

A STUDY OF THAI UNIVERSITY STUDENTS' ATTITUDES TOWARDS
PRONUNCIATION MODELS IN ENGLISH AS A LINGUA FRANCA



A MASTER'S PROJECT

BY

NICHAPAT PHUSIT

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University

December 2017

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AN ABSTRACT
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This study aims to explore the attitudes of students towards English pronunciation models based on English as a *lingua franca*. The attitudes of the students towards their desired English pronunciation models and the pronunciation models of their interlocutors were also examined. The participants in this research were one hundred and forty six undergraduate students majoring in English. The data were collected during the second semester of the 2016 academic year. The research instrument was a questionnaire. The questionnaire elicited perceptions regarding the degrees of favor or disfavor among the students towards nine English pronunciation models, selected from three of Kachru's concentric circles and their attitudes towards their English pronunciation models. The findings of this study revealed that the participants had moderate attitudes towards their desired English pronunciation models and their English pronunciation models of their interlocutors. However, the participants had negative attitudes towards English as a *lingua franca*. In other words, the participants had highly positive attitudes towards American and British English pronunciation models. They also believed that maintaining their Thai English pronunciation model was not important. This may have resulted from the limited exposure of the participants to other varieties of English, entrenched native ideology, and the lack of awareness of the participants of other varieties of English.

การศึกษาทัศนคติของนิสิตไทยที่มีต่อแบบการออกเสียงภาษาอังกฤษในฐานะภาษากลาง



บทคัดย่อ
ของ
ฉัตรภัทร ภูษิต

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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สารนิพนธ์ฉบับนี้มีวัตถุประสงค์เพื่อศึกษาทัศนคติของนิสิตไทย ที่มีต่อแบบการออก
เสียงภาษาอังกฤษในฐานะภาษากลาง นอกจากนี้ยังศึกษาทัศนคติของนิสิตที่มีต่อความต้องการแบบ
การออกเสียงภาษาอังกฤษของตนเอง และแบบการออกเสียงภาษาอังกฤษของผู้ร่วมสนทนา
กลุ่มตัวอย่างของงานวิจัยนี้ คือ นิสิตระดับปริญญาตรีที่กำลังศึกษาในสาขาภาษาอังกฤษ จำนวน 146
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แบบสอบถามทัศนคติของนิสิต กลุ่มตัวอย่างทำแบบสอบถามเกี่ยวกับทัศนคติของตนเองที่มีต่อ
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ภาษาอังกฤษของกัษฐุ และทัศนคติของนิสิตที่มีต่อแบบการออกเสียงภาษาอังกฤษในฐานะภาษากลาง
ผลการวิจัยพบว่ากลุ่มตัวอย่างมีทัศนคติในระดับปานกลางต่อความต้องการแบบการออกเสียง
ของตนเอง และแบบการออกเสียงภาษาอังกฤษของผู้ร่วมสนทนา อย่างไรก็ตามกลุ่มตัวอย่างมี
ทัศนคติเชิงลบ ต่อแบบการออกเสียงภาษาอังกฤษในฐานะภาษากลาง เนื่องจากพบว่ากลุ่มตัวอย่างมี
ทัศนคติเชิงบวก ต่อการออกเสียงภาษาอังกฤษแบบอเมริกัน และแบบบริติช นอกจากนี้กลุ่มตัวอย่าง
มีความเห็นว่า ไม่มีความจำเป็นต้องคงการออกเสียงอังกฤษแบบไทยไว้ ซึ่งสาเหตุอาจเกิดจาก
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ที่มุ่งหวังให้เหมือนกับการออกเสียงภาษาอังกฤษแบบอเมริกันและบริติช โดยขาดความตระหนักว่า
ภาษาอังกฤษมีแบบการออกเสียงในหลากหลายรูปแบบแตกต่างกันไป

The master's project titled
“A Study of Thai University Students’ Attitudes towards
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Nichapat Phusit

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for the Master of Arts degree in English of Srinakharinwirot University.

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CHAPTER 1

INTRODUCTION

Background of the Study

Considered an international medium of communication, English is widely spoken around the world. Kachru (1985) classifies English-speaking countries into three concentric circles, based on the history, role, and status of English of the countries. The three concentric circles consist of the inner circle, the outer circle, and the expanding circle. The inner circle countries are countries where English is used as the first language. The outer circle countries are countries where English is used as the second language. The expanding circle comprises countries where English is used as a foreign language. Therefore, English is used in various ways among speakers of English from three different circles, based on the circumstances in which English is used (Schmitz, 2014).

However, due to the widespread use of English in the expanding circle countries in recent years, the function of English has shifted. There are more nonnative-nonnative communications than native-native or native-nonnative interactions (Crystal, 1997). English is now used as a lingua franca.

Jenkins (2006) explains that English as a lingua franca (ELF) is a “world language whose speakers communicate mainly with other non-native speakers, often from different L1s than their own” (as cited in Kaur, 2014, p. 215). Kirkpatrick (2007) defines English as a lingua franca as a medium of communication for people from different language backgrounds. Therefore, English is used as the common language in interaction between ELF members who are from diverse cultures and linguistic backgrounds (Berns, 2009; Smojver & Stanojević, 2013). For instance, within the Association of Southeast Asian

Nations (ASEAN) community, a Thai person and an Indonesian person may communicate with each other by using English as their common language (Kirkpatrick, 2007).

As a result of the widespread use of English, the role of ELF has challenged some of the underlying assumptions of English Language Teaching (ELT); for example, the concept of the varieties of English used in a pronunciation class. The spread of English has given rise to different varieties of the English language, which means that ELT can no longer be restricted to only one variety and favor either British English or American English as the primary target variety of instruction (Matsuda & Friedrich, 2012; Bhowmik, 2015). Moreover, according to EFL scholars (Jenkins, 2007; Walker, 2010), ELF allows its users to move away from a model targeting native speaker norm. They suggest that it is important for English language speakers to be able to adjust their communication to be intelligible to listeners from diverse linguistic backgrounds, rather than focusing on the desire to approximate a native speaker variety of English.

In Thailand, English has played an important role as the major foreign language in the curricula of educational institutions in Thailand (Saengboon, 2013), and has been set as a compulsory subject at the primary school level since 1996. Following the 1999 Education Act, Wongsothorn (2003) pointed out that in 2012 the National Education Curriculum placed English as “the forefront of national intellectual development” (as cited in Baker, 2012). As a result, English has become a subject that students at all levels of education are required to study nationwide.

As English is an important subject for Thai students, over the past decade, Thai students have been studying English with Thai teachers as well as foreign teachers from the inner circle, such as the United States of America, the United Kingdom, Australia, and from the outer circle countries, such as India, Singapore, and the Philippines. Jenkins

(2009) points out that English speakers in the expanding circle countries, such as Thailand, Korea, China, and Japan primarily learn English in order to communicate with speakers of English from the inner circle. Therefore, Thai students' learning goal is to acquire the inner circle countries-like pronunciation models.

Since the function of English has been shifted, English lessons in Thailand should not be restricted to only so-called native speaker varieties of English (Baker, 2012). This is because the majority of Thai speakers of English are expected to converse with speakers from different varieties of English. Moreover, Baker (2012) explains that English in Thailand has been used as the medium of communication “which links Thailand culturally, intellectually and commercially with other ASEAN countries and the rest of the world” (p.2). This means that it is essential to expose Thai students to different varieties of English, especially in teaching pronunciation. Therefore, in a pronunciation class, Thai students should not be restricted to one variety of English.

Statement of Problem

The widespread use of English has given rise to different varieties of English language. Hence, ELF scholars from different parts of the world have investigated the students' attitudes towards English language learning in various aspects; for instance, students' attitudes towards varieties of English. According to Friedrich (2000), “to understand the use of English in the expanding circle and, indeed, all over the world, researchers need to examine learners' and users' attitudes toward the language” (p. 222). Attitude is believed to be one of the crucial elements of language learning as it can influence students' success or failure in their learning (Rukh, 2014; Dehbozorgi 2012). Moreover, having the positive language attitudes allows learners to have the positive direction towards learning (Karahana, 2007).

Scholars (Kuar, 2014; Smojever & Stanojevic, 2013; Jindapitak & Teo, 2010; Suksiripakonchai, 2013) who were interested in studying students' attitudes towards varieties of English found that students tend to have positive attitudes towards native English speaker pronunciation models, which refer to either British or American English pronunciation models. They also found that the attitudes of English speakers in the expanding circle countries towards their own pronunciation model tended to be negative. For instance, Kuar (2014) examined the attitudes of Malaysian trainee teachers in ELF regarding native English speaker and non-native English speaker pronunciation models. The results showed that American and British English pronunciation models were more favorable and acceptable than other pronunciation models.

