Article

The Lasting Effects of Teacher Education for Global Englishes Language Teaching: An Ethnographic Case Study

Pornsiri Nilpirom
Denchai Prabjandee*
Punwalai Kewara
Burapha University, Thailand

Abstract
Global Englishes Language Teaching (GELT) was developed as a pedagogical framework to prepare students for using English with socioculturally diverse English users. Implementing GELT requires teachers to reevaluate their classroom practices and redesign pedagogy to prepare students to use English in the globalized world where multilingualism is the norm. Teacher education plays a vital role in equipping teachers with the necessary knowledge and skills to implement GELT. Previous studies on teacher education for GELT (TE-GELT) have sought ways to educate teachers about GELT, but they were primarily short-term (16 hours to 4 months). Thus, this study fills a research gap by exploring the lasting effects of TE-GELT on a teacher's classroom practices through a longitudinal study. Using an ethnographic case study design, the teacher was observed for one academic year (120 hours), triangulated with interviews (6 hours), and artifacts. Informed by language teacher cognition theory, the findings revealed that TE-GELT could help develop the teacher's adequate knowledge and skills to implement GELT; however, classroom practices remained oversimplified, superficial, and had a partly inclusive application of the GELT framework. The findings suggested that TE-GELT, with the content-focused approach alone, might not be adequate to create lasting effects on teachers' classroom practices.

1 Introduction

In the TESOL landscape, several scholars have sought to bring about conceptual, ideological, and political shifts in English language teaching (ELT) (Crowther et al., 2025). One recently developed scholarly paradigm is Global Englishes (GE), which is defined as ''an inclusive paradigm looking at the

*Corresponding author. Email: denchai@go.buu.ac.th

linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and English users in the globalized world" (Rose & Galloway, 2019, p. 29). Since its development, Selvi (2025) observed that GE has received extensive interest from many scholars; thus, GE is a "robust and fertile domain for scholarly inquiry with promising future directions" (Selvi, 2025, p. 5).

GE is now researched from an applied stance to classroom implementation (Rose et al., 2021; Savski & Prabjandee, 2022). To explore the practicality of GE implementation, teacher education is a crucial site for experimentation with research and practices (Crowther et al., 2025; Montakantiwong, 2024). Since GE has called for changes in ELT, teacher education has been directly impacted, as it needs to prepare teachers differently to help them scrutinize their long-established pedagogic practices and determine whether they adequately prepare learners to use English in the globalized world (Chen et al., 2023; Wei, 2019). From the GE perspective, teachers need to raise learners' awareness of existing English varieties (e.g., Boonsuk et al., 2021; Hall et al., 2023), equip them with intercultural knowledge and skills necessary to ensure successful communication (e.g., Chen, 2022; Matsuda, 2019), and support them to claim ownership of English (Kohn, 2018).

Previous studies have explored approaches, methods, and activities to equip teachers with awareness, knowledge, attitudes, and perceived instructional competence to implement Global Englishes Language Teaching (GELT) in the classrooms (e.g., Prabjandee & Fang, 2022; Boonsuk & Fang, 2025; Choi, 2023; Crowther et al., 2025; Biricik Deniz et al., 2020; Eslami et al., 2019; Galloway & Numajiri, 2020; Hall et al., 2023; Lee et al., 2025; Schreiber & Jansz, 2025; Solmaz, 2023; Soruç & Griffiths, 2023). While those attempts were applaudable, it is observed that previous studies were short-term (16 hours to four months). The outcomes of teacher education were also explored primarily through self-reported measures, such as GE awareness, attitudes, and perceptions (e.g., Boonsuk & Fang, 2025; Galloway & Numajiri, 2020; Hall et al., 2023). Limited research has been conducted to determine the lasting effects of teacher education, especially to explore how it impacts teachers' classroom practices from a longitudinal research perspective (Schreiber & Jansz, 2025). Departing from previous research, this study investigates the extent to which one teacher implements GELT in the classroom after graduating from a teacher education program for GELT, where she was prepared to implement GELT (see section 3.1). Utilizing longitudinal classroom observation data over one academic year (2022 – 2023) to determine teacher change in classroom practices, this study provides implications for teacher education when involving teachers in implementing GELT in the classrooms.

2 Literature Review

2.1 Global Englishes and Classroom Implementation

The seed to theorize GE as a scholarly paradigm is the unprecedented spread of English globally (Crystal, 2003; Jenkins, 2015), which resulted in emerging localized World Englishes (WE) varieties (e.g., Singaporean English and Indian English) and communicative patterns between diverse English users (e.g., L2-L2) English as a Lingua Franca (ELF) interactions (Suzuki & Crowther, 2025). In the earlier conceptualization, GE was defined from a sociolinguistic perspective, which addresses the multiple forms and norms of English use by diverse English users (Canagarajah, 2013; Jenkins, 2015; Pennycook, 2007). However, GE has subsequently expanded its scope, challenging ELT practitioners to reevaluate their classroom practices and to determine whether they adequately prepare learners to use English with multilingual English users (Galloway & Rose, 2015; Rose & Galloway, 2019). The subsequent GE conceptualization extends the boundaries of GE from a mere sociolinguistic study to an applied stance in classroom implementation (Rose et al., 2021). Within the ELT paradigm, GE scholars have encouraged teachers to prepare learners to use English in the globalized world, where target interlocutors are increasingly socioculturally diverse (Rose & Galloway, 2019).

GE was theorized by consolidating existing shared-ideological scholarly paradigms of WE, ELF, and English as an International Language (EIL) and by drawing classroom implications from those paradigms, with attempts to move forward synergistically and minimize the theory/practice divide (Galloway, 2025). GE addresses the plurilithic view of English, since WE research has consistently revealed that English is not "the English language," but rather Englishes, with their codes, appropriated for varied uses and contexts (Huang, 2021). GE also views English as pluricentric, with multiple norms, as seen in communicative moments when different L2 interlocutors negotiate meanings. In addition, GE challenges the ownership of English, moving from exclusive ownership by native English speakers (NES) to global ownership (Galloway, 2025). Guided by the GE paradigm, the GELT framework was developed as a conceptual lens to support teachers in implementing GELT by juxtaposing GELT with traditional ELT in myriad dimensions (Rose & Galloway, 2019), as illustrated in Table 1.

