

# EXPOSING STUDENTS TO THE DIVERSITY OF ENGLISH OF NON-NATIVE ENGLISH TEACHERS IN THE CONTEXT OF GLOBAL ENGLISHES

Jatupon Phulakor<sup>1</sup> Denchai Prabjandee<sup>2</sup> Janpanit Surasin<sup>3</sup>

## Abstract

The purpose of this study was to explore the professional experiences of non-native English teachers who have a Global Englishes orientation. Two non-native English teachers participated in this study. They were selected by using a guiding questionnaire. Those who reported having 50% of a Global Englishes orientation were selected as the participants of this study. For those who did not report having 50% of a Global Englishes orientation would be dropped out from the study. Guided by narrative epistemology, this study employed classroom observation and photo-elicitation interview for data collection. Thematical qualitative analysis was used to analyze the data.

Results showed that non-native English teachers who have a Global Englishes orientation in the era of teaching English as a Global language exposed students to the diversity of Englishes through several activities both inside and outside school settings. Recommendation and discussion were provided.

**Keywords:** Diversity of English; Non-native English teachers; Context of Global Englishes

## Introduction

In the context of Global Englishes, it is necessary for English teachers to have students exposed to diversity of English since it increases opportunities to communicate in English with people who are from different first language background (Fang, 2016; Jenkins, 2012). Review of previous research studies revealed the significant correlation to the language performance in overall of students because of having exposure to diversity of English (Al-Zoubi 2018; Arnbjörnsdóttir, 2011; De Wilde, Brysbaert, & Eyckmans, 2019; MacLeod & Larsson, 2011; Tonoian, 2014; Yin, 2015). Therefore, in language teaching and learning, it is essential for English teachers to prepare students to be ready for the diversity of English users in the 21<sup>st</sup> century (Matsuda, 2018).

---

Received: 2020-07-14 Revised: 2020-10-13 Accepted: 2020-10-25

<sup>1 2 3</sup> Faculty of Education, Burapha University (BUU)

In Thailand, when Global Englishes is implemented in the classroom context, it causes confusion for the practitioners because there is rarely research study to guide the practices of what Global Englishes should be taught in the classroom (Galloway, 2017; Sung, 2015). To begin the paradigm change to Global Englishes teaching, it should begin with the teachers since teachers are considered as the most important factors in the teaching process and they have greater impact to students as well as bring the innovations to the students (Prabjandee, 2020).

Since the concept of teaching Global Englishes is new in the field of language teaching and English teacher education, less study is found to investigate the practice or professional experiences of English teachers who have a Global Englishes orientation. Therefore, to fulfil the knowledge base on English teacher development in the era of teaching English as a Global language, this study is guided by narrative inquiry to explore how non-native English teachers have students exposed to the diversity of English in the era of teaching English as a Global language.

### **Research question**

This study was guided by a research question as follows: What are the professional experiences of English teachers who have a Global Englishes orientation?

### **The present study**

#### **The context of the study**

This study was conducted in Nakhon Ratchasima province as known as Korat, Thailand. Nakhon Ratchasima was in the north-east of Thailand. It was an ancient province with long history and was rich of tourism resources where many foreign tourists were interested to visit. In terms of educational factors, there were at least five university and colleges and numbers of schools. Foreign English teachers both native and non-native speakers were hired to teach in schools and universities to create opportunities for students to be able to communicate in English. With these key factors, Korat was considered one of the multilingual provinces where varieties of Englishes were useful for communication among people with different first language.

#### **The Participants**

Participants of this study consisted of two non-native English teachers who reported having a Global Englishes orientation. To be useful for training in-service English teachers and to prepare pre-service teachers, this study focused to investigate non-native English teachers who taught in the primary school level. They were chosen by using the questionnaire to measure the degree that show the practice of teaching Global Englishes.

Teachers who reported practicing the principles of teaching Global Englishes higher than 50 % and willing to participate in this study will be selected. For those who did not show the practice of teaching Global Englishes, they were dropped out of the study.

### **Research instruments**

To explore the practice or the professional experiences of teaching Global Englishes, this study utilized classroom observation and photo-elicitation interview as the research instruments. For the classroom observation, the researcher took a role as a non-participant observer to observe the classroom, teacher, students and wrote field notes. For the photo-elicitation interview, the participants were asked to prepare the photos that represented the practice of teaching Global Englishes for the interview.

