

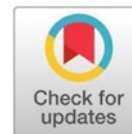
Integrating global Englishes activities in a regular English classroom

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ABSTRACT

The purposes of this qualitative study were to integrate Global Englishes (GE) activities into a regular classroom and to explore how GE activities influenced: a) students' attitude toward Global Englishes, b) respect for the variety of English, and c) the use of English in daily life. The participants were 31 Grade 9 Thai students. Designed GE lesson plans, adapted from the Global Englishes Language Teaching (GELT) framework, video recordings, were used to explore the classroom environment and to observe each activity. The researcher's reflections were used to see the participants' attitudes and reactions toward GE activity. The findings revealed that integrating GE-oriented activities in a regular English classroom is possible. The participants respect and tend to have positive attitudes toward the varieties of Englishes. The results, however, revealed that most participants hardly ever use English to communicate in daily life outside of what they learn in the classroom. Furthermore, this study offers examples of GE activities and materials that teachers can use as a model for designing and implementing GE activities that are appropriate for various classroom settings.



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1. Introduction

Due to globalisation, English has spread around the world. English has taken over as the world's language. The global trend of ELT (English language teaching) has been fueled by the popularity of English as a world language (Galloway & Rose, 2015). Consequently, English users are becoming more diverse. Since English is used all across the world, thus it is crucial to acknowledge that it belongs to everyone (Boonsuk & Ambele, 2020). It has been argued that the conventional EFL (English as a foreign language) paradigm, which uses "native English" as the exclusive benchmark for evaluation, does not adequately capture the linguistic environment of the present (Jenkins, 2014). One of the causes is that there are now more non-native English speakers (NNSs) than native English speakers (NSs) in this international language (Fang & Ren, 2018). Similarly, NNSs are more likely than NSs to utilize English with fellow NNSs (Matsuda, 2019).

The global spread of English presents teachers with a variety of challenges as they need to teach learners in different ways so that they can use English with a variety of people in multilingual contexts (Prabjandee & Fang, 2022). The traditional method of utilizing NES as the benchmark for learning is no longer sufficient since it does not equip students with the skills necessary for communication in the actual world (Matsuda, 2018). Furthermore, The needs of students learning English have quickly changed due to the expansion of English as a worldwide language (Syrbe & Rose, 2016). Consequently, it emerged a new term, called Global Englishes (GE) (Galloway & Rose, 2015; Jenkins,

2014). Canagarajah (2013) also stated that Global Englishes is the diversity of English used around the world. Moreover, the GE concept takes a multilingual approach to language diversity (Widodo, Fang & Elyas, 2020). Therefore, it is time to shift the paradigm of English language teaching from the past to the present; the new paradigm of English language teaching in the age of global Englishes is called Global English for Language Teaching (GELT). The GELT framework situates the learner's demands in a multicultural environment with a diversity of English users who adhere to various cultural standards (Fang & Ren, 2018).

English has always been identified as a foreign language in Thailand or the Thai educational system. According to the three concentric circles of Kachru (1992), Thailand is positioned in the expanding circle as English was introduced as a foreign language. Phongsirikul (2017) revealed that not many students could speak English fluently or flawlessly if they were not educated in a native English-speaking country or had not studied with native English-speaking teachers. Moreover, native English accents were favored and desired to be the target model of English accents in the Thai Education system (Ambele & Boonsuk, 2020; Snodin & Young, 2015; Saengboon, 2015; Buripakdi, 2012). Tananuraksakul (2017) found that Thai students had negative attitudes and felt ashamed of their non-native English accents and they were reluctant to speak English since they could not communicate with a native accent. Furthermore, most of the secondary school teachers in Thailand are supposed to teach the English Language to follow the policy of the Ministry of Education. According to one of the main contents for the foreign languages in the Thailand Basic Core Curriculum B.E. 2551 (MOE, 2008, p. 253), mention that "Language and Culture: use of foreign languages harmonious with culture of native speakers. Moreover, Panyang and Phusawisot (2022) claimed that the textbooks used in the lower secondary levels in Thailand primarily represent the target interlocutors from the native speakers of English. This makes the knowledge about the varieties of English limited in the English language in Thailand. These statements caused a limitation to teaching and learning of English as the native norms. There are no varieties of Englishes, which do not respond to changes in the present world.

