



Effects of the Global Englishes-Informed Instruction on Thai University Students' Attitudes Towards English Language Learning

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Abstract: Promoting Global Englishes through multilingual role models can transform English language learning by emphasizing communication and cultural diversity. The aim of this study was to investigate the impact of promoting Global Englishes (GE) language awareness, particularly by highlighting multilingual speakers as role models, on Thai students' attitudes toward English language learning. The initial teaching intervention involved 40 Thai university students, and data were collected using qualitative research approach through reflective journals and semi-structured interviews. This process led to the identification of nine salient themes, primarily focusing on the study's exploration of attitudes toward diverse English accents within the framework of Global Englishes. It notably highlights participants' reactions to the accents of multilingual speakers. The findings provide a nuanced understanding of Thai students' attitudes towards English language learning, revealing a collective emphasis on the importance of communication over achieving native-like proficiency. These insights contribute to the broader discourse on teaching English in non-native contexts, advocating for a shift from traditional accent reduction pedagogy to promoting communicative competence and accommodating linguistic and cultural diversity.

Keywords: global Englishes, attitudes, language learning, multilingual speakers, Thai university students

Received: June 12, 2024 Revised: October 25, 2024 Accepted: November 13, 2024

Introduction

Today, English acts as a bridge that enables interactions between people from different linguistic and cultural backgrounds. Evidence of its far-reaching influence is the fact that most English speakers worldwide are non-native speakers (Rose & Galloway, 2019; Jenkins, 2015, 2019). This phenomenon has given rise to the concept of Global Englishes (GE) – a reflection of the pluralistic reality of English as a tool for international communication (McKinley, 2018; Rose, McKinley, & Galloway, 2021).

While the global reach of English is undeniable, the ideologies underlying English language teaching are often still rooted in native-speakerism (Holliday, 2006; Modiano, 2009). Many EFL students, informed by this ideology, believe that "English belongs to native speakers" who marginalize themselves as legitimate users of English (Norton, 2017, p. 13). The principles of GE challenge this outdated mindset. They emphasize the need to recognize the myriad ways in which English is used around the world and the multicultural communication skills associated with it (Baker, 2009, 2011; Jenkins, 2014, 2015, 2019; McKay & Brown, 2016). Moreover, the conventional superiority of "native speaker" and "target language community" are now being challenged as English evolves beyond its traditional Anglophone boundaries (Canagarajah, 2006). This shift makes native norms inappropriate for real-world situations of English as a lingua franca (ELF) (Seidlhofer, 2017; Seidlhofer & Widdowson, 2017).

However, the strong preference for 'native speaker' norms within many educational systems can hinder the acceptance and integration of GE approaches (Holliday, 2006; Jindapitak, 2015; Lippi-Green, 2012; Modiano, 2009). Additionally, there is often resistance from educators and learners who may feel uncertain about deviating from traditional English language teaching methods (Pennycook, 2017, 2020). Studies, such as those by Jenkins (2019) and Rose and Galloway (2019), highlight these hurdles, emphasizing the need for comprehensive teacher training and curriculum adjustments to foster a more inclusive understanding of English as an international lingua franca.

Awareness of Global Englishes (GE)

Recently, GE scholars have advocated the integration of global Englishes in English language teaching (ELT). The core argument revolves around improving communication skills while increasing GE awareness and adaptation to contemporary sociolinguistic realities (Galloway & Rose, 2018; Jenkins, 2019). As Matsuda (2002) firmly stated, 'If students are exposed only to a limited section of the world, their awareness and understanding of the world may also become limited, too' (p. 438). It is possible that learners may experience confusion and even form resistance if they are only exposed to a traditional standard of English while at the same time being confronted with different variations of the language in their daily lives (Clayton & Drummond, 2018; Matsuda, 2002; McKay & Brown, 2016; Modiano, 2009). In Thai contexts, while learners acknowledge the diversity of English, they still sometimes interpret deviations from native norms as invalid and even show prejudice towards these variations (Jindapitak, 2015; Jindapitak, Teo, & Savski, 2022).

