terms of linguistics diverge from standardized forms with which the speakers are most familiar. While the variations could reinforce the understanding and appreciation of English as a global language, such diversity may pose challenges regarding comprehension and accessibility. It could hinder the ability to grasp the core linguistic structures and vocabulary needed for effective communication.

However, a balanced approach should be considered to effectively navigate the nuanced landscape of World Englishes and standardized norms. The approach could include pedagogical strategies to enhance learners' exposure to and competence with diverse English forms while maintaining a solid foundation in standardized English norms. The approach was indicated in the qualitative feedback in the additional part. The suggestion showed perspectives that there should be a balanced approach that includes both Standard English and World Englishes, suggesting a recognition of the value of World Englishes in enhancing diverse cultural and linguistic awareness through the lens of English as a lingua franca while also acknowledging the importance of mastering standard forms emerging in specific academic and professional context realities (Alptekin, 2002).

### **5.2.3 Increasing Tendency of Positive Opinions of Pre-service English Teachers on the Intention of Teaching World Englishes in Future Classrooms**

The third research question of this study is: *What are Pre-service English teachers' opinions on teaching World Englishes in their classes as future teachers?* The findings indicated that the participants reflected nearly strong agreement in the expected

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benefits of World Englishes to be implicated and applied in their classes as future teachers. The findings were evident from the overall mean value of 4.20 (see Table 4.6). Based on the findings, the near consensus showed the aims of future teaching practices for enhancing their future students' appreciation of cultural and linguistic diversity and improving intercultural communication skills in different contexts. Despite the limited generalization, these results could reflect the evolving perspectives towards English language teaching and show a significant shift towards a more inclusive and globally aware educational approach.

The findings showed the highest level of agreement in incorporating World Englishes in enriching future classrooms with cultural and linguistic diversity. This consensus highlighted a growing recognition of the importance of exposing future students to a variety of Englishes to foster a deeper understanding and appreciation of the global tapestry of cultures and languages. Such an approach aligns with the pedagogical shift towards inclusive education that values diverse linguistic backgrounds as a resource rather than a challenge (Canagarajah, 2013; Jenkins, 2007). Besides, the agreement of World Englishes in the classroom may support the argument that exposure to diverse linguistic varieties could enhance students' cultural sensitivity and linguistic flexibility. By interacting with the wide range of Englishes spoken globally, students would learn about different dialects and accents and gain insights into the cultures and contexts from which these varieties emerge. This pedagogical strategy should help a more integrated understanding of English as a global lingua franca, overstepping traditional native-speaker norms. Concerning the pedagogical benefits of incorporation, Matsuda and Friedrich (2011) argued that exposure to varieties of English could enhance learners' communicative competence, preparing them for real-world interactions in increasingly multilingual environments. This approach aligns with the communicative language teaching (CLT) framework, which prioritizes the ability to communicate effectively over the only acquisition of grammatical structures (Yadgarovna, 2022).

Additionally, the strong agreement aligned with the thematic responses from the additional comments, providing an insight into the pedagogical strategies aiming to employ the advantages of promoting World Englishes for enhancing the appreciation of linguistic and cultural diversities. This correlated opinion potentially reflected a growing recognition of the role of language education in fostering intercultural

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understanding and respect. Such an approach to exposure to diverse linguistic and cultural contexts could enhance students' intercultural sensitivity (Byram, 1997).

Moreover, the emphasis on encouraging future students to appreciate and use English based on their linguistic and cultural diversities, as expressed by theme 4 in the additional comment, aligned with the broader educational goal of enhancing students' confidence and language skills in English communication. This pedagogical strategy suggested that linguistic diversity should be a feature of the global landscape of English and a helping tool in language learning and teaching in the classroom. By recognizing and valuing the various forms of English within students' identities, educational practitioners could create a more inclusive and supportive learning environment, helping encourage students to contribute their perspectives and experiences and their improved learning motivation, such as indicated in Ayuthaya (2016) and Boonsuk et al. (2021).

The strong agreement on providing resources or assignments that integrate the exploration of World Englishes ( $M=4.35$ ) further demonstrated the future teachers' commitment to incorporating materials that reflect the pluricentric nature of English. Based on the incorporation of World Englishes, the pedagogical strategy to incorporate World Englishes into teaching materials and assignments could be a theoretical proposition and provide pedagogical benefits, as highlighted in empirical research. Matsuda (2003a), for example, argued that exposing learners to a diverse range of Englishes can significantly enhance their communicative competence. This may be because learners become more competent at understanding and producing English in various contexts, increasing their ability to communicate with speakers from different linguistic backgrounds effectively. Such exposure should help revoke the native-speaker paradigm, which has traditionally dominated English language teaching, promoting a more inclusive approach that reflects the linguistic diversity of the global English-speaking community (Jenkins, 2007; Matsuda, 2003a). Moreover, McKay (2002) suggested that incorporating World Englishes into the curriculum could foster a more authentic understanding of global English use, encouraging students to appreciate the cultural and linguistic diversity embedded in English interactions worldwide. This approach relates to the goal of developing intercultural communicative competence, an essential skill in the present interconnected world, by exposing students to the variety of cultural contexts in which English is used (Byram, 1997).

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The opinion also was strongly recognized about recognizing World Englishes as a tool for improving intercultural communication skills, which should highlight the practical benefits in everyday life and occupational settings. By familiarizing students with diverse English, educators could equip them with the skills necessary to navigate complex intercultural interactions, a competence increasingly valued in current trends of the global occupation market (Zaghar, 2016). Based on the trend, World English's implication in such terms should have practical benefits, especially in occupational settings where global communication and collaboration are increasingly the norm.

The benefit of integrating World Englishes into listening practices was strongly perceived ( $M=4.31$ ). It suggested the understanding that comprehending diverse accents and dialects should be crucial for effective communication in the present multilingual world. This finding is coherent with studies by Derwing and Munro (2009), arguing that exposure to various accents can enhance students' ability to understand varied pronunciations and help mitigate potential communication failures in real-world settings. Their study also suggested that repeated exposure to non-native accents could significantly improve listeners' comprehension. This strategy of listening learning suggested the importance of integrating diverse English varieties into language teaching practices. According to this, the teaching plan could include activities to help students enhance their listening competence in the real world in which diverse English varieties and cultures of English speakers would be expected to be exposed.

Similarly, the item related to the benefits of providing resources or assignments that integrate the exploration of World Englishes was coherent with the additional comment, emphasizing the importance of practicing listening to various English accents to contribute to more understanding of the diversity of the English language and improved communication skills. This pedagogical strategy was expected to help in language acquisition and prepare students for the globalized communication demands of the 21st century in both daily live-related and occupational discourses, as indicated by Jenkins (2007).

