Development of World Englishes-Based Listening Materials to Raise the Awareness of the Varieties of English for Thai EFL Upper Secondary School Students

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Abstract

English language usage has increased in all areas of the world over the past few decades, and goals for learning English as a second language have changed from 'obtaining native-like proficiency' to 'gaining proficiency in dealing with English varieties' (Graddol, 2006). English as a foreign language (EFL) Thai students should be provided with opportunities to raise their awareness of the many English language varieties. World Englishes-based listening instructional materials can be developed and used in English classes to increase awareness of English language varieties for Thai upper secondary school students. Hello, World Englishes! was developed using the framework proposed by Jolly and Bolitho (2011) and Marlina (2013) and positively evaluated by experts and teachers as practitioners in the relevant field. All the experts and teachers noted the necessity for such listening materials and agreed that they could be used to increase awareness of the English language varieties for secondary school students in Thailand.

Keywords: awareness, listening materials, non-native speaker, varieties of English, World Englishes

Introduction

The English language is used ubiquitously by both native and non-native speakers around the world and many different varieties have developed (Crystal, 2006; Kachru & Nelson, 2006). Countless interactions occur between non-native English speakers, while the number of people who acquire English as their first language is in decline and expected to be less than five percent by 2050 (Graddol, 2006). Consequently, diverse varieties of English have emerged and their popularity is increasing (Matsuda, 2002; Graddol, 2006). The English language has been transformed and developed by the large global population of users into various forms depending on different cultural values and pragmatic norms. This has led to the emergence of diverse World English varieties with different pronunciations, discourse and lexis, and grammar (Graddol 2006; Kubota, 2012; Marlina, 2013).

To be a proficient user of English today and in the future, competence in handling the varieties of English becomes important and essential in multicultural social and professional environments (Matsuda, 2002; Low, 2010; Kubota, 2012; Marlina; 2013). Marlina (2013) further indicated that all non-native English-speaking students should be made aware of the existence of English varieties, whereby the language functions as an international lingua

franca, and understand how it has been pluralized. Skills are required to cope with nativelike English, and also the ability to deal with different varieties of English is vital for English language learners (Graddol, 2006).

Many language learners, including Thai students, lack awareness of the existence of other English varieties. They are only mindful of British English and American English (Boriboon, 2011; Snodin & Young, 2015; Saengboon, 2015; Rajani Na Ayuthaya & Sitthitikul, 2016). This lack of knowledge awareness fosters the belief that there is only one correct variety (Matsuda & Friedrich, 2011), and may cause foreign language classroom anxiety and negatively affect language achievement (Rajani Na Ayuthaya & Sitthitikul, 2016). For example, Saengboon (2015) reported that English learners in Thailand believe that either American or British English is correct. These students found English spoken in other countries than America and Britain such as Singapore, Malaysia, and India where English is used as a second language, harder to comprehend. They entered university with underdeveloped English listening skills after instruction received at school (Simasangyaporn, 2016). Without a good understanding or awareness of English varieties, these students had negative attitudes and felt embarrassed by their non-native English accents; they were reluctant to speak English since they could not converse with a native accent (Boriboon, 2011; Tananuraksakul, 2017). Therefore, language learners must be aware of the different English language varieties to lessen the importance of a native accent and become effective English users. To achieve this aim, students must gain exposure to diverse forms of the English language (Matsuda, 2003).

Previous studies have encouraged the incorporation of World Englishes into English classrooms to increase awareness of English language varieties in a pluralistic sense and respond to the current knowledge gap (Matsuda, 2002; Lee & Green, 2012; Marlina, 2013; Rajani Na Ayuthaya & Sitthitikul, 2016). By enhancing awareness of different English varieties, World Englishes-based instruction can reduce classroom anxiety and allow language learners to understand and sympathize with other English speakers from different cultures and, thereby, increase language learning achievement (Matsuda, 2002; Kubota, 2012; Saengboon, 2015; Rajani Na Ayuthaya & Sitthitikul, 2016). However, few studies in Thailand have focused on this issue and materials to increase the awareness of World Englishes are in demand in EFL classrooms. Thus, here, this study aims to present how listening instructional materials can be developed to increase awareness of the World Englishes among EFL Thai upper secondary school students.

Research Objective

World Englishes-based listening instructional materials were developed to increase awareness of different English varieties for Thai upper secondary school students.

Review of Literature

English Language Teaching in Thailand

When it comes to the English language, whether learning or teaching, Thailand has long been dominated by the ideology of native-speakerism as either American English or British English, leading to many teaching and learning problems (Boriboon, 2011). The Basic Education Core Curriculum of Thailand (2008) is formulated under the area of Language and Culture as "use of foreign languages in accordance with the culture of native speakers…". The ideology of using English like a native speaker is rooted in the society at both broad and individual levels. English as an International Language (EIL) has now appeared in some

university curricula but this course is not widespread and the concept of World Englishes has not yet been addressed in the Thai Basic Education Core Curriculum. Despite a revision in 2008, the curriculum is still not effective, especially in areas of speaking and listening language skills (Simasangyaporn, 2016). With the enforcement of the Thai Basic Education Core Curriculum in schools, textbooks, teaching methods, testing techniques, and teachers themselves are also native-like.