Citing the need for a broader pedagogical perspective, GE researchers advocate for several guidelines for instructions. These include promoting varieties of English, problematizing the ideology of standardized language, promoting respect for diverse linguistic backgrounds, and positioning multilingual English users as domain experts (Rose and Galloway, 2019; Rose et al., 2021). Numerous studies have been conducted to explore and validate these guidelines. For example, Galloway and Rose (2018) evaluated a presentation task for students in Japan that focused on students' personal connections to English varieties. Fang and Ren (2018) examined the effects of a course on Chinese students' perceptions of English. In Thailand, the studies of Boonsuk, Ambele, and McKinley (2021) examined changes in students' views after taking a GE course. Given the diverse research landscape, a greater emphasis on GE-oriented pedagogy is thus increasingly important.

Multilingual Speakers as Role Models

Shohamy (2011) argued that multilingual English users should be recognized for their unique linguistic abilities rather than as approximations of monolingual native speakers. The types of English used as a lingua franca in communication often deviate from both native speaker norms and standard EFL classroom content. Research in GE encompassing English as an International

Language (EIL), World Englishes (WEs), and English as a Lingua Franca (ELF) has led to heated debates about the balance between intelligibility and the historical fixation on native speaker proficiency (Jenkins, 2006, 2007; Seidlhofer, 2017; Galloway & Rose, 2018). This is to say, English language pedagogy and evaluation prioritizes an adherence to native speaker norms. The 'native speaker' is often perceived as the gold standard, and learners around the world are evaluated against this benchmark. Yet, this traditional viewpoint is problematic, especially when considering the diverse contexts in which English is used globally. Cross-cultural communication with multilingual English users often occurs without the participation of native English speakers, underscoring the need for 'comfortable intelligibility' versus native speaker norms (Galloway & Rose, 2015, 2018; Seidlhofer & Widdowson, 2017). These perspectives point to the importance of considering the diverse uses of English and recognizing multilingual English speakers as competent communicators (Shohamy, 2011).

A paradigm shift from traditional EFL to Global English Language Teaching (GELT) is essential (Galloway & Numajiri, 2020; Prabjandee, 2020; Rose et al., 2021). This transition is succinctly illustrated in Table 1 with a comparison between GELT and the traditional EFL:

Table 1

Differences between Traditional EFL and GELT

	Traditional EFL	GELT
Target interlocutor	Native English speakers	All English users
Owners	Native English speakers	All English users
Role model	Native English speakers	All competent users
Norms	Native English speakers	Diverse, flexible, and multiple forms
Source of learning	Native English speakers	English-speaking Communities and contexts

Note. Adapted from Galloway & Rose (2018)

Traditional EFL focuses on native English speakers as the primary interlocutors, role models, norms, and sources of learning. In contrast, the Global English Language Teaching (GELT) framework adopts a more inclusive approach, considering all English users as legitimate owners and potential interlocutors. GELT recognizes all competent users as role models and values diverse, flexible norms. It emphasizes learning from various English-speaking communities and contexts, promoting a holistic and globally relevant teaching paradigm. This shift highlights the need to move from the native-centric view of English teaching to a more global and inclusive approach.

Attitude towards Language Learning and GELT

Learners' attitudes towards language learning, including their feelings, preferences, and prejudices, are crucial in second language acquisition, as they influence motivation, persistence, and success (Smith, 1971). Positive attitudes are linked to better performance, as long noted by researchers like Pierson, Fu, and Lee (1980) and Spolsky (2000). Recent studies such as by Ghyselen, Grondelaers, Misier-Patadien, and Balesar (2022) and Rasool and Winke (2019) show that students with positive attitudes are more likely to use effective learning strategies, persist through challenges, and achieve superior outcomes.

The dynamics of Global Englishes in ELT significantly influence learners' attitudes. Exposure to diverse English varieties and the understanding of fluid norms can enhance students' positive attitudes towards their proficiency. Recognizing that native-like proficiency is not the only successful measure boosts motivation (Matsuda & Friedrich, 2011; Ushioda, 2013). When

multilingual speakers serve as role models, learners gain self-confidence, envisioning success in global communication without the pressure to conform to native speaker norms (Galloway & Numajiri, 2020; Jenkins, 2011; Kirkpatrick, 2010; Lamb, 2012; McKay, 2018; Mercer & Ryan, 2010; Seidlhofer & Widdowson, 2017).

While awareness of Global Englishes and using multilingual speakers as role models can increase positive attitudes and self-confidence, teachers must also align their practices with students' individual efficacy beliefs and learning goals. Key factors for promoting and maintaining high self-efficacy in English learners include personalized feedback, a supportive classroom environment, and scaffolded learning opportunities (Bandura, 1997; Wang & Pape, 2005).