Nevertheless, the lower-scored items in the questionnaire concerning the practices of reading, speaking, and writing knowledge based on World Englishes revealed a complex perspective. While these aspects of the World Englishes integration scored in the 'Agree' range, they were notably lower than other aspects of language education relating to listening and cultural appreciation. This viewpoint indicated a

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cautious optimism or potential reservations about the practical implementation of World Englishes in these specific areas. Furthermore, the additional comments showed such reservations in these findings. For instance, while many respondents expressed a desire to apply World Englishes in their future classes to expose students to linguistic and cultural diversities and to improve their understanding and communication in English through listening to various accents, there were slightly more reserved stances on reading, speaking, and writing activities. This discrepancy may suggest that while future teachers recognize the value of World Englishes in fostering global communication skills and cultural awareness, they might have concerns about the pedagogical approaches or resources required to integrate these into more traditional language skills areas effectively.

Moreover, the additional comments may suggest a potentially balancing willingness to incorporate World Englishes and with a view of how this incorporation should take place. For example, the themes concerning the teaching of standard native English alongside the acknowledgment of linguistic and cultural diversities may suggest a balanced approach. Teaching practitioners may balance adhering to standard English norms and embracing linguistic diversity. This approach may further reflect the debate within TESOL and applied linguistics regarding the standard English norms vs. World Englishes paradigm (Jenkins, 2007; Seidlhofer, 2011).

Moreover, the slightly lower scores for reading, speaking, and writing might be marked by the perceived challenges in assessing non-standard forms of English, a concern highlighted in other studies (Leung, Harris, & Rampton, 1997). The practicality of teaching grammar, accent, and vocabulary from various Englishes might raise questions about consistency, assessment criteria, and the potential confusion for learners aiming to master a standard form of English for academic or professional purposes. This phenomenon may be relevant in contexts where a standardized form of English is required for high stakes for language education. However, in Thai contexts, particularly in occupational areas as the end line of individuals rather than academic circles, World Englishes and the utility should be further studied for practical and valuable roles.

### 5.3 Implications of the Findings

The findings of this study have contributed to the understanding of pre-service English teachers in World Englishes, adding insights to the existing bodies of literature and research on this area. Through an investigation, the study has delved into the perspectives of future educators, shedding light on their opinions on the diverse forms of English spoken globally. The participants' outcomes could offer perspectives into pre-service English teachers' perceptions and readiness to integrate World Englishes into their future teaching practices and as a suggestion for the faculty of education. Based on the defined study significance, these findings could be a guide for the implications in different aspects, as outlined below.

The findings could contribute to the research vein on World Englishes. The findings of this study have contributed to the existing body of research concerning World Englishes, mainly in the context of teacher education. By capturing the opinions of pre-service English teachers on World Englishes, the study provided some perspectives that were overlooked in relevant research. These perspectives were essential for understanding how future educators recognized the World Englishes linguistic elements and expected themselves to be prepared and the faculty of Education to deal with the linguistic diversity and complexity inherent in the global spread of English. The inclusion of such diverse viewpoints could contribute to a better understanding of the World Englishes paradigm and its implications in real-world teaching scenarios based on the educational practitioners.

In addition to the findings, this research could be a reference for enhancing research methodology. Developing a refined and more comprehensive questionnaire, validated by experts and pre-tested before data collection, contributed to research methodology in this field. This refined tool could be implemented as a blueprint for future studies aiming to gauge opinions on World Englishes and similar relevant concepts in linguistics and education. The measurements were designed to cover how the participants thought of the World Englishes concept and the levels of agreement on its applications and implications. The process of questionnaire development might ensure that the data collected should be not only more comprehensive but also reliable and valid, thus enhancing the quality of the research findings.

The findings could be a reference in curriculum development. The research results are expected to be useful for curriculum developers. By understanding pre-service teachers' viewpoints on World Englishes, curriculum designers could use the result as preliminary information for a needs analysis in creating more inclusive and effective educational programs that reflect the linguistic diversity of the English language. This help could lead to curricula that would be more aligned with the realities of global English usage and more responsive to the needs of a diverse student body. The acknowledgment and integration of World Englishes in the curriculum can prepare students for real-world communication scenarios, where they will encounter a variety of English multi-linguistic and cultural influences. However, the implications of the findings, despite positive opinions, are not a black-and-white process.

Nevertheless, it should be a balance of complexities amongst advantage-disadvantage determination, reality consideration, and needs and practicality suitability in the practices. Concerning this study, the findings should foreshadow the specific needs for more implications of World Englishes as a valued science of an English major education. For example, World Englishes was legitimated regarding English speakers' acceptability and diverse cultural tolerance. The faculty of Education might be suggested for a more inclusive teaching approach with diversity acknowledgment in English use. Besides, the tendentious preference in some particular aspects in implementing World Englishes in future classes might suggest the curriculum development for more inclusive pedagogical training and multidisciplinary works.

The findings could indicate a practical application in educational settings. The study's findings offered practical insights for educational stakeholders, including school administrators, teachers, and policymakers. The results showed the importance of incorporating World Englishes into teaching strategies and lesson plans. For instance, educational practitioners could adopt the refined questions from the study's questionnaire to design classroom activities and classroom management that expose students to different varieties of English and different perspectives of varieties of English. This approach might not only help teachers decide on classroom approaches and management strategies but also help enable the students to recognize existing linguistic and cultural diversities.

Additionally, stakeholders could work towards a more inclusive and globally oriented English language teaching paradigm by integrating World Englishes into the

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educational discourse. In addition to classroom management, the study's questionnaire could be suggested as an educational tool. Teachers could employ relevant questions during the survey-taking process to introduce students to World Englishes. This pedagogical approach would be expected to enhance students' understanding of linguistic diversity and cultivate a critical awareness of the dynamic nature of the English language. It should encourage students to appreciate the richness of English in its global manifestations, preparing them for effective communication in multicultural and multilingual settings.

#### 5.4 Limitations of the Study

As per some constrains, this study acknowledges that there are some limitations. The limitations are preliminarily indicated in the delimitations (see Chapter 1.) There are three significant limitations recognized in this study, as follows.

First, the sample of this study is limited to pre-service English teachers or undergraduate Education English students from only one university. That may affect the limited generalizability, which is a feature of a quantitative research mode.

In addition, no other stakeholders such as lecturers nor other relevant factors such as investigation in curriculum or syllabuses were included in the research population nor data-analysis consideration criteria. They may be considered as a factor affecting the contribution of World Englishes and the positive opinions of the participants of this study. Without this inclusion, data triangulation is not considered to cross-check the data. Cross-checking and triangulation could be applied to find correlations and further statistics examinations.

