A STUDY OF TEACHERS’ AWARENESS OF ELF AND AN ANALYSIS OF ELF FEATURES OF PRIMARY SCHOOL STUDENTS’ WRITINGS AT AN INTERNATIONAL SCHOOL IN BANGKOK

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE) ASSUMPTION UNIVERSITY BANGKOK, THAILAND MARCH, 2017
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PLAGIARISM STATEMENT

I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no materials are included for which a degree has already been conferred upon on me.

Signature

Yasaman Shetabi

Date

March 20
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ABSTRACT

Growth of globalization and use of English both intra-nationally and internationally around the world as a tool of communication, has led to a phenomenon in which, it has made English a lingua franca (ELF). Meanwhile, in many cases, the teaching of English in non-native countries continues to be treated traditionally and/or evaluated based on the so called native-norm "Standard English". Therefore, the occurrence of English varieties is seen as deviations by the administrations and teachers.

This thesis conducted interviews with 3 teachers of an International School in Bangkok in order to examine their awareness of the classification and models of English in the world. Moreover, the writings of 33 Primary International students were analysed in order to distinguish the dominant spoken ELF features creeping into written forms. In addition, a comparative graph was provided so as to highlight the changes in the use of ELF features in the writings from Primary 2 to Primary 6.

The results concluded that despite the teachers' awareness of the varieties, there is an evident confusion among them and they treat English language teaching traditionally in many areas. Additionally, the analysis of the students' writings signified the three dominant features, which are the redundancy and/or the misplacement of articles, using verbs in different tenses than their contexts and/or the non-marking of third person singular with —s, along with, the redundancy and/or the misuse of prepositions.

The data showed the breaking of the patterns with grades, based on the number of the words used and the students' acquisition of using the features.

The thesis ends with a number of recommendations for teachers and the suggestions for further research.
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<tr>
<td>AEC</td>
<td>ASEAN Economy Community</td>
</tr>
<tr>
<td>Art</td>
<td>Article</td>
</tr>
<tr>
<td>ASEAN</td>
<td>Association of South-East Asian Nations</td>
</tr>
<tr>
<td>3CM</td>
<td>Three Circle Model</td>
</tr>
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<td>EC</td>
<td>Expanding Circle</td>
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<td>EFL</td>
<td>English as a Foreign Language</td>
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<td>ELF</td>
<td>English as a Lingua Franca</td>
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<td>ELFA</td>
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<td>ELT</td>
<td>English Language Teaching</td>
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<td>ENL</td>
<td>English as a Native Language</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>IC</td>
<td>Inner Circle</td>
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<tr>
<td>ICNALE</td>
<td>The International Corpus Network of Asian Learners of English</td>
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<tr>
<td>Inv</td>
<td>Inversion</td>
</tr>
<tr>
<td>L1</td>
<td>First Language</td>
</tr>
<tr>
<td>Mdl</td>
<td>Modality</td>
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<tr>
<td>MOE</td>
<td>Ministry Of Education</td>
</tr>
<tr>
<td>NN</td>
<td>Non-Native</td>
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<td>NNS</td>
<td>Non-Native Speaker</td>
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</table>
NS Native Speaker

Ns Numbers

OC Outer Circle

Prep Preposition

SAEMEO South East Asian Ministers of Education Organisation

UNC Uncountable Noun

UNESCO United Nations Educational, Scientific and Cultural Organisation

VOICE Vienna-Oxford International Corpus of English

Vs Verbs
CHAPTER 1
INTRODUCTION

The first part of this chapter provides a general background of this study. Moving forward in this chapter, the rationale of this study is discussed. The next part of this chapter puts forward the objectives of this thesis. Next, on the fourth part of this chapter, the research questions are stated. The fifth part of this chapter highlights the significance of this study and lastly, the definition of terms and organization of the thesis are provided.

1.1 Background

People around the world use English as a tool of communication both intra-nationally and internationally (Matsuda, 2002). Consequently this phenomenon has made English a Lingua Franca (ELF). The term lingua franca refers to language being used mainly as a tool for communication for those whose "English is neither a common native tongue nor a common culture" (Firth, 1996: 240). As Firth states, ELF is a "contact language" and is the chosen foreign language of communication" (Foley, 2013: 204). Knowing the English language as the dominant language in the world and its importance, has always led scholars to think of developing ways to make the study of this language possible in their nations.

It is observed that different nations based on different factors (historical, geographical, political backgrounds, etc.) favor the English language at different levels and ways while using and adapting it (Graddol, 1997). In contribution, much research has been done over the past years and many of the ELF spoken features have been acknowledged and gathered in corpora (Mauranen, 2006). Jenkins’ (2000) and Seidlhofer’s (2001) studies are known to be the influential
developers and contributors to 'English as a lingua franca'. Over the years, there has been a large number of articles and books on English as a lingua franca; also known as ELF. This has become a search paradigm itself and it has adherence, and many people following this perspective.

To study ELF is a way to put forward a view of English in the world, where English is no longer the property of native speakers. English is viewed as the main language in the world. Accordingly, there are many ‘Englishes' used by both native speakers and non-native speakers as a tool for communication. Thus, there are a lot of cultures mixed within the usage of English as the world's language, and one must be able to distinguish and adapt.

Willis (2003) points out how each learner goes through different stages while learning a new language. It is mentioned that initially learners of new languages are concerned with crossing their messages with acceptable speed and fluency in real time (Willis, 2003). He then adds how learners are creative in the areas which have not encountered the full range of structure in the target language. It is also claimed that at the improvisation stage, the learners come up with different strategies and often produce forms which are not a part of the target language. In addition, it is explained how improvisation encourages learners to develop strategies which help them produce language. In many cases, it is observed that learners do not necessarily produce what is in the form of the target language; but rather a mixture of different strategies such as using a similar context influenced by their L1; or generalising common structures based on their acquisition of the target language, in order to enhance comprehensible communication. Willis (2003) claims that through this stage, the learners have the opportunity to discover the gaps in their command of the language. To support him, Ranta (2006) claims that despite the differences in strategies used by learners, there exist shared ELF linguistic features among non-native users’
production of language (see chapter 2 p.36). Studying these features will allow one to know what linguistic features lingua franca speakers share and how these differ from those of native speakers (Mauranen 2003 and 2006; Kirkpatrick, 2010:69).

Moreover, Kirkpatrick (2010) mentions how studies on ELF features have mainly focused on more in the European domain than in the Asian context. In addition, more research has been on ELF spoken language than in written language. Mauranen (2006) also states, as ELF research develops, we can expect interesting results on new types of writing. It is to be trusted that expansive Internet-based corpora will be accessible to us sooner rather than later. In this situation, ELF will absolutely be "making its mark on the enormous, varied whole which we call 'English" (Mauranen, 2006: 146). Seidlhofer (2004: 223) states that with the growing number of non-native users, using English in written modes; they may also "take on the kind of distinctive features that are evident in spoken ELF". While acknowledging the ELF spoken features, since the contact language within the pupils of international schools is English, used by mainly non-native students, there could be a tendency that ELF spoken features are likely to creep into the students' writing. Viewing English as a lingua franca, the written language however, in many cases, continues to be treated traditionally and/or evaluated based on the so called native-norm "Standard English". Therefore, as there exists a gap in the written language and ELF, the aim and significance of this thesis is to wed ELF and written language and present the spoken ELF features found in the Primary 2 to 6 (age group of 7-11 years) writings in order to make more room for the awareness of these features for both teachers and learners, and a degree of flexibility towards treating ELF features in writings, to go beyond linguistic errors and see these features more as a variety than deviations. Once data is collected and analysed, a collection of most common ELF features used in writings by the international Primary students will be
available and recommendations and suggestions for further studies will be possible in the teaching of writing.

1.2 Rationale

- ELF and Teachers' awareness

Both teachers and students play a big role in using English as a world language. Moreover, the bigger issue currently in Thailand and other Southeast Asian countries is the opening of ASEAN Economic Community (AEC) (2015).

Language should be viewed more as an event, than a thing. It is crucial for teachers to realize that by teaching a language, they are not only teaching grammar or vocabulary but also a mixture of culture, attitude, and behaviors in different ways, through spoken words, written words, body language and visual images. The methodological suggestion behind ELF is to expose both native and non-native teachers to a wide range of NNS varieties of English (Jenkins, 2004). In addition, Cogo (2012: 104; Takahashi, 2014) highlights the implication of creating awareness on 'different ways of speaking English, of language variability, and change'. "English as a lingua franca forces us to go beyond notions of teaching a fixed language and cultural context as adequate for successful communication" (Baker, 2012: 69 cited in Takahashi, 2014).

Additionally, as teachers, having enough awareness of why to teach writing, how to teach and what to teach is crucial. Creating and developing ELF materials which could be more authentic and relative to ESL/EFL students is a very essential fact which should not be neglected.
• ELF Writing Features

Having ten or more countries with different languages and cultures, plus using English as the language of communication; puts more stress into the use of English. Thus, understanding what individuals have in common in a community is essential for teaching. Having taught English writing to international primary students for four years, the researcher notices that the students find strategies in *lexis* by relating them to their knowledge of their *L1* (Ex: He have no house). Based on the teachers' checking, these strategies used by students are often treated as errors which has to be corrected based on the so called 'standard English model'. Thus, it is necessary for the researcher to explore teachers' awareness of English models and their understanding of English as lingua franca used by non-native speakers of English.

Writing is not by instinct which humans are born with. Therefore, developing this skill requires time, effort and practice. Studies on ELF over the years (Jenkins, 2000; Seidhofer, 2004; Maurunen, 2006; Ranta, 2006; Kirkpatrick, 2010) have indicated distinctive features which are mainly focused on the spoken ELF and phonology of the language. However the written features have not received as much research.

As the main subject of this study is Primary international students, the researcher notices that the majority of the learners tend to write the way they speak (see 2.5). Hence, a research on the possibility of the spoken ELF features occurring in the students' writings, understanding of the ELF features, their frequency in the writings as the students' levels go higher and the specific features disappearing is vital.
The International School Context of this Study

Since the Primary international students come from different countries with different backgrounds and levels of proficiency, plus speaking English in their own varieties influenced by their families, their geographical location, etc. in order to communicate with each other, there is a possibility that spoken ELF features might penetrate into the written production of English language as well. Therefore, teachers need to develop an awareness of common natural spoken ELF features used by the majority of the students and have a teaching strategy towards them in order to help teachers and learners increase their awareness of the existence of written ELF influenced by the spoken features students interact with on a daily basis, rather than neglecting them or treating them as errors in their writings. Consequently, creating and emphasizing this is likely to develop a greater level of acceptance and tolerance towards different varieties of English and ELF in particular.

Hence, material developers, teachers, administrations and learners’ parents must be aware of the gap between the occurrences of common ELF features used among language learners in their writings, in order to fill the gap and accept the existence of ELF in their own nation and other nations; to develop and support authentic teaching materials, suitable and related to the learners. Meanwhile, a change of strategies towards the testing evaluation system on the production of the language produced by learners is necessary to be made, accordingly.
1.3 Objectives of the study

The objective of this study is therefore,

- To explore the teachers' awareness of ELF used by NNS.
- To find out the ELF features which occur in Primary 2 to 6 students' writings at an international school in Bangkok.
- To find out to what extent the students' features occur and vary in the students' writings from Primary 2 to Primary 6.

1.4 Research Questions

- What is the teachers' awareness of ELF?
- What are the ELF features in Primary 2 to 6 students' writings?
- What are the changes in the use of ELF features in the writings from Primary 2 to Primary 6?

1.5 Scope of the Study

This study was conducted in a Singapore International School in Bangkok. The scope for this study is divided into two parts. For the first part, three Primary English teachers who teach General English, Writing and Vocabulary classes; who had taught at the same school during the academic year, 2015-2016 and 2016-2017 were tape recorded and interviewed based on: 1) Geographical aspects of English language in the world and, 2) Varieties of English language in the world; in order to have their awareness of ELF examined.
For the second part, 33 Primary 2-6 students' writings written during the academic year, 2015-2016; which were available in the office were analysed so as to discover the possible spoken ELF features crept into the non-academic writings of the chosen individuals. In addition, the explored features will be compared so as to show the frequency of using and possible changes in the patterns of using the ELF features among different student gardes. It should be noted that the features looked at in the students' writings were the six lexico-grammatical features addressed by Kirkpatrick (2010) in his study of ELF in ASEAN (see 2.9) and used as the framework of data analysis.

1.6 Significance of the Study

This study aims to investigate the teachers' awareness of ELF and to find out the possible occurrences of ELF features in the students' writings and if so, the frequency of the usage in the Primary learners' writings. The findings will be useful to understand teachers' views on varieties and models of world Englishes and ELF and how their understanding influences their evaluation of students' writings.

As the target Primary students use English either as a second or additional language. The aim of this thesis is to highlight the role of written ELF features produced by the primary students and treat them as a variety rather than errors. This study allows the researcher to analyse the use of specific features across a wide range of varieties of English and to possibly identify which features are shared by one variety and which are shared across several varieties.

The teachers are in most situations the authority of a classroom. Therefore, the creation of a productive communicative class will mostly rely on their performance. The results of this study will be discussed and recommendations will be provided to interested language teachers,
particularly ESL/EFL teachers, and curriculum designers to become aware of different ELF features produced by the students and decide on how to incorporate them into EFL/ESL curriculum.

1.7 The Limitations of the Study

One of the limitations of the study is its small-scale data which is insufficient to reveal the teachers' awareness of varieties of English in the world. It would be ideal if research like this could be done among both native and non-native English teachers of several International schools.

Second limitation in this study was the analysis of only occurrences of the spoken ELF features in the Primary International students' writings. An investigation of further features could then be more ideal.

As the scale of this study was small the lexicogrammatical features of the written form in the students' writings might differ with larger-scale studies and similar study could be conducted based on a large corpus study. Another limitation of the study was the students' age and level. A better possible study could be done using College/University International students' writings as data.
1.9 Definition of Terms

**English as Lingua Franca (ELF):** A term which is used to describe how English is used as a tool for communication; among people who do not share a common first language and use English in order to communicate with both native and non-native users of English.

**ELF Features:** Certain distinctive features used by non-native users of English which differ from the so called "standard English" or native norms of English.

**Written ELF features:** The distinctive features which are evident in spoken ELF used in written modes by non-native users of English.

**World Englishes:** The variety of Englishes used in different nations by both native users and non-native users of English. For example: British English, American English, Scottish English, Indian English, Singaporean English, Nigerian English, Chinese English, etc.

**Teacher Awareness:** Teacher's awareness based on the two categories of the geographical aspects of English language in the world and the varieties of English language in the world.

**ELF Corpus:** A corpus gathered with existing data on the ELF production of language.

**Teachers:** Three Native English Teachers chosen and interviewed from a Singapore International School of Bangkok.

**Students:** 33 Primary 2-6 students from a Singapore International School of Bangkok.

**Students Writings:** Primary 2-6 students' writings written in different genres (recount, informative, narrative, report) in a Singapore International School of Bangkok.
1.10 Thesis Organization

The second chapter of this study, reviews literature to discuss the different points of view on treating English as the world language, English as a lingua franca, and its varieties. In addition, Kachru’s Three Circles Model (3CM) of World Englishes (Kachru, 1984; 1985) is discussed and criticized. Moreover, the Corpus-based studies related to the ELF features and the debate over the acceptance of these features versus the Standard English is put forward as well.

The third chapter, the methodology of this study, including the research design, the study context, the selection of participants and the theoretical framework of English as a Lingua Franca (ELF), methods of data collection and analysis are discussed.

The fourth chapter includes the findings and the discussions on the spoken ELF features found in the international primary students' writings.

Finally, the fifth chapter reports major findings and the limitations of the study, and provides recommendations for teachers together with school administrators and suggestions for future research.
CHAPTER 2
LITERATURE REVIEW

Introduction

This chapter provides an overview history of the development and the movement of English in the globe, followed by a discussion on how Kachru’s Circle Model (CM) can be viewed as a door opening into "World Englishes" (Kachru, 1985). Furthermore, the very important aspects of viewing English as Lingua Franca (ELF) and introducing its advantages for the non-native users (NNs) of English, is discussed. In addition, various reasons are provided as to why there should be more focus on ELF in the contents of NNs and what are the possible solutions to the problems which arise when viewing English as the language of the ‘world’ (Brutt-Griffler, 2002). This chapter also provides the significant role of corpus-based studies and its contribution to the analysis of ELF features collected in corpora. Moving forward in this chapter, Kirkpatrick's (2010) work on the analysis of ASEAN ELF features is put forward and followed as a framework.

2.1 English as a World Language

2.1.1 Globalization and English

In 1750-1945 the British Empire had reached its peak and covered many parts of the world such as India, Africa, China, South America, Middle East, and others. Moreover, in 1945, the USA led empire, through its powerful military, economy, and culture, ultimately reinforced what was already a very wide presence of English around the world. Consequently, Britain and the USA became the co-English language propagating empires (Crystal, 2010). Languages gain power based on political changes and the number of the users. The expansion of British colonial power,
together with the rise of the US; alongside its economic, technological and cultural influences as a superpower, established the conditions for the global use of English (Graddol, 2000: 5). English is a first language of globalization. English facilitates exchanges between nations that do not share a common language and is used as a language of accommodation. English is progressively the most widely used language for global discussions. In education, "English-medium teaching is permitting rapid internationalization of higher education and adult training" (Graddol, 2000: 41). In developing and maintaining economies, there is a requirement for English in state funded instructional frameworks to support dependability, employability and success. The effect of globalization and financial advancement has made English the language of opportunity. Moreover, it is an indispensable method for enhancing a person's prospects of obtaining a generously compensated job placement.

