THAI STUDENTS' AWARENESS ATTITUDES OF GLOBAL ENGLISHES PEDAGOGY AND TARGET INTERLOCUTOR

Fang Miao,
Eric A. Ambele[i]
Mahasarakham University,
Thailand

Abstract:

The widespread use of English as a world language has caused changes in the sociolinguistic reality of English speakers, English use, and English-speaking societies. No paradigm has been able to completely capture and account for such changes in the English language given the current changes. In order to reflect the sociolinguistic realities of today, researchers have advocated for a paradigm shift from traditional pedagogy to a new pedagogy that can prepare students to use English in intercultural communication and incorporate multiple varieties of English and cultures. The attitudes of 20 Thai English major students who successfully completed a one-semester Global English language teaching course were investigated using questionnaire and interview data. The analysis included both quantitative and qualitative methods using descriptive statistics and qualitative content analysis, respectively. The results demonstrated that the 15-week GE-informed pedagogy significantly improved student views toward GE awareness. The students further reported that English should be viewed as a language serving varied communicative needs among different multilingual users and not just native users as target interlocutors. These results call for more GE-awareness pedagogical activities for a better understanding of the practical uses of English and in compliance with global linguistic diversifications.

Keywords: Global Englishes, language attitudes, global English awareness pedagogy, target interlocutors

1. Introduction

The widespread use of English as a world language has caused changes in the sociolinguistic reality of English speakers, English use, and English-speaking societies. No paradigm has been able to completely capture and account for such changes in the English language given the current changes. Researchers have made the case for a

[i] Correspondence: email eric.a@msu.ac.th, 1241558729@qq.com

paradigm shift away from traditional pedagogy and toward a new pedagogy that can prepare students to use English in intercultural communication by incorporating a variety of Englishes and cultures to reflect contemporary sociolinguistic realities (Boonsuk, Wasoh & Ambele, 2022; Fang & Ren, 2018; McKenzie, 2010; Rose & Galloway, 2019). Thus, it is crucial to consider students' perspectives on GE in relation to English language instruction from a global standpoint.

Rose and Galloway (2015) proposed Global Englishes (GE) as a sociolinguistics paradigm in response to the call for a new pedagogical paradigm to accommodate for these changes in English use and diversity. GE aims to reduce sociolinguistic boundaries while embracing the dynamics of English diversity (Ambele & Boonsuk, 2021b). According to GE, English usage can be adapted to meet regional needs and does not have to follow native English-speaking standards. Furthermore, it is crucial to put reciprocal understanding before Standard English when communicating across borders or cultures. English is also frequently used as a lingua franca in multilingual settings, such as those where people have diverse linguistic and cultural backgrounds.

Although studies of Global Englishes (GE) in an Asian English language teaching (ELT) context, especially in Thai higher education, are comparatively rare, there are yet potentials for a new perspective in ELT in this context (Ambele & Boonsuk, 2021a; Boonsuk, Ambele, & McKinley, 2021). Few studies (Fang, 2016, 2017; He, 2015; Pan & Block, 2011; Sung, 2014, 2016; Wang, 2013) have examined students' perceptions of English from a Global Englishes (GE) perspective, and even fewer have done so with learners who are knowledgeable about Global Englishes. These studies have examined students' perceptions of English from a variety of perspectives, including pronunciation, accents, lexicon, grammar, and discourse. Therefore, this research examines how GE-informed students in Thailand think about GE awareness pedagogy in relation to the target interlocutor element of Global Englishes. In order to determine the effects of such GE-awareness pedagogy on the students' attitudes toward Global Englishes, including the target interlocutor aspect, this study examines the attitudes of Thai university English major students toward Global Englishes pedagogy after they have completed a 15-week course on GE based on the following research questions:

1) What are the students' attitudes towards GE-awareness pedagogy after completing a 15-week course on Global Englishes?
2) What are the students' attitudes towards the target interlocutor elements of GE-awareness pedagogy?

