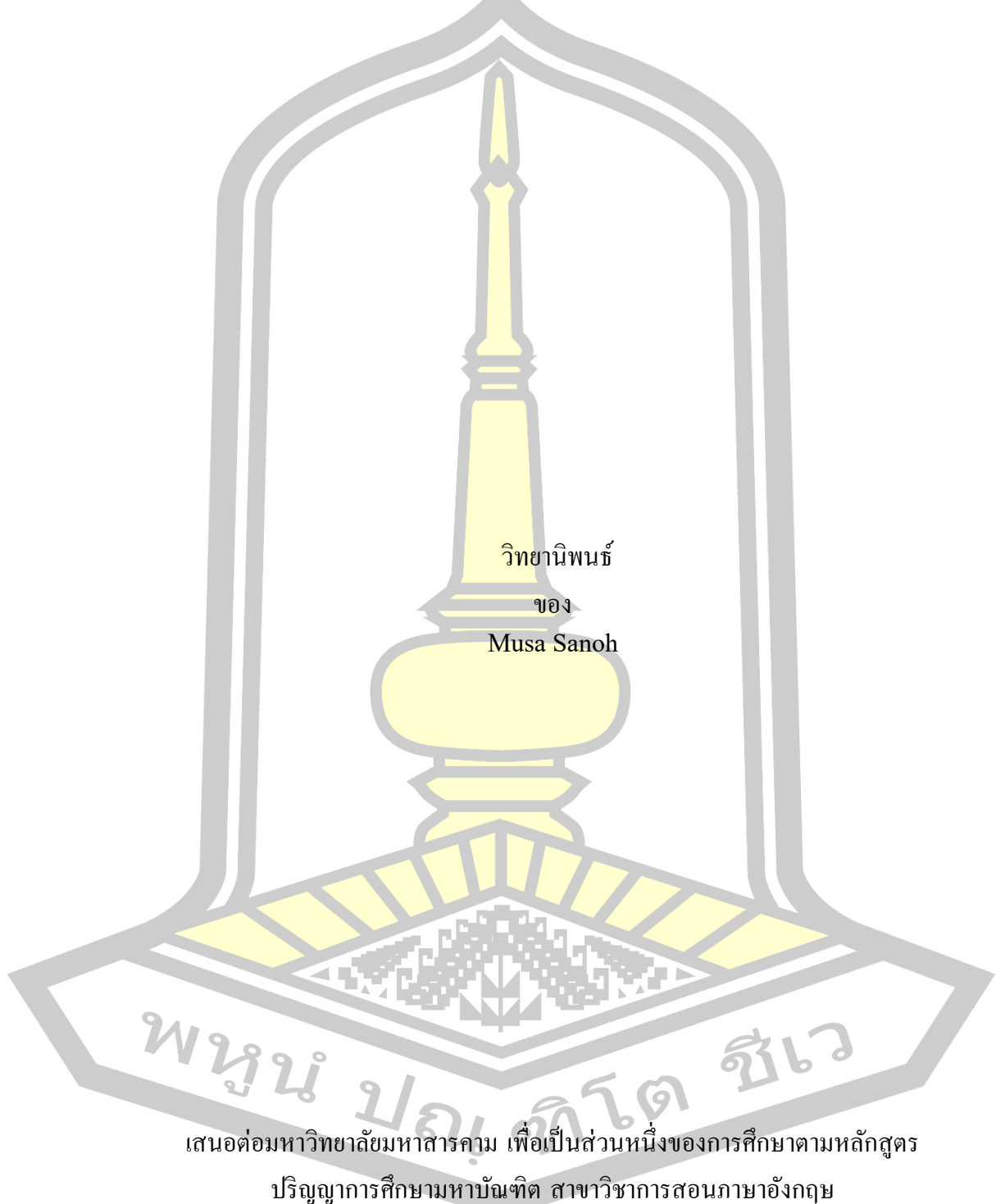Internationalization and Englishes in Thai Higher Education : Surveying insights from international mobile students in Thailand

Musa Sanoh

A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Education in English Language Teaching

August 2024

ความเป็นสากลและภาษาอังกฤษในอุดมศึกษาไทย: การสำรวจมุมมองความเข้าใจของนักศึกษาต่างชาติในประเทศไทย

วิทยานิพนธ์
ของ
Musa Sanoh

เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ปริญญาการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ
สิงหาคม 2567

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The examining committee has unanimously approved this Thesis, submitted by Mr. Musa Sanoh , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Mahasarakham University

Examining Committee

.... Chairman
(Asst. Prof. Apisak Sukying , Ph.D.)

.... Advisor
(Eric A. Ambele , Ph.D.)

.... Committee
(Pilanut Phusawisot , Ph.D.)

.... External Committee
(Asst. Prof. Kornwipa Poonpon , Ph.D.)

Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education English Language Teaching

....
(Assoc. Prof. Nittaya Wannakit , Ph.D.)   (Assoc. Prof. Krit Chaimoon , Ph.D.)
Dean of The Faculty of Humanities and   Dean of Graduate School
Social Sciences

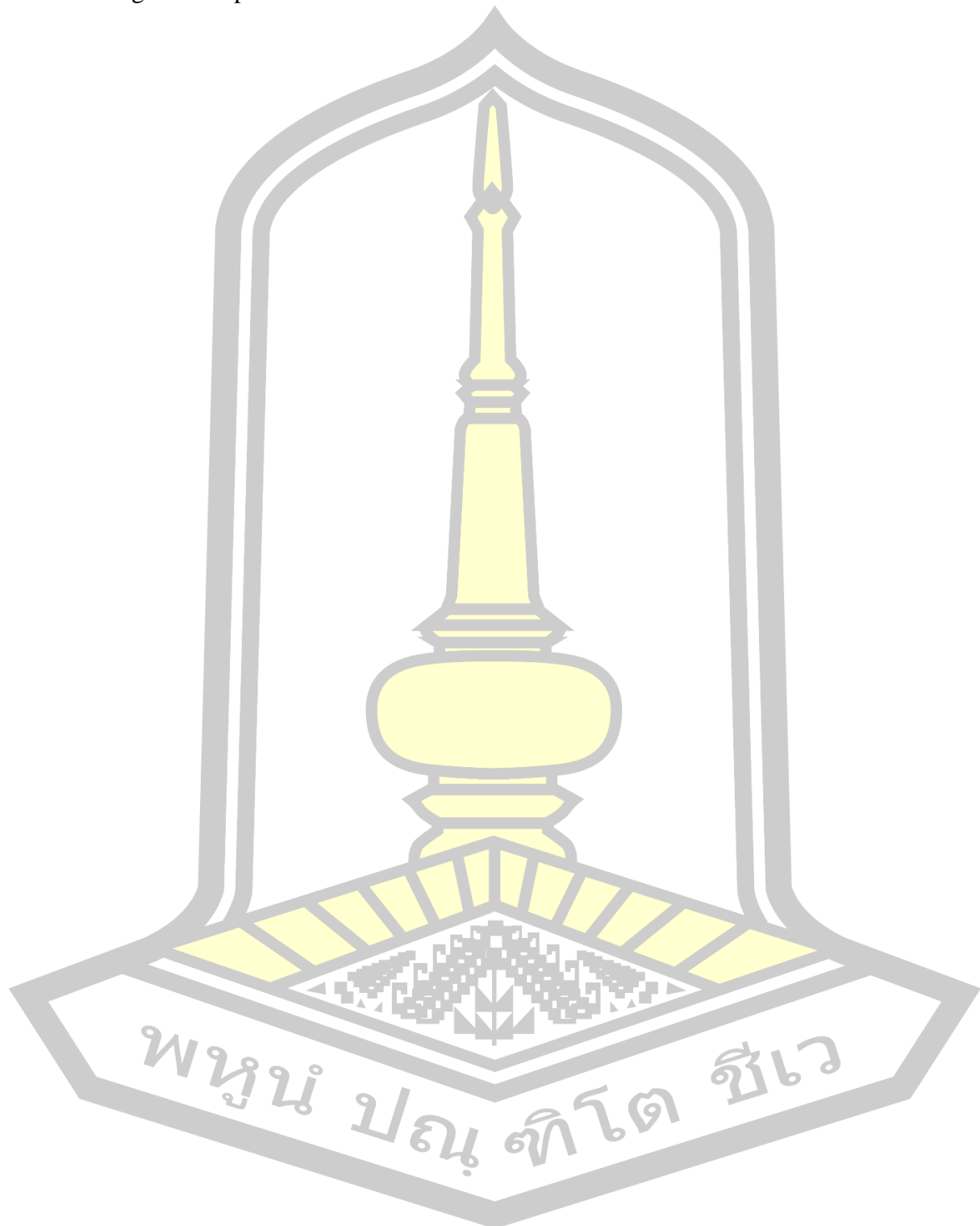**TITLE**   Internationalization and Englishes in Thai Higher Education :

Surveying insights from international mobile students in Thailand

AUTHOR   Musa Sanoh

ADVISORS   Eric A. Ambele , Ph.D.

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ABSTRACT

With the rapid spread of English nowadays, as well as the internationalization of higher education, Thailand has become a popular destination of university education, attracting both students and teachers alike from Kachru's inner, outer and expanding circle countries in different English programs in Thailand. Therefore, this mixed-method study aims to explore the perspectives and positions of international mobile students from Kachru's inner, outer, and expanding circle countries who are enrolled in English programs at Thai universities. The focus is on their views regarding the internationalization of higher education (HE) through English and determining which English variety should be incorporated into these programs. The purposive sampling method was employed to collect quantitative data from 42 students across various universities in Thailand. Additionally, semi-structured interviews were used to obtain qualitative data from nine international mobile students from the questionnaire participants. Descriptive statistics and qualitative content analysis were used to analyze both quantitative and qualitative data, respectively. The findings highlight the motivations for studying in Thailand, academic experiences, language barriers, and socio-cultural challenges faced by these students, revealing both similarities and differences across the inner, outer, and expanding Circles. Key findings indicate that convenience, lower cost of living, geographic proximity, and familial responsibilities are primary motivators for choosing Thailand. Students adapt to differing educational systems but face significant barriers due to limited English proficiency among administrative staff and peers, as well as socio-cultural differences. The study reveals a strong preference for British and American English varieties, reflecting perceived legitimacy and authenticity. Despite these preferences, there is a recognition of the need for linguistic diversity and exposure to various Englishes to enhance global communication skills among students from across the inner, outer, and expanding circles. However, distinct differences in their perceptions emerged: Inner circle students stressed the importance of academic rigor and the use of standard English while appreciating diverse educational practices. Outer circle students prioritized flexibility and global perspectives, whereas expanding circle students focused on English proficiency as a key tool for their academic and professional growth. Future research should continue to explore these dynamics, with a focus on

broadening the geographic scope, increasing sample diversity, and investigating the long-term impacts of internationalization initiatives.

