From Classroom to the Real World: A Comparative Study of Perspectives on Language Diversity of English-Major Students and Pre-Service English Teachers

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DOI: 10.18355/XL.2025.18.04.14

Abstract
This study investigates the evolving perceptions of English language diversity among Thai university students, specifically comparing English-major undergraduates and pre-service English teachers. Grounded in the frameworks of World Englishes (WEs), English as a Lingua Franca (ELF), and Transformative Learning Theory, the research explores how attitudes toward native-speaker norms shift when learners are exposed to theoretical knowledge and real-world experience. Using a mixed-methods design, 305 participants undertook a 16-week WEs course followed by internships or teaching practicums. Quantitative findings revealed significant improvements in participants' acceptance of English varieties and confidence in using and teaching English beyond native-like standards. Qualitative data, gathered from interviews, journals, and observations, highlighted reflective transformation and pedagogical adaptations, though some students retained a preference for native norms. The study underscores the value of integrating WEs/ELF content into teacher education curricula, supported by structured reflection and contextual application. It calls for systemic reform to decolonize ELT practices and align policies with the multilingual realities of English use. By bridging academic learning with practical exposure, the findings offer a model for cultivating inclusive, confident English educators and users who are prepared to engage effectively in globalized, linguistically diverse environments.
Key words : World Englishes, English as a lingua franca, language attitudes, teacher education, reflective practice

Introduction

Nowadays, English is widely recognized as a global lingua franca, used across education, business, science, and technology (Crystal, 2003). As it has spread, the language has taken root in local contexts and evolved into distinct and localized varieties commonly grouped under World Englishes (WEs). In many respects, however, Thailand and other "Expanding Circle" settings where English is learned as a foreign language (EFL) have continued to emphasize inner-circle models such as British or American English, leaving little room for local forms. Over time, this focus can encourage students and teachers-in-training to view non-standard varieties as inferior or wrong. In effect, a native-speaker-first mindset leaves learners ill-prepared for everyday communication, where they regularly encounter users of many different Englishes (Holliday, 2005; Kachru, 1986).

More broadly, applied linguists have argued that English education should reflect the lived reality of global Englishes. Kachru (1986) was central in questioning inner-circle dominance and advancing the legitimacy of outer- and expanding-circle varieties. In parallel, research on English as a Lingua Franca (ELF) has redirected attention toward intelligibility and adaptability rather than native-like accuracy (Seidlhofer, 2011). By contrast, many English Language Teaching (ELT) programs, including those in Thailand, continue to privilege native-speaker norms, and curricula frequently place standardized grammar and pronunciation ahead of communicative competence and intercultural intelligibility. As a result, such priorities can lead future teachers to internalize a hierarchy that elevates "standard" English while devaluing local forms (Holliday, 2005; Jenkins, 2006). Taken together, these attitudes may

undermine teachers' effectiveness in heterogeneous classrooms and marginalize students who speak or write in localized Englishes.

This disconnect between classroom instruction and the multilingual reality of English use becomes most visible when students move from university to real-world settings. Thai English-major students and pre-service English teachers often report cognitive conflict during internships or practicums, where they encounter uses of English that differ obviously from the "proper" English emphasized in their coursework. Without prior exposure to WEs or ELF pragmatics, many struggle to communicate with confidence in linguistically diverse environments. This pattern is well documented in Thailand, where instruction continues to privilege native-speaker norms and, in doing so, leaves learners underprepared for authentic international communication (Punthumasen, 2007; Sa-ngiamwibool, 2020; Tananuraksakul, 2016). In line with this evidence, Canagarajah (2013) and Kirkpatrick (2014) urge today's English educators to build both linguistic adaptability and intercultural awareness to operate effectively across global contexts; absent these competencies, teacher-education programs risk reinforcing dated norms and sustaining exclusionary language ideologies.

In response to these challenges, recent calls have been made to integrate global Englishes content and reflective practice into teacher training (Jenkins, 2012; Kirkpatrick, 2014; Matsuda, 2003). Emerging research has begun to document the benefits of such approaches. For instance, Matsuda (2003) demonstrated that introducing WEs in English as an International Language (EIL) instruction can broaden students' notions of what counts as legitimate English. Likewise, in an ELF context, learners develop more flexible communicative strategies and hybrid language identities (Sung, 2015). Nevertheless, empirical research examining how future teachers' attitudes evolve through targeted interventions and real-world experience remains limited, particularly in the Thai context. Few studies to date have comparatively tracked English-major and education students as they progress from the classroom study of WEs/ELF to practical teaching experience in schools. This gap in the literature highlights the need for further investigation. Addressing it can inform curriculum reforms that better prepare teachers, and other English professionals, for the linguistic realities of global English use.

This study examines how two cohorts of undergraduates at a public university in northern Thailand; B.A. English majors and B.Ed. pre-service English teachers, perceive and respond to English language diversity. It follows how their views develop over a 16-week course on WEs and ELF and then through real-world experience in either a teaching practicum or a professional internship. Using a mixed-methods design, the project combines quantitative survey data with qualitative evidence from interviews, journals, and observations. By setting the two groups side by side, the analysis considers how classroom instruction and practical application together shape learners' language ideologies and pedagogical stances. The goal is to inform teacher-education practice and support the design of English curricula that are inclusive and globally relevant. With this aim, the study is guided by the following questions:

1. What are the initial attitudes of B.A. English-major and B.Ed. pre-service teacher students toward WEs and ELF?
2. How do these attitudes change after completing a WEs course and engaging in professional training (e.g., internships or teaching practicums)?
3. How do both groups reflect on and apply WEs/ELF concepts during their real-world professional experiences?

Literature Review

WEs, ELF, and Native-Speakerism in ELT

Theoretically, the World Englishes (WEs) paradigm challenges the long-standing idea of English as a single and standardized code and, instead, affirms the legitimacy of the many varieties that have emerged worldwide. Central to this view is Kachru's (1986) three-circle model, which offers a way to map the global spread of English. In brief, the Inner Circle comprises countries where English is a native language (e.g., the United Kingdom, the United States, Australia); the Outer Circle includes formerly colonized settings where English took on institutional roles (e.g., India, Singapore, Nigeria); and the Expanding Circle refers to contexts where English is primarily learned as a foreign language (e.g., Thailand, Japan, China). By treating varieties such as Indian English, Singaporean English, and Nigerian English as systematic, functional, and culturally grounded, Kachru effectively reframed what counts as legitimate English. In doing so, this approach marked a clear departure from monolingual ideologies that had long elevated British and American English as the only valid standards.

Building upon Kachru's work, later WEs research has demonstrated that when English is localized to fit the communicative and cultural needs of its speakers, it naturally develops distinct phonological, syntactic, and pragmatic features. For example, studies in Southeast Asia have documented the use of discourse particles in Singapore English (e.g., *lah*, *lor*) (Deterding, 2007; Gupta, 1994), the integration of local lexical items in Malaysian English (Baskaran, 2005), and syntactic transfer in Thai English influenced by L1 structures (Kirkpatrick, 2010; Todd, 2006). While these features are often labeled as "errors" in conventional ELT approaches, WEs scholars argue that they are in fact legitimate manifestations of English in its localized forms (Bautista & Gonzalez, 2006; Pakir, 2009). In Thailand, for instance, phonological features such as syllable-timed rhythm, along with structural patterns like non-standard article usage or direct L1-to-L2 translation (e.g., "I have ever been there"), are common. However, such forms are frequently corrected or marginalized in classrooms rather than explored as part of English's global adaptability.

More importantly, empirical studies have underscored the pedagogical relevance of WEs. For example, Galloway and Rose (2015) found that Japanese university students exposed to a range of English varieties reported increased confidence in their own use of English and reduced anxiety about not sounding like native speakers. Similarly, Matsuda (2003) emphasizes the value of integrating WEs content into English as an International Language (EIL) curricula to help students form more realistic expectations and greater tolerance for variation. Taken together, these findings suggest that incorporating WEs perspectives into instruction can broaden learners' understanding of English and raise a stronger sense of linguistic ownership and legitimacy.

