

Global Englishes and Teaching Approaches in Thailand: Basis for Curriculum Development

Lolita L. Uminga and Phillip G. Queroda

Open University Systems, Pangasinan State University, Lingayen, Pangasinan, Philippines

92771lolita@gmail.com

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ABSTRACT

This study examined Global Englishes and teaching approaches in Thailand as basis for curriculum development. It described the profile of 101 language teachers connected to Rajabhat University branches in Thailand, assessed the degree of manifestation of their Global English proficiency, determined their level of utilization of selected language teaching approaches, and tested differences and relationships among the study variables. A descriptive-correlational, descriptive-comparative, and descriptive survey design was used. Data were gathered through a validated questionnaire and analyzed using frequency, percentage, weighted mean, multivariate test statistics, and Pearson correlation. Findings showed that most respondents were 36-45 years old, female, had 6-10 years of language teaching experience, held master's degrees, were single, held instructor or

lecturer ranks, had attended one to five related seminars or trainings, and earned 30,001-40,000 Baht monthly. Teachers manifested high Global English proficiency overall ($M = 4.24$), with social competence obtaining the highest mean ($M = 4.34$). Their utilization of language teaching approaches was also high overall ($M = 3.80$), with the Lexical Approach and Communicative Language Teaching obtaining the highest means ($M = 3.95$), while Content-Based Instruction was moderately utilized ($M = 3.31$). No profile variable produced a significant difference in Global English proficiency. Significant positive relationships were found between Global English proficiency and teaching approach utilization, with an overall correlation of $r = .562$, $p < .001$. The study concludes that Global English proficiency and teaching-method utilization are meaningfully connected and may guide curriculum development toward globally responsive, culturally inclusive, and communicatively oriented language education.

Keywords: *curriculum development, Global Englishes, language teaching approaches, proficiency, Rajabhat University, Thailand*

INTRODUCTION

English has become a global language shaped by colonial history, globalization, migration, technology, commerce, education, and intercultural exchange. Its use across different communities has produced multiple varieties, accents, communicative norms, and sociolinguistic practices. This shift has led to the concept of Global Englishes, which recognizes English not as a single native-speaker-centered form but as a diverse, adaptive, and globally shared language.

In English Language Teaching, the Global Englishes perspective challenges traditional models that privilege only standard British or American English. It encourages educators to expose learners to different English varieties, promote intelligibility and intercultural communication, and develop learners' confidence in using English with speakers from varied linguistic backgrounds. This perspective is especially important in

English as a Foreign Language context where learners often use English for global rather than native-speaker-only communication.

Thailand has given considerable importance to English language education because English supports international communication, higher education access, tourism, employment, economic competitiveness, and participation in global communities. However, Thai learners continue to face challenges in English proficiency due to linguistic and cultural differences between Thai and English, limited opportunities for authentic interaction, pronunciation difficulties, and the need for more communicative and globally oriented teaching practices.

Teaching approaches such as Task-Based Learning, the Lexical Approach, Communicative Language Teaching, the Audio-Lingual Method, and Content-Based Instruction offer different pathways for developing language proficiency. In a Global Englishes context, these approaches should not merely transmit grammar and vocabulary but should prepare learners to communicate flexibly, intelligibly, and confidently across multilingual and multicultural settings.

This study examined the manifestation of Global English proficiency among language teachers in Thailand and the extent to which they utilized selected language teaching approaches. The findings served as basis for curriculum development that integrates global competence, intercultural awareness, methodological diversity, and learner-centered English language instruction.

Literature Review

Global Englishes and English Language Education

Global Englishes refers to the many ways English is used across countries, cultures, and communities. Kachru's work on World Englishes, Jenkins' discussion of English as a Lingua Franca, and Seidlhofer's contributions to ELF studies all emphasize that English now functions beyond its traditional native-speaker boundaries. This perspective recognizes that English users bring local identities, pronunciations, pragmatic norms, and cultural meanings into communication.

The Global Englishes perspective has important implications for curriculum development. A curriculum informed by Global Englishes should expose learners to different English varieties, promote intercultural communicative competence, and help students understand that intelligibility and appropriateness are central in international communication. It also encourages teachers to move beyond rigid native-speaker norms while maintaining clarity, accuracy, and communicative effectiveness.