For these reasons, to prepare Thai students for the reality in the globalization outside classroom that English becomes more varieties, English language teachers should bring varieties of English awareness into the English classroom and shift the paradigm from using the native English speaker as a model to using intercultural speakers as models in English teaching. In order to improve students' English language proficiency and prepare them to participate in a range of global contexts, it is crucial that English Language Teaching (ELT) classes raise students' knowledge of Global Englishes (GE) (Galloway & Rose, 2018). Boonsuk, Ambele, and McKinley (2021) identified that GEs-oriented pedagogies should be integrated into English language learning and teaching in Thailand to the changing sociolinguistic landscape of English use today. Consequently, it is time to implement and prove that Global Englishes for Language Teaching (GELT) is implementable.

Limited research has integrated GE on the lower secondary level, mostly among undergraduate students. Furthermore, most of the researchers have developed a new course, and they teach GE as content. Conversely, in this study, the researcher integrates GE on the lower secondary level by integrating GE into the existing English curriculum. That means the content in each lesson follows the regular curriculum. Still, the researcher integrates five GE activities into the lessons to introduce about the GE strategies that are important for this global context based on the GELT framework.

1.1 Global Englishes Language Teaching

According to the globalization trend, the purpose of learning English is to prepare for the real world, which is in line with the goals of Global Englishes Language Teaching (GELT). The Global Englishes Language Teaching (GELT) framework was created firstly by Galloway (2013), providing a practical conceptual framework to inform English language curriculum development. GELT was developed to raise students' awareness of English diversity and to challenge native speaker-oriented ELT. GE places less emphasis on native speaker English as. It emphasizes the diversity of English, looking at the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and users in real-world communication (Galloway & Rose, 2015). Hence, it is recommended that English language teachers and educators should shift their perspective of language and encourage a movement from the Traditional ELT to Global English Language Teaching.

Due to the changes in ELT, Galloway and Rose (2015) have grouped the six key themes referred to as the GELT proposals. These are:

1. Increasing World Englishes and ELF exposure in language curriculum;
2. Emphasizing respect for multilingualism in ELT;
3. Raising awareness of Global Englishes in ELT;
4. Raising awareness of ELF strategies in language curriculum;
5. Emphasizing respect for diverse cultures and identities in ELT;
6. Changing English teacher hiring practices in the ELT industry.

This study uses the GELT framework for integrating GE in regular English classrooms, adapted from Rose and Galloway (2019) for curriculum evaluation and design. GELT framework shows the diversity of English and promotes a move away from the norms of the native English language in ELT. The classroom activities focus more on non-native English speakers and the diversity and flexibility of Englishes. The differences between traditional ELT and GELT are as below.

Table 1. The Global Englishes Language Teaching Framework Adapted from Rose and Galloway 2019

Factors	Framework	
	<i>Traditional ELT</i>	<i>GELT</i>
Target interlocutors	Native English speakers	All English users
Ownership	Inner Circle	Global
Norms	Standard English	Diverse, flexible, and multiple forms
Role model	NE speakers	Expert users
Source of materials	NE and NE speakers	Salient English-speaking communities and contexts
Needs	Inner Circle defined	Globally defined
Goals of learning	Native-like proficiency	Multicompetent user
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/translingual

The GELT framework offers a new perspective on how to view language, encouraging practitioners and curriculum planners for ELT today that shift from the traditional ELT to GELT. Furthermore, the GELT framework can guide and measure the innovation in course curriculum and materials, where innovation occurs within various teaching contexts.