Second, this study utilized a convenience sampling strategy categorized as non-probability. This sampling strategy potentially rendered increasing bias yet reduced reliability in results.

Lastly, the methodology is mainly grounded on a quantitative mode of research. It means it has not exploited the advantages of the qualitative mode. Despite the open-ended qualitative data of Part V: Additional Comments, in-depth data from the samples was not fully-functionally fetched. These limitations can be mitigated for extending to further studies as discussed in the following section.

In conclusion, while this study provides insights into the opinions of pre-service English teachers on World Englishes, it acknowledged certain limitations that may impact the width and depth of its findings. The sample size, confined to undergraduate students from a single university, limited the generalizability of the results. The exclusion of other stakeholders and relevant factors, such as lecturers and curriculum analysis, may hinder comprehensive data triangulation. Furthermore, the reliance on a convenience sampling method might introduce potential biases, and the primary focus on quantitative methods could limit the depth of qualitative insights. Addressing these limitations in future research could provide a more holistic understanding of the evolving perspectives on World Englishes.

## 5.5 Recommendations for Further Studies

This study has scaffolded possible research niches for other researchers to conduct further studies. The following recommendations for further studies are obtained from the preceding limitations disclosed from the methodology and its findings.

First, extending the participant samples from more than one research site is recommended. This extension would help establish more generalizability of the findings that could be applied as a general reference of the educational Thai context regarding World Englishes. The general reference could be applied in building a curriculum in a needs analysis state, as discussed in the significance of the study (see Chapter 1.)

In addition to this generalizability extension, other stakeholders and other relevant factors, such as curriculum investigation and the aspect of degree of World Englishes exposure, should be included. In this study, the opinions are majorly reflected based merely on the student participants' perspectives. As discussed in the limitations, they might be significant factors in influencing positive opinions on World Englishes. From another viewpoint, information from any other relevant factors is expected to help triangulate one another for a better quality of reliability of the study. In terms of findings, its correlations amongst potential factors, such as exposure to World Englishes, opinions toward it, and current curriculum design, are possible for further studies.

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Second, further ethical consideration should be conceded regarding the sampling method. A probability sampling method with randomization should be implemented. This method should help reduce bias in the selection of samples. Concerning the Belmont Report (Eckstein, Eckstein, & Eckstein, 2003), this method should raise more "Justice" for participants in terms of conclusive results from them.

Third, alternative methodology designs should be further deployed to enhance results. Qualitative or mixed-method research designs could be applied to patch the niches of this study, which utilizes a quantitative design. The qualitative design could be used to inspect better in-depth information about the opinions. Alternatively, it should be recommended to utilize a mixed-method research design to exploit their advantages. Revealed information might be more solid as information might be detailed as per qualitative descriptions and more significant quantitative coverages of samples.

Lastly, any other relevant frameworks or aspects concerning World English and pedagogy are recommended for investigation. This study investigated opinions relevant to the accent, grammar, and vocabulary of World Englishes, applications in the Faculty of Education, and the classroom as future teachers regarding the usefulness of World Englishes. Other relevant aspects are encouraged to examine, such as the effectiveness of World Englishes in terms of intercultural communication skills, World Englishes and rising appreciation of identities of diverse linguistics and cultures, the legitimization of Thai English, helpfulness of World Englishes and English pedagogy in the Thai context.

## 5.6 Conclusion

The study investigated the opinions of pre-service English teachers in a southern Thai university concerning World Englishes, emphasizing their perspectives on vocabulary, grammar, accent, and their pedagogical implications. This investigation contributes significantly to understanding the evolving roles of English in a globalized educational context, enriching our comprehension of how World Englishes are perceived and integrated into teaching practices by future educators.

The findings revealed a generally positive disposition towards World Englishes among the participants. They recognized the linguistic diversity represented by World Englishes as an enriching element that reflects the dynamic and multifaceted nature

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of the English language in global communication. Notably, the pre-service teachers showed a high level of acceptance for variations in vocabulary and accent, which they perceived as reflective of authentic English use in various sociolinguistic contexts across the globe. This acceptance is crucial, as it underlines a shift from traditional perceptions that often prioritize native-like forms of English. Instead, there is a growing appreciation for the functional aspects of language use, where communicative effectiveness is valued over adherence to normative standards.

Regarding grammar, the responses were slightly more conservative, preferring more standardized forms. This tendency might stem from educational backgrounds and the prevalent exam-oriented learning environments that often emphasize grammatical accuracy for academic success. However, even here, there was a noticeable openness to accepting grammatical variations when they did not impede understanding, suggesting a pragmatic approach to language teaching that could serve students well in real-world communication.

The pedagogical implications of these findings are profound. The positive opinions towards World Englishes among these future educators suggest a readiness to adopt more inclusive teaching methodologies that recognize and utilize the linguistic diversity of English. This indicates a shift towards a more pluralistic approach to language education, which can prepare students for the realities of a globalized world where English serves as a lingua franca among speakers from diverse linguistic backgrounds. Such an approach not only enhances learners' linguistic competence but also fosters a greater sensitivity to cultural diversity, which is increasingly important in today's interconnected world.

Furthermore, the study highlighted the necessity for teacher education programs to provide more structured training on World Englishes. Enhancing the curriculum with comprehensive knowledge about the global spread and variation of English would equip these pre-service teachers with the tools needed to navigate and teach the complexities of English effectively. It would also encourage the development of critical thinking skills regarding language use and its sociocultural implications.

The study's limitations, primarily its focus on a specific region and the use of convenience sampling, suggest that while the findings provide valuable insights, they may not be universally generalizable. Future research could expand on this study's geographical scope and participant diversity to explore whether similar attitudes

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prevail among pre-service teachers in different educational or cultural settings. Additionally, longitudinal studies could examine how these attitudes evolve as pre-service teachers transition into professional teaching roles and confront the practical challenges of applying their understanding of World Englishes in the classroom.

In conclusion, this study underscores a transformative shift in the perception of English language teaching and learning, driven by the recognition and acceptance of its global diversity. The positive attitudes towards World Englishes reflect a broader understanding of English as a flexible, adaptable means of communication transcending traditional boundaries of correctness and standardization. As the next generation of English teachers prepares to enter the educational field, their openness to and appreciation for linguistic diversity holds the promise of fostering more inclusive and effective communication among global citizens, thus aligning educational practices with the demands of a globalized society.



