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NIDA Language and Communication Journal is the official journal of the Graduate School of Language and Communication, National Institute of Development Administration. The journal, ranked in the second tier of Thai Journal Citation Index (TCI), is currently published as a periodical, with two issues annually (June and December). The purpose of this journal is to disseminate information of interest to language and communication scholars, and others interested in related social sciences. The journal presents information on theories, researches, methods, and ideas related to language and communication as well as related interdisciplinary social sciences. The editors welcome a wide range of academic papers, including research articles, review articles, and book reviews.

Editor's Note

Dear Readers,

In this issue, we publish two empirical research studies, one academic article, and one book review which we believe should be particularly interesting to readers whose interests lie in genre analysis, English for academic purposes, learners' attitude towards different English varieties, and business English communication.

The first article by Niwat Wuttisrisiriporn and Supong Tangkiensirisin presents results from their move-step analysis of the discussion section of MA theses sampled from two databases—*ThaiLis Digital Collection* and *ProQuest Dissertations & Theses*. Their findings provided insight as to the similarities and differences between Thai and native-English speaking writers. The article should be especially relevant to researchers interested in genre analysis, instructors of MA thesis writing courses, and master's students.

In the second research article, given the increasing number of Filipino English instructors in Thailand, Wattana Wattananukij and Robert Michael Crabtree investigated Thai undergraduate students' attitude towards Filipino English. Drawing on data from a perception task and semi-structure interviews, the researchers compared the attitude of Thai students with and without experience of studying English with Filipino instructors towards this English variety. Particularly interesting in this paper are quotations based on the interview data, which give readers insight into the students' attitude.

The academic article in this issue, written by Sureepong Phothognsunan, discusses the role of language teacher portfolios in professional development of language teachers, particularly primary and secondary school teachers. The author highlights the potential benefits and possible challenges in the implementation of such portfolios in the Thai context.

Finally, this issue features a review of the book *Communicating for results: A guide for business and the professions* (10 ed.). Based on her extensive experience of teaching business English to Thai students, Chutamas Sundrarajun provided a clear summary of the book content and identifies its potential benefits for not only university business students but also business professionals who want to improve their business English communication skills.

The editorial team of NIDA Journal of Language and Communication would like to thank all the authors for their contribution to our journal, and we hope that readers will find the papers in this issue interesting and useful. If you conduct research in language communication within the scope of our journal, we also look forward to receiving your original work for publication in our future issues.

Sarut Supasiraprapa

Editor-in-Chief

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Characterizing the Rhetorical Structure of MA Thesis Discussion Chapters in ELT Composed by Thai and Native English Students

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Abstract

The present study reports on the results of a move-step analysis of MA thesis Discussion chapters in English language teaching (ELT) produced by Thai and native English students. The datasets of Thai and native English MA theses in ELT written in ILrMRD pattern were systematically built. Thirty Thai MA theses were compiled from *ThaiLis Digital Collection* and thirty native English MA theses were collected from *ProQuest Dissertations & Theses*, using purposive sampling technique. All Discussion chapters were coded using the move-step analytical framework proposed by Yang and Allison (2003). Based on the findings of the analysis, both Thai and native English students followed the moves and steps proposed in the analytical framework. However, some differences were identified, especially in the use of Move 6 *Evaluating the study* and Move 7 *Deductions from the research*. The present study captures an overall rhetorical structure of the MA thesis Discussion chapter and move-step options employed by MA student writers. The results of the study also provide some useful implications for academic writing instruction, and may be especially relevant for L2 English student writers.

Keywords: rhetorical structure, MA thesis, discussion chapter, Thai and native English students, ELT

Introduction

English has served as a medium of communication or a lingua franca (ELF) worldwide (Mauranen, 2011). It also plays a significant role in academic activities, for example, teaching, scholarship, and research, not only in English-speaking countries but also in countries with ESL/EFL contexts (Hyland, 2006). In university settings, especially at a postgraduate level, all students are expected to produce good written pieces in response to academic writing tasks assigned (Swales & Feak, 2012). Those written pieces also need to be constructed with effective organization. However, graduate students, native and ESL/EFL speakers alike, have been facing difficulty in composing good academic written

pieces in a well-organized pattern (Grabe & Kaplan, 1996). Hence, in order to respond to such a problem, a number of L2 writing researchers have consistently shown their interest in rhetorical constructions and linguistic elements that characterize academic written genres.

Previous studies on genre or move analysis revealed the results of rhetorical organizations of different (parts of) written text types. Swales' (1981, 1990) studied research articles (RAs) Introduction structure and these are considered influential studies. His research generated his revised Create a Research Space or CARS model, which has been applied in a number of studies (e.g., Cheung, 2012; Kanoksilapatham, 2005; Kwan, 2006; Ozturk, 2007; Samraj, 2002, 2008). Furthermore, a wide variety of text types in various disciplines were selected for academic genre analysis. Abstracts, for example, are an academic written genre which has been extensively investigated by a number of researchers (Cross & Oppenheim, 2006; Promsin, 2006; Ren & Li, 2011; Tseng, 2011). Individual sections of RAs are also target written texts for genre analysis by L2 writing researchers, for example, Introduction section (Lakic, 1997; Samraj, 2002), Literature review section (Jian, 2010), Results section (Yang & Allison, 2003), Discussion section (Holmes, 1997; Yang & Allison, 2003). Complete RAs were also analyzed by some scholars (Kanoksilapatham, 2005; Nwogu, 1997) and the results of the studies showed similarities and differences in the rhetorical organization of those texts analyzed.

It is also acknowledged that MA thesis is another academic written genre compulsory for postgraduate degree completion. Nevertheless, this is a great challenge for all postgraduate students, particularly L2 students, since they are highly expected to compose their thesis/dissertation at a good quality, presenting their thoughts or content of their research study in a logical and coherent way through their theses/dissertations (Council of Graduate Schools in the US, 1991). Both L2 and native English postgraduate students need sufficient assistance for effective thesis writing process, for example, organizing a paragraph, developing ideas, and drawing a conclusion (Dong, 1998). The aforementioned needs have contributed to an increasing number of genre analysis studies looking at different chapters of the thesis.

L2 writing researchers have examined rhetorical structures of individual thesis chapters, for example, Introduction (Bunton, 2002; Cheung, 2012; Samraj, 2008: Wuttisrisiriporn, 2017), Literature review (Kwan, 2006), Discussion (Hopkins & Dudley-Evans, 1988; Rasmeenin, 2006; Salmani-Nodoushan, 2012; Wuttisrisiriporn, 2015). However, it is known that the Discussion chapter is a crucial part of the thesis in which postgraduate student writers report a summary of the research findings and interpret how the findings contribute to current knowledge of their disciplinary community (Basturkman, 2012) in persuasive and argumentative ways (Swales & Feak, 2012). Also, student writers find it hard to compose a good discussion section as they need to provide complex arguments (Arsyad, 2013), and those arguments are expected to effectively convince readers to accept the writers' claims (Parkinson, 2011). Another challenge for L2 postgraduate students pointed out by Min, San, Petras, & Mohamad (2013) is that novice writers from Asian countries have difficulty reporting research results as well as making

and justifying their claims. Thus, it is worth investigating rhetorical structure of the master's thesis Discussion chapter in order to provide useful writing guidelines of the chapter for novice graduate students writers.

Several studies analyzed moves and steps in MA thesis Discussion chapters written by different L1 students. Rasmeenin (2006) found some differences regarding move occurrences between nine MA thesis Discussion chapters in applied linguistics written by Thai students and RA Discussion sections in the same discipline in Yang and Allison (2003). Salmani-Nodoushan (2012) investigated the rhetorical moves of 46 MA thesis Discussion sections in applied linguistics written in English by Iranian students. Then he compared the findings with Rasmeenin (2006). Wasito, Syah, and Harahap (2017) analyzed 20 MA thesis Discussion sections in applied linguistics written by Indonesian postgraduate students, while Massoum and Yazdanmehr (2019) investigated the rhetorical structure of 20 English language teaching (ELT) thesis MA Discussion sections written by Iranian students and another 20 written by native English students. The results of these studies revealed both similarities and differences in move-step occurrences found in MA thesis Discussion chapters composed by different L2 English students.

From the literature review, Rasmeenin (2006) conducted a move-step analysis of thesis Discussion chapters written by Thai MA students. However, the sample size was relatively small (nine Discussion chapters). Furthermore, there has been a dearth of comparative studies that compare how Thai and native English MA students construct their thesis Discussion chapters. The present study, therefore, aims to examine the rhetorical structure of MA thesis Discussion chapters in ELT written in English by Thai and native English students with a larger sample size. Two datasets of 30 MA thesis Discussion chapters written in ILrMRD pattern by the two groups of student writers are purposively sampled. This study aims at answering two research questions: (1) what is the rhetorical structure of MA thesis Discussion chapters in ELT written by Thai and native English students? and (2) to what extent do move and step classifications in ELT thesis Discussion chapters written by Thai MA students differ from those written by native English students? It is hoped that the findings of the present study will be useful for EAP teachers in academic writing instruction. The findings of the study will also help MA students, both Thai and native English writers, in that they can use the moves and steps identified in the study as guidelines to compose their thesis Discussion chapter.

Methods

Compilation of research datasets

The present study's data consisted of two datasets, that is, Thai and native English Discussion chapter datasets. The Thai Discussion dataset (TD) was composed of 30 MA thesis Discussion chapters in ELT written in English by Thai MA students and the native English Discussion dataset (NED) was composed of 30 MA ELT thesis Discussion chapters written by native English students. The 30 Thai MA theses were collected from *ThaiLis Digital Collection*, the online Thai university thesis database, while the native English MA

theses were selected from *ProQuest Dissertations & Theses*, the online thesis-dissertation database of American and Canadian universities. The sizes of TD and NED datasets were composed of 83,601 words and 76,803 words, respectively. To select the respective theses into the datasets, the researchers used purposive sampling technique based on four parameters: L1 background (i.e., English and Thai), thesis structure, types of thesis (theoretical or empirical), and relevant disciplines.

First, each MA thesis must be written by Thai and native English students. Identifying the L1 status of both groups of writers was achieved using their names and affiliations. To address the L1 status of native English writers, student's names needed to indicate an Anglophone origin. Second, the theses must be composed in the traditional five-chapter pattern *ILrMRD*, which comprises Introduction (I), Literature review (Lr), Methodology (M), Results (R), and Discussion (D). In addition, only empirical MA theses were purposively selected into the datasets, while theoretical theses were excluded. Lastly, the focused field of the selected theses is ELT or related fields (e.g., applied linguistics, TESOL). The theses collected were composed during the years of 2010-2015.

Move-step analytical framework for MA theses Discussion chapters

A number of analytical frameworks for move-step analysis of Discussion chapter/section have been proposed by L2 writing researchers (Holmes, 1997; Hopkins & Dudley-Evans, 1998; Kanoksilapatham, 2005; Nwogu, 1997; Peacock, 2002; Yang & Allison, 2003). However, the analytical framework proposed by Yang and Allison (2003) was adopted in the present study.

Table 1. Yang and Allison's (2003) move-step analytical framework for MA thesis Discussion chapters

Moves	Steps
Move 1 – Background information	
Move 2 – Reporting results	
Move 3 – Summarizing results	
Move 4 – Commenting on results	Step 1 Interpreting results
	Step 2 Comparing results with literature
	Step 3 Accounting for results
	Step 4 Evaluating results
Move 5 – Summarizing the study	
Move 6 – Evaluating the study	Step 1 Indicating limitations
	Step 2 Indicating significance/advantage
	Step 3 Evaluating methodology
Move 7 – Deductions from the research	Step 1 Making suggestions
	Step 2 Recommending further research
	Step 3 Drawing pedagogic implication

There were two main reasons to support the application of Yang and Allison's framework for the move-step analysis. First, Yang and Allison's (2003) framework was the result of the revisions of different analytical frameworks (e.g., Holmes, 1997; Hopkins & Dudley-Evans, 1998; Swales, 1990). The other reason is that this framework was

effectively employed in several studies of move analysis of Discussion sections in the related fields and in different academic genres, for example, RA Discussions (Amnuai & Wannaruk, 2013) and MA Discussions (Rasmeenin, 2006; Salmani-Nodoushan, 2012; Wasito et al., 2017). Therefore, this move-step framework of Discussion section proposed by Yang and Allison (2003) was appropriate for move-step analysis of MA thesis Discussion chapters in ELT for the present study. Table 1 below illustrates the descriptions of moves and steps of the selected framework.