To summarize, GELT's goals and objectives differ from traditional ELT. They are not focused on accuracy like the native norms but on raising learners' awareness about intercultural competence and intelligibility to communicate.

1.2 Activities that raise awareness of GE

The activities that can raise the learners' communicative assessments include role-play, interview, presentations, and group work because these activities enhance students' ability to use English to communicate with others and understand the language in terms of its uses not its form (Widdowson, 2012). Moreover, materials are essential to expose learners to variation in English. Galloway and Rose (2015) stated that ELT classrooms should expose learners to Englishes or ELF contexts that are salient to them, and thus an analysis of the learners' needs is essential.

Lu and Buripakdi (2022) stated that the development of English materials should take into account the diversity of English usage and reflect the culture and values of both native and non-native English speakers. Matsuda and Friedrich (2012) identified three possible options to increasing GE and ELF exposure in language curriculum including teaching a particular variety of English, using the speakers' varieties of English, and using an established variety of English. Furthermore, Schildhauer, Schulte and Zehne (2020) found that the use of audio-visual materials is recommended as a highly effective method for exposing pupils to Global Englishes in the classroom.

1.3 Previous studies about implementing GE in classroom

Previous research studied in the field of implementing GE in ELT classrooms. The researchers integrated Global Englishes into learning activities for students and teachers, such as courses, lessons and listening activities.

Sung (2016) studied a group of 25 students in Hong Kong, where the curriculum implements Global Englishes awareness-raising activities. The result showed that the activities were received positively and raised students' awareness of GE activities.

Rajani Na Ayuthaya and Sitthitikul (2016) studied with the first-year university students from non-English major faculties in Thailand. The participants participated in an eight-week World-Englishes lesson plan that comprised various forms of World Englishes-based materials, such as films. Results of a questionnaire and an interview showed that students had more faith in their ability to communicate in English, which reduced their anxiety in foreign language classes.

Eslami, Moody, and Pashmforoosh (2019) designed six activities to promote understanding of WE and English as an International Language (EIL) that pre-service teachers completed during one undergraduate course. The data indicated that all activities were beneficial for raising participants' awareness, tolerance, and respect for WE. The findings indicated that the EIL methodology and instructional activities employed in this study provide practices that increase pre-service teachers' awareness and proficiency in using the abilities required to fulfill the requirements of various English language users in their future teaching.

Galloway and Numajiri (2020) designed an eight-week elective course including lectures and workshops. This TESOL setting made use of the GELT framework. The participants came from a Master's program, which drew both pre- and in-service TESOL practitioners. The purpose of the project is to provide knowledge regarding the potential for GELT-related curriculum innovation. The outcome proved that they agreed with every GELT idea. Moreover, interest in Global Englishes was the main driving force behind and "interest" in the course.

Prabjandee (2020) provided five activities in a 16-hour workshop to the GELT teacher professional development. The purpose of this study is to change teachers' attitudes toward GELT. The result showed that the participants reported positive feedback toward all five GE activities. The activities are helpful for the participants to understand more about GELT.

These studies have integrated GE into undergraduate settings. The researchers have developed a new course, and they teach GE as content in their courses.

1.4 Implementing Global Englishes into Classroom

Implementing Global Englishes into classrooms means that students simultaneously learn English and raise their awareness of the varieties of English. This means knowing what is to be taught, and how it will be taught and assessed to meet particular goals or specific needs. To implement GE into the classroom, it is vital to prepare the learners to participate in ELF communication in a wide range of contexts, creatively balance teaching communication skills, and raise learners' awareness of linguistic diversity (Rose, McKinley & Galloway, 2021).