Therefore, key aspects including Global Englishes (GE) awareness, multilingual speakers as role models, and positive attitudes should be central to English language teaching (ELT). The traditional EFL model, which emphasizes native English norms, is increasingly challenged by GE researchers (Chen, 2022; Galloway & Rose, 2018; Jenkins, 2006, 2015; Kirkpatrick, 2010, 2014). They argue that focusing on native speaker norms fails to prepare learners for globalized contexts. This raises critical questions about whether current language teaching and assessment practices meet the needs of modern learners who must navigate diverse linguistic and cultural landscapes (Cameron & Galloway, 2019; Elder & Davies, 2006; Fang, 2017; Jenkins & Leung, 2017; McNamara, 2012). Moreover, the existing literature on English Language Teaching (ELT) primarily focuses on native-speaker models, with limited exploration into the impact of multilingual role models, particularly within the context of non-native English-speaking countries.

This study aims to address this noticeable gap in the existing literature by adopting a teaching approach that utilizes multilingual speakers as role models to increase Thai students' awareness of Global Englishes (GE). It explores how this GE-Informed Instruction, alongside the inclusion of multilingual role models, can shape Thai students' attitudes towards English language learning. The central research question of this study is: *How does the use of multilingual speakers as role models in promoting Global Englishes awareness affect Thai university students' attitudes towards English language learning?*

Methodology

The Instruction

The authors designed a nine-hour lesson over three weeks based on Rose and Galloway's (2019) GE principles and Kiczkowiak and Lowe's (2019) practices to enhance students' GE awareness. This approach guided students informally through planned activities to explore essential GE concepts. The lesson, divided into three sections of three hours each, included:

Section One: Provided basic knowledge about GE as an initial scaffold.

Section Two: Introduced competent multilingual English speakers through TED Talks.

Section Three: Had students present group work on multilingual English users from TED Talks to raise their awareness.

Table 2*Outline of the Instruction*

Session	Focus & Instructional activities	Topics
1	Transferring GE knowledge <ul style="list-style-type: none"> - Teacher's lecturing - Questions & Responses - Class Discussion 	Why is English a global language? Do the English own English? The world of multilingual users of Englishes The future of English language learning
2	Introducing competent L2 English speakers <ul style="list-style-type: none"> - Teacher's lecturing - Questions & Responses - Class Discussion 	What makes them successful English speakers Speaker's backgrounds Accents vs. Pronunciation Fluency, Content, and Organization Presentation skills & Public speaking strategies
3	Students' presentation task (Group work) <ul style="list-style-type: none"> - Presentation - Discussion 	Different topics according to multilingual speakers

The lesson, grounded in GE-oriented literature, aimed to transfer GE knowledge in Session 1. Initially, students' perspectives on English linguistic diversity were explored. They were then guided to recognize and understand key elements of GE. Classroom activities encouraged reflection on language learning and use in everyday life, avoiding direct theoretical teachings of sociolinguistics. Online materials like pictures and video clips supplemented the teaching in this session.

For *session 2: Introducing competent L2 English speakers*, the video clip "The Power of Words" by Mohammed Qahtani, 2015 Toastmasters International World Champion of Public Speaking was used as a starting example to show the students that successful communication can be achieved by a competent L2 English speaker. The focus of this session was to present essential factors of effective, successful communication regardless of a speaker's English accent and cultural identity.

In Session 3, students were tasked with group presentations on selected TED Talks by nine multilingual speakers (Afghan, Bangladeshi, Belgian, Chinese, India, Japanese, Mexican, Thai, and Venezuelan). TED Talks, a series of free, video-based presentations, features proficient speakers from diverse backgrounds sharing ideas in under 18 minutes. This platform is valuable for language teaching, enhancing public speaking and presentation skills, and boosting motivation and speaking abilities (Taibi et al., 2015; Rubenstein, 2012). Using TED Talks as speech models helps raise students' awareness of Global Englishes (GE) and builds their confidence as international English users. Students analyzed the speakers' backgrounds, accents, pronunciation, fluency, topics, content, organization, and communication strategies using a worksheet. After the instruction, they expressed their ideas and opinions through semi-structured interviews and reflection journals.

The Participants

The participants in this study were 40 Thai third-year university students (N=40) enrolled in the first author's communication skills course at a public university in Bangkok, Thailand. All participants are native Thai speakers with no experience using English abroad. They have undergone 14 years of formal English education and completed three extensive English courses designed for students in the Faculties of Humanities. These courses aim at long-term, ongoing language acquisition, using

English as the primary language of instruction. As such, these students are classified as intermediate-level in their English proficiency. This sample size was deemed appropriate for group work and informal discussions focused on raising Global Englishes awareness using multilingual speakers as models.