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CHAPTER I
INTRODUCTION

This chapter presents an overview of the background information related to internationalization, Global Englishes (GE) and the role of Englishes in the internationalization process of higher education. In order to accomplish this, the chapter starts with an explanation of the study's background (see 1.1), and followed by the objectives of the study (see 1.2). Furthermore, the research questions (see 1.3), the scope of the study (see 1.4), and the significance of the study (see 1.5) are also addressed. The chapter concludes by defining the relevant terms used in the study in order to facilitate comprehension (see 1.6).

1.1 Background of the study

Internationalization of higher education (HE) has been defined as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p. 2). Rose and McKinley (2018) note that, "internationalization is viewed at its worst as an economic ploy to drum up student numbers and tuition, and at its best as a way to positively influence the universities' global outlook" (p. 113). For many universities, internationalization is pursued with its non-fiscal benefits, which include positive effects on a university's reputation, research quality, teaching quality and graduate employability (Delgado-Márquez et al., 2013). Thus, many universities, especially those in Thailand nowadays, pursue internationalization policies to leverage such benefits without due attention to the challenges related to the growing language of instruction in 'international' programs, predominantly, English.

The mobility of international students is a significant aspect of the global trend of internationalization of higher education and migratory patterns (Rose & McKinley, 2018). The movement of students across borders for education is a response to the increasing demand for a new generation of workers who can thrive in international environments and cross-cultural communities. This trend has given rise to the development of cross border education, which has become a significant feature of higher education worldwide. However, there are concerns about how globalization shapes

international study. Globalization has brought about many changes to the world, including increased mobility and connectivity, but it has also led to the homogenization of cultures and values. There is a risk that international students may be influenced by dominant cultural values and lose their unique cultural identities (Gunter & Raghuram, 2018). In Asia, for example, increased student mobility can be seen as a means of enhancing educational development within the region. By increasing the number of international mobile students and staff enrolled or working at an institution, the region can move to a higher rank nationally and internationally. This can lead to increased academic collaboration and knowledge sharing between institutions in different countries, which can benefit all parties involved (Jaroensubphayanont, 2014).

Global Englishes refers to the diverse forms and uses of English worldwide, acknowledging that English is no longer a language owned by any single nation or group of speakers (Kachru 1992), it recognizes the various ways in which English has been adapted and transformed by speakers in different cultural and linguistic contexts, leading to the emergence of multiple English varieties such as Thai English, China English, Singaporean English, and others (Jenkins 2015). Moreover, Jenkins (2014) discusses the intersection of Global Englishes and internationalization, emphasizing the importance of recognizing diverse English varieties in global education. The concept of GE is closely linked to the internationalization of higher education, as universities around the world increasingly adopt English as a medium of instruction, they are not just promoting one form of English, but are engaging with a global landscape where multiple Englishes coexist (Pennycook 2007). This diversity influences how international students and faculty communicate, learn, and teach. Understanding and embracing GE can enhance the inclusivity and effectiveness of international education by acknowledging the linguistic diversity of the global student population (Galloway & Rose2015). Galloway and Numajiri (2020), discussed the implications of English as a medium of instruction and how Global Englishes perspectives can enhance the inclusivity of internationalization efforts. In Thai higher education the adoption of English as a medium of instruction is a key strategy in its internationalization efforts. However, this approach should consider the principles of GE, as the international student body includes speakers from various English-speaking backgrounds by

recognizing and integrating different English varieties into the curriculum and pedagogy (Kirkpatrick 2012). Thai universities can better accommodate the linguistic and cultural diversity of their students, making their internationalization efforts more inclusive and effective.

My reason for embarking on this line of research stems from the fact that I am currently an international mobile student in Thailand studying in the English language teaching program for two years now. I have met so many other international mobiles students from different cultural and linguistic backgrounds in the program and in other programs across different regions in Thailand. With this background, I have developed an appreciation for other cultures and an innate acceptance of cultural differences. Being exposed to varieties of the English language and an understanding English as a lingua franca (ELF) with no mindset of which English is right or wrong to use, different English language teaching approaches, and the use of other languages in university education has led to my interest in the current investigation. Moreover, since Thailand is becoming a popular destination of university education (Ambele, 2022), attracting both teachers and international mobile students alike from Kachru's circles (inner, outer and expanding) in different English programs in Thailand, tapping into the views of such students who have been exposed to this ideology of the teaching and learning aspect of internationalization and English varieties in Thai higher education became of further interest. According to Kachru's circles, the Inner Circle represented the countries where English is used as a native language and as a first language among people. These countries include the USA, the UK, Canada, Australia, and South Africa. The Outer Circle includes countries is where English is commonly used in social life or the government sectors. Most of the countries that belong to this circle are former colonies of the British Empire, such as Sierra Leone, Nigeria, Malaysia, Singapore, Cameroon, Ghana, Kenya, and others. The usage of English in these countries is similar to what is known as English as a second language. The Expanding Circle, includes countries that introduce English as a foreign language in schools and universities, mostly for communicating in English with the Inner and Outer Circles. Such countries include Thailand, China, Turkey and others.

Internationalization and English varieties are inextricably intertwined, as universities turn to internationalization (Kirkpatrick, 2011). A side effect of internationalization is the rapid emergence of English programs or English-instructed programs in higher education worldwide. Internationalization of higher education involves many aspects e.g., Research, teaching and learning. Research on internationalization in HE largely focuses on perceptions of university stakeholders within local contexts from varied perspectives (e.g., research and rankings). To illustrate, Sahan et al. (2022) conducted a mixed-method study that aimed to address the need for research into language use and policy in Vietnam and Thailand, where policy initiatives have resulted in a top-down implementation of English medium instruction with a focus on local stakeholder beliefs, regarding internationalization at home. Meanwhile, Ngang (2020) explored the perceptions of higher education students concerning English as a medium of instruction for teaching international programs at one of the public universities in Thailand using questionnaires with Thai students. From these studies, however, none or few has taken a Global Englishes (GE) perspective on the issue in Thailand. Also, previous studies rarely examine the 'E' in English programs despite calls for research in this area, given the global role of English as a lingua franca with many Englishes that students bring into the classroom (Boonsuk, Ambele, McKinley, 2021). Put differently, most studies do not delve into insights of existing and/or preferred English varieties in the Thai HE context. Moreover, there has been a little or no research on international mobile students studying in English programs in Thailand that examines their views into which English variety should be incorporated in the internationalization process of Thai universities from a Global Englishes perspective, given the fact that, Thailand has recently been an attractive destination for most international students to pursue their academic goals (see figure 1). Thailand is of further interest in the current study because of ongoing pushes for Global Englishes research in the Southeast Asian region compared to other contexts in Asia (Boonsuk, Fa-ezah & Ambele, 2023).

Data spanning from 2009 to 2019 shows a consistent growth in the number of international students in Thailand. In 2019, Thailand hosted 25,110 international students with an average yearly increase of approximately 2,000 since 2009 (OHEC, 2019).
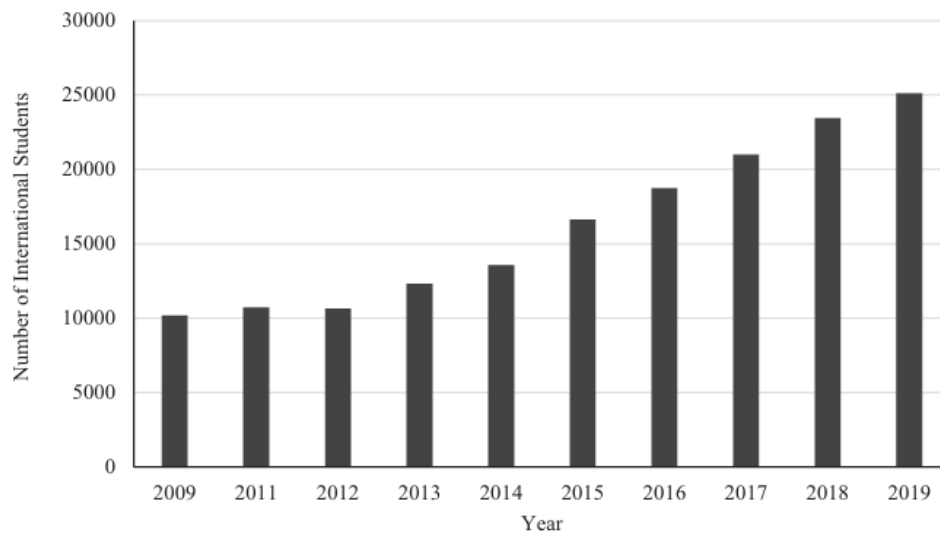
Figure 1 *Number of International Students in Thailand, 2009–2019*
(Source: Jampaklaya, Penboona, & Lucktongb, 2022)

In the concept of internationalization in higher education has increasingly become a pivotal aspect of academic institutions worldwide, particularly in the context of teaching and learning, internationalization involves creating curricula that reflect diverse perspectives, promoting intercultural understanding, and equipping students with the skills and knowledge necessary to thrive in a globalized world. This often includes the development of English-taught programs, as Ambele and Boonsuk (2021) argue that these programs not only attract a significant number of international students but also promote a learning environment where different varieties of English and cultural perspectives coexist. This diversity enriches the educational experience for both international and local students, fostering a truly global academic community. In addition, the internationalization of teaching and learning in Thailand has also involved significant pedagogical adjustments to cater to a diverse student population. According to Khamkhien (2015), Thai universities have increasingly adopted teaching methods that incorporate global perspectives and encourage cross-cultural exchanges among students. This includes the use of case studies from various cultural contexts, collaborative projects that bring together students from different countries, and the integration of international content into curricula. Despite these efforts, the internationalization process in Thai higher education is not without challenges. For instance, research by Phakiti, Hirsh, and

Woodrow (2013) indicates that international students in Thailand often face difficulties in adapting to local academic expectations and cultural differences in the classroom, these challenges underscore the need for ongoing support systems and teaching strategies that are sensitive to the diverse needs of international students. As universities in Thailand and beyond strive to become more globally competitive, the internationalization of teaching and learning serves not only to enhance the educational experience for students but also to position these institutions as becoming a popular destination of global knowledge exchange. By focusing on international mobile students and English programs, which are often at the forefront of internationalization efforts, this study explored international mobile students experience and how they contribute to the globalized academic environment in Thailand.

