



รายงานการวิจัย
เรื่อง

การสอนภาษาอังกฤษในประเทศไทย: เสียงสะท้อนจากนักศึกษาไทยที่มีต่อการ
ใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐานในห้องเรียนภาษาอังกฤษ
ENGLISH LANGUAGE TEACHING IN THAILAND: EXPLORING THAI
UNIVERSITY STUDENTS'S VOICES TOWARDS THE USE OF
NON-STANDARD ENGLISH IN AN ENGLISH CLASSROOM

ดร.แบร์ พิตต์พันธุ์
Dr Bair Pittpunt

ได้รับทุนอุดหนุนการวิจัยและนวัตกรรมจากงบประมาณเงินรายได้
ประจำปีงบประมาณ พ.ศ. 2567
คณะมนุษยศาสตร์และสังคมศาสตร์
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คำรับรองคุณภาพ

รายงานวิจัยเรื่อง

การสอนภาษาอังกฤษในประเทศไทย: เสี่ยงสะท้อนจากนักศึกษาไทยที่มีต่อการใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐานในห้องเรียนภาษาอังกฤษ

ผู้วิจัย

อาจารย์ ดร.แบร์ พิตต์พันธุ์

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยทักษิณ ขอรับรองว่ารายงานวิจัยฉบับนี้ได้ผ่านการประเมินจากผู้ทรงคุณวุฒิแล้ว มีความเห็นว่าผลงานวิจัยฉบับนี้มีคุณภาพอยู่ในเกณฑ์

- ☐ ดีเด่น
- ☒ ดีมาก
- ☐ ดี
- ☐ พอใช้
- ☐ ควรปรับปรุง

(ผู้ช่วยศาสตราจารย์ ดร.ปาริฉัตร ตู่ดำ)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

๑๓ พฤษภาคม ๒๕๖๘

บทคัดย่อ

ด้วยความหลากหลายของภาษาอังกฤษในปัจจุบัน จึงเป็นประเด็นถกเถียงว่าการใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐานนั้นควรได้รับการยอมรับในการสอนภาษาอังกฤษหรือไม่ ดังนั้นการทบทวนวิจัยเกี่ยวกับเสียงสะท้อนต่อการใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐานจึงเป็นเรื่องน่าสนใจ งานวิจัยชิ้นนี้ศึกษาปัญหาเสียงสะท้อนจากนักศึกษาไทยที่มีต่อการใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐานและทำความเข้าใจถึงผลกระทบที่เกิดขึ้นโดยใช้กระบวนการวิจัยเชิงคุณภาพเพื่อค้นหาเสียงสะท้อนและผลกระทบดังกล่าว ผู้เข้าร่วมโครงการวิจัยนี้ประกอบด้วยนักศึกษามหาวิทยาลัยชาวไทยจำนวน 30 คนที่ลงทะเบียนเรียนรายวิชาภาษาอังกฤษเพื่อธุรกิจการบิน โดยแบบสัมภาษณ์แบบกึ่งโครงสร้างถูกใช้เป็นเครื่องมือวิจัยหลักในการเก็บข้อมูลเชิงลึก การวิเคราะห์เชิงแก่นสาระถูกใช้เพื่อจัดระเบียบข้อมูลและการวิเคราะห์ข้อมูลโดยการตีความข้อมูลถูกใช้เพื่อตีความข้อมูลที่ได้

ผลการวิจัยพบว่าผู้เข้าร่วมโครงการวิจัยยอมรับการใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐานแตกต่างกัน 3 ระดับ คือ ยอมรับได้มาก ยอมรับได้ปานกลาง และยอมรับได้น้อย นอกจากนี้ผลการวิจัยยังพบว่าผู้เข้าร่วมโครงการวิจัยได้รับผลกระทบจากการใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐาน 5 ด้าน คือ เสริมสร้างความมั่นใจ เพิ่มความสนใจในการพูดภาษาอังกฤษ สร้างความสับสนภายในกลุ่มนักศึกษาไทย ก่อให้เกิดความอับอาย และสร้างการตระหนักรู้ถึงความหลากหลายของภาษาอังกฤษ ซึ่งเป็นข้อมูลใหม่ที่ค้นพบในครั้งนี้ งานวิจัยชิ้นนี้ก่อให้เกิดความรู้ความเข้าใจเรื่องเสียงสะท้อนที่มีต่อการใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐานภายใต้บริบทของโครงการวิจัย โดยมุ่งหวังว่าผลการวิจัยนี้ได้มอบแนวคิดที่ประโยชน์ต่อบุคลากรในระดับอุดมศึกษาในการออกแบบรายวิชาให้เหมาะสมที่จะเป็นประโยชน์ต่อผู้เรียนและการสอนภาษาอังกฤษในประเทศไทย

ABSTRACT

Given the diversity of the English language nowadays, the issues regarding the use of non-standard English in English language teaching have been argued whether it is acceptable or not. Therefore, it is interesting to conduct a study on voices towards the use of non-standard English. This study, then, sought to investigate Thai university students' voices towards the use of non-standard English and understand how it had impacts on them. This study employed a qualitative approach to explore the voices and its impacts. Thirty Thai university students who enrolled in English for Airline Business course were selected as participants. To collect in-depth data, the semi-structured individual interview was employed as a main research instrument. Thematic analysis was utilised to organise data while interpretive analysis was employed to interpret data.

The findings showed that the participants had three main different levels of acceptability of the use of non-standard English including highly acceptable, moderately acceptable, and poorly acceptable. Moreover, the findings revealed that there were five main impacts of the use of non-standard English including boosting confidence, enhancing fluency in speaking English, creating confusion among Thai students, causing embarrassment, and raising awareness on diversity of English which was a new category emerging from this study. The findings also contribute to the understanding of the voices towards the use of non-standard English in the context studied. This study is hoped to provide those in higher education with useful ideas in designing appropriate courses which might benefit students and English language teaching in Thailand.

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CHAPTER 1

INTRODUCTION

1.1 Background

With the spread of English which has been spoken by speakers around the world, (1985) has proposed the theories of three concentric circles including the Inner, Outer and Expanding circles in order to define English speakers who have various first language backgrounds. According to Kachru, the Inner Circle refers to speakers of English as their mother language, such as British, Americans, and Australians; the Outer Circle refers to speakers whose English is used as a second language, such as Singaporeans and Indians; and the Expanding Circle refers to speakers whose English is used as a foreign language, such as Chinese, and Thais. English is globally used by an increasing number of speakers. Even in countries where English is not the official language, English has been used in communities by diverse groups of people and can still be found in different types of media such as television, magazines, newspapers, and textbooks (Crystal, 2003)

Serving as a common linguistic tool that connects people from various language and cultural backgrounds, English has developed into a global lingua franca (ELF). Its widespread use, especially in the Expanding Circle, as a means of communication among diverse linguistic communities makes the study of ELF essential. This necessity stems from the importance of understanding ELF “on its own terms, and ELF speakers as legitimate language users” (Seidlhofer, 2011, p. 137), which recognises the validity and independence of both the language and its speakers. Often, ELF becomes the preferred or even the only way for individuals with different native languages to communicate. Seidlhofer (2011, p. 7) defined ELF as “any use of English among speakers of different first languages for whom English is the preferred medium of communication, and often the only choice,” as it is utilised in various settings where effective communication is vital (Jenkins, 2011). Expanding on this idea, ELF moves beyond the norms associated with native speaker varieties and geographical boundaries. ELF users actively adapt the language to meet their

specific communication needs. Jenkins (2011, p. 931) noted that these speakers “creatively co-construct English for their purposes by using the language as a shared resource, allowing them the flexibility to accommodate each other, switch codes, and innovate forms that diverge from native English norms without needing approval from native speakers.” In this framework, English functions as a medium for communication across different cultures, regardless of location or nationality. Those using ELF adjust and alter their speech, fostering “a fluidity of forms” (Cogo, 2012, p. 77). Given the evolving character of ELF, there is increasing academic interest in examining the “communicative perspective of ELF” (Seidlhofer, 2011, p. 241), focusing on the adaptations made by ELF speakers and how they utilise linguistic resources to ensure clarity during their interactions (Seidlhofer, 2011; Cogo, 2012).

According to the current use of English, a significant number of English speakers come from countries beyond the Inner Circle (Cogo, 2012). This demographic shift has sparked increased scholarly interest in the specific characteristics of English as a Lingua Franca (ELF) across various contexts, particularly within the Association of Southeast Asian Nations (ASEAN). Here, ELF plays a crucial role in areas like continuing education, business, and tourism (Jaroensak & Saraceni, 2019). In Asia, English speakers frequently display unique phonological and syntactic features that differ from standard British (BrE) and American (AmE) English norms (Kirkpatrick, 2010). These variations are viewed as integral aspects of ELF communication rather than shortcomings. The primary focus in ELF environments is on ensuring clarity and mutual comprehension, rather than conforming to native speaker standards (Cogo, 2012). This perspective highlights the fluid nature of ELF, demonstrating how language is adapted according to situational needs. In the ASEAN context, rigid adherence to native norms is not only impractical but also inconsistent with actual language use. As a result, relying on these native standards as a linguistic reference is becoming increasingly irrelevant, failing to reflect the real linguistic experiences of English users in ASEAN. While some studies have examined the emerging linguistic features of ELF, few have looked into users' voices towards its use.

1.2 Statement of problems

Given the diversity of the English language nowadays, the issues regarding the use of standard English and non-standard English have been argued. Standard English is the form of English that is taught around the world and understood by all speakers of the language. It uses correct grammatical rules and can be thought of as the formal, official, or polite way of speaking or writing. Non-standard English is the informal version of the language, which can change depending on where it is being spoken. It contains lots of slang (very informal versions of standard words), which can be particular to a certain area or group of people, so may not be used or understood by everyone. Non-standard English nowadays has been adopted and used in every part of the world, both in NES and NNES countries and the use of non-standard English is found in many domains such as tourism, entertainment, the Internet, and even education (Cutting, 2012; Nishanthi, 2018).