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## Appendix A

### แบบสอบถาม ฉบับภาษาไทย

**หัวข้อวิจัย:** ความคิดเห็นของนักศึกษาฝึกประสบการณ์วิชาชีพครูสาขาวิชาภาษาอังกฤษ  
ที่มีต่อนานาภาษาอังกฤษโลก

**Research Topic:** Opinions of Pre-Service English Teachers on World Englishes

### แบบสอบถาม

แบบสอบถามนี้เป็นเครื่องมือวิจัยในการค้นคว้าอิสระเรื่อง “ความคิดเห็นของนักศึกษาฝึกประสบการณ์วิชาชีพครูสาขาวิชาภาษาอังกฤษที่มีต่อนานาภาษาอังกฤษโลก” โดย ชยาวุธ พรหมเมือง นักศึกษาระดับบัณฑิตศึกษา หลักสูตรภาษาศาสตร์ประยุกต์ – ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

แบบสอบถามนี้มีวัตถุประสงค์เพื่อสอบถามความคิดเห็นของนักศึกษาฝึกประสบการณ์วิชาชีพครูสาขาวิชาภาษาอังกฤษที่มีต่อนานาภาษาอังกฤษโลก ซึ่งมีมุมมอง 3 ด้าน ได้แก่ 1. ความคิดเห็นเกี่ยวกับนานา-ภาษาอังกฤษโลกที่เกี่ยวข้องกับคำศัพท์ ไวยากรณ์ และสำเนียง 2. ความคิดเห็นเกี่ยวกับประสบการณ์การเรียนในหลักสูตรครุศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ ที่เกี่ยวข้องกับนานาภาษาอังกฤษโลก และ 3. ความคิดเห็นเกี่ยวกับการสอนที่เกี่ยวข้องกับนานาภาษาอังกฤษโลกในชั้นเรียนในฐานะครูในอนาคต โดยแบบสอบถามนี้มี 5 ส่วน ได้แก่

- ส่วนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม
- ส่วนที่ 2 ความคิดเห็นเกี่ยวกับนานาภาษาอังกฤษโลกที่เกี่ยวข้องกับคำศัพท์ ไวยากรณ์ และสำเนียง
- ส่วนที่ 3 ความคิดเห็นเกี่ยวกับประสบการณ์การเรียนในหลักสูตรครุศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ ที่เกี่ยวข้องกับนานาภาษาอังกฤษโลก
- ส่วนที่ 4 ความคิดเห็นเกี่ยวกับการสอนที่เกี่ยวข้องกับนานาภาษาอังกฤษโลกในชั้นเรียนในฐานะครูในอนาคต
- ส่วนที่ 5 ความคิดเห็นเพิ่มเติม

### คำชี้แจงการยินยอมเข้าร่วมการวิจัย

ก่อนที่จะตอบแบบสำรวจแบบสอบถามนี้ข้าพเจ้าทำความเข้าใจวัตถุประสงค์และวิธีการวิจัยนี้แล้ว ข้าพเจ้ารับทราบว่าการเข้าร่วมในการศึกษานี้เป็นไปโดยสมัครใจ และข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมโดยไม่จำเป็นต้องแจ้งเหตุผลใด ๆ ข้าพเจ้าเข้าใจว่าไม่ว่าจะบอกเลิกจากการเข้าร่วมการวิจัยนี้หรือทำแบบสอบถามนี้จะไม่ส่งผลการได้คะแนนหรือเกรดที่พึงได้รับในวิชาเรียนของข้าพเจ้าหลังจากการเก็บข้อมูลนี้

ผู้วิจัยรับรองว่าจะตอบคำถามที่เกี่ยวข้องจนกว่าข้อสงสัยจะคลี่คลายด้วยความเต็มใจและปิดบังซ่อนเร้น ผู้วิจัยจะรับรองว่าจะเก็บข้อมูลเฉพาะที่เกี่ยวกับตัวข้าพเจ้าเป็นความลับ และผู้วิจัยจะลบข้อมูลส่วนบุคคลนี้ภายใน 24 เดือนหลังจากการรวบรวมข้อมูล ข้อมูลของข้าพเจ้าจะได้รับการประมวลผลและเปิดเผยได้ในรูปแบบของการสรุปผลการวิจัยโดยไม่เปิดเผยตัวตน

การเปิดเผยข้อมูลส่วนบุคคลของข้าพเจ้าต่อองค์กรหรือหน่วยงานใด ๆ ต้องได้รับความยินยอมจากข้าพเจ้า และการเปิดเผยดังกล่าวจะทำให้ได้ด้วยเหตุผลทางวิชาการเท่านั้น

ข้าพเจ้าได้อ่านข้อความข้างต้นและมีความเข้าใจดีทุกประการแล้ว จึงยินยอมที่จะให้ข้อมูลที่เกี่ยวข้องกับแบบสอบถามและการศึกษานี้และตอบแบบสอบถามนี้ด้วยความเต็มใจ

.....

(.....)

(...../...../...../)

(วัน / เดือน / ปี)

**ส่วนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม**

**คำแนะนำ:** โปรดทำเครื่องหมาย X เพื่อเลือกคำอธิบายเพศและอายุของท่าน

## 1.1 เพศ

 ชาย หญิง ไม่ประสงค์ระบุข้อมูล

## 1.2 อายุ

 20 21 22 23 24 อื่น ๆ (โปรดระบุตัวเลข).....

**ส่วนที่ 2** ความคิดเห็นเกี่ยวกับนานาชาติภาษาอังกฤษโลกที่เกี่ยวข้องกับคำศัพท์ ไวยากรณ์ และสำเนียง  
 ข้อมูลส่วนนี้เกี่ยวกับความคิดเห็นของท่านที่มีต่อนานาชาติภาษาอังกฤษโลกที่เกี่ยวข้องกับคำศัพท์  
 ไวยากรณ์ และสำเนียง การวัดความคิดเห็นจะใช้ “มาตรวัดการจำแนกตามความหมาย” (semantic  
 differential scale) ที่ใช้คู่ตรงข้ามของคำคุณศัพท์จากในทางลบไปทางบวกอธิบายความเข้มของ  
 ปฏิกริยาที่มีต่อเรื่องสิ่งใดสิ่งหนึ่ง เช่น แย่หรือดี เป็นต้น

**คำแนะนำ:** โปรดทำเครื่องหมาย X ในวงกลมแต่ละข้อจากระดับ 1 ถึง 10 ของแต่ละคู่คุณศัพท์  
 ที่อธิบายข้อความต่อไปนี้ได้ดีที่สุดตามความคิดเห็นของท่าน ประกอบด้วย 10 ระดับซึ่ง ระดับที่ 1  
 หมายถึง คำอธิบายเชิงลบมากที่สุด ไปจนถึง ระดับที่ 10 หมายถึง คำอธิบายเชิงบวกมากที่สุด

