



Global Englishes Reading Instruction: An Instructional Reform for Reading Comprehension and Digital Literacy

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ABSTRACT

Reading and literacy have transformed in the digital age, moving beyond print to encompass diverse multimodal formats, which poses challenges for English as a Foreign Language (EFL) learners due to the growing global diversity of English. This study proposes Global Englishes Reading Instruction (GERI) as an instructional reform to address these complexities. The GERI framework integrates principles from Global Englishes Language Teaching and digital literacy into reading instruction. A mixed-methods, quasi-experimental design was employed with fifty Thai undergraduate students at a public university over one semester. Results from the Global Englishes reading comprehension test and digital literacy rubric-based assignments indicated significant improvements in students' reading comprehension across vocabulary, literal, and interpretive levels. Digital literacy also showed significant progression across all dimensions, including accessing and evaluating, using and creating, and presenting and sharing digital information. A Global Englishes Reading Instruction questionnaire and a semi-structured interview protocol were

	<p>used to explore the implementation of the instructional design. Students reported positive perceptions of the GERI activities and materials in enhancing reading comprehension and digital literacy. The pedagogical implications offer practical and authentic applications for international and intercultural contexts.</p> <p>Keywords: Global Englishes and Language Teaching, Reading Instruction, Digital Literacy, Thai undergraduate students</p>
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Introduction

In the digital age, textual information is no longer confined to printed materials but encompasses a wide range of multimodal formats including blogs, websites and social media. English learners now increasingly engage with digital texts across academic disciplines. Digital reading has become more complex due to the growing diversity of Englishes used globally. Non-native speakers now outnumber native speakers, and English texts reflect varied linguistic and cultural norms, posing comprehension challenges—particularly for English as a Foreign Language (EFL) learners.

To address these challenges, this study proposes an alternative instructional model called Global Englishes Reading Instruction (GERI), which integrates the principles of Global Englishes and Language Teaching (Rose & McKinley, 2024) and digital literacy (Castek & Manderino, 2017; Hobbs, 2017; Spires, 2019) into EFL reading instruction (Anderson, 2003, 2018). GERI enhances students' ability to comprehend and critically engage with English texts in digital, intercultural contexts. The model exposes students to diverse English varieties while fostering cultural awareness, critical thinking and active engagement with digital content. This shift from traditional, passive learning approaches supports a more dynamic and inclusive pedagogy, enabling learners to interpret global texts and participate effectively in today's multilingual, digital world.

This study investigated the effectiveness of the GERI model on Thai undergraduate students' reading comprehension and digital literacy and also explored students' perceptions of the instructional approach. To evaluate its effectiveness, the following research questions were addressed:

- (1) To what extent does Global Englishes Reading Instruction improve English reading comprehension of Thai undergraduate students?
- (2) How does Global Englishes Reading Instruction improve the digital literacy of Thai undergraduate students?

(3) What are the students' opinions towards the Global Englishes Reading Instruction?

Literature Review

Global Englishes and Language Teaching

Global Englishes and Language Teaching (GELT) requires a shift away from native-speaker norms toward a more inclusive and diverse approach to language education. Rose and McKinley (2024) proposed a set of key principles to guide the development of GELT, emphasising increased exposure to World Englishes and English as a Lingua Franca (ELF) in curricula, respect for multilingualism, heightened awareness of Global Englishes and ELF communication strategies, recognition of diverse cultures and identities, and the reform of English teacher-hiring practices.

In addition, Rose and McKinley (2024) outlined several essential elements for establishing an effective GELT framework. These include redefining target interlocutors to encompass all English users rather than only native speakers, recognising the global ownership of English beyond Inner Circle countries, prioritising intercultural awareness as a core component of communicative competence, rejecting static notions of standard English, addressing learners' real-world communicative needs, incorporating instructional materials that reflect diverse English varieties, and valuing students' first language (L1) and cultural identity (C1) as important learning resources.

In Thailand, where English education has traditionally prioritised native-speaker norms, GELT can gradually reshape learners' beliefs about what constitutes "good English." GELT exposes learners to diverse English varieties and emphasises English as a global resource rather than a native speaker target by aligning instruction with real-world communicative needs, thereby supporting Thai learners to view themselves as legitimate English users.

Reading Instruction

Effective reading instruction in L2 contexts requires structured approaches that promote comprehension, engagement and language development. Anderson's (2003, 2018) ACTIVE reading framework, which complements the widely used pre-, while- and post-reading model (Hedgcock & Ferris, 2018; Hudson, 2008), provides a student-centred approach to reading instruction. The framework consists of six principles as activating prior knowledge, cultivating vocabulary, teaching for comprehension,

increasing reading rate, verifying reading strategies and evaluating progress. These principles support schema activation, vocabulary development, metacognitive awareness, fluency, strategic reading and ongoing assessment, fostering learner autonomy and deeper engagement with texts.

Despite these pedagogical strengths, traditional L2 reading instruction often prioritises standardised native-speaker norms and accuracy-focused comprehension, treating texts as linguistically and culturally fixed. As a result, learners have limited exposure to diverse English varieties, multilingual meaning-making and the critical perspectives required for understanding Global Englishes in real-world contexts.

Digital Literacy

Digital literacy has become a core competence in contemporary education as digital technologies increasingly shape how information is accessed, interpreted and communicated. This study used three established frameworks as Castek and Manderino's Planning Framework (2017), Spires' Digital Literacy Framework (2019) and Hobbs' Digital Media Literacy Framework (2017) to develop the pedagogical design of the Global Englishes Reading Instruction (GERI) model. These frameworks differ in scope, but together they provide a critical evaluation of digital information, meaningful content creation and effective communication within digital environments.

