

A Study of Teachers' Awareness of English as a Lingua Franca (ELF) and an Analysis of ELF Features of Primary School Students' Writings at an International School in Bangkok

Yasaman Shetabi

Graduate School of English, Assumption University, Thailand

yasamanshetabi@gmail.com

Ratchaporn Rattanaphumma

Graduate School of English, Assumption University, Thailand

ratchapornr@gmail.com

Abstract

This study conducted interviews with three English teachers from an international school in Bangkok in order to examine their awareness of English as Lingua Franca (ELF). The writings of 33 primary international students of the same school from grade 2 to grade 6 were also analysed in order to identify the dominant features of spoken English as a Lingua Franca (as demonstrated in the study of Kirkpatrick, 2010) finding its way into written forms.

The results demonstrated that despite the teachers' awareness of the ELF, the subject teachers evidently expressed confusion over how the written language produced by international students ought to be evaluated. The subject teachers took a traditional approach to English language teaching based on the so-called Standard English, disregarding the existing varieties of English (Singaporean English, Chinese English, etc.).

Additionally, the analysis of the students' writings indicated three dominant ELF

features: redundancy and misplacement of articles, using verbs in different tenses than their contextual requirements, and non-marking of third person singular with –s along with redundancy and the misuse of prepositions.

Keywords: World Englishes, ELF Features, Teachers' Awareness

Introduction

Different nations favor the English language in different forms while adapting and using it based on historical, geographical, political and other factors (Graddol, 1997). Jenkins' (2000) and Seidlhofer's (2001) studies are known among linguists to be the influential developers and contributors of the concept of 'English as a lingua franca'. Over the past years, many studies have been done based on ELF approaches. Jenkins (2000) in her research has highlighted the common ELF features such as phonology needed for understandable English. She called these features the core ELF features which are necessary to be used in non-native educational curriculums. Jenkins (2007) also added that the recognition of these features makes the syllabus of teaching easier and more manageable. Seidlhofer's (2001) research on European ELF demonstrated remarkable shared and distinctive linguistic features especially in the area of syntax. Kirkpatrick (2010) has argued that studies on ELF features have mainly focused more on the European domain than in the Asian context. In addition, more research has been conducted on ELF spoken language than on written language. Seidlhofer (2004: 223) has stated that with the growing number of non-native users using English in written modes, these users may also "take on the kind of distinctive features that are evident in spoken ELF". Whilst viewing English as a lingua franca, the written language however, often continues to be treated traditionally and/or evaluated based on the so called native-norm "Standard English". Bybee (2008) has stated that both adults as well as children are open to learning chunks of language, which should enable the acquisition of new patterns along with new lexis. When it comes to academic written forms, however, the academic publishing world and discourse community prescribe the language form which must be used and disallow others. The allowed features would be the only stable and consensus features of academic English.

The bigger issue currently in Thailand and other Southeast Asian countries is the opening of ASEAN Economic Community (AEC) (2015). In ASEAN, it is estimated that there are 812 million English users. Mauranen (2006: 147) has argued that 'ELF must be one of the central concerns in the line of research' when the main domain is of the ASEAN countries. ASEAN is a good example which provides opportunities to look at a language used mainly as a tool for communication among those for whom English is not necessarily their first language. Hence, Matsuda (2002) has emphasised that understanding the sociolinguistic complexity of the English language and acknowledging its functions are essential. Therefore, language should be viewed more as an event than a thing. It is crucial for teachers to realize that by teaching a language they are not only teaching grammar or vocabulary but also a mixture of culture, attitude, and behaviors in different ways, through

spoken words, written words, body language and visual images. The methodological suggestion behind ELF is to expose both native and non-native teachers to a wide range of NNS varieties of English (Jenkins, 2004). In addition, Cogo (2012: 104; Takahashi, 2014) has highlighted the implication of creating an awareness on ‘different ways of speaking English, of language variability, and change’. “English as a lingua franca forces us to go beyond notions of teaching a fixed language and cultural context as adequate for successful communication” (Baker, 2012: 69 cited in Takahashi, 2014). As the main subjects of this study were primary school students from international schools using English as the language of communication, understanding what individuals have in common in a community is essential for teaching.

The researcher noticed that the students found different strategies in lexis such as relating them to their knowledge of their L1 (Ex: He have no house). Based on the teachers’ checking, these strategies used by students were often treated as errors which had to be corrected based on the so called ‘standard English model’. Therefore, as there exists a gap in the written language and ELF, the aim and significance of this study is to discover what the teacher’s awareness of ELF is and present the spoken ELF features found in the Primary 2 to 6 (age group of 7-11 years) writings.