Although the widespread use of non-standard English seems bringing pedagogical changes to today's ELT, standard English employing NES models still widely dominate in many ELF countries such as Thailand due to conservative perceptions. This NES-dominance models focus on the use of standard British and American English in language education, native-like linguistic imitations as the correct and valid way to use English, and teachers from NES countries as the best role models in ELT. Such beliefs remain deeply rooted in the minds of those in educational systems such as students, lecturers, and educational practitioners especially those who are from NNES countries such as Thailand where this study was conducted (Seidlhofer, 2011). Moreover, from the researcher's direct experiences as a university lecturer, English language teaching in Thailand have still focused on the accuracy of standard English grammar and recognised mainly on the English linguistic practices of the UK and US. In fact, this does not correspond to a wide variety of English nowadays. In other words, the diversity of English in globalisation is ignored. Galloway and Rose (2018) assert that the number of studies on ELF, especially those on students' voices, is insufficient. Even though previous studies from Rajprasit and Marlina (2019), Boonsuk and Ambele (2019), Ambele and Boonsuk (2020), and

Jeharsae et al. (2023) shed light on voices of Thai learners towards English language teaching such as teaching materials, classroom environments, and teachers' performance, they suggest that there is still a particular need to focus on learners' voices towards the use of non-standard English in ELT classrooms. These situations have led the researcher to interests and investigations of Thai university students' voices towards the use of non-standard English in an English classroom, in this case English for Airline Staff classroom.

1.3 Scope of the study

This study focuses on Thai university students' voices towards the use of non-standard English in English for Airline Staff classroom. To be more specific, this study investigates and reports evidence regarding English major students' attitudes and perspectives towards the use of non-standard English through their learning experiences in English for Airline Staff classroom.

1.4 Objectives and research questions

Based on the statement of problems and scope of the study presented earlier, the main objective of this study is to investigate the voices of Thai university students towards the use of non-standard English in their classrooms. This study also seeks to explore how the use of non-standard English impacts them. The objective will be reached by the investigation through the two main research questions presented below.

1. How do Thai university students view the use of non-standard English in their English for Airline Business classroom?
2. How does the use of non-standard English have impacts on them?

1.5 Significance of the study

The findings of this study are hoped to present the voices towards the use of non-standard English of those in the context studied and provide the researcher, as a lecturer of English for Airline Staff course, a better understanding regarding students'

voices which could benefit the researcher in designing contents and materials and conducting further classroom research. Also, it is hoped to collect primary data used as a stepping stone to further studies regarding the use of non-standard English in curriculum designs and voices towards the use of non-standard English of relevant stakeholders in ELT and provide other researchers with information or perspectives that may be relevant to their contexts.

1.6 Structure of the research

Chapter 1 presents an overview of this research, including background, statements of problems, objectives and research questions, and significance of the study.

Chapter 2 reviews the literature and studies related to this study. The chapter discusses three main perspectives related to this study including 1) English linguistic features as a lingua franca in Thailand, 2) English language teaching in Thailand, and 3) studies on students' voices. The conceptual framework of this study is proposed at end of the chapter.

Chapter 3 explains the research methodology adopted in this study. This chapter discusses the research philosophy of this study through its ontology, epistemology and methodology. This chapter also demonstrates the methodological procedures of this study including research instrument, research participants, data collection procedure, and data analysis. Finally, research ethics which were adopted in this study are presented.

Chapter 4 presents the findings of the study. It focuses on the presentation of the findings from the interviews in the forms of numbers, tables, and descriptions. The main findings presented in this chapter include 1) Voices towards the use of non-standard English and 2) Impacts of the use of non-standard English. Selected extracts from the interviews are presented in each sub-section.

Chapter 5 offers analysis and discussion of the findings. A more detailed analysis and discussion of the key research findings regarding participants' voices towards the use of non-standard English and its impacts on them are fully addressed. References to related studies, extracts from the interviews, and data from the participants' information are used to support the discussion.

Chapter 6 provides a summary and conclusion of this study. This chapter revisits research objectives, research questions, and research methodology and summarises the key findings of the study. Also, contributions, limitations, and recommendations are presented. This chapter also concludes with the final summary and conclusion.

CHAPTER 2

LITERATURE REVIEW

This chapter presents reviews of the literature and relevant studies. It explains and discusses the three perspectives related to this research. It begins with the linguistic features of English as a lingua franca (ELF) in Thailand. Next, it discusses the English language teaching (ELT) in Thailand and the definitions of non-standard English. Finally, it presents the studies on English learners' voices. This aims to highlight the significance of students' voices in ELT.

2.1 English linguistic features as a lingua franca in Thailand

Given the present context of English usage, Thailand can be appropriately described as a setting for lingua franca, where Thais primarily use English for intercultural communication. As defined by Jenkins (2017), English as a Lingua Franca (ELF) serves as the preferred common language among speakers from diverse linguistic and cultural backgrounds. The adoption of English in this way shifts the focus from adhering to standard or native-speaker norms to considering what constitutes appropriate English for new, communicative, and community-oriented purposes. Jenkins (2017) further notes that ELF users adeptly adapt English to meet their needs, using it as a shared communicative tool that allows for mutual accommodation, code-switching, and the creation of new forms that diverge from native English standards without needing approval from native English speakers (NES). These characteristics well reflect the current utilisation of the English language in Thailand, making ELF a commonly used term to describe the country's linguistic landscape. Nowadays, Thai people tend to expose themselves to a variety of English through various channels such as face-to-face communication, online platforms, and social media in order to communicate with foreigners. With this wide-spread use of the English language within Thailand, non-standard features of English mixed with Thai in local sociocultural context has been used as "a local variety with Thai flavor, somewhat mixed and weird, with the use of particles in speaking (Thai accent),

reading (Thai accent), writing (use of particles and mixed between English and Thai), and listening” (Chamcharatsri, 2013, p.24).

2.2 English language teaching in Thailand

In terms of English language teaching (ELT) in Thailand, Khamkhien (2010) notes that Thai educators often prioritise grammatical proficiency, precision, and rote memorization of sentences. This approach tends to overlook the significance of English's varied use as a lingua franca, particularly in Thailand, where the language extends beyond just British or American usage. Essentially, ELT in Thailand, across all educational levels, emphasises adherence to the standard grammar of native English speakers (NES) and predominantly acknowledges the cultural contexts of the UK and the US. Kirkpatrick (2017) challenges the reliance on native speaker models like American and British English, which are often viewed as benchmarks for both teachers and learners. He argues that this perspective should be reevaluated in environments where English serves as a communication tool among speakers from diverse cultural backgrounds, whether they are native, second, or additional language users. Specifically, achieving a native-like level of proficiency is no longer a relevant goal for English teaching and learning within the English as a Lingua Franca (ELF) community. Kirkpatrick emphasises that in multilingual contexts, such as ASEAN, it is both inappropriate and unnecessary to conform to a single standard norm. However, this does not imply that students should avoid learning English according to the norms of native speakers; rather, it highlights the need to consider the contexts in which English is utilised in language education. Hall's (2013) concept of 'Plurilithic English' aligns well with the ELF scenario, as he argues that an exclusive focus on the standard norms of native speaker grammar for evaluating language proficiency reflects a monolithic view that disregards the diverse nature of the language. A plurilithic perspective acknowledges the evolving and varied forms of English (Hall, 2013). Therefore, it is essential for English language teaching in Thailand to embrace this diversity and move beyond the grammatical norms associated with native English speakers.

In line with the English teachers' expectation to follow a native-oriented ELT principles relying on British and American English varieties in Thailand, the teachers are seen using this teaching approach as centres of information or as sources of knowledge (Grubbs et al., 2009; D'Angelo, 2012). Based on this approach, the students are seen as passive learners who are expected to sit and listen to lectures given by their teachers, with less opportunity to discuss or share their personal views or ideas. Therefore, it seems that ELT in Thailand has not been adequately adjusted or modernised to reflect the current reality where English users speak different mother-tongues and have different cultural upbringings. Scholars such as Seidlhofer (2001) and Jenkins (2011) propose that the concept of ELF should go beyond the traditional native norm and nation-based varieties by treating the English language as a tool in which they can adapt, code-switch, and build new ways varying from NES norms. This proposal is also corroborated by Seidlhofer (2011), who concludes that ELF 'is indeed the process of language dynamics whereby the language is adapted and altered to suit the changed circumstances of its use' (p. 88). The use of language as a lingua franca shifts the focus away from adhering strictly to standard or native English norms, and instead emphasises what is appropriate for various new communicative and interactive needs. In this context, it would be beneficial to involve educational stakeholders in shaping the direction of English Language Teaching (ELT), so it can be adapted more effectively to meet the evolving needs of English usage within ASEAN. Currently, English is a common means of communication among multilingual individuals who are learning it as an additional language in ASEAN (Boonsuk & Ambele, 2019; Kirkpatrick, 2017). This situation sheds new lights on the questions about whether English should be taught according to native standards (such as British or American English) or tailored to the specific contexts and environments of the learners, including their local settings, how they use English in their communities, and their primary communication partners.

2.3 Definitions of non-standard English

Scholars such as Migdadi et al. (2020), Trudgill and Hannah (2017), and Kortmann and Schneider (2011) state that non-standard English can be defined as a

set of grammatical and pragmatic features that is typically not acceptable in standard English. It is widely found in NES dialects and NNEs countries. The non-standardness can be found in grammar, the usage of words, forms, pronunciation, and even accents. Non-standardness in grammar can be both syntactical and morphological, and certain grammatical features are perhaps the first things that come to mind when considering non-standard language. Trudgill and Hannah (2017) identify several grammatical features that make non-standard English distinguishable from standard English. These include 1) Non-standard English usually ignores the changes of verbs in tenses, 2) Non-standard-English has negative agreements, 3) Non-standard English does not follow an irregular means of producing reflexive pronouns, and 4) Non-standard English does not use different forms of irregular verbs based on the structure. In terms of non-standard accents, they are considered foreign or spoken by the minorities. Examples of non-standard accents include regional (e.g. American Southern English) and ethnic (e.g. African American Vernacular English) accents, or even foreign accents (e.g. Indian/Nigerian accent in the United States) (Achem & Cionea, 2022).

2.4 Related studies on students' voices

Recognising the significance of students' voices, Cook-Sather (2016) proposes three premises on students' voices including right, respect, and listening. The first premise refers to encouraging all students to use their rights to express their views regarding all aspects of their learning experience with the intention and hopes that their voices will be heard and involved in their teaching and learning processes. Next, respecting both speakers and listeners in the context of feedback represents a mutually honest relationship between them without any discrimination or bias. Finally, listening is the act of acknowledging students' voices and taking action where necessary. In conducting classroom research, it is, therefore, important to explore students' voices. Ambele and Boonsuk (2020) state that students' voices can be used to gain several important points on practical curriculum development and usage since listening to their voices helps understand the teaching and learning processes insightfully from those who are directly connected to the practical use of

the curriculum. That is to say obtaining students' real feelings, thoughts, and opinions can be insightful data for curriculum implementation and development for collaborative engagement, in study the use of non-standard English.