1.2 Purposes of the study

The purpose of this study is to investigate the underlying views and positions of international mobile students from across Kachru's inner, outer and expanding circle countries who are studying in English programs at universities in Thailand towards internationalization through English; and what 'E' or Englishes (both native and nonnative varieties) that should be incorporated in such English programs in universities in Thailand, in order to gain deeper insights into differences in the students' perceptions across geographical backgrounds and academic levels.

1.3 Research questions

Based on the research purposes (in 1.2), the following two research questions were designed:

1) What are the perceptions of international mobile students across Kachru's inner, outer and expanding circle countries in Thailand towards internationalization (i.e., teaching and learning in English) in Thai HE in English?

2) What are the students' views on what 'E' or Englishes (both native and nonnative varieties) that should be incorporated in the internationalization of Thai HE English programs?

1.4 Scope of the study

This mixed method study aims to tap into international mobile students' insights into internationalization and what 'E' or English variety that should be incorporated in English programs at universities in Thailand. The study is limited to only international mobile students across different academic levels (bachelor, master, and doctoral), representing different countries from Kachru's inner, outer and expanding circles, studying in English programs in Thailand. While Kachru's circle seems to be the main criterion for participant selection, this is acknowledged in the current study as a limitation given today's mobilization and spread of English that has made such classifications seemingly problematic; however, for the sake of participant recruitment and analysis, the participants' circle was assigned based on their self-reported country of birth only. These students also represented varied linguistic/cultural backgrounds. Forty-two international mobile students studying in English programs were purposively selected to participate in this study (for the questionnaire survey) across different public universities in Thailand. However, nine students from the forty-two were also purposively selected to take part in a semi-structured individual interview. Data from these students were quantitatively and qualitatively collected using a questionnaire and semi-structured interview and analyzed using descriptive statistics and qualitative content analysis, respectively.

1.5 Significance of the study

Higher education in Thailand has begun to teach both local Thai students and international mobile students in international programs using the English language. The current study therefore provides perspectives that form a comprehensive understanding of the implementation of English from a Global Englishes perspective as a phenomenon in Thai HE in general, as well as examined various factors that has influenced the quality of English instruction in Thailand. In addition, understanding how international students across different circles perceive these programs is crucial for evaluating the effectiveness of these programs. Thailand's higher education policies emphasize internationalization as a strategic goal to enhance global competitiveness as universities are increasingly adopting English-taught programs and forming international partnerships (Phyakul et al., 2023). Therefore, the success of these initiatives depends on how well they meet the expectations and needs of international students. This study

aims to fill the gap in knowledge by exploring the experiences of these students, which can inform future policies and practices.

Regarding English classrooms, Macaro and Lee (2013) state that English teaching at university may aim at improving the ability to communicate in English in non-specialized environments, teaching students to enable them to successfully study an academic subject focusing on reading academic texts and writing essays, and teaching of a particular subject dealing with the language genres needed for that discipline. It was also believed that by combining two research methods in this research, this study was able to provide a richer picture of the participants' awareness, exposure to and perceptions of the preferred context-specific 'E' in English programs in Thailand. Although from only international mobile students' perspectives, this holistic point of view still has the potential to promote professional growth and seek for practical Englishization and internationalization benefits.

This study underscores the need for policy reforms in Thai higher education to enhance language diversity by incorporating various English varieties into the curriculum. Currently, a predominant focus on standard English may limit students' exposure to the rich linguistic diversity of English as it is used globally. This gap can hinder effective communication in diverse linguistic contexts. By integrating a broader range of English dialects and accents into language instruction, Thai institutions can significantly boost students' linguistic flexibility and cultural competence. As highlighted by Rose and Galloway (2019), embracing linguistic diversity in English education not only enriches students' global communication skills but also better equips them for international academic and professional environments. These policy adjustments would ultimately foster improved academic and career prospects by aligning English education with its global nature.

Recent research highlights both successes and challenges in the internationalization of Thai higher education. Studies like those by Hengsadeekul et al. (2022) and Phyakul et al. (2023) have shown that while internationalization efforts have attracted a diverse student body, there are ongoing challenges related to cultural integration, language barriers, and the alignment of teaching methods with international standards. These

studies underline the importance of continuously refining university policies to better support international students.

This study provided empirical insights into the perceptions of international mobile students, contributing to the ongoing discourse on internationalization in Thai higher education. By linking student perceptions to broader policy initiatives and university strategies, the research also offered actionable recommendations to enhance the international student experience and support the successful implementation of internationalization policies. The findings would not only benefit Thai institutions but it would also contribute to the global understanding of internationalization in diverse educational contexts.

The current study further provided important information to Thai universities offering English programs in achieving their internationalization agenda regarding the glocalization of Englishes (promoting both native and local varieties of English).

1.6 Definition of key terms

1.6.1 Internationalization of higher education (HE) is "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society." (De Wit et al., 2015, p. 5). From this definition, this study focused on 'intentionally integrating global dimensions (i.e., teaching and learning in English in the internationalization process of Thai HE).

1.6.2 Englishes refers to the English variety/norms (both native and/or other nonnative Englishes) that is/are most suitable in a specific university context as part of the university's internationalization process (Kirkpatrick, 2017).

1.6.3 English Programs refers to any program taught in English, either as a foreign language or an additional language. It should be noted that the acceptance of English as the lingua franca of the academic world has triggered the flourishing of different approaches to promote the learning of English as a foreign language in higher education.

1.6.4 International mobile students are individuals (across Kachru's inner, outer and expanding circle countries) who are studying in English programs in Thailand for a full degree (Bachelor, Master or PhD). In other words, international mobile students are those who have physically crossed an international border between two countries with the objective to participate in educational activities in the country of destination, where the country of destination of a given student is different from their country of origin (IAU, 2022).

1.6.5 Global Englishes is an inclusive term that consolidates the work of World (Englishes (Kachru, 2006), English as a lingua franca (Jenkins, 2006), English as an international language (Matsuda, 2012) & translanguaging (Ambele, 2022). It explores the linguistic diversity & fluidity of Englishes in use.

1.6.6 Insights as a general definition is gaining a greater and more accurate understanding of someone or something. As such, insight is a form of self-awareness. Brown et al (2014) suggest that insight, as a mixture of emotional intelligence, self-awareness and motivation is capable of development; the power or act of seeing into or understanding a situation.

1.6.7 Thai Higher Education refers to universities in Thailand that offer programs in English.

1.7 Thesis structure

Chapter 1 presents the background of the study, purposes of the study, scope of the study, significance of the study, and definition of key terms.

Chapter 2 examines relevant theories and empirical studies that pertain to internationalization efforts in the context of higher education. It sheds light on how internationalization activities have been conceptualized and implemented in an increasingly globalized world with the specific context of internationalization in Thai higher education, exploring the unique characteristics and dynamics of internationalization efforts in the Thai context. The chapter also examines the relationship between global Englishes and the internationalization of higher education, exploring the impact of English language use in this context.

Chapter 3 outlines the research method of the current study, including the research design, participants and contexts, data sources, data collection procedures and data analysis.

Chapter 4 presents the quantitative and qualitative findings from the questionnaire and interview data based on the analysis in Chapter 3. The findings were presented based on the two main research questions for this study.

Chapter 5 concludes with the discussions of the findings, as well as implications and limitations of the study. Areas for future research were also highlighted.

CHAPTER II
LITERATURE REVIEW

This chapter critically examines relevant theories and empirical studies that pertain to internationalization efforts in the context of higher education. It sheds light on how internationalization activities have been conceptualized and implemented in an increasingly globalized world. The chapter commences by exploring the emergence and significance of internationalization in higher education, providing insights into its meaning and implications (see 2.1). It further delves into the challenges and perceptions of internationalization in HE (see 2.2). Additionally, the chapter discuss the internationalization policy in Thai public universities (see 2.3). Furthermore, it investigates the specific context global Englishes and internationalization of HE (see 2.4). The chapter also examines the relationship between internationalization and English varieties (see 2.5). To provide a comprehensive understanding, the chapter also considers previous studies on internationalization in English varieties (see 2.6), and previous studies on internationalization in Thai HE (see 2.7) This chapter also considers previous research conducted in this field, highlighting existing gaps (see 2.8). Finally, the chapter concludes with a summary of the key points discussed (see 2.9).

2.1 Internationalization in HE

Internationalization of higher education is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions (particularly teaching/learning, research, and service), or delivery of higher education (Knight as cited in Knight, 2013, p. 85). Internationalization lights that internationalization is about incorporating global perspectives into all aspects of higher education, from teaching and research to service and student engagement, with the aim of enhancing educational quality and preparing students for a globalized world.

The impact of internationalization activities extends broadly to daily routines within higher education institutions. Haigh (2014, p. 21) emphasizes the importance of adopting a comprehensive perspective on internationalization in higher education as follows:

Internationalization is a multi-layered process that rises from drivers that concern survival and adaptation to a globalizing world, through changing patterns of competitive pressure, changing regulatory environments, changing educational priorities and opportunities, to changing personal responsibilities in a fragile world. It is a part of a whole university process that shifts perspectives from the local to the global. (Haigh, 2014, p. 21).

Recognizing the significant role that internationalization of higher education can play globally, Murphy (2007) argues that it holds the key to addressing world conflicts and promoting equality and fairness. According to Murphy, internationalization contributes positively to students' language skills, cultural awareness, and adaptation skills, thereby fostering a more inclusive and interconnected world (p. 198).

Internationalization activities hold significant importance in the practices of numerous higher education institutions. Knight and Qiang (as cited in Kreber, 2009) suggest that internationalization can be driven by various rationales, including political, academic, cultural, social, and economic considerations. The political rationale may revolve around national security, stability, and peace, while the academic rationale pertains to enhancing the quality of higher education and striving for international standards in teaching, research, and service activities. Cultural and social justifications for internationalization can be found in the promotion of foreign languages and cultures, the preservation of national culture, and the embrace of diversity.

Indeed, the reasons behind internationalization in higher education are diverse. Kreber (2009) highlights that external pressure, national or institutional policies, institutional strategies, ethical considerations, and other factors such as humanitarian crises or sustainable development goals can drive the internationalization process (pp. 6-7). Haigh (2014) further emphasizes that living in a global environment necessitates learning how to sustainably and responsibly coexist. Individually, internationalization fosters critical self-awareness of one's own traditions, encourages global citizenship, promotes planetary consciousness, and deepens learners' understanding of their roles in the global community and the natural world (pp. 14, 16-17). Looking ahead, the future of internationalization in higher education may witness the emergence of new forms. Haigh (2014) suggests that e-learning, social media, the Internet, and virtual spaces can serve as avenues to promote

internationalization (p. 14). Similarly, Gemmell, Harrison, Clegg, and Reed (2015) discovered that students in online distance learning programs can benefit from interacting with international students. Furthermore, the strategic utilization of various learning tools, technologies, and social media platforms can enhance the advantages derived from internationalization efforts (p. 145).