While WEs affirms the regional legitimacy of English varieties, the framework of ELF extends this pluralistic orientation by focusing on the functional use of English among speakers from different L1 backgrounds. In this regard, ELF complements WEs by shifting emphasis from codified, localized varieties (e.g., Indian English or Thai English) to fluid, adaptive communicative practices used in real-time intercultural interactions (Jenkins, 2007; Seidlhofer, 2011). Both WEs and ELF challenge the dominance of native-speaker norms; however, they do so in distinct yet complementary ways. Whereas WEs promotes recognition of nativized Englishes, ELF emphasizes intelligibility, pragmatic flexibility, and communicative success in global encounters (Cogo & Dewey, 2012; Seidlhofer, 2004).

To illustrate, Seidlhofer (2011) characterizes ELF as English used as a "contact language" among speakers who do not share a first language, where successful communication may diverge from native-like grammar or pronunciation. Rather than pursuing the traditional EFL/ESL goal of native-speaker competence, ELF

scholarship sets aside native-speakerism as a necessary target and prioritizes what helps people understand one another: strategic adaptability, intelligibility, and the active negotiation of meaning. In practice, ELF talk routinely draws on tactics such as paraphrasing, reformulation, repetition, code-switching, and other forms of accommodation or resources that interlocutors use collaboratively to reach understanding in multilingual settings (Jenkins, 2006, 2007).

Furthermore, Jenkins proposed the Lingua Franca Core (LFC) to identify the pronunciation features most essential for international intelligibility. In contrast, less critical aspects such as native-like intonation or verb-tense precision are de-emphasized. Supporting this, Deterding (2013) examined ELF interactions among ASEAN speakers and found that, despite frequent grammatical deviations, understanding was rarely compromised. Rather, successful communication depended on mutual tolerance, flexible turn-taking, and shared problem-solving strategies. These findings reinforce the practical benefits of ELF-informed pedagogy, which shifts the emphasis from form-focused accuracy to communicative competence and intercultural sensitivity.

At the center of both WEs and ELF is a critique of native-speakerism, a pervasive ideology that continues to shape ELT globally. According to Holliday (2005), native-speakerism privileges Inner Circle Englishes (particularly British and American varieties), while marginalizing those from the Outer and Expanding Circles. Phillipson's (1992) theory of linguistic imperialism further critiques this imbalance, arguing that the global dominance of native norms is ideologically maintained through hiring practices, textbooks, assessment systems, and teacher training curricula. In the Thai context, this ideology is deeply ingrained. Research by Tananuraksakul (2015) and Sa-ngiamwibool (2020) reveals that Thai learners and teachers often internalize native norms, viewing Thai English as inferior. This mindset leads to reduced confidence, increased classroom anxiety, and limited willingness to engage in English use, even when learners are intelligible and capable.

In addition, from a teacher education perspective, both WEs and ELF provide powerful counter-narratives to native-speakerism. When pre-service teachers and English majors are introduced to authentic samples of diverse Englishes and are given space to reflect on language ideologies, their perspectives begin to shift. For instance, Galloway and Rose (2015) found that trainees who engaged with WEs content became more critical of native-norm expectations and more accepting of localized English forms. Likewise, exposure to ELF communication during internships or teaching practicums allows learners to experience firsthand the value of adaptability, clarity, and inclusivity in real-world communication. These experiences help them move from correction-driven teaching practices to more supportive and student-centered approaches.

In sum, WEs and ELF are mutually reinforcing frameworks that offer both theoretical grounding and practical direction for making ELT more inclusive, equitable, and reflective of global realities. While WEs legitimizes the existence and relevance of local Englishes, ELF equips learners with the strategies needed to engage across linguistic diversity. Together, they challenge the ideological grip of native-speakerism and advocate for a pedagogy that empowers learners, especially in Expanding Circle contexts like Thailand, to communicate confidently, creatively, and globally.

Transformative Learning and Reflective Practice

While theoretical frameworks such as WEs and ELF provide the structural and ideological foundation for challenging native-speakerism, actual attitudinal transformation among learners often requires more than conceptual understanding. It involves a deeper process of critical self-reflection, identity negotiation, and

experiential re-evaluation, all of which are central to Transformative Learning Theory.

Mezirow (1991) argues that transformative learning is set in motion when adults face a "disorienting dilemma" or an experience that clashes with their existing worldview and forces them to revisit taken-for-granted assumptions. He outlines a staged process for how this change unfolds: the unsettling event is followed by self-examination and critical reflection, a recognition of dissatisfaction with prior beliefs, an exploration of alternative viewpoints, and, ultimately, a reintegration of these insights into one's sense of self, yielding a more inclusive worldview.

Applied to the ELT context, such disorienting dilemmas often occur when students are exposed to unfamiliar English accents, observe effective communication by non-native speakers, or come to recognize that their own English, once perceived as inadequate, is actually intelligible and functional in global settings. These moments disrupt internalized ideologies that equate correctness with conformity to Inner Circle norms (Holliday, 2005; Tananuraksakul, 2015; Timmis, 2002) and can initiate a process of ideological and pedagogical transformation.

Importantly, this shift is often supported through structured reflection, particularly when embedded in real-world experiences such as internships, practicums, or multilingual interactions. When guided effectively, these experiences offer learners the opportunity not only to challenge native-speakerist assumptions but also to begin constructing more inclusive, adaptive understandings of English in line with WEs and ELF perspectives (Farrell, 2015; Galloway & Rose, 2015; Sung, 2015).

This process of transformation is further supported by theories of reflective practice, which clarify how learning through experience can lead to sustained pedagogical change. Specifically, Schön's (1983) model distinguishes between two types of reflection: reflection-in-action, which occurs spontaneously during teaching (e.g., when a teacher adjusts an explanation mid-lesson to meet students' needs), and reflection-on-action, which takes place after the event as teachers analyze their decisions and outcomes. Both forms are essential for developing the kind of flexible, responsive language educators who can adapt to diverse communicative realities, especially those encountered in multilingual classrooms and intercultural encounters.

Building on Schön's ideas, Farrell (2015) offers a practical framework tailored to language teacher education. Farrell emphasizes the value of guided journaling, peer discussion, mentor feedback, and self-evaluation as tools that help teachers make sense of their experiences and critically assess inherited beliefs about language correctness and teaching effectiveness. These reflective tools do more than promote professional growth; they create space for teachers to challenge native-speakerist assumptions and adopt a more inclusive view of English variation.

When such reflective activities are intentionally integrated into ELT curricula, they offer powerful opportunities for learners to internalize the complexities of WEs and ELF. For instance, when students reflect on how they adjusted their speech to accommodate a non-native interlocutor, or when they write about moments of overcoming bias toward unfamiliar accents, they are not simply recounting experiences but actively reworking their linguistic ideologies. This reflective engagement is particularly important in Thai educational contexts, where many learners have internalized deficit views of Thai English. As studies by Tananuraksakul (2015) and Sa-ngiamwibool (2020) suggest, structured reflection can help students recognize that effective communication, not native-like performance, is the true measure of success in global English use. Thus, reflection functions not merely as a tool for skills development but as a transformative space in which learners reshape their understanding of language, identity, and legitimacy.

To conclude, the reviewed literature highlights five interrelated strands that shape the theoretical and pedagogical foundation of this study: WEs, ELF, native-speakerism in ELT, transformative learning theory, and reflective practice in teacher education.

Together, these frameworks illuminate how attitudes toward English diversity are shaped, challenged, and potentially transformed. WEs and ELF both contest native-speakerist ideologies by promoting legitimacy and functionality in diverse English usages, while transformative learning and reflective practice offer mechanisms for shifting teacher beliefs and practices. Table 1 summarizes the key contributions of each framework, along with their implications for English language teaching, teacher development, and curriculum design, particularly in Expanding Circle contexts such as Thailand.