2.5 Conceptual framework

Based on the related literature discussed in this chapter, the conceptual framework of this study involves two main stands which include 'The study of Thai university students' voices towards the use of non-standard English in English as a lingua franca classrooms' and 'New knowledge and benefits to English language teaching and relevant contexts' as presented in Figure 2.1.

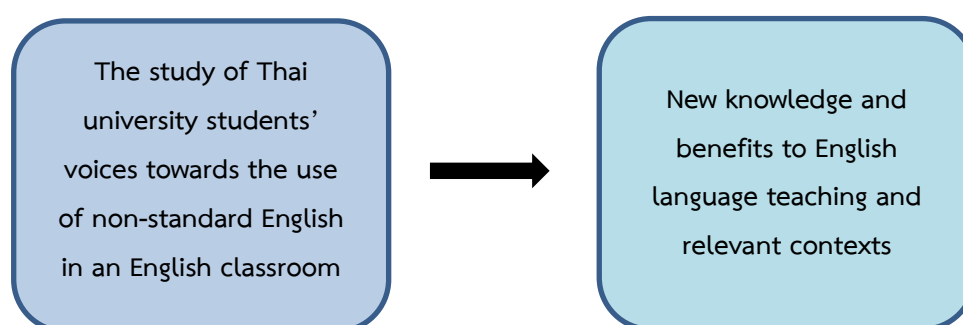


Figure 2.1: Conceptual framework

Figure 2.1 shows that these two stands are considered to be central to the objective of this research since it aims to investigate Thai university students' voices towards the use of non-standard English in an English classroom. The arrow moving from left to right shows that the findings from this study may contribute to English Language teaching and relevant contexts.

2.6 Summary and conclusion

This chapter reviewed existing literature and prior research pertinent to the current study. It began by discussing the role of English as a lingua franca in Thailand, describing the country as a context where English serves as the primary means of

intercultural communication among Thais. In this context, the use of English as a lingua franca emphasises the appropriateness of the language for new, communicative, and communal purposes rather than adherence to standard or native-speaker norms. The chapter then examined English language teaching in Thailand, noting that instruction at all educational levels prioritises the accuracy of native English speaker (NES) grammar and predominantly acknowledges the cultural norms of the UK and US. However, it also raised questions about the appropriateness of relying on native speaker models, such as American and British English, as standards for teaching and learning in an English as a lingua franca (ELF) context, where diverse speakers use English for communication. This chapter also presented the definitions of non-standard English. In ELF setting like Thailand, the notion of non-standard English is brought into discussion. Non-standard English can be defined as a set of grammatical and pragmatic features that is typically not acceptable in standard English and widely found in NNEs countries. The non-standardness can be found in grammar, the usage of words, forms, pronunciation, and even accents. This chapter then shifted the focus to students' voices in ELT. Related studies were presented. Finally, the chapter presented the conceptual framework of this present study. It should be noted that the discussion in this chapter highlighted the importance of students' voices towards variety of English, standard and non-standard.

The next chapter describes the research methodology, the research instruments, and the data collection procedure adopted in this study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents a more focused information of this study, including field site, research participants, and research instruments. Data collection procedures and data analysis are also explained. Finally, research ethics are presented.

The following sections mainly focus on the study, including particular topics such as research participants, research instrument, data collection procedures, data analysis, and research ethics.

3.1 Research philosophy

The study focuses on knowledge of reality which can be obtained through individuals' experiences. It adopted phenomenology which is related to individuals' subjective experiences since it is believed that knowledge of reality can be acquired through their perceptions and experiences of the external world (Willis, 1995). It also focuses on the complexity of individuals in making senses of emerging situations and/or surroundings of their everyday lives, in this case Thai university students studying English for Airline Business course. To achieve the aim of the study by exploring and understanding participants' voices towards the use of non-standard English and its impacts, the researchers used a qualitative method using interviews to gain in-depth data from the participants.

3.2 Field site and the classroom

The field site selected as a fieldwork for this study was English for Airline Business classroom. The room was located at Building 13, Thaksin University, Songkhla Campus. The room was provided with teaching facilities such as a computer, a projector, a white screen, microphones, and speakers. The room was big enough for students and lecturers to interact and do activities.

In English for Airline Business course, students learnt about vocabulary,

expressions, and language used in the airline business for both on-ground and in-flight services in different situations. Students were also exposed to a variety of English, both standard and non-standard English through teaching materials such as video clips and audio clips. Also, non-standard English was used by the lecturer and students in teaching and class activities throughout the semester (1/2024). Class activities which allowed students to engage in the use of non-standard English included watching video clips, listening to audio clips, YouTube, and doing group discussion in English. See Appendix A for teaching plans. These activities not only allowed the participants to use English freely for studying but they also provided the opportunity for them to experience the diverse use of English in the classroom where they might come across with challenges and perspectives regarding the use of non-standard English.

3.3 Research participants

Participants of this study included 30 English major students out of 47 students who enrolled in English for Airline Business course. All of them were 3rd year university students who enrolled in various English courses taught by both native English speakers (NES) and non-native English speakers (NNES). Although they shared some similarities such as educational backgrounds, there were some differences such as their genders, their personal backgrounds, and their challenges they experienced in ELF classrooms where non-standard English and stand English were used. The participants' information will be presented in Chapter 4.

3.4 Research instruments

This study employed a qualitative approach to answer the research questions. To understand the meanings and explain the reasons behind individuals' voices and actions, qualitative methods such as interviews, case study, or observations are recommended (Gephart, 2013). Therefore, to achieve the aim of this study by exploring and understanding participants' voices towards the use of non-standard English in their classroom, the researcher used a qualitative method to understand the meanings, in this case interviews.

Interview was the main research instrument of this research to collect in-depth data from the participants. Having only the interview as a main research instrument of this study was enough to produce adequate data to achieve the objective of this study since the researcher aimed to understand participants' voices towards the use of non-standard English in their classroom. This approach allowed the researcher to gain in-depth data from them. Richards (2003, p. 47 - 48) notes that "interviews form the mainstay of qualitative research. They can provide an effective way to elicit in-depth personal information, explain motivations and attitudes, and gain an understanding of personal perspectives in a way that is difficult to achieve through surveys, or from observation".

Semi-structured interview approach was administered during the interviews. This approach incorporates conversational aspects between researchers and participants (Creswell, 2012). However, the order of prepared questions and wordings were not fixed. Follow-up questions connected to participants' previous answers were also used to keep the conversation flowing. This approach provides researchers with the ability to probe participants to get more details about participants' thoughts, perspectives, and feelings (Creswell, 2012). The prepared questions used in the interview were adapted from Ambele and Boonsuk's study in 2020 about voices of learners in Thai ELT classrooms. Below is the list of questions used in the interviews.

1. Can you tell me about yourself? (such as age, GPAs of English courses, intercultural experiences in foreign countries)
2. What is your opinion about the use of non-standard English in English classrooms? (such as contents, teaching materials, classmates, lecturers).
3. How would you rate your acceptability of the use of non-standard English in English classrooms? (Highly acceptable, moderately acceptable, acceptable, poorly acceptable, and unacceptable)
4. How does the use of non-standard English have impacts on you?
5. Do you have anything else to share with me?

3.5 Data collection procedure

In the first class of English for Airline Business course, not only the course contents were introduced but students were also explained about the research project and their rights as participants. Information sheets and consent forms written in Thai were later sent to them through LINE application. Thirty two students out of 47 students agreed to participate in this project and returned the consent forms to the researcher. Throughout the course, participants were exposed to a variety of English, both standard and non-standard English through teaching materials such as video clips and audio clips. Also, non-standard English was used by the lecturer and students in teaching and class activities. Some examples of class activities which allowed students to engage in the use of non-standard English were role-playings, making airline announcements, group discussions, grooming, and job interviews. See Figure 3.1 – 3.4.



Figure 3.1: Listening to airline announcements made by NES and NNES



Figure 3.2: Performing a role-play of check-in procedures



Figure 3.3: Sharing ideas on grooming for a job interview



Figure 3.4: Having a group interview in English

After the course was finished in week 15, the researcher contacted participants for individual interviews. All the interviews took place in Thaksin University, Songkhla campus and were scheduled following the agreed date and time. However, two participants withdrew from the research project. Therefore, the total number of the participants were 30. The interviews started in the following week. All the interviews were conducted in Thai since the participants could understand the interview questions easily and express their opinions fully and freely through Thai. Audio-recording was used during the interviews to record conversations between the participants and the researcher. It was expected for each interview to be not over 30 minutes in order not to exhaust both the participants and the researcher. However, the duration was flexible and they could extend it. The prepared questions mentioned in the previous section (3.1.3 Research instruments) were used at this stage.

It should be noted that the researcher was aware of his roles that might have affected the study. In this study, although the participants were the researcher's students and the role of seniority might obstruct the participants to express their true feelings, the researcher tried to position himself as one of their friends to make

them feel relaxed and unthreatened, so that they could share detailed set of information with the researcher.

3.6 Data analysis

Interpretive analysis was employed as a method to examine the interview data. This approach seeks to grasp the significance of the participants' experiences, enabling the creation of a detailed description or comprehensive narrative regarding the phenomenon being studied. This narrative helps to clarify the reasons behind the participants' perceptions or behaviors (Bhattacharjee, 2012). According to Bhattacharjee (2012), interpretive analysis can yield different interpretations based on the various perspectives that a researcher brings to the study. Additionally, this research utilised thematic analysis. Although this method is time-consuming and relies on each researcher's interpretation, it is a popular qualitative analysis technique due to its adaptability, straightforward implementation, and ability to yield rich data (Guest et al., 2012). The process of thematic analysis involves six main steps including 1) familiarising with data, 2) producing initial codes, 3) looking for themes, 4) reviewing themes, 5) labelling themes, and 6) writing a report.

In the process of producing initial codes, the researcher followed the steps suggested by Creswell (2012, p. 244) which are 1) Initially read through text data, 2) Divide the text into segments of information, 3) Label the segments of information with codes, 4) Reduce overlap and redundancy of codes, and 5) Collapse codes into themes. In coding, Mackey and Gass (2005) note that as the coding process is done by a different individual researcher, the data may not be coded the same way other researchers do. Therefore, in this study, the codes were based on the characteristics of data and the researcher's own interpretation.