Table 1

The Synthesized Models of Digital Literacy in this Study

Frameworks			Key components of digital literacy, synthesised in this study
A Planning Framework (Castek & Manderino, 2017)	A Digital Literacy Framework (Spires, 2019)	A Planning Framework (Castek & Manderino, 2017)	
Accessing and evaluating information	Locating and consuming digital content	Accessing and evaluating information	Access and evaluate information
Using and representing information	Creating digital content	Using and representing information	Use and create information
Producing and exchanging information	Communicating digital content	Producing and exchanging information	Present and share information

Key components from the three frameworks were synthesised into three integrated dimensions to operationalise digital literacy within GERI. The first dimension, accessing and evaluating information, referred to learners' ability to locate digital sources and critically assess their credibility, reliability and relevance. The second dimension, using and creating information, focused on analysing information, integrating credible evidence and producing coherent and trustworthy digital content. The third dimension, presenting and sharing information, emphasised audience awareness, multimodal communication and collaborative participation in digital spaces. This synthesis provided a coherent instructional structure that supported the development of critical, creative and communicative capacities required for engaging with multilingual and multimodal texts in global digital contexts. The synthesised digital literacy framework adopted in this study is presented in Table 1.

Methodology

Research Design

A mixed-methods approach with a quasi-experimental design was employed to examine the effects of Global Englishes Reading Instruction (GERI) on Thai undergraduate students' English reading comprehension and digital literacy. Quantitative data were collected using a single-group pre-test and post-test design to measure gains in English reading comprehension. The study was conducted within an intact classroom setting where random assignment and the use of a control group were not feasible due to curricular and institutional constraints, along with rubrics used to assess students' digital literacy assignments. Qualitative data were gathered from the GERI questionnaire and interview protocol to explore students' perceptions following the instruction.

Participants

Fifty first-year undergraduate students aged 18–20, both male and female, were selected using a convenience sampling technique. The subjects were enrolled in an integrated-skills Foundation English course (FEII) offered by the university. Their English proficiency levels ranged from A1 to B1 of the CEFR, as determined by an in-house proficiency test.

Research Instruments

A Global Englishes Reading Comprehension Test

The test was developed and administered as a pre-test and post-test to assess the students' English reading comprehension in relation to the first Research Question. The test comprised 30 multiple-choice questions targeting vocabulary, literal and interpretative comprehension based on the five principles of the GERI framework. Reading passages were drawn from authentic sources written by both native and non-native English users including online news and Reddit posts. The test was delivered online via Google Forms and distributed individually to participants through Microsoft Teams.

Digital Literacy Rubric-based Assignments

The assignments were developed to measure the effectiveness of GERI on the students' digital literacy skills in alignment with the second research question. The students completed assignments after each lesson, which were then assessed using digital literacy analytical rubrics on a four-point scale. The study criteria were based on digital literacy concepts including Accessing and Evaluating Information, Using and Creating Information and Presenting and Sharing Information.

A Global Englishes Reading Instruction Questionnaire

The questionnaire was used to address the final research question to explore students' opinions after their direct experiences with the intervention. The questionnaire was divided into two sections as five principles and open-ended questions, focusing on students' opinions regarding classroom activities and instructions and covered all the GERI principles. The five principles included 30 Likert-type statements on a five-point scale. The open-ended questions were optional, allowing the students to provide additional opinions and suggestions about GERI, covering aspects they liked or disliked.

The GERI Semi-Structured Interview Protocol

It was used to investigate the students' opinions after receiving Global Englishes Reading Instruction and provide additional information. Six students were randomly selected from three groups—low, medium and high

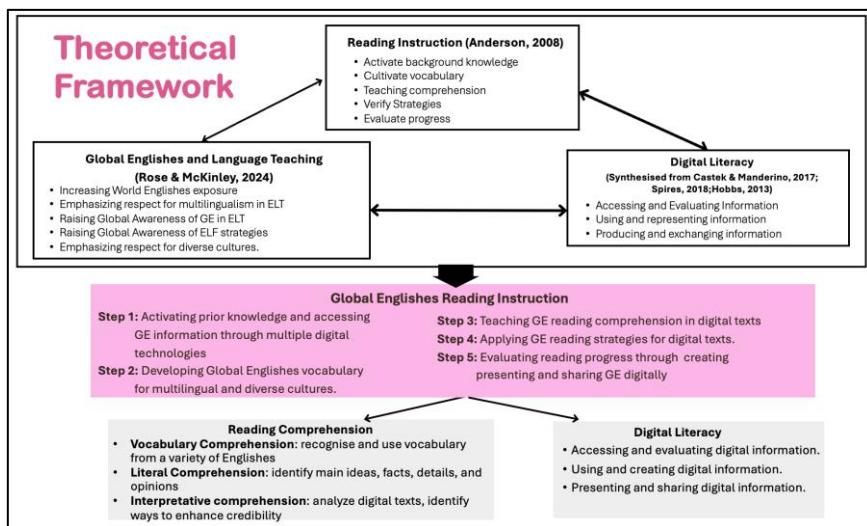
achievers—based on their post-test Global Englishes reading comprehension scores.

Research Procedure

The research procedure including designing GERI principles, designing instructional invention and data collection is detailed below.

Figure 1

The Synthesised Model of Geri Developed in this Study



Designing Global Englishes Reading Instruction (GERI) principles

The Global Englishes Reading Instruction (GERI) model was developed by drawing on three complementary theoretical frameworks. The first framework is Reading Instruction (Anderson, 2003, 2018), which emphasises activating background knowledge, cultivating vocabulary, teaching reading comprehension, verifying reading strategies and evaluating reading progress. The second framework is Global Englishes and Language Teaching (GELT) (Rose & McKinley, 2024), which highlights increasing exposure to World Englishes, emphasising respect for multilingualism in English language teaching, raising global awareness of Global Englishes and English as a lingua franca (ELF) strategy and promoting respect for diverse cultures and identities. The third framework is Digital Literacy, synthesised from the work of Castek and Manderino (2017), Spires (2018) and Hobbs

(2017), which focuses on accessing and evaluating information, using and creating digital content and presenting and sharing information. By integrating these three theoretical perspectives, the Global Englishes Reading Instruction model was developed and operationalised through five interconnected instructional principles, as detailed in the following section. (see Figure 1).

The first principle, *“Activating prior knowledge and accessing Global Englishes information through multiple digital technologies”*, was developed by integrating activating background knowledge from the reading instruction framework, increasing Global Englishes exposure from the GELT framework and accessing and evaluating information from the digital literacy framework. This principle draws on students' prior knowledge of different English varieties before reading Global Englishes texts and enhances their exposure to these varieties through digital resources, preparing the students to effectively engage in Global Englishes Reading Instruction.