World Englishes and Its Perspectives

The term 'World Englishes' was first coined by Kachru (1985) and characterized as three concentric circles depending on global usage. The inner circle included countries with English as their native language, the outer circle included nations where the English language was institutionalized, and the expanding circle represented countries where English was used in EFL contexts. In 1992, Kachru proposed a new model for the spread of the English language viewed under four dimensions as acquisitional, sociocultural, motivational and functional. Within the acquisitional framework, he divided the Englishes into how the language was acquired and used by speakers; whether as a first language, as an official language, or having no official status. Instead of the original three concentric circles, Kachru repositioned the countries and developed the circles as norm-providing, norm-developing, and norm-dependent countries, respectively. Another well-known description of World Englishes was posited by McArthur (1998). He created a wheel model for standard varieties of English which categorized the language into standard and standardizing forms. Standard Englishes included those used as a first language, whereas standardizing Englishes included those used as a second or a foreign language.

Recent researchers in this field suggested weaknesses in the Kachruvian models because the three-circle paradigm was designed in terms of terminology. The lines dividing the circles have become blurred and diverse due to a variety of reasons, as language experiences of people nowadays are not limited to their countries of residence (Kandiah, 1998; Jenkins, 2003). Kachru (2004) further proposed a new representative of English communities that have blurred lines dividing the three circles regardless of how the English language is learned or used. The inner circle refers to the group of highly proficient speakers of English whereas the outer and expanding circles are replaced by low proficiency. Developing further from the Kachruvian three-circle paradigm in 1992. Low (2010) proposed a revised Venn diagram displaying rhythmic patterning of the English varieties. She studied the rhythmic properties among the varieties and created a rhythmic typology whereby the circles of norm-providing and norm-developing countries were distinct and represented as being apart from each other, while the norm-dependent countries shared some linguistic features with the norm-providing and norm-developing countries. This latest model proposed by Low (2010) was adopted and used to discuss the varieties of English in this study.

World Englishes in Classroom Practice

Previous research findings have supported that World Englishes should be integrated into the classroom (McLean, 2004; Lee, 2012; Rousseau, 2012; Kang, 2015; Rajani Na Ayuthaya & Sitthitikul, 2016). World Englishes-based instruction was found to enhance learners' attitudes and confidence when speaking their own version of English. This reduced foreign language classroom anxiety and increased learning achievement (Lee, 2012; Rajani Na Ayuthaya & Sitthitikul, 2016). Apart from increased awareness of English varieties, sympathy toward the varieties and their speakers was displayed as a result of World Englishes-based instruction (Ören et al., 2017).

According to Ören's (2017) study, various listening World Englishes-based materials including videos and dialogs were utilized among EFL preparatory students to increase their awareness of English language varieties. After using these materials, results quantitatively and qualitatively demonstrated that students became aware of and showed sympathy toward different varieties of English. In a Thai EFL classroom, Rajani Na Ayuthaya and Sitthitikul (2016) employed an eight-week World-Englishes lesson plan which included different types of World Englishes-based materials such as videos among first-year university students from non-English major faculties. Results of a questionnaire and an interview indicated increased confidence of students to communicate in English, resulting in decreased foreign language classroom anxiety. Thus, increased awareness and understanding of English varieties assisted learners to become effective English users who understood and respected other speakers of diverse Englishes (Matsuda, 2003).

Successful introduction of the concept of World Englishes requires integrated classroom activities using proper instructional materials (Matsuda, 2002; Marlina, 2013). Lee (2012) suggested using movie clips, panel discussions, role-plays and simulations, and virtual learning environments in World Englishes classes, while Matsuda (2002) proposed using videos, audiotapes, and textbooks containing main characters from outer- and expanding-circle countries as well as interactions with international visitors and residents in the community. In the same vein, McLean (2004) suggested using video clips from various sources such as news programs and documentaries, reading short newspaper articles (papers or the Internet) that offered examples of varieties of World Englishes, and then participating in discussions to teach the varieties of English to students.

Metacognitive Approach to Teaching Listening

Metacognition is a state of being able to consciously understand one's own thought processes (Flavell, 1976). The metacognitive approach allows learners to be the agents of their own thinking processes by gradually controlling their own learning through effective steps in problem-solving to clearly understand what is being learned (Kluwe, 1982). Vandergrift and Goh (2012) argued that the metacognitive approach helped learners to engage with input effectively, resulting in overall development in listening both inside and outside the classroom. A number of researchers have supported that the metacognitive approach yields positive outcomes in second language learning (Goh & Taib, 2006; Mareschal, 2007; Zeng, 2007; Graham & Macaro, 2008; Cross, 2009; Vandergrift & Tafaghodtari, 2010).

Vandergrift and Goh (2012) proposed a metacognitive procedure to enhance listening ability by adopting a learner-oriented perspective, allowing students to develop their listening competency in an environment fostered by teachers. This procedure promoted listening skills by increasing metacognitive awareness of the phonological features of authentic spoken texts. Students are first notified about important language features that required their attention and then they listen to the text, transcribe it and read the original transcription while listening to the text again. Following this, they discuss how the selected language features contribute to listening difficulties and then listen to the text one final time. This is considered to be an important step for learners to confirm their comprehension regarding new sounds they have recently learned. Tanewong (2019) investigated the impact of metacognitive pedagogical sequences on less proficient Thai EFL listeners and suggested that learners' metacognition in second language listening should be developed to assist the less skilled with their listening development. Concurrent with the metacognitive approach, activities were suggested to increase student awareness in terms of listening such as dictation, dictogloss, cloze exercises and discussions. Therefore, use of World Englishes-based materials will allow students to

focus on a variety of key language features of speech as pronunciation, discourse and lexis, and grammar while increasing their awareness of the nature of the target language.