In Thailand, English is taught as a foreign language and is linked to academic, professional, tourism, and economic goals. Studies cited in the source dissertation show that Thai learners often encounter challenges in pronunciation, syntax, conversational organization, and opportunities for authentic practice. These challenges support the need for teaching approaches that are communicative, flexible, culturally responsive, and aligned with global language realities.

Language Teachers' Global English Proficiency

Language teachers' Global English proficiency includes social, communicative, strategic, and discourse competence. Social competence refers to teachers' capacity to create opportunities for students to use English with speakers from diverse language backgrounds. Communicative competence involves the ability to interact effectively across varieties and cultural contexts. Strategic competence refers to teachers' ability to adapt instruction and manage communication challenges, while discourse competence involves understanding ownership, variation, and extended language use in global communication.

The source dissertation emphasizes that teachers need to understand the sociolinguistic realities of English and reflect these realities in classroom practice. Teachers who possess stronger Global English proficiency are more likely to promote inclusive language attitudes, use authentic and varied materials, and prepare learners for communication beyond one fixed English model.

Professional development is therefore necessary. Studies cited in the dissertation, such as those on Global Englishes-focused courses and teacher preparation, suggest that teachers' attitudes and practices can shift when

they receive structured exposure to linguistic diversity, intercultural communication, and Global Englishes-informed pedagogy.

Teaching Approaches in a Global English Context

Task-Based Learning emphasizes meaningful tasks that require learners to use English for real purposes. It supports fluency, collaboration, problem-solving, and authentic communication. In a Global Englishes context, TBL is useful because learners practice language in situations that approximate real-world interaction across linguistic and cultural boundaries.

The Lexical Approach emphasizes vocabulary, collocations, lexical chunks, and formulaic expressions. Since Global English communication requires flexible and comprehensible language use, lexical knowledge helps learners' express meanings naturally and efficiently. Communicative Language Teaching likewise emphasizes interaction, meaningful communication, and learner participation, making it strongly aligned with Global Englishes-informed instruction.

The Audio-Lingual Method provides structured practice in pronunciation, patterns, and repetition, while Content-Based Instruction integrates language learning with meaningful academic or thematic content. Although CBI can strengthen academic language and content understanding, it requires sufficient resources, teacher preparation, and curricular support. The source findings show that CBI was the least utilized approach, suggesting the need for targeted curriculum and professional-development support.

METHODS

Research Design

The study employed descriptive-correlational, descriptive-comparative, and descriptive survey methods. The descriptive-correlational component examined the relationship between teachers' Global English proficiency and their utilization of language teaching approaches. The descriptive-comparative component tested differences in Global English proficiency when respondents were grouped according to profile variables. The descriptive survey component described the respondents' demographic profile, proficiency levels, and teaching approach utilization.

Research Locale

The study was conducted among language teachers connected to Rajabhat University branches in Thailand. The scope of the dissertation focused on language teachers across twenty branches, which provided a state-university context for examining Global Englishes and teaching approaches in Thai English language education.

Respondents and Sampling Technique

The respondents were 101 language teachers. Convenience sampling was used because the teachers were geographically dispersed and participation depended on accessibility and willingness to answer the questionnaire. Respondents were required to have at least one year of language teaching experience so that they could provide meaningful responses regarding Global English proficiency and language teaching approaches.

Table 1. *Profile of the Respondents*

Profile variable	Category	Frequency	Percentage
Age	26-35	25	24.8%
Age	36-45	52	51.5%
Age	46-55	22	21.8%
Age	56 and above	2	2.0%
Sex	Male	29	28.7%
Sex	Female	72	71.3%
Teaching experience	5 years and below	11	10.9%
Teaching experience	6-10 years	34	33.7%
Teaching experience	11-15 years	28	27.7%