Research Instruments

Data were collected through semi-structured interviews with five participants, selected based on their active engagement in course activities, and written reflections from all 40 participants. The interview questions were adapted from Fang & Ren (2018), and the reflective journal questions were based on Kiczkowiak & Lowe (2019) (see Appendices 1 and 2). Both instruments allowed students to reflect on their experiences, with the option to use Thai or English. This approach ensured diverse viewpoints were captured, enriching the analysis of Global Englishes awareness. Ethical consent was obtained before data collection. Participants were informed about the study's purpose, data usage, and their right to withdraw without affecting their grades. Consent forms were distributed to ensure transparency and accountability.

Data Collection and Analysis

The authors employed qualitative content analysis to systematically categorize data through subjective interpretation (Merriam & Tisdell, 2015). Data from the semi-structured interviews and reflective journals were analyzed using this method. Interviews were recorded, transcribed in Thai, and translated into English. The transcriptions were read multiple times to identify significant patterns, allowing for the construction of a coding frame. Themes were then refined and reorganized for consistency. Key themes addressing the research question were summarized and discussed. Qualitative research in language education, as noted by Mirhosseini (2020), offers deep insights into learners' experiences, perceptions, and attitudes. This approach, utilizing methods like reflective journals, semi-structured interviews, and content analysis, captures the complex, subjective realities and diverse linguistic, cultural, and personal factors influencing learning processes and outcomes.

The study employed data triangulation to ensure validity and reliability, comparing and contrasting findings for verification. This adaptable data collection and analysis method allowed for a thorough investigation of the instruction's effects and students' learning perspectives, enhancing the study's depth and scope. To further ensure validity and reliability, inter-rater reliability was established with the involvement of the second author, an expert in ELT and Applied Linguistics. Differences between raters were discussed and resolved to achieve consensus, thereby enhancing the credibility and robustness of the findings.

Results and Discussion

This research demonstrates how global English language awareness, facilitated by Global Englishes-Informed Instruction with multilingual role models, fosters positive attitudes among Thai university students. Through this analytical process, nine key themes were revealed, predominantly emphasizing participants' attitudes towards a variety of English accents within the Global Englishes framework. The results are particularly significant as they highlight the participants' responses to the accents of multilingual speakers. It is important to note that the excerpts reported in this section are drawn from both the participants' written reflections and the semi-structured interviews. These dual sources have provided rich insights into the participants' attitudes within these key themes, as discussed below.

Recognition of English Varieties

Participants initially believed in a single 'correct' way to speak English, based on Kachru's (1992) "inner circle" concept. However, exposure to Global Englishes challenged this view (Jenkins, 2007), as participants stated:

"Before, I always thought there was only one 'correct' way to speak English." (Student 3)

"It's amazing to learn from the teacher that English has now evolved differently in various parts of the world." (Student 7)

"It's surprising to know that TED speakers are so fluent in English although they don't use English as their mother tongue" (Student 12)

The participants' reflections thus indicated a growing awareness and acknowledgment of the legitimacy of diverse English varieties after the intervention. The spread of English through the British Empire and the influence of the US led to diverse English varieties (Crystal, 2003). This awareness encourages a realistic perception of English in a global context and has practical implications for English language teaching, particularly in non-native English-speaking countries like Thailand (Jenkins, 2011; Kirkpatrick, 2014; Mahboob, 2014; McKinley, 2018).

Shift from Native Speaker Ideals

With the growing acceptance and recognition of English as a lingua franca, there is a shift in the emphasis from achieving a native-like accent to acknowledging its global varieties (Kirkpatrick, 2010; McKinley, 2018; Norton, 2017). This shift is evident in the participants' statements:

"I always believed that speaking like a native was the ultimate goal. This might not true anymore" (Student 5)

"It's liberating to learn that being fluent in and good at English doesn't mean imitating a native accent." (Student 14)

"...But now, I see the beauty in non-native accents. I have more confidence to speak English with the Thai accent." (Student 21)

The changing perspectives after the instruction align with scholars like Jenkins (2006, 2011, 2015, 2019) and Baker (2009, 2011, 2020), who emphasize mutual intelligibility over native-like pronunciation. This shift celebrates accents as markers of identity and promotes linguistic diversity, challenging traditional 'native' versus 'non-native' dichotomies (Kiczkowiak & Lowe, 2019; Leung & Jenkins, 2020; Pennycook, 2017, 2020). Participants' reflections highlight a move away from native-speaker ideals towards embracing diverse global Englishes. This transition fosters linguistic empowerment, allowing learners to embrace their linguistic identity and use English for international communication (Norton, 2017).