Table 1

The GELT Framework (Rose & Galloway, 2019)

GELT Framework	Traditional ELT	GELT
Target interlocutors	Native English speakers	All English users
Owernship of English	Inner circle	Global
Target culture	Static NE cultures	Fluid cultures
Norms	Standard English	Diverse, flexible, and multiple forms
Teachers	Non-NE-speaking teachers (same L1) and NE-speaking teachers	Qualified, competent teachers (same and different L1s)
Role model	NE speakers	Expert users
Source of Materials	NE and NE speakers	Salient English-speaking communities and contexts
Other langauges and cultures	Seen as a hindrance and source of interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner Circle defined	Globally defined
Assessment criterion	Accuracy according to prescriptive standards	Communicative competence
Goals of learning	Native-like proficiency	Multicompetent user
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/translingual

As shown in Table 1, the GELT framework consists of 13 dimensions. Teachers are encouraged to use the GELT framework flexibly, gradually moving from traditional ELT to GELT (Montakantiwong, 2024). For example, teachers are expected to prepare students to use English with all English users, not just with NES speakers. They should also view English ownership from a global perspective, not just as the sole NES' property. However, it should be noted that the GELT framework should not be seen as a superior teaching method, but as "a tool *for* language teaching" (Rose & Galloway, 2019, p. 59, emphasis original). In fact, the GELT framework aims to problematize practices that align with static norms and monolingual ideology. After reevaluating existing practices, teachers may identify necessary changes according to the GELT framework to prepare students for the evolving sociolinguistic realities of English users outside the classroom.

Implementing the GELT framework is cautioned to be driven by learners' needs and context-specific rather than a one-size-fits-all approach (Crowther et al., 2025; Rose et al., 2021). The synthesis of research on GELT implementation revealed that previous studies had employed different curricular approaches, including *content-focused*, *integrated*, *exposure-based*, or a combination of these approaches, when implementing GELT in classrooms (Prabjandee, 2025). In the content-focused approach, GE was taught as content packaged into a learning schedule to raise learners' awareness of WE varieties and develop positive attitudes toward their English (e.g., Boonsuk et al., 2021; Fang & Ren, 2018; Lu & Buripakdi, 2020). For example, Boonsuk et al. (2021) developed a GE course for undergraduate students in Thailand that covered topics such as the historical journey of the early spread of English worldwide, ELF, linguistic discrimination, ownership of English, WE intelligibility, and the future of English. In the integrated approach, GE was integrated into extant English curricula through awareness-raising activities, explicit discussions, assignments, and projects (e.g., Ke & Cahyani, 2014; Miao et al., 2025; Smidt et al., 2021). A study by Sung (2015) included explicit instructions on standard English and an interview with David Crystal in a regular English course for undergraduate students in Hong Kong. In the exposure approach, GE was designed as a self-paced learning activity for learners to undertake independently (e.g., Chen, 2022; Galloway & Rose, 2014; Jindapitak et al., 2022; Lee & Drajati, 2019). In Japan, Galloway and Rose (2014) used a listening journal activity to educate learners about WE varieties, asking them to visit archives of international English dialects and maintain writing journals.

These curricular approaches helped ELT practitioners understand the myriad ways in which GELT can be put into practice (Prabjandee, 2025). However, it is observed that GELT has been primarily researched in higher education, leaving other contexts, such as primary or secondary schools, unknown. Research on the implementation of GELT across different educational levels contributes to ongoing debates about its practicality in various contexts (Montakantiwong, 2024). This study contributed to the GELT implementation literature by exploring a secondary school teacher's learning to implement GELT in the secondary school classroom, an under-researched context in the GE literature.

2.2 Teacher Education for Global Englishes Language Teaching

Teacher education for Global Englishes Language Teaching (TE-GELT) is theorized as a formal structure of experience to promote teachers' learning in implementing GELT in classrooms, often involving varying degrees of change in their professional development (Chen et al., 2023). Central to teacher learning is teacher change, which may occur at different dimensions of teachers' beliefs, attitudes, orientations, and classroom practices (Fullan, 1982; Guskey, 1986; Clarke & Hollingsworth, 2002). This study focused on teacher change in classroom practices —an under-researched area of TE-GELT—by exploring how one teacher implemented GELT in the classroom after three years of graduating from the TE-GELT program.

Several scholars have proposed theoretical models for teacher learning in TE-GELT. Among others, EFL-aware teacher education (Sifakis & Bayyurt, 2018), EIL teacher education (Dogancay-Aktuna & Hardman, 2012), Teacher Education about English for Global Learners (TEEGL) (Hall, 2021), and Teacher Education for Global Englishes Language Teaching (TE-GELT) (Prabjandee, 2025) are brought forward. For example, Sifakis and Bayyurt (2018) articulated three phases of ELF-aware teacher education: *exposure* (ELF theoretical knowledge), *critical awareness* (application of theoretical knowledge), and *action plan* (enactment of planning, teaching, and evaluating their pedagogy). Additionally, Chen et al. (2023) suggested GE teacher education involves teachers *looking inward* (examining one's prior beliefs), *looking around* (staying informed of the sociolinguistic reality of English users), and *looking forward* (integrating GE principles in lesson design).

Regarding empirical research on TE-GELT, previous studies have collectively shown the positive effects of TE-GELT on teacher changes in various contexts (e.g., Boonsuk & Fang, 2025; Choi, 2023; Crowther et al., 2025; Eslami et al., 2019; Hall et al., 2023; Lee et al., 2025; Schreiber & Jansz,

2025; Solmaz, 2023; Soruç & Griffiths, 2023). For example, Eslami et al. (2019) reported that the WE-awareness-raising activities developed for pre-service teachers in the United States heightened understanding and sensitivity toward cultural and linguistic diversity. In the UK context, Galloway and Numajiri (2020) found that participating in-service teachers reported positive attitudes toward the GELT proposal, except for the need to change the hiring of foreign national teachers after they learned in the 8-week content-focused course. In Thailand, Boonsuk and Fang (2025) found that pre-service teachers became more open to accepting WE varieties, developed greater linguistic awareness, and developed positive attitudes toward GELT implementation. While these attempts were useful for TESOL teacher education to learn how to support teachers in implementing GELT, previous studies focused extensively on promoting belief and attitude changes (e.g., Galloway & Numajiri, 2020; Hall et al., 2023). Two critical questions remain unanswered: whether TE-GELT could impact their classroom practices (Biricik Deniz et al., 2020) and how it might be sustained in the long term after the teachers complete TE-GELT. Such questions require longitudinal classroom observation data to determine the lasting effects of TE-GELT. This study sets out in this direction to fill the research gaps.

3 Theoretical Framework

The scarcity of classroom observation prompts us to use an ethnographic approach to data collection and analysis. It is vital to note that, in ethnography, the theoretical framework emerged during data collection and analysis, serving as a glue to piece findings together (Heath & Street, 2008). This study is anchored in the teacher cognition framework by Borg (2003), who characterizes teacher cognition as an "unobservable cognitive dimension of teaching – what teachers know, believe, and think" (p. 81). Despite its development as a cognitive construct, teacher cognition could be viewed from a behavioral perspective as "cognition in action," characterized as spaces reified from mental constructs (Kubanyiova & Feryok, 2015, p. 438). Following Kubanyiova and Feryok (2015), we examined teacher *cognition in action* regarding GELT implementation enacted by a focal teacher after graduating from the TE-GELT program, with the aim of understanding the lasting effects of TE-GELT on teachers' classroom practices. We defined "lasting effects" as teacher changes in classroom practices to align with GE and GELT. Teacher cognition develops through schooling experiences (e.g., extensive classroom experiences) and professional coursework (e.g., TE-GELT) (Borg, 2003; Burri et al., 2025).