Table 1. Summary of key theoretical frameworks and their implications for ELT

Theme	Key Points	Implications
WEs	Validates localized English varieties (e.g., Thai English); challenges native norms.	Supports inclusive curricula; affirms learner linguistic identity.
ELF	Prioritizes intelligibility and adaptability over native-like accuracy.	Emphasizes effectiveness over correctness in teaching and assessment.
Native-Speakerism in ELT	Privileges native norms; lowers student confidence in local varieties.	Highlights need to address bias in teacher education and materials.
Transformative Learning Theory	Explains belief change through critical reflection on disorienting experiences.	Frames ideological shift as part of professional and identity development.
Reflective Practice	Uses journaling, peer dialogue, and reflection-in/on-action to promote growth.	Encourages critical self-awareness and pedagogical adaptability.

Research Methodology

Research Design

This study adopted a mixed-methods design (Creswell, 2014) to explore how Thai university students' attitudes toward English language diversity evolved through both academic instruction and real-world experience. The quantitative component followed a quasi-experimental longitudinal design, employing structured surveys at three time points: before the course (T1), after the course (T2), and after the practicum or internship (T3) to measure changes in students' perceptions of WEs, adherence to native-speaker norms, and communicative confidence. All participants completed the 16-week WEs course as a shared intervention, followed by distinct forms of professional training: a teaching practicum for pre-service teachers and an industry internship for English-major students. This design enabled both within-subject and between-group comparisons, allowing the researcher to assess the impact of academic exposure and subsequent real-world application. It was hypothesized that students would show (H1) a significant positive shift in attitudes following the course and (H2) further openness and confidence after practical engagement, and (H3) increased confidence (especially teaching self-efficacy for B.Ed. students) after practical experience in linguistically diverse settings.

In parallel, qualitative data were collected to understand the mechanisms and meanings behind attitudinal change. Semi-structured interviews, reflective journals, and classroom or workplace observations were used to document students' evolving beliefs, experiences, and identity development. A sub-sample of twenty participants (from both cohorts) participated in interviews after the course and again after practicum or internship. All B.Ed. students maintained weekly reflective journals as part of their practicum coursework, while a subset of B.A. students submitted journals during the course and informal reflections post-internship. These data sources offered insight into how students internalized and applied WEs/ELF principles, with the integration of quantitative and qualitative findings enhancing the study's explanatory power and validity.

Participants and Context

This study was conducted at a public university in northern Thailand and involved 305 fourth- and fifth-year undergraduate students from the School of Liberal Arts and the School of Education. All participants were native Thai speakers who had completed similar core English coursework but had not received formal instruction in WEs or ELF prior to the study. As part of the research intervention, all students enrolled in one of three sections of a 16-week WEs course. For analysis, participants were divided into two main cohorts: 211 B.A. English-major students and 94 B.Ed. pre-service English teachers enrolled in a dual-degree English Education program.

A key distinction between the two cohorts was the nature of their professional training experiences. The English-major students completed internships in a range of non-teaching, English-mediated workplaces, such as hospitality, aviation, tourism, media, and healthcare. These roles involved multilingual interactions and offered authentic opportunities to use English in service-oriented, cross-cultural contexts. Meanwhile, the B.Ed. students undertook a semester-long teaching practicum in public and private schools across Thailand, spanning both primary (Prathom) and secondary (Matthayom) levels. They were responsible for planning and delivering English lessons, adapting instruction for mixed-ability classrooms, and managing classroom interaction primarily in English. These placements, whether in large urban schools or smaller rural institutions, exposed student-teachers to varied linguistic and pedagogical challenges.

Together, these two cohorts represented distinct yet complementary pathways for applying the WEs/ELF concepts introduced during the course, offering a meaningful comparative lens for understanding how English diversity is negotiated in both educational and professional domains. A summary of the participant groups and their respective learning contexts is provided in Table 2.

Table 2. Summary of Participant Cohorts and Learning Contexts

Cohort	Number of Participants	Academic Program	Professional Training	Context
B.A. English Majors	211	School of Liberal Arts	Internship (non-teaching)	Hospitality, aviation, tourism, media, healthcare (multilingual settings)
B.Ed. Pre-Service Teachers	94	Dual-Degree English Education	Teaching practicum (Grades 1–12)	Public and private schools (urban, rural; mixed-proficiency classrooms)

Instruments and Data Collection

This study utilized a combination of quantitative and qualitative instruments to investigate how Thai university students' language attitudes and teaching beliefs evolved through structured exposure to English diversity. The research was grounded in a conceptual framework incorporating World Englishes (WEs), English as a Lingua Franca (ELF), native-speakerism, transformative learning (Mezirow, 1991), and reflective practice theories (Farrell, 2015; Schön, 1983).

A structured questionnaire was developed to quantitatively assess students' attitudes toward English diversity, adherence to native-speaker norms, and confidence in using or teaching English in multilingual contexts. Questionnaire items were adapted from established research (e.g., Jenkins, 2006; Matsuda, 2003; Galloway & Rose, 2015), reviewed by experts, and piloted, demonstrating strong internal reliability (Cronbach's $\alpha = 0.85$). Administered in Thai at three intervals (pre-course T1, post-course T2, and post-practicum/internship T3), the questionnaire also included situational prompts designed to measure students' practical responses to non-standard English varieties.

To further explore participants' evolving beliefs, semi-structured interviews were conducted with a sub-sample of twenty students representing both cohorts. Each student participated in two interviews: one following completion of the WEs course and another after their respective practicum or internship. Interviews focused on

students' reflections about linguistic diversity, language ideologies, and communicative confidence in authentic professional settings.

Alongside interviews, students maintained weekly reflective journals throughout the WEs course, with B.Ed. students extending their journaling activities throughout their teaching practicum. Additionally, English-major students provided voluntary written reflections during post-internship debrief sessions. These journal entries offered insights into participants' real-time thought processes, classroom experiences, and negotiations regarding linguistic norms.

Non-participant observations complemented these qualitative data, conducted selectively during teaching practicum sessions and internships. Observation notes captured students' language choices, instructional adaptations, and explicit references to WEs and ELF concepts, allowing for triangulation with journal and interview data.

Document analysis further enriched the qualitative data by examining participants' written outputs, including teaching plans, reflective reports, final portfolios, and other submitted coursework. These documents were systematically coded for evidence of linguistic awareness, adaptive teaching practices, and pedagogical reasoning (Bowen, 2009). Integrating these multiple data sources enabled a comprehensive understanding of both attitudinal shifts and their practical pedagogical implications.

Central to the study was a structured 16-week WEs instructional intervention, which contextualized all data collection methods. The course provided theoretical insights and practical strategies related to English diversity, accent intelligibility, and inclusive pedagogical approaches. It incorporated interactive activities, guest speakers, and structured reflective writing assignments. Although primarily instructional rather than a direct data-collection tool, the course established the foundational context for cognitive dissonance, reflective engagement, and experiential learning assessed throughout the study. A detailed course outline, including weekly topics, is provided in Appendix 1. A comprehensive summary of research instruments and their intended purposes is presented in Table 3.

Table 3. Summary of Research Instruments and Their Purposes

Instrument	Purpose	Type of Data	Timing	Aligned Focus
Structured Questionnaire	Measure attitudes toward English diversity, native-norm adherence, and confidence	Quantitative	T1 (pre), T2 (post-course), T3 (post-practicum/internship)	Track change over time in beliefs and self-confidence
Semi-Structured Interviews	Explore personal reflections and reasoning behind attitude shifts	Qualitative	After T2 and T3	Deepen understanding of student perceptions and learning processes
Reflective Journals	Capture evolving awareness and reflections during course and practicum	Qualitative (written)	Weekly during course; weekly during practicum (B.Ed.); informal reflections post-internship (B.A.)	Track affective and conceptual engagement
Observations	Document in-situ behaviors and strategies in teaching/workplace settings	Qualitative (field notes)	Practicum (B.Ed.); selected internships (B.A.)	See real-world application of WEs/ELF concepts
Document Analysis	Analyze written artifacts for evidence of ideological and pedagogical change	Qualitative (textual)	After T2 and T3	Triangulate expressed beliefs with classroom or planning practices
WEs Course (Instructional Intervention)	Provide structured exposure to WEs/ELF concepts and stimulate reflection	Curriculum-based intervention	Entire semester	Act as foundation for attitude change and applied understanding

In terms of data collection, the study captured evolving student attitudes and teaching practices through three sequential phases aligned with participants' learning journeys: pre-course, post-course, and post-practicum/internship. At the pre-course stage, all participants completed an initial questionnaire (T1) to establish baseline attitudes, and a sub-sample participated in initial interviews to explore existing language ideologies and identity beliefs.