There exists a connection between English and economic development. English has been connected with the creation of economic development, as it is an essential requirement for connecting a nation with the world. Meanwhile, knowledge is circulated in English (Graddol, 2000). Most academic journals and books are written in English, which is a colonization of knowledge as represented by research globally (Crystal, 2010). As a result, if one desires his/her research to be known worldwide, it should be in English.

English possesses its literature and the variety and the richness it provides. Not only English has replaced other powerful languages such as French as the language of diplomacy, it has expanded a way larger domain of use everywhere. Globalization together with the use of English as a lingua franca has led people to communicate diversely. Hence, when a language spreads globally, interesting changes occur and are expected to happen. In fact, not only changes occur, in some cases are unexpected (Foley, 2013: 196) and may come about rapidly as well. Even
though these changes are not always predictable, preparation and a level of flexibility is to be put into account.

People from different regions, backgrounds and cultures use language to communicate their national identity. As discussed earlier, each country carries its own culture, traditions, specific food and customs. In order to introduce these, users of those regions feel the need to borrow or replace words in the language they are using to communicate (Crystal, 2010). People from all over the world have a unique way of communicating and using the language. Once a language spreads globally, the language use is affected by every individual's unique way of using that particular language. Eventually each nation develops a variety of its own English. Having that said, the more people use English daily, the more every local will have its own correctness and vitality in creating the English of their own. Platt and Weber's (1980) focus on one particular variety of English (Singapore/Malaysian) and illustrates the principle of linguistic variation (Smith, 2007). Platt and Weber (1980), in their book clearly highlight the distinctive linguistic features and functions (see 2.3). Platt and Weber, state that although English is the official language of Singapore, but there exists striking number of linguistic features (Smith, 2007: 210). Hence, non-native learners are not to be obliged 'to achieve intelligibility for native speaker receivers' (Jenkins, 2002) or develop their communicative competence based on what is accepted by a native speaker model. Countries such as India, Nigeria, Singapore, etc. are said to be valid examples of creating these varieties of Englishes which are used for a better communication among them.
2.2 Kachru’s Model and ELF

2.2.1 The Spread of English and Kachru’s 3Circle Model (CM) (1985)

English is spoken at a useful level by approximately some 1.75 billion people – quarter of the world's population. Consequently, English language is without a doubt the universal language used around the globe.

With the overall spread of English, its complex usage-patterns and linguistic repertoire, paired together with the various user interests and motivation into the acquisition of it; English has expanded into an elaborate network of varieties, which based on Kachru, it is referred to as “World Englishes”. Kachru portrays the relationship between such groups by a graphical model termed, 'The 3CM of World Englishes' (1984; 1985). Briefly, in Kachru’s model, the world English users are divided into three circles (see Figure 2.1):

- The Inner Circle (IC), which consists of the traditionally English speaking countries such as England, The United States of America, Canada, Australia, etc. where English is the first language and is spoken and used in all aspects of their lives.

According to Kachru (1985), the first circle which is referred to as the Inner Circle (IC), comprises the customary English talking areas, where English had spread demographically through the movement of English speaking people to these grounds, and where English is the essential dialect of its present people.
• The Outer Circle (OC), which consists of the countries of which they were subjected to colonization of IC countries (Britain, America) and adopted English into variety of ways to use in institutions and law, but at the same token, they are still entitled to their own primary language. Such countries are India, Nigeria, Singapore, etc.

The Outer Circle (OC) comprises the districts that had experienced a broadened time of colonization by a few part or individuals from the IC, with the outcome that English, in demographic terms as an additional language, has accomplished an imperative, standardized status, and is naturally attached to social and political aspects involved. For individuals from the OC, English "has developed into nativized traditions of local cultural production" (Pung, 2009:7).

• The Expanding Circle (EC), is referred to those countries which English is not the medium of instruction or a second language of the country, but is widely used as a foreign language as a tool of communication.

The remainder of the circles would be the Expanding Circle (EC), which comprises the districts where English is an imperative foreign language, and the 'performance varieties' used by the users provides them with a means of international communication.

In pedagogical terms, the IC, OC, and EC refer to settings of English as English Native Language (ENL), English as a Second Language (ESL), and English as a Foreign Language (EFL) (Kachru, 1985).

The spread of English globally has and is shaping new varieties of English. Kachru refers to these varieties as the 'World Englishes' and through a model he describes the relationship between these communities (1984; 1985). It is important to be noted that while Kachru’s 3CM
model has led into a better understanding of the spread and the growth of English in the world, yet the model has been criticized by Bruthiaux (2003) and Jenkins (2003) for its limitations and the distinctions between NS and NNS (See 2.2.3).

Kachru’s model illustrated below in Figure 2.1 (Kachru, 1992: 356), is a model adapted from his book and Figure 2.2 is a model which is adapted from Mesthrie (2008) book and updating estimated numbers are also added, accordingly.
Figure 2.1

Kachru’s Three Circle Model of World Englishes (adapted from Kachru (1992: 356)

The Expanding Circle

- China: 1,088,200,000
- Egypt: 50,273,000
- Indonesia: 175,904,000
- Israel: 4,512,000
- Japan: 122,620,000
- Korea: 42,593,000
- Nepal: 18,004,000
- Saudi Arabia: 12,972,000
- Taiwan: 19,813,000
- USSR: 285,796,000
- Zimbabwe: 8,878,000

The Outer Circle

- Bangladesh: 107,756,000
- Ghana: 13,754,000
- India: 810,806,000
- Kenya: 22,919,000
- Malaysia: 16,965,000
- Nigeria: 112,258,000
- Pakistan: 109,434,000
- Philippines: 58,723,000
- Singapore: 2,641,000
- Sri Lanka: 16,606,000
- Tanzania: 23,996,000
- Zambia: 7,384,000

The Inner Circle

- USA: 245,800,000
- UK: 57,006,000
- Canada: 25,880,000
- Australia: 16,470,000
- New Zealand: 3,366,000

(Note: A substitute depiction is given in Kachru’s previous work, (1989), in which three insignificantly covering circles are displayed horizontally and encased in a greater single circle. This earlier depiction does not return in later articles and may be seen as being replaced.)
Kachru’s (1985) classification of speakers of English. Adapted and numbers of speakers added according to (Mesthrie 2008: 31)

Note: The population of English speakers around the world is estimated, as it is not possible to get the exact numbers currently.
Kachru (1982: 38) defines the terms 'performance varieties' to those varieties which are used as a language to communicate with foreigners with limited functional range and where English is not institutionalized (Pung, 2009).

Obviously, English within the inner circle countries is the main language. Even if there are other languages (which are used at home), English still remains the dominant language due to its numerous roles in society. On the other hand, English in outer circle countries is institutionalized; it is the language of law and the medium of education. English in this case, has acquired "an extended range of uses in intra-national communication" and has been nativized linguistically while literary works are also designed in that variety of English (Matsuda, 2002:183). Although English is the medium of education and the implementation of law in OC, other languages still maintain important functions. Meanwhile, in the expanding circle, English is used mainly for international communication rather than intra-national and English, unlike outer and inner circle countries, does not have the extended functions.

Kachru presents that the diverse users of world Englishes use English in diverse "situations, contexts and attitudes". "Situations" is referred to socio-cultural’, linguistic, political and economic conditions of each group of language users. "Contexts" is related to the participation of language users in these circumstances and "attitudes" is entailed to the explicit and implicit attitudes towards the language as a whole, the particular varieties and the users of the language.

Based on these ideas, the 3CM model is understood as corresponding to an "English speech community", with a large number of speech fellowships forming this diverse collection of English users (Pung, 2009: 9).
Based on Kachru, the various speech communities are divided into the three groups discussed below:

Norm-providing: Traditionally English speakers who are competent to provide the norms of use of the language.

Norm-developing: Those who have disagreements between the perceived models of language use and the actual language usage and although local norms do exist, they are challenged by external norm usage.

Norm-dependent: Those who are primarily dependent on external models of usage; and are not necessarily following the locally-based standard use of language.

According to Kachru, depending on the changes on situation, contexts and attitudes over time, the members on OC population may become an EC and vice versa.

Unlike the Académie Française for French and the Real Academia Española for Spanish, there is no formal unified establishment overseeing the utilization of English (Pung, 2009). As mentioned by Kachru (1985:17), there is only indirect control over the mechanisms of English and those are "dictionaries, social attitudes, educational preferences and discrimination in professions on the basis of accent". He comes back to control components with his examination of codification. With reference to the 3CM, Kachru proposes that while advancement in English by individuals from the IC are customarily seen positively, the development of varieties of English by the individuals from the OC have generally been seen as deviations, with negativity. The significance of these issues brings the issue of World Englishes where English may never again be attached to its Judeo-Christian social values. It is accessible to any individual who wishes to embrace it into one's own particular indigenous society. This makes one wonder what
should then be possible in light of the present condition of diversity that English has. Kachru addresses this by looking at codification (Pung, 2009).

2.2.2 Codification

Kachru (1985) distinguishes four types of codification. The codifications below are listed based on the most important to the least.

- **Authoritative codification;** which relates to formalized agency which determine the norms of usage for a language.
- **Sociological codification;** relates to those with social-power among groups and in charge of controlling the language use.
- **Educational codification;** entails to educational policy and the selection of pedagogical references and resources to use in the teaching of the language.
- **Psychological codification;** links to one's mental need and self-control over certain set of norms.

Standards, codification and sociolinguistic realism (adapted from Kachru, 1985)

Kachru's (1985) view on the spread of English in the world developed a model which was very influential. Although Kachru's model is not definitive, it helps understand how English is used in the world (O'Regan, 2014). Kachru challenges the 'traditional notions of standardization' (1985: 29-30), which could relatively link to the term English as a Lingua France (ELF).

However, the significance of Kachru’s work on World Englishes is remarkable and appreciated by many scholars such as Jenkins (2003) and Bruthiaux (2003); there are critiques on the
limitation of Kachru’s model. Moving forward, Jenkins’ and Bruthiaux’s critiques of the 3CM are viewed briefly.

### 2.2.3 Critique of the 3CM (Jenkins, 2003)

As mentioned above, although the impact of the 3CM model is helpful to understand the role of English language in the world, Jenkins (2003: 17-18), lists eight issues to have limited the model:

<p>| | |</p>
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>…based on geography and genetics rather than on the way speakers identify with and use English.</td>
</tr>
<tr>
<td>2.</td>
<td>There is... a grey area between the Inner and Outer Circles.</td>
</tr>
<tr>
<td>3.</td>
<td>There is... an increasingly grey area between the Outer and Expanding Circles.</td>
</tr>
<tr>
<td>4.</td>
<td>Many World English speakers grow up bilingual or multilingual, using different languages to fulfill different functions in their daily lives.</td>
</tr>
<tr>
<td>5.</td>
<td>There is a difficulty in using the model to define speakers in terms of their proficiency in English.</td>
</tr>
<tr>
<td>6.</td>
<td>The model cannot account for English for Special Purposes.</td>
</tr>
<tr>
<td>7.</td>
<td>The model implies that the situation is uniform for all countries within a particular circle whereas this is not so.</td>
</tr>
<tr>
<td>8.</td>
<td>The term “Inner Circle” implies that speakers from the ENL countries are central to the effort, whereas their world-wide influence is in fact in decline.</td>
</tr>
</tbody>
</table>

(Adapted from Who speaks English today? Jenkins (2003:17-18))

**Table 2.1** Critique of the Three Circles Models by Jenkins (2003)
Moreover, the 3CM model is criticized by Bruthiaux and the limitations of the model are listed as below: (Bruthiaux 2003: 161-171 cited in Pung, 2009:16)

➢ Does not take into account dialectal variation each variety.
➢ Does not take into account varieties that meet criteria for Inner Circle membership except for the fact that it is spoken by a minority within a country.
➢ No indication of proficiency of speakers.
➢ Focus on politico-historical categorization obscures sociolinguistic patterns within each circle.
➢ No clear definition of what constitutes an Expanding Circle variety.
➢ Inability to function as a model for other languages of wider communication.

In addition, "studies of intercultural communication in the scientific community have practically ignored ELF interactions" House (1999:74). Meanwhile, it is believed that "ELF interactions have been overlooked by conversation analysts" (Firth, 1996:240; Wacker, 2010). To support the lack of description of English usage by the larger group of speakers, Seidlhofer (2001:44) states:

The Lack of descriptive reality means that whenever we talk about 'English', the default referent remains English as a native language (ENL). ELF usage then, is consequently regarded as a deviation from ENL, and ELF speakers not as language users in their own right, but as deficient learners of ENL.

2.2.4 Other English Models and Classification of World Englishes

There are many classifications and models which attempt to explain the differences in the ways English is used in different countries. There are some stages in which a new variety may proceed to becoming an established variety.

One of the most common classifications of Englishes has been the distinction between English as a native language (ENL), English as a second language (ESL) and English as a foreign language. Although this classification has been very helpful in certain contexts, it has
shortcomings. First, 'the term 'native language' is open to misunderstanding' (Kirkpatrick, 2007: 28). People from other classification than ENL then feel that the ENL is superior to ESL and EFL and the variety used by ENL speakers is the standard form spoken and a good model for all of the people. Secondly, the suggested model by ENL ignores the fact that this model might be inappropriate for ESL countries where the local variety would be a more acceptable model. Another shortcoming is the fact that the spread of English has made it difficult to accurately classify countries as EFL. Good examples of this fact are China and Japan where English is playing an increasing role. First is the fact that English is now being used in education. Second, English in China 'is becoming the lingua franca of business and trade'. Third is the increased use of computer technology (Kirkpatrick, 2007: 29).

Another classification is put forward by Mufwene (2001) as he argues that the type of colony a nation was has influenced the way English developed there. He distinguishes such developmental processes in 'trade colonies', exploitation colonies' and 'settlement colonies' (Mufwene, 2001: 8-9). He claims that in the trade colonies contact started with the European traders and local people which led to the development of pidgins. However, when these trade colonies such as India, became exploitation colonies, 'they came under the administrative and political control of the respective European nations. Therefore contact between local and imported languages increased (Kirkpatrick, 2007: 29). Mufwene (2001) then adds that in case of settlement colonies, such as Australia, the colonisers provided the great majority of the settlers. The difference between settlement colonies as opposed to exploitation development of English is the relative small influence of local languages had on the Englishes of settlers (Kirkpatrick, 2007: 29).
Another classification is done by Gupta (1997: 147-58) in which he divides English use into five different categories.

- Monolingual Ancestral (Ex: Britain, USA)
- Monolingual Contact (Ex: Jamaica)
- Monolingual Scholastic (Ex: India)
- Multilingual Contact (Ex: Singapore)
- Multilingual Ancestral (Ex: South Africa)

The taxonomical models of the Englishes in the world, as suggested in Strevens (1980), McArthur (1987) and Görlach (1988) try to outline 'the genetic relationship between models by arranging varieties according to their closest linguistic kin, appealing to both the historical relationship between varieties as well as the geographical proximity of these varieties as guides to classification' (Pung, 2009: 44).

Figure 2.3 is Peter Strevens' Model of English in the World (1980), Figure 2.4 is McArthur’s (1987) suggested 'Circle Model of World Englishes’ and Figure 2.5 is Key to Manfred Görlach’s Circle Model of English (1988).
Figure 2.3 Peter Strevens’ Model of English in the World (1980)
Figure 2.4 Tom McArthur's Circle of World English (1987)
Figure 2.5 Key to Manfred Görlach’s Circle Model of English (1988)
2.3 English as a Lingua Franca (ELF) and ASEAN

2.3.1 English as a Lingua France

The many factors that affect language and the students' response towards learning a particular language such as: students' family background, their lifestyle and environment, their culture, and more importantly the student him/herself as individuals are effective to the way they use their skills towards learning languages. The important issues such as viewing English as the world's language, geographical, political, and cultural influences on English and the existence of different varieties of Englishes have shaped and/or are shaping over the years as English is being used globally.

English as a lingua franca is referred to as using English as a common language. Centuries ago, Latin was considered a lingua franca (Foley, 2013). However, as stated above, English nowadays is the most recent global lingua franca of the world.

Meanwhile, there exist far more non-native speakers of English using English to communicate with other non-native speakers of English. In the interactions with the English language these nations have tended to be evolving original and innovative ways of communicating via English. This original form variety ways, is referred to as English as lingua franca (Graddol, 2000).

As it is very important for ELF users to project their 'self-identity', 'self-image' and their 'personal voice', the description of English as a lingua franca has enabled the users to communicate internationally in diverse global contexts; and is mainly viewed only as a tool of communication. As Foley (2013) points out, it might be necessary to learn all the Chinese grammar rules and structures if a learner wants to learn Chinese; and misusing the rules is to be pointed out as errors; since Chinese is not considered an international language. However, as
English is a common language which is used worldwide regardless of differences in race, historical, political, economic and linguistic background, a degree of flexibility is to be put into account.

ELF belongs to all its users and is no one's mother tongue (Rajagopalan, 2004:3). Hence, it should not be treated the same as other languages. In the context in which English is learned as an international language (Matsuda, 2003), non-native speakers are rightful to shape the future of English and use it without the judgment of native speakers (Melches and Shaw, 2003).

As stated in Chapter one (1.1), there are more non-native speakers (NNS) than the native-speakers (NS) using English to communicate (Graddol, 2006). Moreover, there are more NNS using English as a core communication tool to interact with other NNS. Matsuda (2002) adds that, the conception that non-native users learn English to only interact with native speakers has totally changed as English has found a way larger domain (Graddol, 1997; Smith 1983; Widdowson, 1994). Therefore, only focusing on the norm-dependant materials which are mainly insisting on the target language norms and cultures and treating the varieties of English as deviant would not be as adequate.