2. Global Englishes Awareness Pedagogy

Research has shown that there are now at least two billion English speakers worldwide as a result of globalization (Jenkins, 2015). Different academics have coined various terms to explain how English is used globally (e.g., World English and Global Englishes). The concepts of World Englishes, English as a language franca (ELF), English as an International Language (EIL), translanguaging, and plurilingualism are together

understood under the umbrella term of "Global Englishes" (GE) (Rose & Galloway, 2019). In fact, the phrase "Global Englishes" *is now used to refer to the growing "worldwide interconnectedness in terms of society, culture, economy, politics, spirituality, and language,"* as well as translation, transmodality, transculturality, and trantextuality between Englishes and other languages (McLntyre, 2009, cited in Galloway and Rose, 2015, p. 11). (Pennycook, 2007). The GE framework views English speakers as competent English-language communicators of their choosing rather than as foreign students or speakers who have not yet achieved native competence (Galloway & Rose, 2015; Jenkins et al., 2011). GE also values the well-established linguistic contexts and strategies that add to the variety of English. In contrast to the native English speakers (NES), which is no longer regarded as the only best models for English teaching, the GE idea does not view these types of discrepancies as being problematic in communication. GE instead places a greater emphasis on sense negotiation and interactional facilitation skills because these are necessary for the success of face-to-face interactions in linguacultural contexts. According to GE, even in terms of ownership, English is not just a language for one country or group, like the USA or the UK. It actually belongs to all users (Ambele & Boonsuk, 2021a Jenkins, 2009).

As evidenced by the way English is currently used, more and more individuals are claiming different Englishes as their own (Ambele & Boonsuk, 2020). As a result of this paradigm shift, many ELT ideologies that are popular among English speakers are explicitly questioned. More adaptable pedagogies need to be created in order to handle real-world interculturality in English and emergent language landscapes (Boonsuk, Ambele & McKinley, 2021; Jenkins, 2015; Galloway & Rose, 2015, 2018, Rose & Galloway, 2019). Because most English learners and users are non-native speakers, the majority of real communicative experiences occur in non-native or non-Inner Circle settings, and more users are aware of the diversity of English. In fact, it is predicted that traditional EFL philosophies will continue to be less popular (Ambele & Boonsuk, 2021b; Boonsuk, Wasoh & Ambele, 2022; Fang, 2016; Galloway & Rose, 2018).

3. Target Interlocutor in GELT

In contrast to EFL pedagogies, which frequently call for NES proficiency benchmarking, the Global Englishes Language Teaching (GELT) framework was proposed to challenge traditional ELT practices and broaden students' understanding of the diversity of English (Rose & Galloway, 2019). In contrast to how EFL pedagogies target NES as interlocutors, GE views all global English users as potential interlocutors. Standard or native English is preferred by EFL pedagogies, whereas GE pedagogy seeks to foster acceptance of linguistic and cultural diversity for successful dialogue with a variety of interlocutors.

Although GE welcomes role models who are proficient in English, EFL pedagogies believe that NES is the best model for language acquisition. EFL pedagogies frequently place a greater emphasis on global English-materials that offer more accurate depictions of what students will likely experience in their English encounters in the future or after

they graduate. By encouraging the use of English for cross-cultural communication, EFL pedagogy addresses learning requirements. The understanding of language is another important factor. The conceptualization of English as a pluricentric language, where there are multiple sets of proper linguistic norms based on the rules established by local English varieties, is the primary distinction between EFL and GE pedagogies.

Important to keep in mind is that GELT does not aim to replace the conventional ELT framework, but rather challenges the preconceived notions about English that permeate learners' beliefs, teaching strategies, and educational resources (Rose & Galloway, 2019). Therefore, GELT promotes a level playing field between educators, curriculum developers, and monolingual ideologies while also challenging societal norms and the monolingual ideology.

4. Research Methodology

In order to examine students' attitudes of GE and target interlocutor in GELT, this study employed a mixed method design (i.e. qualitative and quantitative).