1.5 How the activities are evaluated?

Language assessment is essential for evaluating how learners attain the curriculum goals. McNamara (2000, p. 8) stated that the construct in assessment is the language's ability in the real world as it is a simulation of the "relevant communicative behavior". The Global Englishes research argues that good assessment practice must be able to infer learners' future performance according to the evolved criterion. The good assessment should focus on the communication form, not the language form. On the other hand, poor assessment occurs when the assessment practice isn't in line with the target criterion. Galloway and Rose (2018) stated that the criterion for the GELT assessment construct should be measured against the ELF setting rather than the native benchmark.

To evaluate that GELT meets the changing needs of learners and is effective. The evaluation may involve the assessment result of the learners, whether they meet the goals or objectives. The evaluation focuses on students' attitudes toward English and on ELT teaching feedback on the course itself.

2. Methodology

2.1 Context of the Study

Qualitative design was used in this study. The qualitative data were collected through the researcher's reflections after each activity of integrating GE into the regular English classroom and video recordings in the classroom. Then, the data were analyzed using content analysis to understand learners' participation in each activity.

In this study, the researcher designed five GE activities to raise students' awareness about GELT by integrating GE into the curriculum of the lower secondary level. The activities were designed based on some aspects adapted from the GELT framework by Rose and Galloway (2019) and were integrated into a regular English classroom. The teacher studied teaching content and then saw the alignment of the selected GE activities, possibilities, and potential to design lesson plans that match the content of the semester. These are the process of developing lesson plans

1. consider the existing curriculum from the official curriculum,
2. study the learning content for one semester, and
3. design the lessons based on the GELT framework.

The contents that the researcher designed to integrate Global Englishes activities were analyzed by considering the content from the official curriculum and the concepts of Global Englishes. For the whole semester, the researcher divided the lessons into eight units. In all eight units, the researcher integrated the five concepts of GE activities into specific lessons. There were three experts who validated all lesson plans. All of the experts have been an English teacher in the school at least five years. After the experts' validation, the researcher modified the lesson plans.

This research studies in the regular English classroom refers to English as a Foreign Language classroom where the teacher should strictly follow content from the core curriculum of the Ministry of Education in Thailand. That differs from other classes. They are electives such as clubs where the content and activities can be designed alternatively. Therefore, in the regular English classroom, English is a compulsory subject at this level. The participants typically study English for three periods (50 minutes per period) per week. In this program, the participants study English following the core curriculum under the Ministry of Education, which is integrated with Global Englishes. The study integrates GE approaches into the existing English course. The content of each lesson is the same. Still, it integrates more GE approaches to introduce learners to five GE activities about communicative strategies that are important for this global context based on the GELT framework.

Research questions

1. How is Global Englishes integrated into a regular classroom in a lower secondary classroom?
2. How does integrating Global Englishes into the regular classroom influence a) students' attitude toward Global Englishes, b) respect for the variety of English, c) the use English in daily life?

The participants in this study were thirty-one students in one classroom of the lower secondary level (Grade 9), 14-15 years old. The school is located in the east of Thailand. Students learn English following school policies of the core curriculum by the Ministry of Education in Thailand that native speakers influence. The textbook selected by the school are likely to be imported from native English-speaking countries, and elective courses or clubs in English are limited. The teacher who implemented GE in this study is the researcher who are an English teacher at this school. The researcher was participated in this studied without any potential biases.

The researcher used three research instruments to collect the data and answer the research questions. The researcher used lesson plans, video recordings, and researcher's reflection. The descriptions of each instrument are as below.

1) Lesson plans

The five Global Englishes lesson plans were used to implement GE into the English classroom. There were three learning objectives in each lesson plan:

1. Learners have a positive attitude toward Global Englishes
2. Learners respect the variety of Englishes
3. Learners can use English as a language-communication medium in their daily life

The researcher designed five GE activities based on the GELT framework by Rose and Galloway (2019). For the whole semester, the researcher divided the lessons into eight units. In all eight units, the researcher integrated the five concepts of GE activities into specific lessons. Then all five GE activities were integrated into a regular English class. Lesson plans were designed based on an activity-based learning (ABL) by David Horsburgh. The five GE activities included: the history of English language; British English, and American English; Intercultural; accuracy or understanding; and conversation in a global context.