Prior research has used teacher cognition as a theoretical framework to investigate teachers' understanding of GE and its impact on classroom practices (e.g., Behzadpoor & Mansouri, 2023; Lin, 2022; Montakantiwong, 2024). For example, through classroom observation and interviews with three secondary school English teachers in Taiwan, Lin (2022) found that the classroom practices these teachers enacted did not adequately align with the GELT framework. The teachers superficially integrate diverse cultural content, expose students to a limited range of English varieties, partially accept English variations, and use students' first language to support learning. Similarly, Behzadpoor and Mansouri (2023) analyzed teacher cognition about GE and GELT in Iran through semi-structured interviews, stimulated recall protocol, and classroom observation. They reported that the teachers were hesitant to implement different English varieties despite their varying degrees of GE awareness. Taken together, these studies have demonstrated the potential of language teacher cognition as a theoretical framework for exploring teachers' classroom practices.

4 The Present Study

Guided by the ethnographic case study research (Heath & Street, 2008), this study was designed to observe one in-service English teacher's *classroom culture*, the case in this study, in a public secondary school in eastern Thailand over one academic year (May 2022 – Mach 2023) to explore whether (or not) and how she implemented GELT in the classroom after graduating from a TE-GELT program. We

viewed the classroom as a cultural site because it often expects learners to conform to specific behavioral patterns and symbols, such as seating arrangements, classroom etiquette, and power relations (Heath & Street, 2008). Unlike previous studies that rely largely on self-reported data (e.g., interviews), this ethnography case study reported prolonged classroom observation (120 hours in total), triangulated with interviews (6 hours), and a collection of artifacts (school curriculum, course syllabus, lesson plans, and learning materials) to determine the lasting effects of a TE-GELT program on teacher's classroom practices. The research question that guided the pursuit of knowledge in this study was: To what extent does a focal English teacher implement *GELT in her classroom after graduating from the TE-GELT program?*

4.1 Context of the study and participant

The TE-GELT program (pseudonym) in this study is a Master of Education (M.Ed.) program that prepares in-service English teachers to implement GELT in the classrooms. The M.Ed. program is part of the Faculty of Education at an eastern university in Thailand that was explicitly designed as a two-year program to promote GELT implementation. The TE-GELT program employed a *content-focused* approach to educate teachers about the GE paradigm (teaching GE as content) (Prabjandee, 2025), incorporating extensive exercises that translated it into classroom practices throughout the program, such as writing lesson plans, creating classroom activities, developing assessment methods, and designing GE-related courses. The TE-GELT program is a genuine teacher education program *for GE*, not a mere teacher education program *about GE*, as it promotes explicitly GELT implementation (Selvi, 2025). Over 21 years of operation (2004 – 2025), the TE-GELT program has undergone drastic changes, from offering only a WE lesson (2004 – 2012) to a series of GE-related courses (2013 – 2016), and then to the entire M.Ed. program to promote GELT implementation (2017 – 2025). In 2023, the TE-GELT program was accredited by the ASEAN University Quality Assurance (AUN-QA) for its unique program identity, which equips teachers with the knowledge and skills needed to implement GELT. Since 2018, the TE-GELT program has produced 28 graduates who are now implementing GELT in classrooms. Figure 1 below presents the curriculum structure for the current TE-GELT program (2017 – 2025).

Figure 1

Curriculum Structure of the TE-GELT Program
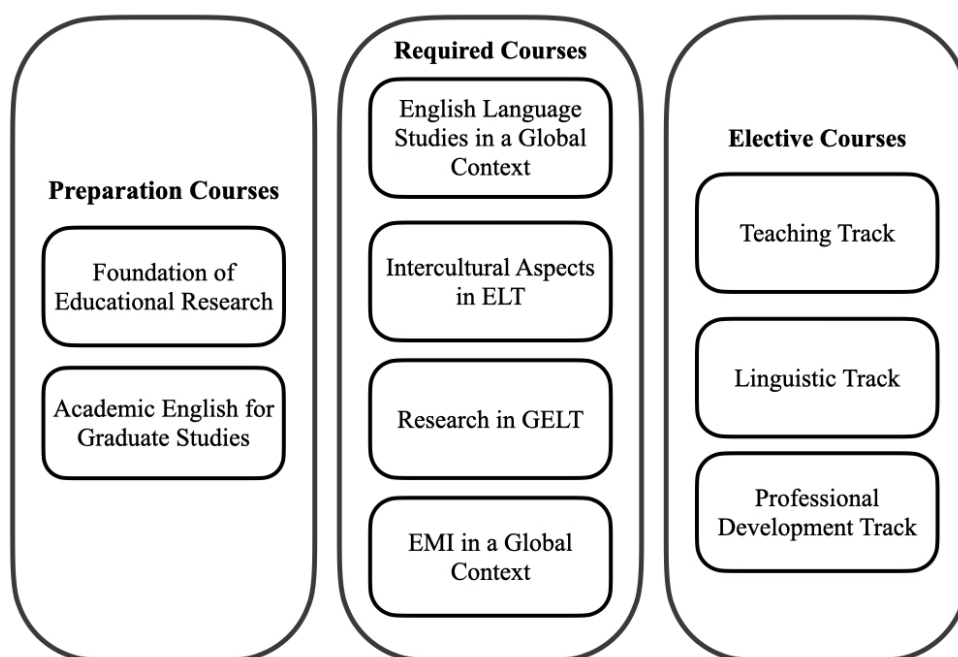
The courses offered in the TE-GELT are each three credits. The teachers must complete 36 credits, consisting of required courses (12 credits), elective courses (12 credits), and a thesis (12 credits). As shown in Figure 1, the TE-GELT program offers non-credit preparation courses (Foundation of Educational Research and Academic English for Graduate Studies) to equip teachers with research and academic language knowledge. The program also offers four required courses, which aim to help teachers understand the global spread of English and its impact on ELT. For example, the English Language Studies in a Global Context course was developed to raise teachers' awareness about GE-related topics, such as the global spread of English, the roles of English in different parts of the world (Europe, ASEAN, and Thailand, key related terminologies (e.g., WE, ELF, EIL, GE, and translanguaging), and implications of GE for ELT. The Intercultural Aspects of ELT course was developed to help teachers realize the importance of cultures in ELT, which is often neglected in classroom practices by Thai teachers. In addition, the TE-GELT offers elective courses (12 credits), from which teachers can freely choose among three tracks: teaching (e.g., Course Design and Development), linguistic (e.g., Linguistic Landscape in a Globalized World), and professional development (e.g., ELT Classroom Management).