Similarly, Smojever and Stanojevic (2013) attempted to examine the identity constructions of international company employees, secondary school students, and university students in Croatia. The results showed that most of the participants wanted to learn English pronunciation in order to sound native-like.

In Thailand, Jindapitak and Teo (2010) investigated Thai students' attitudes towards English pronunciation models. They found that the inner circle pronunciation models especially British and American English pronunciation models were perceived to be more standard, authentic and intelligible than other pronunciation models. Besides, Limsuwanrote (2010) pointed out that speaking English with Thai pronunciation models were judged as speaking poor English (as cited in Jindapitak & Teo, 2010).

Furthermore, Suksiripakonchai (2013) found that Thai students preferred to study English with native English speakers and their English learning pronunciation goal was to acquire the native-like pronunciation model. Moreover, the results showed that Thai students believed that if they could speak like a native English speaker, they would have the correct English pronunciation model.

Since the presence of English as a lingua franca has challenged some of the assumptions of English language teaching, the main goal of learning English pronunciation should be focused on mutual intelligibility rather than acquiring an approximate native-like English pronunciation model (Matsuda & Friedrich, 2012; Rattanaphumma, 2013; Bhowmik, 2015). Consequently, Thai students' attitudes towards English pronunciation models should be re-examined, in order to gain more extensive insight into the field of English as a lingua franca in Thailand. However, there were only a few studies, which focused on Thai students' attitudes towards the emerging concept of English as a lingua franca in Thailand. Hence, this gap indicates a need to further investigate Thai university students' attitudes towards their desired English pronunciation models and other English varieties from an ELF perspective, in order to provide an understanding of Thai students' attitudes towards their preferences in English as a lingua franca communication. This is because the attitudes of Thai students towards their own pronunciation models affect students' pronunciation (Suksiripakonchai, 2015). Therefore, this study will investigate Thai university students' attitudes towards English as a lingua franca concerning their attitudes towards English pronunciation models.

Objectives of the Study

The objectives of the research are the following.

1. To study the attitudes of university students towards their desired English pronunciation models.
2. To examine the attitudes of university students towards their interlocutors' English pronunciation models.
3. To explore the attitudes of university students towards English as a lingua franca.

Research Questions

The research questions guiding this study are the following.

1. What are the attitudes of university students towards their desired English pronunciation models?
2. What are the attitudes of university students towards their interlocutors' English pronunciation models?
3. What are the attitudes of university students towards English as a lingua franca?

Significance of the Study

The results of this study would be beneficial for English teachers in Thailand. It allows English teachers to better understand students' attitudes towards their desired English pronunciation models and the emerging concept of English as a lingua franca in the Thai context. As for the English teachers, understanding the attitudes of students is important. According to Suksiripakonchai (2015), the attitudes of Thai students towards their own pronunciation models affect their pronunciation. Moreover, Thai students should learn, understand, and be exposed to many varieties of English pronunciation models that were more meaningful in the Thai context. Therefore, the findings also provide useful data for the teachers to consider exposing a wide range of pronunciation models to students in their class, which may help to enhance students' pronunciation. Besides, the findings of this study could be used for future researchers who are interested in the rise of ELF in Thailand.

Definition of Terms

The terms used specifically in this study were defined as follow:

English as a lingua franca (ELF) refers to the use of English as a medium of communication among speakers who have different first language (Jenkins, 2007; Seidlhofer, 2011). Specifically, in this study, it refers to the use of English among Srinakharinwirot University students.

Attitude refers to a positive or negative belief of Srinakharinwirot University students towards pronunciation models.

Pronunciation model refers to an accent used by Srinakharinwirot University students.

Scope of the Study

This study was focused on the attitudes of undergraduate students towards pronunciation models in English as a lingua franca. It was limited to the students majoring in English at the Faculty of Humanities, Srinakharinwirot University (SWU), Bangkok, Thailand. The participants were asked to complete a questionnaire.

Summary of the Chapter

Throughout this chapter, the background of the study was presented. Besides the explanation of this study, including the statement of the problem, the objectives of the study, the research questions, the significance of the study, the scope of the study, and the definition of terms used in this research were also discussed.

The rest of this research is organized as follows:

Chapter 2 presents the fundamental literature related to the study. It includes English as a lingua franca (ELF), the attitudes, teaching and learning English pronunciation in Thailand, and related research.

Chapter 3 presents research methodology, including population, participant selection, research instruments, questionnaire design, pilot study, data collection procedures, and data analysis.

Chapter 4 presents results of the study showing Thai university students' attitudes towards their desired English pronunciation models, their interlocutors' pronunciation models, and English as a lingua franca.

Chapter 5 summarizes the findings of this study and discusses the findings. Limitations of the study, implications of the study, and recommendations for further studies are also presented.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a brief review of the following topics: English as a lingua franca (ELF), attitudes, teaching and learning English pronunciation in Thailand, and related research.

English as a Lingua Franca (ELF)

According to Knapp and Meierkord (2002), the term ‘lingua franca’ was first used between the 15th and the 19th centuries to refer to a variety that was used on the South-Eastern coast of the Mediterranean (as cited in Jenkins, 2007). Malmkjer (1991) points out that a lingua franca is a pidgin language (as cited in Seidlhofer, 2001), which is “a language with no native speakers” (Wardhaugh, 2006, p.60). In other words, a pidgin language is not a native language of anyone; it is only a contact language (Wardhaugh, 2006). Therefore, a lingua franca is a contact language that serves as a means of communication among people whose first language is different (Jenkins, 2007; Seidlhofer, 2011).

Turning to English as a lingua franca (ELF), Seidlhofer (2011) describes ELF as “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (p.7). Today, ELF is used in a number of fields in which English is used as the mutual language of choice, such as science, politics, business and education.

ELF is different from other ELT terms. For example, Jenkins (2006) explains that ELF is different from English as a second language (ESL) because ELF is a local or contact language between national groups, while ESL is a language used within national

groups. Also, the concept of ELF is different from the concept of English as a Foreign Language (EFL) because it receives errors in a different way. In EFL, errors are any deviations from learning to be near-native competence. In ELF, on the other hand, the same errors may be considered as different variants (Jenkins 2006; Majanen, 2008).

However, it does not mean that an English variety based on ELF is inferior to other varieties. Seidlhofer (2011) claims that ELF is “different but not deficient” (p.120). She explains that ELF speakers have the ability to utilize unused possibilities of English such as morphology, syntax, and phraseology. Moreover, Jenkins (2007) suggests that ELF has its own unique advantages for its users, which are different from other terms. She explained:

ELF emphasizes the role of English in communication between speakers from different L1s...it suggests the idea of community as opposed to alienness; it emphasizes that people have something in common rather than their differences; it implies that ‘mixing’ languages is acceptable... and thus that there is nothing inherently wrong in retaining certain characteristics of the L1, such as accent. (Jenkins, 2007, pp. 3-4)

In her statement above, Jenkins implies that in the ELF interaction, holding onto some characteristics such as a pronunciation models, which reflects the language and culture of the speaker while speaking, is acceptable.

Besides, Hülmbauer, Böhringer, and Seidlhofer (2008), point out that within the ELF interaction, the ELF speakers are considered as users of the language. The main consideration is not how to use the language correctly, but how to use it effectively. Widdowson (2004) also claims that, “with the lingua franca proposal,... it enables its users to express themselves more freely, without having to conform to norms which represent the sociocultural identity of other people” (as cited in Jenkins, 2007, p.7).

Jenkins (2009) concludes that the speakers from the expanding circle in Asia such as China, Japan, Korea, and Thailand would benefit from this awareness; raising of the emerging role of ELF from the appropriate use of both code switching and accommodation strategies. As ELF can be regarded as a useful communicative instrument, it allows its users to be understood in international communication. This means that for Thai students, the presence of ELF will help them to develop strategies to adapt and accommodate to English in the Thai context, and allow them to be more confident in using English.

In this part of the literature review, the focus is on the history of English as a lingua franca and its significances. The next part of the literature review moves on to discuss the concept of attitudes.