2) *Video recordings*

The video recordings were used to explore the classroom environment for integrating GE in a regular English classroom and to observe participants' attitude toward English and their reactions to the implementation of GE. The video were recorded in every session of integrating GE activities in the classroom to see learners' reaction and any struggles found along the way of implementation. The recordings were recorded into six the sessions, each lasting fifty minutes. The duration is roughly five hours. The videos were recorded using a phone camera by the researcher. The camera was put on a tripod at the back of the classroom to see the environment while integrating each activity.

3) *Researcher's reflections*

This research instrument is the researcher's reflections on the participants' attitude toward English and their reactions to the implementation of GE. After finishing each activity, the researcher immediately took notes in every activities to see the participants' reactions during implementation GE in each activity. The researcher noted what the researcher found in each activity based on the three components of attitude structure by Allport (1935): 1) Cognitive: an attitude object's belief or knowledge. 2) Affective: sentiments or feelings in relation to the attitude object 3) Behavior: How we act or behave is influenced by the attitude we hold.

2.2 Data Collection

Researcher's reflections and video recordings were conducted in the sessions where the researcher organized and designed to see the class interaction during the teaching process. The video recordings were conducted in the sessions. The researcher reflections were collected after each activity to see the researcher's reflections on the participants' attitude toward English and their reactions to the implementation of GE during the teaching process of each Global Englishes activities. The researcher immediately took notes after finishing each activity.

2.3 Data Analysis

Qualitative data, including the classroom observation in video recordings and the researcher's reflections, were transcribed and analyzed by content analysis as to how participants engaged in each activity, how they use English to communicate with their friends and teacher, and their attitudes and reactions toward the varieties of Englishes.

2.4 Ethical Considerations

The consent forms were given to the school's director prior to the data collection in order to obtain his or her approval. The school director received a thorough explanation of the study's objectives and the time duration for data collection.

The participants were asked to sign the "Informed Consent for Participation in Research" form after the school's director gave his or her approval. They were informed of the study's objectives, its methodology, and how long it would take to collect the data, and their identities were kept confidential. Furthermore, they perceived that they had opportunities to express their perspectives freely, and this did not have an impact on the outcomes.

3. Findings and Discussion

3.1. Findings

After analyzing the classroom observation in video recordings and the researcher's reflections in each activity, the result showed that GE is the quality of being new for English learners and engaging in a way different from the original English that existed before. All five activities are included:

Activity One: The History of English Language

The activity began with questions about English in general. For example, in your opinion, who is the owner of English? Why? The participants' answers were 1) American and British. In your opinion, where is the origin of the English language? The responses were England and the USA. They showed that their perception of English ownership is narrow only to the inner circle speakers. Some participants perceived that the British are the only owners of the English language, the same as Thais own the Thai language and Lao people are the owners of the Lao language. Then, the participants got nine pieces of paper about parts of the History of the English language from the past to the present. The participants got five minutes to reorder those events from past to present. All of the events were separated into nine pieces. Each part was replaced by the English letters "A to I". After reordering the story, the participants were asked to share their completed story by saying the letters from the first to the last event.

After that, the teacher presented the roadmap and the spread of the English language with a picture to describe more about each event via PowerPoint presentation. The impact of this activity on participants' attitudes toward Global Englishes showed that they gained more knowledge about the history of the English language and its influences on the English language. Overall, this activity sought to introduce the beginning of English, prompted them to think about their English stereotypes based on their experience and background knowledge and prepare them to perceive the history and the spread of the English language in the same direction. The observation from the video recordings and the researcher's reflection found that the participants tended to have the positive attitude and reactions with the activity. It can be seen from their expressions of pride when they can answer the questions and tell the history of English language correctly.