English as a Lingua Franca (ELF)

People around the world use English as a tool for communication both intra-nationally and internationally (Matsuda, 2002). Consequently, this phenomenon has made English a Lingua Franca (ELF). The term lingua franca refers to language being used mainly as a tool for communication for those for whom “English is neither a common native tongue nor a common culture” (Firth, 1996: 240). As Firth stated, ELF is a “contact language” and is the chosen foreign language of communication” (Foley, 2013: 204). ELF belongs to all its users and is no one’s mother tongue (Rajagopalan, 2004: 3). Hence, it should not be treated the same as other languages. In the context in which English is learned as an international language (Matsuda, 2003), non-native speakers are rightful in shaping the future of English and use it without the judgment of native speakers (Melches and Shaw, 2003).

Kirkpatrick’s study of English as a Lingua Franca in ASEAN (2010)

Kirkpatrick in his study of lingua franca in ASEAN (2010) highlights the ELF features found and available in the South-East Asian Ministry of Education Organization (SEAMEO) data. Below is a list of non-standard grammatical features from ASEAN ELF and SEAMEO data (Kirkpatrick, 2010: 104-15):

1. Articles
 - Non-use of articles; use of *majority* without an article
 - Use of indefinite articles with plural nouns; *a research*

2. Number
 - Plural marking of uncountable nouns; *informations*
 - Non-marking of plural countable nouns; *some question*

3. Verb forms
 - The high frequency usage of simple present tense and simple past tense;
 - The present simple forms used to refer to past time; *I am absent yesterday.*
 - Use of infinitive 'to' with gerund form; *It is hard for me to doing everything.*

4. Modality
 - Use of 'will' over 'would'.

5. Inversion
 - Non-inversion in 'wh' main clauses; *What you would like to read?*

6. Preposition
 - Use of preposition in non-standard ways; *tell about opportunities.*

Spoken ELF Features in Writings

As Jenkins, Cogo and Dewey (2011) stated, there has recently been a visible interest in exploring the written ELF. Additionally, Seidlhofer (2003) argued for the worldwide character of English in written form especially with the expanding utilization of English for various purposes. Written language has a tendency to depend more on the established norms of the language. In this manner, deviations from the standard may not be as articulated in the written form as in the spoken language. Seidlhofer (2004, 223) however argued that with the expanding use of English in written modes by non-natives, writing may also "take on the kind of distinctive features that are evident in spoken ELF". Moreover, it is necessary for non-natives to involve their written as well as spoken forms to round up the description of these varieties in order to establish the categories of features

commonly used in writing in separate ELF varieties.

Methodology

Method of Data Collection

The data for this study were based on interviews with teachers, and students' writings. The researcher conducted semi-structured interviews (Appendix 1) with three Primary English teachers to understand their awareness of English as a lingua franca.

Interviews with teachers: The researcher requested the school's primary teachers to participate in the interview. The researcher conducted the interview at the convenience of the teachers. The interview lasted for 10-15 minutes and the audio was recorded. The researcher completed the interviews in the first week of the new school year, September 2016. The English teachers who taught writing continued to work in the 2016-2017 academic year.

Validity of the interview questions: The researcher piloted a similar interview with one of the teachers to check the clarity and wording of questions after validating the interview questions with an internal validator, a field expert in Language Teaching. During the validation of the interview questions, a checklist with the agreement of more than seventy percent was provided and all the questions were discussed with the field expert in detail to clarify the objective of the interviews. As it was suggested by the field expert, some terminologies were changed in order to make the questions clearer to the participants.

Reliability of the interviews: After the interviews were conducted, transcriptions and codes were provided to a field expert in a Language Teaching department for reliability; the coding was agreed on and after discussions with the field expert, changes were made where necessary. The discussions with the field expert helped to analyse the responses of the teachers and highlight the important points mentioned by them to be used as evidence to answer the first research question.

The subjects of the study were all the Primary English teachers who teach writing. Therefore, the interviewees were three teachers from Primary who taught through the year of 2015-2016 and continued to teach in the academic year of 2016-2017. The teachers for this study were purposefully selected. The reasons that the three native teachers were chosen for this study were:

- A. The analysis of writings of the students highly relates to the native teachers teaching and assessing of them.

