Global Englishes, Global Voices and Global Approaches to ELT – Facilitating a Glocalised Community of Practice in the Thai Context

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ABSTRACT

This paper examines the challenges and developments in Global Englishes Language Teaching (GELT) within the ASEAN region, with a particular focus on Thailand. Despite increasing academic discourse on GELT, the integration of these ideas into Thai English Language Teaching (ELT) practices faces barriers, such as entrenched "native-speakerism" and limited practical application. Our paper underscores the importance of engaging local voices—teachers, students, parents, and other key stakeholders, and argues for the need for more collaborative, practice-oriented research to ensure meaningful and lasting curriculum innovations. The creation of the Education, Languages and Internationalisation Network (ELINET) is introduced as a platform to foster such collaboration, aiming to bridge the gap between academic theory and practical implementation. We provide an overview of this global network and also highlight

the need for longitudinal studies, practitioner-led research, and further exploration of how to empower educators to embrace and apply GELT frameworks. We also examine the broader need to critically examine emerging communities of practice such as ELINET to ensure that GELT research and GELT-informed educational policy and practice reflect the linguistic and cultural diversity of the context in which it is being applied.

Keywords: Global Englishes, English language teaching, community of practice

Introduction

The theme of the recent FLLT conference, *'Global Voices in ELT: Embracing Multicultural Perspective'*, raised a number of questions in relation to Global Englishes Language Teaching (GELT). As the GELT framework was developed to raise awareness of the diversity of English and to challenge monolingual practices which link English to 'native' varieties, users, and cultures (Boonsuk et al., 2021), it is particularly suitable for the heterogenous linguistic and cultural reality of ASEAN. Indeed, with over 1,000 languages spoken in its members countries (Kirkpatrick, 2018), ASEAN has been using English as its lingua franca since the founding of the organisation (Kirkpatrick, 2008), leading to discussions on how English may be taught in a way that respects and empowers the diversity of the region. As Boonsuk et al. (2023) point out

> Since ASEAN is home to multicultural and multilingual societies, ELT policies and curriculums should be designed to incorporate the GE paradigm into elements such as learning aims, target norms and cultures, materials, and language assessments to equip ASEAN learners with essential capacities for global and local communication that involve diverse groups of English users
>
> (Boonsuk et al., 2023, p. 18)

Thailand, in particular, presents a context with a growing body of scholarship on GELT, providing localised perspectives and context-sensitive barriers to curriculum innovation. Despite calling for GELT in the Thai ELT curriculum, Boonsuk et al. (2023) also add that

> Nonetheless, although the idea of integrating GE into language learning has proven to be fruitful, the actual implementation might be challenging due to the domination of native

speakerism…a traditional ideology deeply rooted in the minds
of many in Thai ELT

(Boonsuk et al., 2023, p. 18)

Much has been written on the challenges to innovating ELT to be more reflective of how English is used as a Global language. When the GELT framework was first introduced, so too were various 'GELT' barriers (Galloway, 2011; Galloway & Rose, 2015), which included prevailing standard language ideology, native-speakerism, 'traditional' approaches to teacher education, as well as a lack of materials. In Thailand, language- and nationality-based discriminatory practices seem to persist, as seen in the sample of job advertisements in Figure 1.

Figure 1

Sample Job Advertisements in Thailand from Teast (2024)

English Teaching Jobs in Thailand (2024)

"To align with our customers' preferences, we are currently considering applications from teachers residing in the UK, USA, Canada, Australia, New Zealand, Ireland, and South Africa"

"Native English Speaker (NES) from Canada, U.S.A., United Kingdom, Australia, New Zealand, South Africa - Bachelor's degree in any field"

"Applicants are required to be holders of passports and graduate degrees from one of the following countries: U.K./U.S./Australia/Canada/New Zealand * Christian background is a MUST"

"Applicants should be Native English Speakers (NES) or European teachers with neutral accents"

"NES / EU citizen"

"We are currently hiring Native English Speakers"

"Who can apply?...Native English Speakers"

"We require teachers with a Bachelor's Degree, who are native English speakers"

Boonsuk et al. (2023) suggest that the adoption of GELT may also not have "been successful" due to "a lack of willingness among Thai ELT educators", who may prefer to "adhere to the EFL approach, which idealizes NES as a target learning model" (p.5). On the basis of previous research (Boonsuk et al., 2021; Jindapitak, 2019, 2022; Rajprasit, 2023), Boonsuk et al. (2023) add that "they lack accurate knowledge of GE and GE pedagogies" and that "knowledge of GE perceptions and practical implementations in ELT remains understudied". Scholarship is certainly growing (see Table 2) and much has been done to address the oft-cited theory-practice divide in relation to GELT in Thailand. Indeed, a number of GELT-related courses

and programmes are delivered throughout Thailand at undergraduate and postgraduate (see Table 1) level.