Activity Two: British English and American English

This activity presented the vocabulary of native English speakers (American and British English), including how American and British English vocabulary affect their real-life communication. The teacher introduced the differences between 24 British and American English words about clothes, 12 British and 12 American English words. Also, the teacher presented the pictures of the clothes category with a PowerPoint presentation to explain the meaning of the vocabulary words. After presenting, each participant got twenty pieces of vocabulary clothing composed of BE and AE words, ten words for the Americans, and ten words for the British. Then, the participants were asked to match the ten words of the clothes given with the picture presented on PowerPoint. For example, if the teacher showed a picture of "sweater/jumper", the participants had to match the words they got, which were "sweater" for the AE and "jumper" for BE.

At the end of the activity, some participants realized that they were more familiar with American English and some with British English depending on how teachers or other media treated them since they were young. Furthermore, they are familiar with and use a mix of two terms to communicate in their real life from American English and British English vocabulary. It can be seen from the activity that the teacher presented a picture of "trousers/pants" and asked the participants what they called this picture. Some participants answered "pants", and some answered "trousers".

This activity is a beneficial introductory activity for raising students' awareness, recognition, and respect for the variety of English languages. The observation from the video recordings and the researcher's reflection found that the participants' reactions tended to have the positive attitude toward the varieties of Englishes. They don't discriminate against one accent. They were familiar with both British and American English that used in their daily life. Furthermore, to point out that perceiving only one standard is not enough to communicate in this globalization.

Activity Three: Intercultural

The third activity was titled "Intercultural" as it aimed to offer participants information about each group of people's different cultures and identities through music styles. The teacher presented eight

types of music including Reggae, Hip Hop, heavy metal, blues, jazz, classical music, pop, and rock. This activity suggested the origin and the identity of each type of music. The participants were asked to analyze each kind of music, their identity, culture, and origins through the song's tone, intonation, pitch, melody, rhythm, etc. The participants learned about cultural aspects through the songs they listened to. The accent and sound of a song can represent the intercultural of the person or community from the origin of each music style. Then the teacher presented the types of music, their history, and the origin of each music type through the songs and the pictures about the clothes, instruments, accessories, etc., of each music type via PowerPoint Presentation.

After the presentation, the participants played a game by identifying the type of music from the eight types of music they had listened to. This activity offers the opportunity to the participants to know about the different intercultural types of music that are close to them. The intercultural communication is all around us, even the music we listen to. This activity showed that the participants knew about the origin and the identity of different styles of music. Although, they need to meet the objective of this activity that learners respect the variety of Englishes because they just identified each type of music through their identity and other symbols such as tone, intonation, pitch, clothes, instrument, and accessory. They have just raised their awareness that there are varieties of cultural differences. Until that moment the participants did not notice the variations in the English variations.

Activity Four: Accuracy or Understanding

The fourth activity, *Accuracy or Understanding*, presented the flexibility and understanding of the English language to communicate in a real-life situation. The teacher started the lesson by showing the different English accents by letting the participants watch a video from YouTube in which people around the world were interviewed about their interests and hobbies in the English language.

After watching the video, the participants were asked questions about the hobbies and interests of the people in the video. For example, what is their hobby or interest? How many hobbies or interests were talked about in the video? And what are those? (Listening to music, playing outdoor sports, boxing, playing football, writing, biking, painting, hanging out with friends, travelling around the world, shopping, eating, dancing, etc.). Then the teacher asked more about the participants' interests, whether similar or different from the people in the video. This allowed them to exchange their experiences and explain more about themselves.