**อธิบายคำศัพท์โดยสังเขป:**

นานาชาติภาษาอังกฤษโลก หมายถึง การศึกษาปรากฏการณ์ในภาษาอังกฤษที่มีความหลากหลาย  
 และมีสถานะเป็นสากล มีการศึกษาภาษาอังกฤษที่หลากหลาย เช่น ภาษาอังกฤษแบบสิงคโปร์  
 ภาษาอังกฤษแบบญี่ปุ่น และภาษาอังกฤษแบบอินเดีย เป็นต้น การศึกษามุ่งเน้นไปที่ลักษณะ  
 เฉพาะที่ได้รับอิทธิพลจากวัฒนธรรมท้องถิ่น ส่งผลต่อการออกเสียง ไวยากรณ์ และคำศัพท์ เมื่อ  
 เปรียบเทียบกับภาษาอังกฤษแบบอังกฤษมาตรฐาน

2.1 จากประสบการณ์ของฉันทที่เกี่ยวข้องกับนานาภาษาอังกฤษโลก (เช่น ภาษาอังกฤษแบบอินเดีย ภาษาอังกฤษแบบญี่ปุ่น ภาษาอังกฤษแบบไทย และภาษาอังกฤษแบบสิงคโปร์ เป็นต้น) ฉันทคิดว่าสำเนียงที่ในนานาภาษาอังกฤษโลกนั้น....

ไม่ดี	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ดี
น่าละอาย	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	น่าภูมิใจ
ไม่มีระดับ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	มีระดับ
ไม่เป็นมืออาชีพ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	มืออาชีพ
ไม่ถูกต้อง	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ถูกต้อง
ยอมรับไม่ได้	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ยอมรับได้
ไม่น่าฟังพอใจ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	น่าฟังพอใจ
ไม่สมบูรณ์	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	สมบูรณ์

2.2 จากประสบการณ์ของฉันทที่เกี่ยวข้องกับนานาภาษาอังกฤษโลก (เช่น ภาษาอังกฤษแบบอินเดีย ภาษาอังกฤษแบบญี่ปุ่น ภาษาอังกฤษแบบไทย และภาษาอังกฤษแบบสิงคโปร์ เป็นต้น) ฉันทคิดว่าไวยากรณ์ที่ในนานาภาษาอังกฤษโลกนั้น....

ไม่ดี	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ดี
น่าละอาย	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	น่าภูมิใจ
ไม่มีระดับ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	มีระดับ
ไม่เป็นมืออาชีพ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	มืออาชีพ
ไม่ถูกต้อง	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ถูกต้อง
ยอมรับไม่ได้	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ยอมรับได้
ไม่น่าฟังพอใจ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	น่าฟังพอใจ
ไม่สมบูรณ์	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	สมบูรณ์

2.3 จากประสบการณ์ของฉันทที่เกี่ยวข้องกับนานาภาษาอังกฤษโลก (เช่น ภาษาอังกฤษแบบอินเดีย ภาษาอังกฤษแบบญี่ปุ่น ภาษาอังกฤษแบบไทย และภาษาอังกฤษแบบสิงคโปร์ เป็นต้น) ฉันทคิดว่าคำศัพท์ที่ในนานาภาษาอังกฤษโลกนั้น....

ไม่ดี	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ดี
น่าละอาย	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	น่าภูมิใจ
ไม่มีระดับ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	มีระดับ
ไม่เป็นมืออาชีพ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	มืออาชีพ
ไม่ถูกต้อง	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ถูกต้อง
ยอมรับไม่ได้	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	ยอมรับได้
ไม่น่าฟังพอใจ	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	น่าฟังพอใจ
ไม่สมบูรณ์	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	สมบูรณ์

**ส่วนที่ 3** ความคิดเห็นเกี่ยวกับประสบการณ์การเรียนรู้ในหลักสูตรครุศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ ที่เกี่ยวข้องกับนานาชาติภาษาอังกฤษโลก

ข้อมูลส่วนนี้เกี่ยวกับความคิดเห็นของท่านที่มีต่อประสบการณ์การเรียนรู้ในหลักสูตรครุศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ ที่เกี่ยวข้องกับนานาชาติภาษาอังกฤษโลก

**คำแนะนำ:** โปรดทำเครื่องหมาย **X** เพื่อเลือกระดับความคิดเห็น 1 ระดับ ที่ตรงกับความคิดเห็นของท่านมากที่สุด ที่มีต่อข้อความแต่ละข้อความ โดยใช้ระดับความคิดเห็นดังต่อไปนี้

- |   |         |                      |
|---|---------|----------------------|
| 1 | หมายถึง | ไม่เห็นด้วยอย่างยิ่ง |
| 2 | หมายถึง | ไม่เห็นด้วย          |
| 3 | หมายถึง | ไม่แน่ใจ             |
| 4 | หมายถึง | เห็นด้วย             |
| 5 | หมายถึง | เห็นด้วยอย่างยิ่ง    |

**อธิบายคำศัพท์โดยสังเขป:**

นานาชาติภาษาอังกฤษโลก หมายถึง การศึกษาปรากฏการณ์ในภาษาอังกฤษที่มีความหลากหลายและมีสถานะเป็นสากล มีการศึกษาภาษาอังกฤษที่หลากหลาย เช่น ภาษาอังกฤษแบบสิงคโปร์ ภาษาอังกฤษแบบญี่ปุ่น และภาษาอังกฤษแบบอินเดีย เป็นต้น การศึกษามุ่งเน้นไปที่ลักษณะเฉพาะที่ได้รับอิทธิพลจากวัฒนธรรมท้องถิ่น ส่งผลต่อการออกเสียง ไวยากรณ์ และคำศัพท์ เมื่อเปรียบเทียบกับภาษาอังกฤษแบบอังกฤษมาตรฐาน