The interview recordings were transcribed verbatim. Once the transcripts were complete, the researcher proceeded to implement thematic analysis. Throughout the study, codes were developed, organised, and categorised into themes. Additionally, interpretive analysis was employed to interpret meanings and gain

insights into the identified themes.

3.7 Research ethics

Since this research involves human sensitivities, ethical consideration must be taken into account. This study is approved by the Research Ethics Committee of Thaksin University (COA No.TSU 2024_108: REC No.0286). See Appendix B.

3.7.1 Access to data

Being a lecturer of English for Airline Business course, it was convenient for the researcher to contact the participants of this study. All participants were explained about the research project and later given an information sheet and a consent form through LINE application, to understand the research project thoroughly. After they agreed and electronically signed the consent form, they were asked to send it back to the researchers and keep one with them.

3.7.2 Rights as research participants

Participants were entitled to four key rights: the right to ensure their own safety as voluntary participants, the right to withdraw from the study at any point before the analysis without needing to provide a reason, the right to seek advice from an independent consultant if any issues arose during the research, and the right to file complaints if they had any concerns regarding the research process. They were also informed that the answers they gave either positive or negative would not affect their scores or any benefits they should have received.

3.7.3 Offers of anonymity

During the transcription, translation, and data analysis stages, the researchers assured participants that their identities would remain fully confidential. Each participant was assigned a pseudonym for the presentation of the findings to ensure they could not be identifiable. The research supervisor knew participants only from the given pseudonyms and only saw anonymised quotes or excerpts of the interviews. Even though there were pictures presented in this research paper (Figure

3.1 -3.4), no names were given. In addition, the data was not shared with participants' classmates, programme lecturers, or university.

3.7.4 Offers of confidentiality

The researchers enhanced the confidentiality based on three practices. First, the researchers used anonymisation for the participants and data throughout the research process. Second, electronic data such as audio-recording files, transcripts, and online chats between the participants and the researcher were kept secure in their personal laptops and external storage devices with password protection. Third, any hand-written materials such as diary, notes, or documents were kept secure at the researcher's house. The electronic data, audio-recording files, and written documents were deleted after the research project was complete.

3.7.5 Uses of the research findings

The findings of this research were reported in a research report and might also be published in academic journals or presented at seminars and/or conferences in the future.

3.8 Summary and conclusion

This study adopted phenomenology focusing on the complexity of individuals in making senses of emerging situations and/or surroundings of their everyday lives, in this case Thai university students studying English for Airline Business course. This study then employed a qualitative approach, in this case interviews, to answer the research questions which aimed to explore and understand participants' voices towards the use of non-standard English in their English for Airline Business classroom. Participants of this study included 30 English major students who enrolled in English for Airline Business course. They were later contacted by the researcher for individual interviews. All the interviews took place in Thaksin University, Songkhla campus and were scheduled following the agreed date and time. However, two participants withdrew from the research project. Therefore, the total number of the final participants was 30. Semi-structured interview approach was administered during

the interviews. Interpretive analysis and thematic analysis were used as tools to analyse the interview data. Based on the collected data from the interviews, the findings of this study will be presented in the next chapter.

CHAPTER 4

FINDINGS

This chapter presents the findings from the questionnaires and interviews of this study. It begins with the findings regarding the participants' information. Then it moves to the key findings of from the interviews. This section specifically presents the findings related to the two main research questions of the study which aimed to investigate Thai university students' voices towards the use of non-standard English (RQ1) and the impacts of the use of non-standard English on them (RQ2).

4.1 Participants' information

The participants' information was obtained from the interview. The information consists of gender, age, GPAs of English courses, and experiences in foreign countries. The data are presented in the tables as follows:

Gender	Frequency	Percentage (%)
Male	12	40
Female	18	60
Total	30	100

Table 4.1: Participants' genders

Table 4.1 shows the gender breakdown of the participants of this study. There were 12 male and 18 female participants. In other words, males were 40% and females were 60%.

Age	Frequency	Percentage (%)
21	21	70
22	9	30
Total	30	100

Table 4.2: Participants' ages

Table 4.2 presents the ages of the participants. Twenty one participants or 70% were 21 years old while nine participants or 30% were 22 years old.

GPA range	Frequency	Percentage (%)
3.50 – 4.00	6	20
3.00 – 3.49	20	66.67
2.50 – 2.99	4	13.33
Total	30	100

Table 4.3: Participants' GPAs of English courses

Table 4.3 presents GPAs of English courses of the participants. Six participants or 20% had GPAs ranging from 3.50 – 4.00. Twenty participants or 66.67% had GPAs ranging from 3.00 – 3.49 while four participants or 13.33% had GPAs ranging from 2.50 – 2.99.

Experiences in foreign countries	Frequency	Percentage (%)
Yes	24	80
No	6	20
Total	30	100

Table 4.4: Experiences in foreign countries

Table 4.4 presents the participants' experiences in foreign countries. Majority of the participants or 80% had experiences in foreign countries while 20% or six participants never had experiences in foreign countries. Malaysia is reported the most visited country while other countries include USA, Singapore, and Indonesia.

4.2 Interviews length

This section presents the interviews length. Each participant was asked to attend one individual interview scheduled following the agreed date and time. Semi-structure

approach was adopted in all interviews (see Chapter 3, section 3.2.4.2). Audio-recording was used to record conversations during the interviews.

Participants	Interview Duration (Minutes)
Student 1	20.25
Student 2	19.51
Student 3	18.25
Student 4	19.22
Student 5	21.25
Student 6	20.12
Student 7	21.11
Student 8	25.25
Student 9	20.15
Student 10	19.52
Student 11	18.22
Student 12	20.11
Student 13	18.23
Student 14	19.15
Student 15	20.11
Student 16	21.24
Student 17	22.17
Student 18	17.52
Student 19	18.25
Student 20	18.45
Student 21	21.02
Student 22	21.24
Student 23	24.23
Student 24	20.05
Student 25	19.25
Student 26	18.11
Student 27	24.55

Student 28	21.05
Student 29	19.03
Student 30	19.55
Total	605.88

Table 4.5: Interviews length

Table 4.5 shows the interview length of each participant. The total length of the recorded interviews with all participants is 605.88 minutes or 10.09 hours. Overall, each participant spent the interview time around 20.19 minutes. Individually, Student 8 spent the most interview time with 25.25 minutes while Student 18 spent the least time with 17.52 minutes. However, it should be noted that all participants were asked with the same prepared questions and were given equal opportunities to answer.

4.3 Findings from the interviews

This section is divided into two main parts of the findings based on two main research questions, including Thai university students' voices towards the use of non-standard English (RQ1) and the impacts of the use of non-standard English on them (RQ2). The findings are presented in forms of tables and explanations alongside with selected extracts from participants as evidence to support each finding. The discussions of the findings will be presented in the next chapter. The findings are narratively analysed as a qualitative, empirical, data-driven study rather than a quantitative study.

4.3.1 Voices towards the use of non-standard English

This section aims to answer the research question (RQ1): How do Thai university students view the use of non-standard English in their English for Airline Business classroom? Based on the questions associating with participants' voices and acceptability of the use of non-standard English, the data showed five levels of acceptability which include *highly acceptable*, *moderately acceptable*, *acceptable*, *poorly acceptable*, and *unacceptable*.

Levels of acceptability	Frequency	Percentage (%)
Highly acceptable	18	60
Moderately acceptable	9	30
Acceptable	0	0
Poorly acceptable	3	10
Unacceptable	0	0
Total	30	100

Table 4.6: Levels of acceptability of the use of non-standard English

Table 4.6 presents levels of acceptability of the use of non-standard English which consist of five levels including highly acceptable, moderately acceptable, acceptable, poorly acceptable, and unacceptable. It reveals that the majority of participants had ‘highly acceptable’ level towards the use of non-standard English as it was reported by 18 participants or 60%. This is followed by ‘moderately acceptable’ level which was reported by nine participants or 30%. ‘Poorly acceptable’ level is the least reported level which was reported by three participants or 10%. Overall, it can be said that the participants of this study accepted the use of non-standard English but they had different levels of acceptability.

Below are example extracts showing how participants viewed the use of non-standard English in their English for Airline Business classroom. Three main acceptability levels reported by the participants include 1) highly acceptable, 2) moderately acceptable, and 3) poorly acceptable. The extracts are selected from the answers that participants shared the similar voices.

1) Highly acceptable

(Extract 4.1)

1. Student 1: If you ask me, I feel the use of non-standard English must be
2. accepted in English classrooms not just your classroom. This is
3. because English is used in many courses. I think using non-
4. standard English makes students feel more relaxed. I would

5. say the use of non-standard English is highly acceptable. I
6. enjoyed speaking using non-standard English with my friends in
7. your classroom when we did group work or discussion.

(Extract 4.2)

1. Student 2: I must say it is highly acceptable. I, myself, use non-standard
2. English with my American boyfriend. I usually do not follow
3. English grammar and speak with my Thai-English accent. He
4. said it is fine. He understands me anyway. His friends and his
5. family have been living in Thailand for nearly a year now. They
6. seem understand Thai people when they speak English.
7. Although it is non-standard English, native English speakers do
8. understand. Why do we have to worry about accuracy of
9. English grammar? Right? So, I feel that we should be allowed
10. to use non-standard English, both in classrooms and outside
11. classrooms as well.

(Extract 4.3)

1. Student 11: I strongly agree with the use of non-standard English in your
2. classroom. I like it. I like that I do not have to worry about
3. grammar. So in my opinion I think the use of non-standard
4. English in your classroom is highly acceptable. It is like we are
5. moving beyond the old rules. I enjoyed it.

(Extract 4.4)

1. Student 30: My friends and I are happy when you allowed us to use non-
2. standard English in your classroom. We feel more relaxed since
3. you pointed out that in real-life situations people tend not to
4. focus on English grammar. So, whether in your classroom or
5. outside your classroom, I have to say non-standard English is
6. highly acceptable.

2) Moderately acceptable

(Extract 4.5)

1. Student 5: I am not 100% sure about the use of non-standard English in
2. your classroom. I do feel that it is moderately acceptable
3. because there are some points that I disagree for example
4. non-standard English does not follow the English grammar
5. rules. However, I think it is flexible. I am tolerant of it because I
6. do understand what my friends speak English in non-standard
7. way and funny accent.

(Extract 4.6)

1. Student 10: I think it is not good and it is not bad to use non-standard
2. English in your classroom. This is because of the nature of your
3. course which is about airline business and real-life
4. communication. But I do believe that it is better to use
5. standard English so that we can get used to it. So, I would say
6. it is moderately acceptable.