In this ethnographic case study, we focused solely on *Diana* (pseudonym), one of the TE-GELT alumni who consented to and volunteered for participation in this study. Diana is an English teacher in her early 30s from eastern Thailand. Her workplace is the *Lacuna School* (pseudonym), a typical public, extra-large secondary school (more than 4,000 students) that offers Grades 7-12. This school is in a province in Thailand's eastern region, where opportunities to be exposed to diverse varieties of English are higher, as this province is one of the most visited destinations for foreigners (e.g., tourism and business). Diana began teaching at this school in 2016. She decided to pursue a master's degree in the TE-GELT program that same year to advance her professional knowledge of ELT. In the TE-GELT program, she took four classes related to the GE paradigm (English Language Studies in a Global Context, Research in GELT, Intercultural Aspects of ELT, and Curriculum Development and Course Design for GE). During her time in the TE-GELT program, Diana was socialized into the academic discourse of the GE paradigm through reading scholarly works and conducting a thesis before graduating in early 2020. As part of her graduation, Diana was required to complete a thesis. Even though she was trained to implement GELT in the TE-GELT program, Diana's thesis is not GELT-related. She reported in the interview that her students' main problem was reading comprehension, so she decided to explore variations of the think-pair-share technique to improve it. She said that she kept GELT in mind and wished to implement it after graduation from the TE-GELT program.

At the time of the data collection, Diana was assigned to teach four classes. Initially, we did not intend to examine any particular class. However, after spending some time with her in the first few days, we decided to focus on one class, *Language and Western Cultures*, offered exclusively to Grade 10 students in the *Pure English Program* (pseudonym). The Pure English program focused on enhancing students' English language skills and competency, so the students in this program learn more English classes than other students at the school. We selected the Language and Western Cultures course as a site for this study because it provided opportunities to explore how she aligned course content with Western (NES) cultures—both Anglo-American and European—toward a more GE-oriented course. To elaborate, as the course is titled Language and Western Cultures, it was initially designed to prepare learners to understand the interrelationships between the English language and cultures, primarily focusing on NES cultures. After Diana graduated from the TE-GELT program, she was assigned to teach this class because she had appropriate qualifications. We learned from her that, even though the course syllabus is fixed, she altered the course content by including GE-related topics. As a result, the selected course was pertinent to explore the extent to which she implemented GELT in the classrooms.

In this study, the students were not involved in the data collection process, as requested by Diana. This was aimed at preventing us from encountering unexpected circumstances from school authorities or parents that might arise from having students involved in the study. However, Diana provided

background information about the students in this study, describing a classroom with mixed levels of language competence, with the lower ones dominant. Most students lacked extensive experience beyond the basics of grammar (e.g., verb tense), and they had few opportunities to encounter diverse varieties of English.

4.2 Data collection and ethical considerations

Guided by an ethnographic case study design, data collection spanned one academic year at the school (May 2022 - March 2023). The first author is an ethnographer who offers an *emic* perspective—the insider's view—of the observed classroom culture. The first author is not Diana's colleague. At the time of data collection, she was a full-time doctoral student. The second and third authors are the first author's dissertation advisors in the TE-GELT program, where Diana graduated. They are involved in ongoing data analysis and provide an *etic* perspective—the outsider's objective, analytical view—on the research data. Before the project began, we were aware that conducting ethnographic research is a minefield of ethical dilemmas that may arise at any time during fieldwork (De Costa, 2014), so we ensured the myriad dimensions of research ethics were applied and consistently practiced throughout the ethnographic work. The different dimensions of research ethics, including *procedural ethics* (IRB clearance), *situational ethics* (ethically important moments during fieldwork) (Guillemin & Gillam, 2004), and *relational ethics* (mutual trust and connectedness) (Ellis, 2007), have been practiced consistently. Upon receiving ethical clearance from the IRB, the first author approached the site gatekeeper, the school director, through the head of the English department, who was an alumnus of the TE-GELT program. After receiving an access grant to collect the data, the first author began observing the classroom enacted by the focal teacher, Diana. To minimize the Hawthorne effect, Diana was informed that we wanted to learn about her classroom practices and strategies in the Pure English Program. She was unaware of our intended analysis of whether she implemented GELT in the classrooms.

The primary data in any ethnographic research is observation (Merriam & Tisdell, 2016). We were aware that participant observation is ideal in ethnography; however, Diana did not grant the first author permission to interact with the students, as this would have avoided classroom disturbances and parents' interference. Surprisingly, taking photos or voice recordings to collect data during classroom observations was allowed, provided the recordings were kept confidential. Based on her requests and in accordance with situational ethics (Guillemin & Gillam, 2004), the first author observed Diana's classroom in a *complete observer* role and decided not to audio-record the classroom, opting instead for the fieldwork method (Emerson et al., 2011). To elaborate, the first author took descriptive notes detailing Diana's teaching practices without a predetermined framework for recording naturalistic behaviors. Artifacts, such as the school curriculum (38 pages), the course syllabus (9 pages), customized worksheets (47 pages), PPT slides (333 pages), and assessments (e.g., students' reflections and tests) (41 pages), were also collected simultaneously as supplementary data. Immediately after each classroom observation, the observation notes were expanded descriptively, called expanded field notes (Emerson et al., 2011). Over one academic year, the total hours of classroom observation were 120, with 297 pages of expanded field notes (78,877 words).

In addition, the expanded field notes were used to generate additional interview questions at the end of the data collection. The purpose of the interview was to triangulate with the field notes, which could provide possible explanations for the observed classroom practices (Mathaison, 1988). Examples of interview questions included: In your opinion, what is English? How should English be taught? Can you share why you decided to change the course content and how you changed it? At the beginning of the interview, the first author briefly explained the purpose of the interview and the permission to record it, including the right to take notes on keywords and quotations. Diana was informed that she had the right to refuse to answer the questions or to stop the interview if she was uncomfortable answering. Diana mainly conducted interviews in Thai, with some sections in English when she needed to explain

specialized terms or concepts. The interview lasted 1 hour and 29 minutes. After that, all interviews were professionally transcribed by disabled professionals and rechecked by the first author for accuracy before analysis.

4.3 Data analysis and trustworthiness

Grounded in the ethnographic case study traditions (Heath & Street, 2008), we conducted data analysis using inductive, interactive, and recursive practices to identify themes across the dataset (expanded field notes, interviews, and artifacts). To identify themes inductively, we drew on the well-established grounded theory coding method (Saldaña, 2009). First, we independently conducted open coding of the expanded field notes with an open, non-committal lens to existing literature (Charmaz & Thornberg, 2021). After that, we discussed our open coding to create an initial codebook, which was used in the second round of coding. Second, we treated our first-round codes with provisional codes and independently recoded the expanded field notes for the second round, using the interview transcript and artifacts to provide context for coding (Saldaña, 2009). Then, we met again to identify categories generated from combining extant codes. Third, we reanalyzed the entire data set to identify themes by combining categories. During this step, we filtered Diana's classroom practices through the core essentials of the GE paradigm (plurilithic, pluricentric, and ownership of English) (Prabjandee, 2025) and the GELT framework (Rose & Galloway, 2019). We compared the ideal of GELT implementation with Diana's actual classroom practices to generate the extent to which she implemented GELT in the classroom (see Appendix A for details).