Following the 16-week World Englishes course, all students completed a second questionnaire (T2) and submitted weekly reflective journals documenting their reactions to course content, guest speakers, and discussions. Follow-up interviews with selected participants further explored emerging perspectives and attitudinal changes.

In the final phase, after completing their respective field experiences, teaching practicums for B.Ed. students and workplace internships for B.A. students, all participants completed a final questionnaire (T3). Additional interviews captured deeper reflections and insights, while B.Ed. students submitted ongoing practicum journals. Observations conducted during selected teaching sessions provided contextual validation of journal and interview data. Additionally, several B.A. students shared written reflections addressing communication challenges encountered during internships.

Triangulation across these various instruments enhanced data validity by cross-verifying self-reported attitudinal shifts with direct observational and reflective evidence. By integrating quantitative data with qualitative narratives, the study offered a comprehensive, nuanced understanding of how students' attitudes toward English diversity developed and manifested in both academic and professional contexts. A detailed summary of the data collection phases, participants, and instruments used is provided in Table 4.

Table 4. Summary of the Data Collection Process

Phase	Timing	Participants	Instruments/Activities	Type of Data
Phase 1: Pre-Course Baseline	Before WEs course	All students (n = 305)	T1 Questionnaire (baseline attitudes, norms, confidence)	Quantitative
		Sub-sample (n = 20)	Initial semi-structured interviews	Qualitative (interview data)
Phase 2: Post-Course, Academic Exposure	After WEs course (Week 16)	All students	T2 Questionnaire	Quantitative
		All students	Weekly reflective journals during course	Qualitative (written reflections)
		Sub-sample (n = 20)	Follow-up interviews	Qualitative (interview data)
Phase 3: Post-Practicum/Internship	Approx. 4–5 months after course	All students	T3 Questionnaire	Quantitative
		B.Ed. students (n = 94)	Practicum journals	Qualitative (journals)
		B.Ed. students (n = 8)	Classroom observations	Qualitative (field notes)
		B.A. students (n = 3)	Workplace observations	Qualitative (field notes)
		English majors (voluntary)	Informal post-internship reflections	Qualitative (anecdotal writing)
Cross-Phase	Throughout	All students	Document analysis (lesson plans, essays, reports)	Qualitative (textual analysis)

Data Analysis

Data analysis integrated both quantitative and qualitative methods to comprehensively examine shifts in students' attitudes toward English diversity, adherence to native-speaker norms, and teaching confidence. Quantitative survey data collected at three intervals (T1, T2, T3) were analyzed using SPSS (version 28). Descriptive statistics provided an overview of all questionnaire items and composite scales. Paired-sample t-tests evaluated within-group changes from T1 to T2 for all participants and from T2

to T3 specifically for pre-service teachers. Independent-samples t-tests and 2×2 mixed-design ANOVAs further compared differences between the B.A. English-major and B.Ed. pre-service teacher cohorts. Cohen's d effect sizes quantified the magnitude of observed changes. Assumptions for parametric analyses were carefully checked, and missing data, which were minimal, were addressed via pairwise exclusion. Additionally, item-level analyses identified nuanced attitudinal shifts, notably increased acceptance of Thai English, complementing broader scale-level findings.

Qualitative data from interviews, reflective journals, and observation notes underwent thematic analysis (Braun & Clarke, 2006) using NVivo software. A hybrid inductive–deductive coding strategy combined emergent insights with theoretically derived categories based on the study's conceptual framework. Analysis began with thorough data familiarization, followed by open coding and subsequent categorization into broader themes. Initial codes, such as "shock at accent," "confidence after practicum," and "teaching flexibility," were collaboratively refined into six overarching themes: Recognition of English Diversity, Challenges to Native Norms, Increased Communicative Confidence, Reflective Transformation, Teaching Adaptations, and Lingering Resistance. Each theme was carefully defined, supported with translated excerpts from participant data, and cross-validated across data sources to ensure analytical rigor and credibility.

Qualitative themes were then systematically triangulated with quantitative survey results to enhance interpretative depth and explanatory power. For instance, quantitative findings regarding increased acceptance of English diversity were substantiated by qualitative reflections and observed instructional practices. Any divergences between quantitative and qualitative data were explored to provide richer contextual understanding. Comparative thematic analysis revealed cohort-specific differences, such as greater prominence of Teaching Adaptations among B.Ed. students. Throughout the analysis, researcher reflexivity was maintained to minimize interpretive bias and accurately represent participant perspectives. A comprehensive summary of data sources, analytic methods, tools, and key outcomes is presented in Table 5.

Table 5. Summary of Data Analysis Methods and Key Outcomes

Data Type	Instrument/Source	Analysis Method	Main Outcomes
Quantitative	Structured questionnaire (T1, T2, T3)	Descriptive stats, paired t-tests, ANOVA (SPSS V.28)	Changes in attitudes, norms, and confidence across time and groups
Qualitative	Interviews (post-course and post-practicum)	Thematic analysis (Braun & Clarke, 2006) (NVivo)	Six emergent themes on attitude shifts and pedagogical reflection
Qualitative	Reflective journals (course and practicum)	Thematic coding, triangulated with interviews (NVivo)	Ongoing reflective engagement and evidence of transformative learning
Qualitative	Classroom/workplace observations	Field notes + thematic interpretation (Manual coding/NVivo)	Behavioral validation of attitudes and instructional adaptations
Qualitative	Document analysis (lesson plans, reports)	Theory-informed coding scheme (NVivo)	Evidence of conceptual transfer and inclusive teaching design
Mixed	Integration of quantitative and qualitative data	Cross-strand triangulation (Manual synthesis)	Strengthened validity, convergent and divergent patterns

Results

Quantitative Results: Attitude and Confidence Shift

The quantitative results are presented according to the four aspects measured: attitudes toward linguistic diversity, acceptance of non-standard varieties, native-speaker norm adherence, and teaching and using confidence in multilingual settings as presented in Table 6.

Table 6. Summary of Key Quantitative Results

Construct and Item Examples	Group	Timepoints Compared	Mean/% Change	Statistical Test & Result	Interpretation
Attitudes Toward Linguistic Diversity					
I enjoy listening to different varieties of English (e.g., Indian, Nigerian, Singaporean).	B.A.	T1 → T2	↑ 50% → 74%	$\chi^2(1)=33.8$, $p<.001$	Significant increase
	B.A.	T2 → T3	↑ 74% → 82%	$\chi^2(1)=4.3$, $P=.038$	Continued slight increase
	B.Ed.	T1 → T2	↑ 52% → 76%	$\chi^2(1)=32.7$, $p<.001$	Significant increase
	B.Ed.	T2 → T3	↑ 76% → 88%	$\chi^2(1)=7.8$, $P=.005$	Further increase
English does not have to be spoken like a native speaker to be effective.	B.A.	T1 → T2	↑ 54% → 78%	$\chi^2(1)=30.9$, $p<.001$	Clear increase
	B.A.	T2 → T3	↑ 78% → 85%	$\chi^2(1)=4.1$, $P=.043$	Modest continued increase
	B.Ed.	T1 → T2	↑ 56% → 79%	$\chi^2(1)=31.4$, $p<.001$	Clear increase
	B.Ed.	T2 → T3	↑ 79% → 89%	$\chi^2(1)=6.3$, $P=.012$	Further increase
I respect the diversity of English used by speakers from different countries.	B.A.	T1 → T2	↑ 55% → 80%	$\chi^2(1)=32.5$, $p<.001$	Improved respect
	B.A.	T2 → T3	↑ 80% → 86%	$\chi^2(1)=3.9$, $P=.049$	Slight further increase
	B.Ed.	T1 → T2	↑ 58% → 82%	$\chi^2(1)=30.6$, $p<.001$	Improved respect
	B.Ed.	T2 → T3	↑ 82% → 90%	$\chi^2(1)=5.6$, $P=.018$	Further improvement
Exposure to global varieties of English is important for real-world communication.	B.A.	T1 → T2	↑ 60% → 84%	$\chi^2(1)=31.2$, $p<.001$	Increased recognition
	B.A.	T2 → T3	↑ 84% → 90%	$\chi^2(1)=4.8$, $P=.029$	Slight further increase
	B.Ed.	T1 → T2	↑ 62% → 86%	$\chi^2(1)=32.1$, $p<.001$	Increased recognition
	B.Ed.	T2 → T3	↑ 86% → 93%	$\chi^2(1)=6.7$, $P=.010$	Continued increase
Acceptance of Non-Standard Varieties					
Non-native Englishes are just as legitimate as British or American English.	B.A.	T1 → T2	↑ 43% → 68%	$\chi^2(1)=29.5$, $p<.001$	Significant increase
	B.A.	T2 → T3	↑ 68% → 76%	$\chi^2(1)=3.9$, $P=.049$	Continued slight increase
	B.Ed.	T1 → T2	↑ 45% → 70%	$\chi^2(1)=30.8$, $p<.001$	Significant increase
	B.Ed.	T2 → T3	↑ 70% → 82%	$\chi^2(1)=6.9$, $P=.009$	Further increase
I believe Thai-accented English is acceptable in international communication.	B.A.	T1 → T2	↑ 46% → 72%	$\chi^2(1)=28.7$, $p<.001$	Increased acceptance
	B.A.	T2 → T3	↑ 72% → 79%	$\chi^2(1)=4.1$, $P=.043$	Further slight increase
	B.Ed.	T1 → T2	↑ 48% → 74%	$\chi^2(1)=29.9$, $p<.001$	Increased acceptance