Attitudes

Theorists (Oppenheim, 1982; Allport, 1935; Baker, 1992; Bem, 1968; Schwarz & Bohner; 2001; Eagly & Chaiken; 1993) have defined the concept of attitude in various ways. Oppenheim (1982) describes attitude as an inner mental component which is expressed through “beliefs, verbal statements or reactions... and in various other aspects of behaviour” (39). This definition is supported by Allport (1935), who defines attitude as “a mental and neural state of readiness” (p. 810). Moreover, Allport explains that attitude is organized through experience, and influenced by personal response to all related objects and situations. However, Baker (1992) posits attitude from a different perspective. He defines attitudes as hypothetical constructs, as they are used to describe the direction and existence of human behavior. On the other hand, Bem (1968) describes attitude as self-perceptions; people can realize their attitudes through observations of their own behavior (as cited in Baker, 1992). Schwarz and Bohner (2001) suggest that the

concept of attitude has been narrowed down to “its evaluative component” (p.2). They point out another definition of attitude from Eagly and Chaiken (1993); attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (p. 1). Because this research is focused on attitudes towards the English pronunciation model, an attitude here refers to the speakers’ positive or negative beliefs towards pronunciation models.

Scholars (Zhang & Hu, 2008; Stanojevic & Smojver, 2011; De Meerleer, 2012; Suksiripakonchai, 2015) reported that there are many factors that can have an influence on students’ attitudes.

According to the study of Stanojevic and Smojver (2011), gender plays a role in the attitudes of 1,461 Croatian university students towards ELF. In the study, female students were more willing to improve their pronunciation in order to sound like native speakers than male students. Moreover, female students were concerned about correctness in their pronunciation models when talking to native speakers more than male learners. It can be concluded that female students may have different attitudes towards English as a lingua franca than male students do.

Exposure to different varieties of the English language can also affect students’ attitude. Zhang and Hu (2008) investigated 30 Chinese postgraduate students’ attitudes towards English varieties by asking the participants to listen to the passage delivered by the speakers of three English varieties, which included American, British, and Australian. The results revealed that the learners had more positive attitudes towards the varieties of English to which they have mostly been exposed. Similarly, Natiladdanon and Thanavisuth (2014) found that Thai students have positive attitudes towards American English, British English, and Australian English because of their exposure to these

varieties. This means that the more students are exposed to different English varieties, the more they will have positive attitudes towards English as a lingua franca.

Another factor that can have an influence on students' attitudes is a culture of learning. Cortazzi and Jin (1996) defined the culture of learning as “frameworks of expectations, attitudes, values and beliefs about what constitutes good learning, about how to teach or learn” (p.169). Suksiripakonchai (2015) found that Thai students have more positive attitudes towards native English teachers rather than non-native speakers of English. This is because students' expectations in learning pronunciation is to have correct English pronunciation models; besides, they believe that learning English pronunciation taught by native English teachers allows them to have the correct English pronunciation model. Thus, student's expectations, values and beliefs of learning also affect students' attitudes.

With regard to language learning, studies of attitudes have gained attention since 1960's (Jenkins, 2007). Garner and Lambert (1972) suggested that attitudes have significant relationships with foreign language learning achievement. Several studies of attitude have focused on positive or negative outcome on language learning (De Meerleer, 2012). According to Rodriguez-Brown and Ruesta (1987), attitude is believed to be one of the crucial elements of language learning. Garret (2010) points out that, “people hold attitudes to language at all its levels: for example, spelling and punctuation, words, grammar, accent and pronunciation, dialects and languages” (2). As a result, attitude can influence students' success or failure in their learning. This means that students with positive attitudes towards the language they are learning tend to do better than students with negative attitudes (Rodriguez-Brown & Ruesta 1987; Karahan, 2007).

In this part of the literature review, the theory of attitudes, factors that can affect students' attitudes and the significance of studying students' attitudes are discussed. The

next part of the literature review moves on to review about teaching and learning English pronunciation in Thailand.

Teaching and Learning English Pronunciation in Thailand

Since 1996, English has been set as a compulsory subject for all primary schools in Thailand, due to the significance of English as the major foreign language in the curricula of the educational institutions of Thailand (Saengboon, 2013). In general, most English lessons conducted in Thailand follow a traditional teaching model based on the inner circle teaching norms, namely British or American English teaching norms. This is supported by Baker (2012), who explained that the evaluation and measurement of English language teaching in Thailand are conducted based on the inner circle countries' baseline; thus, it has become the major model of English teaching.

Similarly, Lindermann, Lizenberg, and Subtirelu (2014) stated that the direction of teaching English to second language learners is affected by its assessment, which is based on the first language norms. They point out that, "if the learners are to be tested on inner circle-based standards, then teachers report that the inner circle standards are what need to be taught" (p.179). Consequently, these teaching norms affect the main goal of teaching English in Thailand. For instance, as far as pronunciation is concerned, Thai students' pronunciation aim is to master or approximate native-like pronunciation model. However, Suksiripakonchai (2013) suggests that the native-like pronunciation models may not be appropriate as the only standard pronunciation model for Thai students to follow. This is because the different phonological systems between English and Thai language can affect students' English pronunciation performance.

Besides, it can be said that the inner circle teaching norm plays a significant role in influencing Thai students' attitudes towards their use of English; for example, in

choosing their pronunciation model. Scholars (Jindapitak & Teo, 2013; Snodin & Young, 2015) have found that Thai students preferred learning and using American English and British English over Thai English or any other varieties of English. Moreover, Walker (2010) claims that, “most learners of English will assume that the only meaningful goal is native-like pronunciation” (61). To be precise, the inner circle teaching norms affect students’ attitudes towards their use of English and their ultimate goal of learning English in Thailand.

Although Thai students have been learning English for many years, Thai educators indicate that Thai students’ English pronunciation performance is unsatisfactory. Kanoksilapatham (2013) claims that the major reason causing Thai students’ English pronunciation problems is that they have insufficient exposure to the English language. Moreover, there are other factors related to teachers and learners, as well as the different language systems between Thai and English language. Kanoksilapatham (2013) also points out that as far as pronunciation is concerned, the ultimate goal of teaching English in Thailand is to “enable learners to master, or approximate, native-like pronunciation” (p.127). However, in a globalized society and in reality, Thai students do not only communicate with speakers from the inner circle but also from the outer circle and the expanding circle countries. Therefore, for English teaching in Thailand, intelligibility should be encouraged as the students’ learning goal, as opposed to acquiring native-like pronunciation. Moreover, Thai students should have more opportunities to be exposed to various varieties of English, rather than one specific variety of English.

In this part of the literature review, the focus lies on learning and teaching English pronunciation in Thailand. The next part of the literature review will look at previous studies conducted by the researchers who are interested in the topic about ELF.

Related Research

Over the past decade, many researchers have conducted research on ELF in several ways. These include the nature of ELF (Jenkins 2007, 2009), characteristics of ELF pronunciation (Deterding & Kirkpatrick, 2006), pragmatic strategies used by ELF users (Cogo, 2012), and the attitude towards ELF of ELF users (Smojver & Stanojević 2013; Kuar, 2014; Sung, 2016; Jindapitak & Teo, 2012; Kanoksilapatham, 2013) which is the focus of this study.

Scholars of different linguistic backgrounds and contexts who are interested in the attitudes of English speakers have found that the attitudes of non-native English speakers in the expanding circle countries towards their own pronunciation models was negative (Smojver & Stanojević, 2013; Kuar, 2014). Moreover, it has been found that the native English speaker pronunciation models are preferred over non-native English speaker pronunciation models (Jindapitak & Teo, 2012; Kanoksilapatham, 2013; Sung, 2016).

Smojver and Stanojević (2013), for example, studied the identity constructions of 622 participants, including international company employees, secondary school students, and university students. The participants were given a questionnaire asking their attitudes towards their own regional Croatian pronunciation models, English pronunciation models, and their personal information. The questionnaire was written in Croatian. The results showed that the participants did not mind having a foreign pronunciation model (Croatian pronunciation model) when they were talking to native and non-native English speakers. However, 61% of the participants wanted to learn English pronunciation in order to speak like a native speaker. Interestingly, the results also revealed that employees preferred talking to non-native speakers of English rather than to native English speakers. This is because they felt that native speakers of English judged their

pronunciations as ‘bad pronunciation model’. However, the researchers concluded that there were some indicators that participants were willing to accept the reality of ELF.