At every step of the data analysis, we challenged our subjectivity by asking each other challenging questions about whether our conclusions were driven by bias and by reminding ourselves not to reach conclusions immediately (Charmaz & Thornberg, 2021). We also used triangulation when generating findings by using multiple sources to provide possible explanations (Mathison, 1988). Diana engaged in member checking as part of the data triangulation. She was invited to review preliminary findings, including the opportunity to reread, recheck, and edit any content that may have been misinterpreted from its original intention (Merriam & Tisdell, 2016). By the end of the member-checking process, Diana had edited none of the findings. Based on this inductive, interactive, and recursive process, it is safe to conclude that the findings emerged from the analysis with extensive reflexivity to ensure trustworthiness (Charmaz & Thornberg, 2021).

5 Findings

The ethnographic data indicated that the TE-GELT program has contributed to Diana's professional knowledge of GE and GELT. She could find ways to implement GELT in the classroom after graduating from the TE-GELT, even though the observed class, *Language and Western Culture*, offered few opportunities for GELT implementation, as the course description is fixed. The three themes presented in this section are based on the dominant classroom practices observed over the course of one academic year. The alignment between these classroom practices and the GELT framework is presented in the discussion section.

5.1 Developing learners' cultural knowledge

Before attending the TE-GELT program, Diana mainly taught linguistic knowledge (e.g., asking learners to memorize a list of vocabulary words, pronouncing words with native-like proximity goals, and tutoring grammar for test-taking purposes) with some communicative activities (e.g., role-playing). However, after graduating from the TE-GELT program, Diana developed a conscious belief that teaching

"the English language" alone is inadequate to prepare learners to use English in the globalized world. She believed that cultural knowledge is vital to successful communication, attributing this to the TE-GELT experiences in the Intercultural Aspects of ELT course. She reported in the interview that the "intercultural class" was eye-opening and helped her change how she taught English. Over the course of one academic year, classroom observations demonstrated that cultural knowledge was taught extensively across all eight sessions. The cultures she taught could be categorized as *Western (NES)*, *Thai*, and *Pop*. This diverse cultural knowledge resulted from Diana's alteration of course content to be more inclusive of the GE paradigm, as learned in the TE-GELT program.

Across the eight units taught in one academic year, it was not surprising that Diana focused extensively on Western (NES) cultures, as the school curriculum expected her to equip students with NES cultural knowledge. Three units emphasized NES cultures: 1) Easter and other festive days, 2) food and cuisine, and 3) Greek and Roman mythology. Even though opportunities were open to discuss the similarities and differences between Western and Thai cultures in those units, classroom observations indicated that Diana focused solely on Western (NES) cultures. She reported in the interview that these three topics were essential for the learners "to understand the English language in-depth" (Interview). Additionally, she asked the students to compare the similarities and differences between Western and Thai cultures in the other three units: 1) Greetings, 2) Idioms and proverbs, and 3) Social beliefs and values. For example, in unit one (Greetings), the students engaged in in-depth discussions of the similarities and differences between shaking hands (a Western style of greeting) and Wai (a Thai style of greeting) (Appendix A). In unit two (Idioms & proverbs), Diana also asked the students to translate the English proverbs into Thai and explained why the proverbs differed culturally. In unit five (Social beliefs and values), she asked the students to discuss Western and Thai religious beliefs and festivities. In pop culture, Diana introduced the topic of *Pride Month* to help students raise awareness of gender equality (Appendix B). These cultural teaching practices could be described as essentialist understandings of culture (Selvi et al., 2023), in which cultures are reduced to tangible characteristics of nations.

## 5.2 Raising learners' awareness of english varieties

Before attending the TE-GELT program, Diana did not incorporate WE in her classrooms. In the interview, she reported "teaching only vocabulary and grammar" (Interview). However, after graduating from the TE-GELT and being assigned to teach the Language and Western Culture class, Diana added a WE topic to the course because she felt students needed to be aware of English varieties beyond NES codes. She believed that students need to understand that English is no longer *the English language*, but *Englishes*. Diana admitted that she learned about WE in the TE-GELT program, particularly from the English Language Studies in a Global Context class.

Diana used Kachru's concentric circles model, learned from the TE-GELT program, to teach the students about WE. Figure 2 below shows the slides Diana used to teach WE in her class.

As shown in Figure 2, Diana introduced WE to the students. However, the content was simplified to present only the definitions and examples of the countries that belonged in each circle (see Figure 2), as she believed students did not need to understand the WE model in depth. She highlighted the Philippines and Thailand as examples because she felt the students could easily relate to them. In addition, the students were introduced to the diversity of English varieties through TED Talks. She brought TED Talk videos featuring English speakers from diverse linguistic backgrounds (e.g., a story about a famous chicken rice bowl by a Thai owner in the US). After that, Diana let the students discuss using guided questions: What did you learn from the talk? In your opinion, is the speaker an effective communicator? If so, how? Based on the TED talk, is native-like and standard English the priority when presenting the information? Why?

Figure 2

PPT Slides about WE in Diana's Classroom
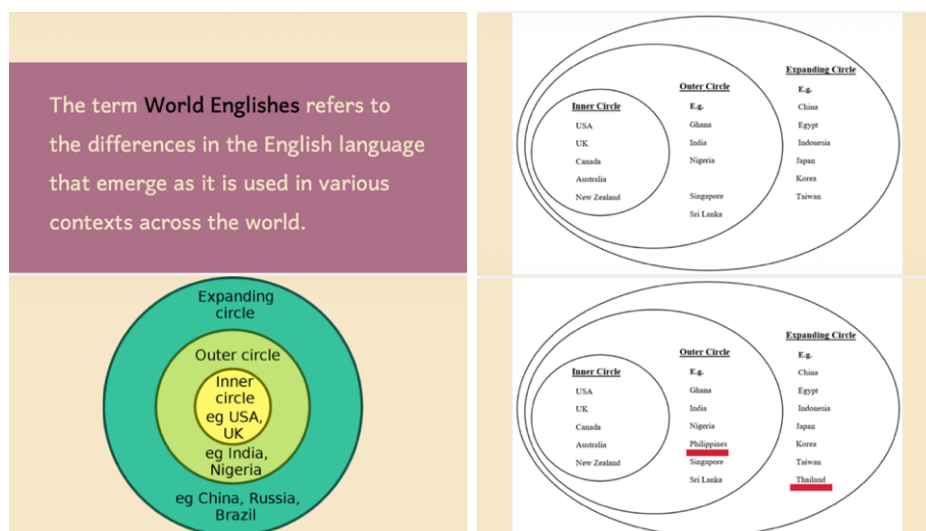
Diana reported in the interview that the discussion helped the students understand that accents were no longer crucial for effective communication if the speakers' messages could be delivered to and understood by the interlocutors. From this point, Diana narrated that the design of her lesson plans was based on helping and encouraging the students to acknowledge that "the accents did not affect communicative effectiveness. Instead, it is about their effort to speak and use English with others" (Interview). In raising awareness of English varieties, Diana hopes that students are prepared to recognize potential negative consequences (e.g., linguistic prejudice or discrimination) arising from these varieties toward other English users.