Table 1

GELT-related Modules in Thai Universities

Course Name	Degree Levels	Programmes	University
Global Englishes (elective)	Bachelor	B.A. (English)	School of Humanities, University of the Thai Chamber of Commerce
Intercultural Communication in Business Context (elective)	Bachelor	B.A. (English)	School of Humanities, University of the Thai Chamber of Commerce
World Englishes	Bachelor	B.A. (English)	Prince of Songkla University, Pattani Campus
Introducing Global Englishes; Intercultural Aspects in GELT; Research in GELT; Multilingualism and GELT; Teacher education for GELT; Curriculum Development for GE; Assessment Literacy for GE; Linguistic landscapes; Seminar in GE; Innovation for Teaching English as a Global Language; Seminar in Intercultural Communication	Masters and Doctoral	Teaching English as Global Language (TEGL), M. Ed and Ph.D.	Faculty of Education, Burapha University
English in Global Context (elective); Intercultural Communication	Masters	MA. in Applied English Studies	King Mongkut's University of Technology Thonburi
Intercultural Communication	Bachelor	For all Faculties in the university	King Mongkut's University of Technology Thonburi
Sociolinguistics (elective)	Masters and Doctoral	MA. and Ph.D. in Applied English Studies	King Mongkut's University of Technology Thonburi
English for Intercultural Communication; World Englishes and Global	Bachelor	BA. in English Language	Kasetsart University

Citizenship in Professional Contexts			
English in Social and Global Contexts; Meaning in Intercultural and Virtual Communication	Masters	MA. in English for Intercultural Communication	Kasetsart University
Socio-cultural aspects of English (elective)	Masters and Doctoral	English as an International Programme (MA. and Ph.D.)	Chulalongkorn University
Englishes of the World; Cultural perspectives in Teaching English as an International Language (electives)	Masters and Doctoral	English as an International Programme (MA. and Ph.D.)	Chulalongkorn University
Seminar in Global Englishes for ELT (elective	Masters and Doctoral	MA. and Ph.D. in English Language Studies and Teaching	Thammasat University
Intercultural and Cross-cultural Communication in English (elective)	Masters and Doctoral	MA. and Ph.D. in English Language Studies and Teaching	National Institute of Development Administration (NIDA)
Intercultural Communication (elective)	Bachelor	BA. in Intercultural Studies and Languages	Mahidol University

However, despite a growing number of GELT innovations studies in Thailand and elsewhere, there remains a lack of longitudinal research regarding the innovation process in teacher education and a lack of research in classrooms outside of university contexts (see Rose et al., 2021 for an overview of GELT innovation studies over a ten-year period). When we consider the conference theme, there is also a lack of research exploring various **'Global Voices in ELT'** in relation to GELT. For example, research is lacking with young learners and little is also known about parents who often have a very important role in their child's educational journey (Llurda & Calvet-Terré, 2022). In addition, despite the fact that many studies represent action-research projects, with practitioners collecting data in their own classrooms, there is a lack of collaborative research with practitioners. To advance curriculum innovation, there is a need for more exploration of these important **'Voices in ELT'**, investigating the factors that cause such "lack of willingness" to implement GELT (Boonsuk et al., 2023, p.5) and to address the perceived intellectualisation of the field of TESOL, which leads to

research that is of limited practical value to educational stakeholders (McKinley, 2019; Rose, 2019). Encouragingly, *System* is "establishing a new initiative inviting **Partnership Research manuscripts**" (2024, emphasis in the original) precisely to address the need for practice-based research in which practitioners are allowed to shape the research agenda and to include stakeholders' voices as co-researchers rather than as mere participants.

Table 2

Sample of Recent GELT Studies in Thailand

Study	Focus	Approach	Participants	Data Collection Method
Boonsuk, Ambele & McKinley, 2021	Students' voices before and after exposure to GE	Qualitative	20 EFL university students	Semi-structured interviews; weekly reflective journals
Boonsuk, Wasoh & Ambele, 2023	GE compatibility with Thai universities teaching practices	Qualitative	10 EFL teachers	Semi-structured interviews
Boonsuk & Fang, 2024	GE innovation and pre-service English teachers' voices.	Qualitative	30 pre-service teachers	Written reflections; semi-structured interviews
Chimmarak, Prabjandee & Namfah, 2023	GE materials and teachers' voices	Qualitative	2 teachers	Qualitative content analysis of artefacts; semi-structured interviews
Jindapitak, Teo & Savski, 2022	GE innovations – students' voices	Qualitative	22 undergraduate students	Interviews; written reflections
Prabjandee, 2020	GE teacher development	Mixed	38 in-service teachers	Questionnaire; researcher's field notes; artefacts produced by participants; teachers' reflections.
Prabjandee & Fang, 2022	GE teacher development	Mixed	14 teachers from primary	GELT instructional competence scale, written reflections;