Coding, inter-coder reliability, and data analysis

After the thesis Discussion chapters were compiled, an individual code was assigned to each text in the two datasets. *TD#...* was the unique code for each Thai Discussion chapter, whereas *NED#...* was for native English Discussion chapters. After the datasets were well-prepared for the move-step coding, a subset of the two datasets was selected for coding trial and inter-coder reliability analysis. Then one of the researchers coded all 60 MA thesis Discussion chapters.

To assess the coding reliability of the move-step analysis, a two-hour discussion was conducted in order to promote mutual understanding of the selected move-step framework and agreement of coding procedures. An expert coder, a university lecturer in applied linguistics at a Thai public university and one of the researchers independently coded 20% or six MA thesis Discussion chapters from each dataset (12 chapters in total). The inter-coder reliability was then statistically evaluated employing percentage and Cohen's *k* (Kappa). The Kappa statistic was performed using the SPSS program. Agreement between the two coders was computed with regard to moves, rather than steps, with the same rhetorical purposes. The results of inter-coder reliability analysis are shown in Table 2. This table provides details of code units, units of agreement, and disagreement between the two coders, as well as the *k* value and percentage calculation.

Table 2. Inter-coder reliability analysis

Move	Code Units	Agreement	Disagreement	*k* Value	Percentage
Move 1 Background information	50	49	1	0.94	98%
Move 2 Reporting results	63	63	0	1.00	100%
Move 3 Summarizing results	31	28	3	0.79	90.32%
Move 4 Commenting on results	65	63	2	0.92	96.92%
Move 5 Summarizing the study	20	17	3	0.69	85%
Move 6 Evaluating the study	17	16	1	0.88	94.12%
Move 7 Deductions from the research	53	51	2	0.87	96.23%
Total	**299**	**287**	**12**	**0.87**	**94.37%**

The figures of calculated *k* value above show the agreement level of each move. Despite some discrepancies, the average *k* value 0.87 indicates the very good reliability of the overall coding analysis of individual moves between the two coders (Cohen, 1960; as cited in Orwin, 1994). In addition, 94.37% was the average percentage of the entire inter-

coding reliability measurement. This supports the average *k* value that the inter-coder reliability was high.

After the inter-coder reliability reached a satisfactory level of agreement, the researcher coded the remaining 48 MA thesis Discussion chapters (24 texts from each dataset). Afterwards, a move-step classification of the individual moves and steps was performed. The move-step classification was conducted to distinguish whether a specific move and step identified in both Thai and native English thesis Discussion chapters were regarded as *obligatory*, *conventional*, or *optional*. Subsequently, all moves and steps were classified into frequency categories depending on the occurrence ranges, following the criteria proposed by Kanoksilapatham (2005). To be considered obligatory, an individual move or step must occur in every thesis Discussion chapter in its dataset (N = 100%). A move or step was categorized as a conventional move if it failed to appear in every thesis Discussion chapter, but it appeared in at least 60% of its dataset (N ≥ 60%). The last criterion is that the frequency of a move or step dropped below 60% of its individual dataset was considered optional (N ≤ 60%). After the completions of move-step coding, inter-coder reliability assessment, and move-step classification, comparative move-step analyses were conducted to identify similarities and differences between the two datasets.

Findings

All moves and steps found in the analysis were classified by the criteria suggested by Kanoksilapatham (2005) into three classification categories, that is, obligatory, conventional, and optional. Table 3 shows the classification results of the identified moves and steps.

Table 3. Classification of moves and steps identified in the two datasets

Moves/Steps	NED Dataset (*N* = 30)	TD Dataset (*N* = 30)
Move 1 Background information	30 (100%)***	30 (100%)***
Move 2 Reporting results	30 (100%)***	30 (100%)***
Move 3 Summarizing results	26 (86.67%)**	29 (96.67%)**
Move 4 Commenting on results	30 (100%)***	30 (100%)***
Step 1 Interpreting results	29 (96.67%)**	29 (96.67%)**
Step 2 Comparing results with literature	25 (83.33%)**	28 (93.33%)**
Step 3 Accounting for results	22 (73.33%)**	25 (83.33%)**
Step 4 Evaluating results	16 (53.33%)*	4 (13.33%)*
Move 5 Summarizing the study	28 (93.33%)**	27 (90.00%)**
Move 6 Evaluating the study	29 (96.67%)**	15 (50%)*
Step 1 Indicating limitations	27 (90%)**	13 (43.33%)*
Step 2 Indicating significance/advantage	20 (66.67%)**	3 (10%)*
Step 3 Evaluating methodology	16 (53.33%)*	4 (13.33%)*
Move 7 Deductions from the research	30 (100%)***	30 (100%)***
Step 1 Making suggestions	17 (56.67%)*	18 (60%)**
Step 2 Recommending further research	28 (93.33%)**	30 (100%)***
Step 3 Drawing pedagogic implication	13 (43.33%)*	16 (53.33%)*

Note: *** = obligatory, ** = conventional, and * = optional

The functions and realizations of every move and step found in both Thai and native English datasets are elaborated below. Examples of each identified move and step are provided. Lexical and linguistic signals representing specific moves and steps in the following examples are also highlighted and bold typed.

Move 2 Reporting results

Move 2 *Reporting results* was employed to present both expected and unexpected research results. Examples of lexical and linguistic signals frequently found were reporting verbs, for example, *showed*, *revealed*, *illustrated*, *found*, in past simple tense, whereas present simple was used less. In addition, when using this move, the students of the two datasets presented their results using numbers, statistical values, figures, graphs, tables, observations, and relevant examples. This move occurred in every Discussion chapter in the two datasets (100%) as an obligatory move. Here are examples of Move 2 found in the analysis.

(3) ***The data in Table 4.4 shows*** *the obtained t-value did not exceed the corresponding critical value at the α=.05 confidence level for both groups:* $t_{(22)} = 1.96$, $P>.05$. (NED#20)

(4) ***The results of the study revealed*** *that both science students and arts students had problems in sentence structure, vocabulary, and reading comprehension.* (TD#17)

Move 3 Summarizing results

The communicative function of Move 3 *Summarizing results* was to generate a summary of a range of specific results. Both Thai and native English students used this move after Move 2 *Reporting results* and Move 4 *Commenting on results* in order to conclude specific results and comments. Lexical signals found were *to summarize*, *to sum up*, *in summary*, *overall*, to name a few. This move was categorized as a conventional move, since it occurred in 26 native English Discussion chapters (86.67%) and 29 Thai Discussion chapters (96.67%). Examples of this move are presented below.

(5) ***Overall****, the Compensatory-2 scheme (calculated by an overall ELPA level of 4 or 5) provided the best congruence at all performance levels within FEP-eligibility on the SBAA for ELL and non-ELL cases.* (NED#22)

(6) ***In summary,*** *the two hypotheses were accepted. There were significantly higher average scores on the post English reading comprehension test and the post reading self-efficacy questionnaire than on the pre-English reading comprehension test and the pre reading self-efficacy questionnaire.* (TD#3)

Move 4 Commenting on results

The objective of Move 4 *Commenting on results* was to allow both Thai and native English students to comment on their research findings. This move was considered an obligatory move because it was found in every text in the two sets of data (100%). To

comment on the findings, there were four different steps established: Step 1: *Interpreting results*; Step 2: *Comparing results with literature*; Step 3: *Accounting for results*; and Step 4: *Evaluating results*. The functions of each step of this move and relevant examples from the two datasets are shown as follows:

Step 1: Interpreting results

Both Thai and native English students used Move 4 Step 1: *Interpreting results* to make claims arising from the research results. When employing this step, both groups of students used words showing certainty or tentativeness, for example, *indicate*, *seem*, *suggest*, *assume*, *imply*, and modal auxiliaries, for example, *would*, *could*, *might*, *may*. The linguistic element mostly found in the two datasets was present simple tense. Both active and passive forms were also realized in this step. This step occurred in 58 texts (29 chapters in each dataset), and its occurrence frequency was 96.67%, and thus regarded as a conventional step. Here are related examples.

(7) ***It is assumed that*** *the explicit instruction the participant received on English phonology* ***may*** *have contributed to his accuracy in the pronunciation of English specific sounds.* (NED#15)

(8) *When considering that the participants did the listening activities most often,* ***it implies that*** *the participants* ***may not*** *plan to learn from listening activities that they reported doing the most frequently.* (TD#5)

Step 2: Comparing results with literature

The aim of Move 4 Step 2: *Comparing results with literature* was to compare research findings with previous studies in order to support their deductions or research hypotheses, as seen in the examples 9 and 10 below. This step showed both consistency and difference of the research findings with previous research. As a conventional step, the frequencies of Move 4 Step 2 were 93.33% (n = 28) and 83.33% (n = 25) in TD and NED datasets, respectively. Frequently used lexical signals discovered were *(not) be similar to*, *(not) be consistent with*, *according to*, *(not) yield support to*, and *confirm the findings of*. Additionally, references and citations to previous studies were frequently found.

(9) *Even without the expectation to use technology, one teacher from the US overcame her fear and took it on herself to learn and to attend more professional development,* ***which confirms the findings of Dwyer, Ringstaff & Sandholtz (1996)***. (NED#11)

(10) ***This finding is consistent with Chumpavan (2000)****, who investigated the metacognitive strategies used by Thai students studying at Illinois State University in the U.S.* (TD#18)

Step 3: Accounting for results

As seen in the examples 11 and 12, the communicative purpose of Move 4 Step 3: *Accounting for results* was to give reasons for surprising or unexpected research findings different from previous literature. This step occurred in 25 Thai Discussion chapters

(83.33%) and 22 native English Discussion chapters (73.33%); hence, it functioned as a conventional step. Some lexical signals referring to this step were *because, due to the fact that, may be caused from, be attributed to* and *can be explained by*.

(11) *Chen, who was the only non-Spanish speaker, never spoke to other students about his difficulties and asked them for help,* ***which may be explained with the reason that*** *he was not able to use his L1 as much as other students did.* (NED#6)

(12) ***This may be because of*** *the limitation of the available English language resources for the productive skill activities in their environment.* (TD#10)

Step 4: Evaluating results

Both Thai and native English students used Move 4 Step 4: *Evaluating results* to comment on their research findings. The communicative purpose of this step was to make a claim by the writers about the generalizability of the particular findings. Compared to the aforementioned first three steps of Move 4, this step occurred less in the two datasets since it was found in 16 native English Discussion chapters (53.33%) and in only 4 Thai Discussion chapters (13.33%). Thus, this was an optional step employed to comment on research findings by the two groups of students. Some lexical signals found in the analysis included *it remains unknown, due to the limited scope of the study, it is not clear*. Examples 13 and 14 illustrate the communicative functions of this step.

(13) ***It remains unknown whether*** *this result indicates that teachers were interested in differentiating speech/language concerns from second language acquisition.* (NED#10)

(14) *It should also be mentioned here that* ***due to the limited scope of the study, it is not clear whether the participants in this study had a clear vision of what intelligibility means*** *in relation to specific language areas and skills.* (TD#3)

Move 5 Summarizing the study

As seen in the examples 15 and 16, Move 5 *Summarizing the study* provided readers with a brief account of main points of the overall research study. Its occurrence frequencies were 93.33% (n = 28) in NED dataset and 90% (n = 27) in TD dataset. It was thus regarded as a conventional move. Lexical signals representing this move were likely to be similar to those shown in Move 3 *Summarizing results*, for example, *in conclusion, in sum, general conclusions*. However, one significant difference between the two moves was that Move 5 stated a summary regarding the whole results, while Move 3 presented a particular finding.