The participants listened to the eight English accents explaining about themselves, including hobbies, interests, and personal information in both native and non-native English accents (American, British, German, Italian, Chinese, Korean, Indian, and Russian) from the recordings on the "From Text to Speech" website. The teacher picked these accents to represent Kachru's Three Concentric Circles Model of English Language, including the US and UK are from the inner circle, Indian is from the outer circle, and German, Italian, Chinese, Korean and Russian are from the expanding circle. Then let them guess and analyze those accents. After watching the video, these were their answers:

1. German English accent; the participants guessed it was a British or American English accent. They said this accent was easy to listen to and understand, but the speaker spoke relatively fast.
2. American English accent; the participants could guess the accent correctly. They understood what the speaker said. They said this accent was easier to understand than the first accent, the German accent.
3. Russian English accent; the participants could not guess the accent. It was difficult to understand, the speaker spoke in a low-pitched sound, and it was fast.
4. British English accent; the participants could not guess the accent. They assumed that it was a Spanish or Canadian English accent. They said this accent was more challenging to understand than American English.
5. Korean English accent; they first answered with Japanese and Chinese English accents. Some participants responded correctly because of the identity of the Korean accent. Some students said this accent is challenging to understand. In some words, the speaker did not pronounce the English word they know; for example, in the word "boyfriend", the sound /"f"/ in Korean English will change to /"p"/, and in the word "six", the sound of /"s"/ will change to /"sh"/. These reasons made them challenging to understand.

6. Indian English accent, they could answer correctly. They said this accent was clear and easier to understand than they thought. The speaker spoke slowly and they understood what the speaker said.
7. Italian English accent, the participants could not answer this accent. They could not understand even the key message. The accent needed to be more explicit.
8. Chinese English accent. The participants could answer correctly because they said the identity of the Chinese accent was apparent, and they were also familiar with this accent. They knew this was the Chinese accent, but the key needed to be understood.

The result shows that the participants need more knowledge of the variety of English. The participants' perception of English is narrow only to native English speakers. That is why they guessed only American and British English accents. However, they also gradually tend to have a positive attitude toward non-native English; as shown in the video, they tend to be accustomed to the Indian accent. This activity offers the opportunity for the participants to encounter a variety of English accents, both native and non-native, by listening to the presented recordings. It is helpful for the participants in terms of the flexibility of using English to communicate with interlocutors from different parts of the world.

Activity Five: Conversation in Global Context

This activity, *Conversation in Global Context*, offered the participants the opportunity to listen to various English accents from the conversations from the recordings from the "From Text to Speech" website which is a technology that converts text into spoken audio using natural AI voices. The researcher put the text into the box and chose the various English accents to convert and create them into the full conversation. The teacher began with the questions about English language communication in general. The students were asked, "When do they use English language to communicate in a real-life situation?" As shown in the video, the answers are as below.

1. They use English language to communicate when they play online games with foreigners.
2. They use English to communicate when they meet foreigners at a restaurant near the school.

This indicated that some participants had opportunities to encounter the interlocutors and used English to exchange information in their daily life. Then the teacher convinced them from a lesson by presenting a conversation about ordering food at a restaurant where people speak in different accents (Chinese, Japanese, and British accents). To evaluate whether they understood the conversation, the participants were asked to answer the questions after listening to the recording in the production process. Most of the participants could answer correctly. That means they understood what the interlocutors talked about. Afterwards, the teacher presented the conversation in text and let the participants read it together to check their answers and study the conversation about ordering food. This activity is helpful for the teacher to raise students' awareness of how the variety of English language perceptions affects their life or career in the future.

To conclude, the researcher found that most of the activities provided a forum for the participants to challenge their understanding of the status of English in globalization. However, some still require the content and objectives to be adjusted. For example, activity three did not meet the objective of the study. The lesson was separated from the understanding of the varieties of English. For activities one, two, four, and five, the participants learned and acknowledged the variety of native and non-native English.

3.2. Discussion

1) How is Global Englishes integrated into a regular classroom in a lower secondary classroom?