Material Development Process

This study employed a developmental design research process to design, develop and validate educational products to meet educational needs (Richey, 1994). To develop the World Englishes-based instructional materials, we followed Marlina's (2013) World Englishes principles and Jolly and Bolitho's (2011) framework for materials writing. The framework consisted of six stages including 1) identification of need for materials, 2) exploration of the area of need, 3) contextual realization, 4) pedagogical realization, 5) physical production, and 6) evaluation of materials against agreed objectives.

Stage 1: Identification of Need for Materials

The first stage of designing the World Englishes-based materials was identifying the needs for materials. Due to limited resources on World Englishes-based materials in Thailand, we identified the needs for materials based on previous research findings. English language users, including Thai learners, tend to face problems with the varieties of English in oral communication (McKenzie, 2010; Nailaddanon & Thanavisuth, 2014). Therefore, listening skills should be a major area of focus for developing World Englishes-based materials. Lack of awareness of English varieties often leads to a misunderstanding that there is only one correct form of English (Matsuda & Friedrich, 2011), and results in non-native English students having low confidence and fear of speaking English (Boriboon, 2011; Methitham & Chamcharatsri, 2011). Hence, increased awareness of English language learners should be a focus area for material enhancement. The learning outcome of developed materials was determined as follows:

> *After learning from these materials, students are expected to conclude that each*
> *English variety has its own unique language features with regard to three key*
> *language features: pronunciation, discourse and lexis, and grammar.*
> To achieve this outcome, the metacognitive teaching approach proposed by

Vandergrift and Goh (2012) was employed to design the instructional procedures and activities.

Stage 2: Exploration of the Area of Need

To identify the area of need, the scope of content for World Englishes-based materials was explored. To choose the English language varieties appropriately, those faced by Thai people the most were identified. The latest statistics of tourists visiting Thailand, as reported by the Thai Tourism Department, were studied in accordance with Low's (2010) model for varieties of English. Three varieties from the norm-developing countries were selected for the materials as Malaysian English, Indian English, and Singaporean English and three varieties selected from the norm-dependent countries included Chinese English, Korean English, and Japanese English.

This set of World Englishes-based materials included three main language features as pronunciation, discourse and lexis, and grammar according to the key different language features of English varieties proposed by Kubota (2012). In our study, discourse and lexis were combined together into one since they share some overlapping characteristics (Sailaja,

2009). The linguistic elements in each feature were then identified by selecting those commonly used in norm-developing and norm-dependent countries.

For pronunciation, unique phonological elements of the six varieties were highlighted in the video materials. These included the use of plosive consonants [p], [t], [k] without aspiration as well as the insertion of an extra vowel sound of [u], [o], and [i] as a final syllabic found in many varieties of English. With regard to the plosive utterance of [p], [t], and [k] without aspiration, three scenes were combined into one set of videos representing the three sounds to introduce this phonological utterance of the varieties of English. The video presented Englishes spoken by Singaporean, Indian, and Malaysian people. For instance, the unique [t] sound in the word "Tiger" was pronounced as [ˈtaɪgə(r)] instead of [ˈtʰaɪgə(r)], the word "percentage" was pronounced as [pə(r)ˈsentɪdʒ] instead of [pʰə(r)ˈsentɪdʒ], and the word "coffee" was pronounced as [ˈkɒfi] instead of [ˈkʰɒfi]. To present phonological language features of insertion of extra vowels, four scenes from different English varieties were combined as Japanese English, Chinese English, and Korean English. In this video, the strong pronunciation of the extra vowel at the end of words can be noticed in all four scenes. For example, the word "sausage" was pronounced as [ˈsɒsɪdʒi] as three syllables instead of [ˈsɒsɪdʒ] as two syllables.

In terms of discourse and lexis, two main items of this aspect were emphasized in the videos. The first item was the occurrence of discourse particles of ah/lah/meh and the second was words used for other meanings, both of which occur in a number of spoken Englishes including Malaysian, Singaporean, Indian, Japanese, Korean, and Chinese as those encountered by Thai citizens the most according to the Tourism Department's statistics. To present the ubiquitous discourse particles of ah/lah/meh, three scenes representing Malaysian and Singaporean Englishes were gathered into one set of videos. The use of discourse particles was presented in the sense that their inclusion resulted in no difference in meaning compared to those dialogs without these unique discourse particles. For the use of words as an addressing term, Englishes spoken by Chinese, Indian, and Korean people were presented. Examples included the use of the word "uncle" and "aunty" as addressing terms. In the video, these two words did not refer to a relative but to any man or woman who was older than the hearer or speaker. Concerning the use of words for other meanings, "fighting" and "service" were some of the examples. Likewise, "fighting" in the video did not refer to the action of violence or conflict as defined in a dictionary but was used as an encouraging expression whereas "service" was used to refer to "free of charge".