(15) ***This*** *corpus-based lexico-grammatical* ***study aimed to*** *identify the linguistic factors contributing to the appearance of the mandative subjunctive structure in academic writing in English.* ***It was concluded through various quantitative and qualitative analyses that*** *the use of the lexical items under investigation here (ask, demand, direct, insist, order, propose, recommend, request, require and suggest) does not alone trigger the mandative subjunctive, rather that the factors involved in triggering the structure are*

multiple and complex, going beyond linguistic and into the realms of situational, social, psychological, and pragmatic factors. (NED#21)

(16) ***This study serves as one of the research studies*** *that explore the area of instruction for reading English as a foreign language.* ***It established a new reading framework*** *to enhance students' reading comprehension and their opinions.* (TD#9)

Move 6 Evaluating the study

It was found that both Thai and native English students employed Move 6 *Evaluating the study* to evaluate their overall study by remarking limitations or significance of the study as well as evaluating the methodology of their research. This move was conventional in NED dataset as it was present in 29 native English Discussion chapters (96.67%). However, it was regarded as an optional move in TD dataset since it occurred in 15 Thai Discussion chapters (50%). It was further found that both groups of students employed all three steps in Move 6 as proposed by Yang and Allison (2003), including Step 1: *Indicating limitations*, Step 2: *Indicating significance/advantage*, and Step 3: *Evaluating methodology*. Functions and examples of each step are presented below.

Step 1: Indicating limitations

As can be seen in the examples 17 and 18, limitations of the research were reported through the use of Move 6 Step 1: *Indicating limitations*. This step was classified as a conventional step in NED dataset (90%), while it functioned as an optional step in TD dataset (43.33%). Lexical signals discovered included *the limitation of the study*, *(the) lack (of)*, *only*, *limited to*.

(17) ***The most important limitation of the present study*** *lies in the fact that the number of the participants was relatively small.* (NED#4)

(18) *This research was a case study and* ***the results were not intended to be generalized****.* (TD#13)

Step 2: Indicating significance/advantage

The communicative purpose of Move 6 Step 2: *Indicating significance/advantage* was to point out strengths and advantages of research. This step was classified as an optional step as it was found in only three Thai Discussion chapters (10%), while it was a conventional step since it occurred in 20 native English Discussion chapters (66.67%). Linguistic signals, for example, *useful insights into*, *helpful advice*, *shed light on* were identified as possible signals for this step. The examples 19 and 20 show the communicative purpose of this step.

(19) *Despite the design and limited size of the study****, the obtained results offer useful insights into t****he current state of EST in one context in Germany.* (TD#2)

(20) *Based on these findings,* ***the present study gives three empirical points and helpful advice*** *to caregivers on how children can learn a language faster.* (NED#11)

Step 3: Evaluating methodology

Move 6 Step 3: *Evaluating methodology* provided an evaluation in terms of strengths or drawbacks of the research methodology. It was realized as an optional step in both TD and NED datasets since the occurrence frequencies were 53.33% and 13.33%, respectively. Examples of lexical signals representing this step included *limitation of the present study, tool, model*, and *approach*. See examples 21 and 22.

(21) ***The most important limitation of the present study*** *lies in the fact that the number of the participants was relatively small. Thus, the current investigation did not go beyond the four participants' perceptions at one university, which emphasizes the importance of recognizing that the results of this study cannot be generalized.* (NED#14)

(22) *Finally,* ***this study used purposive sampling design*** *which* ***decreases*** *the generalizability of the findings.* (TD#16)

Move 7 Deductions from the research

Both Thai and native English students explained how their research could contribute to their disciplinary knowledge using Move 7 *Deductions from the research*. This move was classified as an obligatory move since it appeared in all Discussion chapters in the two datasets (100%). The three different steps referring to this move included Step 1: *Making suggestions*, Step 2: *Recommending further research*, and Step 3: *Drawing pedagogical implications*. Here are functions and some examples of each step in Move 7.

Step 1: Making suggestions

The examples 23 and 24 represent the communicative purpose of Move 7 Step 1: *Making suggestions*. This step was used by the students to describe a significant contribution to the established knowledge in the field. Also, the students proposed solutions or guidelines in order to respond to the problems mentioned in their study. This step was optional in NED dataset as it was found in 17 texts (56.67%). However, it was a conventional step since it occurred in 18 Discussion chapters in TD dataset (60%). Lexical signals found were *it is necessary that, it is recommended that, should, need*, and so on.

(23) *For the inferences needed for high-stakes decisions, the ELPA classification system* ***needs to be one that*** *accurately and consistently indicates when ELL students have reached a level of English-language proficiency which can be adequately supported with the resources of the general education or gifted classroom.* (TD#22).

(24) *Therefore, school administrators* ***should*** *provide enough materials in learning and teaching for both students and teachers.* (NED#8)

Step 2: Recommending further research

Move 7 Step 2: *Recommending further research* was used by the writers to provide suggestions for further research. The writers often used this step after indicating some limitations of their study using Move 6 Step 1: *Indicating limitations*. All Thai students (100%) adopted this step in their Discussion chapter; nevertheless, this step was

conventional in NED dataset since its frequency of occurrence was 93.33%. *Further study/research* and *should* were examples of the lexical signals frequently found in the two datasets. See examples 25 and 26.

(25) *It would be very* ***interesting to conduct a similar study*** *targeting other Saudi dialects with subjects in both the U.S. and subjects in Saudi Arabia and compare the findings of both studies.* (NE#13)

(26) **In future research**, a different scheme of classification **should be used** to analyze errors found in movies. (TD#6)

Step 3: Drawing pedagogic implication

The purpose of Move 7 Step 3: *Drawing pedagogical implications* was to provide implications regarding pedagogical concerns deduced from research, as presented in the examples 27 and 28. This step was employed to emphasize the necessities and recommendations for pedagogical changes. Move 7 Step 3 was found optional in both datasets as it occurred in 13 native English Discussion chapters (43.33%) and in 16 Thai Discussion chapters (53.33%). Lexical signals, namely *might be useful, can be adopted* and *would be beneficial for*, were found in the analysis.

(27) *Since the educational language environment plays an important role in learning collocations, as shown in this study,* ***it may be useful to employ authentic texts in the teaching of collocations in an EFL context****.* (NED#19)

(28) *Firstly,* ***teachers should be careful*** *while selecting materials for the instruction.* (TD#9)

Overall, it is clearly seen from the results of the move-step analysis that both Thai and native English students employed every move and step proposed in Yang and Allison's (2003) analytical framework. However, some differences were found especially in the use of Move 6 *Evaluating the study* and Move 7 *Deductions from the research*. Most native English students evaluated their study employing Move 6 Step 1: *Indicating limitations* and Move 6 Step 2: *Indicating significance/advantage* as conventional steps, whereas Thai students used these two steps in Move 6 less frequently. Furthermore, all Thai and native English students used Move 7 *Deductions from the research* as an obligatory move. However, the frequency of occurrences of the three steps in Move 7 varied in the two datasets.

Discussion and Conclusion

This study investigated the rhetorical structure of MA thesis Discussion chapters in ELT written by Thai and native English students. The move-step analysis was performed using Yang and Allison's (2003) analytical framework and all of the identified moves and steps were then classified as *obligatory, conventional,* or *optional,* following the move-step classification criteria suggested by Kanoksilapatham (2005). The results of move-step analysis revealed that Moves 1, 2, 4, and 7 were categorized as obligatory moves as they

were found in all thesis Discussion chapters in the two datasets. It can be interpreted that both Thai and native English MA students considered these moves as must-write moves when discussing the results of their research. Nevertheless, other moves, both conventional and optional, were also found meaningful in thesis Discussion chapters.

The results of the current study are in line with the findings of Rasmeenin (2006). It was shown in her study that Move 1 *Background information* was found to be obligatory as it occurred in every thesis Discussions written by Thai MA students. However, the findings of the studies of Salmani-Nodoushan (2012) and Massoum and Yazdanmehr (2019) reported that Iranian MA students employed Move 1 as an conventional move (93.48% and 95%, respectively), while Indonesian MA students used it less frequently as an optional move (40%) in order to restate general information of research (e.g., research objectives, procedural information) for readers (Wasito et al., 2017). In spite of differences in the use of this move in terms of occurrence frequency, it can be inferred from the findings that using Move 1 can be a good writing strategy for MA students as novice researchers to provide overall information of the research at the beginning of their thesis Discussion chapter.

Consistent with previous studies (Rasmeenin, 2006; Salmani-Nodoushan, 2012; Wasito, Syah & Harahap, 2017), the present study revealed that Thai and native English students used Move 2 *Reporting results* and Move 4 *Commenting on results* as obligatory moves. These findings are also consistent with some past research with a focus on RA Discussion sections. Move 2 *Reporting results* or a move with a different title but containing the same communicative purpose of presenting research results was also found obligatory in RA Discussion sections, for example, *Statement of results* and *(Un)expected outcome* in Hopkins and Dudley-Evans's (1988) study and *Consolidating results* in Kanoksilapatham's (2005) study. Similarly, Move 4 *Commenting on results* was regarded as an obligatory move in RA Discussion sections found in several studies (e.g., Amnuai & Wannaruk, 2013; Kanoksilapatham, 2005; Yang & Allison, 2003) in which the writers commented on their research findings. It can be noticed from the move analysis that a close relationship between Move 2 and Move 4 was found since co-occurrences of Move 2 and Move 4 existed; this tends to be a widespread practice in MA thesis Discussions in ELT. That is, the two groups of MA students presented their research findings through Move 2 and then commented on those findings using different steps in Move 4, namely Step 1: *Interpreting results*, Step 2: *Comparing results with literature*, Step 3: *Accounting for results*, and Step 4: *Evaluating results*.

Additionally, the present study showed that Move 3 *Summarizing results*, Move 5 *Summarizing the study*, and Move 6 *Evaluating the study* in the native English dataset were conventional, similar to the findings of Salmani-Nodoushan (2012) and Massoum and Yazdanmehr (2019), since the frequency of occurrences of these three moves was very high (86.67%, 93.33%, and 96.67%, respectively). However, it is consistent with Wasito et al. (2017) who found that Move 3 and Move 5 were frequently used by the Thai MA students as conventional moves (96.67% and 90%, respectively), while Move 6 was found optional as it appeared in only half of the entire TD dataset (50%). It is interesting to notice from

the findings that the Thai MA students, unlike the native English students, employed Move 6 to evaluate their research study less frequently. This could be a cultural aspect in that Thai students were less likely to evaluate their study using different steps in Move 6, that is, Step 1: *Indicating limitations*, Step 2: *Indicating significance/advantage*, and Step 3: *Evaluating methodology*. Instead of using Move 6 with high frequency, the Thai MA students made deductions from their study through their use of various steps in Move 7, especially Step 2: *Recommending further research* (obligatory) and Step 1: *Making suggestions* (conventional), with greater frequency than the native English students did, although Move 7 was found obligatory in the two datasets.

As the above discussion shows, the present study indicates some differences in the adoption of moves and steps in MA thesis Discussion chapters composed by Thai and native English students. One significant difference is that Thai students were less flexible than native English students about evaluating their research using the three steps in Move 6. However, Thai students would rather use the steps in Move 7, particularly Step 1 and Step 2, with greater frequency to propose suggestions from their research and for future studies to be conducted. At this juncture, these differences reflect some current practices and cultural homogeneity of thesis writing between Thai and native English students. One possible practice relates to suggestions or feedback from thesis supervisors, which can shape the rhetorical structure of a thesis Discussion chapter. As novice researchers, MA students are likely to follow their thesis advisor's suggestions for thesis revision (Wuttisrisiriporn, 2017), which can result in different uses of moves and steps in their MA Discussion chapters. Furthermore, from our observation, both groups of MA students, especially Thai students, tended to consult successful MA theses submitted to their institutions or others on ideas or writing styles used in order to produce their Discussion chapters in a similar way. This suggests that the MA students needed to produce a good quality thesis so that they can be accepted into their academic community (Hyland, 2011).

To conclude, Thai and native English MA students followed the move-step structure of the Discussion section proposed by Yang and Allison (2003), although some differences regarding the move-step occurrences and classifications were identified in the research data. The findings of the study shed light on insightful pedagogical implications regarding the rhetorical structure of MA thesis Discussion chapters in ELT. EAP teachers can be aware of the use of writing strategies in terms of moves and steps of thesis Discussion chapter when training their postgraduate students how to compose an MA thesis Discussion chapter with effective organization.