			and secondary schools	semi-structured interviews
Rajprasit, 2022	GE MOOC for university	Mixed	30 students	Pre- and post-teaching questionnaires; MOOC evaluation questionnaire; online student reflections
Rajprasit, 2023	Students' perspectives on GE	Qualitative	75 first-year university students	Written reflections

In this short article, based on a recent plenary presentation by Nicola Galloway at the 2024 FLLT conference, **'Global Voices in ELT: Embracing Multicultural Perspectives'**, we briefly explore the development of GE and GELT, before examining a recently established community of practice (The Education, Languages and Internationalisation Network, elinet.org.uk) that aims to provide a professional forum to nurture a global community of researchers, practitioners, policy makers, curriculum developers, materials writers, students, and other stakeholders who may collaborate and share knowledge. To achieve this, ELINET has set a four-stage approach to enhancing pedagogical and policy uptake of GELT research: 1) raising awareness (e.g., by enhancing the observability of GELT through dissemination of research findings in our annual conference, MOOCs, freely available seminars, podcasts, documentaries, reading groups, research summaries and blog and video interviews with researchers to showcase their findings), 2) creating engagement (e.g., by connecting diverse educational stakeholders with researchers and other people involved in ELT), 3) facilitating take up (e.g., through MOOCs, repositories of open access research and research-informed materials), and 4) institutionalising broader adoption of our research findings (e.g., by engaging with programme developers, Ministries of Education, and the publishing industry). We end our short paper with a call for more collaborative and longitudinal GELT research via the network to provide glocalised insights on GELT in Thailand and beyond.

Practitioner Voices and the Ivory Tower of GELT Academics

GE and the associated GELT framework stemmed from a need to address the intellectualisation of the field of Applied Linguistics and consolidate proposals for changes to ELT across the various paradigms of World Englishes, English as an International language (EIL), English as a lingua franca (ELF), translanguaging, and multilingualism (Galloway, 2024). In line with the conference theme, it was an endeavour that aimed to

showcase the various **'voices'** across the different fields that were brought under the broader umbrella term of GE. In Thailand, many scholars position their work in this paradigm (e.g. Boonsuk et al., 2023; Jindapitak et al., 2022; Prabjandee, 2020; Rajprasit, 2022) and several local conferences held in Thailand in 2024 have listed Global Englishes as a topic area for abstract submission, such as the AsiaTEFL International Conference, the Thailand TESOL International Conference, and the FLLT (Foreign Language Learning and Teaching) Conference.

However, the conference theme prompted us to critically consider whose voices are being represented in the field, as well as whose voices are leading this 'mission' to innovate ELT. Is the practitioner voice present in the growing number of GELT studies? Not just as a research participant, but as a researcher or at least co-researcher? Given that they are expected to implement the various GELT proposals and GELT framework, are they present at conference panel discussions or indeed as plenary speakers? Who is attending our conferences? If teachers are absent, then how can we work more closely with them and ensure that we not only communicate our findings to them, but that our findings are relevant? Ultimately, the conference theme prompts us to consider whether GELT research and practice showcases global voices and, if not, then how can we facilitate this?

A Community of Practice

The need for more context-specific discussions and research surrounding GELT, as well as the need to increase the impact of GE research and reach practitioners was also behind the creation of ELINET. Originally introduced as a response to two growing sub-fields of Applied Linguistics (Global Englishes and English Medium Instruction), it aimed "to improve knowledge and understanding of how English functions as a global lingua franca in multilingual and multicultural contexts around the globe" (ELINET, n.d.) and also to ensure that our research was more accessible to practitioners and other stakeholders. It also aimed to provide a platform to engage with them. Our efforts aim to showcase **"global voices"** via our 18 global branches and also to learn more about localised perspectives on GELT research to inform our thinking. These localised communities of practice are intended "[t]o connect with like-minded teachers, students, and others from a similar educational context" (ELINET, n.d.) and to act as hubs to explore research and apply its findings in relation to their own context. In Thailand, there are 11 ELINET coordinators across 6 universities (i.e., Burapha University, Kasetsart University, Khon Kaen University, King Mongkut's University of Technology Thonburi, Prince of Songkla University, University of the Thai Chamber of Commerce), with the ELINET members of King