Teaching experience	16-20 years	20	19.8%
Teaching experience	21-25 years	8	7.9%
Educational attainment	Bachelor's degree	29	28.7%
Educational attainment	With units in master's degree	9	8.9%
Educational attainment	Master's degree	37	36.6%
Educational attainment	With units in doctorate degree	17	16.8%
Educational attainment	Doctorate degree	9	8.9%
Civil status	Single	52	51.5%
Civil status	Married	45	44.6%
Civil status	Separated	2	2.0%
Civil status	Widowed	2	2.0%
Academic rank	Instructor/Lecturer	68	67.3%
Academic rank	Assistant Professor	7	6.9%
Academic rank	Associate Professor	1	1.0%
Academic rank	Professor	2	2.0%
Academic rank	Not specified	23	22.8%
Related seminars/trainings	None	3	3.0%
Related seminars/trainings	1-5	36	35.6%
Related seminars/trainings	6-10	28	27.7%
Related seminars/trainings	More than 10	34	33.7%
Monthly income	20,000 Baht and below	13	12.9%
Monthly income	20,001-30,000 Baht	32	31.7%
Monthly income	30,001-40,000 Baht	35	34.7%
Monthly income	40,001-50,000 Baht	19	18.8%
Monthly income	More than 50,000 Baht	2	2.0%

Research Instrument

A questionnaire was used to gather the data. The instrument contained sections on respondent profile, manifestation of Global English proficiency, and utilization of language teaching approaches. Global English proficiency was assessed through social competence, communicative competence, strategic competence, and discourse competence. Teaching approach utilization was assessed through Task-Based Learning, Lexical Approach, Communicative Language Teaching, Audio-Lingual Method, and Content-Based Instruction. A five-point Likert scale was used in interpreting responses.

Validity and Reliability

The research instrument underwent validation and item analysis. The source document reported accepted item-level content validity indices. Reliability was also established for the proficiency and teaching-approach scales. Reported reliability coefficients for Global English proficiency were .885 for social competence, .649 for communicative competence, .878 for strategic competence, and .923 for discourse competence. For teaching approaches, coefficients were .792 for Task-Based Learning, .815 for the Lexical Approach, .884 for Communicative Language Teaching, .815 for the Audio-Lingual Method, and .906 for Content-Based Instruction.

Data Gathering Procedure

The researcher administered the validated questionnaire to accessible and willing language teachers connected to Rajabhat University branches in Thailand. Responses were gathered, encoded, and organized according to the study objectives. The data were then analyzed using descriptive and inferential statistical procedures.

Data Analysis

Frequency and percentage were used to describe respondent profile. Weighted mean was used to determine the degree of manifestation of Global English proficiency and the level of utilization of teaching approaches. Multivariate test statistics using Wilks' Lambda were used to test differences in proficiency across profile variables. Pearson correlation was used to test the relationship between Global English proficiency and utilization of language teaching approaches. The level of significance was set at .05.

Ethical Consideration

The study observed voluntary participation, confidentiality, and responsible handling of data. The respondents were professional language teachers and their responses were reported in aggregate form. The final journal submission should include the confirmed institutional ethics-review or approval reference number when required by the journal.

RESULTS AND DISCUSSION

Profile of Language Teachers

The respondents were mostly 36-45 years old (51.5%), female (71.3%), had 6-10 years of language teaching experience (33.7%), and were master's degree holders (36.6%). Most were single (51.5%), held instructor or lecturer ranks (67.3%), had attended one to five related seminars or trainings (35.6%), and earned 30,001-40,000 Baht monthly (34.7%). The profile suggests that many respondents were mid-career language teachers with graduate-level preparation and exposure to professional-development activities.

Degree of Manifestation of Global English Proficiency

Teachers manifested a high degree of Global English proficiency in all assessed competence areas. Social competence obtained the highest mean of 4.34, followed by communicative competence ($M = 4.27$), strategic competence ($M = 4.22$), and discourse competence ($M = 4.14$). The overall mean was 4.24, interpreted as High Manifestation.

Table 2. *Summary of the Degree of Manifestation of Global English Proficiency*

Competence area	Mean	Descriptive equivalent	Interpretation
Social competence	4.34	High Manifestation	Teachers strongly provided opportunities for learners to practice English across diverse language backgrounds.
Communicative competence	4.27	High Manifestation	Teachers reported strong ability to interact and teach across linguistic and cultural differences.
Strategic competence	4.22	High Manifestation	Teachers used flexible strategies to respond to students from varied English-speaking contexts.
Discourse competence	4.14	High Manifestation	Teachers recognized ownership, variation, and discourse use of English in global communication.
Overall mean	4.24	High Manifestation	Teachers demonstrated a high level of Global English proficiency overall.