Recommendations for Future Research

The present study looked at the rhetorical structure of MA thesis Discussion chapter. Linguistics features in terms of grammatical structures and vocabulary (e.g., collocations, metadiscourse features) used within each move and step are interesting subjects to be investigated. Also, disciplinary variation can be another aspect to be included for analysis in future research.

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Language Attitudes toward Philippine English: A Comparative Study among Thai Undergraduate Students with and without Exposure to Philippine English Teachers

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Abstract

The aim of the present study is to investigate the current attitudes of Thai undergraduate students toward Philippine English based on a comparison of attitudes between students with experience studying with Filipino teachers and students without this experience. The subjects of this study were 20 Thai undergraduate students: 10 participants with experience of studying with a Filipino teacher and 10 participants without. Data were collected from a Verbal Guise Test (VGT) and semi-structured interviews. The results show that Thai undergraduate students overall have a less positive attitude toward Philippine English than in previous studies. Despite a marked difference found in the dimension of linguistic quality (3.03 for this current study compared with 3.63 for a relevant previous study), the status and competence dimension (3.50 compared with 3.53), and social attractiveness dimension (3.35 compared with 3.43) failed to present a significant shift in overall language attitude. Moreover, the findings reveal that the dimension of status and competence (3.98 for the participants without experience and 3.78 for participants with experience), out of the three attitudinal dimensions investigated, is more negatively rated by the participants with experience. However, the other two dimensions of attitudes, namely social attractiveness (3.93 for the participants with experience and 3.70 for participants without experience) and linguistic quality (3.13 for the participants with experience and 2.93 for participants without experience) are more negatively rated by the participants without experience.

Keywords: Philippine English, language attitudes, language learning, Filipino teachers, language exposure

Introduction

Considered one of the largest groups of foreigners working as teachers in Thailand (Knell, 2017), Filipinos, with their generally high English proficiency level, are being hired in increasing numbers to teach many subjects, among them English, mathematics, science,

and computers, at all levels, ranging from kindergarten to university (e.g., Jindapitak & Teo, 2012; Ulla, 2018; Wongsamuth, 2015). The Thailand Foreign Workers Administration Office reports that the number of Filipino teachers in Thailand doubled in just the last 4 years, from approximately 7,000 in 2016 to 12,000 in 2019.

With respect to the growing number of Filipino teachers across Thailand, Philippine English, among other English varieties, has been the subject of studies pertaining to language attitudes specifically conducted in Thai contexts. Over for the past decade, for example, a number of studies on language attitudes of Thai people toward varieties of English where Philippine English is included have been conducted to elicit language attitudes of university students. The results show that Philippine English is frequently ranked as neutral (e.g., Jindapitak & Teo, 2012; Prakaianurat & Kangkun, 2018; Prakaiborisuth & Trakulkasemsuk, 2015; Sangnok & Jaturapitakkul, 2019) or negative (e.g., Phusit & Suksiripakonchai, 2018). However, with the recent influx of Filipino teachers into Thailand and Thai students' increased exposure to Philippine English, particularly in academic contexts, there is some reason to suspect a shift of language attitudes of Thai EFL learners toward Philippine English.

According to Foreign Workers Administration Office (2016, 2019) and Knell (2017), a review of the available statistical data confirms the increased presence of Filipino instructors in Thailand and growing exposure to Philippine English by Thai learners. In order to validate the assumption that this exposure has resulted in an attitudinal shift, a theory pertaining to language attitudes and language learning is required. Thus, this comparative study is based on the statement that attitudes and motivation have a predominant role in language learning (Gardner, 1985; Krashen; 1982). More importantly, Gardner (1985) and Krashen (1982), Liu and Zhao (2011) suggested that the attitudes of individuals to a language are probably positive if they gain access and exposure to the language and more importantly have opponities to practice it.

In reference to both the increased exposure of Thai EFL learners to Filipino teachers and the theoretical frameworks originally developed by Gardner (1985) and Krashen (1982) and later applied in research by Liu and Zhao (2011), it can be hypothesized that Thai EFL learners have a positive attitude toward Philippine English. To test this hypothesis, the present study will explore attitudinal differences between Thai undergraduates who have studied English with Filipino teachers and Thai undergraduates who have never studied English with Filipino teachers.

Based on the two central focuses previously mentioned, this study is guided by the following two research questions:

1. What are the current attitudes toward Philippine English among Thai undergraduate students in terms of status and competence, social attractiveness, and linguistic quality, and how do these attitudes compare with previous findings?
2. Is there a significant difference between attitudes of learners who have experience studying English with Filipino teachers and learners who do not?

Literature Review

Language attitudes

The study of language attitudes has been a particular concern in social psychology and sociolinguistics for decades. Language is psychologically and linguistically viewed as a tool for identity construction and as a communication medium, respectively (Coupland, 2007; Edwards, 1999; Ladegaard, 2000; Meyerhoff, 2006). Therefore, within the framework of the study of language attitudes, language is considered a resource for the production of identity and a means for communication.

To provide an overview of language attitudes, a few of the more widely accepted definitions of the term are given. To begin, Richards, Platt, and Platt (1992) offered a straightforward definition of language attitudes: "the attitudes which speakers of different languages or language varieties have toward each other's languages or to their own language." In addition, Ryan and Giles (1982) defined language attitudes as "any affective, cognitive, or behavioral index of evaluative reactions toward different language varieties or speakers." More specifically in the area of second language acquisition, especially in a school context, McGroarty (1996), based on Gardner (1985), provided the following definition:

> …attitude has cognitive, affective, and conative components (i.e., it involves beliefs, emotional reactions, and behavioral tendencies related to the object of the attitude) and consists, in broad terms, of an underlying psychological predisposition to act or evaluate behavior in a certain way (Gardner, 1985). Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal (p. 5).

Specific focuses pertaining to the study of language attitudes, according to Baker (1992, p. 29) vary, including, for example, attitudes to language preference, attitudes to learning a new language, attitudes to uses of a specific language, attitudes of parents to language learning, and attitudes to language variation, dialect and speech style.

In connection with research on attitudes to the varieties of English language in particular, a great number of recent studies reveal similar results. In many linguistic environments, speakers of what are considered standard varieties of English are positively rated as more confident and competent than speakers of non-standard varieties. On the other hand, non-standard speech varieties are ranked higher in integrity and attractiveness than the standard ones (Coupland, 2007; Ladegaard, 2000).

Studies of language attitudes in Thailand

Concerning language attitude studies, particularly on English, conducted in Thailand, the results have in general been in line with the results discussed in the paragraph above. Most of these studies have investigated attitudes of Thai university students toward varieties of the English language, and a smaller number have examined attitudes among Thai working adults. In these studies, General American English (GA) is the most

positively rated variety of English, closely followed by British English (BE). Conversely, the two varieties of English which are consistently the most negatively rated are Thai English (TE) and Singaporean English (SE) (Jindapitak, 2010; Jindapitak & Teo, 2012; McKenzie, Kitikanan, & Boriboon, 2017; Prakaianurat & Kangkun, 2018). In a majority of these studies, Philippine English (PE) is rated as neutral (e.g., Jindapitak & Teo, 2012; Prakaianurat & Kangkun, 2018; Prakaiborisuth & Trakulkasemsuk, 2015; Sangnok & Jaturapitakkul, 2019), notwithstanding one study where PE is negatively rated for English pronunciation (Phusit & Suksiripakonchai, 2018).

In one recent study, Prakaianurat and Kangkun (2018) examined language attitudes of 80 Thai working adults toward native and non-native varieties of English in respect to social status and competence, attractiveness, and linguistic quality through a Verbal Guise Test (VGT) (80 participants) and semi-structured interviews (10 participants). The native varieties included American and British, whereas the non-native varieties included Filipino, Singaporean, and Thai. The researchers found that the native varieties of English were perceived more positively than the non-native counterparts in every respect, while PE was rated as neutral.

In another study, Prakaiborisuth and Trakulkasemsuk (2015) investigated language attitudes of 100 Thai undergraduate students (who do not major in English) toward 10 non-native accents of ASEAN Englishes. Each participant was required to listen to an audio recording of 10 ASEAN English speakers from 10 ASEAN countries and then complete a questionnaire. The researchers found that Malaysian and Singaporean accents were favored while Lao was disfavored. The other accents were neutrally judged. Among the other seven neutral accents, the PE accent demonstrated an equal mixture of negative and neutral judgments.

A study by Phusit and Suksiripakonchai (2018) explored attitudes of 146 undergraduate students toward their preferred English pronunciation model and their interlocutor's pronunciation model. Participants were asked to complete a questionnaire. The findings revealed that Thai English, Australian English, and Singaporean English were moderately ranked, while American English and British English were positively ranked. Conversely, PE, Indian English, Chinese English, and Korean English were all negatively ranked. In addition, it was found that the participants had moderate attitudes toward interlocutors who were Thai, Filipino, and Singaporean. In contrast, the participants had positive attitudes toward interlocutors who were American, Australian, and British, and negative attitudes toward interlocutors who were Indian, Chinese, and Korean.

Philippine English (PE)

According to Llamzon (1997, as cited in Tayao, 2008), PE is classified into three sociolinguistic varieties: an acrolectal variety, a mesolect variety, and a basilectal variety. The first variety is used by broadcasters and is close to GA. The second variety is used by professionals, and its phonological aspect deviates from GA. The third variety is referred to as an ethnic language of speakers forming a substratum.

At the segmental level, the consonants which appear in GA and the three varieties of PE are as follows: the stops /p, b, t, d, k, g, ʔ /; the nasals /m, n, ŋ/; the lateral /l/; the glides /w, y/; the fricative /h/; and the phoneme /r/ (Tayao, 2008). In addition, it should also be noted that the retroflex liquid /r/ in the acrolectal style is shared with GA, and that the aspirated voiceless stops /p, k, t/ found in syllable-initial stressed position are rare in the acrolectal style.

For other cases, the labiodental fricatives /f, v/ are found in acrolect and mesolect. /f/ and /v/, however, are replaced by /p/ and /b/ at the level of the basilect. The interdental fricatives / θ / and / ð/ are rendered /t/ and /d/, respectively, in mesolect and acrolectal groups. The sibilants /s, z/ are present in the acrolect (Tayao, 2008).

In the case of vowels, it is of note that the vowels of the acrolectal variety are the same as in GA. However, there are certain salient features; to illustrate, the low front vowel /æ/ is the free variation of the low central vowel /a/. For the mesolect, there is merely one high front vowel /i/ as opposed to the existence of both /i/ and /I/ in GA. In the same way, there is only one high back tense vowel /u/, rather than having /u/ and /ʊ/. The last variety, the basilectal, has only three vowels, which are /i/, /a/, and /u/.

At the suprasegmental level, there are some words whose stress in all three PE varieties deviates from that in GA. To illustrate, certain words, such as *colleague, govern,* and *menu,* are stressed on the second syllable in PE, but on the first syllable in GA. Conversely, certain words, such as *thereby, dioxide,* and *percentage*, are stressed on the first syllable in PE, but on the second syllable in GA. In addition to the stress, it should be noted that Philippine languages, where PE is counted, are syllabled-timed, instead of stress-timed. Last, final rising intonation is consistent in all types of questions across all three varieties of PE.

Language attitudes and language exposure

Research has found that motivation and attitude play a major role in language learning since they are significantly related to each other. The attitudes of learners toward language learning and teachers can considerably influence the expected results of classroom participation (Gardner, 1985; Krashen, 1982).

This correlation was confirmed in a study by Liu and Zhao (2011) on the language attitudes of 302 Chinese students studying English as a foreign language toward English and Chinese. The study of language attitudes was conducted in relation to students' learning motivation and awareness of their own ethnic identity. The methodology employed was a 22-item Language Attitudes Questionnaire and four open-ended questions. The study suggested that the subjects were positive about English, resulting in the desired learning motivation and positive attitudes toward the English-speaking community in which they were involved. Plus, the study claimed that the more exposure to English an individual has, the more positive an individual's attitudes toward English becomes.