For the grammatical element, the materials highlighted two main characteristics commonly found in different English language varieties. The first was the absence of the third-person marking on verbs, where the use of the -s suffix is omitted in present-tense verbs when the subject is singular. The second involved null-verb conjugations in the past tense, where verbs are not conjugated into their past forms when they are used to describe actions and events that have already occurred. To demonstrate the absence of third-person marking on verbs and null-verb conjugation in the past tense, five scenes were combined into one set of videos to present Englishes spoken by Malaysian, Singaporean, Chinese, Indian, and Korean speakers. Learners noticed that the syntax did not follow standard grammatical structure. For instance, the sentences "That look better." and "In the past 18 years, when I do internet in China,…" exemplified null-verb conjugations in present and past tenses, respectively.

Stage 3: Contextual Realization

This stage determined the context of World Englishes-based materials by finding suitable ideas, contexts, and texts to work with and construct the new proposed materials. Authentic

materials were selected and used, as they were considered to be effective listening materials for language learners (Azarnoosh et al., 2016) including Thai EFL students (Kalra, 2017). Hence, a wide range of video materials including documentaries, movies, short movies, interviews, and comedies available online were extracted and used. McGrath's (2013) criteria as Relevance, Interest of topic, Cultural appropriateness, Linguistic demands, Length and Exploitability were used to select the videos along with the key principles of Englishes proposed by Marlina (2013). In total, twenty-two videos (see Appendix A) were used to present English language varieties with respect to pronunciation, discourse and lexis, and grammar. Subtitles in English were provided for each video as suggested by Vandergrift and Goh (2012) to improve overall comprehension (King, 2002; Sherman, 2003).

Stage 4: Pedagogical Realization

Stage 4 focused on instructional design, and activities in the listening materials were included following Marlina's (2013) World Englishes principles, and Vandergrift & Goh's (2012) metacognitive procedure for enhancing listening ability as follows:

      Round 1: Students watched a video focusing on language features that differed with English varieties. The video was shown with no subtitles. After watching, the students completed a listening cloze.

      Round 2: The students watched the video with subtitles and

      then discussed how the focused features contributed to their listening experiences.

      Round 3: In the final round, the students watched the video again without subtitles to confirm their comprehension.

      This procedure was used with all materials; however, for discourse and lexis and grammar parts, one activity was added during the discussion step. For discourse and lexis, the students were asked to guess the meaning of the words in focus from the context. Additionally, a 'noticing activity' required students to notice grammatical differences between dialogs with standard grammatical rules to introduce the grammatical features.

Stage 5: Physical Production

In this study, three materials were developed including the Hello, World Englishes! DVD file, a teacher's manual, and worksheets.

Hello, World Englishes! DVD File

A DVD file was developed using a video editing software program and a DVD maker software program. The DVD layout consisted of a Title Page, one Main Menu window and five Sub Menu windows that linked to different videos and materials as illustrated in Figure 1.
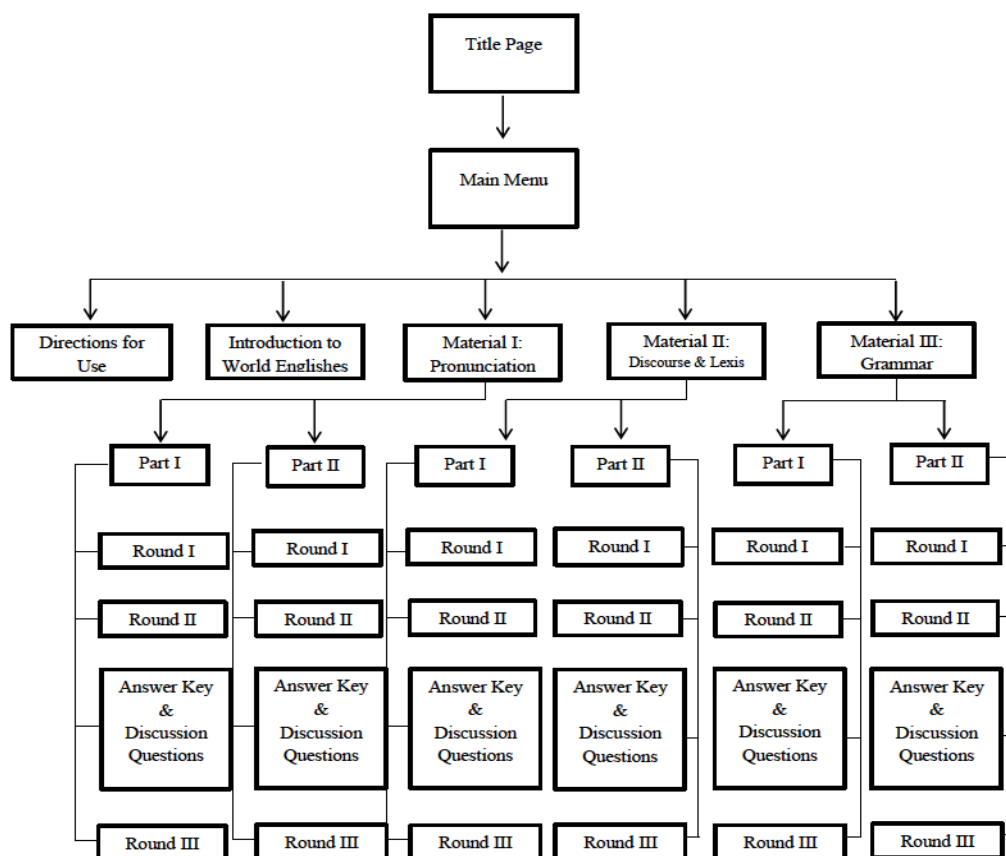
Figure 1. Hello, World Englishes! DVD file structure