The internationalization of higher education encompasses various aspects related to the quality and recognition of educational qualifications at both national and international levels. This involves focusing on improving institutional providers, programs, credits, registration, licensing, and gaining recognition from both sending and receiving countries (Jibeen & Khan, 2015).

The term "internationalization" encompasses various aspects and dimensions within higher education, with different emphases at different levels (Yang, 2002, p. 72). The definition of internationalization of higher education varies depending on the perspective of stakeholders such as governments, private sectors, institutions, faculty members, academic disciplines, and students. These diverse perspectives lead to multiple approaches and rationales for internationalization programs in higher education (Trilokekar, 2007). One widely accepted definition, used in this study, is provided by Knight. Internationalization of higher education is described as the process of integrating an international/intercultural dimension into the teaching, research, and service aspects of an institution (Jane Knight & International Association of Universities, 2006). This definition is preferred because it highlights the dynamic nature of internationalization and emphasizes its integration into the core functions of universities: teaching, research, and service. Three key concepts are inherent in this definition. Firstly, internationalization is viewed as a continuous process rather than a series of isolated activities. Secondly, integration and infusion are emphasized to ensure that the international dimension becomes an integral part of programs, policies, and procedures, rather than a peripheral element that can easily be expanded. Thirdly, the definition includes both an international and intercultural dimension, recognizing that internationalization encompasses not only interactions between countries but also cultural and ethnic diversity within a country. Knight has further refined her definition in later work to incorporate a bottom-up and top-down approach, acknowledging the influence of national and sectoral factors on the

international dimension of higher education, including policy, funding, programs, and regulatory frameworks. At the national, sectoral, and institutional levels, internationalization is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education (Jane Knight, 2004, p. 11). This more generic definition proposed by Knight is applicable to various national educational contexts, as it does not specify the reasons, benefits, outcomes, actors, activities, or stakeholders involved in internationalization (Jane Knight, 2004, p. 11).

The perception of higher education has shifted, viewing it increasingly as a commodity that can be bought and sold (Clotfelter, 2014). It is both a conceptual framework and an agenda (Soliman, Anchor & Taylor, 2019). Higher education has entered the global marketplace, becoming a billion-dollar industry that involves activities such as recruiting international students or staff, establishing campuses abroad, or franchising online learning programs (Knight, 2002). However, as economic interests gained prominence, concerns about academic freedom emerged (Jibeen and Asad Khan, 2015). International organizations like the World Trade Organization (WTO) are exploring the inclusion of higher education within rules and legal frameworks (Altbach, 2015). These elements reflect the growing globalization of higher education, as the increasing convergence and interdependence of economies extend to various aspects of life (Friedman & Ramonet, 1999).

Nevertheless, international engagement in higher education is not a recent development, as numerous studies have examined the context, benefits, challenges, and implications of internationalization in higher education institutions (Jiang & Carpenter, 2013; Knight, 2013; Yemini and Sagie, 2015). Educational institutions, being complex entities, may not readily adapt to change (Salmon, 2005). However, the global shift towards a knowledge-based economy and the rising demand for international experiences have prompted unprecedented efforts to internationalize higher education. Institutions recognize the importance of equipping students with the necessary skills to thrive in globally integrated economies, culturally diverse societies, and multinational organizations (Harder, 2010). They aim to develop students as global citizens who possess the academic and social

experiences needed to navigate today's interconnected world (Yemini & Sagie, 2015; Soliman, Anchor & Taylor, 2019).

In the latter half of the 20th century, there has been a significant increase in the internationalization of education. Governments have placed emphasis on promoting the internationalization of higher education through collaborative efforts and exchange programs. Meanwhile, institutions and universities have developed their own strategies to incorporate international perspectives into their research and teaching. The underlying reasons behind this phenomenon, as well as its potential as a solution to the challenges faced in a multicultural and international society, need to be explored. Furthermore, it is crucial to understand why countries and higher education institutions view internationalization as a fundamental aspect of their agendas, e.g., academic learning experience, language and communication in learning, diversity of English in the classroom, exposure to different varieties, native and nonnative English speaking teachers learning and approaches, English and cultural norms on campus, language learning and cultural differences, Englishes in ELT, language exchange programs and intercultural activities, language support services etc. However, from the mentioned aspects, this study focused on Englishization. What factors shape their level of commitment and the actions they take to support internationalization? These essential questions underscore the significance of the internationalization of higher education and necessitate comprehensive answers in the subsequent discussion.

There is no singular answer to the questions posed, as the reasons for internationalization of higher education are diverse and interconnected. These reasons are subject to change and often depend on the interests of various stakeholder groups, resulting in both complementary and conflicting motivations. Moreover, the motivations for internationalization vary between and within countries. While analyzing the driving forces behind internationalizing the higher education sector is a complex endeavor, for the sake of brevity, the reasons can be categorized into four main groups: political, economic, academic, and social-cultural (Knight & De Wit, 1995). The political aspect is typically more prominent at the national level, while the economic aspect holds increasing significance worldwide, particularly in developed countries. Developing a highly skilled workforce and investing in applied research are effective strategies for maintaining

competitiveness. The academic rationale is directly linked to enhancing the teaching and learning processes and achieving excellence in research and scholarly endeavors. The social-cultural dimension of internationalization is evolving in response to the impact of globalization. Historically, higher education has been part of cultural agreements and exchanges. However, in today's globalized economy and interconnected information systems, "the social-cultural aspect takes on a different dimension" (Jane Knight, 1999, p. 201-238). Knight (1999) also highlights that these four categories of reasons are not mutually exclusive; individuals, institutions, and countries are driven by complex and multi-layered motivations that evolve over time in response to changing needs and priorities. In addition to these reasons, Knight (1999, p. 9-10) provides a list of other motivations for internationalization, including "human resources development, strategic alliances, commercial trade, nation-building and socio-cultural development, cultural identity, citizenship development, national security, technical assistance, peace and mutual understanding, and economic growth and competitiveness". Hayhoe (1989) identifies international cooperative agreements, academic mobility, international scholarships, technical and economic development, international curriculum studies, cultural values, and the historical and political context as key reasons for the internationalization of higher education.

In addition to Hayhoe, De Wit has identified various reasons for the internationalization of higher education. According to Wit, these reasons include nation-building and positioning, development cooperation, technical assistance, national and regional cultural identity, and the improvement of national standards (Wit, World Bank & ebrary Inc., 2005, p. 356-358). These reasons, along with others, have been classified in descending order of importance:

1. Mobility and exchanges for students and teachers

2. Teaching and research collaboration

3. Academic standards and quality

4. Research projects

5. Cooperation and development assistance

6. Curriculum development

7. International and intercultural understanding

8. Promotion and profile of the institution

9. Diversification of the faculty and student sources

10. Regional issues and integration

11. International student recruitment

12. Diversification of income generation

From these reasons above, the study focused mobility and exchanges for students and teachers, curriculum development, international and intercultural understanding, and international student recruitment.

As De Wit (2002, p. 224) has emphasized, it is important to consider the following points:

1. Strong reasons exist within and between different stakeholder groups.

2. Stakeholders typically have multiple reasons for internationalization rather than a single exclusive reason.

3. Reasons for internationalization may vary among different stakeholder groups and within each group.

4. Priorities in these reasons may change over time, as well as by country and region.

5. In most cases, the motives for internationalization are more implicit than explicit.

2.2 Components of Teaching and Learning

Component of Teaching

Teachers play a pivotal role in the internationalization of higher education, as their cultural competence and global experience directly impact the learning environment. A study by Tran and Marginson (2018) found that teachers with international exposure are better equipped to meet the diverse needs of students, fostering a more inclusive and effective learning experience. These teachers can adapt their pedagogical approaches to accommodate various cultural backgrounds, enhancing students'

academic success and global understanding. Moreover, the utilization of case studies, problem-based learning, and other interactive techniques that promote critical thinking and global perspectives are prioritized in teaching methods in an internationalized setting. According to Leask (2015), integrating real-world scenarios from many cultural settings improves students' comprehension of global concerns and gets them ready for the varied and interconnected workplace. With today's globalized labor market, having a wider worldview is crucial, and these techniques assist students in developing one. Teaching design, on the other hand, is an even more important element since it includes organizing curricula to incorporate varied viewpoints and worldwide topics. According to Ryan and Viete (2009), incorporating global issues into the curriculum is crucial because it enhances learning and better prepares students for professions in a globalized world. Teaching design encourages inclusivity and aids in students' development of global competences by using resources and materials from many cultures.

As we continue to explore the components of teaching within the internationalization of higher education, it's important to note that the evolving demands of a globalized world are the key drivers behind these changes. The integration of culturally diverse teaching methods and the recruitment of globally experienced faculty are not just trends but necessities in preparing students for a global workforce. These components are crucial in shaping an education system that is inclusive, adaptive, and reflective of the diverse, interconnected world we live in today.

Component of Learning

The learning environment plays a critical role in supporting internationalization by providing a space where students from diverse backgrounds can interact and learn from each other. Research by Cheng et al. (2020) demonstrated that a multicultural campus environment significantly enhances students' ability to collaborate and engage with peers from different cultural backgrounds. This interaction fosters a more dynamic and inclusive learning experience, which is vital for students in an internationalized education setting. In addition, learning support systems, such as academic advising and peer mentorship, are essential for helping international students navigate the challenges of studying in a foreign country. Evans et al. (2018) found that these support systems are crucial for student adjustment and success, as they provide guidance and resources

that address the unique challenges faced by international students. Effective learning support ensures that all students, regardless of their background, have the opportunity to thrive academically. Furthermore, language support is critical in an internationalized educational setting, especially for non-native English speakers. Jenkins (2014) emphasized the need for robust language support services, such as English language courses and writing centers, to ensure that all students can fully participate in academic activities. By providing the necessary language resources, universities can help international students overcome language barriers, enabling them to succeed in their studies and fully engage in the learning community.

These concepts of teaching and learning are highly relevant to the current study on internationalization in Thai higher education. The integration of diverse teaching methods, culturally aware faculty, and supportive learning environments are essential in accommodating the international student body in Thai universities. By adopting these strategies, Thai higher education can enhance its global competitiveness and inclusivity. The current study examines these elements in Thai universities and their impact on international students' educational experiences, contributing to the broader understanding of internationalization in the region.

2.3 Challenges and Perceptions of internationalization in HE

Higher education systems worldwide face challenges as a result of globalization (Moja, 2004). These challenges require the implementation of important strategies to address them. Existing literature classifies these challenges into two main categories: individual and institutional. The individual challenges identified in these studies include a lack of competence, negative attitudes, absence of incentives, and limited personal knowledge and expertise. In contrast, the institutional challenges encompass insufficient financial resources, a scarcity of human capital, and structural limitations within the education system (Saat, 2007). It is crucial to note that national challenges in higher education arise from the perspective of the state towards education (Sariolghalam, 1993). These national challenges are interconnected with economic, social, and cultural issues at the national level.