Based on the theoretical frameworks of Gardner (1985) and Krashen (1982) and the empirical evidence from Liu and Zhao (2011), two hypotheses were formulated in this

present study: (1) due to the increasing number of Filipino teachers in Thailand, there is a change in current attitudes among Thai undergraduate students toward PE compared with previous studies; and (2) students with exposure to Filipino teachers tend to have a more positive attitude toward PE than those without exposure. To test the hypotheses, the current research was conducted employing the methodology explicated in the following section.

Methods

Participants

The participants in this study were 20 Thai undergraduate students (10 males and 10 females) from four universities: 15 from Chulalongkorn University, three from Thammasat University, one from Srinakharinwirot University, and one from the University of Auckland. Participants studied in a wide range of faculties including Arts (10 participants), Engineering (3), Education (2), Science (1), Medicine (1), Economics (1), Commerce and Accountancy (1), and Political Science (1). In terms of academic standings, there were four freshmen, three sophomores, eight juniors, and five seniors. Their ages ranged from 18-24 years old (born between 1996 and 2002). In order to be qualified and able to listen to the verbal guise of PE, 20 participants were required to communicate in English similar to a language user with intermediate English proficiency, compared to a B1 of CEFR levels. That is to say, participants must have a minimum CU-TEP score of 57, a minimum IELTS score of 4, a minimum TOEFL iBT score of 57, or a minimum TOEFL ITP score of 460 (Wudthayagorn, 2018).

Procedure

There were two phases in this study: a perception task (VGT) and semi-structured interviews. The first phase was completed in a week in order not to affect the reliability of the findings. In the first phase, 24 participants were recruited and asked to present their evidence of English proficiency test score. Seeing that the study focused on the attitudes of those considered independent learners of English (at least B1 of CEFR levels) (Council of Europe, 2001), only participants who scored at least 35 out of 120 on the CU-TEP, at least 4 out of 9 on IELTS, at least 57 out of 120 on TOEFL iBT, or at least 460 out of 677 on TOEFL ITP were qualified to participate in the first and second phases of the study. After their English proficiency levels were verified, the 24 participants were asked to complete a perception task (VGT) to elicit their attitudes toward PE. To maintain the validity and reliability of the research instrument, the participants were not informed that they were listening to PE.

In the last stage, four participants who have experience studying English with Filipino teachers and four participants who have never experienced studying English with Filipino teachers were asked to take part in a semi-structured interview to further examine their attitudes toward PE. Before each semi-structured interview was conducted, the participants were informed that they had listened to PE in the perception task (VGT). This

would allow them to understand the research focus and more fully express their perception of PE in the interview. In the next section, the details of both the perception task and the semi-structured interviews are explained.

Due to the outbreak of Covid-19 during the data collection process and the order for everyone to stay at home to reduce the risk of contracting the coronavirus, the procedures were completed on Zoom, a computer software application used extensively as an online classroom by university lecturers and educators, or on Line, a freeware application for instant communications on electronic devices such as smartphones and computers. In terms of the quality of all processes, however, the researcher was in charge of overseeing each step.

Perception task

A verbal-guise test (VGT), produced by a native speaker of PE, was conducted to elicit participants' attitudes toward PE. VGT was chosen as one of the methods to investigate participants' attitudes in this current study since this approach is academically regarded as a valid means to elicit genuine attitudes of people, unlike observation and direct interview (Garrett, Coupland, & Williams, 2003)—alternative approaches to language attitude studies which explore the socio-cultural and political backdrop of society and self-analysis reporting on language attitudes, respectively (Garrett, 2010).

To produce the VGT, the researcher decided to take some parts of a video titled *Finding f(x): Why I teach for the Philippines / Delfin Villafuerte / TEDxXavierSchool*, which is available on YouTube. The video lasts 15.02 minutes, but the excerpt used in the perception task lasted only 1.15 minutes (from 4.18 to 5.33), and it was converted into an MP3 recording file which each participant listened to. In the excerpt from the video, the speaker, a full-time public school teacher under the project Teach for the Philippines, spoke the acrolectal variety of PE, which is spoken by those whose native or home language is English, and whose profession entails considerable use of English (Tayao, 2008). More importantly, acrolectal PE is considered the English variety of most educated Filipinos (Leitner, Hashim, & Wolf, 2016). Therefore, it can be assumed that most Filipino English teachers in Thailand speak acrolectal PE.

To categorize participants into two groups—one group having experience studying with Filipino English teachers and the other group without—and thereby answer the second research question of this current study, the 24 participants were asked to complete a questionnaire which required each to provide personal information: gender, age, nationality, current undergraduate level, faculty and university, major, the total duration of learning English, experience studying with English teachers of many nationalities, and overseas experience.

Next, to elicit attitudes, the participants were asked to listen to the stimulus guise of PE and rate it on 10 semantic labels on a scale of 1 (the lowest) to 5 (the highest) right after the end of the recording. The 10 semantic labels were written in Thai in order to ensure that the participants understood them. Based on Prakaianurat and Kangkun (2018), the 10 semantic labels were selected and classified into three perspectives: status and competence,

social attractiveness, and linguistic quality. The first group included intelligence, education, leadership, and social status; the second group included reliability, friendliness, and attractiveness; and the last group included aesthetic quality, model of pronunciation, and medium of instruction. This last semantic label "Medium of instruction" was modified from the last semantic label "Good for job seeking" used in the work of Prakaianurat and Kangkun (2018).

Because examination of the questionnaire results found that 14 participants had experience studying with Filipino English teachers whereas 10 participants did not, the last four participants with experience who completed the questionnaire were cut in order to equalize the number of participants in both groups.

The VGT includes one speaker of PE. The speaker is a male full-time public school teacher under the educational project Teach for the Philippines. He was approximately 24-27 when he gave the TEDTalk speech called *Finding f(x): Why I teach for the Philippines*. In the selected part of the stimulus guise, he shared his thoughts before joining Teach for the Philippines, and his perspectives on the school where he taught. The content of this part was purposely selected in order to provide participants with a familiar context in which to experience PE.

In terms of phonological variables, the representative features of PE, especially acrolectal PE, found in his speech were the unaspirated voiceless stops /p, k, t/. These were found in the following words: *pool*, *Philippines*, *classroom*, *teaching*, *thinking*, *and matter*

Semi-structured interviews

In the second phase, eight participants—four having experience studying with Filipino English teachers and four without—who took part in the perception task were randomly asked to participate in the semi-structured interview two days after the VGT process had been arranged. The semi-structured interview concerned PE, its status and competence, social attractiveness, and linguistic quality. There were four semi-structured interviews in all: each semi-structured interview was led by the researcher and joined by one participant with experience studying with Filipino English teachers and another participant without. In the semi-structured interview, the researcher asked five questions to elicit perceptions toward PE. The participants took turns answering each question, expressing their ideas, and posing their own questions (Prakaianurat & Kangkun, 2018). The five questions were:

1. What do you think about Philippine English?
2. Do you want to sound like a native speaker of Philippine English as long as other people can understand you, or do you want to sound like certain native speakers of other English varieties? Why?
3. Do you think you would feel comfortable speaking Philippine English with your friends who come from other English-speaking countries? Why?
4. Do you think a classroom presentation given in Filipino English would present any challenges to you or your classmates?

5. Do you think speakers of Filipino English can communicate effectively with other speakers of English generally?

It is of note that all semi-structured interviews were recorded with the consent of the eight participants. Parts of the semi-structured interviews were transcribed and appear in the results and semi-structured interviews section which follows.

Results

This section reports the results and provides a discussion of the language attitudes elicited from the two tasks, namely the VGT and the semi-structured interviews. The results and discussion from both tasks were arranged in accordance with the research hypotheses.

Results from the perception task (VGT)

In this part, all results from the perception task are presented through explanations as well as figures. The four figures include (1) the mean dimension scores for overall attitudes toward PE concerning three main dimensions, (2) the mean dimension scores for overall attitudes toward PE concerning each separate semantic label, (3) the mean dimension score for attitudes toward PE among students with experience studying with Filipino teachers, and (4) the mean dimension score for attitudes toward PE among students without experience studying with Filipino teachers.

As explained in the methodology section, the semantic labels were grouped into three categories: status and competence (Intelligence, Education, Leadership, and Social status), social attractiveness (Reliability, Friendliness, and Attractiveness), and linguistic quality (Intelligibility, Good model of English, and Good medium for instruction). These three semantic label groups were rated by the participants by means of a VGT, and the results can be seen in Figure 1, which shows the overall attitudes toward PE among Thai undergraduate students, regardless of whether or not they have experience studying English with Filipino teachers.

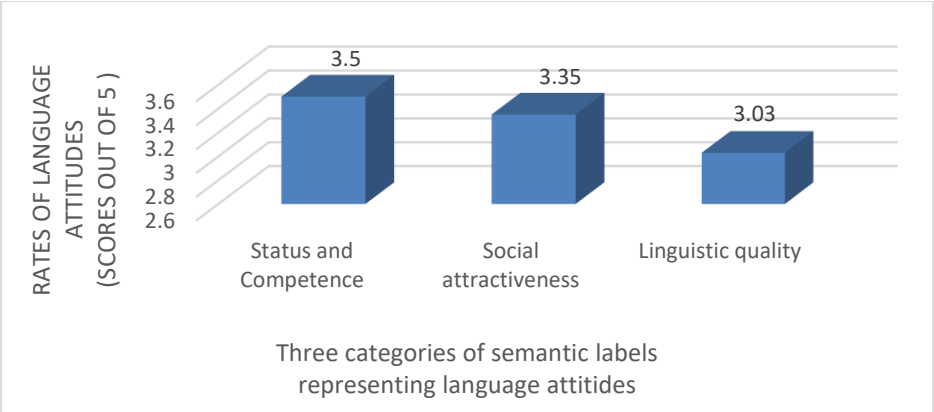

Figure 1. Mean scores for attitudes toward PE grouped by three semantic categories

To be more specific, the mean dimension scores for overall attitudes toward PE concerning each separate semantic label are illustrated in Figure 2. The semantic labels include intelligence, education, leadership, social status, social attractiveness, reliability, friendliness, attractiveness, intelligibility, good model of English, and good medium for instruction. It is of note that the dimensions of intelligence and leadership were positively rated 4 and 4.25, respectively. Conversely, the dimensions of attractiveness and acceptable model of English were negatively rated 2.9 and 2.5, respectively, compared with the remaining dimensions. The other dimensions were neutrally rated.

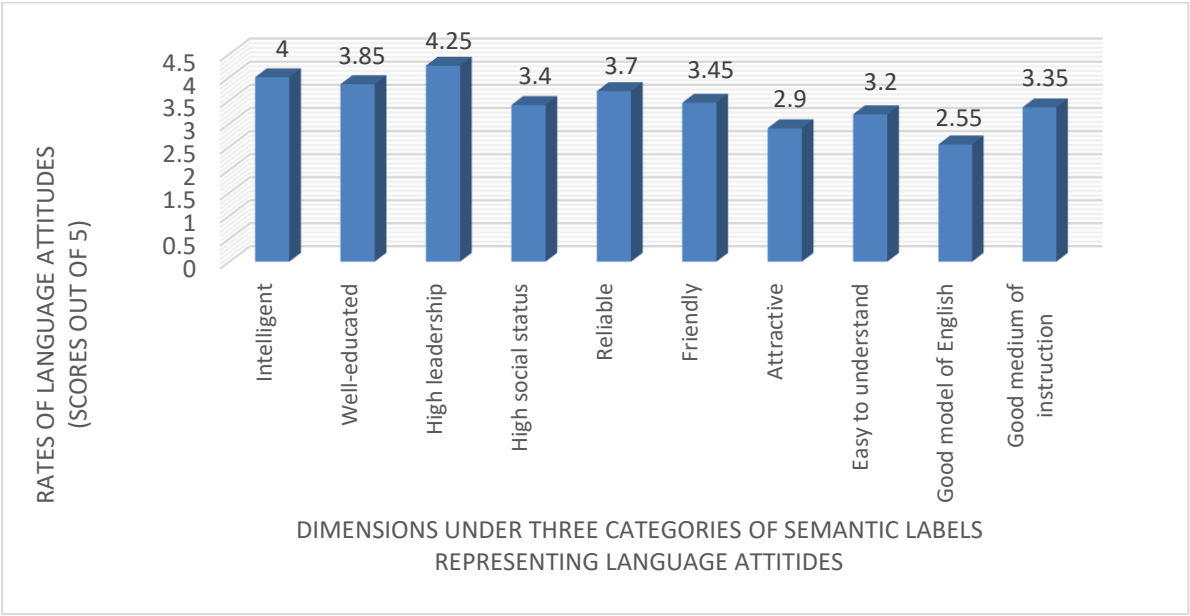

Figure 2. Mean dimension scores for attitudes among Thai undergraduate students toward PE in terms of status and competence, social attractiveness, and linguistic quality

While the first two figures represent the overall attitudes of Thai undergraduate students toward PE, the other two figures show the mean dimension scores for the attitudes among Thai undergraduate students with experience studying English with Filipino teachers (Figure 3) and Thai undergraduate students without experience (Figure 4).