Material I (Pronunciation), Material II (Discourse and Lexis), and Material III (Grammar) were developed and sequenced in order of difficulty. Each video included in the materials consisted of an extract of video clips obtained from YouTube and movies. Video contents of the three materials were as follows:

1. Material I (Pronunciation) presented the unique phonological elements of the six varieties.

Part I highlighted the use of plosive consonants [p], [t], [k] without aspiration in Singaporean, Indian, and Malaysian Englishes as these language elements were greatly shared among these varieties.

Part II focused on the insertion of an extra vowel sound of [u], [o], and [i] as a final syllabic in Japanese, Korean and Chinese Englishes.

2. Material II (Discourse and Lexis) highlighted the occurrence of discourse particles of ah, lah, and meh as well as the use of some English words for different intentions.

Part I presented discourse particles used in Singaporean and Malaysian English.

Part II introduced the use of some English words for different intentions used by Chinese, Indian, and Korean people.

3. Material III (Grammar) focused mainly on the disappearance of verb conjugations mostly found in the six varieties.

Part I included the absence of third-person marking on verbs where the use of the -s suffix is omitted in present-tense verbs when the subject is third-person singular in Singaporean, Indian, Malaysian, Chinese, and Korean Englishes.

Part II presented null-verb conjugations in the past tense, where verbs are not conjugated into their past forms when they are used to describe finished actions and events. Language varieties included Korean and Chinese Englishes.

Teacher's Manual

A manual was developed to guide English teachers on how to use the Hello, World Englishes! DVD materials. The manual contained all essential information about the DVD materials including learning outcomes, underlying principles, approaches and procedures, scope and content, technical guidelines, suggested learning activities, and printed materials (i.e. worksheets).

Worksheets

Worksheets, as conversation gap-fills, were designed as supportive printed materials for each video. In Material II (Discourse and Lexis), two additional materials were designed for learners to compare the meanings of new words as an extra worksheet for each part. In the worksheets, students were required to compare the meanings of the words in the videos with the meanings as defined in the Oxford Dictionary. In Material III (Grammar), one more worksheet was provided for each part to allow learners to review their background knowledge of the standard grammatical rules before continuing with the gap-fill worksheet to record the differences in grammatical structures.

Stage 6: Evaluation of Materials

The final stage validated the development of World Englishes-based materials. The materials were examined by three English teachers in upper secondary schools and three experts. Criteria for selecting the teachers required that they held a master's degree in teaching English as a foreign language or had at least three years of experience in teaching English in Thailand. The experts were university instructors in the field of English as a foreign language, with expertise in areas related to World Englishes and linguistics. Both groups were provided with a package of materials consisting of one DVD file, a teacher's manual with worksheets included, and an evaluation form.

A checklist of questions was adapted from the Prince Edward Island Department of Education's (2008) evaluation form for DVD/video instructional materials in the specific context of the study (see Appendix B). There were two evaluation forms for this study, one for experts and one for teachers. The first form for the experts consisted of 15 items under three aspects of Content, Technical Design, and Social Considerations with extra space for comments. The second form for aspects of teacher's use consisted of five added items since they were also asked to try out one part of the materials during their usual classes. Under the Content aspect, the evaluators were asked to rate the content currency, accuracy, and suitability. The Technical Design aspect covered the appropriateness of support materials, layout consistency, and quality of the sound and visuals. For the Social Considerations aspect, the experts were asked to rate the appropriateness of the content, whereas Teacher's Use included assessment of the practicality of the developed materials in real classrooms.

For content and technical design, both teachers and experts were asked to share their opinions about each statement using a five-point Likert rating scale, ranging from 'strongly agree' to 'strongly disagree'. For social considerations, the experts were asked to assess the suitability of the materials using a three-point Likert scale ranging from 'suitable', 'not suitable or appropriate', and 'not applicable'. Completed evaluation forms were analyzed to calculate descriptive statistics by interpreting mean scores to determine the degree of

appropriateness on a three-level scale adopted from Suppasetseree (2005). Means from 1.00 to 2.33 were considered "not appropriate", 2.34 to 3.67 "appropriate" and 3.68 to 5.00 "very appropriate".

Evaluation Results

Evaluation of the materials by both teachers and experts revealed that Hello, World Englishes! offered appropriate listening materials that could be used to raise awareness of the varieties of English for Thai upper secondary school students. Detailed comments on the four aspects as content, technical design, social considerations, and teacher's use are presented as follows.

Content. For the first aspect, the data showed a positive trend. All seven items were rated either as 'agree' or 'strongly agree'. These results suggested that the experts and teachers concurred that the content in Hello, World Englishes! was very appropriate. They all agreed that the materials had current and accurate content and could be used as supplementary materials for English lessons based on the indicators in the Basic Education Core Curriculum of Thailand (B.E.2551). Moreover, they all agreed that the scope (range) and depth of the topics were appropriate. The materials contained key content about World Englishes. Each English variety had three unique language features as pronunciation, discourse and lexis, and grammar. Moreover, the level of difficulty was appropriate for upper secondary school students and the materials were suitable to attain their objectives.