Thus, once a language is spread globally, it is naïve to assume that it would remain unchanged. Matsuda also highlights that, "in fact, the role of nonnative speakers in shaping the form and functions of the English language has increased" (Matsuda, 2002: 183). Meanwhile, "the native speakers may feel the language 'belongs' to them, but it will be those who speak English as a second or foreign language who will determine its world future" (Graddol, 1997: 5; Matsuda, 2002: 183).
In ASEAN, it is estimated that there are 812 million English users. Mauranen (2006: 147) emphasizes that 'ELF must be one of the central concerns in the line of research' when the main domain is of the ASEAN countries. ASEAN is a good example which provides opportunities to look at a language used mainly as a tool for communication among those whom English is not necessarily their mother language. Hence Matsuda (2002) emphasizes that understanding the sociolinguistic complexity of the English language and acknowledging its functions is essential.

Larsen-Freeman (2007: 780) provides an overview on the distinguishing facts between the traditional focus on how people learn a language (cognitive aspects) to how people use a language (social aspects). Based on the significance, the aspects can be summarized as below:

<table>
<thead>
<tr>
<th>Cognitive Aspects</th>
<th>Social Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve native-likeness proficiency</td>
<td>Functional proficiency based on international settings</td>
</tr>
<tr>
<td>The linguistic evaluation is based on idealized native-like norms.</td>
<td>The linguistic evaluation is based on the ability to use English as lingua franca.</td>
</tr>
<tr>
<td>English starts as the medium of instruction at the early stages.</td>
<td>English starts as the medium of instruction after at least five years of instruction in it.</td>
</tr>
</tbody>
</table>

Table 2.2 Cognitive and Social Aspects

Accordingly, a better model for using English to communicate internationally is to provide descriptions which are familiar and relative 'within the field of phonology and morphosyntax’ (Kuo, 2006) to the needs of the learners in order to sustain mutual comprehension. A possible framework constructed by Seidlhofer (2001) is, establishing computerized corpus data and
collection of dictionaries to create standard and authenticity. Since ELF users should have equal rights in using English, English native language (ENL) users ought not to judge ELF usage of language as incorrect or ungrammatical. ‘ENL and ELF are both varieties of English’ (Kuo, 2006); though accounting in different contexts.

On the other hand, Jenkins' (2000) original work on ELF phonology is limited as far as level of language. Different studies have confined their degree in different routes, generally to spoken circumstances (Lesznyak, 2004), or as far as domain are mainly focused on Euro-English (Mollin, 2006) for instance. Jenkins' (2000) study on linguistic features in ELF was a point of interest, which has been trailed by a couple of different studies. As Mauranen (2006) states, spoken language, without doubt lends itself to watching changes than written language; which in its distributed structure is vigorously observed and has a tendency to be scrutinized. On the other hand, it should be noted that writing has also experienced significant changes due to the Internet.

What is more vital to note is that learners of European Union's L1s are in the same family of the English language, which is the Indo-European family. In this case, L1 literacy is led to others. On the other hand, when the focus of teaching and learning English is shifted to ASEAN countries; the literacy of these nations' Lis does not link well with English literacy. Since these languages are not related to English, especially script wise, "English becomes foreign with no point of reference or comparison" (Kirkpatrick, 2010:149). Consequently, English learning demands more time and is grasped more difficulty. Therefore, insisting on a fixed standard norm rather than diversity is inappropriate and not practical. A learner in ASEAN context aims in learning English in order to be able to use it, and hence for these learners, the benchmark should be measured based on their ability to use the language (Larsen-Freeman, 2007: 780). On the same token it is undeniable that resources are highly needed to develop an authentic curriculum.
and materials. Accordingly, the important role of using corpus data is highly appreciated, where corpora is collected and designed based on natural use of language and the daily needs in order to communicate. Consequently, the future of ELF is dependant on both, the increasing number of non-native speakers of English for international communication purposes and 'the development of computer corpus data for empirical analyses' (Kuo, 2006).

Therefore, the "ungrammatical but problematic" features, such as 'he look very sad', 'a picture who gives the impression' (Seidhofer cited in Kuo, 2006) not only will become standard, would also exist as a variety alongside ENL. In addition, if features like question tags, or past perfect continuous is not found frequently in corpus data between NNS/NNS, or an inaccurate use of subject-verb agreement, as long as the conversation is sustained, the modification (Kuo, 2006) and the implications of teaching those will not be regarded as necessary.

2.3.2 ELF in ASEAN Context

ASEAN comprises more than ten countries in the Southeast Asia in which several culturally and linguistically distinct countries are found. Kirkpatrick (2007) explains in detail what roles the English language has played within some of these countries such as Singapore, Malaysia, Brunei and the Philippines.

Since 1987, English has been the medium of education in Singapore. Although English, Mandarin Chinese, Malay and Tamil are the four national languages of Singapore, the bilingual language policy of 'English +1' remains This policy 'requires all its people to speak English and their own mother tongue' (Kirkpatrick, 2007: 121). Meanwhile, another campaign called 'Speak Mandarin' was established to encourage the learning of Mandarin Chinese by Singaporean Chinese. Before this campaign, the school ground lingua franca used by all the students of
different ethnic background was a’ colloquial form of English or a pidgin of Malay’. Although after the establishment of Speak Mandarin, Mandarin became a lingua franca for the ethnically Chinese students, it became an exclusive lingua franca, as the ethnically South Asian and Malay students did not understand it. This led to linguistic division between the ethnic Chinese and the rest of the population. Therefore, the importance of English was once more emerged. Additionally, many students who are not proficient in either English or their +1 in terms of reading and writing prefer to use English, as firstly, English script takes less time to learn than Chinese script and secondly, there is wider range of writings available in English.

The situation in Brunei however is different. Although Brunei was once a colony of Britain, its education language policy is to use both standard Malay and English but in different domains. The first year of primary school the medium of education is entirely Malay, however in later primary throughout secondary both Malay and English are medium of instruction; in which English is used for 'science' type subjects and Malay in 'Humanities' type subjects (Jones, 1996 cited in Kirkpatrick, 2007: 122).

Based on Platt and Weber (1980), the English of Singapore and Malaysia has been commonly described in terms of a lectal continuum, which ranges from basilect, through mesolect to acrolect. However, Le Page (1985) argues that this linear continuum is not appropriate for Singapore and instead proposes a 'multidimensional one' (121). To support, Kirkpatrick (2007) has similarly argued that since there are many speakers of respective varieties of English in Singapore, who are native speakers or learning it either as a mother tongue or since an early age and use English in both private and public domains with one another, he suggests the terms 'cultivated', 'general' and 'broad' (2007: 122). In addition, Gupta (1988) argues that the uses of
basilect or broad terms are appropriate in certain contexts, unless they are used to represent variety spoken by well-educated people in relatively formal contexts' (Kirkpatrick, 2007: 122).

Kirkpatrick (2007) mentions that, there exist some differences between Malaysian English and Singaporean English. He states that 'Singaporean English is non-rhotic, while Malaysian speakers sound post-volcalic In/ in certain contexts' (123).

Kirkpatrick and Saunders (2005) in a study played samples of educated male and female Singaporean speech for a group of students at a large university in Australia. The group consisted of both native and non-native speakers of English. The group was asked to answer comprehension questions based on what they were listening to. The great majority of students said that they had very little difficulty understanding the speakers. 'Relatively, formal Singaporean English has shown to be extremely intelligible to speakers of other varieties of English' ((Kirkpatrick, 2007: 123).

There are many aspects considered when viewing English and its varieties. Elements such as phonology, lexis, grammar and code-mixing play a big role in distinguishing each variety from another. However, in many cases, there exist shared and common features.

In case of Malay English, borrowing of words has been noted (Lowenberg, 1991: 367). In some cases, some Malay words have seen a shift in their semantic when used in English. Gupta (1988: 42) provides examples of colloquial Singaporean English. Such features according to Gupta are Articles, which he has observed in written texts as well. Other varieties are the differences in uses of prepositions and the shift of countable and uncountable nouns. Platt, Weber and Ho (1984:71) observed the invariant tag questions 'is it?' and 'isn't it?' and also the informal use of
`already' as an aspect marker. Another common grammatical feature found by Platt (1991) is the marking of past tense forms which he claimed depended on three variables.

1) The comparative level of education the speaker had received.
2) The phonetic environment in which the past tense marker occurred.
3) The action being described was a single action or one that was iterative or habitual.

Bickerton (1981) also reported in his study that the past tense is marked more frequently for 'punctual' or single events rather than for 'non-punctual' or habitual events.

Foreshadowing the bilingual policy in Brunei, the government of the Philippines introduced a similar policy in which Filipino is the medium structure for 'culture-loaded' subjects whereas English is for 'culture-free' subjects such as science and maths (Bautista, 2004: 4). Gonzalez (1997: 39) states why English plays a very important role in the lives of Filipinos. He claims that firstly, Filipinos rely on American sources for their scholarship. Secondly, English is useful for the export of human resource and many Filipinos are contract workers overseas and thirdly, the possible reason for the increased use of English is the role that English plays as a lingua franca.

As far as lexis, English in the contexts of Philippines derives from a range of phenomena such as semantic and part-of-speech shift, loan translation, coinage and creative innovations, compounds and hybrids' (Bautista 1997, 49-72).

Grammatically, Gonzalez (1997: 39) observed the use of present perfect where other varieties would use the past simple. Another example is the use of present continuous for habitual actions. Observations also show that the Philippines English favors a 'verb-adverb-subject' sequence (Pena, 1997:91).
Bautista (2004) also looked at the use of 'one of the + N (singular)' phrase. She discovers that this usage is also common in other varieties of English such as in Hong Kong, Indian and Singaporean Englishes.

Over the years, the collection of computerized data and corpora, have contributed significantly to the study of ELF. The next section highlights the implications of corpus based studies and the major findings of ELF features in corpora.

2.4 The Awareness of ELF

The recent years has without a doubt seen some improvement regarding of an 'emerging consensus' among ELF researchers in reactions from teachers, SLA researchers, and other researchers (Jenkins, 2006). Specifically, there is a developing accord among analysts on the significance of language awareness for teachers and educator mentors and teachers in each of the three circles (Bolton, 2004; Canagarajah, 2005; Seidlhofer, 2004). It is widely agreed among teachers and their learners to not be introduced to (an assortment of) English, but about Englishes, their likenesses and contrasts, issues required in clarity, the solid connection amongst dialect and character, et cetera. Awareness rising fits well with another zone of expansive assentation among ELF specialists: the requirement for a pluricentric instead of monocentric way to deal with the instructing and utilization of English. This methodology, would empower every learner's and speakers of English to mirror his or her own sociolinguistic reality, as opposed to that of a generally far off local speaker. To this end, it is satisfying to watch that the investigation of the subject World Englishes is developing widely. "Although the paradigm shift has not yet started to filter into language teaching itself, where much more needs to be done to raise learners' and teachers' awareness of the diversity of English" (Jenkins, 2006: 173-174).
2.5 Children and Schools

In 1982-83, a study with pre-school children undertaken at the National University of Singapore showed that considerations on a more flexible approach to the teaching of English in the primary system, is needed (Gupta, 1988). Moang and Moang (1979: 77) also adds that teachers should distinguish the features "caused by first language interference" which should be corrected and features which can be ascribed to the norms of one variety and can be left alone. Foley (1988) in the case of Singapore emphasizes on a syllabus for schools in which there is more focus on fluency than accuracy. He adds that such syllabus places the learner in continuous control of the language he/she is developing in order to read and write. Furthermore, Foley (1988: 64) states:

Children gain confidence in using language because they are proceeding at their own rate, and because they are able to communicate their own ideas in writing, just as they do in speaking. There is the problem already indicated that many of the features of pre-school child's language are maintained in adult colloquial Singapore English. But children will also learn that they have to adjust the manner and mode of communication to suit the context. Thus they will have to learn that to move along the language continuum a greater degree of flexibility will be required.

Ng (1985) suggests that there should be scope for more flexibility in the programs taught in primary schools. Ng also mentions that there has been a positive move in the direction of recent programs for upgrading primary schools.

Cogo (2012: 2-3) states that most scholars today would agree that ELF is not a variety, and not a uniform and fixed mode of community. Rather, ELF is a flexible, co-constructed and therefore variable means of communication. This variability is co-constructed in different geographical areas and domains, but not necessarily geographically constrained. Therefore, the emphasis on fluidity and flexibility is crucial aspect of ELF research and makes it possible to go beyond static descriptions of the formal linguistic properties and focus, instead, on practices and processes.
2.6 Spoken ELF Features in writings

Mauranen (2012) remarks that most second language acquisition occurs in classrooms, "where linguistic abstractions in the form of rules are given to learners ready-made". Ellis (2006), then states that, spontaneous SLA, in the informal settings and outside formal teaching "tends to disregard grammatical phenomena to a degree. Bybee (2008) states that, both adults as well as children are open to learning chunks of language; which should enable the acquisition of new patterns along with new lexis. When it comes to the academic written forms however, the academic publishing world and discourse community, prescribes the language form which must be used and disallow others. The allowed featured would only be the stable and consensus features of academic English. Meanwhile, at the same time, all languages ought to change over a period of time, therefore, even such highly conventionalized system as academic English could be subject to change (Birch, 2014).

As Jenkins, Cogo and Dewey (2011) state, there has recently been a visible interest in exploring the written ELF. Additionally, Seidlhofer (2003) perceives the worldwide character of English in written form, especially with the expanding utilization of English for various purposes both academic and specific. Written language has a tendency to depend more on the established norms of the language. In this manner, deviations from the standard may not be as articulated as in the spoken language. Seidlhofer (2004, 223) however, argues that with the expanding use of English in written modes by non-natives, they may also "take on the kind of distinctive features that are evident in spoken ELF". In addition, involving their written as well as spoken forms to round up the description of these varieties in order to establish the categories of features commonly used in writing in separate ELF varieties is necessary.
2.7 ELF Corpora

Despite focusing mainly on grammatical and regular patterns, corpus-based studies make the target language an object of study. Language is a network of lexical relations (Lu, 2002). "Corpus-based Studies have allowed teachers and learners to look at a language in chunks rather than as single words." (Pawley and Syder, 1983).

L1 plays a big role in language learning. Thus, it is not unlikely to encounter non-native like and certain unnatural uses in learners' language (Lu, 2002). Another advantage which corpus based studies provides is the ability to select data and have it sequenced based on the learners' level, to promote one's investigative skills. Moreover, the data available in corpora are contexts and examples based on natural occurring use of language (Schmitt, 2001).

As the main focus of this study is to highlight the written ELF features of the English language used by international learners, using a corpus allows the teachers and learners to be aware of unfamiliar usage of target language in natural authentic communication. It also helps to develop the learners' analytical skills; which leads to a better understanding of the nature and structure of language (Tan, 2002).

As Guy Aston (2002) also emphasizes, using corpora is an opportunity for the learners to promote independent learning, as well as learning further information about language and culture. Corpora can be used as a very helpful tool in both deductive and inductive teaching approaches. In a deductive teaching, it could be used as a tool which provides the authentic elements to be presented by teachers (Schmitt, 2001). Corpus studies provide more opportunities for learners and teachers to get a glimpse of authentic use of language among people worldwide. It allows one to distinguish the differences, highlight the common factors and make a better
conclusion in different aspects of learning a language which could not be signified by other limited sources.

Over the years many studies have been done using corpora. Schmitt (2002) in his research 'using corpora to teach and assess vocabulary', states that corpora are found very useful in both teaching and assessing student since its great benefit is illustrating authentic language in transparent ways. Lu (2002) in her linguistic characteristics in Chinese learner English concluded that through her research corpora shows the significant tendency of the overuse of English expressions with direct Chinese equivalents. She adds that one of the benefits of using electronic corpora is to investigate various linguistic expressions. Lin (2002) states that use of corpora has made it possible for linguistics to "identify patterns in learner writings; and more importantly the strength and utility of corpus evidence is providing empirical support to some theoretically-founded hypotheses in second language acquisition" (Lin, 2002: 289). Mauranen (2006: 150) implies that the general principle in corpora is the authentic data which is collected and recorded in natural situations.

There are many ELF corpora available to use for both teachers and learners, below are some mentioned corpora:

- VOICE is a sizeable, PC discernable corpus of English as it is spoken by non-native speaker of English language in various connections. These speakers use English effectively regularly everywhere throughout the world, in their own, proficient or scholarly lives. To quote from https://www.univie.ac.at/voice/

"VOICE comprises 1 million words of transcribed spoken ELF from professional, educational and leisure domains and various speech event types. The speakers in the
corpus are viewed primarily not as language learners but as speakers in their own right. VOICE was thus conceived to serve as the first general corpus of English as a lingua franca (ELF).”


• English as a Lingua Franca in Academic settings (ELFA) http://www.helsinki.fi/englanti/elfa/elfacorpus.html, has picked the educated community as its particular domain. Academia is one of the domains which have most excitedly received English language use in international communication. The advancement has been especially quick since the Second World War, after which English has progressively overwhelmed research publishing.