Figure 3 shows the mean dimension scores for attitudes among Thai undergraduate students who have experience studying English with Filipino teachers toward PE in terms of status and competence, social attractiveness, and linguistic quality. It should be mentioned that the dimension of linguistic quality was rated the most negatively when compared to the other two dimensions, at 3.13% compared to 3.78% and 3.93%, the rates for status and competence and social attractiveness, respectively.

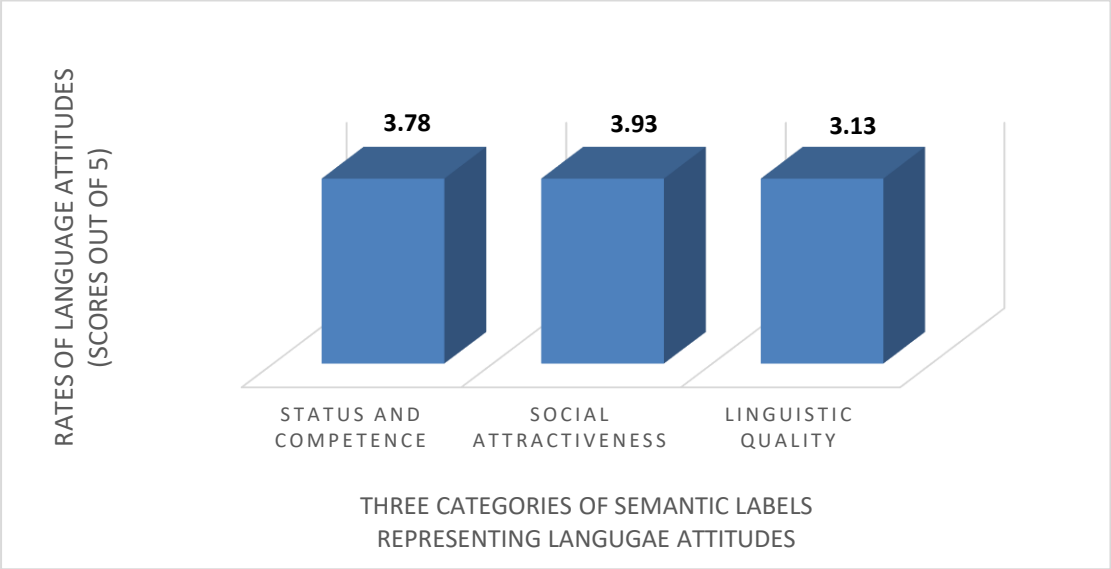

Figure 3. Mean dimension scores for attitudes among Thai undergraduate students who have experience studying English with Filipino teachers toward PE in terms of status and competence, social attractiveness, and linguistic quality

Lastly, Figure 4 illustrates the mean dimension scores for attitudes among Thai undergraduate students who do not have experience studying English with Filipino teachers toward PE in terms of status and competence, social attractiveness, and linguistic quality. It is noticeable that the dimension of linguistic quality was rated the most negatively when compared to the other two dimensions, at 2.93% compared to 3.98% and 3.7%, the rates for status and competence and social attractiveness, respectively.

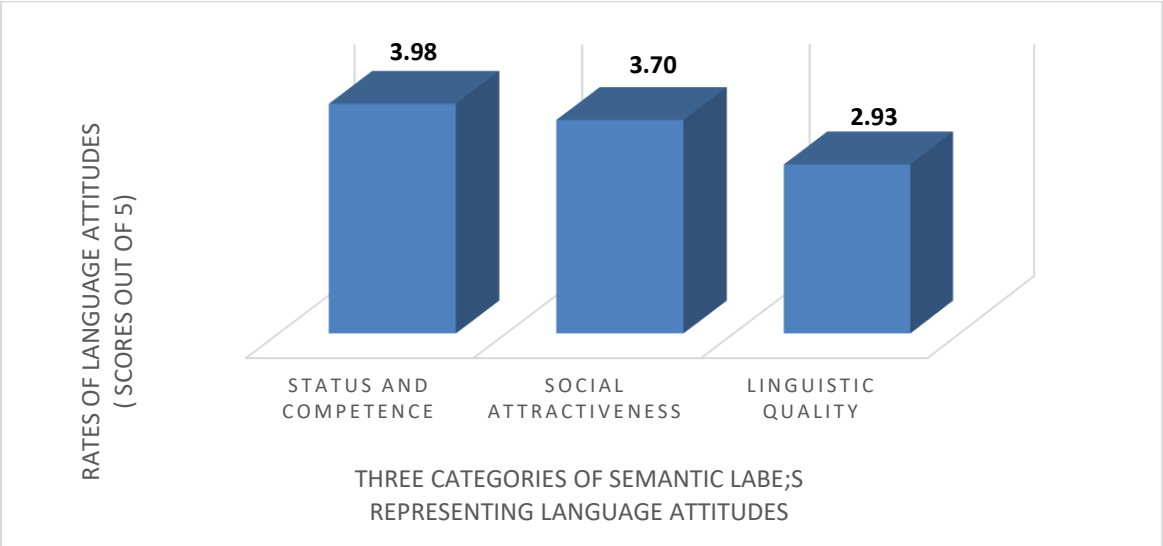

Figure 4. Mean dimension scores for attitudes among Thai undergraduate students who do not have experience studying English with Filipino teachers toward Philippine English in terms of status and competence, social attractiveness, and linguistic quality.

In accordance with the three figures (1, 3, and 4), it is worth emphasizing that the dimension of linguistic quality shows a similar trend where the scores are rated the lowest.

Though the speech employed in the perception task contained certain phonological features which are characterized as acrolectal PE—most representative of GA—as mentioned in the literature review and methodology sections, the mean scores for the linguistic quality dimension in the three figures are still rated the lowest—3.03 from Figure 1, 3.13 from Figure 3, and 2.93 from Figure 4.

Results from the semi-structured interviews

Two days after the VGT task, semi-structured interviews about the status and competence, social attractiveness, and linguistic quality of PE were conducted. Each interview was led by the researcher and joined by one participant with experience studying with a Filipino teacher and one other participant without. There were four semi-structured interviews and eight participants in total. The following section consists of excerpts from the four semi-structured interviews.

The first semi-structured interview. Participant no. 1 is an English major, with experience and participant no. 2 is an English major, without experience.

What do you think about Philippine English?

"I think a Philippine accent is like other accents. Some Thais may think that it is not a standard accent, but actually it is like American or British accents." (Participant no. 1, with experience)

"Personally, I do not have any positive or negative bias toward some particular accents. Intelligibility matters more than accents do." (Participant no. 2, without experience)

Do you think you would feel comfortable speaking Philippine English with your friends who come from other English-speaking countries? Why?

"I do not see any problems with that at all. Seeing that English is an international language, we can communicate in English." (Participant no. 1, with experience)

"I agree with participant no 1. By speaking about feeling comfortable, I feel uncomfortable with myself when speaking with Philippine English because I am not [get] used to it." (Participant no. 2, without experience)

Do you think speakers of Filipino English can communicate effectively with other speakers of English generally?

"I studied English with Filipino teachers since I was a lot younger. Also, I saw my Filipino teachers communicate in English with other people fluently and effectively." (Participant no. 1, with experience)

"Yes, they can. Their pronunciation may be a bit deviant from standard[ized] American English; however, they are definitely able to communicate in English with other speakers of English." (Participant no. 2, without experience)

Based on the information provided in the first interview with participant no. 1 (with experience) and participant no. 2 (without experience), it can be seen that:

Participant no. 1 had positive attitudes toward PE, as the participant mentioned that PE is similar to native English varieties, resulting in a willingness to use PE in public. Moreover, participant no. 1 had positive attitudes not only toward PE, but also toward speakers of PE especially Filipino teachers. It is thus evident that the attitudes expressed by participant no. 1 are in line with Liu and Zhao's argument (2011). On the other hand, participant no. 2 focused on the matter of effective communication, offering a more neutral perspective on PE. Not having studied with Filipino teachers, the participant maintained that PE can be used as a means of communication, despite some deviations from GA.

The second semi-structured interview. Participant no. 3 is an English major, with experience and participant no. 4 is an English major, without experience.

Do you want to sound like a native speaker of Philippine English as long as other people can understand you, or do you want to sound like certain native speakers of other English varieties? Why?

"To me, to sound like any varieties of English does not matter. Each accent is unique." (Participant no. 3, with experience)

"I do not prefer any accents in particular. What matters is an addressee whom we talk to. I would love to adjust my accent to make my addressee feel comfy when conversing with me." (Participant no. 4, without experience)

Do you think you would feel comfortable speaking Philippine English with your friends who come from other English-speaking countries? Why?

"My concern is my addressees. If they are from [an] English speaking country and have no experience in listening to non-standard varieties of English, speaking with them in Philippine English may lead to difficulty in communication." (Participant no. 3, with experience).

"I have no problem at all." (Participant no. 4, without experience)

Do you think a classroom presentation given in Philippine English would present any challenges to you or your classmates?

"There might be issues of cultural appropriation, or classmates need to take some amount of time to familiarize [themselves] with [a] Philippine accent." (Participant no. 3, with experience)

"My classmates who are students in the Faculty of Arts can for sure understand the presentation." (Participant no. 4, without experience)

Based on the comments given by participant no. 3 (with experience) and participant no. 4 (without experience) in the second interview, it would appear that:

Participants no. 3 and no. 4 accentuated the benefits of effective communication. Also, it is intriguing that participant no. 4 realized the uniqueness of each language variety, which shows a positive attitude toward language in general, not specifically toward PE. Overall, these two participants stressed communication, rather than PE.

The third semi-structured interview. Participant no. 5 is a Russian studies major, with experience and participant no. 6 is a marketing major, without experience.

What do you think about Philippine English?

"I think this variety of English is understandable and easy to listen to. I think Filipinos still make mistakes, but their English is better than Thais'." (Participant no. 5, with experience)

"I have never studied with Filipino teachers, but I think Philippine English is different from other varieties of English in terms of pronunciation." (Participant no. 6, with experience)

Do you want to sound like a native speaker of Philippine English as long as other people can understand you, or do you want to sound like certain native speakers of other English varieties? Why?

"I prefer to sound like native speakers of English, such as American. When it comes to using English in academic contexts, for example, I think other types of English are better" (Participant no. 5, with experience)

"I prefer to sound like British or American English. I think these two varieties are better in terms communication." (Participant no. 6, without experience)

Do you think you would feel comfortable speaking Philippine English with your friends who come from other English-speaking countries? Why?

"I do feel comfortable. If communication is a key here, I think there is no problem here. It is like when we speak Thai dialects, Thais tend to understand each other more easily. However, if I talk to friends in professional contexts or workplace, such as the UN, I might be less comfortable speaking Philippine English because of accent discrimination" (Participant no. 5, with experience)

"I also feel comfortable. I focus on communication. However, if it comes to academic contexts, there might be some issues that need to be improved" (Participant no. 6, without experience)

Answers provided in the second interview with participant no. 5 (with experience) and the participant no. 6 (without experience) indicate the following:

Participant no. 6 had a positive attitude toward PE in general and also mentioned Filipinos' English proficiency; however, this participant raised concerns over the possibility that PE would be inappropriate in formal contexts. Participant no. 5 expressed a similar concern. Notwithstanding his focus on communication, participant no. 6 felt that PE could be problematic in academic contexts.