ข้อความ	ไม่เห็นด้วยอย่างยิ่ง (1)	ไม่เห็นด้วย (2)	ไม่แน่ใจ (3)	เห็นด้วย (4)	เห็นด้วยอย่างยิ่ง (5)
<b>ข้อที่ 1 – 7: ฉันคิดว่าเป็นประโยชน์สำหรับฉันที่ครูของฉันจะ...</b>					
1. นำบทเรียนเกี่ยวกับนานาชาติภาษาอังกฤษโลกเข้ามาในชั้นเรียนเพื่อส่งเสริมความหลากหลายทางวัฒนธรรมและภาษา					
2. ให้ฉันฝึกฟังสื่อการสอนโดยใช้นานาภาษาอังกฤษโลก					
3. ให้ฉันฝึกพูดโดยใช้ไวยากรณ์ สำเนียง และคำศัพท์ที่แสดงถึงนานาชาติภาษาอังกฤษโลก					
4. ให้ฉันฝึกเขียนโดยใช้ไวยากรณ์ สำเนียง และคำศัพท์ที่แสดงถึงนานาชาติภาษาอังกฤษโลก					
5. ให้ฉันฝึกอ่านข้อความโดยใช้ไวยากรณ์และคำศัพท์ที่แสดงถึงนานาชาติภาษาอังกฤษโลก					
6. ส่งเสริมให้ฉันใช้คำศัพท์ที่แสดงถึงนานาชาติอังกฤษโลกในงานที่ได้รับมอบหมาย					
7. ใช้ตำราและสื่อการสอนภาษาอังกฤษที่มีตัวอย่างและแบบฝึกหัดที่สะท้อนถึงแนวคิดนานาชาติอังกฤษโลก เช่น คำศัพท์และไวยากรณ์ เป็นต้น					
<b>ข้อ 8 – 12: ฉันคิดว่า...</b>					
8. การส่งเสริมแนวคิดนานาชาติอังกฤษโลกในการเรียนการสอนของฉันเป็นประโยชน์ต่อการเห็นคุณค่าความหลากหลายทางภาษาของฉัน					
9. การส่งเสริมแนวคิดนานาชาติอังกฤษโลกในการเรียนการสอนของฉันเป็นประโยชน์ต่อการเห็นคุณค่าความแตกต่างทางวัฒนธรรมของฉัน					
10. การรับรู้ถึงแนวคิดนานาชาติอังกฤษโลกนั้นมีประโยชน์ในการช่วยพัฒนาทักษะการสื่อสารระหว่างวัฒนธรรมในบริบททางการศึกษา					

ข้อความ	ไม่เห็นด้วยอย่างยิ่ง (1)	ไม่เห็นด้วย (2)	ไม่แน่ใจ (3)	เห็นด้วย (4)	เห็นด้วยอย่างยิ่ง (5)
11. การรับรู้ถึงแนวคิดนานาชาติภาษาอังกฤษโลกนั้นมีประโยชน์ในการช่วยพัฒนาทักษะการสื่อสารระหว่างวัฒนธรรมในชีวิตประจำวัน					
12. การที่คณะครุศาสตร์ สาขาวิชาภาษาอังกฤษ บูรณาการแนวคิดนานาชาติภาษาอังกฤษโลกในการเรียนการสอนจะเป็นประโยชน์ต่อการประกอบอาชีพครูในอนาคตของฉัน					



**ส่วนที่ 4** ความคิดเห็นเกี่ยวกับการสอนที่เกี่ยวข้องกับนานาชาติภาษาอังกฤษโลกในชั้นเรียนในฐานครูในอนาคต

ข้อมูลส่วนนี้เกี่ยวกับความคิดเห็นของท่านที่มีต่อการสอนที่เกี่ยวข้องกับนานาชาติภาษาอังกฤษโลกในชั้นเรียนในฐานครูในอนาคต

**คำแนะนำ:** โปรดทำเครื่องหมาย **X** เพื่อเลือกระดับความคิดเห็น 1 ระดับ ที่ตรงกับความคิดเห็นของท่านมากที่สุด ที่มีต่อข้อความแต่ละข้อความ โดยใช้ระดับความคิดเห็นดังต่อไปนี้

- |   |         |                      |
|---|---------|----------------------|
| 1 | หมายถึง | ไม่เห็นด้วยอย่างยิ่ง |
| 2 | หมายถึง | ไม่เห็นด้วย          |
| 3 | หมายถึง | ไม่แน่ใจ             |
| 4 | หมายถึง | เห็นด้วย             |
| 5 | หมายถึง | เห็นด้วยอย่างยิ่ง    |

**อธิบายคำศัพท์โดยสังเขป:**

นานาชาติภาษาอังกฤษโลก หมายถึง การศึกษาปรากฏการณ์ในภาษาอังกฤษที่มีความหลากหลายและมีสถานะเป็นสากล มีการศึกษาภาษาอังกฤษที่หลากหลาย เช่น ภาษาอังกฤษแบบสิงคโปร์ ภาษาอังกฤษแบบญี่ปุ่น และภาษาอังกฤษแบบอินเดีย เป็นต้น การศึกษามุ่งเน้นไปที่ลักษณะเฉพาะที่ได้รับอิทธิพลจากวัฒนธรรมท้องถิ่น ส่งผลต่อการออกเสียง ไวยากรณ์ และคำศัพท์ เมื่อเปรียบเทียบกับภาษาอังกฤษแบบอังกฤษมาตรฐาน

ข้อความ	ไม่เห็น ตัวอย่าง ยิ่ง (1)	ไม่เห็น ด้วย (2)	ไม่ แน่ใจ (3)	เห็น ด้วย (4)	เห็นด้วย อย่างยิ่ง (5)
<b>ข้อที่ 1 – 10: ฉันคิดว่าจะเป็นประโยชน์สำหรับนักเรียนของฉันในอนาคตที่จะ...</b>					
1. ใช้บทเรียนที่มีความรู้ด้านภาษาภาษาอังกฤษโลกเพื่อส่งเสริมความหลากหลายทางภาษาและวัฒนธรรมในห้องเรียน					
2. ให้พวกเขาได้ฝึกฟังบทสนทนาที่มีการบูรณาการแนวคิดนานาชาติภาษาอังกฤษโลก					
3. ให้พวกเขาได้ฝึกพูดโดยใช้ไวยากรณ์ สำเนียง และคำศัพท์ที่มีการบูรณาการแนวคิดนานาชาติภาษาอังกฤษโลก					
4. ให้พวกเขาได้ฝึกอ่านข้อความที่ใช้ไวยากรณ์และคำศัพท์ที่มีการบูรณาการแนวคิดนานาชาติภาษาอังกฤษโลก					
5. ให้พวกเขาได้ฝึกเขียนโดยใช้ไวยากรณ์ สำเนียง และคำศัพท์ที่มีการบูรณาการแนวคิดนานาชาติภาษาอังกฤษโลก					
6. ส่งเสริมให้พวกเขาใช้คำศัพท์ที่แสดงถึงนานาชาติภาษาอังกฤษโลกในงานที่ได้รับมอบหมาย					
7. จัดหาสื่อการเรียนรู้หรืองานที่ได้รับมอบหมายที่ผสมผสานการศึกษาแนวคิดนานาชาติภาษาอังกฤษโลกให้กับพวกเขา					
8. ให้พวกเขารู้จักแนวคิดนานาชาติภาษาอังกฤษโลกเพื่อช่วยพัฒนาทักษะการสื่อสารข้ามวัฒนธรรมในบริบทการศึกษา					
9. ให้พวกเขารู้จักแนวคิดนานาชาติภาษาอังกฤษโลกเพื่อช่วยพัฒนาทักษะการสื่อสารข้ามวัฒนธรรมในการทำงานในอนาคต					