The findings confirmed that all five GE activities could be the guideline for English teachers to provide lessons for GE activities and to promote students' awareness toward varieties of English and respect for the variety of Englishes. The participants reached the objectives for activities one, two, four, and five. On the other hand, activity three did not work. This finding shows that learning to analyze the origin of each music style cannot measure the awareness of respect toward the diversity of the English language. This activity is unsuitable for this group of participants to raise awareness about the variety of English language because music is not related to the language variations.

There are examples of teaching styles and various materials that can adequately guide the teacher to properly design GE activities in a regular English classroom properly. It is helpful for the teachers to integrate Global Englishes into the English curriculum and to promote uses in each activity are one of the approaches teachers can apply in teaching GE in regular English classrooms. It is essential that English teachers strengthen learners' knowledge and improve their understanding of GE in order to remove the nativeness, ownership, and idealized pedagogical standard from the students' perception (Blair, 2015).

Furthermore, the findings reveal that the recording from the "From text to Speech" and the video are valuable materials to integrate GE in a regular English classroom and let the participants have the opportunity to listen and encounter the varieties of English. These materials help teachers to design future activities. Galloway and Rose (2014) used the listening task to expose students to non-standard English varieties and ELF exchanges. Passakornkarn and Vibulphol (2020) developed and used "Hello, World Englishes!", which is the listening instructional materials in English classes to increase awareness of the English varieties for Thai secondary school students. Furthermore, Bamroongkit and Aowsakorn, (2021) claim that Thai learners' English listening comprehension can be improved by using listening materials created using the principles of Global Englishes. Moreover, asking questions is an integral part of each activity that can motivate them to participate in each activity, evaluate students' perceptions, and investigate their attitudes toward Global English. Rajprasisit (2022) stated that the questions asked in this task inspired the participants' learning, increased their understanding, and helped them practice English. This would indicate the acceptability of integrating and adopting Global Englishes norms into English lessons and the Thailand curriculum.

2) How does integrating Global Englishes into the regular classroom influence a) students' attitude toward Global Englishes, b) respect for the variety of English c) the use of English in daily life?

The finding shows that the students tend to have a positive attitude toward varieties of Englishes when they are treated more about the varieties of English. The reaction of the participants were surprised by the non-native English accent and the Indian accent. They said that 'it is clear and easy to understand more than they thought' indicating that they tend to have a positive attitude toward some non-native English accent. However, the result showed that a few participants had the opportunity to interact with the interlocutors outside of the English classroom without grammatically correct. They used their intelligibility competence to communicate understand each other. The vast majority of participants only speak English inside classroom with English teachers. The participants rarely use English to communicate in their daily life.

4. Conclusion and Recommendations

The GE activities used in this study, benefited English language teaching since they focus on developing and raising the students' awareness about the concept of Global Englishes and respect for the variety of Englishes. The activities in this study are the guidelines of teaching styles and the varieties of materials could guide the teachers to integrate GE activities in a regular English classroom properly. Furthermore, asking questions was an integral part of each activity that can motivate the participants to engage in each activity, evaluate students' perceptions, and investigate their attitudes toward Global English.

Previous studies have implemented GE on teachers and undergraduate students. They have developed a new course and teach GE as content. Still, for this study, the researcher continues the actual practice, yet integrating GE into the English curriculum for lower secondary level students. Furthermore, the researcher designed activities that are implementable for lower secondary students to promote students' awareness of the varieties of English.

However, some things could be improved in this study. Firstly, during the COVID-19 pandemic, the participants could not attend school and could not participate in this activity through online channels for several months. So, this study had only two months left of the semester when they could learn on-site, which needed more to integrate the GE activities with the participants. The time was limited and too short, which affected the participants' attitudes that were not changed before integrating GE into the classroom. In this case, it was difficult to analyze the data and it also affected the study result.

To conclude, integrating GE-oriented in a regular English classroom is possible. This is the paradigm to integrate Global Englishes in the English classroom for lower secondary level students. The recommendation for further studies should present more varieties of GE activities that can introduce more about the varieties of English to the participants to raise their awareness about Global Englishes.

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