Accent as Identity and Cultural Pride

Accents represent an individual's cultural heritage, upbringing, and personal experiences (Coupland & Jaworski, 1997). They symbolize connections to geographical regions, socio-economic groups, or personal histories and are celebrated as unique markers of identity and pride (Lippi-Green, 2012). Participants expressed:

"I want to keep my accent because I love the Thai accent. The Thai accent is easy to listen to." (Student 10)

"I am proud of myself when I traveled abroad by myself; I can communicate with other people with my accent." (Student 16)

"Listening to different TED speakers makes me realize that it's important to embrace our heritage and cultural identity." (Student 30)

These reflections align with Preston's (1999) findings that accents foster a sense of self-worth and esteem. Recognizing accents as markers of identity fosters linguistic diversity and encourages students to value diverse voices in global conversations (Baker, Boonsuk, Ra, Sangiamchit, & Snodin, 2022; Boonsuk et al., 2021; Fang & Ren, 2018; Galloway & Rose, 2015, 2018). This acceptance challenges stigmatization associated with non-standard accents (Lippi-Green, 2012; Norton, 2017) and promotes linguistic equality and diversity in global English communication (Clayton & Drummond, 2018; Nieto & Bode, 2008).

Communication Over Accent

Language's core function is communication, prioritizing mutual understanding over phonetic precision (Leung & Jenkins, 2020). In global interactions, effective communication is more important than adhering to native-speaker accents (Reyes-Torres & Raga, 2020). Jenkins (2007) emphasizes that language serves to convey ideas and emotions, not just correct pronunciation. Participants reflected this:

"The most important thing is whether the listener understands what we want to say." (Student 5)

"Language is just a tool for communication, not for taking a grammar test or having a native-like accent." (Student 15)

"I was worried about my Thai accent, but I've learned from the lesson that the essence of language is communication. I feel more relaxed now." (Student 17)

Their feedback highlights the importance of communication. Celebrating diverse accents emphasizes understanding over accent quality (Nieto & Bode, 2008; Seidlhofer & Widdowson, 2017). This pragmatic approach values clarity and mutual understanding, aligning with the evolving aims of English language teaching, which focuses on functional skills and effective communication (McKay & Brown, 2016). It challenges traditional accent reduction emphasis and promotes an inclusive pedagogy that respects linguistic diversity. Prioritizing communication fosters flexible and adaptable English usage suitable for various contexts.

Accents Bring Diversity and Interest

Accents are integral to linguistic richness, reflecting historical, geographical, and social influences that shape communities (Mahboob, 2018; McKay & Bokhorst-Heng, 2017; Nieto & Bode, 2008; Lippi-Green, 2012). Participants agreed:

"I find it interesting that each TED speaker has his/her unique accent." (Student 24)

"Each country has its own accent when speaking English as I can see from different speakers from TED Talk." (Student 30)

"If we all had the same accent, there would be no diversity in the world. So, it is normal that we all have different accents that reflect who we are." (Student 33)

Accents embody speakers' histories, cultures, and experiences, making global English a symphony of diverse voices (Kirkpatrick, 2010, 2014). Celebrating these differences fosters an inclusive world where every voice has value. This appreciation aligns with cultural pluralism in language education, challenging the traditional view of linguistic uniformity and recognizing the value of linguistic diversity (Baker, 2020; Nieto & Bode, 2008). Valuing different accents fosters understanding and respect for cultural differences, promoting a more empathetic approach to global communication (Seidlhofer, 2017; Seidlhofer & Widdowson, 2017). This perspective supports modern educational goals to prepare students for a culturally diverse world, encouraging open-minded and adaptable communication.