B. The non-native Primary English teacher of the school is the researcher and therefore not a part of the study.

Table 3.1 provides overall information about the teachers who were interviewed in the study. In addition to the table, more details about each teacher are provided.

Table 3.1 Primary English Teachers

Teacher	Gender	Age	Teaching experience and qualification
T1	Male	35	The British teacher has a Bachelor's degree in Music and currently studying Master's degree in Language Teaching. He has 4 years of experience in English language teaching in International Schools.
T2	Male	37	The British teacher has a Bachelor's degree in Applied Community Studies. He has taught for 1 year.
T3	Male	34	The American teacher has a Bachelor's degree in Communication Arts. He has 3 years of experience in English language teaching both in International and Thai schools.

Students' writings: The primary school chosen for this study contained 129 students out of which 51 students were in Primary. 33 students out of 51 students whose writings were available in the office were chosen for this study. Each student had written 3 essays during the academic year of 2015-2016. The students had written different essays based on different genres that they had been assigned. The majority of the writings were essays for which the students were given a social value topic such as: empathy, compassion, attentiveness, etc.. The students had been encouraged to write down their thoughts, opinions and in some cases, recount an experience linked to the values given. Other genres written by students were recollections (personal letters, past events, etc.), narratives (short stories), and procedures.

A content analysis of ELF features, with Kirkpatrick's (2010) framework, of 33 Primary 2-6 students' writings at an international school in Bangkok was conducted. Kirkpatrick's framework was chosen for this study since the students of the chosen international school were mainly from ASEAN countries. Table 3.2 provides information about the writings.

Table 3.2 Students' Writing

Primary 2	10 Pupils 8 Thai/ 1 Thai-American/ 1 Thai-Indian	3 Essays/pupil
Primary 3	8 pupils 4 Thai/ 1 Chinese-Japanese/ 1 Thai-Canadian/ 1 Thai-Chinese	3 Essays/pupil
Primary 4	5 Pupils 2 Thai/ 1 Filipino/ 1 Taiwanese/ 1 Indian	3 Essays/pupil
Primary 5	4 Pupils 3 Thai/ 1 Thai-Sudanese	3 Essays/pupil
Primary 6	5 Pupils 3 Thai/ 1 Singaporean/ 1 Chinese/ 1 Thai-Singaporean	3 Essays/pupil
Total	33 Pupils	99 Essays

Sampling: The researcher used opportunity-sampling technique for this study.

Although the students had many (around 9) writing tasks during the academic year of 2015, the researcher used the writings that were available (99 essays) in the school office. The writings that were done at the beginning, middle and end of each term were used. Each essay contained approximately between 150 and 300 words.

Validity of writing analysis: The analysis of the writings was provided along with checklists to be validated by two external examiners. After the submission of the analysis, the researcher discussed all the marked features and the frequency at which they occurred with the field expert and met the agreements on the validations of the study.

Reliability of the writing analysis: After the analysis was completed, the researcher provided 50 randomly chosen essays to a field expert for a reliability check. More than 70 percent of the analysis of features was agreed on; also, there were features which were negotiable and after detailed discussions, the remaining essays were corrected accordingly.

Method of Data Analysis

Semi-structured interviews were conducted with the Primary English teachers. All interviews were audio recorded. Once the interviews were completed, they were transcribed for further analysis. The analysis of interviews was content-based.

The results of the interview were analyzed qualitatively, which were useful to understand the teachers' awareness on the following:

- The geographical aspects of English language in the world

- The varieties of English language in the world

The writings were analyzed based on Kirkpatrick's (2010) study of English as a Lingua Franca in ASEAN. The researcher coded the ELF features in the writings as outlined below:

- The flexible use (redundancy and misplacement) of articles are marked **bold**.
- The non-use of articles is shown with _.
- The various marking and non-marking of plurals are shown in *italic*.
- The distinctive uses of verbs (verbs in different tenses than their contextual requirements and the non-marking of verbs following third-person singular subjects with -s) are underlined.
- The favoritism on using specific modals ('will' over 'would') is highlighted in **BOLD CAPS**.
- The distinctive use of inversions (non-inversion in 'wh' main clauses) are underlined in Italic.
- The flexible use of prepositions (redundancy and misuse) is in **bold italic**.
- The non-use of prepositions is shown in ().