In Malaysia, Kuar (2014) examined the belief towards ELF and the attitude towards native English speakers and non-native English speakers pronunciation models. All of the participants were trainee teachers in a public university in Malaysia. He used the questionnaire, which was adopted from Jenkins (2007) in his study. He found that the native English speaker pronunciation models took precedence over the non-native English speaker pronunciation models. The native English speaker pronunciation models, especially the American and British English models, were more favorable and viewed as standard than other pronunciation models from the non-native English speaker models.

In Hong Kong, Sung (2016) investigated the relationship between pronunciation model and identity in English as a lingua franca communication. The participants were 18 Chinese undergraduate students majoring in English. All participants were studying at a university in Hong Kong. He used the in-depth semi-structured interviews. The findings revealed mixed results, as 13 of the participants preferred speaking English with the native-English speaker or native-like pronunciation model, while five of them preferred retaining their local pronunciation model. However, the findings of the study also suggested that, in ELF communication, the main reasons affecting participants’ pronunciation model preferences were identity and intelligibility.

In Thailand, Jindapitak and Teo (2012) investigated the attitudes of university students towards an awareness of varieties of English. The participants were 52 Thai third-year English major students studying at a southern university in Thailand. The participants were asked to complete the questionnaire by rating the speakers from six varieties and guessing the speakers’ country of origin in order to find the participants’

attitudes towards and their ability to recognize varieties of English. The results showed that Thai students had a more positive attitude towards the inner circle countries, American English and British English, than other varieties of English, such as Japanese English, Thai English, Indian English and Filipino English. American English was rated as “impressive”, “competent” and “educated” while British English was rated as “generous” and “smart”(p. 90-91). However, the participants had difficulty identifying varieties of English. The findings showed that the participants lacked awareness in recognizing varieties of English.

Kanoksilapatham (2013) studied the attitudes of 387 public university students in Thailand. The participants were first and second year students who had not yet chosen their majors and minors. The participants were asked to complete a three-part questionnaire consisting of the participants’ personal information, the respondents’ English pronunciation experience, and the participants’ attitudes towards varieties of English pronunciation. The questionnaire was written in Thai. Findings showed that the participants preferred the native speaker norms more than other varieties of English. Kanoksilapatham’s findings were related to Jindapitak and Teo’s (2012) findings that most participants believed that having native-like pronunciation model allowed them to be superior to students who do not have native-like pronunciation model.

Suksiripakonchai (2013) investigated 20 Thai university students’ attitudes towards native and non-native English speakers. The participants were asked to listen to recordings made by ten speakers from six nationalities. The students’ attitudes were obtained through the questionnaire. Results showed that students had positive attitudes towards native English teachers and felt more comfortable studying English pronunciation with native speakers of English. Moreover, students agreed that the native speaker’s pronunciation models held more prestige than non-native speaker’s

pronunciation models, and 75% of them would like to sound like a native speaker of English. However, there were students who did not mind having non-native speaker pronunciation models; although, it was less popular. The researcher concluded that it was because most of the students were more interested in having successful communication rather than trying to have native speaker of English-like pronunciation model.

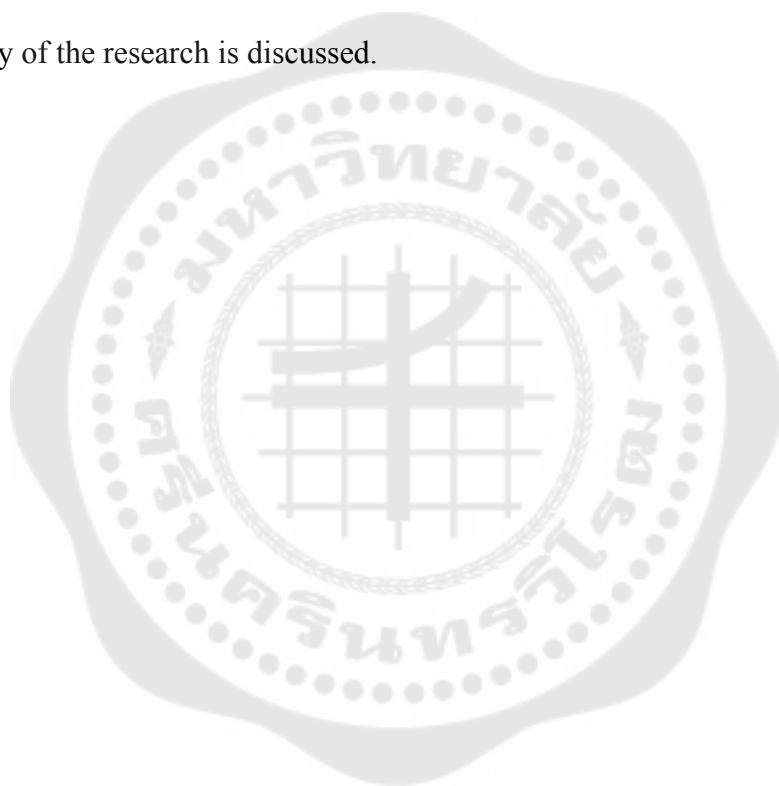
Despite the fact that many studies in Thailand revealed results that support the concept of native pronunciation models, a study done by Rattanaphumma (2013) supported the concept of non-native models. She conducted the se-mi structure interview research investigated 11 undergraduate students whose English was not their first language. The participants were studying at an international university in Thailand. They comprised eight nationalities, which were Thai, Burmese, Zimbabwean, Korean, Bhutanese, Nepalese, Indian and Sri Lankan. All of the participants were first year students. The study revealed that, although some of the participants had a strong desire for having a native speaker pronunciation model, they all had positive attitudes towards their own English pronunciation model and they liked their own English usage. Moreover, the participants were more interested in having successful communication with their non-native English peers rather than focusing on the correctness or standard of the language. Besides, they respected both their own English and other varieties of English used by their L2 peers. The researcher concluded that the mutual intelligibility had played a significant role in communication purposes; therefore, intelligibility should be focused on in language teaching and learning in Thailand.

In conclusion, although the results of previous research studies show that native-like and the inner circle-like pronunciation model plays a critical role in students when choosing pronunciation models, more recent study is needed. Thus, the purposes of this study are to examine the attitudes of students towards their desired English pronunciation

models, and their interlocutors' pronunciation models in order to explore what attitudes Thai students have towards English as a lingua franca.

Summary of the Chapter

Throughout the chapter, various topics are discussed including the history of English as a lingua franca, theory of attitudes, teaching and learning English pronunciation in Thailand, and the previous research studies. In the next chapter, methodology of the research is discussed.



CHAPTER III

METHODOLOGY

This study was quantitative research. It employed the survey research method. The data of this study was obtained through a questionnaire. This study examined the attitudes of university students towards English as a lingua franca. It also studied the attitudes of university students towards their desired English pronunciation models and their interlocutors' English pronunciation models.

Population

The population for this study was undergraduate students majoring in English who enrolled in the second semester of the 2016 academic year at the Faculty of Humanities, Srinakharinwirot University, Thailand. The reasons for choosing students majoring in English were that English major students were prone to being frequent users of English or future English teachers. Moreover, they had a chance to experience different varieties of English. Thus, their attitudes towards English pronunciation models provided extensive insight into the field of English as a lingua franca. The total number of students according to University Operation Center was 288 by grade level as shown in Table 1.

Table 1

Numbers of Population

Year of study	Number of students
First year	76
Second year	64
Third year	82
Fourth year	66
Total	288

Participant Selection

The participants were the undergraduate students majoring in English at Srinakharinwirot University (SWU) in the second semester of the 2016 academic year. The selected participants were calculated by using Yamane's formula (Yamane, 1967) in order to be used as the representative of population. Thus, the participants of this study were 168 students.

Research Instruments

The instrument of this study was a questionnaire. According to McMillan and Schumacher (1989), questionnaires are widely used as a technique to elicit and collect responses, beliefs or attitudes. In this research, the questionnaire was in English and adopted a five-point Likert scale system. It comprised three parts; the first part elicited personal information of the participants, which included sex, and year of study, while the second and the third part of the questionnaire were focused on the participants' attitudes towards ELF.

The first part of the questionnaire consisted of four items designed to ascertain background information of students concerning factors such as gender, age, and educational background and experience.

The second part of the questionnaire was researcher-made. It comprised 18 items dealing with students' degrees of favor or disfavor towards English pronunciation models selected from three Kachru's concentric circles. A Likert scale, ranking from 1-5, was used to reflect participants' levels of agreement with a list of statements. The mean value was classified into: 5) strongly agree, 4) agree, 3) neutral, 2) disagree, 1) strongly disagree.