### **Data Collection and Procedure**

After the ethical approval was completed, I began the procedure of data collection. In the first phrase, I observed the classroom to gain the data of what happened in the class. I also interviewed the teachers about the experiences of teaching Global Englishes to guide them prepare the photos that represented Global Englishes teaching. After the classroom observation, I did the preliminary analysis of the data.

In the second phrase, I used the three series of interview (Seidman, 2006) to guide my interview. Each interview lasted about 90 minutes. Every procedure of data collection was checked and re-checked by the participants.

### **Data Analysis**

This study has two data sources as follows: fieldnotes from the classroom observation, and transcription from the photo-elicitation interview. Thematic qualitative analysis was used to analyze the data.

### **Ethical consideration**

Prior to data collection, schools and the participants were informed of the purposes of this study through a consent form. They understood that by completing the consent form, they allowed to use their responses for research purposes. Since the participants of this study were voluntary, they could stop anytime they found that negative results could happen to their professional lives. I asked the participants what names they preferred to use to represent themselves to keep their identities confidential, they agreed to use their real names because they wanted to be acknowledged their contribution. They understood that I would use these names in all publications.

## **Findings**

### **Characteristic of Lapadlada**

Lapadlada was a female English teacher who taught English in grade 4 in a primary school. She was in her fifties. She graduated bachelor's degree in English major. Before she entered to the teaching profession, she worked in a company where she had experiences of using English for communication with foreigners who spoke English with different accents. She narrated that she wanted to use her experiences of using English at work to teach her students. After becoming an English teacher, she attended several training courses on English teaching. Working experiences and training courses made her become confident in using English as a medium language of instruction in the classroom. It was her own intension to shift from using Thai for teaching English to using English to teach English subject in the classroom.

### **The stories of Teacher Lapadlada**

As an English teacher who reported to have Global Englishes orientation, Lapadlada knew that it was necessary to have some important techniques so that she could provide learning environment in the classroom to maximize exposure for students to communicate with people who had different first language background. She narrated that she utilized her working experiences of using English with foreigners who were from different countries and spoke English with different accent. It encouraged her to provide learning environment suitable for communication with other people. She mentioned that she desired to do every way to assist her students to communicate with others. It was evident that she provided several activities to expose her students to communicate in English with visitors from different countries. She narrated that

“We organize several activities that expose our students to use English for communication with foreigners from different countries such as a sightseeing trip to Khao Yai National Park and Ayutthaya Historical Park. Students will be assigned to complete a task by interviewing a visitor. Their final product is a VDO clip. They (students) are assertive to use English with foreigners.” (Interview 1)

It was evident that Lapadlada has organized various activities to create opportunities for students to expose to various accents of English from both inside and outside school environment. Lapadlada also revealed that apart from several activities provided both inside and outside school environment, the teachers seemed to be the main source for students to have opportunity to communicate in English in school setting. In the context of Lapadlada, her school hired English teachers from different countries both native and non-native speakers of English to teach. She exposed that

“My students have opportunities to use English with their English teachers. We have both native and non-native English teachers. One teacher is from Australia and one from the Philippine.” (Interview 1)

It is evident from the interview that apart from communicating in English with their English teachers, students have chances to communicate with foreigner or English speakers who have different L1 background from the sightseeing trip that school provided. Obviously, most students got familiar with the Pilipino accent of English because Pilipino English teachers were mostly hired to teach at school in this area.

### **Characteristic of Ladajit**

Ladajit was a female English teacher in a government school in the primary school level. She was in her thirties. Her mother was a teacher in the primary school. In her family, nobody was related to English. She entered to teacher career because her mother desired her to become a teacher. She graduated a bachelor's degree in English major and gained a master's degree in the field of English teaching. She mentioned the reason why she continued her study in the master's degree that she wanted to gain more knowledge in teaching methodologies and techniques, and she wanted to use those knowledges for teaching English for their students. In her school, the school provided multilingual teachers from different countries for students. Thus, the students have opportunities to hear a variety of English accents, such as those from native speakers of English and Filipino's accent.