The ELF features in the writings were coded using the framework mentioned above and the frequency of occurrences of ELF features was counted. Kirkpatrick's (2010) framework was chosen for this study as most of the students in this context are from ASEAN nations. Although Kirkpatrick's (2010) framework is based on ELF spoken features, the occurrences of spoken ELF features in the writings were investigated.

Table 3.3 Summary of Research Methodology

Research Question	Source of Data	Method of Data Analysis
What is the teachers' awareness of ELF?	Teachers' Interview	Content-based Analysis
What are the ELF features in Primary 2 to 6 students' writings?	Students' writings	Content-based Analysis

Results

While examining the teachers' awareness over the different varieties of English in the world, the teachers seemed to be often contradicting themselves. As much as the subjects seemed to understand and tolerate these differences, most of the time, they viewed these differences as errors/deviances and in many parts of the interview, called these

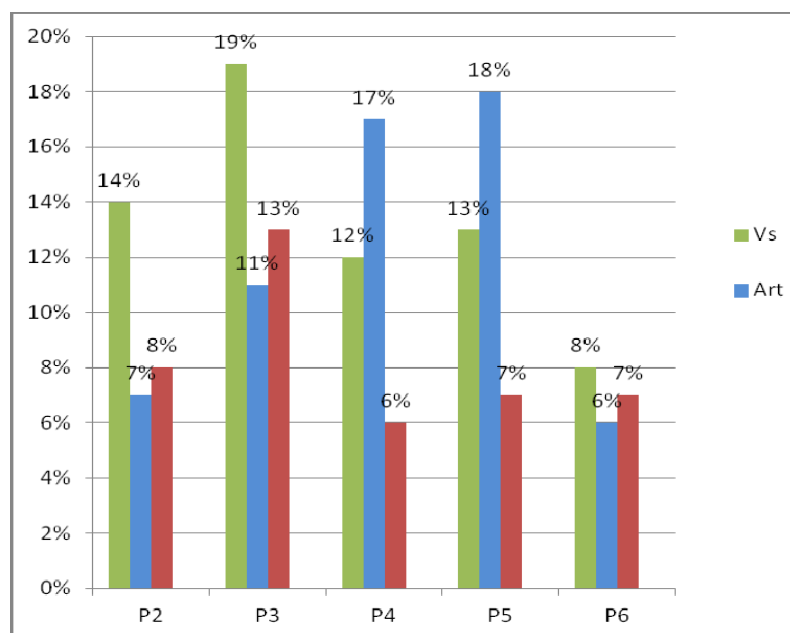
varieties as errors. Based on the data collected, the teachers showed a level of uncertainty on where and to what extent they needed to apply their knowledge of flexibility on the different varieties of English.

Out of the three teachers, one teacher specifically viewed English more traditionally. While researching on this teacher's background, it was noted that this teacher was the only one among the three who had not attended any English Language Teaching courses. He stated in many parts of the interview that he believed accuracy was very important and was not open and relaxed towards the varieties, and consistently compared the varieties to the Standard English model.

In general, two teachers sounded more flexible and relaxed towards the different varieties they were faced with daily. One reason could be that these two teachers had attended teaching courses and they were more aware of these matters. The third teacher, however, showed less tolerance and was norm dependent. This was evident in many parts of the interview, where he stated that he would spot on fix grammatical errors and/or restructure the students' sentences in order to sound more 'correct'. Although in many cases he said that he noticed the differences, he seem to contradict himself by disregarding the existing differences in later statements.

The small-scale analysis of the data (the students' essays) demonstrated that there were three major ELF features which were dominant in the students' essays. Table 4.1 demonstrates the frequency of these features.

Table 4.1 Frequency of Each of the Features



As shown in the table above, the dominant features are the Verbs, Articles and Prepositions.

- **Article**

Non-use of articles.

Use of indefinite articles with plural nouns.

- **Verbs**

The high frequency usage of simple present tense and simple past tense.

The present simple forms used to refer to past time.

Use of infinitive 'to' with gerund form.

- **Preposition**

Use of preposition in non-standard ways;

Grammatical features were distinctive and in many cases were the features which also appeared in other varieties of English.

According to Kirkpatrick's study, the distinguishing uses of verbs among the ASEAN members are evident. He mentions that Asians favor the use of simple present and simple past form of verbs to other varieties. Kirkpatrick also mentions that in many cases the verbs do not agree with the subject of the sentence and/or are used for tenses that should not be used for.