One expert recommended that the wording used in the materials as 'Discourse and Lexis' should be changed to 'Vocabulary' to assist student comprehension.

Technical Design. Similarly, evaluation of the second aspect also showed positive feedback. All four statements received either an 'agree' or 'strongly agree' indication. Results revealed that both experts and teachers agreed that appropriate support materials were provided i.e. worksheets and the teacher's manual, while illustrations/visuals were effective and appropriate in terms of quality and the layout of the materials was logical and consistent.

However, one expert commented that the introduction video should be reduced in length to better maintain the attention of the students. Another comment concerned the teacher's manual; one of the teachers suggested that the design of the manual should be improved to make it more attractive.

Social Considerations. For this aspect the data showed an inconsistent trend, although results suggested that the majority of both groups considered these materials suitable in terms of belief systems (not overstating or denigrating belief systems), regional bias (not excluding one geographical region in favor of another), and multiculturalism (presenting speakers in ways that recognize their value). The item of political bias was rated as inapplicable. Four respondents deemed political bias to be irrelevant as this issue did not appear in any of the video materials. Nevertheless, all respondents rated Hello, World Englishes! as suitable for use in EFL classrooms for social considerations.

Teacher's Use. This aspect was evaluated by the three teachers. According to time constraints, they were asked to test the materials by trying out one part in their classes before the evaluation. All the teachers agreed that Hello, World Englishes! was appropriate, and the layout of the materials was well-organized and structured. They were able to easily employ the materials in their classes and agreed that the design of the materials was suitable. The

video materials were of appropriate length at four minutes maximum according to McGrath's (2013) criterion for classroom use and clear guidelines were provided.

One teacher recommended that a definition of the term 'World Englishes' should be provided in the teacher's manual to ensure that all users gained the same understanding before they used the video materials in the classroom.

Additional Comments. Apart from rating the items in the evaluation form, the teachers provided three additional positive comments about Hello, World Englishes! in the language they were comfortable with. Therefore, comments were received in both Thai and English languages.

First, one teacher mentioned that Hello, World Englishes! changed students' attitudes toward the varieties of English.

...Finally, I [as a material user] would like to suggest using the materials as a part of listening and speaking subjects or taught during listening and speaking periods... (Teacher A)

...the developed materials can serve as a good medium to gradually change students' attitudes toward other English accents, which are different from the standard English that they have become familiar with from their classes or their foreign teachers. The students were more open-minded to varieties of English. This was evident when some mentioned a Filipino teacher who once taught at the school. They used to make fun of the Filipino teacher's accent and his use of discourse particles when he communicated in English. The students became more open-minded and realized that their behavior of making fun of him was disrespectful. Most students supported this idea... (Teacher A)

Another teacher commented that Hello, World Englishes! allowed students to overcome their fear of sounding different from standard Englishes, and when speaking English they developed more confidence.

The materials allowed the students to focus less on their accents and to not be afraid to speak English. (Teacher C)

Lastly, one teacher suggested that Hello, World Englishes should be used as listening materials for listening and speaking courses.

...Finally, I [as a material user] would like to suggest using the materials as a part of listening and speaking subjects or taught during listening and speaking periods... (Teacher A)

Material Improvement

In response to the feedback obtained from the teachers and experts, four improvements were made as follows:

First, the term 'Discourse and Lexis' used in the worksheets was replaced by 'vocabulary' for improved students' comprehension.

Second, the introduction video was revised and separated into three different videos highlighting the three diverse language aspects of pronunciation, discourse and lexis, and grammar. These revised introduction videos allowed students to better grasp the important aspects of each language element by introducing them separately at the start of each lesson.

Third, the definition of the term 'World Englishes' defined by Low (2010) was included in the teacher's manual to ensure that all users comprehensively understood the meaning of the term before using the video materials in class.

Concerning the social considerations aspect, problems arose with the evaluation form; however, the video materials were deemed suitable for use in the classroom and no revisions were made on this issue.

Finally, the teacher's manual was redesigned with a colorful and attractive appearance to appear more user-friendly and allow students to easily follow the instructions.

The final version of Hello, World Englishes! developed in this study is available for download using this link: https://drive.google.com/file/d/15hPMib28JNy50IGSGGPzA8WKMOS6c5uO/view?usp=sharing

Discussion

Our evaluation results suggested the need to further develop and integrate World Englishes-based materials in English classrooms (Matsuda, 2002; Lee, 2012). Teachers involved in this study showed appreciation for having the opportunity to try out the materials in their class, and shared positive comments about the usefulness of the materials in raising awareness of different varieties of English (Matsuda, 2002; Lee, 2012; Marlina 2013), changing learners' attitudes and confidence in using English (McLean, 2004; Lee, 2012; Rousseau, 2012; Rajani Na Ayuthaya & Sitthitikul, 2016), allowing students to respect users of other English varieties and gain more confidence in using their own version of English to become effective users of the language (Matsuda, 2003). However, teachers' awareness and understanding of the worldwide spread of the English language are also important to increase students' awareness. Teachers should have an international understanding of the English language before developing their own World Englishes-based materials.