• The ICNALE corpus http://icnale.por.jp, collected by Dr. Shin'ichiro Ishikawa of Kobe University, Japan, contains 1.3 M expressions of controlled papers composed by 2,600 undergrads in 10 Asian nations and locales, and 200 English Native Speakers. The incorporation of the same expositions composed under the same conditions by Native Speakers from a scope of English-speaking nations makes it perfect for correlations amongst L1 and L2 yield. The ICNALE is one of the biggest learner corpora freely accessible and a solid database for a contrastive interlanguage examination of Asian learners and additionally investigations of World Englishes in Asia.
2.8 ELF Features

English proficiency among ASEAN countries is distinguishing (Kirkpatrick, 2010). Those who have been colonized by the British, Americans, Spanish, Dutch or French, have a tendency to have established a variety of English which has been codified. Countries such as Thailand which has not been a subject to colonization, has not yet developed such known varieties fully (Kirkpatrick, 2010: 73). Although, the level of proficiency might differ between these countries, Kirkpatrick in his phonological analysis highlights the existing shared features.

Kachru and Nelson (2006) describe the English use in different nations. Firstly, English has been looked at in Scotland, Wales and Ireland. Secondly it was viewed in Canada, USA and Australia (the movement of British migrant to these countries). Thirdly, it is taken place where English is penetrated in nations which were colonized by the British, such as Nigeria, Malaysia and India which is believed to have developed the varieties of English. Lastly, English is seen as a true global language, where it can be viewed beyond 'post-colonial' varieties to a 'post-Anglophone' phase (Kirkpatrick, 2010: 74).

So far as research done in the European English domain, eight ELF features have been identified in the European context (Kirkpatrick 2010; Breitender 2009; Hulmbaur 2007; Breitender 2005; Seidlhofer 2005). Such features are:

- The non-marking of the third person singular with ‘-s’;
- Interchangeability of the relative pronouns, 'who' and 'which';
- Flexible use of definite and indefinite articles;
- Extended use of 'general' or common verbs;
- Treating uncountable nouns as plural;
• Use of uniform question tag;
• Use of demonstrative 'this' with both singular and plural nouns;
• Use of prepositions in different contexts.

(Adapted from ENGLISH AS A LINGUA FRANCA IN ASEAN, Kirkpatrick, 2010: 68-69)

As Kirkpatrick (2010) highlights, the use of lexis in all varieties of English is a core characteristic. He states that there are some features common to those of ELF features that are found within English vernaculars. Bailey (1997: 259-60) in her research states the variable use of ‘-s’ marking as in 'folks sings' among Southern United States and (Cukro-Avila, 2003: 98) the omission of the verb 'BE', in 'She a really young girl', in the examples of African-Americans vernacular English (Kirkpatrick, 2010: 98). Similar features are found and discussed in both British and American vernaculars (see Kirkpatrick, 2010: 97-104).

Over the past years, there have been many studies done based on ELF approaches. Jenkins (2000) in her research highlights the common ELF features in terms of phonology needed for understandable English. She then calls these features the core ELF features which are necessary to be used in non-native educational curriculums. Jenkins (2007) also adds that the recognition of these features make the syllabus of teaching easier and more manageable.

Matsuda (2002) reports that despite the existing awareness on different varieties of Englishes, Japanese textbooks, although using characters from the inner, outer and expanding circles; the textbooks are mostly designed to be ENL dominant. In many cases, it is discovered that the number of NNS outnumbers the NS, however, the given conversations and word productions are produced by the NS in the textual conversations. It was also noted that the situations which NNS use English is majorly to communicate with a NS and rarely to another NNS.
Takahashi (2014) in "an analysis of ELF-oriented features in ELT course books", encounters with similar findings. In her journal, the existence of characters of OC and IC in most Japanese course books are confirmed, however the representation of textual conversations is mainly focused on NS/NS, NNS/NS. The occurrence of the intra-national use of English is found very rare. Takahashi, however, interestingly encountered with ELF traits such as Singaporean English "Cheaper, can or not?" (p.33). The existence of these features is reasoned to allow the non-standard forms to act alongside other representation of characters, dialogue locations and type of communication in order to create an awareness of different varieties of English contextually.

Yuanwen Lu (2002) in her study highlights the overused features in Chinese students' writings. In her findings, three expressions are listed to be overused, “We/Us college students...”, ”With the development of ...” and “If you/we want to do something ...”. Lu, directs this overuse to the direct translation of these expressions in Chinese.

Mesthrie and Bhatt (2008:64) report few examples of non-standard modal form which consider it to be a variety of Asian English especially in Singaporean and Malaysian Englishes.

2.9 Kirkpatrick's study of English as a Lingua Franca in ASEAN (2010)

Kirkpatrick in his study of lingua franca in ASEAN (2010) highlights the ELF features found and available in the South-East Asian Ministry of Education Organization (SEAMEO) data. Below is a list of non-standard grammatical features from ASEAN ELF and SEAMEO data (Kirkpatrick, 2010: 104-15):
1. Articles

❖ Non-use of articles; Ex: use of *majority* without an article

❖ Use of indefinite articles with plural nouns; Ex: *a research*

2. Number

❖ Plural marking of uncountable nouns; Ex: *informations*

❖ Non-marking of plural countable nouns; Ex: *some question*

3. Verb forms

❖ The high frequency usage of simple present tense and simple past tense;

❖ The present simple forms used to refer to past time; Ex: *I am absent yesterday*.

❖ Use of infinitive 'to' with gerund form; Ex: *It is hard for me to doing everything*.

4. Modality

❖ Use of 'will' over 'would':

5. Inversion

❖ Non-inversion in ‘wh’ main clauses; Ex: *What you would like to read?*

6. Preposition

❖ Use of preposition in non-standard ways; Ex: *tell about opportunities*

In a summary, Kirkpatrick (2010), on his study of ASEAN ELF features reports the non-standard use of ASEAN English as below:
• The non-use of articles and the use of definite articles is reported. However, the use of no indefinite article is not encountered. Ex: I know when we touch the money issue it can be very controversial ...

• The existence of plural marking of uncountable nouns and non-marking of plural countable nouns is found commonly. Ex: I just want to comment on some of the question

• The most commonly used verbs are in the present simple and past simple form. Although in situations the use of these forms does not accord with the standard functions of the form. Ex: [Last night], he can't walk and he is just stand and sit

• The non-marking of the past tense form, the replacement of infinitive form with a past tense and the non-standard use of passive form of verbs in some cases are evident. Ex: the branding can be one of the issue that we probably have to identified ourselves

(Kirkpatrick, 2010: 104-113)

Kirkpatrick’s study on the ELF features in ASEAN context (2010) is set as a relevant framework for this study. According to Kirkpatrick (2010), these features are the spoken ELF features. Hence, this study aims to investigate the possible occurrences of spoken ELF features in writings.
Although there are many features of ELF, the following features will be examined in the writings of Primary school students:

✓ Articles
✓ Numbers (Countable and Uncountable Nouns)
✓ Verb forms
✓ Modality
✓ Inversion
✓ Preposition

2.10 Conclusion

In conclusion, English as a world language is spoken in a variety of ways. Kachru (1985), through his model illustrates the spread of English as a world language. Although Kachru’s model is not definitive, it has opened many doors into the understanding and the development of English use globally.

The spread of English has had many effects on people's lives. People tend to use language in various ways based on their social, cultural, economic and political needs. Every nation with their unique ways of speaking English flavors the existence of these varieties. Therefore, a level of flexibility towards the varieties of English is required. Research on ELF collaborated with electronic corpora has shown significant results on the language use globally.

However, research has shown that, there has been more focus on the spoken ELF language, than on the written language. Both teachers and learners should interact with and be introduced to different varieties of English language use instead of simply treating them as errors or ungrammatical deviances, but a variation which can represent their cultural and social identity.
CHAPTER 3
METHODOLOGY

This chapter discusses research methodology of the study. The research questions are restated in the first section. The second section provides information about the research context of the study, followed by an explanation of the methods of data collection and analysis.

3.1 Restatement of the Research Questions

- What is the teachers' awareness of ELF?
- What are the ELF features in Primary 2 to 6 students' writings?
- What are the changes in the use of ELF features in the writings from Primary 2 to Primary 6?

3.2 Description of the Research Context

The Primary school chosen for this study is a Singaporean International School in Bangkok with 129 students and 30 employees as shown in Tables 3.1 and 3.2.

<table>
<thead>
<tr>
<th>Nursery</th>
<th>Nursery</th>
<th>Kindergarten</th>
<th>Kindergarten</th>
<th>Primary</th>
<th>Primary</th>
<th>Primary</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>15</td>
<td>25</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 3.1 Student Population

78 Students
51 Students
<table>
<thead>
<tr>
<th>Departments</th>
<th>Number of employees</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>1</td>
<td>Thai</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Singaporean</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Thai</td>
</tr>
<tr>
<td>Internal Assessment</td>
<td>2</td>
<td>Thai</td>
</tr>
<tr>
<td>English Department</td>
<td>Nursery: 2</td>
<td>Filipino</td>
</tr>
<tr>
<td></td>
<td>Kindergarten: 1</td>
<td>Romanian</td>
</tr>
<tr>
<td></td>
<td>Primary: 2</td>
<td>British</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Iranian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American</td>
</tr>
<tr>
<td>Math/Science Department</td>
<td>Nursery: 2</td>
<td>Filipino</td>
</tr>
<tr>
<td></td>
<td>Kindergarten: 2</td>
<td>Filipino</td>
</tr>
<tr>
<td></td>
<td>Primary: 1</td>
<td>Filipino</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indians</td>
</tr>
<tr>
<td>Chinese Department</td>
<td>Nursery: 2</td>
<td>Chinese</td>
</tr>
<tr>
<td></td>
<td>Kindergarten: 1</td>
<td>Taiwanese</td>
</tr>
<tr>
<td></td>
<td>Primary: 2</td>
<td>Chinese</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thai</td>
</tr>
<tr>
<td>Thai Department</td>
<td>Nursery &amp; Kindergarten: 1</td>
<td>Thai</td>
</tr>
<tr>
<td></td>
<td>Primary: 2</td>
<td>Thai</td>
</tr>
<tr>
<td>Physical Education Department</td>
<td>Nursery, Kindergarten &amp; Primary: 2</td>
<td>Filipinos</td>
</tr>
</tbody>
</table>

Table 3.2 Employees

The school follows Singaporean curriculum and it is evaluated by UNESCO (United Nations Educational, Scientific and Cultural Organization) once every two years. The English teachers teaching primary levels are both native and non-native teachers from the UK, USA and Iran. General English, Writing and Vocabulary classes are taught by the British and American teachers while the Comprehension and Grammar classes are taught by the Iranian teacher.
Based on the Ministry of Education (MOE) and UNESCO in Thailand, Social and Value Education is required in Primary schools curriculum. Therefore, the school has a program in which both the teachers and students share stories and quotes about a given topic on a daily basis in the flag line-up. Creative Writing classes are collaborative with the topics given to students. Teaching Creative Writing was done over the 2015-2016 academic year, in which there is an hour of writing per week in the school curriculum. Students are guided through different ways of writing essays, together with some examples. Students are expected to apply their knowledge learnt previously in terms of defining the topic, its advantages or disadvantages, a common experience they might have had based on the topic, exchanging stories, etc. to draft their essays. Students then evaluate themselves and their classmates in a group discussion after every class with their teacher and classmates. Each grade has a writing book which helps introducing the different types of writings and ways to enhance writings. The books trigger learners by starting from sentence structure into developing the use of different kinds of descriptive elements in language in order to make their essays more vivid and reliable. In addition to their writing book, students have access to a comprehension book which consists of the different topics given to the students to write on. This book contains stories, quotes, folks and brainstorming sections to advance students’ creativity and set writing examples and useful steps towards writing essays. Students are guided by their teacher and some of the weaknesses and strengths found in previous essays are discussed in weekly class to encourage students to change their strategies, if necessary while writing their essays. At the end, comments are given by the teachers and students edit their drafts based on the teachers' comments.
3.3 Method of Data Collection

The data for this study are based on interview with teachers and students' writings. The researcher conducted a semi-structured interview (see Appendix A) with the Primary English teachers to understand their awareness on varieties of English models and classifications of English, including English as a lingua franca. The interview items were based on the studies discussed in Chapter 2. The researcher describes the interview process with the teachers in the following section.

Interview with teachers: The interview lasted for 10-15 minutes and was recorded. The researcher requested the Primary and kindergarten English teachers, to participate in the interview. The researcher conducted the interview at the convenience of the teachers. The researcher completed the interviews in the first week of new school year in September, 2016. The English teachers who taught writing continue to work in 2016-2017 academic year.

Validity of the interviews: The researcher piloted a similar interview with one of the teachers to check the clarity and wording of questions after validating the interview questions with a field expert. During the validation of the interview questions, a checklist was provided (Appendix B) and all the questions were discussed with the field expert in details as to clarify the objective of the interviews. 98 percent of the questions were agreed on. As it was suggested by the field expert, some terminologies were changed in order to make the questions clearer for the participants. A brief overview of the writings helped before discussing the subjects/participants of the study.

Reliability of the interviews: After the interviews were conducted, transcriptions and codes were provided to a field expert for reliability to which 96 percent of the coding was agreed on and after discussions with the field expert, the changes were made. The discussions with the field
expert helped to go over the responses of the teachers and highlight the important points mentioned by the teachers to be used as evidence to answer the first research question.

*Students' writings:* A content analysis of ELF features with Kirkpatrick's (2010) framework of 33 Primary 2-6 students' writings at an international school in Bangkok was done. The researcher used the writings of pupils from 2015-2016 which were submitted by the teachers to the School office in July 2016, which was the end of the academic year 2015 Table 3.3 provides information about the writings.

<table>
<thead>
<tr>
<th>Primary 2</th>
<th>10 Pupils</th>
<th>3 Essays/pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 Thai/ 1 Thai-American/ 1 Thai-Indian</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary 3</th>
<th>8 pupils</th>
<th>3 Essays/pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 Thai/ 1 Chinese-Japanese/ 1 Thai-Canadian/ 1 Thai-Chinese</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary 4</th>
<th>5 Pupils</th>
<th>3 Essays/pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Thai/ 1 Filipino/ 1 Taiwanese/ 1 Indian</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary 5</th>
<th>4 Pupils</th>
<th>3 Essays/pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 Thai/ 1 Thai-Sudanese</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary 6</th>
<th>6 Pupils</th>
<th>3 Essays/pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 Thai/ 1 Singaporean/ 1 Chinese/ 1 Thai-Singaporean</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>33 Pupils</th>
<th>99 Essays</th>
</tr>
</thead>
</table>

*Table 3.3 Students' Writings*
The researcher has got approval from the school to use the writings. However, a formal letter was obtained before data analysis.

**Sampling:** The researcher used opportunity-sampling technique for this study. The researcher used the writings which were available in the school.

Although the students had many (around 9) writing tasks during the academic year of 2015, the researcher used the writings that were available (99 essays) in the school office. The writings done at the beginning, middle and end of each term were used. The 3 essays done in different stages of a term helped the researcher to see how the use of ELF changes within a term in an academic year. Each essay contained approximately between 150 up to 300 words.

**Validity of writing analysis:** The analysis of the writings was provided along with checklists to be validated by a field expert. After the submission of the analysis, the researcher discussed all the features marked and the frequency to which they accord with the field expert and met the agreements on the validations of the study.

**Reliability of the writing analysis:** After the analysis was completed, the researcher provided 50 randomly chosen essays to a field expert for reliability check. 94 percent of the analysis of features was agreed on there had been occurrences which were negotiable and after detailed discussions the remaining 6 percent was corrected accordingly.
3.4 Subjects of the Study

The subjects of the study are all the Primary English teachers who teach writing. The researcher is one of the teachers of Primary and was the interviewer of the subjects. Therefore, the interviewees were the three teachers from Primary who taught through the year of 2015-2016 and continue to teach in the academic year of 2016-2017. The teachers for this study were purposely-selected. The reasons that the three native teachers were chosen for this study are:

A. According to Kirkpatrick (2010) most of the native teachers hired in schools of ASEAN are untrained and unqualified teachers preferred to a higher qualified and highly proficient local teacher. Therefore, examining their awareness over essential topics such as teaching English as a second/ foreign language and being familiar with the classifications of different models of English in the world is crucial.

B. The analysis of writings of the students highly relates to the native teachers teaching and assessing them.

C. The non-native Primary English teacher of the school is the researcher and therefore not a part of the study.

Table 3.4 provides overall information about the teachers who were interviewed in the study. In addition to the table, more details about each teacher are provided.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Gender</th>
<th>Age</th>
<th>Teaching experience and qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>Male</td>
<td>35</td>
<td>The British teacher has a Bachelor's degree in Music and currently studying Master's degree in Language Teaching. He has 4 years of experience in English language teaching in International schools.</td>
</tr>
<tr>
<td>T2</td>
<td>Male</td>
<td>37</td>
<td>The British teacher has a Bachelor's degree in Applied Community studies. He has taught for 1 year.</td>
</tr>
<tr>
<td>T3</td>
<td>Male</td>
<td>34</td>
<td>The American teacher has a Bachelor's degree in Communication Arts. He has 3 years of experience in English language teaching both in International and Thai schools.</td>
</tr>
</tbody>
</table>

Table 3.4 Primary English Teachers

- **T1**: A British male teacher who has been working at the same school for four years. Prior to this job, he has had no teaching experiences.

  In the past two years, based on the MOE regulations in Thailand, all the English teachers who wish to work as teachers for a long time in Thailand, are to have an educational or a degree related to education. T1 holds a music bachelor degree and so has taken the opportunity to continue his higher studies in Language Teaching. So far, he has attended and passed several courses and is pursuing his higher degree in education.

- **T2**: A British male teacher who has been working at the same school for a year. He has had no teaching experience prior to this job. He holds a bachelor degree in Applied Community Studies. Before starting his career as a teacher however, he has participated in several teacher-training courses such as TESOL.