The third part of the questionnaire adapted questions from Risan (2014). It consisted of seven multiple-choice questions, two simple yes/no questions and one open-ended question relating to the students' attitudes towards English pronunciation models.

Questionnaire Design

The questionnaire was designed in order to investigate the attitudes of Srinakharinwirot University students towards English as a lingua franca as the following procedures; first, the researcher studied the theory of English as a lingua franca and attitudes. Second, the researcher defined the technical terms used in this study and constructed the questionnaire in accordance with the technical terms for the study. After the questionnaire was completed, the content validity of the questionnaire was checked by three specialists. Fourth, the researcher conducted a pilot study with the students who were not the participants of the study in order to check the discriminant of the questionnaire. Fifth, the researcher tried out the questionnaire to check the reliability. Finally, the researcher made changes before employing the questionnaire with the participants of the study.

Pilot Study

To determine the reliability, the questionnaire was tried out with the students who are not the participants of this study. The questionnaire was analyzed using the reliability coefficient Cronbach's alpha (Cronbach, 1951). The reliability of the questionnaire was 0.94. Since Cronbach's alpha value was higher than 0.7, the questionnaire was statistically reliable to evaluate students' attitudes towards their desired English pronunciation models, their interlocutors' English pronunciation models, and their attitudes towards English as a lingua franca.

Data Collection Procedures

The data analysis in this study was quantitative data analysis. The data from the questionnaire was collected to respond to three research questions: 1) What are the attitudes of university students towards their desired English pronunciation models? 2) What are the attitudes of university students towards their interlocutors' English pronunciation models? And 3) What are the attitudes of university students towards English as a lingua franca? The data was administered in the second semester of the 2016 academic year, and the participants were asked to complete the questionnaire.

Data Analysis

1. The data from the questionnaire was analyzed by using the Statistical Package for Social Sciences (SPSS/PC) program by frequency, percentage, mean scores, and standard deviations.
2. The frequency and percentage were used to explain participants' personal information while the mean scores and standard deviations were used to analyze participants' attitudes and beliefs.

The five point rating scale is scored as shown below:

Opinion		Score
Strongly Agree	=	5
Agree	=	4
Uncertain	=	3
Disagree	=	2
Strongly Disagree	=	1

The level of participants' attitudes is determined by using the following criteria.

Mean scores	Level
0-.99	highly negative
1.00-1.99	negative
2.00-2.99	moderate
3.00-3.99	positive
4.00-4.99	highly positive

3. The data from the open-ended question were analyzed using the content analysis technique.

Confidentiality of the Participants

The participants were informed that either their names or their personal data would not appear in the study and in data analysis. Besides, the participants were aware that the questionnaire was part of this research, and they were willing to complete. Immediately after the study was completed, all information was destroyed.

Summary of the Chapter

This chapter presented research methodology. The population, participant selection, research instruments, questionnaire design, pilot study, data collection procedures, and data analysis were discussed. Chapter 4 presents the results of the study.

CHAPTER IV

FINDINGS

The main objective of the study was to explore the attitudes of university students towards English as a lingua franca. The selected participants of the study were 168 university students, who were majoring in English at Srinakharinwirot University (SWU), Bangkok. Data from this study were obtained through the questionnaire. This study also examined the attitudes of university students towards their desired English pronunciation models, as well as students' attitudes towards their interlocutors' English pronunciation models.

This chapter presents the results of the study. The data collected from 146 returned questionnaires were presented as mean scores, standard deviations, and percentages shown in the tabular forms along with the explanations.

The Statistical Package for Social Science (SPSS) was used to analyze the data derived from the questionnaire. The data were analyzed to determine the attitudes of students towards their desired English pronunciation models, their interlocutors' English pronunciation models, and English as a lingua franca.

The participants' rating scores from the second part of the questionnaire were analyzed and calculated using descriptive statistics. The mean scores of the participants were interpreted, using the criteria explained in chapter three in order to answer Research Question 1 and 2.

The participants' responses derived from the third part of the questionnaire were analyzed by using the content analysis technique and calculated using descriptive statistics. The findings were presented as percentages in order to answer Research Question 3.

The following section presents background information of the participants.

Table 2

Background Information of the Participants

Items	<i>n</i> = 146	Percentage (%)
Gender		
Female	120	82.2
Male	26	17.8
Year of Study		
First Year	34	23.3
Second Year	30	20.5
Third Year	46	31.5
Fourth Year	36	24.7
Experience Spending Time in English Speaking Countries		
Yes	25	17.1
No	121	82.9

According to Table 2, the data from the Personal Information Questionnaire of the participants showed that the majority of the sampled participants were female (82.2%) and only 17.8% were male. In terms of year of study, most participants were in the third year (31.5%), followed by the fourth year (24.7%), the first year (23.2%), and the second year (20.5%). The participants were between 17-23 years old. Furthermore, in terms of the participants' experiences of spending time in an English speaking country, the majority of the participants had not had this experience before (82.9%). However, 17.1% of the participants responded that they had spent between one and three months in English speaking countries, which were the United States of America, the United Kingdom, New Zealand, and Singapore.

The following section presents the findings for Research Question 1: What are the attitudes of university students towards their desired English pronunciation models?

According to the criteria explained in chapter three, the results showed that the students had moderate attitudes towards English pronunciation models with the mean score of 2.47. Table 3 presents students' attitudes towards their desired English pronunciation models.

Table 3

Students' Attitudes towards Their Desired English Pronunciation Models

Item	Statement	<i>n</i> = 146		
		<i>M</i>	<i>SD</i>	Level
1	I want to speak like American English	4.41	0.852	Highly positive
2	I want to speak like British English	4.16	0.952	Highly positive
3	I want to speak like Australian English	2.90	1.122	Moderate
4	I want to speak like Singaporean English	2.08	1.034	Moderate
5	I want to speak like Philippine English	1.79	1.003	Negative
6	I want to speak like Indian English	1.55	0.933	Negative
7	I want to speak like Thai English	2.06	1.017	Moderate
8	I want to speak like Chinese English	1.57	0.694	Negative
9	I want to speak like Korean English	1.68	0.843	Negative
Total		2.47	0.94	Moderate

According to Table 3, the total mean score of students' attitudes towards the English pronunciation model was 2.47 with the standard deviation of 0.94. It indicated that students had moderate attitudes towards their desired English pronunciation models. The highest mean score was in item No. 1 ($M = 4.41$, $SD = 0.85$). It showed that the students had highly positive attitudes towards American English pronunciation models. The lowest score fell onto item No. 6 ($M = 1.55$, $SD = 0.93$). It indicated that students had negative attitudes towards the Indian English pronunciation model.

The following section presents findings for Research Question 2: What are the attitudes of university students towards their interlocutors' pronunciation models?

The results indicated that the students had moderate attitudes towards their interlocutor's English pronunciation models with the mean score of 2.88. Table 4 presents students' attitudes towards their interlocutors' English pronunciation models.

Table 4

Students' Attitudes towards Their Interlocutors' English Pronunciation Models

Item	Statement	<i>n</i> = 146		
		<i>M</i>	<i>SD</i>	Level
1	I enjoy listening to American English	4.71	0.694	Highly positive
2	I enjoy listening to British English	4.40	0.843	Highly positive
3	I enjoy listening to Australian English	3.32	1.180	Positive
4	I enjoy listening to Singaporean English	2.55	1.169	Moderate
5	I enjoy listening to Philippine English	2.26	1.089	Moderate
6	I enjoy listening to Indian English	1.99	1.186	Negative
7	I enjoy listening to Thai English	2.72	1.213	Moderate
8	I enjoy listening to Chinese English	1.93	1.048	Negative
9	I enjoy listening to Korean English	2.06	1.128	Negative
Total		2.88	1.06	Moderate

From Table 4, a total mean score of student's attitudes towards their interlocutors' pronunciation model was 2.88 with the standard deviation of 1.06. It revealed that students had moderate attitudes towards the interlocutors' pronunciation models. The findings also revealed that the highest mean score fell into item No. 1 ($M = 4.71$, $SD = 0.69$). It indicated that the students had positive attitudes towards interlocutors' American English pronunciation models at a highly positive level. The lowest score was in item No. 8 ($M = 1.93$, $SD = 1.04$). It revealed that students had negative attitudes towards their interlocutors' Chinese English pronunciation models.

The following section presents the findings for Research Question 3: What are the attitudes of university students towards English as a lingua franca?