It has therefore become evident that the primary challenges in higher education encompass issues such as limited financial resources, a large influx of applicants, enrollment limitations, graduates' employment prospects, alignment of university curriculum with current needs, effective utilization of educational technologies, financial constraints, resource management, coordination of higher education with international standards, brain drain, inflexible educational structures, and availability of specialized manpower.

According to Darasawang (2007), an effective international program should incorporate specific elements such as the presence of international teachers and students, allowing students to transfer credits to foreign universities. This implies that international programs should establish connections with universities in other countries. Currently, universities offer international programs to cater to the needs of individuals seeking greater exposure to the English language (Darasawang, 2007). By recruiting a diverse range of foreign students and fostering international collaborations among higher education institutions, an internationalized university can benefit from a wide range of study program options. This not only contributes to the enhancement and innovation of educational standards within the country but also offers valuable opportunities for international academics. For instance, students, whether domestic or international, express their appreciation for the presence of peers from different parts of the world in their courses and institutions. This allows them to gain insights into other cultures, explore similarities and differences, and establish meaningful and enduring friendships (Hyland et al., 2008).

Prior to their arrival in an English as a Lingua Franca (ELF) context, international students and staff typically have expectations of receiving or providing higher education and improving their English language skills. However, a study conducted by Naeeni et al. (2015) in Malaysia suggests that while students generally expressed satisfaction with the country's freedom, safety, and educational facilities, they faced challenges, particularly in communication. The combination of the Malaysian accent and the students' limited language skills created barriers to effective communication. Similarly, a study by Trahar and Hyland (2011) focusing on staff and students in UK higher education found that participants often encountered difficulties related to a lack of intercultural interaction

and specific classroom pedagogies, such as group work. Despite these challenges, participants shared anecdotes of personal rewards, including the development of new friendships and the acquisition of intercultural competencies. Another research study by Trahar (2014) explained that Malaysia's national strategy aimed at increasing income and global competitiveness has led to significant development in higher education. This development is not only focused on improving the quality of education for domestic students but also on attracting more international students and academics to the country.

Overall, an internationalized university offers numerous advantages, including advancements in education, interdisciplinary studies, and attracting income and investment in related sectors such as housing, tourism, and healthcare. The satisfaction of higher education customers and international academics depends on the effectiveness of internationalization efforts. As research on study abroad and international universities in non-native English speaking (NNES) countries has received uneven attention, this study focuses on the Thai context.

2.3 Internationalization policy in Thai public universities

According to Kaur et al. (2016) recent language policies in Thailand have been structured to support a cultural melting pot as a prerequisite for globalization. These language policies are designed to facilitate international communication in light of ASEAN 2015 and to increase social and economic opportunities for the society. The foundations of classroom pedagogy of English language teaching in Thailand can be traced to a 'sociocultural theory' that emphasizes the relationship between community and culture as well as learner activity and context. A dimension of the critical theory approach propagates the role of language policy in reducing various forms of inequality through a variety of ways. One such way is by promoting bilingualism for promoting and maintaining the indigenous language, culture and heritage (Tollefson, 2013a, b). With a nod in this direction, the Royal Institute of Thailand drafted a policy in 2012 to explicitly reiterate Thai as the national language of Thailand**.**

The NEA's policies were succeeded by the Basic Education Core Curriculum (BEC) in 2008 which effectively replaced the 2001 Basic Education Curriculum following revisions. BEC 2008 was designed to confront the demands of globalization. It focused

on preparing Thai students to keep up with the rapid economic, technological, and social transformations that were occurring within the country. The BEC 2008 recommended eight learning areas including a foreign language. While English was approved as a core language, teaching of other foreign languages such as French, German, Chinese, and Japanese was left at each school's discretion. In comparison to BEC 2001, one can see a shift to include teaching English for communication purposes in addition to being taught as a compulsory subject. The English language section in BEC 2008 focused on four major strands: Language for Communication, Language and Culture, Language and Relationship with other Learning Areas, and Language and Relationship with Community and the World. As a whole, the four strands emphasized that learning of English should facilitate learners' communicative competence, enabling them to exchange and present data and information, express their feelings, opinions, concepts and views on various matters. In line with this, BEC recommended use of appropriate teaching methodologies in accordance with the cultures of native speakers and Thai. It also emphasized the use of English to acquire knowledge from other areas and build relationships with communities around the world for exchange of knowledge, to acquire education and to earn a livelihood (Ministry of Education, 2008).

2.3.1 International Programs in Thai Higher Education

In Thai higher education, international programs are offered in various formats, including English-Medium Instruction (EMI), International Programs (IP), and English International Programs (EIP). These programs are integral to Thailand's efforts to internationalize its higher education system by attracting international students and enhancing the global competitiveness of Thai universities.

English Medium Instruction (EMI)

EMI programs involve teaching academic subjects in English, with the primary goal of increasing students' English proficiency and preparing them for a global workforce. EMI is widely adopted in Thai universities, particularly in fields such as engineering, medicine, and business. The implementation of EMI programs is often accompanied by challenges such as the varying levels of English proficiency among both students and faculty, and the need for effective language support services. Kirkpatrick (2017)

discusses the complexities and challenges faced by Thai universities in implementing EMI programs, particularly concerning faculty and student English proficiency levels, and the need for comprehensive language support systems.

International Programs (IP)

IP refers to degree programs specifically designed for international students. These programs typically follow an international curriculum and may include courses taught by international faculty. They are aimed at providing a multicultural learning environment and often involve partnerships with foreign universities. IPs are prevalent in Thai universities that have established a strong international reputation, such as Mahidol University and Chulalongkorn University. Lavankura (2013) provides an analysis of the internationalization policies in Thai higher education and their effectiveness in attracting international students, with a focus on the success of International Programs (IP) at leading universities such as Mahidol University.

English International Programs (EIP)

EIP combines aspects of both EMI and IP, offering programs taught entirely in English but open to both Thai and international students. EIPs are designed to foster an inclusive learning environment where students from different linguistic backgrounds can thrive. These programs are increasingly popular in universities like Mahidol and Thammasat University, which have a strong focus on internationalization. Phan Le Ha (2020) discusses the growth of English International Programs (EIP) in Southeast Asian higher education, including Thailand, and the challenges related to maintaining high academic standards while accommodating students from diverse linguistic backgrounds.

2.3.2 Comparing Some Thai Universities Offering International Programs

Universities across Thailand are developing and expanding their international programs in order to cater the needs of a global student body and in fostering academic collaborations across borders.

Mahidol University, with its robust infrastructure, experienced faculty, and extensive international collaborations, serves as a benchmark for quality in Thai higher education.

It has a strong international reputation and attracts a large number of international students. Nomnian (2018) provides insights into the internationalization efforts of Mahidol University, particularly its success in creating a multicultural learning environment that attracts a significant number of international students. In contrast, newer institutions such as Buriram University are just beginning to carve out their niche in the international education market, focusing primarily on attracting students from neighboring ASEAN countries. Despite these efforts, there is still a notable disparity in the quality and progress of international programs across Thai universities. Wongcha-um & Mukdawijitra (2021) examine the expansion of higher education in Thailand's regional universities, including Buriram University. The study points out that while these universities are beginning to offer international programs, they still lag behind more established universities in terms of infrastructure, faculty expertise, and international collaborations. However, their focus on ASEAN students is seen as a strategic move to increase their international footprint.

Khon Kaen University and Mahasarakham University are also developing their international programs but tend to focus more on regional partnerships and integrating local cultural contexts into their curricula. Ratana-Ubol and Henschke (2015) explore the internationalization strategies of Khon Kaen University and Mahasarakham University, highlighting their efforts to integrate local cultural contexts into their international programs, though with less global visibility compared to institutions like Mahidol. Recent studies indicate that while Thai universities are making significant strides in internationalizing their education, there are still gaps in policy implementation, particularly in supporting the diverse needs of international students and ensuring consistent quality across programs. These differences highlight the need for continued investment in faculty development, language support, and curriculum design to meet international standards. For instance, Lavankura (2013) discusses the challenges and strategies in internationalizing Thai higher education, while Nomnian (2018) explores the experiences of international students in Thai universities, emphasizing the importance of cultural and linguistic support in EMI programs.

These differences in the quality and development of English programs across Thai universities are likely to have a significant impact on international students' perceptions

of internationalization and their views on English varieties, often referred to as "Englishes." At well-established institutions like Mahidol University, where there is a strong infrastructure, experienced faculty, and a broad range of international collaborations, students are more likely to encounter a sophisticated approach to internationalization. This might include exposure to various forms of Global Englishes, an inclusive curriculum, and pedagogical practices that recognize and value linguistic diversity compared to universities where international programs are still in the early stages of development, students might experience a less comprehensive approach to internationalization which could lead to a more limited understanding of the concept of Global Englishes and a narrower view of what internationalization entails. The impact of these differences is crucial for understanding how internationalization is experienced by students across different Thai universities and how it shapes their views on Englishes in a global context. This, in turn, affects their overall educational experience and their readiness to participate in a globalized world.

In a similar endeavour, the Thai Ministry of Education (MOE) has also made efforts to internationalize higher education allowing public and private universities to run international programs with English as a medium of instruction. Internationalization of higher education in Thailand is one of the strategies for instilling and promoting job-based skills among Thai students with a focus on improving English language abilities (Chalapati, 2007b). Further reforms by the Ministry of University Affairs targeted the areas of language teaching and learning and development of the English curriculum in Thai universities. One of the proposals was that universities shall recognize English language scores from the English Proficiency Test of the Ministry of University Affairs for university entrance. The changes also emphasized that students – who opt for English as their language – must complete at least four compulsory courses in English. Courses such as English for Academic Purposes (EAP) or English for Specific Purposes (ESP) were required as major subjects (Wiriyachitra, n.d.).

This section discusses government strategies to accommodate international education in Thailand, including government policies, ministry action plans, and institution strategic plans and how these programs were implemented. For host countries, policies concerning the management of international education can be implemented on two complementary

grounds. On the one hand, a policy can focus on the attraction of international students, and on the other hand, a policy can attempt to influence the retention of students once they have graduated (Beine, Noël, & Ragot, 2014)

Thailand's policy on international education supports internationalization in higher education, including the policy on promoting Thailand to become the regional education hub of higher education in Southeast Asia, the policy on supporting institutions with international partnerships for joint programs or exchange students, and strategic plans on standard educational improvement in the context of internationalization or multi-cultural society (Jampaklaya, Penboona, & Lucktongb, 2022)

According to the Thai government's policy on internationalization and regionalization in higher education, international cooperation with recognized international institutions has been used as an international benchmark in terms of quality and standards. The established international degree programs taught in English by Thai institutions (or Thai institutions in collaboration with international institutions) are still struggling to assure the 'international quality' of programs being offered to both Thai and non-Thai students. International program providers are confronted by international students and employers who want to be assured of the quality of offered qualifications in terms of employability in global work markets (Chalapati, 2007).