The second principle, *“Developing Global Englishes vocabulary for multilingual and diverse cultures”*, was developed by integrating cultivating vocabulary from the reading instruction framework, emphasising respect for multilingualism and diverse cultures in ELT from the GELT framework and using and creating information from the digital literacy framework. This principle encourages students to recognise and use vocabulary, phrases or idioms from various Global English users across cultural contexts, helping them to effectively comprehend Global Englishes in digital texts.

The third principle, *“Teaching Global Englishes reading comprehension in digital texts”*, was developed by integrating teaching comprehension from the reading instruction framework, raising Global Awareness of GE in ELT from the GELT framework and using and creating information from the digital literacy framework. This approach develops students' reading comprehension skills- finding main ideas and locating facts and details to effectively interpret digital texts written in Global Englishes.

The fourth principle, *“Applying Global English reading strategies for digital texts”*, was developed by integrating verifying strategies from the reading instruction framework, raising Global Awareness of ELF strategies from the GELT framework and using and creating information from the digital literacy framework. This principle exposes students to diverse English varieties, fosters respect for linguistic differences and applies reading strategies to better understand GE texts and engage students in digital literacy. The activities include making connections, recognising words, translating into local languages, identifying errors, paraphrasing, analysing and summarising. These activities help the students to gain a comprehensive understanding of Global Englishes in digital texts by equipping them with essential digital

literacy skills, including how to access and evaluate reliable digital content and how to use credible data to create digital texts featuring Global Englishes.

The fifth principle, *“Evaluating reading progress through creating, presenting and sharing Global Englishes digitally”*, was developed by integrating evaluating progress from the reading instruction framework, raising Global Awareness of GE in ELT from the GELT framework and presenting and sharing information from the digital literacy framework. This principle encourages students to develop their reading comprehension, reading strategies and digital literacy through assignments completed at the end of the lesson. To complete the digital literacy assignment, the students apply various principles of GERI including using their background knowledge of Global Englishes and different cultures to comprehend digital texts, infer the meanings of GE vocabulary from context clues, apply reading strategies to analyse and understand information thoroughly and utilise digital literacy skills to access and evaluate reliable digital texts, as well as to create and present new credible digital information.

The Global Englishes Reading Instruction (GERI) model enhanced students' reading comprehension and digital literacy, with the outcomes of this approach in both areas outlined below.

Firstly, reading comprehension in this study focuses on students' understanding of Global Englishes texts at three levels—vocabulary, literal and interpretative—guided by the five principles of Global Englishes Reading Instruction:

Vocabulary comprehension involves understanding vocabulary, idioms and expressions from diverse English varieties, assessed through the principle of “Developing Global Englishes Vocabulary for Multilingual and Diverse Contexts”.

Literal comprehension involves identifying main ideas and factual details using background knowledge and reading strategies (e.g., skimming and scanning) assessed through the principles of “Activating prior knowledge and Accessing Global Englishes information through multiple digital technologies” and “Teaching Global Englishes reading comprehension in digital texts.”

Interpretative comprehension involves higher-order skills like analysing, synthesising and evaluating reliable digital content. It is assessed through “Applying Global Englishes reading strategies to digital texts” to make inferences and analyse cause-effect relationships. It is also assessed through “Evaluating reading progress through creating, presenting and sharing Global Englishes digitally”, focusing on identifying ways to enhance reliability and credibility.

Secondly, digital literacy in this study is defined as students' ability to effectively navigate and engage with digital content through three core

competencies: accessing and evaluating digital information, using and creating digital content, and presenting and sharing digital information

Accessing and evaluating digital information involves locating reliable information and critically assessing its credibility and accuracy.

Using and creating digital content involves analysing information, incorporating trustworthy data (e.g., facts and statistics) and producing well-structured, credible and clear digital content.

Presenting and sharing digital information involves communicating information in engaging ways using clear speech and visual aids to enhance audience understanding.

Global Englishes Reading Instruction Intervention

The instructional activities for each stage of GERI, designed to translate the principles into practice, are detailed below.

The first stage, *Activating Prior Knowledge and Accessing Global Englishes Information through Multiple Digital Technologies*, engages students by drawing on their prior knowledge of English varieties, cultural diversity, and multilingualism through digital technologies before they begin reading Global Englishes texts. This process deepens students' understanding of how English adapts across diverse sociocultural contexts. Activities at this stage include interactive warm-up quizzes, such as Kahoot, and "Activating Global Englishes Prior Knowledge" tasks that use authentic materials to stimulate discussion. These activities draw on students' linguistic, geographical, and cultural knowledge while also exposing them to real-world digital content, including online news, videos, and posters, as illustrated in Figure 2.

Figure 2

Sample Activities from the "Activating Global Englishes Prior Knowledge" Stage

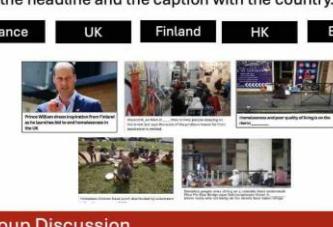
A: Interactive quiz (Kahoot)



B: Guess the Country from the News

Match the headline and the caption with the country.

France UK Finland HK Brazil



C: Group Discussion

1. What kind of atmosphere is there in each picture?
2. What are the similarities and differences among these pictures?

The second stage, *Developing Global Englishes Vocabulary for Multilingual and Diverse Cultures*, helps students recognise Global Englishes vocabulary across different cultural contexts and enhances their comprehension of digital texts. The “*Global Englishes Vocabulary*” activity introduces key vocabulary, phrases, and idioms from diverse cultures, guiding students to infer meanings using textual and graphic contextual clues. Activities at this stage include matching words with definitions, interpreting visual cues, inferring meanings from context, identifying sentences with similar meanings, and completing sentences using Global Englishes words or idioms, as illustrated in Figure 3.

Figure 3

Sample Activities from the “Developing Global Englishes Vocabulary” Stage

A : Guess the meaning from the graphics

Selling stuff out of cart **dismantle** **put strain on**

Jacked sky-high **slum** **Out of sight, Out of mind**

B: Guess the meaning

Task A: Match the word in bold (1-5) with the correct definition (A-F).