In order to gain students' attitudes towards English as a lingua franca, the students had to answer one open-ended question, two simple yes/no questions and seven multiple-choice questions in the third part of the questionnaire. Table 5 to Table 14 illustrate students' attitudes towards English as a lingua franca.

Table 5

Students' Preferences of English Pronunciation Models

Please list the three English pronunciation models that you like the most?	n=146	Percentage (%)
The First Favorite English Pronunciation Model		
American English	94	64.4
British English	48	32.9
Thai English	4	2.7
The Second Favorite English Pronunciation Model		
American English	46	31.5
British English	90	61.6
Australian English	5	3.4
Thai English	1	0.7
Other	4	3.4
The Third Favorite English Pronunciation Model		
American English	3	4.8
British English	7	4.8
Australian English	86	58.9
Thai English	24	16.4
Other	26	17.8

According to Table 5, the students were asked to list their three favorite English pronunciation models. The results showed that American English (64.4%) was listed in the first place, which indicated that American English was the students' favorite English pronunciation model. The British English (61.6%) was listed as the students' second

favorite English pronunciation model. Lastly, Australian English (58.9%) was listed as the students' third favorite English pronunciation model.

Table 6

Students' Aims for English Pronunciation Models

Which English pronunciation models are you aiming at when you speak English?	<i>n</i> = 146	Percentage (%)
American English	99	67.8
British English	41	28.1
Thai English	1	3.4
Other	5	0.7

As shown in Table 6, the majority of students were in favor of aiming to have American English pronunciation models (67.8%), British English (28.1%), and Thai English (3.4%). However, there were students who responded that they aimed to have another English pronunciation model (0.7%), which was the Indian English pronunciation model.

Table 7

Students' Satisfaction with Their English

Are you satisfied with your English?	<i>n</i> = 146	Percentage (%)
Very satisfied	13	8.9
Quite satisfied	65	44.5
Not very satisfied	61	41.8
Unsatisfied	7	4.8

Table 7 shows students' satisfaction with their English. The results indicated that the students were quite satisfied with their English (44.5%), followed by very satisfied

(8.9%). However, the students also responded that they were not very satisfied (41.8%) and unsatisfied (4.8%) with their English.

Table 8

Students' Attitudes towards Speaking English to Sound Native-Like

Would you like to sound more “native-like” when you speak English?	<i>n</i> = 146	Percentage (%)
Yes	139	95.2
No	7	4.8

According to Table 8, the results clearly revealed that the students would like to sound more “native-like” when they were speaking English (95.2%). However, some of the students responded that they would not want to sound like a native speaker when they were speaking English (4.8%).

Table 9

Students' Attitudes towards English Pronunciation Models That Should Be Favored When Teaching English in Thai Schools

Which accent should be favored when teaching English in Thai schools?	<i>n</i> = 146	Percentage (%)
American English	121	82.9
British English	23	15.8
Thai English	2	1.4

As shown in Table 9, the majority of the students thought that the American English pronunciation model (82.9%) should be prioritized when teaching English in Thai schools, followed by British English (15.8%) and the Thai English pronunciation model (1.4%).

Table 10

Students' Attitudes towards Maintaining Their Thai English Pronunciation Model

To what extent do you think it is important to maintain your Thai accent in your English?	<i>n</i> = 146	Percentage (%)
Very important	17	11.6
Slightly important	53	36.3
Not important	76	52.1

According to Table 10, the students thought that it was not important to maintain their Thai English pronunciation model in their English (52.1%), followed by slightly important (36.3%), and very important (11.6%) to maintain their Thai pronunciation model in their English.

Table 11

Students' Attitudes towards Their Thai Origin Being Recognized through Their Use of English

Would you mind if people were to recognize the Thai origin through your English?	<i>n</i> = 146	Percentage (%)
Yes very much	3	2.1
Slightly	60	41.1
Not at all	83	56.8

The findings from Table 11 showed the students' attitudes towards being recognized their Thai origin through their English usage. The results showed that the students thought that they would not mind (56.8%), followed by they would slightly mind (41.1%), and they would mind very much (2.1%) if people were to recognize their Thai origin through their use of English.

Table 12

*Students' Attitudes towards Their Future Pupils' Aim of Having English Pronunciation**Models*

What kind of English accent would you encourage your future pupils to aim at?	<i>n</i> = 146	Percentage (%)
American English	97	66.4
<u>The reason</u>		
Universal	27	27.84
Intelligible	69	71.13
Standard	1	1.03
British English	43	29.5
<u>The reason</u>		
Universal	1	2.3
Intelligible	9	20.9
Standard and original	33	76.7
Thai English	1	0.7
<u>The reason</u>		
Depend on students	1	100
Other	5	3.4
<u>The reason</u>		
Depend on students	5	100

The findings from Table 12 showed that the students thought that they would encourage their future pupils to aim for American English pronunciation models (66.4%). This was because they thought that the American English pronunciation models were intelligible. However, the students also would encourage British English pronunciation model (29.5%). This was because they believed that British English was standard and original English pronunciation model. Furthermore, the students answered that they would encourage other English pronunciation models (3.4%) and the Thai English pronunciation model (0.7%) to their future pupils because they thought that it depended on their future pupils to choose their own pronunciation models.

Table 13

Students' Attitudes towards Whether a Native Speaker of English Teaching English

Would Make a Better English Teacher in Thai Schools Than a Thai English Teacher

To what extent do you think a native speaker of English would make a better English teacher in Thai schools than a Thai English teacher?	<i>n</i> = 146	Percentage (%)
Much better	75	51.4
<u>The reason</u>		
Promoting students' speaking skills	69	92
Promoting students' listening skills	2	2.7
Gaining more knowledge	4	5.3
Somewhat better	66	45.2
<u>The reason</u>		
Promoting students' speaking skills	41	62.1
Promoting students' listening skills	1	1.5
Gaining more knowledge	3	4.6
Depend on teachers	21	31.8
Not at all	5	3.4
<u>The reason</u>		
Thai English teachers understand Thai students	3	60
Gaining less knowledge	2	40

According to Table 13, some of the students thought that a native speaker of English would make a much better English teacher for Thai schools than a Thai English teacher (51.4%). They provided reasons that learning with a native speaker of English would promote their English speaking skills (92%), promote their listening skills (2.7%) and that they would gain more knowledge (5.3%).

Other students thought that it would be somewhat better to learn English with a native speaker of English (45.2%). Although the students thought that it was dependent on teachers (31.8%), they believed that learning with a native speaker of English would promote their English speaking skills (62.1 %), enhance their listening skills (1.5%), and they would gain more knowledge (4.6%).

However, there were the students who thought that learning with a native speaker of English would not be better at all (3.4%). This was because they believed that a Thai English teacher would understand Thai students better than a native speaker of English teacher (60%) and they would gain less knowledge when learning with a native speaker of English teacher (40%).

Table 14

Students' Learning Experience in English as a Lingua Franca, Global English, and World Englishes

As a university student, have you ever studied topics such as English as a lingua franca, Global English or World Englishes?	<i>n</i> = 146	Percentage (%)
Yes	41	28.1
No	57	39
Never heard of these concepts	48	32.9

The Table 14 showed that the majority of the students had never studied the topics of English as a lingua franca, Global English or World Englishes (39%) and had never heard of these concepts (32.9%). However, there were students who responded that they had studied of these topics (28.1%).

Summary of the Chapter

This chapter presented the results of the study in response to the three research questions. The data from the questionnaire has been reported. The findings from the background information of the participants and the results of the questionnaire were also

presented. The next chapter summarizes the results of the study, followed by discussion, implications of the study and the recommendation for further studies.



CHAPTER V

CONCLUSION AND DISCUSSION

The main purpose of the study was to explore the attitudes of Thai university students towards pronunciation models in English as a lingua franca. In addition, the study investigated students' attitudes towards their desired English pronunciation models and their interlocutors' English pronunciation models. This chapter presents a summary of the research followed by the discussion of the findings. In the last section, the limitations of the study, the implications of the study, and the recommendations for further studies are also provided.

Summary of the Research

This study was conducted (a) to study the attitudes of university students towards their desired English pronunciation models, (b) to examine the attitudes of university students towards their interlocutors' English pronunciation models, and (c) to explore the attitudes of university students towards pronunciation models in English as a lingua franca. The population of the study was 288 undergraduate students majoring in English at the Faculty of Humanities, Srinakharinwirot University. These students were enrolled in the second semester of the 2016 academic year. The participants were 168 students. Selection was based on the calculation of the Yamane's formula (Yamane, 1967) to be used as the representative of the entire population. The instrument used in this study was a questionnaire on students' attitudes towards their desired English pronunciation models, their interlocutors' English pronunciation models, and pronunciation models in English as a lingua franca. The data obtained from 146 returned questionnaires were statistically analyzed in frequency, percentage, mean scores, and standard deviations.