### **The stories of Teacher Ladajit**

Like Lapadlada, Ladajit knew that it was important for teachers to have students exposed to the diversity of English in the context of Global Englishes. Ladajit was the one who reported she provided exposure students to the diversity of English. She narrated about the activities that she provided for students to expose to the diversity of English. She said that students were expected to do several activities in English. They were exposed to the diversity of English through doing activities with both native and non-native English teachers. She revealed that

“In our school, we (teachers) provides students to the diversity of English by doing various activities such as English club, Project work, Presentation, Inventing activity, and so on.” (Interview 1)

It was evident that the most important factor to promote Global Englishes was English teachers and the policy of the school. Students have exposure to diversity of English through activities provided by English teachers and school. Ladajit narrated the various activities that school has provided to students to have experience with Englishes. She also revealed that

it was the purpose of her school to provide learning environment suitable for students to get familiar with the diversity of English.

Similar to Lapadlada, Ladajit narrated that her students had opportunities to communicate in English with native and non-native English teachers. She narrated that there were various accents of English that students were exposed to in her classroom. She said that students in her class have experiences to listen to different accents of English such as Pilipino, American, British, and Thai. She revealed that

“The students in my class often have chances to listen to the Pilipino accent because the Pilipino teacher teaches them many subjects in this class. Apart from that, they also have chances to listen to the American and British accents because the office of foreign teachers is in front of the class. When students sometimes have a presentation of their works, they must prepare the PowerPoint and consult with their English teacher in English. They also practice presenting their works with the teachers. My students can use English to communicate with their teacher naturally. I can say that the English accents that students get familiar with are Pilipino, American, British, and Thai.” (Interview 1)

It was evident that students gained diversity of English from the environment what English teachers and school provided. Students had chances to listen to different accents of English. It seemed that leaning environment such as having English teachers from various countries and accents like the case of Teacher Ladajit could help students understand the diversity of English by nature. This environment was important for Global Englishes teaching and learning.

## **Discussion**

### **Exposing students to the Global Englishes of non-native English teachers**

Finding of this study will be discussed in twofold as follows: the theory level and practice level. Theoretically, having students exposed to the diversity of English was the main principle of teaching Global Englishes. The finding of this study fulfilled the knowledge base in the theoretical level in the field of Global Englishes teaching. It implied that when we wanted to recruit English teachers for teaching in the context of Global Englishes, it was necessary to contain about the activities that exposed students to the diversity of English in the process of English teacher development. More research study should be conducted in deep details of the activities that the Global Englishes teacher should use in order to teach students to be able to use English for communication.

Practically, it also indicated that non-native English teachers provided exposure students to the diversity of English through various activities which was consistent with findings of prior researchers (Al-Zoubi 2018; Arnbjörnsdóttir, 2011; De Wilde, Brysbaert, & Eyckmans, 2019; MacLeod & Larsson, 2011; Tonoian, 2014; Yin, 2015) in the sense that the teachers provided students' exposure to English language by means of both inside-of-class and out-of-class activities such as watching English movies, listening to English songs and radio, reading English books, magazines, and newspapers, surfing the internet, gaming, using social medias, practicing English with native speakers, and communicating with friends and other resources.

However, this study was not consistent with finding of Pascual's (2017) study which found no relationship between English environment and oral proficiency of students. Pascual (2017) evaluated the oral proficiency of students according to their level of exposure to English linguistic environment. The study also determined the significant relationship between exposure to English linguistic environment and oral proficiency of first year college students in selected Higher Educational Institutions (HEIs) in the province of Davao del Norte. Pascual found out that the level of exposure to English linguistic environment of the first-year college students was moderate and their level of oral proficiency in terms of comprehension, fluency, grammar, pronunciation, and vocabulary was low. Furthermore, there was no significant relationship between English environment and oral proficiency among first year students, and the students' exposures in the context of this study did not significantly influence their oral proficiency.