The high manifestation of social competence indicates that teachers recognized the need to expose learners to multiple English users and communication contexts. This aligns with the Global Englishes view that English instruction should prepare students for interaction with both native and non-native speakers. The relatively lower,

though still high, discourse competence score suggests a continuing need to strengthen teachers' ability to handle extended discourse, variation, and ownership of English in classroom materials and activities.

Utilization of Language Teaching Approaches

The overall utilization of language teaching approaches was high ($M = 3.80$). The Lexical Approach and Communicative Language Teaching obtained the highest means ($M = 3.95$), followed by Task-Based Learning ($M = 3.89$) and the Audio-Lingual Method ($M = 3.88$). Content-Based Instruction obtained a moderate utilization mean of 3.31, indicating that it was used less frequently than the other approaches.

Table 3. *Summary of the Level of Utilization of Language Teaching Approaches*

Teaching approach	Mean	Descriptive equivalent	Synthesis
Task-Based Learning	3.89	High Utilization	Teachers frequently used real-world and task-oriented activities.
Lexical Approach	3.95	High Utilization	Teachers strongly used vocabulary, lexical chunks, collocations, and word-focused activities.
Communicative Language Teaching	3.95	High Utilization	Teachers strongly emphasized interaction, communication, and functional language use.
Audio-Lingual Method	3.88	High Utilization	Teachers used repetition, drills, dialogues, and pronunciation-oriented practice.
Content-Based Instruction	3.31	Moderate Utilization	Teachers used content-integrated instruction less frequently than other approaches.
Overall mean	3.80	High Utilization	Teachers employed varied language teaching approaches in Global English instruction.

The high utilization of the Lexical Approach and Communicative Language Teaching suggests that teachers favored vocabulary development, authentic communication, classroom interaction, and learner engagement. The moderate utilization of Content-Based Instruction may reflect challenges in integrating language and content, limited resources, or the need for additional training in content-language curriculum design.

Differences in Global English Proficiency by Profile Variables

The multivariate test results showed no significant differences in the degree of manifestation of Global English proficiency when teachers were grouped according to profile variables. All significance values were greater than .05. Therefore, the null hypothesis stating that there is no significant difference in Global English proficiency across profile variables was accepted.

Table 4. *Difference in Global English Proficiency by Profile Variables*

Profile variable	Wilks' Lambda	p-value	Decision
Age	0.901	.491	Not significant
Sex	0.908	.142	Not significant
Number of years in teaching language	0.945	.399	Not significant
Highest educational attainment	0.872	.871	Not significant
Civil status	0.823	.588	Not significant
Academic rank	0.945	.405	Not significant
Number of related seminars/trainings	0.955	.915	Not significant
Average monthly income	0.949	.987	Not significant

These findings suggest that teachers' Global English proficiency was not determined by demographic or professional profile alone. Instead, Global English proficiency may be influenced by broader factors such as professional exposure, teaching orientation, access to materials, classroom practice, and willingness to adopt inclusive language perspectives.

Relationship Between Global English Proficiency and Teaching Approach Utilization

Pearson correlation results showed significant positive relationships between Global English proficiency and all assessed teaching approaches. The overall correlation was $r = .562$, $p < .001$, indicating a strong positive relationship. This means that teachers who reported higher Global English proficiency also tended to report higher utilization of language teaching approaches.

Table 5. *Relationship Between Global English Proficiency and Teaching Approach Utilization*

Teaching approach	Overall r	p-value	Interpretation
Task-Based Learning	.452	< .001	Significant positive relationship
Lexical Approach	.337	.002	Significant positive relationship
Communicative Language Teaching	.452	< .001	Significant positive relationship
Audio-Lingual Method	.424	< .001	Significant positive relationship
Content-Based Instruction	.390	< .001	Significant positive relationship
Overall mean	.562	< .001	Strong significant positive relationship

The significant correlations indicate that Global English proficiency is closely linked with instructional practice. Teachers who are more aware of Global Englishes may be more willing and able to use varied approaches that support communicative competence, lexical development, structured language practice, task completion, and content-based learning. This finding rejects the null hypothesis stating that there is no significant relationship between Global English proficiency and utilization of language teaching approaches.