1. Many **ppl** enjoy going to the beach. (____)
2. We get good benefits, and the pay is **decent**. (____)
3. Children in **poverty** often do not have money and basic needs. (____)
4. Her **insight** into the problem helped the team find a quick solution. (____)
5. She got a complaint from her listeners about her **offensive** language. (____)

A.) good or acceptable
 B.) people.
 C.) hurtful, rude
 D.) a deep understanding
 E.) the state of being extremely poor

The third stage, *Teaching Global Englishes Reading Comprehension of Digital Texts*, engages students with authentic digital texts from social media platforms such as Reddit, online recipes, and online news. These materials expose students to a variety of Englishes and diverse perspectives that are not commonly found in standard English textbooks. This stage focuses on enhancing reading comprehension skills—such as identifying main ideas and locating facts and details—to support students’ understanding of texts written in different English varieties. Students also complete the “*Global Englishes Reading Comprehension*” activities, which consist of two key components: reading for main ideas and reading for facts and details.

Reading for Main Ideas. In this stage, students identify and summarise the key points through various activities, such as marking statements mentioned in the thread and matching titles with the corresponding paragraphs (see Figure 4).

Figure 4*Sample Activities from the “Reading For Main Ideas” Stage*

A: Select the statement mentioned in the thread



To compare homelessness in Thailand and Los Angeles
 To explain the reasons behind homelessness in Los Angeles.
 To ask for ideas about the Thai government's assistance with homelessness

Reading for Facts and Details. In this stage, the students extract and analyse specific information by matching questions with correct answers, identifying who made statements and determining whether the statements are true, false or not given (see Figure 5).

Figure 5*Sample Activities from the “Reading for Facts and Details” Stage*

C: Match the questions with the answers

Question	Answer
1. How does the writer see homelessness in Thailand?	(a) 80,000-100,000
2. What slum in Bangkok does the writer mention?	(b) Drug problems, like yaba.
3. How many people might live in Khlong Toei?	(c) Khlong Toei
4. How does Thai government handle slums in Thailand?	(d) Higher taxes and many regulations
5. What problem is hard for families to help homeless people?	(e) It is less visible than in the States.
6. What makes people want to go back to the countryside?	(f) High price of the real estate.
7. Why doesn't Bangkok have a housing crisis?	(g) The government tolerates slums.

D: Identify the characters

Whose characteristics, are they?
Put a tick on the table.

Pak Moween	Boss	Co- worker
1. She has been working at a Lawson.		
2. She has lived in an apartment sublet by her boss without a contract.		
3. She verbally abused and berated her employee in front of customers.		
4. She is 40 years old and has worked at the convenience store for 10 years.		
5. She behaved much like her boss as if she were a clone of her boss.		
6. She threatened an employee to take legal action if the employee resigned.		
7. She withheld the employee's salary in exchange for an apartment deposit.		
8. She wants to quit a job secretly and leave a house with unpaid utility bills.		
9. She is a foreign worker who studies in Japan.		
10. She thought her boss won't do as she threatened. It's just a bluff.		

In the fourth stage, *Applying Global Englishes Reading Strategies for Digital Texts*, the activities are designed to expose students to diverse English varieties, foster respect for linguistic differences, promote the application of reading strategies to enhance comprehension of Global Englishes (GE) texts, and engage students in digital literacy. This stage is supported by three main activities: “*GE Language Use*,” “*GE Reading Strategies*,” and “*Discussing Digital Literacy*.”

GE Language Use. Students explore language features commonly used by non-native English speakers through two tasks: Translate It! and Correct It!

Translate It! This task requires students to translate idioms into Thai to promote cross-cultural understanding (see Figure 6).

Correct It! This task involves identifying and correcting grammatical errors to enhance linguistic competence while fostering respect for language diversity (see Figure 6).

Figure 6

Sample Activities from the “GE Global Language Use” Stage

Figure 7

Sample Activities from the “GE Global Reading Strategies” Stage

C: Compare it.			
Read the comment about homelessness in passage B again and complete the comparison chart.			
Put strain on family's obligation	Less obvious	Require taxes and registration	
Start a micro business easily	Help reduces homelessness	Jacked sky-high real	
Factor	Homelessness in Thailand	Homelessness in USA	
Visibility of homelessness	(1) _____	More obvious	
Drug abuse	(2) _____	Not mentioned	
Family obligation	(3) _____	Not mentioned	
Housing market	Cheap housing price	(4) _____	
Informal sector	(5) _____	(6) _____	
D: Summarize it			
Choose the appropriate words to complete the summary			
obvious	visibility of homelessness	micro business	jacked sky high
informal sector	housing market	Family obligation	regulation
<p>Homelessness in Thailand and California differ in three key factors that are family obligation, (1) _____, and informal sector.</p> <p>In Thailand, homelessness is (2) less _____ due to cheap housing prices. (3) _____ also plays a significant role in reducing homelessness, as families often support their members in need. The large informal sector allows people to start (4) _____ easily, which can provide income opportunities for those who are at risk of homelessness.</p> <p>In contrast, California's homelessness is more obvious due to (5) _____ real estate prices. The informal sector is small, and starting a business requires complex administration, taxes, and (6) _____ which makes it harder to start a business for the homeless.</p> <p>Overall, the differences in housing markets, family obligation, and (7) _____ highlight the unique challenges and solutions to homelessness in each region.</p>			

GE Reading Strategies. The students integrate reading, writing and critical thinking through the following tasks:

Compare them! The activity involves comparing content from digital texts across cultures (see Figure 7).

Integrate writing. The activity encourages students to use the comparative language in preparation for writing tasks.

Summarise it! The activity involves summarising texts using appropriate comparative expressions (see Figure 7).

Discussing Digital Literacy. The students strengthen their digital literacy through the following activities:

Access and Evaluate Digital Information. The activity involves finding and assessing credible online sources.

Use and Create Digital Information. The activity involves enhancing digital texts by improving sentence placement to increase credibility (see Figure 8).

Figure 8

Sample Activities from the “Discussing Digital Literacy” Stage

Discussing Digital Literacy

E: Access & Evaluate information

Scan QR code to access original thread and comment to answer the following questions.

Access & evaluate the digital information.

Who is the author of thread? _____

Who is the author of comment? _____

What website is the thread and comment from? _____

F: Use and create the digital information.