Apart from explicitly and implicitly exposing learners to English varieties, raising awareness of English varieties was implemented through communicative activities (e.g., role-playing, presentations, demonstrations, or discussions). While participating in these activities, students were encouraged to use their preferred varieties in the classroom. Diana did not expect the students to use English like a native speaker. Thai English was found to be the only English variety that all students selected and used to convey their messages. This outcome resulted from Diana's intention to prepare the learners to become global citizens with awareness, which was part of the topic of English varieties. She reported in the interview that "those with more awareness will try to understand without judgment or prejudice of accents" (Interview).

5.3 Supporting students to claim ownership of English

Diana learned about the idea of English ownership for the first time in the TE-GELT program. Although she was initially unaware of English ownership, Diana developed a sense of ownership through her lived and learning experiences as a young student. This feeling grew stronger after she completed the TE-GELT program, where she gained additional expertise in empowering students to claim ownership of English. As a teacher, Diana believed everyone who used English could claim ownership of the language regardless of birthright, nationality, or educational background. She also reported in the interview, "English belongs to everyone, and everyone can use English since it is now globally recognized as a lingua franca" (Interview). However, she admitted that being a Thai English teacher who taught Western (NES) cultures to learners was a hard job for her, as she felt that "NES are the owners of those cultures" (Interview).

Diana was aware that the Language and Western Cultures course was new to her students, as they had mainly been taught basic grammatical rules and vocabulary in other English classes. Classroom observation indicated that she had implicitly sought to raise learners' awareness of ownership of English. The attempts were made through Diana's handling of the *'ka'* or *'krub'* situation in all communicative activities (e.g., role-playing, presentation, demonstration, or discussion). The *'ka'* or *'krub'* were the Thai words that were put at the end of Thai sentences to make the sentences look polite or formal. However, English did not require endings like 'ka' or 'krub' to make the sentences look polite or formal. At the same time, most learners had no idea about this difference in language use. Therefore, most of them always put 'ka' or 'krub' to end their English sentences during communicative activities. Figure 3 below presents the field notes demonstrating how Diana handled the situation of 'ka' or 'krub' in her classroom.

Figure 3
The Excerpt from Fieldnotes

'Who knows the meaning of Tongue-Tied?' Diana asked the students.

'Tongue-Tied. Unable to speak because you are shy, nervous, or embarrassed, ka.' The student naturally answers Diana's question with the ending of ka without realizing it.

Diana was not concerned at this point. Instead, she told them not to add 'ka' or 'krub' when using English next time, since 'ka' or 'krub' were unnecessary for ending English sentences.

(Fieldnotes, June 6, 2022)

Diana saw the use of 'ka' or 'krub' as acceptable since the meaning of the messages was delivered completely. She viewed these endings as an identity of Thai English variety, which helped create a sense of ownership in the English language among the students. At the same time, her attempt to raise awareness of ownership in English was also evident while teaching idioms and proverbs by comparing English idioms with the same meaning as Thai ones. For example, "bookworm can be matched with *Non-Nang Sue* in Thai, like when someone is called a bookworm; we can assume that they like to read books" (Observation). This example resulted from the knowledge and experiences she gained from the TE-GELT program, suggesting that other languages and cultures should be incorporated into learners' linguistic repertoires, such as Thai in this classroom. Although attempts were made to help learners take ownership of English, it was unclear whether learners perceived these attempts the same way or whether they were just one of the teaching strategies their teacher used to help them understand unfamiliar words more easily.

6 Discussion

This study explored the lasting effects of TE-GELT on teachers' implementation of GELT through the theoretical framework of language teacher cognition (Borg, 2003; Kubanyiova & Feryok, 2015). Informed by ethnographic case study design (Heath & Street, 2008), we collected longitudinal data from

classroom observations (120 hours in total) over one academic year to assess the extent to which one English teacher in Thailand, an alumnus of the TE-GELT program, implemented GELT. Unlike previous studies that measured only self-reported data of teachers' awareness, attitudes, and knowledge (e.g., Boonsuk & Fang, 2025; Choi, 2023; Crowther et al., 2025; Eslami et al., 2019; Galloway & Numajiri, 2020; Schreiber & Jansz, 2025; Soruç & Griffiths, 2023), this study differed from extant studies by analyzing classroom practices, which could shed light on the lasting effects of TE-GELT.

The data revealed that after graduating from the TE-GELT program, Diana developed adequate knowledge and understanding of GE and GELT and could apply this knowledge to redesign an existing course, Language and Western Cultures, to be more GE-oriented. Even though the course description was developed to cultivate only NES cultures, Diana broadened the course's focus to include GE-related concepts. This finding highlighted the importance of teacher education in preparing teachers to bring about change in TESOL practices (Chen et al., 2023; Prabjandee, 2025; Selvi & Yazan, 2021) —in this case, redesigning a course. Without Diana taking the TE-GELT program, she might not have realized the need to include GE-related concepts in the classrooms. The findings in this study were consistent with previous studies examining the lasting effects of TE-GELT in other contexts, such as Nepal (e.g., Schreiber & Jansz, 2025). After three years of attending the GELT-oriented pedagogical innovation course in Nepal, the teachers reported changes in their approach to grading, including greater tolerance for informal language, equipping students with real-world communication skills, and a desire to help students overcome anxiety (Schreiber & Jansz, 2025).

Despite being unaware of extant GELT implementation approaches, the analysis of classroom observations revealed that Diana implemented the *content-focused* and *exposure approaches* when implementing GELT (Prabjandee, 2025). Similar to previous studies in the university context (e.g., Boonsuk et al., 2021; Fang & Ren, 2018; Lu & Buripakdi, 2020), implementing GELT at the secondary school level also reflected the content-focused approach, in which GE-related concepts were taught as content packaged into a learning schedule. For Diana, the Language and Western course was designed as content, and she added a WE topic to the course. She also used the exposure approach by having students watch TED talks and discuss English use in the videos. This indicated that GELT could be implemented in other educational contexts, such as secondary school, beyond the university level. Additionally, it is worth mentioning that Diana's implementation of GELT reflected how she was taught in the TE-GELT program. Diana learned about the WE model, the need to promote cross-cultural communication, and how to support learners in claiming ownership of English from the TE-GELT program. Therefore, it is safe to conclude that the TE-GELT could help her develop the necessary knowledge and skills to implement GELT.