One limitation must be acknowledged with regard to the sample languages represented in the video materials. The study aimed at incorporating only authentic video materials and a few clips were taken from comedy media. The use of English varieties in these clips may be exaggerated by intentionally highlighting the language elements to make the videos humorous. The scarcity of authentic materials available for producing World-Englishes based listening materials suggests a need for compiling a collection of English samples used by different users in various places. In addition, to support teachers who may not be tech-savvy, textbook publishers should consider including varieties of English as sample language in the accompanying materials for their textbooks (Matsuda, 2002).

Conclusions

Graddol (1998, p. 24) noted,

> *Learners will need to examine some of the strategies required for negotiating understanding with others who use either different varieties of English or who speak very little of the language. Such skills will be a basic requirement of world citizens.*

Considering the use of the English language nowadays, EFL learners, Thai students included, need to be able to cope with different varieties of Englishes. English classrooms should be places where students can explore and familiarize themselves with language variations. This study reported how the instructional materials were constructed as guidelines for teachers to develop their own World Englishes-based lessons. Findings suggested that inclusion of World Englishes-based materials in English listening classes should be

encouraged for EFL learners at upper secondary school level and used more widely in Thailand. Our successful development of Hello, World Englishes! listening materials will hopefully encourage other English teachers to develop and use such materials in their classrooms to increase learners' awareness of how English is currently being spoken by different people around the world.

Acknowledgments

About the Authors

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Appendix A
List of video clips used in the in the materials

	Part	Scene/Source	Length
Material I (Pronunciation)	1	**Scene 1: The plosive consonant [t]** An extract from an interview video called "Singapore National Day Street Quiz (Can you get em all?)" **Scene 2: The plosive consonant [p]** A street interview in India cut from a video called 'Do Indians Know How Their English Accent Sounds? | ASIAN BOSS" **Scene 3: The plosive consonant [k]** An extract from a YouTube video called "Internet Racists"	4 min
	2	**Scene 1: The insertion of [u], and [o] vowels as a final syllabic** An extract from an interview video called "Japanese College Students Interviewed in English!" **Scene 2: The insertion of [u] vowel to simplify consonant clusters** An extract from documentary videos of Jack Ma Yun called "Jack Ma's Ultimate Advice for Students & Young People - HOW TO SUCCEED IN LIFE" and "Jack Ma, Founder of Alibaba | The Brave Ones" **Scene 3: The insertion of [i] vowels to simplify consonant clusters** An extract from "Korean Convenience Store" **Scene 4: The insertion of [u] vowel as a final syllabic** An extract from a British comedy chat show named "The Graham Norton Show"	4 min
Material II (Lexis & Discourse)	1	**Scene 1: Discourse Particle of 'ah'** An extract from a comedy video called "Can I take your order?" **Scene 2: Discourse Particle of 'lah'** An extract from a street interview called "Are Singaporeans Smart?!" **Scene 3: Discourse Particle of 'meh'** An extract from a comedy video called "Things Parents NAG About!!"	4 min
	2	**Scene 1: The Use of 'Child' as Addressing Term** An extract from a movie called "The Karate Kid" **Scene 2: The Use of 'Uncle' and 'Aunty' as Addressing Term** An extract from a street interview called "FUNNY A-Rated QUIZ ON STREETS | TEENS VS GrownUps | The Teen Trolls & Quick Reaction Team" **Scene 3: The Use of 'Fighting' for Different Meaning** A scene from a comedy sitcom called "Kim's Convenience" **Scene 4: The Use of 'Service' for Different Meaning** A scene from a comedy sitcom called "Kim's Convenience"	4 min
Material III (Grammar)	1	**Scene 1: The disappearance of verb conjugations in present tense (Verb: want)** An extract from a comedy video called "Things Parents NAG About!!" **Scene 2: The disappearance of verb conjugations in present tense (Verb: force)** An extract from a documentary from BBC channel called "Are Our Kids Tough Enough Chinese School | Season 1" **Scene 3: The disappearance of verb conjugations in present tense (Verb: look)** An extract from an Indian street interview from "What do girls like in boys crazy street interview II It's so funny." **Scene 4: The disappearance of verb conjugations in present tense (Verb: want)** An extract from a comedy video called "THE ULTIMATE SALESMAN GUIDE" **Scene 5: The disappearance of verb conjugations in present tense (Verb: come)** An interview of BTS on Billboard	4 min
	2	**Scene 1: The disappearance of verb conjugations in past tense (Verb: get)** A scene from a comedy sitcom called "Kim's Convenience" **Scene 2: The disappearance of verb conjugations in past tense (Verbs: do, start, think, say)** An extract from a documentary of Jack Ma Yun **Scene 3: The disappearance of verb conjugations in past tense (Verbs: fight, have, go, get, throw)** An extract from an interview on a TV program called "Popcorn with Peter Travers"	4 min

Appendix B

Expert's evaluation form

This form is a tool to evaluate Hello, World Englishes-based video materials. The evaluation is divided into three sections: Content, Technical Design, and Social Considerations. These criteria are intended encourage the experts to think critically about the video materials and evaluate some of their more detailed aspects.

I. Content. This section involves content quality of the video materials and appropriateness for their objectives.

II. Technical Design. This section evaluates the technical quality of the video materials including support materials, illustrations and visuals, and layout.