Where are the most suitable places for the following sentences? Write the number of the most suitable place in the box provided next to each sentence.

yanharbenifsiy · 2 yr. ago · Edited 2 yr. ago ·

I think like most places homelessness in Thailand is a multifaceted issue. It is definitely here but not as obvious as parts of the States.

Bangkok is big and slums exist. Out of sight. Out of mind. Klong Toei is a good example. An estimated eighty thousand to one hundred thousand people live there. The authorities have to somewhat tolerate the existence of slums, unlike in the States where they dismantle them periodically.

I think family obligations play a part in reducing homelessness but is not the whole story. Particularly when it comes to the drug problem, yaba, amphetamines. This puts strains on the families ability to house and help someone. Although many do. ☺

I think the ability of relatively cheap housing plays a big part. As does the ability for people to go back and live off the land in the country side. When covid hit, this is what a lot of working class people did.

Unlike many parts of California, such as San Francisco or LA, the real estate market hasn't been jacked sky high and people haven't been driven out of the market as much. Bangkok is still growing and you can still find somewhere to live and rent relatively cheap. There isn't the same massive push factors as there are in California. There isn't a housing crisis as there is parts of the US and Australia.

According to California Affordable Housing Needs Report 2023, the state has seen a 38% increase in rent prices over the past two decades, while incomes have only risen by 7%.

According to the International Labour Organization (ILO), Thailand's informal economy plays a crucial role in the livelihoods of many, with estimates showing that around 54% of the workforce operates within the informal sector which includes street vendors and informal construction workers.

Figure 9

Sample Activities from the “Discussing Digital Literacy” Stage

Digital Literacy Assignment

Instruction

Access & Evaluate

1. Form groups of 4-5 students.
2. Select a country (excluding Thailand) for research and find a thread about homelessness in the chosen country from www.reddit.com
3. Choose an interesting comment from the thread.
4. Evaluate if the comment is reliable.
5. Collect verified data (e.g., reports, statistics) to enhance the comment's credibility. Include URLs, authors, and publication dates.

Use & Create

6. Compare homelessness factors between the chosen country and Thailand using the provided chart.

Factor	Homelessness in Thailand	Homelessness in _____
Visibility of homelessness	Less obvious	
Family obligation	Help reduces homelessness	
Housing market	Relative cheap housing	
Policy factor	Having shelter houses for the elderly, only.	

7. Create a 150-word summary including verified data enhancing the credibility and an analyzed comparison.

Use & Create

8. Record a 2-minute video summarizing findings, using visual aids.

9. Post the video in your YouTube channel.

The final stage, *Evaluating Reading Progress through Creating, Presenting, and Sharing Global Englishes Digitally*, assesses students' reading progress and digital literacy through a digital literacy assignment. In this activity, students research digital information based on given criteria from another country using Reddit or other online sources, then evaluate and compare this information with the situation in Thailand to create a summary video featuring visual representations. This task promotes reading comprehension based on GERI principles while enhancing students' digital skills (see Figure 9).

Data Collection

The 12-week data collection (November 2024–February 2025) took place in a regular classroom and followed four stages:

Global Englishes Reading Pre-Test (Week 1): A Global Englishes Reading Comprehension pre-test was administered to assess students' reading comprehension.

Main Study & Digital Literacy Assignments (Weeks 2–10): Reading instruction followed GERI cycles across three units, with digital literacy integrated throughout the course and culminating in group-based assignments involving online text analysis and multimodal production at the end of each unit.

Global Englishes Reading Post-Test (Week 11): The same reading comprehension test was re-administered to measure improvement.

Questionnaire & Interview (Week 12): The students provided feedback on their GERI experience through a Likert-scale questionnaire and semi-structured interviews.

Results

Results of Research Question 1

Research Question 1 investigated the effects of Global Englishes Reading Instruction (GERI) on the students' reading comprehension. The pre-test and post-test Global Englishes reading comprehension results were used to compare students' GE reading comprehension before and after the implementation of GERI.

Reading comprehension was defined across three levels as (i) vocabulary comprehension, (ii) literal comprehension and (iii) interpretative comprehension. The students achieved these levels by applying GERI principles.

The Global Englishes Reading Comprehension pre-test and post-test scores were compared to examine the students' progress following the intervention. Descriptive statistics (means and standard deviations) were calculated and paired-samples t-tests were conducted to examine whether differences across the three comprehension levels were statistically significant. Effect sizes were calculated using Cohen's d to determine the magnitude of the observed effects. Table 2 presents the pre-test and post-test results across all the comprehension levels.

Table 2

Comparison of Pre-test and Post-test Mean Scores in Global Englishes Reading Comprehension Across Three Levels

Comprehension Level	Test	Score(s)	Mean	S. D.	t	d
Vocabulary comprehension	Pre	4.00	0.82	0.78	-6.00*	0.84
	Post	4.00	1.74	1.00		
Literal comprehension	Pre	17.00	10.90	2.38	-9.84*	1.34
	Post	17.00	14.02	1.81		
Interpretative comprehension	Pre	9.00	5.04	1.64	-7.85*	1.09
	Post	9.00	6.88	1.52		
Overall	Pre	30	16.76	3.87	-15.40*	2.18
	Post	30	22.64	3.20		

A paired-samples analysis revealed a statistically significant improvement in reading comprehension following the GERIC intervention, with mean scores increasing from 16.76 ($SD = 3.87$) on the pretest to 22.64 ($SD = 3.20$) on the posttest. The effect size was very large (Cohen's $d = 2.18$), indicating a substantial impact of the intervention on students' reading comprehension.

Further analysis revealed that the students' Global Englishes (GE) reading comprehension performance improved significantly across all levels. Post-test mean scores increased for all comprehension levels—vocabulary, literal and interpretative. The literal comprehension showed the greatest improvement ($M = 14.02$, $SD = 1.81$). The students also demonstrated significant gains in interpretative comprehension ($M = 6.88$, $SD = 1.52$), reflecting an enhanced ability to infer and interpret meaning beyond the surface level of the text. Vocabulary comprehension showed the least improvement ($M = 1.74$, $SD = 1.00$), indicating a need for further scaffolding to support students' understanding of GE vocabulary more effectively.

These results suggested that the GERI intervention was effective in enhancing students' reading comprehension skills in a meaningful and measurable way.