Adaptation for Clarity and Understanding

Adapting one's linguistic approach is crucial for effective communication in diverse settings. This adaptation promotes mutual understanding without erasing linguistic identity (Seidlhofer & Widdowson, 2017). Seidlhofer (2017) argues that in a globalized world, clarity often supersedes regional accent maintenance. Participants commented this:

"Sometimes, it's about adapting to the situation for clear communication. I have no problem understanding TED speakers despite their non-native accents of English." (Student 7)

"I think I don't have to lose my Thai accent, but I have to care about how to pronounce the word correctly so foreigners can understand me." (Student 16)

"If they don't understand my Thai accent even when I pronounce the word right, maybe it is because they never heard of this accent before. Then I have to adapt my accent to what they are familiar with." (Student 23)

These reflections highlighted the strategic balance between maintaining one's linguistic identity and improving mutual understanding. In educational contexts, teaching pronunciation adaptation can enhance learning outcomes without diminishing linguistic diversity. Emphasizing clarity helps students become empathetic communicators, navigating global English while preserving their linguistic identity. Sociolinguistic studies support the idea that multilingual speakers use strategic adaptation to ensure their messages are understood and accepted, maintaining their cultural backgrounds (Coupland & Jaworski, 1997; Pennycook, 2020; Jenkins, 2011).

Challenges in Mimicking Native Accent

Pursuing a native-like accent in English is often seen as the pinnacle of proficiency. However, this focus can detract from the primary purpose of language—communication (McKay & Bokhorst-Heng, 2017; McKay & Brown, 2016). Lippi-Green (2012) critiques this obsession, suggesting it perpetuates linguistic biases and sidelines non-native speakers. Participants shared their struggles:

"I tried to speak like a native speaker, but it turned out that was hard to understand and I could not deliver the true important points that I wanted to share." (Student 12)

"I think I might not be able to speak exactly like a native speaker because I haven't practiced well enough." (Student 18)

"Trying to speak like a native speaker can be challenging and may divert attention from the main message. Maybe, like multilingual TED speakers, I should focus more on conveying meaning rather than trying to speak like a native speaker" (Student 39)

These reflections reveal the tension between linguistic goals and practical communication needs (Hornsby, 2015; Pennycook, 2017). Overemphasizing accent reduction overlooks linguistic diversity and can hinder effective communication. Recognizing English as a global lingua franca, educators and learners should prioritize clear and effective communication over native-like standards. This perspective embraces a realistic approach to English learning, valuing communication across diverse accents and cultural backgrounds. Experiences show that fully imitating a native accent can detract from the content of speech. Jenkins (2007, 2011) emphasizes that intelligibility and clarity are more important than exact accent replication. It's crucial to maintain the essence of the message rather than conforming to traditional native speaker norms.

Personal Choice and Freedom

Language and accent are features of identity, and they reflect our origins and life choices (Richards, 2017). As Bourdieu (1991) notes, linguistic practices symbolize broader social identity. Participants emphasized that retaining or modifying one's accent is a personal choice:

"I don't mind how my accent will be any longer if people can understand me" (Student 9)

"Everyone can choose to lose it or keep it. Like the TED speakers, they speak English very well without having to lose their L1 accents" (Student 23)

"Everyone has the right to choose whether to keep their unique accents or work on reducing them." (Student 33)

"If you want to speak, just be brave and speak it out. Regardless of your accent, people should understand it anyway if you try to communicate" (Student 40)

These views reflect the belief in linguistic autonomy and self-expression in bilingualism (Heller, 2007), highlighting the power of personal choice in language use (Norton, 2017; Leung & Jenkins, 2020). This emphasis on personal choice celebrates linguistic diversity and supports the idea that effective communication and authenticity in language use are about personal expression, not conforming to external standards (Mahboob, 2018; Nieto & Bode, 2008). Acknowledging individual choices in language use is essential in a globally connected world, fostering an environment where all linguistic expressions are valued. This perspective aligns with contemporary views on language education, advocating for a learner-centered approach that respects individual linguistic preferences and identities (McKay, 2018).

Validation through Representation

Language, especially spoken language, is deeply connected to identity, self-worth, and cultural belonging. Seeing oneself represented in educational and linguistic arenas enhances student engagement and sense of belonging (Nieto & Bode, 2008). Participants reflected on this:

"When I see multilingual TED speakers embrace their accents and speak English with confidence, it inspires me to do the same." (Student 14)

"Every time a multilingual TED speaker with an accent stands on stage, they show me that language is about connection, not perfection." (Student 27)

"From my viewpoint, hearing a teacher with a Thai accent similar to mine made me feel that my English was also valid." (Student 32)