	B.Ed.	T2 → T3	↑ 74% → 85%	$\chi^2(1)=6.1$, $P=.013$	Further increase
Students should learn to understand different global accents in English.	B.A.	T1 → T2	↑ 47% → 73%	$\chi^2(1)=30.5$, $p<.001$	Significant increase
	B.A.	T2 → T3	↑ 73% → 80%	$\chi^2(1)=4.4$, $P=.036$	Continued improvement
	B.Ed.	T1 → T2	↑ 50% → 75%	$\chi^2(1)=31.7$, $p<.001$	Significant increase
	B.Ed.	T2 → T3	↑ 75% → 87%	$\chi^2(1)=7.1$, $P=.008$	Further increase
English variety should reflect its speakers' culture and identity.	B.A.	T1 → T2	↑ 49% → 74%	$\chi^2(1)=30.1$, $p<.001$	Increased cultural awareness
	B.A.	T2 → T3	↑ 74% → 82%	$\chi^2(1)=4.6$, $P=.032$	Continued improvement
	B.Ed.	T1 → T2	↑ 51% → 76%	$\chi^2(1)=31.4$, $p<.001$	Increased cultural awareness
	B.Ed.	T2 → T3	↑ 76% → 86%	$\chi^2(1)=7.2$, $P=.007$	Further increase
Native-Speaker Norm Adherence					
British and American English are the only correct models for learning.	B.A.	T1 → T2	↓ 73% → 48%	$\chi^2(1)=29.5$, $p<.001$	Reduced native preference
	B.A.	T2 → T3	↓ 48% → 40%	$\chi^2(1)=4.3$, $P=.038$	Further decline
	B.Ed.	T1 → T2	↓ 72% → 46%	$\chi^2(1)=28.6$, $p<.001$	Reduced native preference
	B.Ed.	T2 → T3	↓ 46% → 35%	$\chi^2(1)=6.2$, $P=.013$	Continued decline
I prefer to be corrected when I speak English with a non-native accent.	B.A.	T1 → T2	↓ 70% → 46%	$\chi^2(1)=28.9$, $p<.001$	Reduced preference for corrections toward native accents
	B.A.	T2 → T3	↓ 46% → 39%	$\chi^2(1)=3.9$, $P=.049$	Slight further reduction post-internship
	B.Ed.	T1 → T2	↓ 68% → 44%	$\chi^2(1)=27.5$, $p<.001$	Reduced preference for corrections toward native accents
	B.Ed.	T2 → T3	↓ 44% → 33%	$\chi^2(1)=5.7$, $P=.017$	Continued reduction post-practicum
Teachers should aim to teach students to sound like native speakers.	B.A.	T1 → T2	↓ 75% → 50%	$\chi^2(1)=30.4$, $p<.001$	Reduced native-oriented teaching preference
	B.A.	T2 → T3	↓ 50% → 42%	$\chi^2(1)=4.2$, $P=.041$	Further modest decline post-internship
	B.Ed.	T1 → T2	↓ 74% → 48%	$\chi^2(1)=29.3$, $p<.001$	Reduced native-oriented teaching preference
	B.Ed.	T2 → T3	↓ 48% → 36%	$\chi^2(1)=6.1$, $P=.014$	Continued decline post-practicum
English is best taught by native speakers.	B.A.	T1 → T2	↓ 78% → 53%	$\chi^2(1)=32.8$, $p<.001$	Significant reduction in belief in native-only teaching
	B.A.	T2 → T3	↓ 53% → 45%	$\chi^2(1)=4.5$, $P=.034$	Further reduction post-internship
	B.Ed.	T1 → T2	↓ 76% → 51%	$\chi^2(1)=31.5$, $p<.001$	Significant reduction in belief in native-only teaching
	B.Ed.	T2 → T3	↓ 51% → 40%	$\chi^2(1)=7.0$, $P=.008$	Continued reduction post-practicum
Teaching and Using Confidence in Multilingual Settings					
I feel confident teaching students and using English from diverse linguistic	B.A.	T2 → T3	↑ 47% → 73%	$\chi^2(1)=31.9$, $p<.001$	Increased teaching confidence
	B.A.	T1 → T2	↑ 73% → 82%	$\chi^2(1)=4.7$, $P=.030$	Further increase post-internship
	B.Ed.	T2 → T3	↑ 50% → 76%	$\chi^2(1)=33.1$, $p<.001$	Increased teaching confidence

backgrounds.	B.Ed.	T1 → T2	↑ 76% → 90%	$\chi^2(1)=8.5$, $P=.004$	Continued significant increase post-practicum
I can adjust my English teaching and using strategies to suit multilingual learners.	B.A.	T1 → T2	↑ 46% → 72%	$\chi^2(1)=30.2$, $p<.001$	Improved adaptability
	B.A.	T2 → T3	↑ 72% → 80%	$\chi^2(1)=4.1$, $P=.043$	Further modest improvement post-internship
	B.Ed.	T1 → T2	↑ 49% → 75%	$\chi^2(1)=32.6$, $p<.001$	Improved adaptability
	B.Ed.	T2 → T3	↑ 75% → 88%	$\chi^2(1)=6.7$, $P=.009$	Continued improvement post-practicum
I feel prepared to explain different varieties of English in class.	B.A.	T1 → T2	↑ 44% → 69%	$\chi^2(1)=29.4$, $p<.001$	Improved preparedness
	B.A.	T2 → T3	↑ 69% → 77%	$\chi^2(1)=3.9$, $P=.049$	Slight continued increase post-internship
	B.Ed.	T1 → T2	↑ 47% → 72%	$\chi^2(1)=30.7$, $p<.001$	Improved preparedness
	B.Ed.	T2 → T3	↑ 72% → 85%	$\chi^2(1)=6.2$, $P=.013$	Further increase post-practicum
I can promote inclusive language learning in a multicultural classroom.	B.A.	T1 → T2	↑ 45% → 70%	$\chi^2(1)=30.0$, $p<.001$	Enhanced capability for inclusive teaching
	B.A.	T2 → T3	↑ 70% → 78%	$\chi^2(1)=4.0$, $P=.045$	Modest further improvement post-internship
	B.Ed.	T1 → T2	↑ 48% → 74%	$\chi^2(1)=31.2$, $p<.001$	Enhanced capability for inclusive teaching
	B.Ed.	T2 → T3	↑ 74% → 87%	$\chi^2(1)=7.3$, $P=.007$	Continued enhancement post-practicum

Attitudes Toward Linguistic Diversity

Participants showed substantial and statistically significant improvements in attitudes toward linguistic diversity. Among B.A. students, the percentage agreeing with the statement "I enjoy listening to different varieties of English (e.g., Indian, Nigerian, Singaporean)" increased markedly from 50% at pre-course (T1) to 74% post-course (T2; $\chi^2(1)=33.8$, $p<.001$), with a further modest increase to 82% following their internships (T3; $\chi^2(1)=4.3$, $p=.038$). A similar pattern was observed among B.Ed. students, where agreement rose from 52% at T1 to 76% at T2 ($\chi^2(1)=27.7$, $p<.001$), continuing significantly to 88% post-practicum (T3; $\chi^2(1)=7.8$, $p=.005$).