(Extract 4.7)

1. Student 19: I think it is moderately acceptable because I feel that we are
2. English major students and we should learn and follow the
3. way native English speakers use their English. However, I am
4. tolerant of it. I know it is flexible in many situations and it is
5. not hurt to use non-standard English but I prefer standard
6. English better.

(Extract 4.8)

1. Student 26: It is quite hard to make a decision but I would say non-
2. standard English is moderately acceptable in your classroom. I
3. can see that many friends enjoyed the use of non-standard
4. English but it will be better if they speak English correctly. I

5. think accuracy of grammar is something we need to focus on.
6. It should be flexible as well. So, it is moderately acceptable in
7. my opinion.

3) Poorly acceptable

(Extract 4.9)

1. Student 17: I personally feel that there is no need to use non-standard
2. English in your classroom or in any classrooms. English
3. has its own rules of grammar and pronunciation. I think we
4. should follow their rules. Don't you think that it is better to let
5. students learn standard English so that they can perform in
6. English correctly. So, I would say that the use of non-standard
7. English is poorly acceptable.

(Extract 4.10)

1. Student 23: I know that you want to introduce the diversity of English to
2. students but I think I am more comfortable to use standard
3. English. I believe if I learn standard English and follow its rules,
4. I can do better in exams. And it is good for tests like TOEIC,
5. IELTS, and TOEFL. So, in my opinion I have to say that non-
6. standard English is poorly acceptable in this classroom. The
7. accuracy of English grammar and knowledge about standard
8. English will help me get good scores.

(Extract 4.11)

1. Student 27: To be honest, I feel that it is not necessary to use non-
2. standard English in your class. It is poorly acceptable to me. I
3. think in airline business, if you use standard English with
4. passengers, they will think that you are well-educated. When
5. you speak with good English accent and good grammar, you will
6. impress passengers and they will never look down on you.

4.3.2 Impacts of the use of non-standard English

This section aims to answer the research question (RQ2): How does the use of non-standard English have impacts on them? Adopting thematic analysis, five main themes associating with how non-standard English had impacts on the participants emerged from the data. The themes mutually reported by the participants include 1) *boosting confidence*, 2) *enhancing fluency in speaking English*, 3) *raising awareness on diversity of English*, 4) *creating confusion among Thai students*, 5) *causing embarrassment*.

Impacts of the use of non-standard English	Frequency	Percentage (%)
Boosting confidence	27	90
Enhancing fluency in speaking English	27	90
Raising awareness on diversity of English	30	100
Creating confusion among Thai students	9	30
Causing embarrassment	3	10

Table 4.7: Impacts of the use of non-standard English

Table 4.7 shows the impacts of the use of non-standard English which affected the participants. These include boosting confidence, enhancing fluency in speaking, raising awareness on diversity of English, creating confusion among Thai students, and causing embarrassment. It reveals that ‘raising awareness on diversity of English’ is the most reported impact which was reported by all participants or 100%. This is followed by ‘boosting confidence’ and ‘enhancing fluency in speaking English’ which were reported by 27 participants or 90%. ‘Creating confusion among Thai students’ is one of the impacts reported by nine participants or 30%. Lastly, ‘causing embarrassment’ is the least reported impact which was reported by three participants or 10%. Interestingly, although participants perceived the impacts of the use of non-standard English differently, either positive or negative impacts, all of them mutually reported that the use of non-standard English in the classroom raised their awareness on diversity of English.

Below are example extracts showing how the use of non-standard English had impacts on participants. The extracts are selected from the answers that participants shared the similar perspectives.

1) Boosting confidence

(Extract 4.12)

1. Student 1: I feel more confident when I speak English in my own way or
2. what you call non-standard English. I do not have to worry
3. about grammar or any rules. I just combine some English
4. structures and words that I know.

(Extract 4.13)

1. Student 3: I enjoy using non-standard English. I feel that it is OK to use
2. it. I feel more confident. I used to be shy when I had to speak
3. English because I know that I am not that good at grammar.
4. Now when the world has become globalisation, people speak
5. English more, and in their own way. My friends and I speak
6. English every day. It makes us confident.

(Extract 4.14)

1. Student 6: I think using non-standard English is easy and boost up my
2. confidence when I have to communicate in English. Although
3. my English is not perfect and it is non-standard English, I am
4. more confident using it. I remember you always say English is
5. just a language not a measurement of our intelligence.

(Extract 4.15)

1. Student 16: What I have earned from using non-standard English in this
2. class is that I am more confident in speaking English. I feel that
3. I am not caged by standard English rules. It is true English has
4. its own rules of grammar. Since English is not our mother

5. tongues, I believe those who use non-standard English also
6. feel confident in their own way too.

2) Enhancing fluency in speaking English

(Extract 4.16)

1. Student 8: I feel that I have become more fluent in speaking English. In
2. non-standard English environments, I can use my own way of
3. English freely. I do not have to worry about grammar. I have
4. to speak. I am more comfortable with non-standard English.
5. And I am happy that you allow us to use it in your classroom.

(Extract 4.17)

1. Student 11: I do not know about others but to me it makes me more
2. fluent in speaking English. There are no rules to follow and no
3. grammar to worry about. I just use English words and some
4. sentence structures and throw them in conversations. I think
5. my fluency of speaking English is improved. Moreover, you
6. always tell us that there is no right or wrong in speaking
7. English.

(Extract 4.18)

1. Student 12: I feel that when you speak English without any rules, you will
2. become more fluent. I am more fluent as well. I have no
3. pressure when I speak English in a non-standard way. My
4. accent is my own style. I am comfortable with it. I just speak.
5. However, I believe that background knowledge of English is
6. also important because you need to have basic knowledge of
7. grammar and vocabulary as well.

(Extract 4.19)

1. Student 18: Although I am not a smart student, I think I enjoy studying

2. English a lot through the use of non-standard English. It not
3. only makes me feel more confident but I also feel that I am
4. more fluent in speaking English. I used to worry about
5. grammar. But with the use of non-standard English, I can use
6. simple words and structures that I know to communicate with
7. my classmates and foreign lecturers. I feel more relaxed and it
8. is good. It seems like the stream of thought is flowing
9. smoothly. That is why I have become more fluent in speaking
10. English.

3) Raising awareness on diversity of English

(Extract 4.20)

1. Student 2: Thank you for introducing new things to me. I enjoyed
2. watching your video clips showing flight attendants from
3. different countries performing their duties during flights,
4. especially Thai flight attendants. They speak English well but
5. they do not sound like British or American. They have Thai-
6. styled English accent. I have that one too. There are many
7. English accents in the videos. And I am confident in my own
8. accents.

(Extract 4.21)

1. Student 7: It can be confusing when people use non-standard English to
2. communicate. They might not understand each other.
3. However, I cannot deny that there is a variety of English in the
4. world such as Thai, Malay, and Singaporean.

(Extract 4.22)

1. Student 14: I feel like when you allow us to use non-standard English in
2. your classroom, I can see differences in speaking English. Some
3. friends have Southern Thai English accents while some have

4. American English accents. This is diverse. I believe in the real
5. world people have diverse English accents as well.

(Extract 4.23)

1. Student 17: To be honest, although I disagree with the idea of using
2. non-standard English, I do feel that it reflects the diversity of
3. English. I kind of like it. I can experience new ways of speaking
4. English and various accents. It is quite funny when my friends
5. speak English with weird accents.

4) Creating confusion among Thai students

(Extract 4.24)

1. Student 5: I do not think that it is a good idea to promote non-standard
2. English. I can cause confusion. There are rules for correct
3. pronunciation and how to create sentences. When you speak
4. broken or non-standard English to other people, there is a
5. chance that you are the only person who understand what
6. you are saying. It is such a waste of time.

(Extract 4.25)

1. Student 10: I am always annoyed when I have to do group work and my
2. friends speak English using non-standard English. I do respect
3. them but they confuse me. The way they pronounce words or
4. the way they arrange sentences. I have been trying to talk
5. them out to use standard English. There are rules to follow
6. and it is not difficult.

(Extract 4.26)

1. Student 13: I think it causes confusion among students in your class. But it
2. is not a big deal for me. I do get what my friends want me to
3. do when they speak English using non-standard English. It is

4. not terrible to use non-standard English. However, I do feel
5. that they should learn how to pronounce words properly.

(Extract 4.27)

1. Student 28: When there is no rule to follow, it leads to confusion and
2. misunderstanding. When you say something ungrammatical,
3. some messages are missing. It confuses your interlocutors,
4. both native English speakers and non-native English speakers.
5. That is why I always stick to my friends who tend to use
6. standard English. When we communicate in your class or other
7. English classes, we understand each other more. And it does
8. not take long for us to finish assignments in classes.

5) Causing embarrassment

(Extract 4.28)

1. Student 17: Being unable to use English correctly is quite embarrassing. I
2. wonder if they feel embarrassed. I know this is harsh but I have
3. to say that using non-standard English somehow shows that
4. you're not well-educated. You don't focus on your study.
5. When you study English, do your best, follow the rules. Yes I
6. talk about rules of standard English. It's not cool to imitate
7. black people when they speak broken English. In my opinion,
8. it's embarrassing and it's so uneducated.

(Extract 4.29)

1. Student 23: Don't you feel that it is wrong on many levels. It's not that
2. difficult. Just follow the rules. This is embarrassing. Don't tell
3. anybody. But when I hear my classmates using non-standard
4. English with wrong grammar and their weird accents, it reminds
5. me of a video clip of a Thai prostitute speaking English. It is
6. funny but it is embarrassing and sad at the same time. When

7. you cannot speak English correctly but you try hard to
8. communicate, you might be stereotyped as using ‘Pasa
9. Karee’(a prostitute’s language). So, I don’t want to be
10. included. As a Thai girl, I really want to encourage every girl to
11. use English correctly so that Westerners won’t look down on
12. us and stereotype that all Thai women are prostitutes.

(Extract 4.30)

1. Student 27: I personally feel that speaking English in a non-standard English
2. way is quite wrong. It is embarrassing. I feel embarrassed for
3. those who use the language wrong. They are making
4. themselves look stupid. Many people might look down on
5. them. It seems like they are not well educated. I don’t want
6. to be like them. I myself have been trying my best to use
7. standard English so that when I communicate with foreigners
8. they would be impressed by my English. I mean the standard
9. one.

4.4 Summary and conclusion

This chapter presents the information of participants and summarises findings from the interviews. Based on the findings presented in this chapter, they offered answers to the main research questions of this study.