- **T3**: An American male teacher who has been teaching at the same school for two years. Prior to this job, he has had several teaching experiences in different Public Thai Schools. He is holding a bachelor degree in Communication Arts and has no teacher-training experiences.
The writings were done by 33 Primary 2 to Primary 6 students at an international school in Bangkok. The students whose writings were analyzed in the study are in the age group of 7-12 years old from Primary 2-6 at an international school in Bangkok. All students use English as a second or additional language with different English backgrounds from many Asian countries. The reason these 40 students out of 51 students were chosen was the fact that their writings were available at school. Table 3.5 provides details about the number of students from Primary 2 to 6.

<table>
<thead>
<tr>
<th></th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
<td>11-12</td>
</tr>
<tr>
<td>Boys</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Girls</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

33 Students

Table 3.5 Students in this study

3.5 Method of Data Analysis

The researcher used different methods of data analysis in this study. Table 3.6 is a summary of the research methodology used in this study.
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Source of Data</th>
<th>Method of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question 1</td>
<td>Teachers' Interview</td>
<td>Content-based Analysis</td>
</tr>
<tr>
<td>Research Question 2</td>
<td>Students' writings</td>
<td>Content-based Analysis</td>
</tr>
<tr>
<td>Research Question 3</td>
<td>Students' Writings</td>
<td>Content-based Analysis</td>
</tr>
</tbody>
</table>

Table 3.6 Summary of Research Methodology

The researcher conducted an interview with the Primary English teachers. All the interviews were audio recorded. Once all the interviews were completed, they were transcribed for further analysis in order to answer the first research question of the study restated in this chapter. The results of the interview were analyzed qualitatively, which were useful to understand the teachers' awareness of English as a Lingua Franca and models of English in the world, which may influence their marking of assignments. However, teachers are also controlled by the administrators and expectations from learners, parents and society.
The writings were analyzed based on Kirkpatrick’s (2010) study of English as a Lingua Franca in ASEAN. The researcher coded the ELF features in the writings as shown in Table 3.6

- The flexible use of articles are marked **Bold**.
- The non-use of articles is shown with _.
- The various marking and non-marking of plurals are shown in *Italic*.
- The distinguishing uses of verbs are underlined.
- The favoritism on using specific Modals is highlighted in **BOLD CAPS**.
- The distinguishing use of Inversions are *Underlined in Italic*.
- The flexible use of prepositions is in **Bold Italic**.
- The Non-use of prepositions is shown in ( ).

<table>
<thead>
<tr>
<th>Articles</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-use of Articles</td>
<td>_</td>
</tr>
<tr>
<td>Numbers</td>
<td>$Ns$</td>
</tr>
<tr>
<td>Verbs</td>
<td>$Vs$</td>
</tr>
<tr>
<td>Modality</td>
<td>MDL</td>
</tr>
<tr>
<td>Inversion</td>
<td>Inv</td>
</tr>
<tr>
<td>Preposition</td>
<td>Prep</td>
</tr>
<tr>
<td>Missing Prepositions</td>
<td>( )</td>
</tr>
</tbody>
</table>

**Table 3.7 Framework for Analysis of Writings**
The researcher marked the ELF features in the writings using the framework mentioned above and counted the frequency of occurrences of ELF features. The researcher chose Kirkpatrick's (2010) framework as most of the students in the researcher's context are from ASEAN nations. Although Kirkpatrick's (2010) framework is based on ELF spoken features, the researcher wanted to investigate the appearance of spoken ELF features in the writings.

The researcher uses the findings from the writings of the Primary students to answer the second and third research questions posed for the study. The researcher lists the ELF features and finds the similarities and differences in the use of ELF features in the writings from Primary 2 to 6 in order to see to what extent the features vary within the Primary school data.

Below are samples of how the interviews and essays were analysed. The samples have been taken from the pilot interview and two randomly chosen students from the available data.

3.5.1 Extracts from the Pilot Interview

Below, some extracts from the pilot interview is provided to show the way of the analysis. The analysis is based on the two categories of awareness over the geographical aspects and awareness over the varieties of English in the world.

3.5.1.1 Extracts of interview based on the geographical aspects of English in the world

R: Have you heard of terms such as ENL, ESL, EFL

I: I heard and read some information about ESL and EFL but not with ENL

R: Do you feel comfortable to interact with people who speak English differently from the way you speak? If yes, what are the major differences?

I: YeSS I feel comfortable speaking with other people who have different accents. For me, the accent doesn't really matter as long as you have an understanding. Also, I find it interesting when I hear someone talking in different accents.
R: Do you think the way you speak and write English has changed after you became an English teacher in Thailand? Explain.

I: ... I'm always checking my grammar if it is correct or not when it comes to writing I always double check if my spelling is correct to avoid trouble and misunderstanding.

R: what do you think is the status of English in Thailand

I: I think that they are progressing they are trying to learn to speak English though it’s really hard for them especially those people who are learning at school but still some can't understand even the simplest question.

R: Why do you think parents want their children to learn English in Thailand?

I: I think that they want their children to learn English because it is the most commonly spoken language and that they want to travel around world.

3.5.1.2 Extracts of interview based on the varieties of English in the world

R: do you think there is a strong preference for any particular variety of English in the world if so what is the variety?

R: as if they are more towards, American, Australian, Canadian, Singaporean or any other variety of English

I: ummm... I think listening to someone with such good accent like British American or Australian is a good thing but like what I said before it doesn't really matter what matters most is that you have a good understanding with each other.

R: do you think people have to be accurate in writing and speaking English

I: uhhh not really As long as you can write a good sentence and you can speak or communicate well it should be good unless you are student and you are learning to become an excellent or outstanding student or you dream to be a journalist a professor of English etc then you should be grammatically correct.

Contradicts the first statement.
3.5.2 Extracts from the students writings

From P5 (Thai) Female Student:

Encouragement

Today I am going to write about "Encouragement". *Do you know what does encouragement means* like to encourage someone. Example: our classmates, our family, our teachers and our friends.

Pretend that you were going to have a race. And what do you think your parents or teacher is going to say. I thing they would "You can do it!" "Way to go!" "Don't give up!" "Nearly there!" and they would say "You're the best!"

Do you think that this is how we be an encouragement people?

How *WILL* you feel if people *was* cheering you to win something like a race. *I WILL* feel very cheerful and very happy. I want everyone to be an encourage people. If you are a encouragement person you would be very happy all day. Your family would listen to you and help you when you need help. If you be an encouragement people I really love to be a encouragement person.

<table>
<thead>
<tr>
<th>ELF FEATURES</th>
<th>Numbers of ELF Features</th>
<th>Total Number of the features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Art, _</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>3. Ns</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>4. V_s</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>5. Inv</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6. MDL</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>7. Prep, ( )</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>
From (Thai) P2 male Student:

The Big Win

Long time ago, there was a bunch of minions. They have lived for a long time, from stone age up till now. When they came out to the ocean, they found a dinosaur in (front of) their face. The minion thought that the dinosaur would be their boss. But soon it fell down into the lava. The minion then had many bosses but they all died because of the minion. The minion had no more chances. Then they found a cave that was massive. The minions build a large city made of snow. But something was missing. They didn't have a boss. One minion, Kevin, had a plan to find a boss.

He forced two minions, Bob and Stuart, to come with him. They took a car to Orlando. There, they met Scarlette. Three minions thought that she could be their boss but she turned out to be a bad person who want to be the queen of England. They all went to England to steal the crown. Bob pulled out a sword from the stone and got to be the king. King Bon had officially changed the law to make Scarlette the queen. She put the three minions in the basement of the palace. Later on they escaped and won over Scarlette. The real queen appointed them the knight of England.

This is the Big Win to all the minions.

Oh my goodness!

<table>
<thead>
<tr>
<th>ELF FEATURES</th>
<th>Numbers of ELF Features</th>
<th>Total Number of the features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Art, _</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>3. Ns</td>
<td>7</td>
<td>64</td>
</tr>
<tr>
<td>4. Vs</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td>5. Inv</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. MDL</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Prep, ( )</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>ELF Features</td>
<td>P2 Student</td>
<td>P5 student</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Art (redundant and misused)</td>
<td>1/30</td>
<td>3/8</td>
</tr>
<tr>
<td>Ns (countable and uncountable)</td>
<td>7/64</td>
<td>2/30</td>
</tr>
<tr>
<td>V (past and present tense)</td>
<td>4/46</td>
<td>4/45</td>
</tr>
<tr>
<td>MDL (use of will over would)</td>
<td>0/1</td>
<td>1/3</td>
</tr>
<tr>
<td>Inv</td>
<td>0/0</td>
<td>2/6</td>
</tr>
<tr>
<td>Prep</td>
<td>2/20</td>
<td>0/8</td>
</tr>
</tbody>
</table>

**Examples of article use:**

1: This is **the** Big Win to all the **minion**. (S2)
2: If you are a encouragement person . . . (S5)
3: ... I really love to be a encouragement person. (S5)

**Example of Non-marking of Plural Countable:**

1: This is the Big Win to all the **minion**. (S2)
2: If you be an encouragement people (S5)

**Example of The present simple verb form used to refer to past time:**

1: Three minions thought that she could be their boss but she turned out to be a bad person who **want** to be the queen of England. (S2)
Examples of Non-standard use of verb forms

1: If you be an encouragement people I really love to be a encouragement person. (S5)

Examples of use of prepositions

1: This is the Big Win to all the minion. (S2)
2: they found a dinosaur in (front of) their face. (S2)

Examples of distinguishing use of inversions

1: Do you know what does encouragement means ... (S5)

3.6 Conclusion

This chapter discussed the research context, methods of data collection and analysis. The researcher piloted the interviews and validated the items and began the analysis of writings of this study. The researcher reports the major findings from the interviews with the teachers and the analysis of students' writings in the following chapter.
Chapter 4
Data Analysis

The first part of this chapter reports findings in addressing the first research question. The second part, gives a brief description of the interviews conducted in this study. Each category of the interviews is discussed with extracts from the data are provided, in order to answer the first question of the thesis.

The third part of this chapter discusses the ELF features found in the Primary International Students' writings in detail along with tables and graphs in order to answer the second question of this study. Moving forward, a comparative graph of the different frequencies of each ELF is given, so as to answer the third question of this thesis. As mentioned before, the analysis of data will mainly follow the framework of Kirkpatrick's (2010) ASEAN analysis of ELF spoken features presented in chapter three (3.5).

4.1 Research Question 1: What is the teachers' awareness of ELF?

The findings in the analysis of the interviews show that the teachers subjected in this study have a general awareness over geographic aspects of English in the world. They do realize that based on the language backgrounds that different people come from; their phonology, grammar, and word choices might differ. As much as they seem to understand and tolerate these differences, most of the time, they view these differences as errors/deviances and in many parts of the interview, call these varieties as errors.

While examining their awareness over the different varieties of English in the world, they seemed to be contradicting themselves more often. Based on the data collected, the teachers
showed a level of uncertainty to where and what extent they need to apply their knowledge of flexibility on the different varieties on English.

The findings showed that out of the seventeen questions of the interview, T1 and T2 give eight similar answers and in most cases their answers agree with each other. Most of their agreement was on the geographical aspects of English. In terms of varieties of English in the world, T1 shows more openness towards the varieties in terms of grammar and structure, while T2 is more open towards the varieties in terms of spoken English.

T3 on the other hand views English more traditionally. He stated in many parts of the interview that he believed accuracy is very important and is not as open and relaxed towards the varieties and consistently compares the varieties to the Standard English model. Out of 17 questions, T3 agrees with 9 questions and gives 3 contradicting answers and 5 answers which proved his traditional way of viewing English.

In general, T1 and T2 sound more flexible and relaxed towards the different varieties they are faced with daily. One reason could be that these two teachers (see 3.4) have attended teaching courses and they are more aware of these matters. T3 however, shows less tolerance and is norm dependent. This was evident in many parts of the interview, where he stated that he would spot on fix grammatical errors and/or restructure the students' sentences in order to sound more ‘correct'. Although in many cases he says that he notices the differences on the other hand, he seems to contradict himself in later statements.

Below, additional information about the interviewees and findings of the transcription of interviews are reported in details.
4.1.1 The English Primary Teachers

The primary school chosen for this study is a Singaporean International School in Bangkok which follows Singaporean Curriculum. General English, Writing and Vocabulary classes are taught by the native teachers whereas the Comprehension and Grammar classes are taught by the non-native teacher.

Table 4.1 is a brief description of each teacher:

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Nationality</th>
<th>Prior English Language teaching experience to the current job</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>35</td>
<td>Male</td>
<td>British</td>
</tr>
<tr>
<td>T2</td>
<td>37</td>
<td>Male</td>
<td>British</td>
</tr>
<tr>
<td>T3</td>
<td>34</td>
<td>Male</td>
<td>American</td>
</tr>
</tbody>
</table>

Table 4.1 description of Interview teachers

In order to answer the first question of this study, two major categories were chosen while designing the interview questions. The themes are:

1) Geographical aspects of English language in the world

2) Varieties of English language in the world

Section 4.1.2 shows the detailed reports and the findings of the first category consisted of 10 questions which were aimed to help understand the geographical knowledge about the spread and use of English in the world.
4.1.2 Geographical aspects of English language in the world

The first question of the interview is for the teachers to distinguish the terms ENL, ESL and EFL and explain what these terms mean to them.

T1: ENL I haven't heard of ESL English as a second language and EFL, English as a foreign language

English as a second language would be the family that speak in another language as their first language and speak English as their second language at school English as a foreign language I'm not really sure the differentiation between the two to be honest but I know there is one

T2: umm I've heard ESL which is English as a second language and I think EFL is English as a foreign language

ENL no

umm they mean to me a umm that they are terms which refer to people whose native language isn't English and they are students or they are speakers of English language as a second language or foreign language

T3: yes I've heard of most of them -- umm ENL is English for native learners ESL is English for umhh secondary learners and umhh EFL is English for foreign learners

uhhh English for I'm gonna skip the ESL cause that one is not my strongest area but English for foreign learners uh has a has to be a lot different because they're introduced to English mostly as like a subheading or a passive language where they see in advertisements or on billboards or things like that but it's always either incorrect or it's really small or it's something that would just be otherwise ignored so they end up developing some consumptions about English but usually there are the wrong consumptions cause they've got media that introduces it to them

As seen in the data the lack of fully understanding and awareness over the terms are evident. As mentioned in Chapter two (2.2) English plays a different role when learned as a second language than first language and also when learned as a foreign language. Being aware of these differences is what makes a teacher more productive and creative with teaching strategies. Meanwhile T1 and T2 vaguely know the differences between ESL and EFL and T3 shows lack of awareness as calls English a passive language introduced to English as foreign learners, although in reality as stated in chapter two, the main reasons EFL students learn language is mainly for the purpose of
communication. However, ESL learners use English beyond the communication purposes and also as a medium of instruction or in cases in law and ENL users as the backbone of their societies.

The second question of the interview asks whether the teachers feel comfortable interacting with people who speak English differently than they do and if so what are the major differences they have observed.

**T1:** yeah I feel comfortable speaking to anyone I think the important thing about communication is being able to change the way that you speak depending on who you’re speaking to and why you are speaking to them the main difference is would be yes the accent unless and the way they say the pronunciation

**T2:** yees I do sometimes I find it difficult to understand their pronunciation which isn't a major issue

**T3:** yes I I actually enjoy speaking English with people that uhhh use English differently or have different backgrounds in English because A I learn about them and how they interact with people that are learning at their level or their styles and B I like to interact with people because it kind of broadens my personal experiences and helps me develop better teaching skills

I find that most of the time the biggest thing is a little grammar here grammar error here or there and just different ways of saying words which if you spend enough time with these people you'll learn pretty quickly and you learn how to either help them straighten their ability to pronounce the word like you want or you help them or they help you to understand what they're saying if they're just not able to grasp it and eventually they'll develop that skill the more they're around you

All the three teachers stated that they feel comfortable to interact with people who use English with different backgrounds. The major difference which they all noted is the different pronunciation which T1 and T2 seem to be tolerant about, T3 however, adds grammar and mentions coaching others to pronounce the way he wants them to which is viewing language
learning traditionally as opposed to intelligibility. As it was mentioned in Chapter two (2.1), the non-native users of English should be obliged to achieve intelligibility but not accuracy based on what is accepted by a native model of pronunciation.

As discussed in chapter 2, based on the geographical aspects of English in the world, the usage of English differs. Kachru (1985) presents that the diverse users of world Englishes, use English in diverse "situations, contexts and attitudes". "Situations" is referred to ‘socio-cultural’, linguistic, political and economic conditions of each group of language users. "Contexts" is related to the participation of language users in these circumstances and "attitudes" is entailed to the explicit and implicit attitudes towards the language as a whole, the particular varieties and the users of the language. The next question of interview was aimed to highlight whether these geographical changes have influenced the way these teachers speak or write English.

**T1:** looking at grammar every single day and become more aware of the way that you're speaking and even things that I was saying before which I thought were correct turned out to be completely incorrect and also I became less attached to arbitrary things like the spelling and pulling trousers, pants and things like that.

**T2:** yes I try to neutralize my accent a little bit and I try to speak slowly and in terms of my writing umm eh I have tried to change the way I write it cause I obviously need to make sure that its correct or that students can understand.