Moreover, both groups significantly increased their acceptance that "English does not have to be spoken like a native speaker to be effective." Agreement among B.A. students increased from 54% at T1 to 78% at T2 ($\chi^2(1)=30.9$, $p<.001$), with a further small rise to 85% at T3 ($\chi^2(1)=4.1$, p=.043). Similarly, B.Ed. students' agreement rose substantially from 56% at T1 to 79% at T2 ($\chi^2(1)=33.7$, $p<.001$), and significantly further to 89% following their practicum (T3; $\chi^2(1)=6.2$, p=.013).

Students across both groups also reported a notable increase in respect toward linguistic diversity and acknowledgment of the importance of global varieties of English for real-world communication. For instance, the percentage of B.A. students agreeing that "*Exposure to global varieties of English is important for real-world communication*" increased significantly from 60% at T1 to 84% at T2 ($\chi^2(1)=33.7$, $p<.001$), further improving to 90% post-internship (T3; $\chi^2(1)=4.8$, p=.029). Similarly, B.Ed. students' agreement rose notably from 62% at T1 to 86% at T2 ($\chi^2(1)=34.1$, $p<.001$), with a further increase to 93% at T3 ($\chi^2(1)=6.8$, p=.009).

Acceptance of Non-Standard Varieties

Significant improvements were seen in students' acceptance of non-standard varieties of English. For example, the percentage of B.A. students who agreed that "*Non-native Englishes are just as legitimate as British or American English*" significantly rose from 45% at T1 to 70% at T2 ($\chi^2(1)=29.5$, $p<.001$), continuing modestly further to

78% at T3 ($\chi^2(1)=4.2$, p=.041). B.Ed. students similarly improved significantly, increasing from 47% at T1 to 72% at T2 ($\chi^2(1)=31.7$, $p<.001$), with further improvement to 84% post-practicum (T3; $\chi^2(1)=6.9$, p=.009).
Acceptance of Thai-accented English also improved substantially. B.A. students' acceptance increased significantly from 46% at T1 to 72% at T2 ($\chi^2(1)=28.7$, $p<.001$), and modestly further to 79% at T3 ($\chi^2(1)=4.1$, p=.043). B.Ed. students also increased significantly from 48% at T1 to 74% at T2 ($\chi^2(1)=29.9$, $p<.001$), continuing significantly further to 85% after their practicum (T3; $\chi^2(1)=6.1$, $p=.013$).

Native-Speaker Norm Adherence
Students significantly reduced their adherence to native-speaker norms across all measured items. Among B.A. students, agreement with the statement that "*British and American English are the only correct models for learning*" notably decreased from 73% at T1 to 48% at T2 ($\chi^2(1)=29.5$, $p<.001$), with further reduction to 40% post-internship (T3; $\chi^2(1)=4.3$, p=.038). For B.Ed. students, the reduction was similarly significant, decreasing from 72% at T1 to 46% at T2 ($\chi^2(1)=28.6$, $p<.001$), and continuing further down to 35% after practicum (T3; $\chi^2(1)=6.2$, $p=.013$).
Both groups also showed significant reductions in their preference for being corrected toward native accents, agreement with the statement that teachers should aim to make students sound like native speakers, and the belief that native speakers are inherently the best English teachers.

Teaching and Using Confidence in Multilingual Settings
Students demonstrated significant improvements in their confidence related to multilingual teaching contexts. For instance, agreement among B.A. students with the statement "*I feel confident teaching students and using English from diverse linguistic backgrounds*" significantly increased from 47% at T1 to 73% at T2 ($\chi^2(1)=31.9$, $p<.001$), and further significantly improved to 82% post-internship (T3; $\chi^2(1)=4.7$, p=.030). Similarly, B.Ed. students showed a clear significant increase from 50% at T1 to 76% at T2 ($\chi^2(1)=32.5$, $p<.001$), with additional significant improvement to 90% after practicum (T3; $\chi^2(1)=8.9$, p=.003).
Both cohorts also significantly improved their confidence in adjusting teaching strategies for multilingual learners, explaining different varieties of English in class, and promoting inclusive language learning in multicultural classrooms. For example, B.A. students agreeing that "*I can adjust my English teaching strategies to suit multilingual learners*" increased significantly from 46% at T1 to 72% at T2 ($\chi^2(1)=30.2$, $p<.001$), further improving to 80% post-internship (T3; $\chi^2(1)=4.1$, p=.043). Similarly, B.Ed. students' agreement rose significantly from 49% at T1 to 75% at T2 ($\chi^2(1)=32.6$, $p<.001$) and further increased to 88% after their practicum (T3; $\chi^2(1)=6.7$, p=.009). Additionally, students reported significant increases in preparedness to explain different varieties of English clearly in class and enhanced ability to promote inclusive language learning in diverse classroom settings, especially following professional experiences.

Qualitative Results: Emerging Themes and Transformative Patterns
Thematic analysis of interviews, reflective journals, observation notes, student presentations, and document analysis revealed six core themes reflecting participants' attitudinal and pedagogical growth: Recognition of English Diversity, Challenges to Native Norms, Increased Communicative Confidence, Reflective Transformation, Teaching Adaptations, and Lingering Resistance. These themes emerged consistently across both academic coursework and practical experiences, offering deeper insights into the reflective and experiential dimensions underlying the quantitative findings.

Recognition of English Diversity

Participants significantly expanded their recognition and appreciation of diverse varieties of English, acknowledging their validity and communicative value. For instance, in example 1, a B.A. student indicates a clear ideological shift from a monolithic view of English toward a more inclusive recognition of global English varieties, highlighting how direct exposure can significantly alter previously held linguistic beliefs.

> **Example 1 (B.A. Student 1, Post-course interview):**
> *"Before this course, I thought only American or British English was real English. But now I know Indian English, Thai English, even African accents are all valid."*

Similarly, in example 2, a B.Ed. student underscores an explicit personal realization, marking a meaningful transformation in their perspective toward linguistic inclusivity, revealing deeper appreciation for diverse varieties of English.

> **Example 2 (B.Ed. Student 2, Reflective journal, Week 6):**
> *"I used to laugh at different accents. Now I realize they're just different, not wrong. English belongs to everyone."*

Further illustrating this theme, example 3 provides evidence from a B.A. student's reflective journal, clearly indicating an ideological shift due to classroom exposure to diverse Englishes.

> **Example 3 (B.A. Student 3, Reflective journal, Week 8):**
> *"Listening to Nigerian and Singaporean English accents in class helped me understand that these accents represent valuable cultural identities, not errors."*

Document analysis of lesson plans confirmed this shift, explicitly including diverse English accents in classroom activities. Student presentation slides during classroom presentations in Week 6 of the WE course further illustrated this awareness through practical examples of simplified English used in everyday communication in Thailand, highlighting their recognition of English as a pluralistic language (Figure 1). For instance, presentation slides emphasized simplified and functional expressions such as "I go BTS" or "You want eat?" as legitimate, practical communication forms, clearly demonstrating students' expanded appreciation of linguistic diversity.

> **Example 4 (Student presentation slides, Week 6):**
> *"Speaking Simple English Without Complex Grammar means using easy words and short sentences to help people understand you. You don't need to use perfect grammar."*



Figure 1. Students' Examples of Simplified English in Everyday Communication

Challenges to Native Norms

Participants frequently described internal struggles when reconsidering traditional native-speaker norms. In example 5, a B.Ed. student expresses a clear internal conflict regarding pronunciation corrections learned previously, highlighting the challenges encountered during the process of adopting more inclusive perspectives.