However, after graduating from the TE-GELT program, implementing GELT in the classroom was found to be oversimplified, superficial, and to involve only partly inclusive applications of the GE paradigm. The classroom observations indicated that Diana taught learners diverse cultural knowledge, raised learners' awareness of English varieties, and implicitly promoted ownership of English. First, cultural knowledge was taught by asking students to compare similarities and differences between NES and Thai cultures, as well as between contemporary pop culture and both cultures. In doing so, cultural knowledge was reified into tangible teaching content. In other words, Diana taught a list of cultural understanding, which could be regarded as oversimplified cultural knowledge from the GELT perspective. Selvi et al. (2023) argued that such cross-cultural comparison practices may lead to essentialist understandings of cultures and to misleading perceptions of the development of nationalistic characteristics among individuals if teachers do not go beyond teaching tangible aspects of culture. In fact, Diana spent her entire academic year emphasizing mainly tangible cultures. The other cultural elements of the GELT framework, such as intercultural communication and sensitivity to cross-cultural differences (Chen, 2022; Matsuda, 2019; Rose & Galloway, 2019), had not been incorporated into Diana's classroom practices.

Secondly, an attempt to raise learners' awareness of English varieties was evident in classroom observations. Still, it was superficial: Diana merely introduced Kachru's WE model and gave examples of countries in each circle. The other aspects of English as a plurilithic language were not fully introduced to the students, such as the different Englishes used in terms of lexis, semantics, and pragmatics, and how English varieties reflected users' identities (Rose et al., 2021). These two aspects of WE are essential when implementing GELT as they could raise students' awareness of WE use in real life (Galloway & Rose, 2015). Even though she introduced real-life English speakers from TED Talks to the students, the objective is merely to discuss what makes an effective communicator, not to focus on English lexis, semantics, or pragmatics in the talk. This finding indicated that Diana might not develop adequate cognitions about linguistic aspects of WE during TE-GELT experiences. Despite offering courses on WE linguistics in the TE-GELT, Diana did not choose any elective courses in the linguistic track. She mainly chose elective courses in the teaching track because she believed they were relevant to her professional life.

Thirdly, promoting students' ownership of English was found to be implicit, unclear, and minimal. Diana was overly open to students using Thai-accented English in the classroom. She did not expect the students to use English in a way that approximated the idealized NES. While these classroom practices aligned with the GE paradigm, they were enacted implicitly, so learners might not have understood her intentions, as she did not explicitly explain the concept of English ownership to the students. The other aspects of promoting students' ownership of English, such as an explicit boost in confidence to use English through the development of adequate English proficiency (Kohn, 2018) and instructional practices targeting the development of legitimate identity of English users (Selvi et al., 2023), were not enacted in Diana's classroom. Without these two crucial ideas, students may not develop a strong sense of ownership.

However, it should be noted that the absence of other aspects of GELT implementation (e.g., target interlocutors, teachers, assessment, and role models) in Diana's classroom should not be interpreted simply as her lack of cognition of GELT implementation. In fact, the findings highlighted the challenges of implementing GELT in a secondary school context, where the curriculum and course descriptions are designed to promote native speakerism ideology. Instead of pointing fingers at teachers, the findings suggest innovative steps to revise existing English curricula in secondary schools in Thailand and beyond, and to adapt them to the current sociolinguistic reality of English users (Boonsuk & Karakaş, 2025). For example, secondary schools should redesign their English curricula to expose students to WE, ELF strategies, respect for the diversity of English uses and users, and intercultural communication (Galloway & Rose, 2015). These ideas should not be merely units in English courses; instead, they should be fully integrated so that students develop the knowledge, skills, and attitudes necessary to communicate with linguistically and socioculturally diverse English users (Prabjandee, 2025).

The findings in this study offer theoretical contributions to language teacher cognition theory (Borg, 2003; Kubanyiova & Feryok, 2015). Borg (2003) theorized that "teacher cognition and practices are mutually informing" (p. 81). However, this study found that teacher cognition about GE and GELT may not necessarily lead to changes in classroom practices. The findings were consistent with previous studies in other contexts, like Iran and Taiwan (Behzadpoor & Mansouri, 2023; Lin, 2022; Montakantiwong, 2024). To elaborate, Diana developed her understanding of English as a plurilithic, pluricentric, and globally owned language after graduating from the TE-GELT program, but her classroom practices remain superficially aligned with the GELT framework despite being observed for one academic year and provided opportunities to. The findings suggested the complexity and time-consuming nature of teacher learning about GE and GELT (Clarke & Hollingsworth, 2002). Diana had been aware of GE and GELT for three years during her TE-GELT experience, and later had time to experiment with them in her own classrooms for three years, but she still struggles to fully implement GELT.

Finally, several scholars have cautioned that GE and GELT suffer from a theoretical-practical divide (Boonsuk & Karakaş, 2025; Galloway & Rose, 2015; Rose & Galloway, 2019). We join the argument advanced by these scholars that GE and GELT remain highly theoretical and call for action to make them practical and inspirational enough for teachers to be willing to experiment with them in the classroom (Prabjandee & Fang, 2022). In doing so, we may start by joining a recent call to bridge the gap between theory and practice by involving researchers and practitioners in collaborative work to advance the GELT implementation agenda (e.g., Costa & Rose, 2024; Prabjandee & Savski, 2025). Such direction may narrow the gap between theory and classroom reality.

7 Implications and Conclusion

Based on the findings, TE-GELT played a significant role in preparing teachers to implement GELT (Chen et al., 2023; Selvi & Yazan, 2021). However, TE-GELT might not be able to produce lasting effects in developing teachers who can implement GELT, as the focal teacher in this study did not fully implement a comprehensive GELT. The findings pose critical questions about the GE paradigm itself, including whether the one scholar proposed was practical for real-life classroom implementation. Future research should continue working closely with teachers in a practitioner/ researcher partnership (e.g., Costa & Rose, 2024; Prabjandee & Savski, 2025) and listening to their voices about the challenges and successes of GELT implementation to refine the GE paradigm for classroom applications. In addition, the findings highlighted the challenges TE-GELT faces in preparing teachers to implement GELT. Even though Diana spent three years in the TE-GELT program, her classroom practices remained unchanged. It may take more than three years to prepare teachers to implement GELT successfully.

Future research could find alternative ways to prepare teachers to implement GELT (e.g., Chen et al., 2023; Prabjandee & Fang, 2022; Wei, 2019). Clearly, using the content-based approach for TE-GELT may not be sufficient to help teachers translate the GE paradigm into practical classroom applications. For example, instead of merely learning about GE and GELT, teacher education programs could allocate more time to hands-on practice in translating the GELT framework into explicit classroom pedagogy (e.g., lesson design, learning materials, and assessment) to support teachers as they learn to implement GELT (Prabjandee & Fang, 2022; Sifakis & Bayyurt, 2018). Forming a community of practice in which teachers work together to implement GELT at the grassroots level is also recommended, as it creates a sense of community among teachers.

