

## 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.