In order to compete with the other ASEAN countries, Thailand has aimed at developing quality higher education that meets international standards (Armstrong & Laksana, 2016). In 2009, under the Democrat Party (2008–2011), the Thai government set the policy to promote the country to become the center of higher education in Southeast Asia by 2017. The following year, in 2010, the Ministry of Education put forth its 'Asian Educational Action Plan' to enhance domestic educational standards to attract students and experts within the region (Ministry of Education [MOE], 2010). These policies were consolidated into the overarching goal of Thailand to become the premier destination for education, training, and international academic conferences and seminars in Southeast Asia. Around that time, the government also started providing more scholarships to study in Thailand for international students (Jaroensubphayanont, 2014; Thansettakij, 2017).

However, under the succeeding administration, the Pheu Thai government (2011–2014) reduced the priority of the 'regional education hub' strategy in order to focus more on domestic issues. Meanwhile, the current policy on educational development under Prime Minister General Prayuth Chan-o-cha (2014–present) does not explicitly mention Thailand as an academic hub for Asia. Still, the current administration has promoted the policy to attract foreign experts and researchers to help the country accelerate in technological and innovative development (MOE, 2019).

The Office of Higher Education Council (OHEC) emphasizes these types of international collaborations in its plan for 2015–2018 (OHEC, 2017) and the 15–Year Long Range Plan on Higher Education of Thailand (2008–2022) to improve Thai educational standards in the context of a multi-cultural society and increased cross-border mobility (OHEC, 2008). Regarding cross-border education, the OHEC has followed the General Agreement on Trade in Services under the Word Trade Organization to support: (1) Crossborder delivery (distance learning and e-learning programs); (2) Consumption abroad (exchange students and dual programs); (3) Commercial presence (promote the establishment of branches of international institutions in Thailand); and (4) Presence of natural persons (exchange professional education programs).

As subsequent administrations have not thoroughly carried out the initiatives from previous governments, the policies and goals mentioned above are still in various stages of implementation, and the academic institutions mainly implement internationalization. For example, Moussa and Somjai (2015) composed the approaches of three leading Thai universities (Chulalongkorn University, Mahidol University, and King Mongkut University of Technology Thonburi) used to develop internationalization in their institution. These include the processes of: (1) notifying all units on internationalization activities; (2) recruiting international students; (3) managing international admissions in cooperation with admissions staff; (4) managing all services for international students; (5) raising funds and administering the budget; (6) creating partnerships with other academic units; (7) generating and implementing official agreements; (8) developing international research grant applications; (9) providing necessary reporting protocols for international activities; (10) monitoring progress relative to the benchmarks that took

place; and (11) submitting an annual report to the university senate on progress comparative with benchmarks.

Developing an international curriculum is also a challenge for the institutions. This issue has been raised that international program must be accredited by the Ministry of Education and the Office of National Education Standards and Quality Assessment (Jaroensubphayanont, 2014). An intrinsic qualitative case study at Rajamangala University of Technology Lanna (RMUTL) in northern Thailand looked at the challenges with the internationalization of higher education institutions in the AEC. The study stated that RMUTL tried to establish an international program by cooperation with an international university. However, they needed more support from the Office of the Civil Service Commission (OCSC) for credit evaluation and approval (Moussa & Somjai, 2015).

Thailand, situated in Southeast Asia and part of the ASEAN community, benefits from its strategic location and government policies to attract business opportunities, including international education enterprises (Yin, Ruangkanjanases, & Chen, 2015). Being an affordable study destination, Thailand has the advantage of attracting international students from ASEAN countries due to its reasonable tuition fees and cost of living, which are competitive compared to traditional destinations like the United States, United Kingdom, and Australia, as well as countries such as Japan, Singapore, and Malaysia (Yin et al., 2015).

Considering the demographic perspective, Thailand faces challenges as an aging society with a declining population of young people pursuing higher education due to low fertility rates and an aging population (IPSR, 2021). To compensate for the decreasing number of eligible Thai students, universities in Thailand are increasingly seeking to attract students from other countries. However, some students from other countries may view education in Thai institutions as a disadvantage for future employment prospects (Thansettakij, 2017).

Data spanning from 2009 to 2019 shows a consistent growth in the number of international students in Thailand. In 2019, Thailand hosted 25,110 international students from 135 countries, with an average yearly increase of approximately 2,000 since 2009

(OHEC, 2019). The majority of international students originate from Asian countries, particularly China, which accounts for 40% of the total international student population (Yin et al., 2015). Chinese students have become the primary source of international students in Thailand since 2006, and their numbers nearly doubled within nine years, reaching 11,993 in 2019 (see Figures 1-3), compared to 5,611 in 2009.
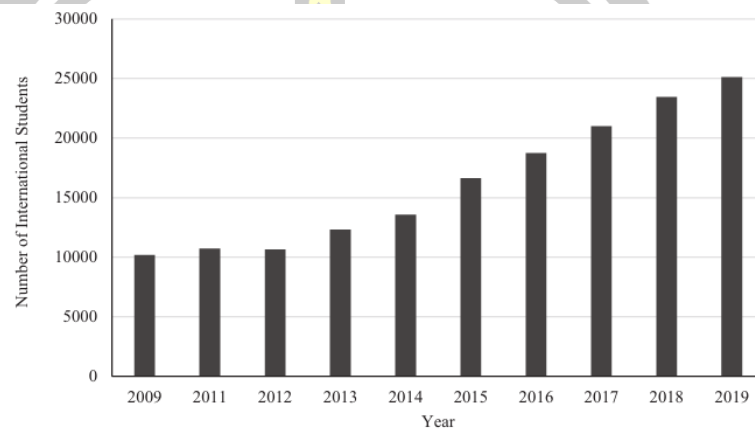
Figure 2 *Number of International Students in Thailand, 2009–2019*
(Source: Jampaklaya, Penboona, & Lucktongb, 2022)
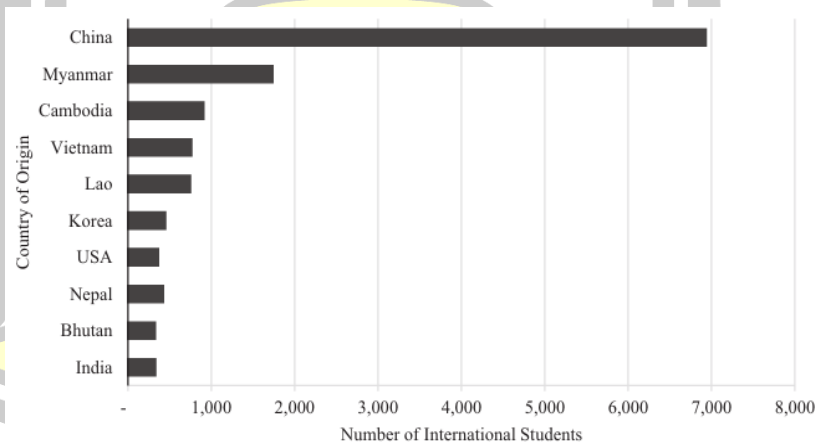
Figure 3 *Top–10 Countries of Origin of International Students*
(Source: Jampaklaya, Penboona, & Lucktongb, 2022)
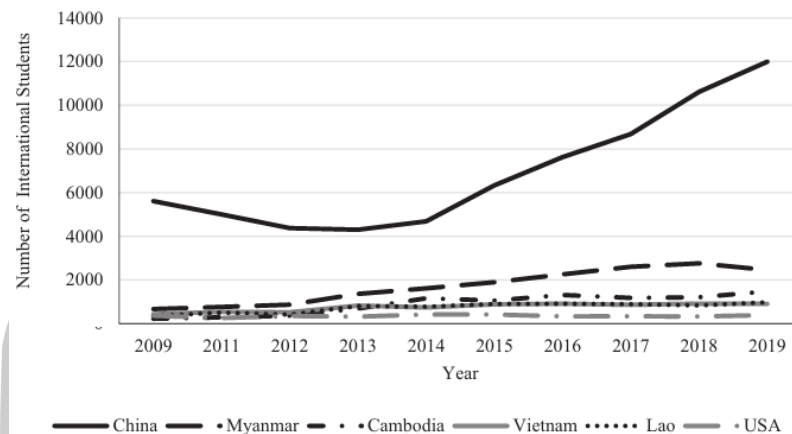
Figure 4 *International Students in Thailand from China, Myanmar, Cambodia,*
Vietnam, Lao PDR, and the United States, 2009–2019
(Source: Jampaklaya, Penboona, & Lucktongb, 2022)

From 2009 to 2019, the majority of international students in Thailand were enrolled in undergraduate programs, while the percentage of non-Thai students pursuing postgraduate studies showed a gradual increase, rising from 22% in 2009 to 31% in 2019. However, this trend experienced fluctuations during certain years (Figure 4). Among the fields of study, business administration or international business attracted the highest number of international students in Thailand. English language studies were the second most popular field for students from Lao PDR and Myanmar, while Buddhism studies were preferred by students from Myanmar, and nursing and public health were popular among Vietnamese students (Thansettakij, 2017).