**T3:** amazingly ummm when I first came to Thailand I would always like on the spot correct anybody's English  

    I had since like adapted generally my spoken English to fit the patterns and trends that are most commonly used here in Thailand  

then I would change it to be the correct grammatical term or structure

| Traditional Approach | structure wise it's pretty much the same I haven't seen a whole lot of change there a little bit of degradation where it's not as strong and powerful as it used to be I use more simple words here and there but overall the style is pretty much the same |
Based on the data it is obvious that the teachers, through their interaction with people who use English differently than theirs, had to change the way they used to speak and in some cases even write in order to be able to communicate and make themselves understood. As shown above, all the three teachers admit that they have to use different patterns and words which are commonly used and neutralize their accents when necessary. T3 however, despite adapting in areas to make the communication possible, is a norm dependent and states that he restructures the non-native users use of English to be 'grammatically correct'.

The teachers were asked about the role of English in their country in the next question.

**T1**: to be honest it's just day to day communication without thinking about grammar Don't even think about vocabulary most of it is wrong loads of mistakes.

Points out to the existing varieties within the Standard English

**T2**: umm the role of English in my own country is the main source of communication between people

**T3**: like enormous roles ummm as a native speaking country as a native using country we use it for communication we use it in literally everything it's the backbone of our society and it's what helped our country develop as well as it has and that goes more than just the English language itself it goes into the English culture that was brought over by the settlers as well

Adds in social and cultural aspects of language

Since all the three interviewees come from English speaking countries, they mentioned that English is used on a daily basis and as a source of communication, medium of instruction and the backbone of their societies. T1 states that even within his native countrymen, there are many
varieties or in his term 'mistakes'. T3 also adds in the social and cultural aspects of English language in his country.

When asked about the status of English in Thailand, the three teachers responded accordingly.

**T1:** I think the status is really low and I’m quite surprised that the inability of everyday people to even answer simple questions in English is quite worrying.

**T2:** ummm I think the status is of English in Thailand is is not very high. I think that lots of people seem to be learning English and there are some people who have fluent English and have very good pronunciation but I think for my own personal experience speaking generally, given the amount of hours and the amount of attention that is given to the learning English in this country, the status isn't so high.

**T3** ummm ...it's kind of like a wounded animal.

The first two teachers commented that they find the status deficient based on the amount of time spent on learning English. They however, could not justify their answers in details to which scale they measure the status of English in Thailand. T3 however expanded his explanation by mentioning the lack of qualified and trained teachers in Thailand. Although he has good points
about the lack of trained teachers, he assesses the status traditionally and dismisses the importance of having locally trained teachers to teach English which confirms his lack of awareness of ELF.

The teachers were then asked whether they had any experiences teaching English in other countries. All the three confirmed that they had neither officially nor professionally taught English in another country.

The next question of the interview was about the future of English in the world.

T2: ... I think English used to have a real strong emphasis and it was the desired language and I think that will always be the case but I think when the world and the economy grows and changes I think languages such as mandarin Chinese may well become as important if not more important than English.

T3: that is a very hard question to answer ummm as China expands I see Chinese getting more powerful in Thailand the language is developing more and even in America that's happening ummm I see English being kind of shifted in Thailand right now to a more tertiary role where it's supported more as a third language more than the second language.

All the teachers agree that English will remain a powerful language; meanwhile they mention the possibility of a second powerful language, Chinese.

The teachers were next asked about the future of English in Thailand. They responses confirmed that they believe English will be a desired language to learn in Thailand, however, since the Chinese economy keeps growing and for the purpose of future careers as many businesses might rely on it in the future together with the advantages that knowing Chinese can bring to this matter, learning Chinese language might become second popular to learning English in Thailand.
In the next question to why the teachers assume the parents want their children to learn English in Thailand,

Ti: …that's clearly so they can travel the world, do businesses with many people as they can get by.

T2: eeh because I think they want their children to be successful, they want them to be able to communicate not only with their fellow country man but also if they go on a holiday, if they work abroad and I also think it's the' status or symbol if they speak English or another language

T3: ummm a couple of reasons Thai people are very passionate about appearances if they can speak English will automatically puts them into a higher level in society a higher status level if they can speak English really well it does open a lot of job opportunities and study opportunities for them which also go into the appears thing because for Thais the students must go to a university and if your student can study in a university in England or America or any other European country that student is phenomenal and it doesn't really matter if they graduate there or not it's just they went there to study even if it was for only just a year their parents will brag about it and that's all they care about

The teachers highlighted that the main reasons are because of the benefits and advantages that knowing English has. T3 also added that knowing English in Thailand is also prestigious which is again a bonus for Thais who know English in Thailand.

Section 4.1.3 reveals the detailed reports and findings of the second theme consisting of 7 questions which were aimed to help understand the teachers’ awareness of the different varieties of Englishes existing in the world. Below the first 7 questions are discussed in details.
4.1.3 Varieties of English language in the world

The spread of English globally has and is shaping new varieties of English. As pointed in chapter two (2.2), with the general spread of English, its unpredictable utilization designs and phonetic collection, matched together with the different client interests and inspiration into the procurement of it; English has ventured into a detailed system of assortments, which in light of Kachru, it is alluded to as "Wolrd Englishes". Moving forward to the second part of the questions which is related to the varieties of English language in the world, the teachers were asked about any particular English preferences among all the existing varieties.

_T1_: I think there is this belief or concept that RP or nice British accent is desirable but ... day to day I don't think it's that important

_T2_: I think it depends I think people want those core accents I think they want American English Canadian I think there is a lot of snobbery around how people learn English and how people speak English umm but I think it depends it's a regional thing one country or one particular person might prefer the American accent somebody else might like the British accent I think in terms of between native English speakers it doesn't matter and it's a personal preference but I think generally speaking people ... high society people people who are looking for that status symbol and for business speaking English want to learn with the correct accent and the correct pronunciation

_T3_: mm I would say that British English has a very strong umm following mostly because it was the empire you know American English I believe is a little bit more easy and simplistic and umm students understand it faster develop with it faster but .. because there are so many other countries that have British English as their secondary language it is the stronger more preferred language in the world

It is not surprising to find out that the teachers believe the major preferences are British, American and/or in other words 'core accents'. Although T1, does not necessarily believe it should matter and T2 thinks due to the beliefs and the symbols these varieties have become, people prefer them.
The next question of the interview was whether the teachers believe that families of students, the students’ immediate environment, the students’ L1 and media have direct influences in the abilities of the students learning English.

Ti: there's definitely a difference in abilities in English and yes it does depend when they come to the school if they drop into p3 then there are a huge disadvantages if they just came in to nursery and started learning English straight away and it does depend on the family and how much outside help they're getting as well and how much they're reading or listening

T2: I think it's to do with attitude and ability I think if there is a huge if there's a strong emphasis with family and parents that education is important and that its very important to learn English that will go through to the child but I think some people are very good at learning second languages and have a natural flare for that and some people don't

T3: absolutely all of

its really easy to see where the focuses from the parent is and how the parents have developed the child ummm all of our stronger students the ones that are the smartest students have had parents that had spent a lot of time with them developing the key skills that they are using and then have expanded on that

The answers to these questions were that all the teachers do strongly agree with the early age learning, the family and media influencing the speed of learning language.

Moving forward in the interview the teachers were asked about fluency versus accuracy.

Ti: no I don't I think uhh the grammar really holds back their creative flow I mean why can't a word that I make up be a word if you understand me why can't that be a word?

T2: no I think the important thing is to be understood and to be able to communicate.

T3: I absolutely think people have to be accurate Contradicts with his next statement

Traditional approach
I think that as teachers we need to be as accurate as possible because that helps the students develop it but in an actual setting when English is being used its okay to be relaxed because as a teacher we are trying to develop their skills and and we are trying to grow their ability so we need to be more stringy but when they are using English in a normal setting its okay to just let them use whatever they're used to and and try to formulate the best English structure that they can

In this part of interview, T1 and T2 agree that communication is more important than accuracy which to some extent shows their awareness of varieties of English used in the world.

T3 however, gives contradicting answers compared to T1 and T3. He believes that people have to be accurate. He on the other hand he adds that, teachers ought to be as accurate as possible (which could also be interpreted that teachers need to be proficient/qualified enough to teach the language) and believes that a level of flexibility is needed when dealing with second/foreign learners of English.

Next, the teachers were asked if they thought English would at last become one unite common variety.

T1: yeah I think so I think eventually or just... unifying in to one lingua franca

T2: yeaaaah, because it goes back to its ..., for me it's about fluency rather than accuracy. I think if they if they can make themselves understood with common words it might not be grammatically correct in my native ear it will not sound correct but if I can understand what they want what they need and what they're telling me then for me that's okay

T3: yes I do and I believe eventually we will all be there and English will eventually evolve to a more simplistic universal type. language
The teachers were then asked whether they have observed any common patterns interacting with ASEAN members.

**T1:** *ummm* no commonalities I mean I can only speak about Filipinos and Thais. Primarily Filipino English is a much better standard probably because of the American English in their country.

**T2:** *ummmm yees* obviously the pronunciation can be an issue just because of how they pronounce their own language. I also find that they struggle with tenses particularly you know the future tense, past tense and no matter how many times particularly when I'm chatting with children you can drill like you can restate it to them and it's embedded because of their own learning of their own language.

**T3:** actually yes *uhh* a lot of the same grammatical errors that they make in Thailand they make with all these other countries as well and that's because they're generally exposed to the same types of media *uhhh* whether its movies from America or England or they have like teachers that are teaching them and they are crossing signals here and there so yes you see the same grammatical errors.

T1 and T3 seem to have not much awareness over the patterns and/or they view the patterns traditionally. They call the patterns as errors than varieties. T2 however, seems to have a better understanding of why these differences exist.

Moreover, they were asked the same questions about other Asians outside the ASEAN and Europeans.

**T1:** There's definitely a pattern depending on what their first language is.

**T2:** *..... in school, in school there's a common pattern that they speak English and they use and they all have similar mistakes even high achievers use the same mistakes*

*ummm.... I find Europeans .... n00... no I don't think so , no*
T3: *ummm* not too much *ummm* I have some friends from Germany from England and stuff like that their usages are very different *ummm* normally the people from European countries that are not native users really try to perfect their English and they are so focused on being perfect that they make a lot of mistakes whereas native users they are just flowing and they'll make a mistake they'll come back and correct it or they'll just keep going and it doesn't matter

As shown above, the teachers do recognize the existence of different patterns among other Asian countries and Europeans. They however do not seem to have paid enough attention on the patterns used differently.
4.2 Research Question 2: What are the ELF features in Primary 2 to 6 students' writings?

The analysis of the data confirms that there are three major ELF features which are dominant in the students' essays. Table 4.2 demonstrates the frequency of these features.

Table 4.2 the frequency of the features
As shown on table 4.7, the dominant features are the Verbs, Articles and Prepositions.

- **Article**
  
  Non-use of articles;
  
  Use of indefinite articles with plural nouns;

- **Verbs**
  
  The high frequency usage of simple present tense and simple past tense;
  
  The present simple forms used to refer to past time;
  
  Use of infinitive 'to' with gerund form;

- **Preposition**
  
  Use of preposition in non-standard ways;

Below, the additional information about the students' writings and the findings are reported in details.

4.2.1 The Students' writings

As stated in chapter 3, the primary school chosen for this consists of 129 students in which 51 students are in Primary. 33 students out of 51 students whose writings were available in the office were chosen for this study. Each student had written 3 essays during the academic year of 2015-2016. The students have written different essays based on different genres that they had been assigned. The majority of writings are essays in which the students were given a social value topic such as: empathy, compassion, attentiveness, etc. to write about. The students had
been encouraged to write down about their thoughts, opinions and in some cases recount an experience linked to the values given. Other genres written by students are recounts (personal letters, past events, etc.), narratives (short stories), and procedure.

Table 4.2.1 is a list of genres found in students' writings.

<table>
<thead>
<tr>
<th>Students No.</th>
<th>Grade</th>
<th>Nationality</th>
<th>Genres</th>
<th>Number of essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P2</td>
<td>Thai</td>
<td>Recount/Narrative/Narrative</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>P2</td>
<td>Thai/American</td>
<td>Informative/Recount/Recount</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>P2</td>
<td>Thai</td>
<td>Recount/Informative/Narrative</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>P2</td>
<td>Thai</td>
<td>Narrative/ Informative/ Informative</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>P2</td>
<td>Thai</td>
<td>Informative/Recount/Narrative</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>P2</td>
<td>Thai</td>
<td>Narrative/ Informative/Narrative</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>P2</td>
<td>Thai/Indian</td>
<td>Recount/Narrative/ Informative</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>P2</td>
<td>Thai</td>
<td>Informative/ Informative/ Informative</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>P2</td>
<td>Thai/American</td>
<td>Informative/Narrative/ Informative</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>P2</td>
<td>Thai</td>
<td>Informative/Narrative/Narrative</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>P3</td>
<td>Chinese/Japanese</td>
<td>Informative/Recount/ Informative</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>Language</td>
<td>Type</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>----------------</td>
<td>---------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>P3</td>
<td>Thai/Canadian</td>
<td>Informative/Informative/Informative</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>P3</td>
<td>Thai</td>
<td>Recount/Informative/Informative</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>P3</td>
<td>Thai</td>
<td>Informative/Informative/Informative</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>P3</td>
<td>Thai</td>
<td>Narrative/Narrative/Recount</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>P3</td>
<td>Indian</td>
<td>Informative/Recount/Narrative</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>P3</td>
<td>Thai</td>
<td>Narrative/Informative/Recount</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>P3</td>
<td>Chinese/Thai</td>
<td>Recount/Recount/Recount</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>P4</td>
<td>Thai</td>
<td>Informative/Recount/Informative</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>P4</td>
<td>Filipino</td>
<td>Informative/Narrative/Informative</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>P4</td>
<td>Thai</td>
<td>Narrative/Informative/Informative</td>
<td>3</td>
</tr>
<tr>
<td>22</td>
<td>P4</td>
<td>Taiwanese</td>
<td>Narrative/Informative/Informative</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>P4</td>
<td>Indian</td>
<td>Informative/Recount/Narrative</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>P5</td>
<td>Thai/Sudanese</td>
<td>Informative/Informative/Recount</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>P5</td>
<td>Thai</td>
<td>Recount/Informative/Informative</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
<td>P5</td>
<td>Thai</td>
<td>Narrative/Recount/Recount</td>
<td>3</td>
</tr>
</tbody>
</table>
### Table 4.2.1 Description of Students’ Writings

<table>
<thead>
<tr>
<th>No.</th>
<th>P6</th>
<th>Language</th>
<th>Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>P5</td>
<td>Thai</td>
<td>Informative/Recount/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Narrative</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>P6</td>
<td>Chinese</td>
<td>Informative/Report/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Procedure</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>P6</td>
<td>Singaporean</td>
<td>Recount/Recount/ Informative</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>P6</td>
<td>Thai</td>
<td>Informative/ Informative/Report</td>
<td>3</td>
</tr>
<tr>
<td>31</td>
<td>P6</td>
<td>Thai</td>
<td>Recount/ Informative/Recount</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>P6</td>
<td>Thai</td>
<td>Informative/Recount/ Informative</td>
<td>3</td>
</tr>
</tbody>
</table>

**4.2.2 Flexible use of definite and indefinite articles**

The distinctive uses of articles are commonly found in Asian varieties of English (Bautista, 2000:151; Kirkpatrick, 2013: 104). It has been noted that the absence of using an article has been more seen in new varieties of English than Standard English (2013). Table 4.3 shows the frequency of the article usage (both redundancy and misplaced).
Below are some of the examples of the non-use of articles (redundancy), indicated by an underscore, _.

1) After that they took the clown bomb to north pole and _... (S5)
2) A person who does not have appreciation, kindness and _thankful heart... (S24)
3) Father is a male parent who take care me when I was young. (S25)
4) My mum send my dad to airport to be ready to go on plane. (S25)
5) ... a story about to be attentive student. (S27)
6) …and the teacher said that "you are very attentive student". (S27)

7) Teacher need attentive when they write answer on board or check students books. (S32)

8) that's the age you can apply to be _ king. (S15)

9) …that person came with _ empty pot …(S15)

10) …I gave you the wrong seed you telling truth you are being honest …(S15)

11) so I never belief_ stranger …(S11)

Kirkpatrick stated that the non-standard occurrences are the non-use of articles or the use of definite article rather than an indefinite one (2013).

• Below, is a list of distinctive use of articles (the use of definite article rather than an indefinite one and vice versa) found in the data.

1) A long time ago there was a hero named Rita and her sidekick uncle Bingbong and they were rich, so they lived in the castle. (S10)

2) 6 months later I felt missed him so I wrote the letter. (S25)

3) Dad is a power of my heart. (S26)

4) He is a people that help me with every thing. (S26)

5) This is a month of September …(S27)

6) When we be the goal keeper we need to pay attention to the ball. (S30)

7) When we drive the car we need to pay attention with the car why! (S30)

8) Attentively is a adverb. (S30)

9) …after that we went for a ice-creamm at Swensen (S31)

10) There was the time when me and my two girl friend wants to join a dance contest. (S18)

11) …it looks like a ocean …(S16)
12) It's like a aquarium ...(S16)

The data shows that as the grades go higher, the frequency of the article usage changes. However, by grade 6, the frequency of distinctive usage and the use of articles lessens.

4.2.3 Number

The various marking or non-marking of plurals and treating uncountable nouns as plural is found in Kirkpatrick study of ASEAN ELF features.

The frequency of the various markings of nouns in this data is very low as shown in Table 4.4.