Summary of the Findings

The first research question was to investigate the attitudes of university students towards their desired English pronunciation models. The analysis of the data indicated that students had moderate attitudes towards their desired pronunciation models. In addition, the results revealed that the students had moderate attitudes towards the Thai English, Australian English and Singaporean English pronunciation models. However, students had highly positive attitudes towards American English and British English pronunciation models. Moreover, the results showed that the students had negative attitudes towards Philippine English, Indian English, Chinese English and Korean English pronunciation models.

The second research question was to examine students' attitudes towards their interlocutors' English pronunciation models. The results of the questionnaire revealed that students had moderate attitudes towards their interlocutors' English pronunciation models. Additionally, it showed that students had moderate attitudes towards their interlocutors' Thai English, Philippine English, and Singaporean English pronunciation models. Furthermore, the students had negative attitudes towards Indian English, Chinese and Korean English pronunciation models. However, it showed that the students had highly positive attitudes towards their interlocutors' American English, and British English pronunciation models. They also had positive attitudes towards their interlocutors' Australian English pronunciation models.

The third research question was to explore students' attitudes towards English as a lingua franca. In terms of students' preferences in English pronunciation models, the findings showed that the majority of the students preferred American English, British English and Australian English pronunciation models, because they listed these models as their first three favorite English pronunciation models. Moreover, the students were in

favor of aiming to have American English as their English pronunciation model. They also believed that American English pronunciation models should be used when teaching English in Thai schools. Furthermore, the majority of students would encourage their future pupils to have American English pronunciation models. They provided reasons that the American English pronunciation model was intelligible. In terms of students' attitudes towards their own English usage, the results showed that the students were quite satisfied with their English. Besides, they would not mind if their Thai origin was recognized through their use of English. On the other hand, it showed that the majority of the students aimed to sound native-like when speaking English. They also thought that maintaining their Thai English pronunciation model was not important. Moreover, the findings showed that English as a lingua franca was not widely known among students. Therefore, it can be concluded that the results of the questionnaire indicated that the Thai university students had negative attitudes towards pronunciation models in English as a lingua franca.

Discussion

The following discussion is presented to discuss the findings of the first research question:

1. What are the attitudes of university students' towards their desired English pronunciation models?

The overall mean score of the students showed that the students had moderate attitudes towards English pronunciation models. Moreover, the results revealed that they had moderate attitudes towards their Thai English pronunciation model. This was consistent with the study of Trakulkasemsuk and Prakaiborisuth (2015), who investigated the attitudes of Thai university towards ASEAN English pronunciation models and found

that Thai university students also had moderate attitudes towards the Thai English pronunciation model.

Besides, the findings showed that students had highly positive attitudes towards American English and British English pronunciation models. This means that the students had positive attitudes towards the inner circle pronunciation models. Moreover, it was clear that the students preferred the inner circle varieties of English pronunciation models over other English pronunciation models. This was because the results showed that Thai students had negative attitudes towards other English pronunciation models in the outer circle and the expanding circle, which were Philippine English, Indian English, Chinese English and Korean English. As the students preferred having the inner circle-like pronunciation; they produced highly positive attitudes towards American English and British English pronunciation models, and high positive attitudes towards Australian English pronunciation model. The findings of this study were in line with the study of Jindapitak and Tao (2012) as they found that Thai university students had positive attitudes towards the inner circle countries English pronunciation models more than other varieties of English. In addition, the findings of the Kuar's (2014) study supported the findings of this study that the American English and British English pronunciation models had precedence over other English pronunciation models.

One possible conclusion can be drawn from the findings; that is, the inner circle-like pronunciation models continue to play an important role on students' attitudes towards English pronunciation models and their use of English. However, Jenkins (2003) argued that holding positive attitudes towards the inner circle was unrealistic for Asian English users because "it would be unrealistic to expect Asians to develop native-like communication competence in English" (Jenkins, 2003, p.198). Therefore, as English is now used as a lingua franca, the students' attitudes towards their desired pronunciation

models should be based not only on the inner circle English varieties, but on all English varieties as well.

The following discussion is presented to discuss the findings of the second research question:

2. What are the attitudes of university students towards their interlocutors' English pronunciation models?

Regarding the overall mean score of the second research question, the students had moderate attitudes towards their interlocutors' English pronunciation models. It was found that students had highly attitude towards their interlocutors' American English and British English; high attitude towards their interlocutors' Australian English; moderate attitude towards their interlocutors' Thai English, Philippine English, and Singaporean English; and negative attitude towards their interlocutors' Chinese English, Korean English, and Indian English pronunciation models.

Based on the findings, it can be concluded that the students' exposure to the language played an important role in students' attitude towards their interlocutors' English pronunciation models (Jindapitak & Tao, 2012). This was because the findings showed that the Thai university had a negative attitude towards their interlocutors' Chinese English, Korean English, and Indian English pronunciation models. According to Baker (2012), the traditional teaching model based on the inner circle teaching norms, which influenced on the English teaching in Thailand; therefore, the majority of Thai students are mainly exposed to American English and British English because these two varieties are preferred. Hence, Thai students lacked exposure to different English varieties of pronunciation models (Jindapitak & Tao, 2012). As they were unfamiliar

with Chinese English, Korean English, and Indian English pronunciation models, they produced negative attitudes towards these three English varieties.

Additionally, the findings also showed that Thai students had moderate attitudes towards their interlocutors' Singaporean English and the Philippine English pronunciation models. This was because Thai students had a chance to study English with English teachers from Singapore and the Philippines. Accordingly, in 2012, the Thai Ministry of Education Secretary, Sasithara Pichaichanarong, claimed that the foreign English teachers in Thailand should only be employed from five countries from the inner circle, which were the United States of America, Canada, the United Kingdom, Australia, and New Zealand; also three countries from the outer circle countries, which were Singapore, India, and the Philippines (Hodal, 2012). Consequently, learning English with teachers from Singapore and the Philippines allows students to be exposed to Singaporean English pronunciation model and Philippine English pronunciation models. Hence, the students were more familiar with these two varieties of English pronunciation models than other English pronunciation models. Therefore, the students had moderate attitudes towards their interlocutors' Singaporean English and Philippine English pronunciation models.

The following discussion is presented to discuss the findings of the third research question:

3. What are the attitudes of university students towards English as a lingua franca?

The overall results from the third part of the questionnaire showed that Thai university students had negative attitudes towards pronunciation models in English as a lingua franca. Findings of this study correspond to those of previous research (i.e. Jindapitak & Teo, 2012; Kanoksilapatham, 2013; Suksiripakonchai, 2013), which also

found that Thai students had positive attitudes towards the inner circle English varieties more than other varieties of English. In this study, it was clear that the students indicated a clear preference for the inner circle English pronunciation models rather than the outer circle and the expanding circle English pronunciation models. This was evidenced by the fact that, when the students were asked which English pronunciation models they preferred to have when speaking English, the majority of the students indicated that they preferred having the American English pronunciation model, British English pronunciation model, and Australian English pronunciation model. Only one student indicated that they preferred having the Thai English pronunciation model.

Although the students were English major students, some of them indicated that they were not very satisfied with their own English and that they also believed it was not important to maintain their Thai English pronunciation model. This was because some of them responded that they would mind if their Thai origin were recognized through their use of English. Moreover, it was found that the students were in favor of having American English over other varieties of English pronunciation models. Besides, most students indicated a strong desire to sound like native speakers when speaking English.

It was evident that native ideology remained entrenched among the students. In the comment slots, when students were asked which English pronunciation models their future pupils should aim for, the majority of students pointed to the many advantages of encouraging American English pronunciation models. For example, responses included: *“American English is used worldwide and it is easy to pronounce,” “American English is an international pronunciation model,”* and *“American English is easy to understand and widely used compared to other English pronunciation models.”* These examples showed that the students believed that the American English pronunciation model was intelligible, universal, and easy to use.