Thailand is not alone in its aspirations to become a regional educational hub. In order to establish itself as a leading center for higher education in the ASEAN region, Thailand must compete with other countries in the area. Alongside traditional destinations like the United States, the United Kingdom, and European nations, Australia, and New Zealand, several Asian countries such as China, Singapore, Japan, and Malaysia have emerged as attractive options for pursuing higher education (Jaroensubphayanont, 2014). For instance, Malaysia, Thailand's neighboring country, has prioritized the attraction of international students to its higher education institutions. The government has offered support and incentives for foreign educational providers to establish branch campuses in Malaysia (Armstrong & Laksana, 2016).
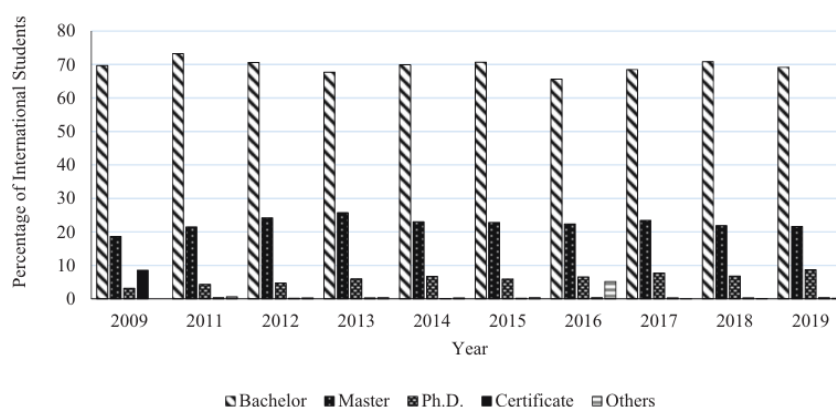
Figure 5 Percentage of International Students in Thailand by Level of Study,
2009–2019 2018 2019
(Source: Jampaklaya, Penboona, & Lucktongb, 2022)

In order to capitalize on the opportunities presented by the ASEAN Economic Community (AEC) in the field of international education, Thailand has devised and put into action various strategies. These measures include making adjustments to the immigration laws that are pertinent to facilitate the entry and stay of international students from neighboring ASEAN countries. Additionally, there has been an emphasis on expanding distance-learning programs to reach a wider audience. Furthermore, the country has actively sought to form strategic partnerships and alliances with foreign educational institutions, enabling them to effectively compete within the ASEAN's unified market (Jaroensubphayanont, 2014).

2.4 Global Englishes and internationalization of HE

The number of English speakers has increased to at least two billion as a result of historical factors—English has spread throughout the world as a byproduct of colonization—and current globalization forces—English-speaking nations, especially America, have advanced scientific technology and hold the majority of the world's political and economic power (Jenkins, 2015). To describe how English is used all around the world, different scholars have given it different names (e.g., Global Englishes). The term "Global Englishes" (GE) refers to studies in the various but related subjects of World Englishes, English as a lingua franca (ELF), English as an International Language (EIL),

translanguaging, and plurilingualism (Rose & Galloway, 2019). In fact, the term "Global Englishes" is used in this study refer to different English varieties or Englishes from the inner circle (American English or British English), outer circle (Sierra Leone English, Singapore English), and the expanding circle (Thai English, China English).

According to the GE framework, English speakers are not viewed as outside students or speakers who have not yet attained native competence, but rather as effective English-language communicators of their choice (Boonsuk, Fa-ezah, & Ambele, 2022, 2023; Galloway & Rose, 2015; Jenkins et al., 2011). The established linguistic contexts and techniques that contribute to the diversity of English are likewise valued by GE. In contrast to the NES, which is no longer considered as the only best model for English instruction, the GE notion does not view discrepancies of this kind as being problematic in communication (Boonsuk, Fa-ezah, & Ambele, 2023). Instead, GE places a higher priority on sense negotiation and interactional facilitation abilities because these are crucial to the success of in-person encounters in linguacultural contexts. Even in terms of ownership, GE insists that English is not only a language for one country or group, like the USA or the UK. Instead, it is the property of all users (Ambele & Boonsuk, 2021, 2022; Jenkins, 2009).

Global Englishes as an inclusive paradigm looking at the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and English users in a globalized world. Pennycook (2007) has used Global Englishes to refer to the spread and use of diverse forms of English within processes of globalization. Pennycook sees Global Englishes as a more inclusive paradigm compared to World Englishes, which is based on national lines and discounts 'other Englishes' in its exclusionary definitions. Aligned with the growth of research into the international spread of English and its influence on international business and education, Global Englishes research, focusing on the use of EIL and a global lingua franca, has continued to expand, to change shape, and to take clear directions towards pedagogical concerns.

Influential discussion of the pedagogical impact of the spread of English began with Kachru's (1985) once highly influential circles of English stipulating norm-providing countries (Inner Circle), norm-developing (Outer Circle), and norm-dependent countries (Expanding circle), along with the idea of WE that identifies English use at the country

level. With increased global mobility, the field has outgrown this model with English now used fluidly within and across geographic contexts, and 'native English' now in minority usage on a global scale. This has given rise to a number of inter-related conceptualizations of English as a global language, including ELF, EIL, and Global Englishes. Considering the functional use of Global Englishes in international contexts, ELF research has played a pivotal role in challenging assumptions of English language use.

ELF research has raised controversial discussions around the importance of focusing on intelligibility and the abandonment of native-speaker norms. While the concept of a lingua franca core may not have been strongly supported with empirical evidence, it is an influential one that continues to challenge the way we view the English language as 'owned and ruled' by native speakers. These challenges especially concern grammatical accuracy and native-speaker-defined pragmatics in ELT (Haberland, 2011), as well as 'English-only' classrooms. As English is an international language, in many contexts it maintains dissimilar characteristics to the teaching and learning of other foreign languages, changing the way we understand English as foreign language.

2.5 Relationship between Internationalization and English varieties

Concerning the recent role of internationalization, Lauridsen (2016) stated that it seems that internationalization still functions as one of the main drivers of quality and quality enhancement in higher education in Europe and most parts of the world. Although individual and societal multilingualism is considered as a key characteristic, the number of English-medium programs in higher education is being increased (p. 121) and the role of the English language is being strengthened. It seems that current debate about languages focuses on the English language leading to linguistic homogeneity.

A corresponding paradox, concerning multilingualism, was also described by Kubota (2009) from the perspective of foreign language education. Kubota (2009) stated that "English is already the dominant language in various sectors in the world and is spreading that dominance even further" (p. 614). Globalization in higher education seems to get a form of Americanization, the homogenization of academic culture towards Anglo-based standards and ideologies (Knight, 2008; Mok, 2007 as cited in Kubota, 2009, p. 614). Kubota (2009) claimed that this will put students and countries in an unequal position when language choices

are made. Non-English-speaking students are almost forced to study English as a second language, whereas English-speaking students must be strongly encouraged and motivated to learn foreign languages.

Furthermore, English is ubiquitous and is almost taken for granted, for example, in most of the European continent. – In higher education, outside the language and intercultural communication subjects, it seems to be taken for granted that students have the necessary language skills and competences, including academic literacy and academic writing skills (Lauridsen, 2016, p. 127).

Many universities have chosen to use English widely in their activities. Hultgren (2014) states that it is often unclear where, how and why decisions about language choice are made. Although the push and pull factors can be recognized; 'pull' referring to the ability to compete in the global knowledge economy and 'push' to success in ranking systems and quantitative performance indicators; decisions about using a particular language is more or less based on institutions' identity and priorities. Furthermore, the language choice can be explained with many factors from political to personal questions. Globally, competition and rankings may have driven universities to choose the English language. The European decision to standardize education and to increase mobility necessitates the greater use of the English language which is seen as a growth in the number of courses and programs offered in English. Nationally, political decisions may contribute to Englishization. At the institutional level, the increased use of the English language is seen to provide competitive advantage. Individually, the choice may be based on career development and securing a job. In addition to common decisions, the language of instruction can be chosen independently in various faculties, departments, classrooms, and study groups.

Perhaps one of the most important developments in ELT during the 20th century was an increased acknowledgment that English cannot be considered homogenous or stable (Canagarajah, 2016). Beginning with Kachru's (1986) pioneering call to recognize and legitimize the developed varieties of English in postcolonial contexts, the field of ELT now acknowledges that English is multiple, globalized, and ever-changing. Today, research traditions such as world Englishes, English as a lingua franca, English as an international language, and translingualism share an emphasis on English's fluid, mobile, and pluricentric

nature, and are brought together under the paradigm of Global Englishes. As defined by Rose et al. (2021),

Global Englishes:

> explore[s] the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and the implications of this diversity of English on multifaceted aspects of society, including TESOL curricula and English language teaching practices. (p. 158).

New classroom practices that reflect this view are emerging as well (Matsuda, 2019; Rose & Galloway, 2019). Global Englishes Language Teaching (GELT) is an inclusive pedagogical paradigm (Rose & Galloway, 2019) in which classrooms situate all speakers of English (native and non-native) as target interlocutors, sources of classroom materials, and owners of English. A GELT classroom also considers cultures and languages as fluid, potential resources for learners. Importantly, Rose and Galloway (2019) emphasize that GELT is not itself an approach but rather "a tool for language teaching" (p. 27) and an ideology that underpins pedagogical choices.

In recent years, studies have begun to examine the influences of GELT on students' language beliefs (see, for example, Rose et al., 2021). Most of these studies have been situated in countries where English is not the dominant language, typically studying university classrooms; together, these studies offer a picture of students who are often open to seeing English as varying across global contexts, though they may maintain personal preferences for Inner Circle (IC) varieties. Yet, a growing number of today's students are educated in multiple international contexts, moving from Expanding Circle (EC) or Outer Circle (OC) countries to IC countries and, often, back.

Since English has become a global language, it has been employed in a broader range of utilization by users of diverse backgrounds. Consequently, World Englishes (WE) and English as a lingua franca (ELF) have become the top two paradigms most frequently and controversially discussed in the academia (e.g., Baker & Ishikawa, 2021; Fang and Widodo, 2019; Galloway & Rose, 2018; Rajprasit & Marlina, 2019; Rose & Galloway, 2019). Although this study primarily tackled GE for being its core emphasis, ELF was simultaneously studied as a supplement to enrich contextual and developmental

comprehensiveness. Therefore, although the concepts of GE and ELF are at the core of this investigation, concepts and issues related to Englishes in Thailand are discussed first to establish an overview of the status of English language teaching in Thailand. As a result, scholars have sought to bust the myth by exploring the concept of GE in Thai contexts. For instance, Jindapitak and Teo (2012) and Snodin and Young (2015) studied learners' attitudes towards inner circle Englishes and discovered that the learners still preferred BrE and AmE and associated these varieties with correctness and suitability for English language learning. On the other hand, Ambele and Boonsuk's (2021) study examined the views of Thai students towards their own and other Englishes and suggested that these students were willing to be flexible and embrace English diversity because they understood that GE emerged from linguistic hybridization and dehegemonization influenced by diverse users around the world.