<table>
<thead>
<tr>
<th>Class</th>
<th>Nouns</th>
<th>Total No. of Countable and Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
<td>35</td>
<td>762</td>
</tr>
<tr>
<td>P3</td>
<td>30</td>
<td>696</td>
</tr>
<tr>
<td>P4</td>
<td>15</td>
<td>435</td>
</tr>
<tr>
<td>P5</td>
<td>12</td>
<td>420</td>
</tr>
<tr>
<td>P6</td>
<td>32</td>
<td>715</td>
</tr>
</tbody>
</table>

Table 4.4 ELF Features [Numbers]
Below are some examples found in the data and shown in *italic*.

1) There was the time when me and my two *girl friend* wants to join a dance contest. (S18)

2) ...dad came to me and said all the *thing* that they talk together just a while ago. (S25)

3) He is *a people* that help me with every thing. (S26)

4) *Some time* we like to ride motocycle together. (S26)

5) The next two *day* we went to the zoo. (S26)

6) When it is hometime our *parent* come and pick us up to go home. (S27)

7) ...he saw a plot of land full with *carrot*. (S27)

8) ...he don't know that all the *carrot* he eat it's for the rabbit name Tom. (S27)

9) My *teacher* they always encourage me when I can't do my test they say: you can do it try your best. (S30)

10) We need to encourage *our friend* ... (S30)
11) I think everyone will choose me because most of the student want to have more time.... (S30)

12) on the way we saw Lamborghini, Ferrari and others expensive cars. (S31)

13) they support me and help me a lot of time. (S31)

14) I have some good quote ... (S32)

15) ...he have made many project for Thai people its have 2,15a projects. (S32)

16) ...give you a clothes ... (S32)

17) We can wear any shirt we want and we're happy. (S33)

18) ...helps me with problems and question. (S3)

19) I try to copy my teacher and how he say the word. (S5)

20) We should only trust people that we know fully like our family and close friend. (S5)

21) Rita has lava power and her sidekick, uncle Bingbong, has ice power. (S5)

In the data however, no plural marking of uncountable nouns was found. On the other hand, the various marking of singular noun and non-marking of plural nouns existed in essays. A reason for the existence of these various markings could be the fact that the majority of the subjects are Thai and plural marking of nouns does not exist in Thai language.

4.2.4 Verb forms

According to Kirkpatrick's study the distinguishing uses of verbs among the ASEAN members were evident. He mentioned that Asians favor the use of simple present and simple past form of verbs to other varieties. Kirkpatrick also mentioned that in many cases the verbs do not agree with the subject of the sentence and/or are used for tenses that should not be used for.
The data shows that the dominant ELF feature found is the uses of verbs in the writings. It should be noted that Table 4.5 shows the verbs which either did not agree with the subject and/or the tense of verbs did not match the sequences of the actions versus the total frequencies of verbs used in all tenses.

<table>
<thead>
<tr>
<th>Class</th>
<th>Verbs</th>
<th>Total No. of Verbs in all tenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
<td>88</td>
<td>636</td>
</tr>
<tr>
<td>P3</td>
<td>137</td>
<td>710</td>
</tr>
<tr>
<td>P4</td>
<td>50</td>
<td>433</td>
</tr>
<tr>
<td>P5</td>
<td>59</td>
<td>448</td>
</tr>
<tr>
<td>P6</td>
<td>63</td>
<td>754</td>
</tr>
</tbody>
</table>

Table 4.5 ELF Features [Verbs]

![Chart showing frequency of Verbs across different classes]

Table 4.5.1 Frequency of Vs
Below are the underlined examples found in the essays of students which support Kirkpatrick’s findings.

1) There was the time when me and my two girl friend wants to join a dance contest. (S18)

2) We could not start practicing because they keep on laughing at me. (S18)

3) At Christmas night we had dinner (with) all people that is in our big family. (S18)

4) On [Day] 20th January 2016, I had an opportunity to went on a school field trip to Siam Paragon to visited Siam Ocean World which is located within the shopping center on a underground floor level. (S18)

5) It is also one and only aquarium that operate in the shopping center. (S18)

6) Me and my friends got a chance to sat on a boat. (S18)

7) I like the jelly fish the most because they glows in colours according to the lights. (S18)

8) Father is a male parent who take care (of) me when I was young. (S25)

9) He is the one who protect us from danger. (S25)

10) I think I have to went back to my country … (S25)

11) … when I got the salary I will send it to you. (S25)

12) … dad came to me and said all the thing that they talk together just a while ago. (S25)

13) Before he go I ran to hug him. (S25)

14) On that time me, my mum and dad was crying. (S25)

15) My mum told me that “1 year you would see him one time”. (S25)

16) You don’t needs to worried about me because I can take care myself. (S25)

17) You should take enough sleep and having enough food. (S25)

18) One day his mom fell sick and became blind …(S26)

19) Gratitude turn what we have into enough. (S26)
20) My dad always say how ever I grow I am his little girl. (S26)

21) He never leave me alone. (S26)

22) ... he like to watch movie with me he also eat chocolate with me. (S26)

23) When I want her to sleep she just run away. (S26)

24) Yesterday at school I and my friend Sarah went to the canteen and talking together...

(S27)

25) ... you must get punish because you did not pay attention. (S27)

26) The next day she came inside our class she pay attention and the teacher said that "you are very attentive student". (S27)

27) ... so I and my sister must studies hard ...(S27)

28) I think I understand but I think that my sister do not. (S27)

29) I will going to tell what does perseverance mean. (S27)

30) Perseverance mean never give up, do not quit and do not turn back to the beginning. (S27)

31) ... while he was eating he don’t know that. (S27)

32) Sometimes the drivers are watching the road but suddenly someone appeared in front of the car they can't see the car because they are doing other things. (S28)

33) If I be the president, the first thing I'll do is ...(S28)

34) Next we went to central festival and play games. (S29)

35) My dad he always encourage me ...(S30)

36) ... someone that get the encouraged from you they we be happy... (S30)

37) So the ball will not going to the goal. (S30)

38) First we went bought some popcorn and drinks ...(S31)

39) ... they say that it was 3D but it look more like 2D. (S31)
40) On the next day, I been doing nothing but play games. (S31)

41) ... trust can help you relies on people ... (S31)

42) If Steve Jobs don't have perseverance, he will not made an Iphone and no one will know about Iphone. (S32)

43) Perseverance mean don't give up ... (S32)

44) The King have made thai people happy ... (S32)

45) ... if they check wrong people will ate wrong medicine. (S32)

46) You were the one to hold my hand when I'm about to fall. (S33)

47) Have you ever feel what it's like to be in their life ... (S33)

48) I trust my parents because they help me with everything. I trust my teachers cause they teaches me and helps me with problems and question. (S33)

49) Once upon a time there were a clown named Bob. (S3)

4.2.5 Modality

According to Mesthrie and Bhatt (2008: 64), in many cases the Asian English users, use the modal "will" over "would". This characteristic was reported to be of Singaporean and Malaysian variety. There are very few examples of non-standard modal forms in SEAMEO and the ASEAN ELF data, indeed. Kirkpatrick however, did not find any instances of its use in his data.

Below are some of the examples found in the data and highlighted in CAPS BOLD.

1) if I stay here and work the same job as you I think we WOULD not have enough money so I have to go back ... (S25)

2) My mum told me that “1 year you WOULD see him one time”. (S25)

3) How WILL you feel if people was cheering you to win something like a race. (S11)
4) people went to the king parade to apply to be the king but the king WILL test them first. (S15)

5) But suddenly a big enormous evil clow and his name was Bob and he WILL take over the world with his clown boom. (S6)

In this study as well, the non-standard use of modalities (preference of "will" over "would"), were very rare. It should be noted that in this data only the modals WILL and WOULD were observed and the rest of the modals such as can, could, must, etc. were checked based on the tense that were used and counted with verbs.

4.2.6 Inversion

Non-inversion in wh-main clauses and the use of interrogative word order in indirect speech are well attested in many new varieties of English such as in African English. Many instances have also been seen in the Kirkpatrick's data.

Below are some of the examples of distinctive use of inversions found in the data underlined in italics.

1) This is the quote of attentiveness is "our attentiveness to the wind allows the wind to move us". (S27)

2) I will going to tell what does perseverance mean. (S27)

3) Do you know what is Encouragement ...(S30)

4) Do you know what is the definition of Attentiveness is? (S30)

5) Do you know what is attentive? (S32)

6) Do you know what does encouragement means ... (S19)
In this study there are not so many inversions occurring. One reason could be that writing inversions requires complex skills in writings and early primary students do not yet master this skill.

### 4.2.7 Prepositions

Different varieties of English use different prepositions in different contexts. These examples can be also seen in British dialects. "The 'correct' preposition can often be subject to relativity swift change even in the standard" (Kirkpatrick, 2010: 113). The participants in the Kirkpatrick’s data used a variety of prepositions in a distinguishing way. Table 4.6 demonstrates the preposition use (misplaced and redundancy) in the writings.

<table>
<thead>
<tr>
<th>Class</th>
<th>Prepositions</th>
<th>Total No. of Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
<td>22</td>
<td>280</td>
</tr>
<tr>
<td>P3</td>
<td>31</td>
<td>248</td>
</tr>
<tr>
<td>P4</td>
<td>9</td>
<td>156</td>
</tr>
<tr>
<td>P5</td>
<td>12</td>
<td>167</td>
</tr>
<tr>
<td>P6</td>
<td>21</td>
<td>306</td>
</tr>
</tbody>
</table>

Table 4.6 ELF Features [Prepositions]
Prepositions

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
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<tr>
<td>8%</td>
<td></td>
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<tr>
<td>6%</td>
<td></td>
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<tr>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6.1 Frequency of Preps

Below the different use of prepositions in the students' essays are marked in **Bold Italic** and the non-use of prepositions are additionally put in (brackets) by the researcher.

1) *At* **Singapore** was very hot. (S3)
2) ... we are *went* to shopping ... (S3)
3) Then we had a really great vacation and New year *(for)* about 25 days. (S18)
4) *At* Christmas night we had dinner *(with)* all people that is in our big family. (S18)
5) I want to say thank you *(my)* friends, teachers and parents *(for)* all *(of)* that. (S8)
6) Father is a male parent who take care *(of)* me when I was young. (S25)
7) If you don't pay attention *for* all of this things you will not have an easy life. (S8)
8) If you were watching TV and keep playing *(with)* phone you would not concentrate on other thing. (S25)
9) We went *(to)* many different kind of game ... (S26)
10) *In* that day she went back home and told her mother about it. (S27)
11) Lastly we should pay attention *with* everything and be attentive. (S27)
12) ...I go to see my sister at P2... (S27)
13) ...he saw a plot of land full with carrot. (S27)
14) Normally it's easy for people to pay attention in something you're interested, but people can't concentrate in the boring things. (S28)
15) It is a day when we appreciate you for doing a lot of good stuff to us. (S29)
16) When we drive the car we need to pay attention with the car, .., (S30)
17) If you do, you are empathizing (with) someone's life. (S33)
18) I saw them giggled about the beggar. (S33)
19) On the third day we are went to shopping at Vivo shopping Mall. (S3)
20) Sometimes he is jealous about the king. (S3)

4.2.8 Additional findings

In addition to the features discussed above, three other features which were out of the Kirkpatrick's framework were noted during the analysis of the data.

➢ disagreements between subjects and pronouns

we have to say no because they are trying to kidnap you, instead of US

The third people who I trust is my dog. Because it protect me, they protect the house and let me touch.

➢ Dropping the copula

I very sad.

I thankful to my family I thankful to my food.

I Empathetic them.
➢ Use of singular demonstratives instead of plural

I want to say thank you my friends, teachers and parents for all that.

➢ Lack of using objects/pronouns to give more details

Gratitude is being thankful that you have.

if your friends can do you can do

if your friend can do, you also can do it.

We can trust someone but before you trust check first.

My classmate did not understand was really bad.

➢ Misplacement of parts of speech

If you help people you are a compassion but here now we are talking about Gratitude.

We need to be trust

Encouragement is a good value that everyone should do.
4.3 Research Questions 3: What are the changes in the use of ELF features in the writings from Primary 2 to Primary 6?

As for the frequency of the features, it is noted that as the students go to higher grades, their understanding of using different parts of the speech increases and they are more stable in their writings.

<table>
<thead>
<tr>
<th>Grade</th>
<th>0%</th>
<th>2%</th>
<th>4%</th>
<th>6%</th>
<th>8%</th>
<th>10%</th>
<th>12%</th>
<th>14%</th>
<th>16%</th>
<th>18%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2</td>
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<td>P3</td>
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<td>P4</td>
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<td>4%</td>
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<td>P5</td>
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<td>P6</td>
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Table 4.7 Comparative Graph of Features

There is a shift in frequencies with P3 and P5 classes as shown in table 4.7. The possible explanation could be that P3 is a big and diverse class with students from different nations and different backgrounds. As for the P5 class, this is the grade where the level of learning and being exposed to English gets more complex and students might need time to conceive, adjust and apply the new information learnt.

In terms of the shift in the article with P4 and P5, it was noticed that the number of the articles that were used among them were less than other grades. Therefore, while counting the articles
their frequencies were higher than the other classes when compared to those who have used more articles in their essays.

In terms of verbs and the shift with P3, one possible reason could be that in that grade, students' books expose them to more new verbs and this is the grade which simple past and past continuous tense is introduced to the students. Although the students use both tenses in their writings, they may not have fully comprehended the contexts to which use the tenses and with more time, their confusion lessens as they go to higher grades.

Same could apply for the use of preposition among P3. P3 is a grade which students face a shift in their language learning as new aspects of language is introduced to them. Therefore, they are at a stage when they are exposed to new information and they have to put the information learnt to trial in their writings until they become more aware of each pattern usage.
4.4 Summary of the Chapter

In this chapter, the data which was collected through the interviews with three English teachers at an international Primary school of Bangkok were audio recorded and transcribed. The data collected from the transcriptions of interviews conducted by the teachers of the International School, two British teachers and one American teacher were categorized into two different aspects discussing the teachers' awareness on the geographical aspects of English in the world and the varieties of English in the world. Using content based analysis, highlighting the keywords and comparing the similarities and dissimilarities between the teachers helped to link the findings to Kirkpatrick's (2010) study which was based as the framework of this thesis to understand the extent to which these teachers are aware of the classifications and models of English in the world.

The data which appeared in International Primary students' writings at an international school of Bangkok was analysed and interpreted based on the Kirkpatrick's (2010) framework in order to find out the dominant spoken ELF features appearing in the written form. A comparative graph was then provided to understand the changes occurring in the used patterns among the students with different levels. Based on Kirkpatrick's (2010) framework of ASEAN ELF features, the findings were summarized in this section in order to answer the research questions.

Chapter five summarizes the major findings drawn from the analysis of the data in chapter four. Pedagogical implications and recommendations are also offered furthermore.
Chapter 5

Conclusion

In this chapter, the major findings in terms of data collected from interviews and features identified as part of spoken ELF appearing in written forms of Primary International students’ writings is summarized. Some implications for pedagogical teaching in terms of ELF in the writing context are drawn and the limitation of the study is addressed. In addition, several suggestions for further studies are put forward.

5.1 Summary of Major Findings

The purpose of this study was to investigate the teachers' awareness of various models of English in the world and to find the possible occurrences of spoken ELF features penetrating in the Primary International students' writings and their frequencies among the different grades at an International school in Bangkok. In order to accomplish this goal, an interview was conducted between three teachers teaching at the school and 33 students whose writings were available in the school's office were chosen for this study.

In order to answer the first question of this study which was to examine the awareness of teachers over different varieties of Englishes in the world, 17 interview questions were designed based on geographical aspects and varieties of English in the world. The data showed that the majority of the answers were similar in terms of the teachers' awareness over geographical aspects of English in the world. Meanwhile, in terms of their awareness over the varieties of English, the teachers had different views. While Ti stated that following the Standard English model blocks the creativity of the learners, in later on answers he seemed to not notice these strategies and creativity the learners or the ELF users of English have. T2 on the other hand,
stated that fluency is more important for him than accuracy and was more open towards different accents and spoken form of English. T3 however, was the teacher with the most internal contradicting answers. In the geographical aspects of English, he shows great deal of understanding, but he shows traditional views in his pedagogical implications. Although he is aware of differences and varieties, he dismisses them and tries to reconstruct the language produced by ELF users based on the so called 'Standard English model'.

The second source of data of this study which was the students’ writings were analyzed based on the Kirkpatrick’s (2010) study of English as a lingua franca in ASEAN. Six spoken ELF features (chapter two (2.6)) were chosen as the framework to find out the occurrences of possible ELF features in the data and their frequencies to which these features vary.

In order to answer the second question of this thesis, 99 essays from 33 students were analyzed. The features were each analyzed and counted separately according to the grade of each student.

The findings showed that there existed three dominant features in the students’ writings.

1. Verbs
2. Articles
3. Prepositions

The three least dominant features were:

1. Numbers
2. Modality
3. Inversions
Moreover, a comparative graph (table 4.7) was provided in order to distinguish the dominant features and their pattern among the students' writings in different grades. When the patterns were compared it was noted that while some follow the patterns same as in Kirkpatrick's (2010) study, some break the pattern.

The next part of this chapter discusses the findings in details.

5.2 Discussion

As stated in chapter 2, the important issues such as viewing English as the world language, geographical, political, and cultural influences on English and the existence of different varieties of Englishes, have shaped and/or are shaping over the years as English is being used globally. Since the teachers chosen for this study are Native teachers teaching their L1 to students who are learning English either as a second or foreign language, it is necessary for the teachers to be aware of different approaches and terms in teaching English language. Of course teaching English to students as their L1 is never the same as students learning it as a second or foreign language. Having awareness on these different approaches widens a teacher's creativity and improves his/her language teaching skills.