While some students who supported British English pronunciation models, suggested that these models should be encouraged among their pupils to aim for. This was because the students believed that British English pronunciation models were standard and original. For instance, *“Although I like the American pronunciation, British pronunciation models are more accurate.”*, *“British English pronunciation models are the models of a native speaker.”*, *“British English is a native pronunciation model.”*, and *“British English is proper English and it is easier to understand than others.”*

However, it was not everyone who agreed with these responses; there were students who supported other English pronunciation models and one of them supported Thai English pronunciation model. This was because they thought that intelligibility was more important than acquiring native-like pronunciation models. They provided the reasons that, *“It does not matter which English pronunciation you use, as long as you can pronounce it correctly. English is the world language. The accent does not matter at all.”*; and *“It doesn't matter which pronunciation model you have; just speak correctly and that is enough.”*

Although there were some indicators that a few of the students were interested in having successful communication and focusing on intelligibility, it was possible to conclude that the majority of students still supported the concept of the native ideology, as they preferred having a native-like pronunciation model.

Likewise, the findings also showed that English as a lingua franca was not widely known among students. It could be that the students lacked exposure to other English variety pronunciation models and led them to lack awareness of other English varieties (Zhang & Hu, 2008; Natiladdanon & Thanavisuth, 2014). It showed that only 17% of the students indicated that they had spent time in an English speaking country between one month and three months, while the other 82% of the students said that they had not had

spent time in an English speaking country. The findings were consistent with the study of Natiladdanon and Thanavisuth (2014) who investigated Thai university students' attitudes towards ASEAN English pronunciation models. They found that Thai university students preferred American English, British English and Australian English pronunciation models more than other English pronunciation models because the students had been exposed to these three English varieties more than other English varieties. Hence, it was evident that exposure played an important role on students' attitudes towards pronunciation models (Zhang & Hu, 2008; Kanoksilapatham, 2013; Natiladdanon & Thanavisuth, 2014).

Thus, it can be concluded that Thai university students had negative attitudes towards pronunciation models in English as a lingua franca. This was because of their limited exposure to other English varieties, the entrenched native ideology, and their lack of awareness of other English varieties.

Limitations of the Study

This study was limited to the undergraduate students majoring in English at Srinakharinwirot University, which was a very particular group of students. Therefore, the findings of this study might not be applicable used as generalization or representative of students in other Thai universities. Besides, this study aimed to explore students' attitudes towards pronunciation models in English as a lingua franca through students' attitudes towards their desired English pronunciation models and their interlocutors' English pronunciation models. Therefore, the findings of this study derived from attitudes towards pronunciation models might not be generalizable for students' attitudes towards English as a lingua franca regarding other respects.

Implications of the Study

It is evident that the students' limited exposure to other English varieties, the entrenched native ideology, and the students' lack of awareness of other English varieties, led students to display negative attitudes towards their desired English pronunciation models, their interlocutors' English pronunciation models, and English as a lingua franca. For these reasons, students' attitudes towards variety of English pronunciation models should be more focused. English teachers in Thailand should expose their students to a wide variety of English pronunciation models from the outer circle and the expanding circle pronunciation models in order to provide students with an awareness of other English varieties. Moreover, the main goal of a pronunciation class in Thailand should be focused on mutual intelligibility rather than reaching near a native-like proficiency.

Recommendations for Further Studies

Based on the findings of the present study, the recommendations for further studies are presented as follows:

1. This study was conducted to explore the English major undergraduate students' attitudes towards pronunciation models in English as a lingua franca. Therefore, it would be interesting to investigate the attitudes of students towards pronunciation models in English as a lingua franca with students of other levels or majors.
2. The instrument of this study was only the questionnaire. Another study should be conducted using an interview section, in order to gain a more extensive insight of students' attitudes towards pronunciation models in English as a lingua franca.
3. This study aimed to explore students' attitudes towards pronunciation models in English as a lingua franca. It would be useful to explore the students' attitudes towards English as a lingua franca in other respects.



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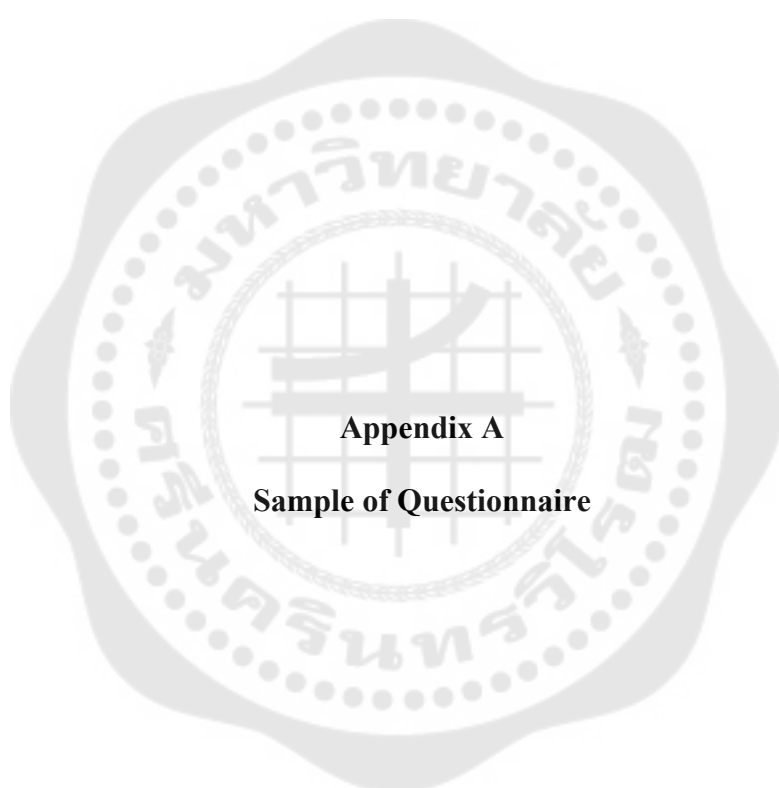
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APPENDICES



Appendix A
Sample of Questionnaire

Questionnaire

Part I: Personal information

Directions: Please put a check ✓ in the box according to the facts about you.

Sex: Male ☐ Female ☐

Year of study: First Year ☐ Second Year ☐

Third Year ☐ Fourth Year ☐

Age: _____

Have you ever lived in an English-speaking country? Yes ☐ No ☐

If yes, where and for how long? _____

Part II:

Directions: Please put a check ☐ only once against each statement.

KEY: 1: Strongly disagree, 2: Disagree, 3: Uncertain, 4: Agree, 5: Strongly agree

Statement	+				-	
	5	4	3	2	1	
1. I want to speak like American English						
2. I want to speak like British English						
3. I want to speak like Australian English						
4. I want to speak like Singaporean English						
5. I want to speak like Philippine English						
6. I want to speak like Indian English						
7. I want to speak like Thai English						
8. I want to speak like Chinese English						
9. I want to speak like Korean English						
1. I enjoy listening to American English						
2. I enjoy listening to British English						
3. I enjoy listening to Australian English						
4. I enjoy listening to Singaporean English						
5. I enjoy listening to Philippine English						
6. I enjoy listening to Indian English						
7. I enjoy listening to Thai English						
8. I enjoy listening to Chinese English						
9. I enjoy listening to Korean English						

Part III:

1) Please list the three English pronunciation models that you like the most.

1) _____

2) _____

3) _____

2) Which English pronunciation models are you aiming at when you speak English?

☐ American English

☐ British English

☐ Thai English

☐ Other (please specify) _____

3) Are you satisfied with your English?

☐ Very satisfied

☐ Quite satisfied

☐ Not very satisfied

☐ Unsatisfied

4) Would you like to sound more “native-like” when you speak English (i.e. American, British etc.) ?

☐ Yes

☐ No

5) In your opinion, which English pronunciation models should be favored when teaching English in Thai schools?

☐ American English

☐ British English

☐ Thai English

☐ Other (please specify) _____

6) To what extent do you think it is important to maintain your Thai pronunciation model in your English?

☐ Very important

☐ Slightly important

☐ Not important

7) Would you mind if people were to recognize the Thai origin through your English?

☐ Yes very much

☐ Slightly

☐ Not at all

8) What kind of English pronunciation model would you encourage your future pupils to aim at?

☐ American English

☐ British English

☐ Thai English

☐

Other _____

Why?

9) To what extent do you think a native speaker of English would make a better English teacher in Thai schools than a Thai English teacher?

☐ Much better

☐ Somewhat better

☐ Not at all

Why/ why not?

10) As a university student, have you ever studied topics such as English as a Lingua Franca, Global English or World Englishes?

☐ Yes

☐ No

☐ Never heard of these concepts



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