Inputs for Curriculum Development

Based on the findings, curriculum development should strengthen Global Englishes awareness, communicative competence, intercultural interaction, and varied teaching methodologies. It should also address the relatively moderate use of Content-Based Instruction by providing teachers with resources, training, and collaborative planning opportunities.

Table 6. *Proposed Curriculum Development Inputs*

Key result area	Objective	Suggested activities	Expected output
Curriculum review	Assess the relevance of the current curriculum to Global Englishes and global competence.	Review existing language courses; gather teacher feedback on global themes, intercultural communication, and English varieties.	Curriculum review report focused on Global Englishes integration.
Curriculum development	Integrate global themes, issues, and perspectives into language coursework.	Develop modules on intercultural communication, global issues, English varieties, and multilingual communication.	Updated curriculum guides and globally responsive course materials.
Teacher training	Develop globally minded language teachers.	Conduct professional development on Global Englishes, CLT, TBL, lexical teaching, CBI, and intercultural pedagogy.	Teachers report stronger confidence in using Global Englishes-informed approaches.
Professional learning communities	Promote collaboration among language lecturers.	Establish PLC sessions for sharing lesson plans, classroom strategies, and materials on Global Englishes.	Regular collaborative sessions and shared teaching resources.
Pilot implementation	Test the revised curriculum in selected language classes.	Implement revised lessons and monitor teacher and student engagement with global themes.	Pilot results that inform curriculum refinement.
Monitoring and evaluation	Assess the impact of Global Englishes curriculum integration over time.	Collect feedback, track teaching practices, and evaluate global competence outcomes.	Evaluation report on teacher and learner development.

CONCLUSION

The study concludes that language teachers in Thailand manifested a high degree of Global English proficiency and highly utilized several language teaching approaches. Social competence was the strongest proficiency dimension, indicating that teachers valued opportunities for learners to communicate across varied language backgrounds. Communicative, strategic, and discourse competence were also highly manifested, showing that teachers recognized the importance of adapting English instruction to global and intercultural contexts.

The teachers highly utilized the Lexical Approach, Communicative Language Teaching, Task-Based Learning, and the Audio-Lingual Method. Content-Based Instruction was moderately utilized, suggesting the need for additional curriculum support, instructional resources, and professional development. The study further concludes that demographic and professional profile variables did not significantly differentiate Global English proficiency among teachers.

The significant positive relationship between Global English proficiency and the utilization of teaching approaches shows that teachers' awareness and command of Global Englishes are connected to their instructional practices. Therefore, curriculum development should integrate Global Englishes perspectives, intercultural communication, communicative pedagogy, lexical development, task-based practice, and content-based learning to prepare Thai learners for real-world communication in an interconnected world.

Recommendation

Curriculum developers should integrate Global Englishes principles into English language curricula by including diverse English varieties, intercultural communication tasks, and authentic global communication situations. Language teaching programs should strengthen communicative, lexical, task-based, and content-based activities that help learners use English meaningfully across contexts.

Teacher education institutions and school leaders should provide sustained professional development on Global Englishes-informed pedagogy, Communicative Language Teaching, Task-Based Learning, the Lexical Approach, and Content-Based Instruction. Since Content-Based Instruction was only moderately utilized, training should include practical models for integrating academic content, global issues, and language skills.

Language teachers should continue using varied approaches while increasing opportunities for students to interact with English in multicultural, multilingual, and authentic contexts. Professional learning communities may be formed so teachers can share instructional materials, reflect on classroom practices, and develop globally responsive lessons.

Future researchers may examine the effects of specific Global Englishes-informed teaching approaches on student language outcomes, include private institutions and other Thai university systems, use mixed-method designs, and explore students' perspectives on Global Englishes, identity, and classroom communication.

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