Such reflections indicate the positive impact of representation. Observing multilingual speakers, such as those on TED Talk platforms, embrace their linguistic identities can serve as a powerful motivator. It conveys that one can achieve linguistic competence without abandoning their unique linguistic heritage. This clearly shows the psychological and emotional advantages of the representation. It serves to challenge the stereotypical notion of the "ideal" English accent and emphasizes that a diversity of accents enriches the global community of English users (Kirkpatrick, 2014; Mahboob, 2014; Seidlhofer, 2017). Phillipson's (1992) critique of prevailing native speaker paradigms shows that such norms can unintentionally marginalize learners and create feelings of inadequacy. On the contrary, representation serves to validate diverse linguistic backgrounds and experiences. To put it succinctly, multilingual role models act dually for students: as guiding lights showing the way, and as reflections of what they can achieve.

However, the perception of accent in English as a global language often intersects with notions of professionalism and competence (Pennycook, 2017; Seidlhofer, 2017). In formal settings such as business and academia, articulation like native speakers can be seen as an indicator of professional capability, although it may not reflect actual competence (Canagarajah, 2006; Pennycook, 2017). Yet, some participants believed that adopting a native accent could enhance their professional image.

"I still believe that speaking like a native speaker can elevate one's professional image." (Student 8)

"For me, I would like to learn English from native English speakers in order to be more professional in my communication." (Student 22)

Such perceptions are not unfounded. Sociolinguistic studies such as those by Lippi-Green (2012) and Pennycook (2017) have documented that those who speak in a particular dominant accent are often given preferential treatment. This can lead non-native speakers to believe that assimilating these dominant accents would provide them with better opportunities in professional or academic endeavors. Feedback from a participant provides a critical perspective:

"Speaking like a native speaker is essential to elevate me to look even more intelligent and make native speakers understand what I am saying more." (Student 35)

This response touches on two aspects. Firstly, the notion of looking "even more intelligent" by adopting a native accent reveals the deeper societal biases associated with linguistic prejudice. Secondly, the emphasis on making native speakers understand suggests an underlying desire for clear communication, rather than mere accent emulation for its own sake. Such reflections emphasize the need for a balanced approach where individuals can achieve clear communication without feeling pressured to shed their linguistic identities entirely. As many language researchers (e.g., Bourdieu, 1991; Holliday, 2006; Hornsby, 2015) posit, linguistic practices can denote social practices and hierarchies with the notion of higher or lower prestige. The aspiration to sound native-like might stem from the subtle pressures of these hierarchies, where certain accents are deemed superior or more "professional".

Thus, while clear communication is vital, it is equally crucial to challenge and deconstruct these biases. As supporters of global Englishes and English as a lingua franca, we must recognize that the language has expanded beyond its original boundaries and now belongs to a worldwide community. It connects thoughts, cultures, and voices from all over the world. As a result, educators and

linguists should promote a full understanding of English that recognizes all the different varieties it incorporates. As Baker (2020) and Baker et al. (2022) maintain, international English users do not only enrich the English language in a dynamic way, but all English learners should be allowed to develop their own distinctive voice in the international interaction. Taking this viewpoint, English, in its varied forms, is about more than just communication, but it is also about creating mutual understanding, respect, and global citizenship.

Conclusion

This study finds out that using multilingual TED speakers as role models in the Global Englishes-Informed Instruction can positively influence Thai university students' attitudes towards English language learning. This study was conducted within the context of a communication class, which naturally emphasized the auditory aspects of language learning, particularly the exposure to diverse English accents. This focus stems from the class's use of multilingual model speakers whose accents are a primary feature recognized and responded to by students. Consequently, the participants' reflections predominantly revolve around their experiences with these different accents, which is a critical component of their linguistic exposure in this setting.

Promoting Global English awareness not only encourages linguistic diversity but also reduces biases, emphasizing communication and mutual understanding over phonetic perfection. This approach fosters positive attitudes, confidence, and appreciation for diverse accents, making global conversations richer and more inclusive. The study suggests curriculum reform to incorporate diverse teaching materials, exposing students to various English-speaking cultures, which could enhance empathy and communication skills. Recognizing different English varieties helps build students' confidence as competent international English users.

For instructional implications, this study highlights the efficacy of using multilingual speakers as role models to enhance GE awareness, suggesting the incorporation of diverse linguistic examples and interactive discussions that challenge traditional norms and encourage open-mindedness towards various Englishes. Activities such as role-playing exercises and debates that involve multiple English dialects and accents are highly recommended. This can help students appreciate linguistic diversity and develop a more inclusive attitude towards English language learning.