Mongkut's University of Technology Thonburi contributing to the organisation of the DRAL5 2024 International Conference. The network has also organised 11 seminars on GE-focused topics, 4 of which involved early career researchers or practitioners at secondary education level. The website hosts 7 research reviews on GE-related topics (e.g., the relevance of GELT for various local and regional contexts, the implications of GE for the teaching of other languages, and its relationship with global citizenship education) and has scheduled 16 GE podcast episodes, including 5 with secondary school teachers and textbook writers to provide different perspectives on Global Englishes and GELT implementation. While there are several podcasts already dedicated to discussing language education (e.g., *EdSurge*, *EdTalk World*, *HigherEdLive*, *The TEFLology Podcast*), Global Englishes and GELT remain severely underrepresented, being limited to single episodes such as the one provided by Professor Jennifer Jenkins to the TEFLology Interviews series (The TEFLology Podcast, 2017). The ELINET podcast series, due to launch in 2025, aims to include more bottom-up perspectives by having a range of voices, including practitioners, as well as other educational stakeholders who are rarely heard from, such as materials developers, parents, and learners. Since the official April 2023 ELINET launch, the network has hosted several bi-monthly reading groups, three of which were GE focused, where recent academic texts (e.g. *Global Englishes for Language Teaching* (Rose & Galloway, 2019*); Language Teacher Identity, World Englishes, and ELF: A Duoethnography Between a "Native Speaker" Teacher and a "Non-Native Speaker" Teacher* (Kemaloglu-Er & Lowe, 2022) and *Didactic Audiovisual Translation and Foreign Language Education* (Talaván et al., 2024) are discussed and often presented by the authors. The network allows for members and coordinators to provide raw data and data collection tools which may foster replication studies. There are currently two such tools that are GE-focused (i.e. Galloway et al., 2017; Galloway, 2017). The ELINET thesis and dissertation database includes 22 GE-focused theses and dissertations. The current network reading list provides access to 737 titles of GE-related texts, and this is updated regularly.

However, now that we move into our second year and host our second annual conference, and as network membership and engagement grows (see Tables 3 and 4), we need to ask whether the network is, in fact, achieving its intended goals. Is it a means to learn from local voices? Is it engaging practitioners? And, if not, then how can we facilitate this? More focus is needed on investigating whether the voices of all educational stakeholders are being represented.

Table 3

Growth of ELINET

	2021	2023	2024
Number of strands[1]	2	5	5
Number of network coordinators[2]	29	78	102
Number of network members[3]	N/A	200+	341
Number of Educational Contexts[4]	5	15	18
Number of affiliated universities	47	70	100+

Table 4

Number of social media followers

	2021	2023	October 15, 2024
Number of Facebook group followers (To find: ELINET (Education, Languages and Internationalisation Network))	945	1776	2,162
Number of Twitter (X) followers (To find: @ELINET_Network)	325	665	879
Number of Instagram followers (To find: elinet.org.uk)	N/A	69	218
Number of LinkedIn followers (To find: ELINET Online Network)	N/A	24	110
Number of YouTube followers (To find: @ELINET-network)	N/A	35	155

The 2024 FLLT conference also aimed to "focus on global voices and multicultural perspectives" that allow "educators and learners to gain insights, strategies, and resources for incorporating diversity into their teaching and learning practices, ultimately enriching their pedagogical approaches and enhancing voices and experiences in language education" (FLLT Conference website, 2024). This also prompts us to ask whether GELT, and ELINET, is, in fact, enriching pedagogical approaches, enhancing voices, and enhancing the student experience in language education. Recent years have certainly seen

studies move on from looking at teacher and student attitudes towards GE and GELT and now towards innovative practice and curriculum innovation and the impact of innovations (see Rose et al., 2021). However, in addition to a lack of research in partnership with practitioners, there is also a lack of research exploring the usefulness and applicability of the GELT framework, as well as a lack of longitudinal studies. It is hoped that the network will facilitate interactions among different educational stakeholders and raise awareness of the kind of research that is still needed to support pedagogical implementation, leading to uptake and use of relevant findings outside of academia.

Enriching Pedagogical Approaches, Enhancing Voices and Experiences

The 2024 FLLT conference theme was clearly pertinent to current thinking in relation to GELT research. It is hoped that ELINET will offer a space to embrace localised perspectives and a platform to showcase the various 'voices' represented in our research, particularly teachers, but also other stakeholders such as parents. As a growing field, the network also includes a number of early career researchers exploring this topic, and it aims to offer them a platform to network, engage with researchers and students from other contexts, and develop links for future collaborations.