ข้อความ	ไม่เห็นด้วยอย่างยิ่ง (1)	ไม่เห็นด้วย (2)	ไม่แน่ใจ (3)	เห็นด้วย (4)	เห็นด้วยอย่างยิ่ง (5)
10. ให้พวกเขารู้จักแนวคตินานาภาษาอังกฤษโลก เพื่อช่วยพัฒนาทักษะการสื่อสารข้ามวัฒนธรรมในชีวิตประจำวัน					
ข้อที่ 11 - 12: ฉันคิดว่า การส่งเสริมแนวคตินานาภาษาอังกฤษโลกในห้องเรียนในอนาคตของฉันจะเป็นประโยชน์ต่อการเห็น...					
11. คุณค่าความหลากหลายทางภาษาของนักเรียนของฉัน					
12. คุณค่าความแตกต่างทางวัฒนธรรมของนักเรียนของฉัน					

## ส่วนที่ 5 ความคิดเห็นเพิ่มเติม

ข้อมูลส่วนนี้เกี่ยวกับความคิดเห็นเพิ่มเติมของท่าน

**คำแนะนำ:** โปรดเขียนเพื่อแสดงความคิดเห็นของท่านที่มีต่อข้อคำถามต่อไปนี้

1. ท่านเห็นด้วยหรือไม่ที่จะแนะนำให้หลักสูตรครุศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ นำความรู้ด้านนานาชาติภาษาอังกฤษโลกไปปรับใช้การเรียนการสอน ทำไมท่านถึงคิดเช่นนั้น ท่านจะแนะนำอย่างไร

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2. ท่านในฐานะครูในอนาคตคิดว่าจะปรับใช้ความรู้ด้านนานาชาติภาษาอังกฤษโลกในการสอนของตนเองอย่างไร

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## Appendix B

### แบบสอบถาม ฉบับภาษาอังกฤษ

#### Questionnaire

**Research Topic:** Opinions of Pre-Service English Teachers on World Englishes

#### Questionnaire Survey

This questionnaire is the research instrument for the independent study entitled “Opinions of Pre-Service English Teachers on World Englishes” by Chayawut Prommueng, a graduate student pursuing the Degree of Master of Arts in Applied Linguistics (English for Professional Purposes) at the School of Liberal Arts, King Mongkut’s Institute of Technology Ladkrabang.

This questionnaire aims to measure the opinions of pre-service English teachers on World Englishes in three dimensions, namely 1. opinions on World Englishes related to vocabulary, grammar, and accent, 2. opinions on the learning experiences of World Englishes in the Faculty of Education majoring in English, and 3. opinions on teaching World Englishes in classes as future teachers. This questionnaire consists of 5 parts which are as follows:

- Part I** Demographic information
- Part II** Opinions on World Englishes related to vocabulary, grammar, and accent
- Part III** Opinions on learning experiences of World Englishes in the Faculty of Education majoring in English
- Part IV** Opinions on teaching World Englishes in classes as future teachers
- Part V** Additional comments

## Participation Consent Form

Before completing this questionnaire, I understand the research study's objectives and methods. I acknowledge that my participation in this study is voluntary, and I have the right to withdraw my participation without providing a reason. I understand that neither withdrawing from this study nor participating in this questionnaire will impact my scores or grades in any school subjects in the future.

The researcher has willingly and openly answered any relevant questions until any ambiguities are resolved. The researcher guarantees confidentiality in collecting and storing my individual information, and the researcher will delete this information within 24 months after data collection. My information will be processed, and anonymously presented as part of the study's results.

Revealing my individual information to any organizations or agencies requires my consent, which must be for academic purposes only.

I have read and understood the above statement. I hereby consent to provide my data relevant to this questionnaire and study, and I will willingly respond to this questionnaire.

.....

(.....)

(...../...../...../)

(Day /Month / Year)

**Part I** Demographic information

**Instruction:** Please mark **X** in the boxes that correspond to your answers.

**1.1 Gender:** Male Female**1.2 Age:** 20 21 22 23 24 (Please specify):.....

**Part II** Opinions on World Englishes related to vocabulary, grammar, and accent

This part will collect data about the opinions on World Englishes related to vocabulary, grammar, and accent. The measurement will be based on the semantic differential scale presented as negative-to-positive adjective descriptions. The negative-to-positive adjectives describe the intensity of something, such as bad or good.

**Instructions:** Please mark **X** on the circle for each pair of adjectives that best describes your opinions. The levels of opinions range from level 1 to 10 for each pair of adjectives. Level 1 indicates the most negative description, while level 10 indicates the most positive description.

**Terminology Description:**

World Englishes refers to the study of phenomena in the English language that are diverse and have global status. English varieties such as Singlish, Japanese English, and Indian English are studied. The study focuses on distinct features influenced by local cultures, affecting pronunciation, grammar, and vocabulary compared to the standardized European English.

2.1 Based on my experience with World Englishes (i.e., Indian English, Japanese English, Thai English, and Singaporean English), I think the accent is...

Bad	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Good
Shameful	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Proud
Unprestigious	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Prestigious
Unprofessional	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Professional
Incorrect	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Correct
Unacceptable	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Acceptable
Unpleasant	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Pleasant
Incomplete	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Complete

2.2 Based on my experience with World Englishes (i.e., Indian English, Japanese English, Thai English, and Singaporean English), I think the grammar is...

Bad	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Good
Shameful	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Proud
Unprestigious	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Prestigious
Unprofessional	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Professional
Incorrect	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Correct
Unacceptable	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Acceptable
Unpleasant	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Pleasant
Incomplete	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Complete

2.3 Based on to my experience with World Englishes (i.e., Indian English, Japanese English, Thai English, and Singaporean English), I think the vocabulary is...

Bad	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Good
Shameful	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Proud
Unprestigious	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Prestigious
Unprofessional	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Professional
Incorrect	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Correct
Unacceptable	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Acceptable
Unpleasant	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Pleasant
Incomplete	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	Complete

**Part III** Opinions on your learning experiences of World Englishes in the Faculty of Education majoring in English

This part will measure your opinions of learning experiences in the Faculty of Education majoring in English, which relates to World Englishes.