### **Suggestions**

In order to empower English teachers in Thailand to teach in the context of Global Englishes, suggestion should be made in the following. For pre-service English teacher education, the curriculum should propose the issues of exposure students to the diversity of English. Pre-service English teachers should know how to expose students to the diversity of English and practice those exposure activities before becoming an English teacher so that they could make use of those activities for teaching in the class. Those activities were useful for students to be intelligible the variety of English in the era of teaching Global Englishes. For in-service English teachers, it was suggested to have a training course on providing students' exposure to diversity of English. The activities were valuable and necessary sources of leaning English in an authentic way.



## Conclusion

Narrative inquiry of the practice or professional experiences of non-native English teachers who have Global Englishes orientation in the era of teaching English as a Global language is an important research area in the field of language teacher education. Findings of this study contribute to an understanding of how non-native English teachers practice or experience of Global Englishes in the classroom. Future research should employ various types of research instruments to investigate the practice of teaching Global Englishes in broader picture. Knowledge base of how to prepare English teachers to teach in the Global Englishes context is also needed to be investigate in various aspects.

## References

- Al-Zoubi, S.M. (2018). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research* 5(4), 151-162.
- Arnbjörnsdóttir. (2011). Exposure to English in iceland: a quantitative and qualitative study. *Ráðstefnurit Netlu – Menntakvika* 2011. Menntavísindasvið Háskóla Íslands. Sótt af <http://netla.hi.is/menntakvika2011/004.pd>
- Caine, T.M. (2008). Do you speak global? The spread of English and the implications for english language teaching. *Canadian Journal for New Scholars in Educations*, 1(1), 1-11.
- Crystal, D. (2001). The future of Englishes. In A. Burns, & C. Coffin (Eds.), *Analysing English in a global context* (pp. 53-64). London and New York: Routledge.
- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2019). Learning English through out-of-school exposure: which levels of language proficiency are attained and which types of input are important? *BILINGUALISM-LANGUAGE AND COGNITION*, 1-15.
- Fang, F. (2016). Investigating attitudes towards english accents from an elf framework. *The Asian journal of Applied Linguistics* 3(1):68-80.
- Galloway, N. & Rose, H. (2014). Using listening journals to raise awareness of global englishes in elt. *ELT Journal*, 68(4), 386-396.
- Galloway, N. (2017). *Global Englishes and change in English language teaching: Attitudes and impact*. London: Routledge.
- Harding, S. (2013). Teaching English as a lingua franca in Tyrol, Austria. *Journal of Student Engagement: Education Matters*, 3(1), 2-12
- Jenkins, J. (2012). English as a lingua franca from the classroom to the classroom. *ELT Journal*, 66(4), 486-494.



- Kachru, B.B. (1985). Standards, codification, and sociolinguistic realism: The English language in the outer circle. In: Quirk, R. and H. Widdowson, (eds.) English in the World: Teaching and Learning the language and the literature. Cambridge: Cambridge University Press.
- Macleod, F., & Larsson, P.N. (2011). Exposure to English outside the Classroom. <https://www.semanticscholar.org/paper/Exposure-to-English-outside-the-Classroom-Macleod-Larsson/63b5fe3a84d39c68d201e7c964aec179d046bf10>
- Matsuda, A. (2018). Is teaching english as an international language all about being politically correct?. RELC Journal, 49(1): 24-35
- Pascual, L.P. (2017). Exposure to English linguistic environment and oral proficiency of first year college students in davao del norte. International Journal of Advancements in Research & Technology 6(1), 169-172.
- Prabjandee, D. (2020a). Narratives of learning to become English teachers in Thailand: Developing identity through a teacher education program. Teacher Development, 2-17.
- Rose, H., & Galloway, N. (2019). Global Englishes for language teaching. Cambridge: Cambridge University Press.
- Seidman, I. (2006). Interviewing as qualitative research: a guide for researchers in education and the social sciences. New York: Teachers College Press (third edition).
- Sung, C. C. M. (2015). Implementing a global Englishes component in a university English course in Hongkong. English Today, 124(31), 42-49.
- Tonoian, L (2014). English language learning inside and outside the classroom in portugal. Master's thesis: Universidade Nova De Lisboa.
- Tseng, Y. C. (2014). Effects of early exposure to a second language on its proficiency at later age. Journal of Modern Education Review, 4(6), 418-426.
- Yin, M. (2015). The effect and importance of authentic language exposure in improving listening comprehension. Culminating Project in English, 33