Results of Research Question 2

Research Question 2 investigated the effects of Global Englishes Reading Instruction (GERI) on the students' digital literacy, with assignment rubrics used to measure performance. Scores from digital literacy assignments 1, 2 and 3 were compared to assess the students' progress and highlight measurable improvements over time. Descriptive statistics (means and standard deviations) were calculated to examine the performance across assignments, and a repeated-measures ANOVA was conducted to determine whether changes over time were statistically significant. Partial eta squared (ηp^2) was used to estimate the magnitude of the effect size.

Digital literacy was defined through three dimensions as (i) Accessing and Evaluating, (ii) Using and Creating and (iii) Presenting and Sharing. The descriptive statistics illustrated the students' digital literacy across these dimensions in three assignments, as illustrated in Table 3.

Table 3

Comparison of Students' Digital Literacy Scores Across Three Assignments by Dimension

Dimension	Assignment	Score(s)	Mean	S.D.	F	ηp^2
Access and evaluate information	Assignment 1	12	7.38	0.49	13689*	0.99
	Assignment 2	12	9.84	0.95		
	Assignment 3	12	10.62	1.05		
Use and create information	Assignment 1	16.00	8.50	1.22	10034*	0.99
	Assignment 2	16.00	12.24	1.95		
	Assignment 3	16.00	15.04	0.78		
Present and share information	Assignment 1	8.00	4.50	1.68	708.75*	0.94
	Assignment 2	8.00	4.96	1.60		
	Assignment 3	8.00	6.70	1.76		
Overall	Assignment 1	36	20.34	2.47	10614*	0.99
	Assignment 2	36	27.04	2.73		
	Assignment 3	36	32.36	2.17		

The overall scores increased from 20.34 ($SD = 2.47$) in Assignment 1 to 32.36 ($SD = 2.17$) in Assignment 3, demonstrating a strong upward trend, $F = 10,614$, with a partial eta squared (ηp^2) of .99, indicating an extremely

large effect size and suggesting that the improvement was primarily attributable to the instructional intervention rather than chance.

Further analysis revealed that the students' Digital Literacy performance improved significantly across all three dimensions.

For Accessing and Evaluating Information, mean scores increased steadily from Assignment 1 ($M = 7.38$, $SD = 0.49$) to Assignment 3 ($M = 10.62$, $SD = 1.05$). The repeated-measures ANOVA indicated a statistically significant effect, $F = 13,689$, $\eta^2 = .99$, reflecting an extremely large effect size.

For Using and Creating Information, the students demonstrated substantial gains, with mean scores rising from 8.50 ($SD = 1.22$) to 15.04 ($SD = 0.78$). This improvement was statistically significant ($F = 10,034$), with a partial eta squared of .99, again indicating an extremely large effect.

Finally, Presenting and Sharing Information also showed meaningful improvement, with scores increasing from 4.50 ($SD = 1.68$) to 6.70 ($SD = 1.76$). The difference was statistically significant ($F = 708.75$), with a partial eta squared (η^2) of .94, suggesting a very large effect size despite being slightly smaller than the other dimensions.

The data revealed a clear progression in the students' digital literacy skills, particularly in accessing, evaluating, using and creating digital content. The significant improvements in these areas suggested that the instructional interventions effectively enhanced the students' competencies.

Results of Research Question 3

A mixed-methods approach was used to ensure a comprehensive evaluation. Quantitative and qualitative data were collected and analysed to answer Research Question 3, which explored the students' opinions of the Global Englishes Reading Instruction (GERI). The questionnaire results provided quantitative data, while open-ended responses and semi-structured interviews offered qualitative insights. The quantitative findings revealed positive perceptions of GERI classroom activities, with an overall mean score of 4.41 ($S.D. = 0.75$). The analysis was structured around five domains based on the GERI principles, as illustrated in Table 4.

Table 4

Students' Opinions on Classroom Activities Employing Global Englishes Reading Instruction

	Principle	No. of items	Mean	S.D.	Meaning
1	Activating prior knowledge and accessing Global Englishes information through multiple digital technologies.	5	4.41	0.73	High
	1.1. Enjoyment and engagement	1	4.60	0.67	Very high
	1.2. Activation of prior knowledge	1	4.48	0.71	Hgh
	1.3. Exposure to Global Englishes Diversity	1	4.44	0.73	High
	1.4. Exposure to Diverse Cultures	1	4.36	0.80	High
	1.5. Exposure to Multilingualism	1	4.18	0.75	High
2	Developing Global Englishes vocabulary for multilingual and diverse cultures	5	4.50	0.72	Very high
	2.1. Context-based learning	1	4.54	0.71	Very high
	2.2. Visual aids	1	4.56	0.71	Very high
	2.3. Application in context	2	4.46	0.75	Hight
	2.4. Cultural awareness	1	4.44	0.68	High
3	Teaching Global Englishes Reading Comprehension in digital texts.	3	4.37	0.77	High
	1.1. Reading for main idea	1	4.34	0.80	High
	1.2. Reading for facts and details	1	4.34	0.77	High
	1.3. Global Englishes instructional materials	1	4.44	0.73	High
4	Applying Global Englishes Reading Strategies for digital texts.	7	4.43	0.75	High
	4.1. Translation and Cultural Understanding	2	4.50	0.72	Very high
	4.2. Language Structure Awareness	1	4.48	0.74	High
	4.3. Reading strategies and Critical Thinking	2	4.46	0.74	High
	4.4. Discussing Digital Literacy	2	4.36	0.80	High
5	Evaluating reading progress through creating, presenting and sharing Global Englishes digitally.	10	4.38	0.78	High
	5.1. Improvement in reading comprehension and digital literacy	1	4.46	0.76	High
	5.2. Accessing and Evaluating Digital Information	2	4.34	0.82	High

Principle	No. of items	Mean	S.D.	Meaning
5.3. Using and Creating Digital Information	4	4.38	0.77	High
5.4. Presenting and Sharing Digital Information	3	4.40	0.79	
Overall results	30	4.41	0.75	High

For the first principle, the quantitative findings revealed a strong positive response to these activities, with an overall mean score of 4.41 (S.D. = 0.73). The students' enjoyment and engagement received the highest rating (Mean 4.6, S.D. 0.67), indicating that digital tools made learning more interactive and motivating. This result concurred with one student's comment from the semi-structured interview, noting that the interactive quiz was engaging and helped him to activate his existing knowledge.