The fourth semi-structured interview. Participant no. 7 is an economics major, with experience and participant no. 8 is a political science major, without experience.

What do you think about Philippine English?

"I understand that the Philippine[s] was once colonized by Spain and America, and the local language of the country shows its heritage. Their English is understandable." (Participant no. 7, with experience)

"To be honest, I do not like this accent. If I have to choose one variety of English as a model, Philippine English is not my choice." (Participant no. 8, without experience)

Do you want to sound like a native speaker of Philippine English as long as other people can understand you, or do you want to sound like certain native speakers of other English varieties? Why?

"I prefer British accent, not Philippine English." (Participant no. 7, with experience)

"I do not want to sound like Philippine English. Whether it is a tone, a style, or pronunciation, it is not the good one." (Participant no. 8, without experience)

Do you think a classroom presentation given in Philippine English would present any challenges to you or your classmates?

"I think it does challenge. We might need to speak a variety of English which our addressee feels familiar with." (Participant no. 7, with experience)

"I think there will be a problem. Even if I never study with Filipino teachers, I strongly believe that it is difficult to communicate with that accent." (Participant no. 8, without experience)

Based on the interview with the participant no. 7 (with experience) and the participant no. 8 (without experience), the following conclusion can be drawn:

Even though participant no. 7 has experience studying with Filipino teachers and has background knowledge of the Philippines, this participant took a negative attitude toward PE, which is against Liu and Zhao's argument (2011). For participant no. 8, the participant expressed an even more negative attitude toward PE, providing the reasons that communication would probably be difficult.

Discussion

Hypothesis 1 posited a positive change in language attitudes due to the doubling of Filipino teachers in Thailand, in comparison to previous studies. However, this current study found that the language attitudes toward PE among Thai undergraduate students changed, by comparison with Prakaianurat and Kangkun (2018), only slightly, and where they did vary, attitudes appeared to be more negative. In detail, the mean scores for overall attitudes among Thai undergraduate students toward PE in each dimension were 3.50 (status and competence), 3.35 (social attractiveness), and 3.03 (linguistic quality).

For the purpose of comparison, the mean scores for the semantic labels in each dimension used in the study by Prakaianurat and Kangkun (2018) were tallied and then divided by the number of labels. For example, the dimension of status and competence consisted of four semantic labels: Intelligence (3.6), Education (3.7), Leadership (3.4), and Social Status (3.4), on a scale of 5. These scores—3.6, 3.7, 3.4, and 3.4—were added, and the total 14.1 was divided by 4—the number of semantic labels in the dimension—to obtain the mean score: 3.53. This then was compared with the mean score of 3.50 obtained in the present study. When the mean scores for the other two dimensions (social attractiveness: 3.43 and linguistic quality: 3.63) were similarly calculated and compared, it was found that

the results obtained by Prakaianurat and Kangkun (2018) were likewise significantly higher than found in the present study, suggesting that current Thai attitudes toward PE are less positive.

Hypothesis 2, based on Liu and Zhao (2011), posited that the attitudes of individuals to a language are likely to be positive if they gain access and exposure to the language and more importantly have opportunities to practice it. This hypothesis was partially confirmed in the present study. To be clear, the findings showed that students with experience rated PE in terms of the dimension of status and competence at 3.78; social attractiveness at 3.93; and linguistic quality at 3.13. On the other hand, students without experience rated PE in the same three dimensions at 3.98, 3.70, and 2.93, respectively. The attitudes of the two student groups can be seen in Table 1.

Table 1. Attitude scores of undergraduate students with and without experience studying with Filipino teachers

Dimensions	**Attitude scores of undergraduate students with experience studying with Filipino teachers**	**Attitude scores of undergraduate students without experience studying with Filipino teachers**
Status and competence	3.78	3.98
Social attractiveness	3.93	3.70
Linguistic quality	3.13	2.93

In relation to the findings of the two student groups, hypothesis 2, based on Liu and Zhao (2011), was only partially confirmed: on the dimension of status and competence, students with experience rated PE at 3.78, which was more negative than the rating of their counterparts without experience, at 3.98. In contrast, however, the two dimensions of social attractiveness and linguistic quality were ranked higher by students with experience, at 3.93 and 3.13, respectively, than by their counterparts without experience, at 3.70 and 2.93, respectively.

One possible explanation for this partial refutation of hypothesis 2 is offered by Shvidko (2017), who investigated language attitudes toward English among students in an intensive English program. She found that although students had high exposure to English and ample opportunities to practice the language, which according to Liu and Zhao (2011) can be expected to promote a positive attitude toward the language learned, other factors such as teachers' reactions to students speaking their L1 and the punishments given out for doing so, as well as the requirement that students speak English at all times, and even the perceived ineffectiveness of such a rule in boosting English language proficiency, contributed to negative attitudes among some of the subjects in her study. These factors could also have contributed to the relatively low rating given on one dimension, namely status and competence, by some students with experience with Filipino teachers.

In addition, data from the semi-structured interviews of the present study can also explain why the second hypothesis was only partially confirmed. The following excerpts represent participants' perspectives on PE in relation to the dimension of status and competence. For example, participant no. 5 with experience said, *"I prefer to sound like native speakers of English, such as American. When it comes to using English in academic*

contexts, for example, I think other types of English are better." This participant then added, *"If I talk to friends in professional contexts or workplace, such as the UN, I might be less comfortable speaking Philippine English because of accent discrimination."*

This indicates that in spite of the experience of having studied English with Filipino teachers, participant no. 5 would feel less confident using PE in a place where language can help construct positive identity regarding education and social status.

In line with participant no. 5, participant no. 7 with experience ascribed prejudice against PE to others and not to themselves in terms of status and competence, stating, *"People always judge our accents. We may be considered uneducated if we use Philippine English, or other English varieties which are not British or American."* It seems likely that PE caused worry to participant no. 7 in terms of social status, which resulted in the participant's assumption that other people may be prejudiced against PE.

Moreover, participant no.1 with experience said, *"I prefer to keep my accent neutral. I mean I do not want to sound like Philippine. I see no point in doing that."* This could also explain the relatively low rating given to PE on the dimension of status and competence.

As noted above, the results from the semi-structured interviews of these three participants with experience indicate a negative attitude toward PE in terms of status and competence and may account for why hypothesis 2 is only partially confirmed.

Conclusion

This study aimed at investigating the differences in language attitudes toward PE between students with experience studying with Filipino teachers and students without experience, and examining the current attitudes of Thai undergraduate students toward PE in three dimensions. The mean scores out of five of the two participant groups' language attitudes in respect to the three dimensions can be summarized as follows: the group with experience rated the three dimensions at 3.78 (status and competence), 3.93 (social attractiveness), and 3.13 (linguistic quality), and the group without experience rated the three dimensions at 3.98 (status and competence), 3.70 (social attractiveness), and 2.93 (linguistic quality). This reveals that students with experience have a less positive attitude in terms of status and competence than those without experience whereas they have a more positive attitude in terms of social attractiveness and linguistic quality than the participants without experience of PE.

Additionally, the mean scores which represent the current attitudes of Thai undergraduate students overall toward PE were 3.50 (status and competent), 3.35 (social attractiveness), and 3.03 (linguistic quality), which were more negative than the scores of Prakaianurat and Kangkun (2018): 3.53 (status and competent), 3.43 (social attractiveness), and 3.63 (linguistic quality). It is apparent that despite the increased presence of Filipino English teachers in Thailand and direct exposure to Filipino English teachers, attitudes toward PE have not significantly shifted.

As for the pedagogical implications, based on the attitudinal comparison of the two groups of participants in the current study, students with exposure to Filipino teachers have a more positive attitude in the dimensions of social attractiveness and linguistic quality, in line with the second hypothesis based on Liu and Zhao (2011). It is thus suggested that PE should be accepted as a medium of instruction in academic contexts in Thailand. Consequently, Thai EFL learners can familiarize themselves with PE and communicate with Filipinos using PE as a medium of communication in the future.

In terms of the limitations of the study, due to the Covid-19 pandemic during the research implementation, the researcher faced difficulties in recruiting the desired total number of participants, which resulted in the limited number of subjects. Thus, the researcher would suggest that future researchers recruit more participants after the end of the pandemic in order to strengthen the reliability of the research and to gain more insight into language attitudes toward PE.

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APPENDIX A

Questionnaire

The questionnaire is divided into two parts:
Part I Background information
Part II Perception Task

Part I. Background Information

*Please write or circle **only one** answer in the questions below.*

1. Gender: [ ] Male [ ] Female

2. Age: _____

3. Nationality: _____

4. English proficiency Test Score

TOEFL IPT _____ CU-TEP _____

TOEFL iBT _____ IELTS _____

5. Your Level: [ ] Year 1 [ ] Year 2 [ ] Year 3 [ ] Year 4

6. What faculty are you in? _____

7. What is your major? _____

8. How long have you been learning English?

[ ] Less than 5 years [ ] 9 – 12 years

[ ] 5-8 years [ ] more than 12 years

9. Please put a tick mark on nationalities of English teachers you (have) studied with and indicate the amount of time you (have) studied with each.

[ ] American _____ day(s)/month(s)/year(s)

[ ] British _____ day(s)/month(s)/year(s)

[ ] Australian _____ day(s)/month(s)/year(s)

[ ] Canadian _____ day(s)/month(s)/year(s)

[ ] Filipino _____ day(s)/month(s)/year(s)

[ ] Singaporean _____ day(s)/month(s)/year(s)

[ ] Others _____ _____ day(s)/month(s)/year(s)

10. Have you been abroad?

[ ] No [ ] Yes

Where and how long? _____

What was the purpose?

[ ] Studying [ ] Travelling [ ] Others _____

Part II. Perception Task

คำสั่ง: ฟังเสียงพูดของผู้พูดและวงกลมตัวเลขเพื่อระบุทัศนคติที่มีต่อเสียงผู้พูดต่อไปนี้

	◄				►	
ไม่ฉลาด	1	2	3	4	5	ฉลาด
การศึกษาไม่สูง	1	2	3	4	5	การศึกษาสูง
ไม่มีความเป็นผู้นำ	1	2	3	4	5	มีความเป็นผู้นำ
สถานะทางสังคมต่ำ	1	2	3	4	5	สถานะทางสังคมสูง
ไม่น่าเชื่อถือ	1	2	3	4	5	น่าเชื่อถือ
ไม่เป็นมิตร	1	2	3	4	5	เป็นมิตร
ไม่มีเสน่ห์	1	2	3	4	5	มีเสน่ห์
เข้าใจยาก	1	2	3	4	5	เข้าใจง่าย
เป็นต้นแบบที่ไม่ดีในการออกเสียงภาษาอังกฤษ	1	2	3	4	5	เป็นต้นแบบที่ดีในการออกเสียงภาษาอังกฤษ
เป็นสื่อกลางในการเรียนการสอนที่ไม่ดี	1	2	3	4	5	เป็นสื่อกลางในการเรียนการสอนที่ดี

APPENDIX B

Semi-Structured Interview Questions

1. What do you think about Philippine English?
2. Do you want to sound like a native speaker of Philippine English as long as other people can understand you, or do you want to sound like certain native speakers of other English varieties? Why?
3. Do you think you would feel comfortable speaking Philippine English with your friends who come from other English-speaking countries? Why?
4. Do you think a classroom presentation given in Philippine English would present any challenges to you or your classmates?
5. Do you think speakers of Philippine English can communicate effectively with other speakers of English generally?

Institutionalizing School Teacher Portfolios for Continuing Professional Development

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Abstract

Language teacher portfolios are deemed instrumental for continuing professional development (CPD) particularly for primary and secondary school teachers as they allow teachers to reflect on their beliefs and practices, and enhance their knowledge and skills. A portfolio enables teachers to develop a record that keeps track of their improvements and professional knowledge and prompts them to supply documentary evidence for their practice (Crookes, 2003). This paper looks at the upsides and obstacles of portfolios among Thai teachers and proposes a concrete use of this professional development instrument that encompasses an effective strategy for implementation.