- The feature of dropping the third person tense is common in ASEAN English as there is no subject-verb agreement in many Asian languages. For example:
 - 1) It is also the one and only aquarium that operate in the shopping center.
 - 2) I like the jelly fish the most because they glows in colours according to the lights.
 - 3) He is the one who protect us from danger
 - 4) Before he go I ran to hug him.
 - 5) On that time me, my mum and dad was crying.
- The various marking or non-marking of plurals and treating uncountable nouns as plural is found in Kirkpatrick's study of ASEAN ELF features. The various marking of singular noun and non-marking of plural nouns exists in many essays. For example:

- 1) ... he saw a plot of land full with *carrot*.
 - 2) ... first thing I'll do is open an after school *clubs*.
 - 3) I think everyone will choose me because most of the *student* want to have more time, more football competition match and paintball and BB gun field.
 - 4) I have some good *quote* ...
 - 5) ... he have made many *project* for thai people its have 2,15a projects.
- The article used in ASEAN varieties does not always conform to Standard English norms. The distinctive uses of articles are commonly found in Asian varieties of English (Bautista, 2000:151; Kirkpatrick, 2010: 104). It has been noted that the absence of using an article has been seen more in new varieties of English than Standard English For example:
 - 1) After that they took the clown bomb to _north pole and ...
 - 2) ... and the teacher said that “you are _ very attentive student”
 - 3) He is **a** people that help me with every thing.
 - 4) I think attentiveness is **the** good thing to do.
 - 5) Attentively is **a** adverb.
 - Different varieties of English use different prepositions in different contexts. These examples can be seen in British dialects. “The ‘correct’ preposition can often be subject to relativity swift change even in the standard” (Kirkpatrick, 2010: 113). The participants in the Kirkpatrick’s data used a variety of prepositions in a distinguishing way. Below the different use of prepositions in the students’ essays are marked in ***Bold Italic*** and the non-use of prepositions are additionally put in (brackets) by the researcher.
 - 1) ***At*** singapore was very hot.
 - 2) ... we are went ***to*** shopping ...
 - 3) Then we had a really great vacation and New year (for) about 25 days.
 - 4) ***At*** Christmas night we had dinner (with) all people that is in our big family.
 - 5) I want to say thank you my friends, teachers and parents for all (of) that.
 - Non-inversion in wh-main clauses and the use of interrogative word order in indirect speech are well attested in many new varieties of English such as in African English. Many instances have also been seen in the Kirkpatrick’s data.
 - 1) *This is the quote of attentiveness is* “our attentiveness to the wind allows the wind to move us”.
 - 2) *I will going to tell what does perseverance mean.*
 - 3) *Do you know what is Encouragement ...*

- 4) *Do you know what is the definition of Attentiveness is?*
- 5) *Do you know what is attentive?*

- According to Mesthrie and Bhatt (2008: 64), in many cases the Asian English speakers use the modal “will” over “would”. This characteristic was reported to be of Singaporean and Malaysian variety. There are very few examples of non-standard modal forms in SEAMEO and the ASEAN ELF data, indeed. Kirkpatrick however, did not find any instances of its use in his data.

- 1) if I stay here and work the same job as you I think we **WOULD** not have enough money so I have to go back ...
- 2) My mum told me that “1 year you **WOULD** see him one time”.
- 3) How **WILL** you feel if people was cheering you to win something like a race.
- 4) people went to the king parade to apply to be the king but the king **WILL** test them first.
- 5) But suddenly a big enormous evil clow and his name was Bob and he **WILL** take over the world with his clown boom.

Discussion and Conclusion

Since the teachers chosen for this study were native teachers teaching their L1 to students who are learning English either as a second or foreign language, it was necessary for the teachers to be aware of different approaches and terms in teaching the English language. Of course teaching English to students as their L1 is not the same as students learning it as a second or foreign language.

From this small-scale research, it can be noted that there is a link between awareness towards the varieties of English in the world and teachers' openness and flexibility towards accepting these varieties. During the interviews, it was noted that the teachers who showed more flexibility towards the varieties stated to be more creative and communicative in the classroom, and EFL society which they are in. It was also evident that although the teachers show a level of understanding towards ELF, they are in many cases uncertain of the level of applicability.

As for the seeping in of spoken ELF features in the Primary international students' writings, a major cause of variation in English is, as one would expect, through its contact with other languages. The data shows that the students' L1s provides rich resource of ELF features in the usage of English which makes the English language usage unique in and of itself.