1. How do Thai university students view the use of non-standard English in their English for Airline Business classroom?
2. How does the use of non-standard English have impacts on them?

In relation to RQ 1, the findings showed that the majority of participants had ‘highly acceptable’ level towards the use of non-standard English as it was reported by 18 participants or 60%. This is followed by ‘moderately acceptable’ level which

was reported by nine participants or 30%. 'Poorly acceptable' level is the least reported level which was reported by three participants or 10%.

In relation to RQ 2, the findings showed that 'raising awareness on diversity of English' is the most reported impact which was reported by all participants or 100%. This is followed by 'boosting confidence' and 'enhancing fluency in speaking English' which were reported by 27 participants or 90%. 'Creating confusion among Thai students' is also reported by nine participants or 30%. Lastly, 'causing embarrassment' is the least reported impact which was reported by three participants or 10%.

Even though the findings have helped answer the research questions of this study, the in-depth understanding of these participants' voices towards the use of non-standard English and its impacts on them should not be neglected. Therefore, the further analysis and discussion will be presented in the next chapter in order to provide better understanding of the participants' voices.

CHAPTER 5

ANALYSIS AND DISCUSSION

This chapter presents the analysis and discussion of findings. Although research question one and two were already offered in the previous chapter, a more detailed analysis and discussion of the key research findings still need to be fully addressed. This chapter begins with the analysis of the participants' information. Then, it will move to the discussion of 1) the participants' voices towards the use of non-standard English in their English for Airline Business classroom and 2) impacts of the use of non-standard English on the participants.

In the following sections, the findings of this present study are discussed, with references to the relevant literature.

5.1 The participants

The total number of the participants was 30. All of them were 3rd year university students majoring in English who enrolled in various English courses taught by both native English speakers and non-native English speakers. This shows that the participants experienced various classroom environments where standard English and non-standard English were used. There were 12 male and 18 female participants. Twenty one participants (70%) were 21 years old while nine participants (30%) were 22 years old. This data reflects the standard age of 3rd year university students in Thailand which are around 21 – 22 years old. Six participants (20%) had GPAs ranging from 3.50 – 4.00. Twenty participants (66.67%) had GPAs ranging from 3.00 – 3.49 while four participants (13.33%) had GPAs ranging from 2.50 – 2.99. Based on the interviews, it reflects that participants with high GPAs tended to focus more on standard English and grammatical accuracy while those with medium or low GPAs tended to focus on non-standard English and grammatical flexibility and fluidity. Majority of the participants or 80% had experiences in foreign countries while 20% or six participants never had experiences in foreign countries. Malaysia is reported the most visited country while other countries include USA, Singapore, and Indonesia.

The experience in foreign countries is also an important factor playing roles in participants' voices towards the use of non-standard English in the classroom. Those having experiences in foreign countries showed that they were more open to the use of non-standard English and gave more positive feedback than those having none experiences in foreign countries. It can be said that the exposure to diverse English environments and foreign countries had impacts on their perspectives towards the acceptability of the use of non-standard English. This is similar to Jaspers et al. (2018) who stated that learners' experiences in foreign countries provide more opportunities to them to be exposed to diverse language and activities and to be aware more of the importance and diversity of the use of language in communication, in this case English.

5.2 The participants' voices towards the use of non-standard English in their English for Airline Business classroom

Based on the interviews, the data showed that the participants had three main different levels of acceptability of the use of non-standard English which include *highly acceptable*, *moderately acceptable*, and *poorly acceptable*. Therefore, it can be said that the participants of this study accepted the use of non-standard English but they had different levels of acceptability. This section, then, presents the analysis and discussion of the findings alongside with related studies and excerpts from participants' interviews as evidence to support each discussion with some explanations.

5.2.1 The use of non-standard English is highly acceptable

The majority of participants reported that they highly accepted the use of non-standard English in English for Airline Business classroom. They shared the similar voices that the use of non-standard English made them feel more relaxed in using English, specially speaking. In Extract 4.1, Student 1 highlighted that she felt relaxed using non-standard English when she spoke with friend. She also added that non-standard English must be adopted in English classrooms not just English for Airline Business classroom. Also, in Extract 4.4, Student 30 mentioned that he and his friends

were happy and felt more relaxed when they could use non-standard English. He added that either in English for Airline Business classroom or outside the classroom, non-standard English is highly acceptable for him. This is similar to Stoimcheva-Kolarska's study in 2020 on the impact of relaxed learning environment on English language learning. The study revealed that relaxed learning atmosphere led to positive feedback and fruitful educational and life-long learning. Moving beyond the accuracy of English grammar was one of the reasons why the participants agreed that the use of non-standard English was highly acceptable. They mutually shared that the fact they did not have to worry about the accuracy of English grammar when they studied in the classroom made them feel more relaxed and had positive views towards the use of non-standard English. In Extract 4.3, Student 11 reported that she agreed to use non-standard English in the classroom since she did not have to worry about English grammar. She added that using non-standard English was somehow moving beyond the old English grammar rules. In Extract 4.2, Student 2 mentioned that she usually did not follow English grammar rules. She also spoke English with her Thai-English accent. However, her American boyfriend would understand her anyway. She also added that her boyfriend's family and friends were used to non-standard English used by Thai people. Therefore, she felt that the use of non-standard English should be allowed to use both in classrooms and outside classrooms as well. This reflects the diversity of English and people who use English, standard or non-standard, as a tool for communication would eventually find a way to understand each other. This supports Shao (2021) who points out that any speech style is characteristic of a particular group's backgrounds and life-style, and therefore serves as identities of and a bond between group members. It should made sense that one language is not better than another. One form of language, not standard as it, should not be resisted or eliminated though some learners may attempt to avoid its using in classroom. Diversities of language speaking should not be ignored in EFL classroom. Non-standard English, even if could not be supported and encouraged, should be accepted. This also supports Sa-idi and Pittpant (2024) who investigated the needs of English skills and intercultural competence among Thai student trainees at a Thai airport. The participants in this study pointed out that the use of English,

especially speaking, should be flexible in intercultural communication in order to negotiate mutual understanding among them since passengers were from different cultural and linguistic backgrounds.

5.2.2 The use of non-standard English is moderately acceptable

The participants who reported that the use of non-standard English was moderately acceptable tended to focus on two different aspects. Although they reported that the accuracy and rules of English grammar were important, they agreed that the use of non-standard English should be flexible and were tolerant of it. In Extract 4.5, Student 5 reported that he did not 100% agree with the use of non-standard English because the English language had its rules to follow. However, he admitted that it should be flexible. Also he reported that he was tolerant of it because he did understand non-standard English spoken by his friends. Similarly, in Extract 4.7, Student 19 viewed that English major students should learn and follow the way native English speakers used their English. However, it should be flexible in many situations as well. He added that he was tolerant of it and it was not hurt to use non-standard English. Student 26 also mentioned the flexibility of using non-standard English in a classroom in Extract 4.8. She found that many friends enjoyed the use of non-standard English. Although she tended to focus more on standard English, non-standard English should be flexible. In the light of flexibility and tolerance of using non-standard English, Jenkins (2012) states that tolerance for non-standard English seems to be tolerance of errors and incorrectness, but the cause most often seemed to be pronunciation related interlanguage errors if classroom learning is still in progress, and fossilised errors if it has ended. Moreover, Shao (2021) points out that when it does not affect understanding, an interlanguage approach might be relevant to language learning, where students learn English primarily in order to be able to communicate according to the contexts in which they find themselves. Learners can be flexible and have the need to be able to adjust or accommodate their habitual modes of reception and production in order to be more effective in interactions. For all non-standard speakers, the standard may be understood well, and it may be produced if the situation is seen to warrant it.

5.2.3 The use of non-standard English is poorly acceptable

Even though the findings revealed that the participants in this study accepted the use of non-standard English, there were voices from some participants who perceived that it is poorly acceptable. They highly focused on the norms of standard English, the accuracy of English grammar, and native-like accent. All of them agreed that there were English grammar rules to follow. Therefore, non-standard English should be avoided. In Extract 4.9, Student 17 mentioned that the English language had its own rules of grammar and pronunciation. Students should follow their rules and learn standard English so that they could perform in English correctly. He added that the use non-standard English was unnecessary both in English for Airline Business classroom and other classrooms. Similarly, in Extract 4.10, Student 23 was more comfortable with the use of standard English since she was able to follow the English grammar rules. Moreover, she mentioned the advantages of the use of accurate English grammar and standard English since it was beneficial for her exams and international standardised tests such as TOEIC, IELTS, and TOEFL. This is in line with the study of Chaengjaroen (2024) which stated that Thai university students were encouraged to acquire high skills and knowledge of English and pass any standardised English tests in order to meet a graduation requirement. This reflects the importance of the use of standard English in terms of passing exams or graduation. Social status is also mentioned by Student 27 in Extract 11. She stated that being able to speak English correctly would show that she was well-educated so that other people could look down on her. She mentioned the use of correct English grammar and native-like accent. This supports the study of Terasawa (2024) which stated that English proficiency within a particular society can provide information about the social context in which specific groups are more likely to acquire, use and benefit from English compared to others. Therefore, mastering a English reflects not only their individual learning experiences but also the historical conditions and backgrounds that surround them. Examining the status of English in various Asian nations such as Thailand, Kirkpatrick (2021) asserted that '[c]ommon to all [nations] is also an apparently widening gap between those who have proficiency in English and those who do not. This divide is often seen between the rich and the poor and the

urban and the rural' (p. 28).

5.3 Impacts of the use of non-standard English on the participants

Based on the interviews, the data revealed that there were five main impacts of the use of non-standard English reported by the participants. These include *boosting confidence, enhancing fluency in speaking English, raising awareness on diversity of English, creating confusion among Thai students, and causing embarrassment*. This section, then, presents the analysis and discussion of the findings alongside with related studies and excerpts from participants' interviews as evidence to support each discussion with some explanations.

5.3.1 Boosting confidence

The participants reported that using non-standard English boosted their confidence in English communication in the classroom. Most of them mutually reported that when they did not have to worry about the accuracy of English grammar or the language rules, they became more confident. They were able to express their opinions and have conversations with their friends in non-standard English ways. In Extract 4.12, Student 1 reported that he felt more confident when speaking English in non-standard English since he did not have to worry about grammar or any rules. He then combined some English structures and words he knew to communicate with friends in the classroom. Similarly, in Extract 4.15, Student 16 stated that using non-standard English in the class made her more confident in speaking English. She felt that she was not caged by standard English rules. Student 3 reported in Extract 4.13 that she used to be shy when she had to speak English because she was good at grammar. However, using non-standard English boosted up her confidence. This supports Stoimcheva-Kolarska's study in 2020 which revealed that language learners who experienced relaxed environments tended to be more confident and do better in their language acquisition.