**Instructions:** Please rate the following statements by marking **X** in the space that best reflects your level of agreement. The scores include 1 to 5 scores representing:

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

**Terminology Description:**

World Englishes refers to the study of phenomena in the English language that are diverse and have global status. English varieties such as Singlish, Japanese English, and Indian English are studied. The study focuses on distinct features influenced by local cultures, affecting pronunciation, grammar, and vocabulary compared to the standardized European English.

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
<b>Item 1 – 7: I think it is beneficial for me that...</b>					
1. my teachers incorporate lessons on World Englishes to promote cultural and linguistic diversity in the classroom.					
2. my teachers let me practice listening to instructional media with the integration of World Englishes.					
3. my teachers let me practice speaking using grammar, accent and vocabulary with the integration of World Englishes.					
4. my teachers let me practice reading texts using grammar and vocabulary with the integration of World Englishes.					
5. my teachers let me practice writing texts using grammar and vocabulary with the integration of World Englishes.					
6. my teachers encourage me to use vocabulary representing World Englishes in my assignments.					
7. my teachers use English language textbooks and materials including examples and exercises that reflect World Englishes, such as vocabulary and grammar.					
<b>Item 8 – 12: I think that...</b>					

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Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
8. promoting World Englishes in my education is advantageous for my appreciation for linguistic diversity.					
9. promoting World Englishes in my education is advantageous for my appreciation for cultural differences.					
10. recognizing World Englishes is helpful in contributing to my improved intercultural communication skills in educational settings.					
11. recognizing World Englishes is helpful in contributing to my improved intercultural communication skills in my everyday life.					
12. it is advantageous for my future teaching profession that my Education Program integrates World Englishes into my study.					

**Part IV** Opinions on teaching World Englishes in your classes as future teachers

The part will measure opinions on teaching World Englishes in your classes as future teachers.

**Instructions:** Please rate the following statements by marking **X** in the space that best reflects your level of agreement. The scores include 1 to 5 scores representing:

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

**Terminology Description:**

World Englishes refers to the study of phenomena in the English language that are diverse and have global status. English varieties such as Singlish, Japanese English, and Indian English are studied. The study focuses on distinct features influenced by local cultures, affecting pronunciation, grammar, and vocabulary compared to the standardized European English.

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
<b>Item 1 – 10: I think it will be beneficial for my future students to...</b>					
1. use lessons related to World Englishes to promote linguistic and cultural diversity in my classroom.					
2. let them practice listening to conversations with the integration of World Englishes.					
3. let them practice speaking using grammar, accent, and vocabulary with the integration of World Englishes.					
4. let them practice reading texts using grammar and vocabulary with the integration of World Englishes.					
5. let them practice writing texts using grammar and vocabulary with the integration of World Englishes.					
6. encourage them to use vocabulary representing World Englishes in their assignments.					
7. provide them with resources or assignments that integrate the exploration of World Englishes.					
8. let them recognize World Englishes to contribute to improved intercultural communication skills in educational settings.					

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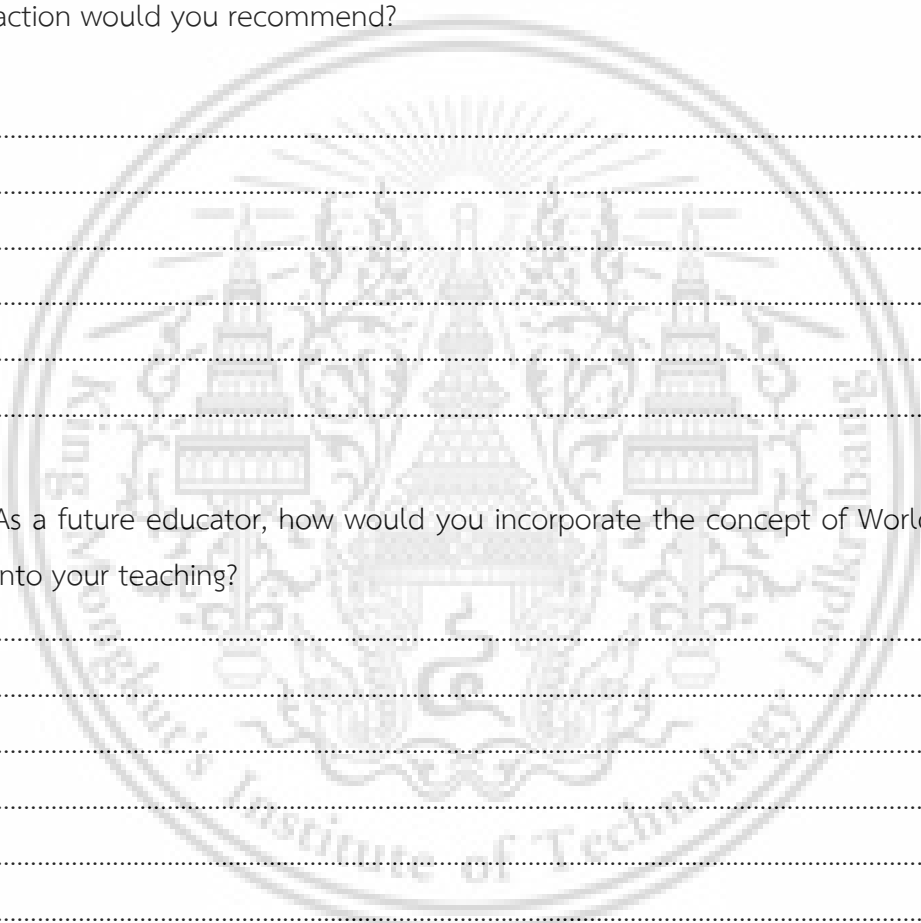
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
9. let them recognize World Englishes to contribute to improved intercultural communication skills in their everyday life.					
10. let them recognize World Englishes to contribute to improved intercultural communication skills in occupational settings in the future.					
<b>Item 11 – 12: I think promoting World Englishes in my future classroom will be advantageous...</b>					
11. for my students' appreciation for linguistic diversity.					
12. for my students' appreciation of cultural differences.					

**Part V:** Additional comments

This part asks you to provide additional information or comments on the topics, if any.

**Instructions:** Please write any comments in response to the following questions.

1. Would you suggest that the English Program of the Faculty of Education apply World Englishes in the pedagogy? Could you elaborate on your reasoning? What course of action would you recommend?



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2. As a future educator, how would you incorporate the concept of World Englishes into your teaching?

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## AUTHOR'S BIOGRAPHY

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