TEACHERS' UNDERSTANDING OF ENGLISH AS AN
INTERNATIONAL LANGUAGE

By

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ABSTRACT

Title of Thesis : Teachers’ Understanding of English as an International Language

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This study explores Thai EFL teachers’ understanding of English as an International Language (EIL). The subjects are all teaching at the university level in Thailand. As the notion of EIL seems to be a teaching innovation potentially beneficial to current English instruction, this study also explores the potential for EIL to become prominent in the Thai educational context. The participants in this study are 140 Thai EFL teachers from universities in Thailand, selected through a purposive random sampling. To obtain the needed information, two research methods were used: a survey questionnaire and in-depth semi-structured interviews. The survey questionnaire was completed by all participants and, based on responses, some were selected for interview. Data obtained through the survey questionnaire were quantitatively analyzed using descriptive statistics such as frequencies, percentages, mean, and standard deviation (SD). Interviews were tape recorded and subsequently transcribed, reviewed and checked for internal validity using the member check technique.
The findings of the study reveal that EIL could become prominent in the Thai context as most participants were cognizant of the status of English as an international language and tended to adjust their teaching to be in accord with such change. Their adaptation and their perception of English as an international language indicated that these teachers had positive attitudes toward EIL principles and might not find a change in the English language pedagogy unattainable or unacceptable.
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