5.3.2 Enhancing fluency in speaking English

The data revealed that the participants who reported that using non-standard English boosted their confidence also agreed that it enhanced their fluency in speaking English. They shared the similar voices that not having to focus on English grammar made them more fluent in speaking and created the flow of their conversations. In Extract 4.16, Student 8 reported that she became more fluent in speaking English since she could be able to use English in her own way and felt more comfortable with it. Student 11 stated in Extract 4.17 that she her fluency of speaking English improved since there was no rules and grammar that she had to worry about. She used English words and some sentence structures and threw them in conversations to keep the conversations flow. Similarly, in Extract 4.19, Student 18 agreed that the use of non-standard English made her feel more confident and fluent in speaking English. She added that her stream of thought was flowing smoothly since she did not have to worry about grammar. Due to the notion of English grammar, Ambele and Boonsuk (2020) stated that, as a result of an excessive focus on English grammar, there is an absence of student confidence and fluency in having communication in English wherein they feel nervous and become embarrassed if they make grammatical errors. Therefore, allowing them to move beyond the English grammar and use non-standard English helps enhance the fluency in speaking English.

5.3.3 Raising awareness on diversity of English

Raising awareness on diversity of English is the most reported impact which was reported by all participants. It reflects that the participants of this study were aware of a variety of English, standard English and non-standard English. The awareness might have come from both individual experiences and teaching materials introduced in English for Airline Business classroom. In Extract 4.20, Student 2 mentioned that she was exposed to different English accents spoken by flight attendants from the video clip played in the classroom. She was aware that flight attendants from different countries had different English accents besides American and British accents. She added that she was confident in her own Thai-English accent. This is in line with the study of Rininggayuh et al. (2024) which reported that

using social media such as YouTube and TikTok in English language teaching and learning significantly improved students' English speaking skills and helped raised awareness among them since there are various English accents spoken in the countries so that they were able to focus more on intelligibility than the English accent in communication. The Extract 4.22 reported by Student 14 was more specific. The student mentioned the diverse English accents in Thai context by saying that he could see differences in speaking English. Some of his friends had an American English accent while some had a Southern Thai English accent. Even though, in Extract 4.23, Student 17 disagreed with the idea of using non-standard English in the classroom, he agreed that it reflected the diversity of English. In the light of diversity of English, Pittpant (2023) argued that the current use of English associated with globalisation can also reflect the diversity of the English language which has been used by people from different cultural and linguistic backgrounds. It can be said that the English language is fluid, hybrid, diverse and deeply intercultural. Therefore, it is reasonable to say that those whose mother tongues are not English, might consider moving beyond the native-speakers' norms and adapt the language into their own appropriate ways. In other words, the English language has transformed itself into different forms used by various groups of people with various purposes and is unique in its own context of uses, in this case Thailand.

5.3.4 Creating confusion among Thai students

There was a connection between this impact and the participants who reported that the use of non-standard English was moderately acceptable. Even though they were open to the non-standard English, they were also concerned that it could create confusion among them when communicating using English. There were two main concerns including mispronunciation and wrong sentence structures which led to confusion. In Extract 4.24, Student 5 reported that using non-standard could cause confusion since there were rules for English correct pronunciation and how to create sentences. She added that there was a chance that those using non-standard English would be the only people who understood what they were saying. Similarly, Student 10 reported in Extract 4.25 that although he respected those who

used non-standard English while doing group work, it was confusing because of their mispronunciation and wrong sentence arrangements. In Extract 4.27, Student 28 added that saying something ungrammatical, messages were missing. This could lead to confusion and misunderstanding among both native English speakers and non-native English speakers. This is in line with Jeharsae et al. (2023) who stated that non-standard English patterns frequently employed by Thai students caused confusion and misunderstanding among them. The confusion and misunderstanding regarding non-standard forms of verb tenses and subject-verb disagreement in English might stem from the absence of verb tense features in the Thai language. However, in Extract 4.26, Student 13 viewed that it was not a big deal for using non-standard English as long as it was understandable. Minor mistakes were acceptable. This supports Suntornsawet (2022) who reported that non-standard English features producing minor errors in pronunciation and incorrect sentences did not substantially hinder comprehension in communication.

5.3.5 Causing embarrassment

It is interesting that the participants reporting that using non-standard English caused embarrassment were only participants who reported that the use of non-standard English in English for Airline Business classroom was poorly acceptable. They negatively reported that using non-standard English presented negative images of the speakers. These include low educational backgrounds and social status. In Extract 4.28, Student 17 viewed that being unable to use English correctly was embarrassing since it somehow showed that the speaker was not well-educated. Similarly, Student 27 mentioned in Extract 4.30 that those who used non-standard English might get looked down on as they were poor and not-well educated. Moreover, in Extract 4.29, Student 30 mentioned a negative stereotype regarding using non-standard English. She reported that those who could not speak English correctly might be stereotyped as using ‘Pasa Karee’ (a prostitute’s language) since many Westerners usually jumped to conclusions that most Thai women were prostitutes. Kirkpatrick (2017) stated that, for generations, speakers who have better English skills were perceived as well-educated and came from upper middle classes

families. This idea was mirrored in many EFL settings such as ASEAN. Liyanage and Canagarajah (2019) pointed out that the issue of linguistic embarrassment or shame is explicitly or implicitly presented in many cultures. Standard and non-standard varieties of English used by non-native English speakers reflect their socio-economic backgrounds, inferiority, and superiority.

5.4 Summary and conclusion

This chapter discussed the levels of acceptability of the use of non-standard English and its impacts on the participants. In the discussion of the participants' voices towards the use of non-standard English in their English for Airline Business classroom, it reveals that the participants had three main different levels of acceptability of the use of non-standard English which include highly acceptable, moderately acceptable, and poorly acceptable. The majority of participants reported that they highly accepted the use of non-standard English in English for Airline Business classroom. The participants who reported that the use of non-standard English was moderately acceptable tended to agree that the use of non-standard English should be flexible and were tolerant of it. Finally, the participants who perceived that the use of non-standard English was poorly acceptable highly focused on the norms of standard English, the accuracy of English grammar, and native-like accent.

In the discussion of impacts of the use of non-standard English on the participants, the data revealed that there were five main impacts of the use of non-standard English reported by the participants. These include boosting confidence, enhancing fluency in speaking English, raising awareness on diversity of English, creating confusion among Thai students, and causing embarrassment. The participants reported that using non-standard English boosted their since they did not have to worry about the accuracy of English grammar or the language rules. The participants who reported that using non-standard English enhanced their fluency in speaking English shared the similar voices that not having to focus on English grammar made them more fluent in speaking and created the flow of their

conversations. Raising awareness on diversity of English was the most reported impact which was reported by all participants. It reflects that the participants of this study were aware of a variety of English, standard English and non-standard English. The participants who reported that the use of non-standard English could create confusion among them when communicating using English were concerned about mispronunciation and wrong sentence structures. Finally, the participants reporting that using non-standard English caused embarrassment reported that using non-standard English presented negative images of the speakers including low educational backgrounds and social status.

In the next chapter, the conclusion of this study, including the contributions, implications, limitations, and recommendations for further research will be presented.

CHAPTER 6

CONCLUSION

The conclusion of this study is presented in this final chapter. It revisits research objectives, research questions, and research methodology. Then, it moves to summarise the key findings. This will be followed by the presentation of contributions and practical implications. Also, limitations and further research are reflected through this chapter. Finally, this chapter ends with a summary and conclusion.

6.1 Research objectives, research questions, and methodology

Non-standard English nowadays has been adopted and used in every part of the world, both in NES and NNES countries and the use of non-standard English is found in many domains such as tourism, entertainment, the Internet, and even education (Cutting, 2012; Nishanthi, 2018). Although the widespread use of non-standard English seems bringing pedagogical changes to today's ELT, standard English employing NES models still widely dominate in many ELF countries such as Thailand due to conservative perceptions. This NES-dominance models focus on the use of standard British and American English in language education, native-like linguistic imitations as the correct and valid way to use English, and teachers from NES countries as the best role models in ELT. In other words, the diversity of English in globalisation is ignored. Galloway and Rose (2018) assert that the number of studies on ELF, especially those on students' voices, is insufficient. Even though previous studies from Rajprasit and Marlina (2019), Boonsuk and Ambele (2019), and Ambele and Boonsuk (2020) shed light on voices of Thai learners towards English language teaching such as teaching materials, classroom environments, and teachers' performance, they suggest that there is still a particular need to focus on learners' voices towards the use of non-standard English in ELT classrooms. These situations

have led the researcher to interests and investigations of Thai university students' voices towards the use of non-standard English in an English classroom, in this case English for Airline Staff classroom.

The main objective of this study was to investigate the voices of Thai university students towards the use of non-standard English in their classrooms. This study also seeks to explore how the use of non-standard English impacts them. It was reached by the investigation through the two main research questions including 1) How do Thai university students view the use of non-standard English in their English for Airline Business classroom? and 2) How does the use of non-standard English have impacts on them?

The participants of this study were 30 Thai university students who enrolled in English for Airline Business course. Throughout the course, participants were exposed to a variety of English, both standard and non-standard English through teaching materials such as video clips and audio clips. Also, non-standard English was used by the lecturer and students in teaching and class activities.

This research adopted a qualitative approach. The in-depth semi-structured interviews were mainly used to collect data. The data from the interviews was later translated from Thai into English and analysed using interpretive analysis and thematic analysis.

6.2 Summary of key findings

The summary of key findings from the two main research questions was presented as follows:

Research question 1: How do Thai university students view the use of non-standard English in their English for Airline Business classroom?

The findings showed that there were three main levels of acceptability of the use of non-standard English including highly acceptable, moderately acceptable, and poorly acceptable. It revealed that the majority of participants had 'highly

acceptable' level towards the use of non-standard English as it was reported by 18 participants or 60%. This is followed by 'moderately acceptable' level which was reported by nine participants or 30%. 'Poorly acceptable' level was the least reported level which was reported by three participants or 10%. Overall, it can be said that the participants of this study accepted the use of non-standard English but they had different levels of acceptability.

Research question 2: How does the use of non-standard English have impacts on them?