Example 5 (B.Ed. Student 4, Reflective journal, Week 7):

"I feel conflicted. My previous teachers always corrected my accent, but now I'm learning accents are just different, not wrong. It's hard to change my thinking quickly."

Another student expressed similar discomfort in their reflective journal:

Example 6 (B.A. Student 5, Reflective journal, Week 13):

"Sometimes I feel I must teach 'correct English,' but I ask myself, correct for who?"

Classroom observation notes provided further insight into these internal challenges, showing explicit moments of hesitation and deliberate pedagogical shifts toward inclusivity.

Increased Communicative Confidence

Participants reported considerable improvements in their confidence when engaging in real-world multilingual interactions. Example 7 clearly illustrates how a B.A. student significantly increased their confidence through professional internship experiences.

Example 7 (B.A. Student 6, Internship professional report):

"One major challenge was communicating effectively with a German guest at the hotel. Initially, I felt anxious about my pronunciation and grammar mistakes. Eventually, I shifted to simpler sentences, significantly boosting my confidence."

Reflective journal entries similarly revealed enhanced confidence resulting from practical teaching experiences:

Example 8 (B.Ed. Student 7, Reflective journal, Practicum Week 5):

"I was nervous at first, but teaching diverse students showed me clearly that communication was more about understanding each other than sounding perfect. Now, I feel confident."

Reflective Transformation

Participants critically reassessed previously held linguistic beliefs, resulting in transformative personal insights. A Week 7 journal entry illustrated this shift:

Example 9 (B.Ed. Student 8, Reflective journal, Week 7):

"After the guest speaker from Korea, I realized I had biases because I was surprised by his fluency. It made me rethink my assumptions."

Final course reflections highlighted deeper cognitive shifts, indicating lasting transformative effects:

Example 10 (B.A. Student 9, Final course reflection):

"This course opened my eyes. I've started questioning what I learned before. Thai English is something we should embrace, not feel ashamed about."

Furthermore, as seen in Figure 2, student presentation slides explicitly addressed broader societal issues related to language learning, such as anxiety and pressure, highlighting their reflective and critical engagement with underlying societal attitudes toward English.

Example 11 (Student presentation slides, Week 6):

"The fear of making mistakes discourages people from using English. Example: Students remain silent in class because they are afraid of being mocked."

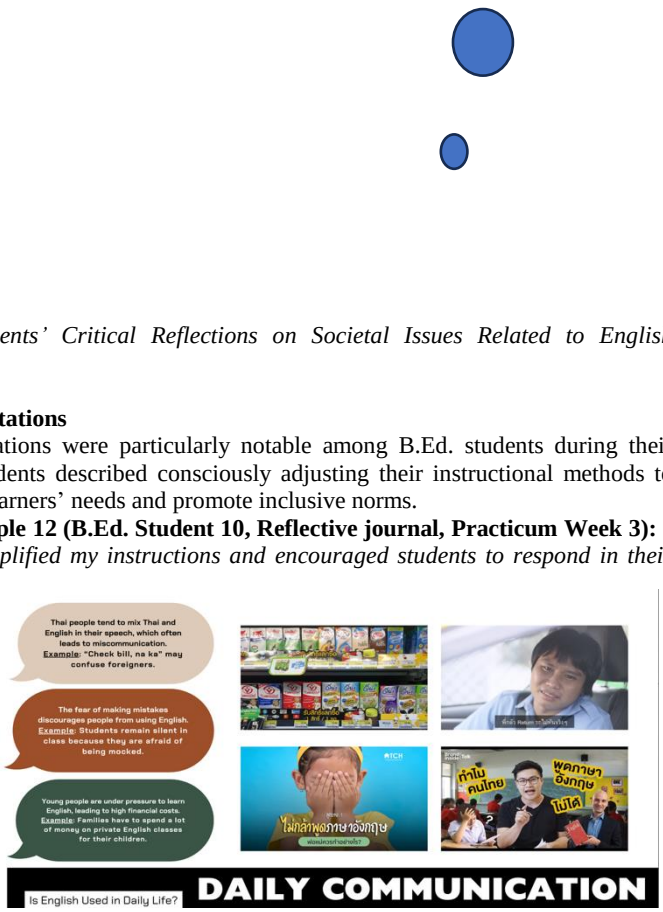


Figure 2: Students' Critical Reflections on Societal Issues Related to English Learning

Teaching Adaptations

Teaching adaptations were particularly notable among B.Ed. students during their practicums. Students described consciously adjusting their instructional methods to accommodate learners' needs and promote inclusive norms.

Example 12 (B.Ed. Student 10, Reflective journal, Practicum Week 3):

"I simplified my instructions and encouraged students to respond in their natural accents. Comprehension was my goal, not native-like pronunciation."

Observations confirmed these pedagogical shifts toward linguistic inclusivity clearly in practice.

Example 13 (B.Ed. Student 11, Classroom observation, Matthayom 3/2):

"At first, the student-teacher corrected pronunciation frequently. Mid-lesson, he shifted explicitly, stating: 'Understanding is more important than pronunciation.' After that, students seemed more engaged."."

Lingering Resistance

Despite positive changes, some participants retained lingering preferences for native-speaker standards.

Example 14 (B.A. Student 12, Interview post-internship):
"I still feel that American English is clearer and more professional. I don't think students should learn mixed English."

Likewise, another student expressed continued reluctance despite exposure to inclusive language ideologies.

Example 15 (B.Ed. Student 13, Reflective journal, Practicum Week 12):
"Although I see the value of diverse Englishes, I still feel safer modeling British pronunciation when I teach."

Taken together, these qualitative findings, supported by explicit examples and clearly cited student sources, provide comprehensive insights into the transformative processes underlying the quantitative attitudinal changes. Although both cohorts progressed significantly, B.Ed. students demonstrated stronger pedagogical integration, likely due to their hands-on teaching practicum experiences. These qualitative insights robustly support the study's hypotheses: academic exposure to WEs (H1) promotes critical attitudinal shifts, while real-world teaching and professional application (H2, H3) deepen and stabilize these changes. Table 7 summarizes these qualitative themes and illustrative excerpts.

Table 7. Summary of Qualitative Themes and Illustrative Evidence

Theme	Definition	Sample Codes	Example Excerpt
1. Recognition of English Diversity	Awareness that English exists in multiple legitimate forms, not just inner-circle norms	"new accent exposure," "global English awareness"	*"I used to think only British and American English were correct… now I understand there are many Englishes."* (B.A. student)
2. Challenges to Native Norms	Confrontation of deeply held beliefs that native-speaker English is the only ideal model	"accent insecurity," "questioning correctness"	*"At first, I felt embarrassed by my Thai accent, but now I realize intelligibility is more important."* (B.Ed. student)
3. Increased Communicative Confidence	Growth in confidence using English in multilingual or intercultural settings	"communication success," "comfort with accent"	*"I spoke with a tourist from Brazil. Even though we both had accents, we understood each other well."* (B.A. student)
4. Reflective Transformation	Evidence of critical self-reflection and ideological shift prompted by WEs/ELF exposure	"rethinking good English," "perspective shift"	*"My view of English is changing. I care more about making meaning now, not about sounding perfect."* (Journal entry)
5. Teaching Adaptations	Application of inclusive or ELF-informed strategies during teaching practice	"simplifying input," "accent inclusion"	*"I told my students it's okay to speak Thai English if they are understood."* (B.Ed. student)
6. Lingering Resistance	Continued attachment to native-speaker norms or hesitation about embracing variation	"still prefer standard English," "doubt"	*"I still feel that American English sounds more correct."* (Interview, B.A. student)

Discussion

The findings of this study offer a compelling and detailed understanding of how Thai university students' attitudes toward English language diversity evolved through structured exposure to WEs and ELF perspectives. By integrating quantitative and qualitative insights, the results robustly support the study's three hypotheses, demonstrating that structured academic instruction coupled with practical experiences can foster significant attitudinal shifts, ideological reflection, and pedagogical adaptations.