Articles: One reason as also mentioned in Kirkpatrick's (2010) study is that “the great majority of varieties of English use articles less frequently than Standard English”

(105). This distinction also seems to be evident among the different varieties of Standard English (American, British, etc), in which one variety uses articles more frequently than other. Another reason for this distinction (the redundancy and misplacing of articles) could be the fact that in most Asian languages such as in Chinese the usage of definite and indefinite articles is not as obligatory as it is in Standard English. Yet, in some occasions it occurs where it is not necessarily needed. In addition, in Thai language definite and indefinite articles are not used. Moreover, much research has shown that the distinction of usage in articles is evident in Singaporean English as well (Gupta, 1988:42; Mesthrie and Bhatt, 2008: 49-50).

Verbs: Firstly, many Asian languages and, in this case Thai, which is the language of the majority of the subjects of this study, is an aspectual system rather than an inflected system. Therefore, in ASEAN English it is common to see tenses signaled by the time reference with the time adverbials; however, inflection markers are not indicated.

Secondly, dropping the third person tense-s is also common among many ASEAN English users as many Asian languages such as in Chinese and Thai, there is no subject-verb agreement. This feature has been recognized in Vienna-Oxford International Corpus of English (VOICE) as both a feature in both European and Asian contexts.

Thirdly, as indicated before, since there is no subject-verb agreement in many Asian languages, the occurrences of mixing “have” and “has” and “do” and “does” are evident.

Prepositions: The existence of different choices of using prepositions can be because people perceive things from different perspectives which might be caused by cultural differences. Another reason could be that the students engage in a direct translation of their L1 to their essays.

As the variety of ASEAN English is still developing, it is hard to distinguish the inappropriate or wrong usage of lexis from the ELF features in certain areas. As mentioned before, despite the differences in strategies used by learners, there exist shared ELF linguistic features among non-native users’ production of language (see chapter 2 p.36). Studying these features allows knowing ‘what linguistic features lingua franca speakers share and how these differ from those of native speakers’ (Mauranen 2003 and 2006; Kirkpatrick, 2010:69).

Moreover, grammatical features appear distinctive in the data. There are some features which also appear in other varieties of English, for example, the confusion in using articles, dropping the third person present-tense-s, and the non-marking of verbs in

past tense, etc.

In addition, there are features identified in Kirkpatrick's data which do not appear in this data, for example the plural marking of uncountable nouns. A possible answer could be that the majority of students in this data are Thai students and in Thai language the marking of nouns does not exist. It is therefore not surprising that the majority of ELF features in the marking of countable nouns were the non-marking of plurals. It would therefore be natural for the students not to mark the uncountable nouns as plural as well. Another possible reason could be that the research has been confined to written ELF rather than spoken ELF. As Kirkpatrick (2010: 106) discusses, the marking of uncountable nouns has a link with the phonological environment as marking these plurals would create consonant clusters which could be caused by a simple slip of the tongue in this context.

Furthermore, the frequency of the spoken ELF found in the Primary International students' writing breaks the patterns in some cases. One example is the articles. It is important to be noted that the usage of article within the standard varieties of English is also distinctive. Therefore, identifying the articles (misused/redundant) is difficult as it is often associated with the treatment of nouns as count or non-count; here again, many varieties of English treat Standard English noun-count nouns as countable and vice-versa (Kirkpatrick, 2010: 105).

References

- Baker, Mark (2012). On the relationship of object agreement and accusative case: Evidence from Amharic. *Linguistic Inquiry* 43:255-274.
- Bautista, Ma. Lourdes (2000). Thegrammatical features of educated Philippine English. In *Parangalcan Brother Andrew: A Festschrift for Andrew Gonzalez on His Sixtieth Birthday*. Edited by Ma. Lourdes Bautista, Teodoro A. Llamzon, and Bonifacio P. Sibayan. Manila: Linguistic Society of the Philippines, pp.146-160.
- Bybee, Joan. (2008). Usage-based grammar and second language acquisition. In P. Robinson and N. Ellis (eds.), *Handbook of Cognitive Linguistics and Second Language Acquisition*. New York: Routledge. 216-236.
- Cogo, A. (2012). English as a Lingua Franca: Concepts, use and implications. *English Language Teaching Journal* 66(1):97-105.
- Firth, A. (1996). The discursive accomplishment of normality: On 'Lingua Franca' English and conversation analysis. *Journal of Pragmatics* 26,2: 237-59.
- Foley, J.A. (2013). *Sociology of Language*. Bangkok: Assumption University Press.
- Graddol, D. (1997). *The Future of English? A Guide to Forecasting the Popularity of the English Language in the 21st Century*. London: British Council.