III. Social Considerations. This section examines how the video materials handle social issues and helps to identify controversial or offensive elements that may exist in the content.

Please indicate your rating of the video materials by a check mark using five scales of SA (Strongly Agree), A (Agree), N (Neither agree or disagree), D (Disagree), and SD (Strongly Disagree) and three scales of S (Suitable or appropriate), NS (Not Suitable or appropriate), and NA (Not applicable). Please complete both sides of this form. Your assistance in evaluating the video materials is greatly appreciated.

EVALUATION FORM	
SA - Strongly Agree A - Agree N - Neither agree nor disagree D - Disagree SD - Strongly Disagree	For each of the following statements, check the box which best reflects your judgment of the instructional video materials.

SA	A	N	D	SD	I. CONTENT
☐	☐	☐	☐	☐	1. Content is current.
☐	☐	☐	☐	☐	2. Content is accurate.
☐	☐	☐	☐	☐	3. Content can be used as supplementary materials for English lessons based on the indicators in the Basic Education Core Curriculum (B.E. 2551)
☐	☐	☐	☐	☐	4. Scope (range) and depth of topics are appropriate for upper secondary students.
☐	☐	☐	☐	☐	5. Materials contain key content about World Englishes content.
☐	☐	☐	☐	☐	6. Level of difficulty is appropriate for upper secondary students.
☐	☐	☐	☐	☐	7. Materials are suitable for their intended objectives.
					II. TECHNICAL DESIGN
☐	☐	☐	☐	☐	8. Appropriate support materials (i.e. worksheets, teacher's manual) are provided.
☐	☐	☐	☐	☐	9. Illustrations/visuals are effective.
☐	☐	☐	☐	☐	10. Illustrations/visuals are appropriate.
☐	☐	☐	☐	☐	11. Layout is logical and consistent.

S - Suitable or appropriate NS - Not suitable or appropriate NA - Not applicable	Consider whether the instructional video materials address the following issues appropriately.

S	NS	NA	III. SOCIAL CONSIDERATIONS
☐	☐	☐	12. Belief systems
☐	☐	☐	13. Political bias
☐	☐	☐	14. Regional bias
☐	☐	☐	15. Multiculturalism/anti-racism

EVALUATION FORM
State the major reason(s) for the recommendation/non-recommendation of this instruction video.

Expert: _____   Date: _____

Teacher's evaluation form

HELLO, WORLD ENGLISHES! EVALUATION FORM

This form is offered as a tool to evaluate Hello World Englishes-based video materials. The evaluation is divided into four sections: Content, Technical Design, Teacher's Use and Social Considerations. These criteria are intended to encourage evaluators to critically consider and evaluate detailed aspects of the video materials.

I. Content. This section involves content quality of the video materials and appropriateness for their objectives.

II. Technical Design. This section evaluates the technical quality of the video materials including support materials, illustrations and visuals, and layout.

III. Teacher's Use. This section evaluates material users (teachers) for practicality and applicability of the video materials when used in classrooms.

IV. Social Considerations. This section examines how the video materials handle social issues and helps to identify controversial or offensive elements that may exist in the content.

Please indicate your rating of the video materials by a check mark using five scales of SA (Strongly Agree), A (Agree), N (Neither agree or disagree), D (Disagree), and SD (Strongly Disagree) and three scales of S (Suitable or appropriate), NS (Not Suitable or appropriate), and NA (Not applicable). Please complete both sides of this form. Your assistance in evaluating the video materials is greatly appreciated.

EVALUATION FORM	
SA - Strongly Agree A - Agree N - Neither agree nor disagree D - Disagree SD - Strongly Disagree	For each of the following statements, check the box which best reflects your judgment of the instructional video materials.

SA	A	N	D	SD	I. CONTENT
☐	☐	☐	☐	☐	1. Content is current.
☐	☐	☐	☐	☐	2. Content is accurate.
☐	☐	☐	☐	☐	3. Content can be used as supplementary materials for English lessons based on the indicators in the Basic Education Core Curriculum (B.E. 2551)
☐	☐	☐	☐	☐	4. Scope (range) and depth of topics are appropriate for upper secondary students.
☐	☐	☐	☐	☐	5. Materials contain key content about World Englishes content.
☐	☐	☐	☐	☐	6. Level of difficulty is appropriate for upper secondary students.
☐	☐	☐	☐	☐	7. Materials are suitable for their intended objectives.
					II. TECHNICAL DESIGN
☐	☐	☐	☐	☐	8. Appropriate support materials (i.e. worksheets, teacher's manual) are provided.
☐	☐	☐	☐	☐	9. Illustrations/visuals are effective.
☐	☐	☐	☐	☐	10. Illustrations/visuals are appropriate.
☐	☐	☐	☐	☐	11. Layout is logical and consistent.
					III. TEACHER'S USE
☐	☐	☐	☐	☐	12. Materials are well organized and structured.
☐	☐	☐	☐	☐	13. Teachers can easily employ the materials.
☐	☐	☐	☐	☐	14. Materials' design is suitable for classroom use.
☐	☐	☐	☐	☐	15. Materials are of appropriate length for classroom use.
☐	☐	☐	☐	☐	16. Clear guidelines for use of materials are provided.