“I like the Kahoot quiz. It’s fun and engaging. I can use my background knowledge to answer the questions and compete with my classmates. I cannot answer some questions because I lack the necessary knowledge, but I still learn new things.”

(Male, High achiever.)

For the second principle, the findings from the questionnaires indicated strong agreement on the benefits of pre-reading activities to enrich vocabulary knowledge, with an overall mean score of 4.50 (S.D. 0.72). Among the strategies evaluated, visual aids such as pictures and graphics were rated as the most effective for learning vocabulary (Mean 4.56, S.D. 0.71). One student explained that visual representations made word meanings more accessible and memorable.

“Using images in vocabulary instruction enhances word comprehension and makes it easier to understand the context in which they are used.”

(Female, Low achiever)

For the third principle, the results from the questionnaire revealed a high level of student satisfaction, with an overall mean score of 4.37 (S.D. 0.77). The crucial component was the use of authentic digital materials which received the highest mean score of 4.44 (S.D. 0.73). The students appreciated exposure to real-world Englishes and diverse cultural content.

“I find it enjoyable because Reddit threads use informal language and are written by non-Thai speakers. Since the content is based on real experiences of the writers, I get to learn new things and discover topics I didn’t know existed. It allows

me to learn from the experiences of others and see different perspectives from people around the world.”
(Female, High achiever)

For the fourth principle, the students reported a high level of satisfaction with the implemented reading strategies, reflected in an overall mean score of 4.43 (S.D. 0.75). Several key areas emerged as particularly impactful. Reading strategies and critical thinking activities such as comparison, cause-effect analysis and inference-making were instrumental in reinforcing deep comprehension and analytical skills. These activities received high ratings for impact on both translation and cultural understanding (Mean 4.50, S.D. 0.72). One student noted that analysing cross-cultural perspectives allowed her to go beyond basic understanding and encouraged meaningful reflection on global issues.

“The activity that involves analysing the similarities and differences of a topic across different countries helps me gain a deeper understanding of the material. It’s more insightful than just reading because thinking critically and analysing similarities and differences enhances my comprehension of the topic.”

(Female, High achiever)

For the fifth principle, the quantitative data indicated that the students perceived the digital literacy assignment as highly effective, with an overall mean score of 4.38 (S.D. = 0.78). Among the various aspects, the highest-rated item was the activity’s support in enhancing students’ reading comprehension and digital literacy (Mean = 4.46, S.D. = 0.76). This was further supported by qualitative feedback.

“The Digital Literacy Assignment activity helped me develop reading comprehension and digital literacy skills. This activity enhanced my ability to access reliable digital information and apply reading strategies to understand Global Englishes. Analysing information allowed me to understand cultural differences and how culture influences language use. I also improved my skills in summarising, creating digital content and presenting digital information through digital technologies.”

(Female, High achiever)

The results confirmed that incorporating Global Englishes reading strategies into digital literacy assignments significantly benefitted student learning.

Discussion

The Effectiveness of GERI on Reading Comprehension

The quantitative and qualitative analyses results suggested that GERI effectively improved the students' abilities to understand and analyse diverse forms of English, particularly through digital texts. A key finding was the statistically significant improvement in reading comprehension post-test scores. Our results aligned with Jenkins and Morán Panero (2024) and Kirkpatrick (2017) who found that Global Englishes Reading Instruction helped learners to better navigate the variety of Englishes they encountered.

The integration of authentic materials, especially online forum discussions such as Reddit threads and comments, played a crucial role in the students' improvements. These real-world texts provided exposure to different English varieties, supporting Jenkins and Morán Panero (2024) and Kirkpatrick and Lixun (2020) who found that authentic input fostered deeper comprehension. This approach also aligned with the Global Englishes for Language Teaching (GELT) framework (Rose & McKinley, 2024), emphasising the value of linguistic diversity in language instruction.

In terms of pedagogy, this study drew on Anderson's (2003, 2018) reading comprehension model, stressing the activation of background knowledge, explicit vocabulary instruction and strategy use.

This study reinforced the idea that students benefit more from engaging with English in diverse global contexts rather than being restricted to native-speaker norms. Previous research (Matsuda & Friedrich (2012) and Seidlhofer (2015) critiqued the limitations of traditional English instruction that centres on standardised English varieties. By using GERI, the students were able to interpret the meaning more flexibly and understand English as it is used in intercultural contexts.

Despite these positive outcomes, some students experienced difficulties with unfamiliar linguistic features. These challenges reflected earlier findings that suggested the need for additional instructional scaffolding. Students often relied heavily on the grammar and vocabulary of standardised English, highlighting the need for teaching strategies that ease the transition to understanding varied English forms. Future research should explore specific instructional strategies that help learners transition more effectively from standardised English to the diverse forms found in Global Englishes and investigate the types of scaffolding that best support students in interpreting unfamiliar linguistic features.

The Effectiveness of GERI on Digital Literacy

Based on the quantitative and qualitative analyses, the Global Englishes Reading Instruction (GERI) significantly enhanced the students' digital literacy skills. This improvement was particularly evident in the students' abilities to evaluate digital information and assess their credibility, underscoring the necessity of incorporating digital literacy into language education, as highlighted by Buckingham (2020). The use of digital platforms enabled the learners to engage critically with a wide range of English texts, aligning with Godwin-Jones' (2021) assertion that digital literacy is fundamental to enhancing comprehension and critical thinking skills.

From the perspective of Global Englishes and Language Teaching (GELT), this study illustrated the substantial role that exposure to diverse varieties of English in digital environments plays in enhancing critical language awareness. Rose and McKinley (2024) emphasised that instruction focused on Global Englishes encouraged learners to transcend traditional native-speaker norms and appreciate the linguistic diversity that characterises online communication. This approach was further supported by Matsuda and Friedrich's (2012), who claimed that understanding various English usages necessitates instructional scaffolding that prioritises comprehension over mere correction. The focus of GERI on user-generated content enabled the students to navigate the complexities of real-world language use, reinforcing the principle of fostering linguistic flexibility and pragmatic competence intrinsic to GELT.