The interpretation of the findings should be conducted with caution. Given the limitations of qualitative research, the findings could not be treated as causal relationships between teacher change and the experiences she received from the TE-GELT program. The fact that we examined only one teacher cautioned us against claiming that all teachers exposed to GE and GELT did not change their classroom practices, because we realized that teacher change is complex and multidimensional (Clarke & Hollingsworth, 2002). In fact, we wanted to illustrate how difficult it is for a teacher to learn about the GELT framework to effect change in their classrooms. In addition, the students' outcomes were not measured in this study, so it was unclear how they felt about GE and GELT. Future research could include learners' voices after teachers receive teacher professional development, as this might yield insight into the lasting effects of TE-GELT.

Appendix A

Fieldnote of Greeting

Participant: _Diana_   Date: _June 1, 2022_

Classroom observation

Grade level: _Grade 10_
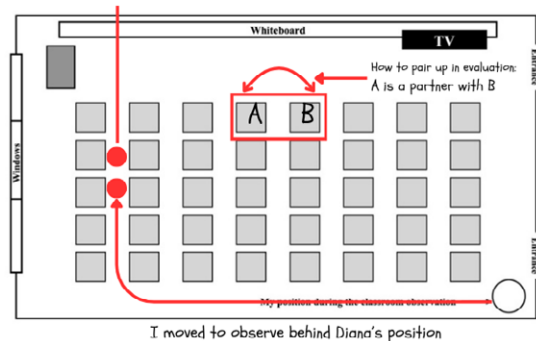
Subject: _Language and Western Cultures_

Duration: _Period 7 (13.30–14.20)_

Layout: Diana and I sat here while the students performed their tests in front of the classroom

Whiteboard   TV

How to pair up in evaluation: A is a partner with B

A   B

I moved to observe behind Diana's position

Topic of study:

Gestures
- Handshake
- Evaluation (performance)

Language use during the teaching:
- Bilingual class (Thai > English)
- The Thai English variety was the main English variety in this class
- Diana showed the sample of conversation used for greetings. The sentences used in the sample were formal English
- A few couples of students made some changes in the conversation while they performed the evaluation, while most of them did not change anything and used the same patterns that Diana provided
- Most students showed signs of insecurity in using English in public (in front of the classroom, in this case), although Diana did not correct their mistakes while they performed. Instead, she encouraged them to speak confidently without concerning about accents or mistakes when they performed, corrected the mistakes after they completed their performance, and gave the students a chance to perform again

Notes:

Diana's sample
A: Hello, my name is...........................
B: Hello, my name is...........................
A: Nice to meet you.
B: Nice to meet you, too.
_____

Student's adaptation
A: Hi, I am.............
B: Hi, I am.............
A: It was a pleasure to meet you.
B: It was a pleasure to meet you, too.

- Before the evaluation, Diana reviewed the handshake and its function for communication with others. She also reviewed what 'do' and 'don't' were while handshaking with others
- She asked some volunteers to demonstrate what she expected them to do for the evaluation
- She gave the students five minutes to rehearse with their partners before starting the evaluation
- Diana asked me to sit with her during the evaluation to get a better perspective on classroom observation
- She called the students to perform by using the students' list, which was alphabetized.
- The evaluation could not be completed in the classroom since some couples had to re-test 2-3 times

Additional questions:
- Have you considered teaching the students with an alternative way of greeting?
- Do you think our society influences the confidence of using English publicly?

_____
_____
_____

Appendix B

Fieldnote of Pride Month

Participant: Diana

Date: June 16, 2022

Classroom observation

Grade level: Grade 10
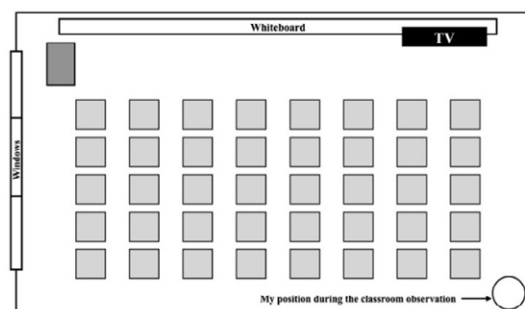
Subject: Language and Western Cultures

Duration: Period 1 (08.30–09.20)

Layout:

Whiteboard | TV | Entrance | Windows | My position during the classroom observation | Entrance

Topic of study:

What happens in June
- Pride Month PRIDE!
- Royal Platinum Jubilee 👑

Language use during the teaching:

- Bilingual class (Thai > English)
- The Thai English variety was the main English variety in this class
- Diana and the students mainly used Thai for the discussion, but they also used some English when discussing some terms related to the topics

Notes:

Rainbow Flag

Salute

Equality

- Diana started the class by running the 'guessing words' activities. In the activities, the students guessed which words would be belonged to Pride Month or Royal Platinum Jubilee
- The students showed anticipation since it was the first time for most of them to learn the contents not related to the Grammatical Structures
- After the activities, Diana started narrating the story about Pride Month (e.g. Stonewall Riots) and the Royal Platinum Jubilee (e.g. why Britain held this celebration).
- Then, she started pitching some questions for the students to discuss and interact in the classroom (e.g., Do you think LGBTQIA+ people deserve to be treated unequally because of their preferred gender identities?
- It was surprising to see that all students in the classroom were aware of gender equality and disagreed about the unfair treatment that people from the community of LGBTQIA+ got from society.

Additional questions:
—
_____
_____
_____
_____
_____

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Pornsiri Nilpirom is a Ph.D. candidate in the Teaching English as a Global Language (TEGL) program, Faculty of Education, Burapha University, Thailand. Her research interests explore language ideologies (e.g., native-speakerism), including linguistic discrimination.
ORCID: https://orcid.org/0000-0003-1957-5210

Denchai Prabjandee is an assistant professor of teacher education in the TEGL program at the Faculty of Education, Burapha University, Thailand. His research interest explores the impact of GE and GELT on teacher education. His research appears in prominent journals, including *World Englishes*, *Asian Englishes*, *System*, and the *International Journal of Applied Linguistics*. He is also the author of a recently published book, *Teacher Education for Global Englishes Language Teaching*, by Bloomsbury.
ORCID: https://orcid.org/0000-0003-2003-9925

Punwalai Kewara is the chair of the M.Ed. program in TEGL at the Faculty of Education, Burapha University, Thailand. Her research explores teacher professional development to implement Content and Language Integrated Learning (CLIL). Her research appears in the *International Journal of Applied Linguistics*, *World Englishes*, *Computer-Assisted Language Learning Electronic Journal*, and *LACLIL*.
ORCID: https://orcid.org/0000-0001-7773-7017