Keywords: teacher portfolios, continuing professional development (CPD), reflection

Introduction

Language teachers, however experienced they may be, need to ensure that the ways in which they facilitate language learning are practical and cultivating. Thus, self-assessment can play a key role in reflection and continuing professional development (CPD). Teacher portfolios can be used as a means of organizing various professional development accounts, including professional development attendance certificates and credentials as well as self-evaluation reports and classroom observation feedback. Self-assessment reports (SARs) and classroom or student feedback show that the portfolio is an important means of engaging in self-reflection. The portfolio is indeed a method to reflect on how one can progress in professional life as a teacher (Baume, 2000). For language teachers, important documents in the portfolio may comprise observation feedback received from their supervisors, self-evaluation reports they write or complete each academic year regarding their professional development and teaching competency as well as profiles they write about themselves as educators or academics. Thus, the portfolio affords teachers opportunities to reflect on what they believe in their teaching practices. No matter how much experience teachers have, there is always room for teachers to improve (Crookes, 2003).

Needs for Professional Development among School Teachers

CPD indicates the process of continuing growth of a person after joining a profession. The notion of CPD draws a difference between staff development and professional development. The former focuses on capacity building of the organization while the latter attempts capacity building of the individual. In this sense, CPD sees professionals as lifelong learners who are expected to constantly develop, upskill or reskill as long as they are still in the profession.

In education, CPD is perceived from different points of views. The specific view deals with skills and knowledge in order to cope with particular new requirements or criteria, for example, teaching a new subject, using a new textbook, and adjusting a syllabus to be more updated. On the other hand, the wider view sees CPD as a more profound and long-term process where professionals incessantly enhance their knowledge and skills along with their understanding and maturity in their career path in order to grow both as professionals and as individuals. Most educators in today's world in fact see CPD in its wider aspect. Padwad and Dixit (2011) defined CPD as an organized, continual, and lifelong learning process in which teachers try to develop their personal and professional qualities, and to enrich their expertise, skills, and practice which results in their empowerment, the improvement of their organizations, and the development of their students. Nonetheless, CPD is not a straightforward process. In terms of teacher professionalism, Hargreaves (2000) referred to the current status of CPD as a struggle between negative and positive forces. Thus, educators as well as administrators need to understand these critical forces to plan and support CPD in their own context.

In Thailand, in the primary and secondary school contexts, with the advent of the introduction of the CLT approach in the last two decades, there have been several initiatives on teacher development programs but most attempts have favored an in-service training approach with short-term objectives of acquiring a set of skills and some pedagogical knowledge needed for teaching and learning in prescribed syllabuses as mandated by the Thai Ministry of Education. Therefore, apparently the specific view of CPD has been followed. There is little short of no recognition of CPD as a lifelong, ongoing process. This illustrates what Hargreaves (2000) called the negative, in other words, de-professionalizing force. With Thai school teachers having to fulfill all the tasks including teaching, coordinating, student assessment, and administrative duties, most teachers seem hardly interested in CDP as positive reinforcement.

It is thus it is now time that innovation and change is necessary. Introducing this is not an easy. Wedell (2009) suggested that re-culturing be undertaken as a response to the local culture and context. Also, care and sensitivity need to be exercised both for and against (pro and con) teachers' beliefs, which could help them to elaborate and develop their schema about learning and teaching. In other words, teachers need to be able to link their beliefs to current knowledge about what professionalism entails. What is also needed is promising educational reforms to lift unyielding burdens off teachers' shoulders as the focus of learning and teaching should be on students, not on documentation to meet the

quality assurance standard. Developing a long-term strategy for sustaining professional development is also imperative.

With the significance of CPD as discussed, utilizing a teacher portfolio is therefore proposed as one useful method or platform for school teachers to strategize, adopt or customize, and finally implement so as to acknowledge the pros and positive forces that CPD can substantiate.

Upsides

The implementation of teacher portfolios is needed to uphold professional development. The portfolio can act as a record of their participation in various forms of ongoing professional development as well as that of a professional advancement. It would allow teachers to look back to the past, reflect on the present and ponder about what the future could be. Furthermore, the portfolio imposes a certain discipline and commitment to take part in educational seminars and conferences (Padwad & Dixit, 2011). In this regard, the portfolio could lead to professional change by providing teachers with a tool for self-reflection, a well-developed approach to classroom observation, and incentives to attend events or seminars on a regular basis. Therefore, this indicates that there can be a positive change in teachers' attitudes toward teaching and CPD as a result of the portfolio. Moreover, a change in overall school's CPD can emerge when teachers have a sense of accountability and professionalism (Carpenter, 2015). As a result, teachers would place more value on self-reflection and manifest pride in professional development as their improvement as a teacher would be recognized.

Obstacles

In addition to numerous benefits of teacher portfolios, a number of challenges should be taken into consideration in developing a strategy for effective implementation. The main obstacle could be directed to the time needed to maintain a portfolio as language teachers are normally loaded with a range of work comprising teaching, grading, administration, and certainly professional development per se. Moreover, it would seem that some teachers could have concerns with the portfolio's audience and purpose as this could become unclear to them as to what purpose the portfolio is for and who would read it. These challenges appear to suggest that for successful implementation of a portfolio system, teachers need to be provided with specific training that focuses on the knowledge and skills they need in order to use this instrument effectively. Training should also eagerly provide them with a sense of ownership over the portfolio by making them believe that it is not just a means of evaluation, but living proof of their continuing, lifelong professional development.

Conclusion

Using a portfolio is merely one of the practical tools to promote and support CPD in different school contexts. The portfolio could help teachers contemplate their teaching practices and self-assessment for improvement. Nevertheless, the true first step to sustaining professional development among school teachers could be to identify the negative forces at work and then working on an appropriate manner to blend them into positive ones. A starting point is to explore and identify areas where there are difficulties but being cautious and sensitive is needed. Above all, there must be some well-developed initiatives that can support and sustain a range of endeavors. Some of the positive strategies could be to encourage teachers to extend their professional orientation by going beyond a short-term goal. Moreover, the teaching community could engage more in mentoring and networking through teacher associations, networks, and collaborations. CPD then has to empower changes for ways to establish more applicable systems to embrace teacher development.

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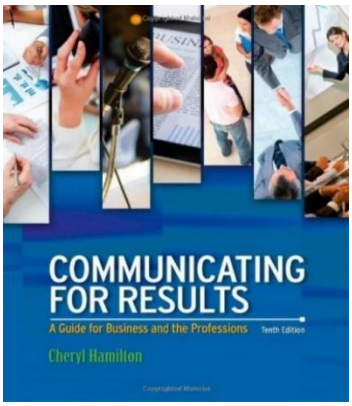
Book Review

Hamilton, C. (2014). *Communicating for results: A guide for business and the professions* (10th ed.). Boston, MA: Wadsworth Publishing.



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To say that there is a vast array of books on effective communication is stating the obvious. However, *Communicating for Results* by Hamilton, written in a reader-friendly style, will certainly help learners to fathom the breadth and width of effective communication.

The book is divided into 14 chapters. This book will help not only novice learners but also professional leaders to feel confident in various business situations. The author covers aspects of the communication process in various business situations and in a multitude of ways to achieve effective communication in order to be well-versed in various cultural standards.

The book gives the readers a competitive edge on how to use social media, conduct interviews, and give presentations more effectively. Each chapter is equipped with authentic case studies taken from leading organizations and there is a "Collaborative Learning Activity" at the end of each chapter.

Chapter 1 focuses on the importance of effective communication by highlighting the concepts of the "frame of reference" and ways to tackle communication problems should one occur. The frame of reference needs to be taken into account, in order to enhance effective communication as it can affect how the receiver encodes and decodes the messages received. Another main point addressed is the impact of the environment on communication and how communicators deal with the barriers to achieve effective communication. Chapter 2 introduces the different types of communication models such as Human Relations Model and Transformational Models and how each model may fit into various types of workplace. The author further introduces the importance of "culture and communication" particularly the five strategies in handling cultural conflicts in Chapter 3.

Chapter 4 centers on the importance of listening and its negative consequences if care is not taken in listening. Hamilton emphasizes that listening is not a passive skill but rather an active one. She elucidates the elements of effective listening and ways to prevent poor listening from physical barriers to personal barriers such as individual biases and attitudes which all contribute to poor listening and can lead to a negative impact on business deals. Chapter 5 draws the reader's attention to one of the most powerful tools in communication which is non-verbal communication. The chapter includes various types of non-verbal communication such as facial expressions, body gestures, clothing and personal

appearance, and physical environment. In order to advance business deals and improve negotiations, the author vividly explains how the different types of non-verbal communication should or should not be employed in certain business settings and cultures. In addition, interpretation of non-verbal messages in the East-West cultures and contexts are clearly illustrated through case studies. Chapter 6 focuses on ways to overcome obstacles to communication in the electronic age, however, in my opinion, this chapter does not seem to fit in with the whole textbook.

Chapter 7 introduces the different types of interviews, ways to organize an effective interview, and ends with approaches an interviewer may apply to control the interview effectively. Hamilton covers most of the types of interviews that the learners should know, she also addresses the essential skills and techniques required to be an effective interviewer. The author draws further attention to the need for organizing the interview into three phases: Opening, Question-Response, and Closing phase to ensure a systematic procedure as an interview setting usually takes place in an atmosphere filled with a sense of urgency and for which careful planning is essential. The author also emphasizes that not only the purpose of the interview should be taken into account but also the use of various types of questions are regarded as essential in order to solicit both general and specific answers from the interviewee. Chapter 8 provides in-depth explanation and examples of the employment interview, however, several topics and points are repetitions of points made in Chapter 7.

Hamilton highlights the factors needed for effective communication also ensuring that virtual communication plays an important role in promoting better communication in Chapter 9. This chapter is mainly devoted to small group communication, problem-solving skills in small groups, team management, and leadership skills. In addition, Hamilton presents a step by step problem solving procedure that can be applied in various problem-solving tasks. In the following chapter, Hamilton lays out guidelines for effective group participation and leadership skills. As a team member, one must perform certain roles to promote effective team decision making and ideas such as being committed and open-minded. In addition, as a team leader, one needs to perform certain roles so that the team can function successfully and productively.

Chapter 11 and Chapter 12 elucidates the steps and strategies for preparing and delivering effective presentations with steps clearly laid out beginning with planning, researching, and organizing effective formal and informal informative presentations. The author also puts emphasis on how to avoid plagiarism during the research process which she explains as an unethical form of theft as the plagiarizer subsequently benefits from such thefts. In addition, guidelines such as the use of supporting materials and methods to design visual aids are introduced to enhance the audience's understanding of the presentation. Hence, the tips are carefully spelled out thoroughly the chapters. Chapter 13 focuses on persuasive presentation in which the author explains the theories and lists the steps in organizing presentations. The author emphasizes that to be successful in persuasive speaking, one needs to ensure that the sources provided are reliable and relevant to the listeners' "psychological needs."

Lastly, Chapter 14 unlike all the previously mentioned chapters, the author jumbled together ways to polish various types of written communication such as resumes, emails, thank you letters, and informative reports but is not in-depth with insufficient examples provided for learners.

The layout of each chapter is reader-friendly, beginning with an authentic case study to stimulate the readers' thinking followed with a "pre-activity" before moving on to the theories. The key vocabulary items are highlighted and the definitions of the terms are provided to aid readers' understanding. Each chapter ends with a "collaborative activity" which serves as an additional group discussion activity.

All in all, one can say that the book is constructive as it highlights all the essential elements needed in business communication and negotiations. Also, it provides thorough guidelines for readers to become effective team members and leaders in the future.

Hamilton carefully lays out the theories accompanied by practical examples and authentic case studies, making the theories and concepts more comprehensible. Hence, it is highly recommended as an appropriate text not only for language learners but is also deemed suitable for managers and young businesspeople who want to improve their business communication skills.

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