However, this study is limited by its small sample size of 40 Thai university students, potential self-report biases, and the focus on a single point in time. These constraints may hinder the generalizability of the findings to broader populations or different cultural contexts. Future research should diversify the sample to include various age groups, educational backgrounds, and regions. Comparative studies with other cultural groups could reveal universal or differing attitudes towards global English awareness. Furthermore, longitudinal studies could track changes in attitudes over time, and combining qualitative insights with quantitative methods might provide a more comprehensive understanding. Additionally, exploring sociocultural dynamics could illuminate the broader factors shaping attitudes towards global English communication.

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Appendix 1: Semi-Structured Interview Questions

1. Talk about your English learning experience, motivation for learning English, etc.
2. What do you think of your own English pronunciation, speaking styles, etc.?
3. What is your understanding of Global Englishes?
4. Which aspects of the course do you like? Share one or two aspects that you have learned from the course. General impressions of the course during/after the semester.
5. Are there any changes regarding your attitudes towards Global Englishes, and multilingual English users as models?

*Adapted from Fang and Ren (2018)

Appendix 2: Reflective Journal Questions

1. Are the speakers we presented and discussed in our lesson's good models of English speakers? Give your reasons.
2. It has been suggested that multilingual users for whom English is not their mother tongue are more realistic models of language use, because they represent the vast majority of English users worldwide and have the same learning experience/condition just like you. Do you agree? Give your reasons.
3. It has also been argued that using those speakers as models of pronunciation is more motivating and achievable, since they show that it is possible to become highly proficient and intelligible in English without having to lose your 'foreign' accent. What is your opinion about this? Give your reasons.
4. To what extent do you agree that having a 'foreign' or 'multilingual' accent is acceptable in international communication? Give your reasons.
5. After studying our lessons, do you think you need to lose your 'foreign' accent or need to speak like a native speaker when you use English for international communication? Give your reasons.

*Adapted from Kiczkowiak and Lowe's (2019)

Appendix 3: Presentation Task

Directions: listen to the selected public speaking thoroughly and summarize the key ideas. Then prepare a 6- to 10-minute PowerPoint presentation to present to the class on Monday, April 24, 2023.

Background of the speaker (what is his/her nationality, the country accent, work & life, etc.)

Storytelling of the speaker (What is the topic? What is the main idea and important points of his/her speech?)

Multicultural Speakers in TED Talks

1. My Daughter, Malala | Ziauddin Yousafzai | TED Talks
<https://www.youtube.com/watch?v=h4mmeN8gv9o&t=136s>
2. Life is easy. Why do we make it so hard? | Jon Jandai | TEDxDoiSuthep
https://www.youtube.com/watch?v=21j_OCnLuYg&t=16s
3. Simple English for Everyone | Yukiko Nakayama | TEDxKyotoUniversity
<https://www.youtube.com/watch?v=24Tzq9sdTas&t=653s>
4. The hidden opportunity behind every rejection | Jia Jiang | TEDxMtHood
https://www.youtube.com/watch?v=iwl-Pe0FbSg&list=PL4ty_st7qAZOYXtQRPIMYaPtxWHs9AMjv&index=5
5. Becoming a Better Teacher | Mariappan Jawaharlal | TEDxCPP
https://www.youtube.com/watch?v=fdZkmbY0HB0&list=PL4ty_st7qAZOYXtQRPIMYaPtxWHs9AMjv&index=10
6. Teaching English without Teaching English | Roberto Guzman | TEDxUPRM
https://www.youtube.com/watch?v=8pZa6R3rmRQ&list=PL4ty_st7qAZOYXtQRPIMYaPtxWHs9AMjv&index=29
7. What makes you special? | Mariana Atencio | TEDxUniversityofNevada
https://www.youtube.com/watch?v=MY5SatbZMAo&list=PL4ty_st7qAZOYXtQRPIMYaPtxWHs9AMjv&index=38
8. How not to take things personally? | Frederik Imbo | TEDxMechelen
https://www.youtube.com/watch?v=LnJwH_PZXnM&list=PL4ty_st7qAZOYXtQRPIMYaPtxWHs9AMjv&index=50
9. How women in rural India turned courage into capital | Chetna Gala Sinha | TEDTALK
https://www.ted.com/talks/chetna_gala_sinha_how_women_in_rural_india_turned_courage_into_capital