A vital implication of this research is the imperative need to train students in the critical assessment of online information. In an age where misinformation proliferates, the ability to evaluate sources for credibility emerges as an essential skill. This finding aligned with Tate and Warschauer's (2017) argument that digital literacy skills should be explicitly taught. Within the frameworks of digital literacy and reading instruction, Leu et al. (2017) emphasised that teaching students to effectively evaluate digital texts involved the integration of critical thinking, multimodal literacy and verification strategies.

This study incorporated activities reinforcing information evaluation but the findings indicated that these were not sufficient to fully develop digital literacy skills. This highlighted the importance of structured digital literacy training integrated into language curricula to better equip students to navigate digital environments. The need for scaffolding in digital literacy was supported by Spires (2019), who argued that explicit instruction in evaluating, creating and sharing digital content promoted higher-order literacy skills, while Tate and Warschauer (2017) suggested that digital literacy was a crucial

component of academic achievement, requiring critical reading and technological proficiency.

In conclusion, the integration of Global Englishes reading into digital literacy instruction aligns with modern educational frameworks in reading and language teaching, emphasising the importance of fostering students' capabilities to critically engage with digital texts while adapting to the rich linguistic diversity present in global communication.

Future research should explore more targeted instructional models that explicitly scaffold digital literacy within Global Englishes contexts. The students showed improvements but still required additional support to evaluate online information. Further investigations should focus on the design and efficacy of structured modules that teach verification strategies, source credibility assessment and multimodal analysis. Comparative studies across different digital platforms—such as social media, blogs and news websites—may reveal the environments that most effectively foster critical digital literacy.

The Students' Opinions of Global Englishes Reading Instruction (GERI)

The quantitative and qualitative findings revealed a largely positive response. The students expressed appreciation for exposure to diverse English varieties and real-world digital texts, emphasising that such inclusivity aligned with the Global Englishes for Language Teaching framework. Seidlhofer (2015) suggested that engagement with various English norms is more beneficial than relying solely on native-speaker models, while Rose and McKinley (2024) stressed the importance of preparing learners for multilingual and multicultural communication.

Despite this enthusiasm, some students encountered difficulties when faced with non-standard English structures, highlighting the need for additional instructional resources and support. This observation aligned with Kirkpatrick's (2017) assertion that while exposure to Global Englishes is advantageous, it should be accompanied by explicit comprehension strategies. Dewey (2007) further affirmed that while students may embrace learning diverse English variations, they frequently find unfamiliar syntax, vocabulary or pragmatics challenging. Therefore, implementing scaffolding techniques such as guided comparisons between different English varieties and metalinguistic awareness activities would better equip students to interpret diverse texts. Future studies should investigate the efficacy of such interventions in enhancing comprehension and adaptability within multilingual contexts.

A prominent theme within student perceptions was the real-world relevance of GERI. Many students reported increased confidence when navigating online English content, participating in digital discussions and recognising linguistic diversity in day-to-day interactions. These experiences resonated with digital literacy frameworks, suggesting that literacy in today's digital age requires the capacity to engage with multimodal and interactive contents (Coiro et al., 2023). The students' feedback supported Buckingham's (2020) claim that digital literacy instruction must equip learners with strategies for critically evaluating online texts, particularly when faced with diverse linguistic forms.

Our results reinforced reading instruction theories advocating interactive and contextualised reading experiences (Grabe & Stoller, 2019). By interacting with real-world English texts across various platforms, students simultaneously develop linguistic and digital literacy skills. This perspective underscored Lankshear and Knobel's (2014) argument that reading instruction should extend beyond traditional printed texts to include authentic digital materials, thereby preparing students for modern literacy challenges.

Pedagogy Implication

The findings of this study highlight several important pedagogical implications for contemporary English language instruction, particularly in contexts shaped by globalisation and digital communication. First, the integration of Global Englishes into the curriculum is essential for moving beyond an exclusive focus on standardised native-speaker varieties. Exposure to diverse English varieties—including Indian, Singaporean and Nigerian English—can foster learners' flexibility and intercultural communicative competence. The use of authentic materials from different English-speaking contexts, such as emails, advertisements and news articles, allows learners to analyse linguistic variation and develop a more realistic understanding of how English functions in global communication. This approach helps reduce the expectation that effective communication must conform to a single standardised norm.

Second, digital literacy should be embedded as a core component of language learning. In the digital era, learners increasingly access information and interact through online platforms, making critical digital reading skills indispensable. Reading instruction should therefore extend beyond print-based texts to include digital genres such as blogs, news websites and social media posts. Instruction that emphasises evaluating source credibility, identifying bias and understanding digital discourse conventions can strengthen learners' critical thinking. Tasks that require comparing multiple

online sources reporting on the same issue are particularly effective in developing evaluative reading skills.

Third, learners require scaffolded support to understand and engage with non-standard English forms. Students accustomed to traditional grammatical norms may struggle with unfamiliar varieties of English. Explicit instruction using contrastive analysis and contextualised examples can help learners recognise differences in grammar and vocabulary and promote pragmatic use across English varieties. Experiential activities, such as role-play and simulated communication, will further support learners in applying these forms in meaningful contexts.

Finally, assessment practices should evolve to include digital literacy competencies alongside traditional reading skills. Evaluating learners' ability to critically analyse online content, user-generated texts and multiple digital sources will provide a more comprehensive measure of reading competence. Collectively, these pedagogical implications support the development of linguistically proficient, critically aware and digitally literate learners prepared for participation in diverse global contexts.

Conclusions

Despite the positive findings supporting the effectiveness of the GERI model, several limitations should be noted. Digital literacy was primarily assessed through collaborative tasks, which may not have fully captured individual learner competencies, and the study did not systematically control background variables such as prior digital experience or access to technology. The gains in presentation and sharing skills were comparatively smaller, suggesting the need for more balanced instructional emphasis. Future research should therefore explore assessment designs that better integrate individual accountability, examine the influence of learner background factors and implement more comprehensive digital literacy instruction, particularly in multimodal creation and presentation. Further studies should also investigate the impact of integrating a wider range of Global Englishes varieties on learners' attitudes, intercultural competence and communicative adaptability.

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