4.1 Context and Participants of the Study

This research was conducted with English major students at a university in northeast Thailand who have completed a Global Englishes course for one semester (15 weeks). The participants were 20 Thai students selected on purposive and convenience basis (see details of participants' information in Table 1).

Table 1: Participant's information

Participants	Gender	Age range	Range of proficiency in English	Native language
20 Thai ELT students	Female students (18)	20 - 35	Poor - fluent	Thai
	Male students (2)	26-35		

Of the 20 students, 18 were females (90%) and 2 were males (10%) of age ranging from 20-35 for the females and 25-35 for the males, respectively. On their proficiency level in English, the students reported their ability as fair (5.2%), good (62.5%), and fluent (32.3%), with no student describing their English ability as excellent. Furthermore, most participants had 2-3 years of teaching experience (59.4%) in Thailand.

4.2 Instruments and Data Collection Procedure

Both semi-structured interviews and questionnaires were used in this mixed-method study to collect data. In order to achieve the overall objective of the research, the interview questions and questionnaire items were adapted from previous studies on the effects and attitudes of students toward GE (Ambele & Boonsuk, 2021b; Bernardo, 2014; Fang & Widodo, 2019; Jenkins, 2011; Kang & Ahn, 2019; Sifakis, 2017). With these instruments, issues about how students view GE-awareness pedagogy and how it affects their attitudes toward one facet of GE: target interlocutor were unveiled.

The participants completed an online survey on Global Englishes language attitudes questionnaire in English. After the questionnaire administration, 7 students were randomly selected to take part in the interview via online video and face-to-face depending on the preferred mode of the participant. The interviews were recorded after the respondents received consent and transcripts were sent to the participants for validation.

4.3 Date Analysis

The language attitude questionnaire items were thematically grouped in accordance with the study's objectives, and the results were then noted, tabulated, and statistically analyzed using descriptive statistics like means, frequencies, percentages, and standard deviation, enabling the researchers to give an overall account of the findings. According to Dörnyei (2007), the method for entering the data in this study was split into three steps: setting up the data file, deciding on the coding frameworks for the variables, and entering the data. After the data were entered into the software, the reliability of the questionnaire was evaluated using Cronbach's alpha.

In order to analyze the qualitative data from the interview, qualitative content analysis (QCA) was employed (Boonsuk, Ambele & McKinley, 2021; Selvi, 2020; Schreier, 2012). In general, qualitative content analysis looks at meanings in specific contexts and seeks to identify underlying trends and reliable conclusions (Patton, 2002). It is a tool for identifying word or idea patterns in texts or collections of texts. Thus, the qualitative data in this research were analyzed using Dörnyei's (2007) content analysis steps. These stages include data transcription, pre-coding and coding, ideas-memos, vignettes, profiles, and other types of data display, as well as data interpretation and conclusion-drawing. The transcriptions were read and later classified into categories to describe their characteristics in order to find emerging themes or patterns pertinent to the study. As a result, some codes were divided into subcategories, and others were discarded if they were found to be irrelevant to the study's objective.

5. Results and Discussion

5.1 Students' Attitudes towards Global Englishes-informed Pedagogy

To answer Research Question 1, descriptive statistics were used to analyze the data, and an interview was also conducted. The results showed that students had a preference for GE-pedagogy with an overall positively high ($\bar{x}$ = 3.47) mean score attitude (see Table 1).

Table 2: Students' attitudes towards Global-Englishes-informed pedagogy

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

The students' attitudes towards the Global Englishes--informed pedagogy were further supported by data from the interview. For the excerpt interview data presented in this section, and for the purpose of anonymizing the participants, a generic pseudonym (s) will be used to identify all the 7 student participants, alongside a number (e.g. S-1 and S-8) to distinguish them.