Initially, students held conservative attitudes grounded in native-speaker ideologies, aligning with previous research in Thailand and similar Expanding Circle contexts (Holliday, 2005; Tananuraksakul, 2015). Pre-course survey data (T1) revealed strong preferences for British and American English as ideal language models, alongside low acceptance of localized English varieties such as Thai English. These findings reflect Thailand's traditional ELT paradigms, where curriculum and assessment have

historically privileged inner-circle norms, leading students to perceive their English skills as deficient. However, following the 16-week WEs course, participants exhibited notable attitudinal changes, showing significantly increased acceptance of diverse Englishes and diminished adherence to prescriptive native-speaker standards. Students began critically questioning the necessity of native-like pronunciation and grammatical accuracy, signaling a fundamental ideological shift.

Qualitative data reinforced these findings, highlighting students' profound reflections and "eye-opening" experiences upon exposure to various global English varieties. Reflective journals captured internal conflicts, cognitive dissonance, and subsequent re-evaluations, consistent with Mezirow's (1991) transformative learning theory, where "disorienting dilemmas" catalyze deep shifts in cognition and identity. One student's reflection encapsulates this transformation: "*I used to think only British and American English were real. Now I understand that English belongs to everyone*." Such statements underscore students' developing recognition of English as a pluralistic, global language.

Parallel improvements in students' communicative confidence were also clearly observed. Quantitative post-course evaluations (T2) indicated increased comfort when interacting with speakers from linguistically diverse backgrounds, with significant confidence gains, particularly evident among pre-service teachers following their practicum (T3). Qualitative data from professional training reports revealed explicit instructional adaptations, such as simplifying language input, validating students' local accents, and introducing diverse English varieties in classroom materials. For example, one B.A. student reported overcoming communication anxiety by shifting to simpler vocabulary when interacting with a German guest, significantly boosting their communicative confidence.

Interestingly, although both English-major and pre-service teacher groups benefited from the WEs course, pre-service teachers demonstrated more substantial integration of theoretical concepts into practice. This distinction likely results from the immersive and reflective nature of teaching practicums, providing opportunities for reflection-in-action and reflection-on-action, as described by Schön (1983). While English majors engaged meaningfully with ELF concepts during internships, particularly within hospitality and tourism contexts, they often lacked structured pedagogical reflection, emphasizing the critical role of contextualized, guided practice in fostering deeper transformative outcomes.

Nonetheless, the study also identified a minority exhibiting lingering resistance, continuing to favor native-speaker norms, or expressing uncertainty about advocating English diversity in teaching contexts. This persistence highlights the complexity of ideological change, emphasizing that attitudinal shifts are neither linear nor universally adopted but shaped by broader societal, educational, and institutional influences. These insights suggest an ongoing need for sustained curricular reform, comprehensive teacher professional development, and institutional recognition of diverse English legitimacy.

Overall, this research underscores that integrating theoretical instruction, reflective practices, and experiential learning establishes a robust foundation for transforming language ideologies and promoting inclusive, context-sensitive English education. By explicitly linking academic engagement with real-world teaching experiences, the WEs course not only facilitated knowledge acquisition but also functioned as a catalyst for profound identity and pedagogical transformation. Integrating WEs and ELF perspectives into Thai English language teaching thus represents an essential step toward decolonizing language education, enhancing learner agency, and equipping educators to navigate the multilingual realities of contemporary classrooms.

Limitations

While this study offers useful insights into how Thai university students' language attitudes and pedagogical beliefs develop, several limitations should be noted. First, although the sample is relatively large (n = 305), all participants came from a single public university in northern Thailand, which constrains how far the findings can be generalized to other institutions, regions, or systems that differ in English exposure, teacher preparation, or sociolinguistic context. Second, the study relies in part on self-reported data from surveys and reflective journals, which can carry biases such as social desirability or inflated accounts of attitudinal change. Triangulating these sources with interviews and classroom observations helped strengthen validity, but the risk of subjectivity cannot be ruled out.

Third, the absence of long-term follow-up beyond the internship or practicum period restricts insights into the durability of attitudinal and pedagogical changes when graduates transition into diverse professional environments, which may present systemic pressures and competing expectations. Fourth, structural differences between the practicum experiences of B.A. English-major and B.Ed. pre-service teacher groups represent another limitation. Specifically, the structured mentorship and formal reflective activities available only to B.Ed. students may have contributed to deeper shifts, complicating direct comparisons between groups. Future research could address this by standardizing post-course experiences across cohorts to isolate instructional and contextual influences more precisely.

Finally, although the WEs course was theoretically robust and incorporated critical reflection, variations in teaching style, instructor emphasis, or classroom dynamics across sections could have influenced how consistently participants internalized course principles. Despite these limitations, the study offers a valuable contribution by documenting cognitive and practical dimensions of attitudinal shifts within a semester-long timeframe, providing foundational insights for future research and curricular refinement.

Implications and Recommendations

This study offers several significant implications for English language teaching and teacher education in Expanding Circle contexts such as Thailand, as well as directions for future research. Most notably, the results advocate strongly for the integration of WEs and ELF frameworks into undergraduate English-major and teacher education curricula. Rather than being supplemental content, these frameworks should become foundational in shaping how language, culture, and pedagogy are understood and taught.

Critically reflective practices emerged as essential mechanisms driving attitudinal change. Activities such as journaling, structured discussions, and guided reflection helped students confront and reframe native-speakerist assumptions. Future research could further investigate the effectiveness of different reflective approaches (e.g., peer-based, mentor-guided, or self-directed reflection) in supporting sustained ideological transformation.

The study also underscores the critical role of experiential learning. Pre-service teachers who engaged in supervised teaching practicums demonstrated greater confidence and consistency in applying WEs and ELF principles. Educational institutions should therefore align practicum designs explicitly with inclusive language pedagogy, ensuring mentorship promotes both practical teaching skills and critical awareness of linguistic diversity.

At the policy level, the entrenched presence of native-speaker norms in national curricula and assessments remains a significant barrier. For inclusive, WEs-informed teaching practices to take root effectively, systemic changes are essential. Updated

language policies, reformed evaluation standards, and teacher development programs that reflect the global and regional realities of English use are urgently needed.

Lastly, while many participants embraced inclusive attitudes and pedagogical practices, the persistence of resistance among a minority highlights the complexity and gradual nature of ideological change. Future longitudinal studies should track graduates into their professional lives to evaluate long-term attitudinal stability and examine how contextual factors like school environment, mentoring relationships, and professional identities influence ongoing ideological and pedagogical decisions.

In summary, the integration of WEs and ELF frameworks into English education represents a powerful opportunity for transformative pedagogical change. However, realizing this potential requires sustained reflection, coordinated practice, and institutional support systems that genuinely acknowledge and legitimize diverse forms of English.

Conclusion

This study provides compelling evidence that significant attitudinal and pedagogical transformations occur when Thai university students meaningfully engage with global English diversity. Through carefully structured interventions combining theoretical instruction, reflective inquiry, and practical teaching experiences, participants demonstrated increased acceptance of non-native English varieties, enhanced confidence in their linguistic identities, and deeper understandings of inclusive teaching approaches. Although challenges such as residual native-speaker ideologies and systemic educational constraints persist, the findings strongly support integrating World Englishes and ELF frameworks into English language teaching as both necessary and effective. By bridging academic learning with real-world applications, this study contributes meaningfully to ongoing efforts to reimagine English language education as equitable, responsive to local contexts, and relevant to global linguistic realities.

Acknowledgement

The authors would like to extend their sincere gratitude to the two groups of student participants, the B.A. English majors and the B.Ed. pre-service English teachers, for their active cooperation and valuable contributions throughout the study. Their reflections, time, and commitment made this research possible. We are also deeply grateful to the School of Liberal Arts, University of Phayao, Thailand for providing the financial grant and institutional support in 2025, which greatly facilitated the successful completion of this project.

The authors prepared the manuscript in its entirety. An AI tool (QuillBot) was employed solely to enhance the clarity of certain sections. The authors remain fully responsible for all content, interpretations, and the scientific integrity of the research.

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Words: 10209
Characters: 76 082 (42 standard pages)

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