However, there is also a need for research exploring the effectiveness of emerging communities such as ELINET and how they can achieve their aims of connecting researchers and practitioners, as well as facilitating research collaborations within and across the various branches and strands, and increasing the reach and impact of our work. So, in addition to recent calls for more longitudinal research and for GELT-related research outside of university contexts and with different stakeholders, we also call for more research into the effectiveness and potential of networks such as ELINET. Does it facilitate collaboration and showcase local voices? Does it help us incorporate local perspectives and learn more about localised perspectives on GELT research to inform our thinking? How effective is it as a community?

The ELINET website stated that "Change happens through dialogue and the establishment of a network aims to provide a forum to extend the reach of our research and foster research exchange and collaborative projects in the field of Global Englishes" (ELINET, n.d.). It has certainly helped the establishment of a community to form research collaborations, but we need more explorations into the benefits for the wider community and whether it can help facilitate GELT-related curriculum innovation.

In an upcoming chapter in the new Routledge handbook of TEIL, Funada & Xie (in press) review online ELT and EIL communities, concluding

"although the potential benefits of online EIL communities have been recognised (Dewey & Patsko, 2018; Selvi et al., 2023; Snodin & Resnik, 2019), in-depth investigations of such communities remain limited" (Funada & Xie, in press). They highlight that compared with online ELT communities, online EIL communities are still a relatively novel endeavour, but that "[s]imply adding an electronic site to host community members" is ineffective (Funada & Xie, in press) and they warn against a top-down approach, limited interaction, lack of moderators, lack of community rules and norms ('netiquette'). They also highlight the need to recruit teachers and researchers as well as "administrators, teacher educators, and other stakeholders, such as school principals and governments, to support them via policymaking and the initiation of institutional support" (ibid.). A recent chapter by Díaz-Maggioli et al. (in press) in the same handbook, also explores how ELT associations are often heavily colonised organizations. They note that

> many local associations organize events with minimal participation of local specialists, practitioners, or researchers, and opt to build them around leading figures in the inner circle countries (Kachru, ibid.). This deprives the local community of learning about relevant pedagogical and professional considerations that may actually benefit the students that the association's members teach…Thus, a vicious cycle of inequality is established in which many members of local associations tend to leave them as they do not find in them ideas that resonate with their daily experiences of teaching and learning.

In their exploration of the development and the organizational structures of such organisations, they explore what changes are needed and propose ways in which the leadership of these associations can effectively contribute to the growth and decolonisation of ELTAs. As momentum grows with regards to GE and GELT, we need further research into emerging organisations and associations.

Conclusion

We end this short paper by highlighting once again the need for global voices to be shared within and outside of academia, and to consider ways through which this goal may be facilitated. While communities of practice may help bring such diverse voices together, more critical enquiry into these emerging communities and associations is also necessary, focusing also on exploring how new communities such as ELINET are achieving their aims and their impact on curriculum innovation, research, and practice. There is

also a need to examine "leadership, management, and membership structures to ensure they acknowledge and honor the linguistic and cultural diversity of the professionals they intend to serve" (Díaz-Maggioli et al. in Press). Finally, the funding and sustainability of such communities also requires further investigation, owing to the voluntary nature of the contributions provided by their members. Nevertheless, we hope that our network and the establishment of a Thai branch will help practitioners and learners incorporate global and local voices in their practices, and consequently help challenge the prevalence of native-speakerism in Thailand and in South-East Asia.

About the Authors

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Endnotes

Since its original inception and focus on GE & EMI, ELINET has grown and now has three more strands, Languages and Social Justice (LSJ), Language Education and Multilingualism (LEM), and Technology Enhanced Language Learning (TELL). These strands work together in an interrelated fashion by supporting one another, see for example the network seminar page here https://elinet.org.uk/resources/seminars/ge-research-series-multilingualism-and-efl-teachers-attitudes-towards-english-in-kazakhstan for a GE Research seminar on Multilingualism and EFL teachers' attitudes towards English in Kazakhstan.

^{2} Coordinators are active, volunteering members of the different ELINET teams. Coordinators can belong to and/or volunteer for more than one team.

^{3} Members are simply network subscribers who receive newsletters and network communications. Members can belong to different strands.

^{4} Bahrain, Brazil, Chile, Cyprus, Germany, UK, Indonesia, Italy, Kazakhstan, Portugal, Romania, South Africa, Spain, Taiwan, Thailand, Turkiye, UAE, and Vietnam

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