The interviews revealed that none of the 7 students had any prior awareness of the GE concept before enrolling into the Global Englishes class (see Excerpts 1 and 2). They acknowledged that they had only vaguely heard of the term and that they lacked the resources to learn more. From primary to tertiary levels of education, they were told that there are only two varieties of standard English: British and American. Some even demonstrated the fact that the knowledge they gained in this class were entirely novel to them. They were not conscious that in addition to the British and American varieties, there are other Englishes that are widely used throughout the world.

Excerpt 1:
"I have never heard of Global Englishes or the existence of English variations or varieties besides British and American varieties before I joined this class. Before this, one of my teachers had briefly and hazily mentioned it to us in class." (S-1)

Excerpt 2:
"There are just two standard forms of English, British and American, that I have been taught from elementary school through tertiary education. Up until lately, I was unaware of various English varieties in existence today. Since our high school teachers said that these two distinguished types were the sole ones, my exposure had always been to native varieties." (S-5)

These ideas (expressed in Excerpts 1 and 2) contend that it is now essential to introduce students to a variety of English dialects. Consideration should be given to shifting away from inner circle contents and moving towards regional and local cultures and materials that are more recognizable given the now global role of English (Baker, 2012; Galloway & Rose, 2018).

Many students agreed that this course offered them the chance to look at English from a new angle that showed them a new reality that they were unaware existed. They also talked about how their viewpoint on English had completely altered. In the past, native English norms were frequently used as the benchmark to assess people's verbal and nonverbal performance in English-language tasks and daily usage (see Excerpts 1 and 2). They now realize that there are various dialects of English spoken around the world (see Excerpts 3, 4 and 5), so they no longer need to mimic native English speaker accent.

Excerpt 3:
"I've learned a lot in this course, which has opened my eyes to new information because I previously believed there were just two forms of English in the globe. But now that I'm aware that there are many such diverse English varieties in use globally, including my own Thai English t variety." (S-7)

Excerpt 4:
"I now understand that there are other English varieties outside of British and American varieties. Other English varieties show that the native countries are not the only ones who own English." (S-8)

Excerpt 5:
"Given the present sociolinguistics roles of English use in various parts of the world, it is no longer true to argue that the native English speaker should be the target model. I've learned about other English varieties in this course, and I believe that they are just as significant as British and American variants. Because of this knowledge, I have a favorable outlook on people who speak these kinds or other varieties." (S-2)

Excerpts 3-5 suggest that given the current functions of English in society, native-oriented or EFL teaching methods are a myth. The needs and sociolinguistic contexts of the modern era are not taken into account by those who stick to native standards or models. English teachers, who are the main educators in the classroom, should consider this impracticality and begin to acknowledge how fluid and varied contemporary English is. The outcomes also demonstrated that the students' perspectives and level of acceptance of non-native English variations significantly increased as a result of taking the course (see Excerpt 3-5). They knew that, in addition to the British and American dialects, there are a number of other English dialects found throughout the globe that should be respected (Boonsuk, Wasoh & Ambele, 2022). Additionally, despite the fact that non-native English speakers may use the language differently from native English speakers, these differences should not be disregarded because they aid in the development of new norms for different English dialects in contemporary English dialogues.

Global Englishes pedagogy was further perceived as new ELT implementation paradigm, according to some students (see Excerpts 6 and 7). The students compared GE and EFL pedagogies and discussed how the course on Global Englishes is more appealing than an EFL pedagogy in English language instruction. The reason is that GE takes into account the actual state of English today, which is no longer closely linked to nativeness, one-dimensional standards, or specific English-speaking nations like the USA and the UK—ideas that the EFL concept is so fond of. GE views English as a universally diverse and fluid language that can be contextually changed across geographies, where communicative efficacy is the primary goal.