From this small-scale research, it can be concluded that teachers who had attended English Language Teaching (ELT) courses have more awareness towards the existing varieties of English in the world, as opposed to the one native English teacher who had experiences with teaching the English language without attending any courses and teaching trainings. It should be noted that the new Thai law enforcement for English language teachers to hold certain educational degrees and to have passed several ELT courses and trainings has an influence in the
increase rate of the teachers' awareness to a higher level over the varieties of Englishes in the world.

The are many factors that affect language and the students' response towards learning a particular language such as: students' family background, their lifestyle and environment, their culture, and more importantly the student him/herself as individuals are effective to the way they use their skills towards learning languages.

It was also noted that there is a link between having more awareness towards the varieties of English language in the world and teachers' openness and flexibility towards accepting these varieties. As the teachers showed more flexibility, their ideas of becoming more creative and making communication more possible in the classroom and EFL society with they are in was more stated in the interviews. It was also evident that although the teachers show a level of understanding towards ELF, they are in many cases uncertain of the level of applicability. This confusion might be caused due to the expectations of the parents, administration, and the usual demand of keeping certain varieties (British, American, etc.) of English as symbols.

As far as the penetration of spoken ELF features in the Primary International students' writings, a major cause of variation in English is, as one would expect, through its contact with other languages. The data shows that the students' L1 provides rich resource of ELF features in the usage of English which makes the English language usage unique in itself.

*Articles:* One reason as also mentioned in Kirkpatrick's (2010) study is that "the great majority of varieties of English use articles less frequently than Standard English" (105). This distinction also seems to be evident among the different varieties of Standard English (American, British, etc), whereas one variety uses articles more frequently than other. Another reason for this
distinction (the redundancy and misplacing of articles) could be the fact that most Asian languages such as in Chinese, the usage of definite and indefinite articles is not as obligatory as it is in standard English. Yet, in some occasions it occurs where it is not necessarily needed. In addition, in Thai language definite and indefinite articles are not used. Moreover, much research has shown that the distinction of usage in articles is evident in Singaporean English, as well (Gupta, 1988:42; Mesthrie and Bhatt, 2008: 49-50).

**Verbs:** Firstly, many Asian languages and in this case Thai which is the language of the majority of the subjects of this study is an aspectual system rather than an inflected system. Therefore, in ASEAN English it is common to see tenses signaled by the time reference with the time adverbials, however, inflection markers are not indicated.

Secondly, dropping the third person tense-s is also common among many ASEAN English users as many Asian languages such as in Chinese and Thai, there is no subject-verb agreement. This feature has been recognized in VOIC as both a feature in both European and Asian contexts.

Thirdly, as indicated before, since there is no subject-verb agreement in many Asian languages, the occurrences of mixing "have" and "has" and "do" and "does" are evident.

**Prepositions:** The existence of different choice of using prepositions can be that people conceive things from different perceptions which might be caused by cultural differences. Another reason could be the direct translation of the students' Ll to their essays.

As the variety of ASEAN English is still developing, it is hard to distinguish the inappropriate or wrong usage of lexis from the ELF features in certain areas. As mentioned despite the differences in strategies used by learners, there exist shared ELF linguistic features among non-native users' production of language (see chapter 2 p.36). Studying these features allowed
knowing 'what linguistic features lingua franca speakers share and how these differ from those of native speakers' (Mauranen 2003 and 2006; Kirkpatrick, 2010:69).

Moreover, grammatical features appear distinctive in the data. There are some features which also appear in other varieties of English, for example, the confusion in using articles, dropping the third person present-tense-s, and the non-marking of verbs in past tense, etc. (which has been discussed in chapter two, 2.3.2). However, there are some which seem to appear but have not been identified in Kirkpatrick's (2010) ASEAN data. One possible reason could be the fact that Kirkpatrick’s study focuses on the spoken ELF features and not the written features.

In addition, there are features identified in Kirkpatrick's data which do not appear in this data, for example the plural marking of uncountable nouns. A possible answer could be that as the majority of the students in this data are Thai students and in Thai language the marking of nouns does not exist. It is therefore not surprising that the majority of ELF features in the marking of countable nouns were the non-marking of plurals; it would therefore be natural for the students not to mark the uncountable nouns as plural as well. Another possible reason could also be that the research has been confined to written ELF rather than spoken ELF. As Kirkpatrick (2010: 106) discusses the marking of uncountable nouns has a link with the phonological environment as marking these plurals would create consonant clusters which could be caused by a simple slip of the tongue in this context.

Furthermore, the frequency of the spoken ELF found in the Primary International students' writing breaks the patterns in some cases. One example is the articles. It is important to be noted that the usage of article within the standard varieties of English is also distinctive. Therefore, identifying the articles (misused/redundant) is difficult as it is often associated with the treatment
of nouns as count or non-count nouns; which again many varieties of English treat Standard English noun-count nouns as countable and vice-versa (Kirkpatrick, 2010: 105).

5.3 Implication for English language teaching

People might argue that English in most countries is learned as EFL and teaching models are still dominated by NS-based teaching model. It is however important to note that the ASEAN consists of communities with diverse users of English where English is majorly used as a tool for communication. The eventual goal for pedagogical teaching of ELF is to 'codify the localized English features and have them incorporated into national English curriculum.

Abandoning unrealistic notions of achieving native-like proficiency rather than stressing capabilities and fluency than accuracy could make it possible for more alternative approaches in teaching.

1. Workshops and reconstruction of curriculums

One implication could be creating workshops for local English teachers from ASEAN in pursue of recreating curriculums and material designs based on the needs of the learners. Kirkpatrick (2010: 175-181) suggests for a 'multilingual model' from ASEAN countries.

2. Authentic Materials

Creating materials which are authentic to the learners of English within the field of morphosyntax and phonology in order to sustain mutual comprehension is vital. In relation, creating testing systems with a benchmark to scale authentic fluency to 'standard norm' accuracy should be encouraged.
"A comprehensive theory of teaching and learning English as an international language" which is proposed by McKay (2002, 125) can also be helpful while developing teaching materials.

- language use in multilingual contexts
- the promotion of native speaker models
- language variation

3. Keeping records of unproblematic written features

As the scope of this study was an International school, some may argue that the Standard English model should be the base of pedagogical implications for International students, it should be noted that since Thailand is a country with visitors from many different countries; while some certain 'Standard English' features may be unnecessary for ELF syllabus; some non-standard features can be useful for lingua franca communication' (Kirkpatrick, 2010: 174). For example while the standard uses of verbs remains an essential part in the syllabus aiming to teaching a standard British or American variety of English, the analysis of ELF has shown that the non-marking of the verbs in certain contexts does not restrain intelligibility and communication. That being said, although it is important for the learners to be aware how English verb forms change based on different contexts, the teachers should not worry over much if these are not always marked. Similarly the same applies for the use of inversions and other dominant features. The problematic yet ungrammatical features which do not cause miscommunication should therefore be treated as a variety rather than deviation and a degree of flexibility must be put into account when facing them. Therefore, designing materials and curriculum based on what aspects are problematic and which are not relies highly on the schools' material developers, administrations and teachers.
4. ELF Approaches for Teaching

Additionally, as ASEAN members have chosen English as a lingua franca, therefore approaches for teaching English ought to match the purpose of using English.

Kirkpatrick (2007: 193-4) proposes ‘a lingua franca approach’ in which the curriculum needs at least three stands:

1. Students would need to be alerted to which linguistic features cause particular problems of mutual intelligibility.
2. The curriculum would need focus on how cultures differ and the implications of such differences for cross-cultural communication.
3. Students would need to be taught the communicative strategies that aid successful cross-cultural communication.

5.4 Recommendation for Further Research

One suggestion for further research is to extend this small-scale study into a large-scale study or corpus study, in which the data includes not only the writing forms of students’ writings, but also businessmen, working employees, as well as natural spoken forms occurring between ASEAN users.

Moreover, comparative studies among ASEAN countries which use English as a second versus using English as a foreign language and its distinction when the communication between the different members occurs can be helpful to broaden the creation of cross-cultural curriculums.
Other suggestion for future research would be the analysis of written ELF features instead of the occurrences of spoken ELF features which may be distinctive as to provide a basis of ASEAN ELF pedagogy in the future.

Additionally, comparative research based on ELF English usage among other ELF users versus ELF English usage with ENL users can be useful to understand the degree of flexibility and float of communication.

In addition, examining students' intelligibility, when using authentic cross-cultural materials versus norm-dependent 'standard English' model, is recommended. A comparative research may highlight the importance of the absence of ELF approaches in pedagogical approaches and help fill the gap for better language teaching strategies which ultimately can result in better English language learning systems.
References


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Appendix A: Interview questions

Greetings and Introduction:

Thank you for having this interview with me. My attention as a researcher is to explore your view on English in the world and your experience both as a user and teacher of English.

Could you please briefly introduce yourself?

Questions about the geographical aspects of English language in the world:

- Have you heard of terms such as ENL, ESL, EFL? If so, what do these terms mean to you both as a user of English and a teacher of English?
- Do you feel comfortable to interact with people who speak English differently from the way you speak? If yes, what are the major differences? (Pronunciation, Tone, Intonation, …)
- Do you interact with people who come from a linguistic background which is similar to yours? If yes, what language do you use? Why?
- Do you think the way you speak and write English has changed after you became an English teacher in Thailand? Explain.
  Have you taught English in other countries? If so, what are the differences and similarities between your earlier job and this one?
- What is the role of English in your home country?
- What do you think is the status of English in Thailand?
- In your opinion, what will be the future of English?
- What do you think will be the role of English in Thailand in the future?
- Why do you think parents want their children to learn English in Thailand?
Questions about the varieties of English language in the world:

- Do you think there is a strong preference for any particular variety of English in the world? If so, what is the variety?
- Do you think that students have different abilities in English at our school? If so, do you think the influence is due to families, immediate environment, friends, media or their L1?
- Do you think people have to be accurate in writing and speaking English? If so, why?
- How do you find it when people with different first language backgrounds use English for communication?
- Do you think it is possible to have a common variety of English when people who do not share a common first language communicate with each other?
- Do you interact with ASEAN members (Indonesia, Malaysia, Philippines, Singapore, Thailand, Cambodia, Brunei, Vietnam, Myanmar, and Laos) regularly? If so, have you observed common patterns of using English among learners of ASEAN?
- Do you interact with Asians or Europeans regularly? If so, have you observed common patterns of using English among them?

Thank you.
Validation form for interview questions

**SCHOOLIN BANGKOK**

In this checklist, there are 10 items for you to give your rating based on the 10-point scale given below. Please tick the score for each item. Your

<table>
<thead>
<tr>
<th>Category</th>
<th>No.</th>
<th>Item/Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>1</td>
<td>The questions are related to the research objectives.</td>
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<tr>
<td><strong>Literature Review</strong></td>
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<td>The questions are constructed based on the literature review in the research.</td>
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<td><strong>Facilitating interviewees</strong></td>
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<td>The questions are phrased in a way that gets the interviewees to provide detailed answers.</td>
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<td>4</td>
<td>The questions are likely to elicit answers from the interviewees' knowledge and experience.</td>
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<tr>
<td><strong>Language, words and grammar</strong></td>
<td>5</td>
<td>The questions are clearly and concisely worded.</td>
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<td></td>
<td>6</td>
<td>The questions do not contain any slang words, terms, acronyms and jargons that are likely to be unfamiliar to the interviewees.</td>
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<tr>
<td><strong>Sequencing</strong></td>
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<td>The sequencing of the questions is natural and logical.</td>
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<td>8</td>
<td>The questions are grouped according to categories/topics.</td>
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Sir: [Signature]

Assoc. Prof. J.A. Foley
CONSENT TO DATA

A STUDY OF TEACHERS' AWARENESS OF ELF AND AN ANALYSIS OF ELF FEATURES OF PRIMARY SCHOOL STUDENTS' WRITINGS AT AN INTERNATIONAL SCHOOL IN BANGKOK

This document is to confirm that you have given your consent for the students' writing essays to be used in the research study conducted by Yasaman Shetabi from MA-ELT at the Assumption University of Thailand. The purpose of the study is to explore the ELF features, their occurrences and the frequency of them in the students' writings. The results of this study will be included in Yasaman Shetabi’s Master's Thesis.

- Unless you give us permission to use your name, title, and/or quote you in any publications that may result from this research, the information will be confidential.

I understand the procedure described above. My questions have been answered to my satisfaction, and I agree for this data to be used.

I give permission for the data to be used.

Name of Subject

Signature of Subject

Signature of Investigator
CONSENT TO PARTICIPATE IN INTERVIEW

A STUDY OF TEACHERS’ AWARENESS OF ELF AND AN ANALYSIS OF ELF FEATURES OF PRIMARY SCHOOL STUDENTS’ WRITINGS AT AN INTERNATIONAL SCHOOL IN BANGKOK

You have been requested to participate in a research study conducted by Yasaman Shetabi from MA-ELT at the Assumption University of Thailand. The purpose of the study is to explore your views on English in the world and your experience both as a user and teacher of English. The results of this study will be included in Yasaman Shetabi’s Master’s Thesis. You were selected as a possible participant in this study because you are an English teacher. You should read the information below, and ask questions about anything you do not understand, before deciding whether or not to participate.

• This interview is voluntary. You have the right not to answer any question, and to stop the interview at any time or for any reason. I expect that the interview will take about ten minutes.

• You will not be compensated for this interview.

• Unless you give us permission to use your name, title, and / or quote you in any publications that may result from this research, the information you tell us will be confidential.

• I would like to record this interview so that I can use it for reference while proceeding with this study. I will not record this interview without your permission and assure that your name will not be disclosed in the thesis. If you do grant permission for this conversation to be recorded, you have the right to revoke recording permission and/or end the interview at any time.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

[ ] I give permission for this interview to be recorded.

[ ] I give permission for the following information to be included in publications resulting from this study:

   direct quotes from this interview

Name of Subject  ANTHONY BREWER

Signature of Subject ________________________________ Date 8.2.16

Signature of Investigator ________________ Date 8.1.16
CONSENT TO PARTICIPATE IN INTERVIEW

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☐ direct quotes from this interview

Name of Subject

Signature of Subject

Date

Signature of Investigator

Date
Appendix D: Extracts of interview based on the geographical aspects of English in the world

R: Have you heard of terms such as ENL, ESL, EFL

I: I heard and read some information about ESL and EFL but not with ENL

R: Do you feel comfortable to interact with people who speak English differently from the way you speak? If yes, what are the major differences?

I: Yes. I feel comfortable speaking with other people who have different accents. For me, the accent doesn't really matter as long as you have an understanding. Also, I find it interesting when I hear someone talking in different accents.

R: Do you think the way you speak and write English has changed after you became an English teacher in Thailand? Explain.

I: . . . I'm always checking my grammar if it is correct or not when it comes to writing I always double check if my spelling is correct to avoid trouble and misunderstanding.

R: What do you think is the status of English in Thailand?

I: I think that they are progressing they are trying to learn to speak English though it's really hard for them especially those people who are learning at school but still some can't understand even the simplest question.

R: Why do you think parents want their children to learn English in Thailand?

I: I think that they want their children to learn English because it is the most commonly spoken language and that they want to travel around the world.
3.5.1.2 Extracts of interview based on the varieties of English in the world

R: do you think there is a strong preference for any particular variety of English in the world if so what is the variety?

R: as if they are more towards, American, Australian, Canadian, Singaporean or any other variety of English

I: ummm… I think listening to someone with such good accent like British American or Australian is a good thing but like what I said before it doesn't really matter what matters most is that you have a good understanding with each other

R: do you think people have to be accurate in writing and speaking English

I: uh hh not really As long as you can write a good sentence and you can speak or communicate well it should be good unless you are student and you are learning to become an excellent or outstanding student or you dream to be a journalist a professor of English etc then you should be grammatically correct

Contradicts the first statement
Excerpts from the students' writings

From P5 (Thai) Female Student: Encouragement

Today I am going to write about "Encouragement". Do you know what does encouragement mean like to encourage someone. Example: our classmates, our family, our teachers and our friends.

Pretend that you were going to have a race. And what do you think your parents or teacher is going to say. I thing they would "You can do it!" "Way to go!" "Don't give up!" "Nearly there!" and they would say "You're the best!"

Do you think that this is how we be an encouragement people?

How WILL you feel if people was cheering you to win something like a race. I WILL feel very cheerful and very happy. I want everyone to be an encourage people. If you are a encouragement person you would be very happy all day. Your family would listen to you and help you when you need help. If you be an encouragement people I really love to be a encouragement person.

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From (Thai) P2 male Student:

The Big Win

Long time ago, there was a bunch of minions. They have lived for a long time, from stone age up till now. When they came out to the ocean, they found a dinosaur in (front of) their face. The minion thought that the dinosaur would be their boss. But soon it fell down into the lava. The minion then had many bosses but they all died because of the minion. The minion had no more chances. Then they found a cave that was massive. The minion build a large city made of snow. But something was missing. They didn't have a boss. One minion, Kevin, had a plan to find a boss.

He forced two minions, Bob and Stuart, to come with him. They sailed to New York city, then took a car to Orlando. There, they met Scarlette. Three minions thought that she could be their boss but she turned out to be a bad person who want to be the queen of England. They all went to England to steal the crown. Bob pulled out a sword from the stone and got to be the king. King Bon had officially changed the law to make Scarlette the queen. She put the three minions in the basement of the palace. Later on they escaped and won over Scarlette. The real queen appointed them the knight of England.

This is the Big Win to all the minion.

Oh my goodness!

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