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

**Natthaphong Sirijanchuen**  
Faculty of Humanities  
Srinakharinwirot University  
114 Sukhumvit 23, Bangkok, Thailand, 10110  
Tel: +660634460466  
Email: [natthaphongs@g.swu.ac.th](mailto:natthaphongs@g.swu.ac.th)

**Supong Tangkiengsirisin**  
Language Institute  
Thammasat University  
2 Prachan Road, Phra Borom Maha Ratchawang  
Phra Nakhon, Bangkok, Thailand, 10200  
Tel: +660816213411  
Email: [ssupong.t@litu.tu.ac.th](mailto:ssupong.t@litu.tu.ac.th)

**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 overachieving 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

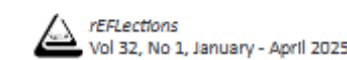
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### Introduction

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).



เรื่องที่ 2 Click



## Developing Thai University Students' Review Writing Skills through International Movie Trailers

**NATTHAPHONG SIRIJANCHUEN\***  
Faculty of Humanities, Srinakharinwirot University, Thailand  
**KITTITOUCH SOONTORNWIPAST**  
Language Institute, Thammasat University, Thailand  
Corresponding author email: [natthaphongs@g.swu.ac.th](mailto:natthaphongs@g.swu.ac.th)

Article information	Abstract
<b>Article history:</b> Received: 27 Aug 2023 Accepted: 25 Feb 2025 Available online: 28 Feb 2025	<i>Following a paradigm of English as an international language — one that values cultural diversity — this classroom research conducted a quasi-experiment using a single-group pretest and posttest design. The study incorporated learning materials from both Anglophone and non-Anglophone settings, utilizing international movie trailers with English subtitles as a novel instructional resource. The primary aim was to enhance Thai university students' writing skills in the context of movie reviews and to explore their perceptions of this instructional innovation. Participants were 39 Thai third-year undergraduate students from a public university in Thailand. Data collection was done through pretest and posttest results, questionnaires, and semi-structured interviews. The findings of innovative teaching approach show that the students writing abilities improved significantly following the intervention. The study posits that international movie trailers can be an engaging teaching and learning medium, helping to stimulate students' writing motivation through diverse and culturally significant input. Further, this study encourages the use of the English language in varied contexts, aiding students in understanding the multifaceted identities of English users across different cultural boundaries.</i>
<b>Keywords:</b> Review writing International movie trailers Thai university students	

### INTRODUCTION

In English language classrooms, writing is a crucial productive skill for students across all disciplines due to its unique role in tertiary education (Astin, 1993; Kellogg & Raulerson, 2007). Writing offers numerous benefits, including fostering critical thinking, enhancing communication, expressing ideas and opinions, and preparing for future study and employment (Brandt, 2005). Yet, mastering this skill can be a complex and often frustrating process, particularly when students lack the necessary vocabulary or grammar to articulate their thoughts. Moreover, the norms and conventions of various written genres add an additional layer of complexity (Aitchison & Lee, 2006; Cheung, 2016; Ferris, 2016). Additionally, extensive texts require considerable self-regulation and metacognitive control over the writing process (Graham & Harris, 2000). Consequently, English instructors must continuously explore new strategies to stimulate students' motivation and facilitate their learning process (Dornyei, 1998; Keller, 2010; Oxford, 1990).