Excerpt 6:
"With the help of this Global Englishes awareness course, I believe that other English varieties should also be taught in schools, and the ELT curriculum should also contain other cultural topics." (S-3)

Excerpt 7:
"Given that there are currently numerous types of English spoken throughout the world, all of these dialects should be taught and included in ELT procedures. The lecturers in charge of other English language courses or other courses using English as a Medium of Instruction would benefit greatly from learning more about Global Englishes and incorporating its educational strategies into their classrooms." (S-5)

The results, however, also showed that two students disagreed with Holliday's (2006) claim that native speakers are best models for teaching English language, arguing that this idea is out-of-date and irrelevant to modern English language instruction (see Excerpts 8-10). The misperception, according to the students, is pretty serious and results in poor ELT techniques. Prior to the course, the majority of students (5 out of 7) firmly thought that NES are those with inner circle origins in terms of English ownership (see Excerpts 1 and 2) (e.g., from the UK and USA). However, after the course, their perspectives began to shift, and they understood that the notion of who the native English speakers are needed to be redefined because English is being used in a variety of ways across and beyond geographic boundaries, and the majority of English users are not citizens of the inner-circle countries.

Excerpt 8:
"The idea of the native speaker should be dispelled in the globalized 21st century. Given the shifting functions of English in modern society, this native speakerism idea shouldn't be taught in our ELT curriculum." (S-8)

Excerpt 9:

"The idea of native speakerism requires a complete review and reconceptualization given the variety of Englishes spoken around the world, where nonnative speakers outweigh native speakers. All people now own English." (S-1)

Some students clearly stated that since English is a language that many people around the world speak, it cannot belong to one person or one ethnicity solely, as shown by the views described in Excerpts 8 and 9. Instead, English has become a language that everyone who speaks it owns, enabling them to be proud to do so. Accordingly, Blair (2015, p. 99) argued that the concepts of "*nativeness, ownership, and idealized pedagogical norms...*" should be removed from the English language instruction curriculum in order to understand how the current Englishes are used. In other words, EFL pedagogies, which offer native English speakers' excessive control and decision-making authority to determine what is right and wrong, should no longer be the main method of teaching English as a foreign language. Because of this, modern English language instruction needs to be reevaluated (Boonsuk, Ambele & McKinley, 2022; Fang and Ren, 2018; Dewey, 2013; McKay, 2006).

5.2 Target Interlocutor

After the 15-week Global Englishes course, most of the participants reported that there is a need for a linguistic review towards target interlocutors (see Excerpts 10-15). For a better understanding of the realistic use of English and in conformity to global linguistic diversification, ELT should be considered as the language with multilingual users (Kirkpatrick, 2012), and not just native users.

Excerpt 10:

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

Excerpt 11:

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

Excerpt 12:

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

Excerpt 13:

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

Excerpt 14:

"English is a foreign language that must be learned in Thailand, so it is very important for me to learn English well. At first, I felt shy when I started to speak English. I was afraid that people would laugh at my accent. Because I can't communicate with native English speakers. Now that I have taken the course on Global Englishes, I feel that speaking Thai English is equally acceptable because English is just a tool for communication." (S-4)

Excerpt 15:

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

The claim that GE awareness has increased participants' awareness of the understanding that English is learned to be used not only with native speakers as the target interlocutor but also with non-native speakers is supported by the majority of participants' positive attitudes toward the target interlocutor aspect of the GE framework. According to Fang and Ren's (2018) research, students' GE awareness increased after completing the GE-awareness course. This research found that students' GE awareness-raising activities included learning about different English dialects, assessing English from a GE perspective, and fostering self-confidence.

Furthering this idea, it is necessary to revise what should be included in and excluded from the syllabus for ELT because ELF is so important to ELT and learning. In this respect, Kirpatrick's (2014) lingua franca approach principles could be thought of as more ideal for teaching English in a country like Thailand where non-native speakers use English as a common language for communication. The participants supported the ELF approach described in Excerpt 16 for ELT and learning.