The findings showed that there were five main impacts of the use of non-standard English which affected the participants including boosting confidence, enhancing fluency in speaking, raising awareness on diversity of English, creating confusion among Thai students, and causing embarrassment. It reveals that 'raising awareness on diversity of English' is the most reported impact which was reported by all participants or 100%. This is followed by 'boosting confidence' and 'enhancing fluency in speaking English' which were reported by 27 participants or 90%. 'Creating confusion among Thai students' is one of the impacts reported by nine participants or 30%. Lastly, 'causing embarrassment' is the least reported impact which was reported by three participants or 10%. Interestingly, although participants perceived the impacts of the use of non-standard English differently, either positive or negative impacts, all of them mutually reported that the use of non-standard English in classrooms raised their awareness on diversity of English.

6.3 Contributions

This study might provide those in higher education such as lecturers, academic staff, and educational practitioners with useful ideas in implementing and designing appropriate contents and students' performance evaluation for the English language and airlines-related courses. The findings might be useful for the researcher of this study in designing appropriate contents for his English for Airline Business course.

This study documents voices of Thai university students towards the use of non-standard English. In this era where there is a wide variety of English, it is important to pay attention to the notion of non-standard English in English language teaching. This might include the understanding of students' voices, levels of acceptability of non-standard English, and impacts of the use of non-standard English. A variety of English should be introduced to higher education courses. Those courses should be customised and matched with the needs of students so that they can be able to expose themselves to diverse English used by speakers from different linguistic and cultural backgrounds. Therefore, the integration of the findings in this study should be taken into consideration and incorporated into English and airline related courses taught at universities.

Also, the depth of the data may provide those who are working in intercultural environments using English, and other researchers with information or perspectives that may be relevant to their contexts.

6.4 Limitations and recommendations

Since this study mainly focused on 30 participants, the small number and a single research context make generalisations difficult. With a larger number of participants, the acceptability levels of the use of non-standard English and its impacts may be different. However, it is hoped that the findings will be useful to other English courses and relevant contexts and can be transferred to the application of the research findings in other similar situations. Therefore, further studies replicating a similar research design in different contexts could be of great value such as other English language classrooms, hotels, and tourism.

For further studies, more extensive study in different group of participants and field sites is recommended since it may give rise to different results. New emerging data will be beneficial for relevant contexts and can contribute to understandings of students' voices towards the use of non-standard English and implementing those understandings with their own contexts.

In addition, as lecturers of some participants, our roles may also have influenced responses given during the interviews. This could possibly have resulted in social desirability bias that some participants tried to please us. Although they were ensured that their answers would be kept confidentially and had no effects on their scores, it was still impossible to remove them completely. However, based on their answers from the interviews, they did not only express positive attitudes but also negative aspects even the sensitive topics such as their attitudes towards some friends and lecturers who used non-standard English, other English courses taught at the university, and disagreement in using non-standard English in the class.

6.5 Summary and conclusion

This study has fulfilled its objectives to investigate the voices of Thai university students towards the use of non-standard and understand how the use of non-standard English might have impacts on them.

The voices towards the use of non-standard English reported by Thai university students were found to be various including *highly acceptable*, *moderately acceptable*, and *poorly acceptable*. Overall, it can be said that the participants of this study accepted the use of non-standard English but they had different levels of acceptability. The study also revealed the impacts of the use of non-standard English on the participants which include *boosting confidence*, *enhancing fluency in speaking English*, *raising awareness on diversity of English*, *creating confusion among Thai students*, and *causing embarrassment*. It should be noted that *raising awareness on diversity of English* was a new category emerging from this study which has expanded from the related studies conducted by Rajprasit and Marlina (2019), Boonsuk and Ambele (2019), Ambele and Boonsuk (2020), and Jeharsae et al. (2023). This impact has been suggested as a constructive finding since it might be beneficial for those in higher education such as lecturers, academic staff, and educational practitioners to gain the feedback from their students. Also, this emerging impact was reported to have connections with the participants' voices

towards the use of non-standard English. Although participants perceived the impacts of the use of non-standard English differently, either positive or negative impacts, all of them mutually reported that the use of non-standard English in English for Airline Business classroom raised their awareness on diversity of English.

This study might provide educational practitioners with useful ideas regarding non-standard English in implementing and designing appropriate contents and students' performance evaluation for the English language and airlines-related courses. Also, the depth of the data is hoped to provide those who are working in intercultural environments using English, and other researchers with information or perspectives that may be relevant to their contexts.

In conclusion, this study has made contributions on voices towards the use of nonstandard English and its impacts reported by Thai university students. It is also hoped that the discussion of the concepts and findings of this study will contribute to relevant contexts, both educational and occupational.

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APPENDICES

APPENDIX A
Teaching Plan (Semester 1/2024)

Week	Topic/Details	Hours		Activities/Materials	Lecturer
		Lecture	Practice		
1	- Course introduction - Ice-breaking activities	2	2	-Lecture -Group discussion -Handbook -PPT -Video clips	Dr Bair Pittpunt
2	Unit 1: On-ground Services 1.1 Ground Service Agent 1.2 On-ground Areas 1.3 The Phonetic Alphabets in Airline Business	2	2	-Lecture -Group discussion -Handbook -PPT -Video clips	Dr Bair Pittpunt
3	Unit 1: Ground Services 1.4 Reading Boarding Pass 1.5 Check-in	2	2	-Lecture -Group discussion -Handbook -PPT -Video clips	Dr Bair Pittpu nt
4	Unit 1: Ground Services 1.6 Airline Announcements 1.7 Boarding	2	2	-Lecture -Group discussion -Handbook -PPT -Video clips	Dr Bair Pittpunt

Week	Topic/Details	Hours		Activities/Materials	Lecturer
		Lecture	Practice		
5	Assignment 1 – Check-in Role-play	2	2	-Group work (Check-in Role-play) -Brainstorm ** Students are asked to work in group and record a video clip showing check-in procedures.	Dr Bair Pittpunt
6	Role-play: Check-in	2	2	-Watch students' video clips -Feedback	Dr Bair Pittpunt
7	QUIZ 1	2	2	- Quiz 1 (Unit 1: On- ground Services)	Dr Bair Pittpunt
8	Unit 2: In-flight Services 2.1 Flight Attendant 2.2 In-flight Areas 2.3 Greetings 2.4 Farewells 2.5 Guiding Passengers to Their Seats 2.6 Seat Allocation	2	2	-Lecture -Group discussion -Handbook -PPT -Video clips	Dr Bair Pittpunt
9	Unit 2: In-Flight Services 2.7 In-flight Announcements 2.8 Safety Demonstration	2	2	-Lecture -Group discussion -Handbook -PPT -Video clips	Dr Bair Pittpunt
10	Assignment 2 – Safety demonstration Role-play	2	2	-Group work (Safety Demonstration Role-play) -Brainstorm ** Students are asked to	Dr Bair Pittpunt

Week	Topic/Details	Hours		Activities/Materials	Lecturer
		Lecture	Practice		
				work in group and record a video clip showing check-in procedures.	
11	Role-play: Safety Demonstration	2	2	-Watch students' video clips -Feedback	Dr Bair Pittpunt
12	Unit 3: Job Interview 3.1 Qualification 3.2 Grooming 3.3 Interviews	2	2	-Lecture -Group discussion -Handbook -PPT -Video clips	Dr Bair Pittpunt
13	Unit 3: Job Interview Grooming	2	2	- Grooming workshop	Dr Bair Pittpunt
14	Job Interview	2	2	- Group interview exam	Dr Bair Pittpunt
15	-Course revision	2	2	-Lecture -Group discussion -Handbook -PPT -Video clips	Dr Bair Pittpunt
16	Reading Week				
17	Final Exam				
18					
	Total hours	30	30		

APPENDIX B

Certificate of Approval (Human Research Ethics)

		COA No.TSU 2024_108 REC No.0286
The Research Ethics Committee of Thaksin University 222 Moo 2, Papayom District, Phatthalung Tel. 081-540-7304		
Certificate of Approval		
<p>The Research Ethics Committee of Thaksin University has approved the following study which is to be carried out in compliance with the International guidelines for human research protection as Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice (ICH-GCP)</p>		
Study title	: English Language Teaching in Thailand: Exploring Thai University Students' Voices towards the Use of Non-Standard English in an English Classroom	
Study code	: 156/67	
Principal investigator	: Bair Pittpant	
Study center	:	
Review method	: Expedited	
Continuing report	: At least once annually or submit the final report if finished	
Document reviewed	- Submission form version 2 dated 5 July 2024 - แบบอื่น version 1 dated 19 June 2024 - เอกสารรับรองที่ผ่านการอบรมด้านจริยธรรมในคนหรือด้านอื่นๆ ที่เกี่ยวข้อง version 1 dated 12 June 2024 - โครงการวิจัยฉบับเต็ม version 2 dated 5 July 2024 - ประวัติผู้วิจัยหลักและผู้วิจัยร่วม version 1 dated 19 June 2024 - แบบสอบถาม/สัมภาษณ์/บันทึกข้อมูล version 1 dated 19 June 2024 - เอกสารขออนุญาตอธิบายสำหรับผู้เข้าร่วมในโครงการวิจัย (แบบฟอร์ม AF 04-04) version 2 dated 5 July 2024 - เอกสารแสดงความยินยอมเข้าร่วมในโครงการวิจัย (แบบฟอร์ม AF 04-05) version 2 dated 5 July 2024	
	Signature  (Assoc. Prof. Dr. Somkiattiyos Woradet) Vice Chairperson Acting Chairperson	
Date of approval	: 8 July 2024	
Approval expire date	: 8 July 2025	
Approval is granted subject to the following conditions: (see back of this certificate)		3

RESEARCHER PROFILE

Name-Surname: Bair Pittpunt, PhD

Education:

PhD in Languages and Linguistics	York St John University, UK	2021
MA in English for Careers	Thammasat University	2014
BA in English	Prince of Songkla University	2005

Institution:

Faculty of Humanities and Social Sciences, Thaksin University
140 Kanchanawanit Road, Moo. 4, Khao Rup Chang Subdistrict, Mueang District,
Songkhla 90000
E-mail: bair.pittpunt@gmail.com

Interests:

Intercultural Communication, Intercultural Awareness (ICA), English as a Lingua Franca (ELF), English for Specific Purposes (ESP)

Publications:

- Sa-idi, A. & Pittpunt, B. (2024). Needs analysis of English skill and intercultural competence in intercultural communication of Thai student trainees at a Thai airport. *Southeast Bangkok Journal (Humanities and Social Sciences)*, 10(1), 67-81.
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