- Gupta, Anthea Fraser. (1988). A standard for written Singapore English. In J.A. Foley (ed), *New Englishes: The Case of Singapore*. Singapore: National University of Singapore Press.
- Jenkins, Jennifer. (2000). *The Phonology of English as an International Language*. Oxford:Oxford University Press.
- Jenkins, J. (2004). ELF at the Gate. The Position of English as a Lingua Franca. *The European English Messenger* 13: 63-69.
- Jenkins, J. (2007). *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.
- Jenkins, J., Cogo, A., & Dewey, M. (2011). Review of developments in research into English as a lingua franca. *Language Teaching*, 44, 281-315.
- Kirkpatrick, A. (2010). *English as a Lingua Franca in ASEAN: The Multilingual Model*. Hong Kong: Hong Kong University Press
- Matsuda, A. (2002). Representation of users and uses of English in beginning Japanese EFL textbooks. *JALT Journal* 24(2), 80–98.
- Matsuda, A. (2003). Incorporating world Englishes in teaching English as an international language. *TESOL Quarterly* 37(4), 719-729.
- Mauranen, Anna. (2003). The Corpus of English as Lingua Franca in Academic Settings. *TESOL Quarterly* 37 (3): 513-527.
- Mauranen, A. (2006). A Rich Domain of ELF – The ELFA Corpus of Academic Discourse. *Nordic Journal of English Studies* 5, 2: 145-159.
- Melchers, G. & Shaw, P. (2003). *World Englishes. An Introduction*. London: Arnold.
- Mesthrie, R. & R. Bhatt. (2008). *World Englishes*. Cambridge: Cambridge University Press
- Rajagopalan, K. (2004). The concept of ‘World English’ and its implication for ELT. *ELT Journal*, 58(2) pp. 111- 117.
- Seidlhofer, B. (2001). Closing a Conceptual Gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics* 11(2): 133-158.
- Seidlhofer, Barbara. (2003). "A concept of International English and related issues: from 'real English' to 'realistic English'". Council of Europe. <http://www.coe.int/T/DG4/Linguistic/Source/SeidlhoferEN.pdf>
- Seidlhofer, Barbara. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, 24, 209-239.
- Takahashi, H. (2014). A usage-based analysis of indirect directives in English: A preliminary quantitative survey. *The Annual Report on Cultural Science*. Hokkaido University. 99-135

Appendix

Interview Questions

Greetings and Introduction:

Thank you for having this interview with me. My attention as a researcher is to explore your view on English in the world and your experience both as a user and teacher of English.

Could you please briefly introduce yourself?

Questions about the geographical aspects of English language in the world:

- Have you heard of terms such as ENL, ESL, EFL? If so, what do these terms mean to you both as a user of English and a teacher of English?
- Do you feel comfortable to interact with people who speak English differently from the way you speak? If yes, what are the major differences? (Pronunciation, Tone, Intonation, ...)
- Do you interact with people who come from a linguistic background which is similar to yours? If yes, what language do you use? Why?
- Do you think the way you speak and write English has changed after you became an English teacher in Thailand? Explain.
- Have you taught English in other countries? If so, what are the differences and similarities between your earlier job and this one?
- What is the role of English in your home country?
- What do you think is the status of English in Thailand?
- In your opinion, what will be the future of English?
- What do you think will be the role of English in Thailand in the future?
- Why do you think parents want their children to learn English in Thailand?

Questions about the varieties of English language in the world:

- Do you think there is a strong preference for any particular variety of English in the world? If so, what is the variety?
- Do you think that students have different abilities in English at our school? If so, do you think the influence is due to families, immediate environment, friends, media or their L1?
- Do you think people have to be accurate in writing and speaking English? If so, why?
- How do you find it when people with different first language backgrounds use English for communication?
- Do you think it is possible to have a common variety of English when people who do not share a common first language communicate with each other?
- Do you interact with ASEAN members (Indonesia, Malaysia, Philippines, Singapore, Thailand, Cambodia, Brunei, Vietnam, Myanmar, and Laos) regularly?

If so, have you observed common patterns of using English among learners of ASEAN?

- Do you interact with Asians or Europeans regularly? If so, have you observed common patterns of using English among them?