Excerpt 16:

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

Policymakers, curriculum designers, teachers, and trainers could use the ELF principles outlined by Kirkpatrick (2014) as a guide when creating an ELF curriculum used for efficient English teaching and learning in the Thai ELF setting. Additionally, Kirkpatrick's (2014) curriculum supports research conducted in the Inner, Outer, and Expanding education contexts as well as other contexts (Jenkins, 2009; Galloway and Rose, 2015). In addition, three crucial elements related to the target interlocutor in ELF settings should be reexamined, according to the participants' points of view: English teaching and learning materials; English teaching methods; and English proficiency evaluation.

6. Conclusion and Implications

The ideology that favors English users from Anglophone nations and their English outputs as the only standard needs to be reconsidered and reexamined to represent the drastically altered roles of English in modern society. English language learning and instruction are critically viewed using the GE-informed pedagogy, which puts the conventional ELT approach to the test. Its main goals are to increase students' GE knowledge and get them ready for real-world communications. GE concentrates on the grammar, vocabulary, and pronunciation that improves students' English so that they successfully communicate with speakers of other languages and cultures. In order to communicate effectively, ELF users can use techniques like word-borrowing from the interlocutors' language, guessing words from context, modifying language properly, using simpler vocabulary or grammar, barely altering pronunciation, or using non-verbal cues.

To advance English learning and teaching from a GE viewpoint, all stakeholders should work together and coordinate. The purpose of GE is to educate students about their options for the best forms of instruction to meet their unique needs, and not to supplant native speaker standards. It is impossible to overstate the value of GE awareness in the preparation of teachers (Prabjandee, 2020; Sifakis, 2014). The GE idea and pedagogy should be fully understood by teachers, and they should offer GE-informed courses to ELT students. Teachers should also design courses like the one in this study in various contexts and investigate additional activities to increase awareness of the variety of Englishes and students' self-confidence as legitimate users of a global language (see Ambele & Boonsuk, 2021b, for examples of some GE-awareness activities). Language instructors should also make their students aware of how ELF speakers speak English differently from how native speakers do, as opposed to how native speakers are portrayed in ELT materials, and prepare them to use English in globalized settings. With the aid of these strategies, L2 English learners may feel more confident using the language internationally and may see themselves as genuine English users.

Acknowledgements

About the Authors

Miao Fang is a Master Degree student in English Language Teaching, Faculty of Humanities and Social Sciences, Mahasarakham University. Her research interests include Global Englishes, World Englishes, Teacher Education and Translanguaging.

Eric A. Ambele (PhD) is a lecturer and researcher at the Department of Western Languages and Linguistics, Mahasarakham University, Thailand. His research interests focus on Global Englishes, Translanguaging, Discourse Analysis, Teacher Education, Sociolinguistics, Intercultural Communication and Innovative Research Methodology.

References

Ambele, E. A., & Boonsuk, Y. (2021a). Existing EFL Pedagogies in Thai Higher Education: Views from Thai University Lecturers. *Arab World English Journal (AWEJ) Volume*, *12, 2*, 125-141.

Ambele, E. A., & Boonsuk, Y. (2021b). Developing Teachers' Global Englishes Awareness through Active Learning Activities: Insights from a Thai University Context. In Fuad, A. & Bedrettin, Y. (Eds.), *Global Englishes Language Teacher Education.* Roudledge.

Ambele, E. A. & Boonsuk, Y. (2020). Voices of Learners for Thai ELT Classrooms: A Wake Up Call Towards English as a Lingua Franca. *Asian Englishes.* https://doi.org/10.1080/13488678.2020.1759248.

Baker, J. (2012). The technology–organization–environment framework. *Information Systems Theory: Explaining and Predicting Our Digital Society, Vol. 1*, 231-245.

Boonsuk, Y., Ambele, E. A., & McKinley, J. (2021). Developing awareness of Global Englishes: Moving away from 'native standards' for Thai university ELT. *System*, *99*, 102511.

Boonsuk, Y., Wasoh, F. E., & Ambele, E. A. (2022). Global Englishes Pedagogical Activities for English-as-a-Foreign Language Settings and Beyond: Understanding Thai Teachers' Practices. *RELC Journal*, 00336882221112193.

Dewey, M. (2013). The distinctiveness of English as a Lingua Franca. *ELT Journal*, *67*(3), 346-349.

Fang, F., & Ren, W. (2018). Developing students' awareness of Global Englishes. *ELT journal*, *72*(4), 384-394.

Fang, F. G. (2016). Investigating attitudes towards English accents from an ELF framework. *The Asian Journal of Applied Linguistics*, *3*(1), 68-80.

Fang, F. G. (2017). World Englishes or English as a Lingua Franca: Where does English in China stand?: An ideological negotiation and attitudinal debate of the use and function of English in the Chinese context. *English Today*, *33*(1), 19-24.

Fang, F., & Widodo, H. P. (Eds.). (2019). *Critical perspectives on global Englishes in Asia: Language policy, curriculum, pedagogy and assessment* (Vol. 71). Multilingual Matters.

Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Routledge.

Galloway, N., & Rose, H. (2018). Incorporating Global Englishes into the ELT classroom. *ELT journal*, *72*(1), 3-14.

He, D. (2015). University students' and teachers' perceptions of China English and world Englishes: Language attitudes and pedagogic implications. *The Asian Journal of Applied Linguistics*, *2*(2), 65-76

Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. *World Englishes*, *28*(2), 200-207.

Jenkins, J. (2009). Exploring attitudes towards English as a lingua franca in the East Asian context. *Global Englishes in Asian contexts: Current and future debates*, 40-56.

Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice*, *2*(3), 49-85.

Jenkins, J., Cogo, A., & Dewey, M. (2011). Review of developments in research into English as a lingua franca. *Language teaching*, *44*(3), 281-315.

Kang, H. S., & Ahn, S. Y. (2019). Broadening learners' perspectives on World Englishes: a classroom-based study. *Language awareness*, *28*(4), 268-290.

McKenzie, R. M. (2010). *The social psychology of English as a global language: Attitudes, awareness and identity in the Japanese context*. Springer ScienceþBusiness Media.

McKay, S. L. (2012). Principles of teaching English as an international language. In *Principles and practices for teaching English as an international language* (pp. 28-46). Routledge.

Pan, L., & Block, D. (2011). English as a "global language" in China: An investigation into learners' and teachers' language beliefs. *System*, *39*(3), 391-402.

Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, *1*(3), 261-283.

Pennycook, A. (2007). Language, localization, and the real: Hip-hop and the global spread of authenticity. *Journal of language, identity, and education*, *6*(2), 101-115.

Pennycook, A. (2007). ELT and colonialism. *International handbook of English language teaching*, *15*, 13-24.

Prabjandee, D. (2020). Narratives of learning to become English teachers in Thailand: Developing identity through a teacher education program. *Teacher Development*, *24*(1), 71-87.

Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge University Press.

Schreier, M. (2012). *Qualitative content analysis in practice*. Sage publications.

Selvi, I., Baydilli, N., & Akinsal, E. C. (2020). Can YouTube English videos be recommended as an accurate source for learning about testicular self-examination?. *Urology*, *145*, 181-189.

Sifakis, N., & Bayyurt, Y. (2017). ELF-aware teaching, learning and teacher development. In *The Routledge handbook of English as a lingua franca* (pp. 456-467). Routledge.

Sifakis, N. C. (2014). Teaching pronunciation in the post-EFL era: Lessons from ELF and implications for teacher education. In *English as a foreign language teacher education* (pp. 127-146). Brill.

Sung, C. C. M. (2016). Does accent matter? Investigating the relationship between accent and identity in English as a lingua franca communication. *System*, *60*, 55-65.

Wang, Z., Li, J., Wang, Z., Li, S., Li, M., Zhang, D., ... & Tang, J. (2013, October). XLore: A Large-scale English-Chinese Bilingual Knowledge Graph. In *ISWC (Posters & Demos)* (pp. 121-124).