2.6 Previous studies on internationalization and Englishes

Bezborodova and Radjabzade (2021) conducted a study that aimed to explore the role(s) of English at HEIs of English medium instruction (EMI) both within and beyond the classroom in three Central Asian republics– the Kyrgyz Republic, Tajikistan, and Uzbekistan using questionnaire and focus group discussions with a total number of 583 students and 199 faculty members from 58 HEIs. In total, 85 faculty members and 330 students from all three countries took part in the interviews and focus group discussions. The data was collected at EMI international institutions as well as state institutions with separate programs taught in English that offer undergraduate and graduate courses. The findings highlight that for all three countries, a lack of funding resulted in the absence of special EMI training that was needed for both students and teachers. In addition to this, at state universities, EMI was imposed on students and lecturers in a top-down manner, which was both challenging and frustrating. To what extent this objective is achieved, however, often depended on students and lecturers themselves. The findings also suggested that students at state universities were dissatisfied with the way they were taught, claiming that teachers' main concern was attendance rather than learning, students were not motivated to study. Boring lectures, heavy focus on theory and absence of practice, and no articulated learning objectives were students' main complaints. The greatest levels of dissatisfaction were voiced by Kyrgyz and Tajik students, who claimed that traditional and teacher-centered pedagogy made classes boring and did not develop their professional and language skills. From teachers' perspectives, teaching through

EMI at state universities was particularly difficult due to lack of materials and training. At international universities, the situation was the opposite. A wide variety of tasks and modes of delivery along with up-to-date materials resulted in general satisfaction with the quality of teaching and learning.

Khatib and Monfared (2017) conducted a mixed method study that aimed to investigate the language attitudes of Inner, Outer, and Expanding Circle teachers towards pronunciation issues and varieties of English using 112 native American and British, 120 Indian and 120 Iranian teachers as members of Inner Circle (IC), Outer Circle (OC) and Expanding Circle (EC) to explore their attitudes towards pronunciation pedagogy within the framework of English as an international language and how they see their role in relation to different varieties of English. The data of this study were elicited using a questionnaire survey with 352 participants. Moreover, interviews were conducted with 20 Native English teachers, 20 Indians and 20 Iranian teachers. Findings in this study proposed a need for language program providers and teachers to encourage the learning of relevant and appropriate varieties of English and also consider the communicative needs of the learners. The data also showed that EFL teacher participants were more prejudiced against other varieties of English and indicated their preference for Native American English pronunciation. On the other hand, Indian teachers who have been exposed to Indian English and native variety of English in their society highly valued their Indian English while they were in favor of British English. The Findings further indicated that English teachers' identity in Outer and Expanding Circles is under the effect of the ideology of ―native-speakerism. English teachers in both circles shape multiple identities based on pedagogical and social contexts which reflect the different social and linguistic groups they belong.

McKenzie et. al (2016) conducted a study that examines students' attitudes towards forms of UK, US, Japanese, Chinese, Thai and Indian English. The study also examines the extent to which Thai students' perceptions of linguistic diversity in their L1 and their gender affect their attitudes. The verbal-guise technique was chosen as a method of language attitude measurement using 204 undergraduate and postgraduate students from two universities in Thailand: a high-ranking university situated in the city of Phitsanulok in central Thailand and a Rajabhat university), located in Sakon Nakhon, a semi-rural area in north-east Thailand. 62 males and 142 females took part in the study (mean age = 19.49 years, SD = 1.78). All

participants had studied the language for a minimum of 15 years at school as a compulsory subject and, at the time of the data collection, all were studying English alongside other subjects. The findings demonstrated UK, US and Thai English speech was ranked significantly higher than other Asian forms of English, for competence and warmth, attitudinal dimensions consistent with recent findings in social cognition. Furthermore, the results also found that those Thai students who held the most positive attitudes towards linguistic diversity in their L1 expressed significantly more warmth towards speakers of Thai English, demonstrating that different levels of ingroup solidarity transferred across language boundaries. Gender also differentiated warmth evaluations of the Thai English speaker. Female responses were found to be significantly more favorable, a result which may be explained by particularly high levels of solidarity shown towards other Thai females.

2.7 Previous studies on internationalization in Thai HE

Wattanavit and Kitcharoen (2022) conducted a mixed method study that aimed to evaluate the present and desired conditions, analyze strengths, weaknesses, opportunities, and threats, and establish a strategic model for promoting the internationalization of graduate programs in Thailand's public universities. Using questionnaire and structured interview questions with total number of 165 program committee members as the participants from 12 colleges with many overseas programs. The results revealed that the strategies for enhancing the internationalization of graduate programs at public universities in Thailand consisted of 11 strategies under 5 internationalization components: Training, Partnership; Research; Institutional services and extracurricular activities; and Participation by domestic students in international activities. The researchers also state that Thai higher education institutions have had to reposition themselves and improve the quality of education to meet international standards and become internationally competitive in response to these mandates and challenges. Therefore, they must rethink the existing paradigms and create models for boosting internationalization. This study also shed light on how Thailand's public universities offering graduate education might respond to global situational changes, attain international standards, obtain international competitiveness, and survive internationalization

According to McBride (2012) universities in Thailand may find it beneficial to build alliances with their international peers to expand their global reach. While studying abroad has historically been connected with globalization, many experts now view it as merely one

component of a more comprehensive plan for internationalizing the classroom. Numerous universities and colleges have sent academics, employees, and alumni abroad to learn about various cultures and enhance their language skills. Most study abroad programs in Thailand still accept courses taken outside of Thailand. Now, all undergraduates are required to participate in study abroad programs, which are also popular among graduate students (Wattanavit & Kitcharoen 2022). In addition, it increasingly encompasses previously underrepresented professions, including business, health, engineering, and the hard sciences (Brockington & Wiedenhoeft 2010). Additionally, an increasing number of foreign colleges are opening branches in Thailand. The popularity of collaborative degree programs has increased significantly. Institutions in the UK have launched collaboration initiatives with universities in Thailand. China, the United States, Germany, Australia, and Canada have established parallel collaborations (Wattanavit & Kitcharoen 2022).

2.8 Research gaps

Sahan et al. (2022) conducted a mixed-method study that aimed to address the need for research into language use and policy in Vietnam and Thailand, where policy initiatives have resulted in a top-down implementation of EMI. With a focus on local stakeholder beliefs, they conducted a partial replication of a previous study conducted on language use in EMI at universities in China and Japan (Rose & Galloway, 2019), drawing on data from a larger study investigating EMI implementation in Southeast Asia (Galloway & Sahan, 2021). Data from this study was collected from 17 universities in Thailand and Vietnam using questionnaires with 1,377 students, 83 teachers of English for academic purposes (EAP), and 148 content teachers, as well as interviews with 35 students, 31 EAP teachers, and 28 content teachers. They also drew on data from 14 focus groups with teachers and students at seven universities in Vietnam. In addition to discrepancies in reports of language use, the findings highlight that EMI classrooms in Thailand and Vietnam do not appear to be English-only settings. The L1 was reported to be a useful teaching tool, particularly to clarify the meaning of difficult concepts. Overall, however, participants preferred native-accented teachers with experience abroad, and English-only instruction which is why this study calls for more research into raising awareness of Global Englishes and translanguaging practices to challenge such attitudes, university language policies, and

teacher recruitment practices that seem to reflect native-speakerism and discourage bilingual instruction or L1 use in EMI classes.

Ngang (2020) explored the perceptions of higher education students concerning English as a medium of instruction for teaching international programs at one of the public universities in Thailand using questionnaires with a total number of 128 students selected from six programs using a stratified random technique. They completed a self-assessment questionnaire about their experiences on their English academic skills as the impacts of EMI courses. The results allow important implications for implementing EMI courses in Thailand contexts where a low level of English proficiency may be a barrier. The findings further indicated that the students expect, through participating in the EMI program, their English language skills will develop tremendously. The researcher suggested that EMI courses have to be tailored to students' needs based on the collaboration of subject and language instructors or specialists.

Wilang and Nupong (2022) employed a quantitative approach using a survey questionnaire to investigate the attitudes of engineering and nursing students toward EMI. The study was conducted in a top-ranked science and technology varsity in northeast Thailand. The university offers international (English language is used as the medium of instruction) and Thai (Thai language is used as the primary medium of instruction) undergraduate programs in science, information technology, management technology, agricultural technology, engineering, medicine, public health, and nursing. Using convenience sampling method to gather 102 university students in engineering and nursing programs to participate in the study. The findings showed significant differences in various aspects of EMI based on the program of study, CEFR level, and perceived proficiencies of the four macro language skills. Also, eight factors were elicited, including difficulties of the English language, availability of resources and opportunities, personal goals in life, limitations of time when studying content courses in English, providing activities to improve English language proficiency, enhancement of career goals, supports needed, and motivation and intercultural ability. Also, eight factors were elicited, including difficulties of the English language, availability of resources and opportunities, personal goals in life, limitations of time when studying content courses in English, providing activities to improve English

language proficiency, enhancement of career goals, supports needed, and motivation and intercultural ability.

Taylor et al. (2022) explored the perceptions of domestic undergraduate students regarding internationalization at home using a focus group interview with 4 business administration students in a public university, 7 students in law 1 and 6 students in law 2 in a private university. As the findings suggest, students understand that approaches to teaching and learning in international EMI programmes, including the knowledge they have access to, are distinct from domestic Thai programmes. Additionally, Students showed some concern that domestic students enrolled in domestic Thai programmes may have the benefit of being more exposed to local knowledge and materials, local contexts, and specialist Thai language. Equally, they also expressed doubt about whether their international EMI programme was international enough, and also raised questions about whether an international EMI programme would necessarily prepare them well for employment within domestic labour markets, especially when compared with some prestigious domestic Thai programmes. These four studies reviewed have mostly provided insights on local students' attitudes towards EMI in the internationalization process; however, some research gaps are worth further investigation. Firstly, EMI research in HE in Thailand largely focuses on attitudes of stakeholders (students, teachers, administrators) towards EMI without delving into examining the 'E' in the EMI classroom. Secondly, the three studies focus on EMI programs in general without specifically looking into English major programs or other specialized and/or ESP programs. Thirdly, studies have explored students' attitudes toward English as a Medium of Instruction (EMI) and identified factors affecting language proficiency and academic success, there is still limited research that delves into the intersection of these attitudes with the broader concept of Global Englishes and how different varieties of English are perceived and utilized within Thai higher education. Fourthly, none of the studies have been conducted with international students in English programs in Thai universities that come from diverse linguacultural backgrounds across Kachru's three concentric circles (inner, outer and expanding circles), combining the concepts of EMI and internationalization to understand their perspectives of English norms within the internationalization process of Thai HE from a Global Englishes standpoint.

To address these research gaps, this study examined the perspectives of international mobile students across varied linguacultural backgrounds from Kachru's inner, outer and expanding circle countries, studying in English programs in Thailand towards internationalization and the 'E' or English variety in Thai HE.

2.9 Chapter summary

This chapter provides a comprehensive overview of the existing literature on internationalization efforts in higher education. It delves into various theoretical perspectives and empirical studies that have explored the rationale behind internationalization initiatives and their implementation in the context of a globalized world. The chapter also sheds light on how these activities have impacted the daily operations of higher education institutions and the potential business opportunities they present. Additionally, it highlights the previous research conducted in this field and identifies any gaps or areas that require further investigation. The subsequent chapter will focus on detailing the research methodology that was employed in this study.
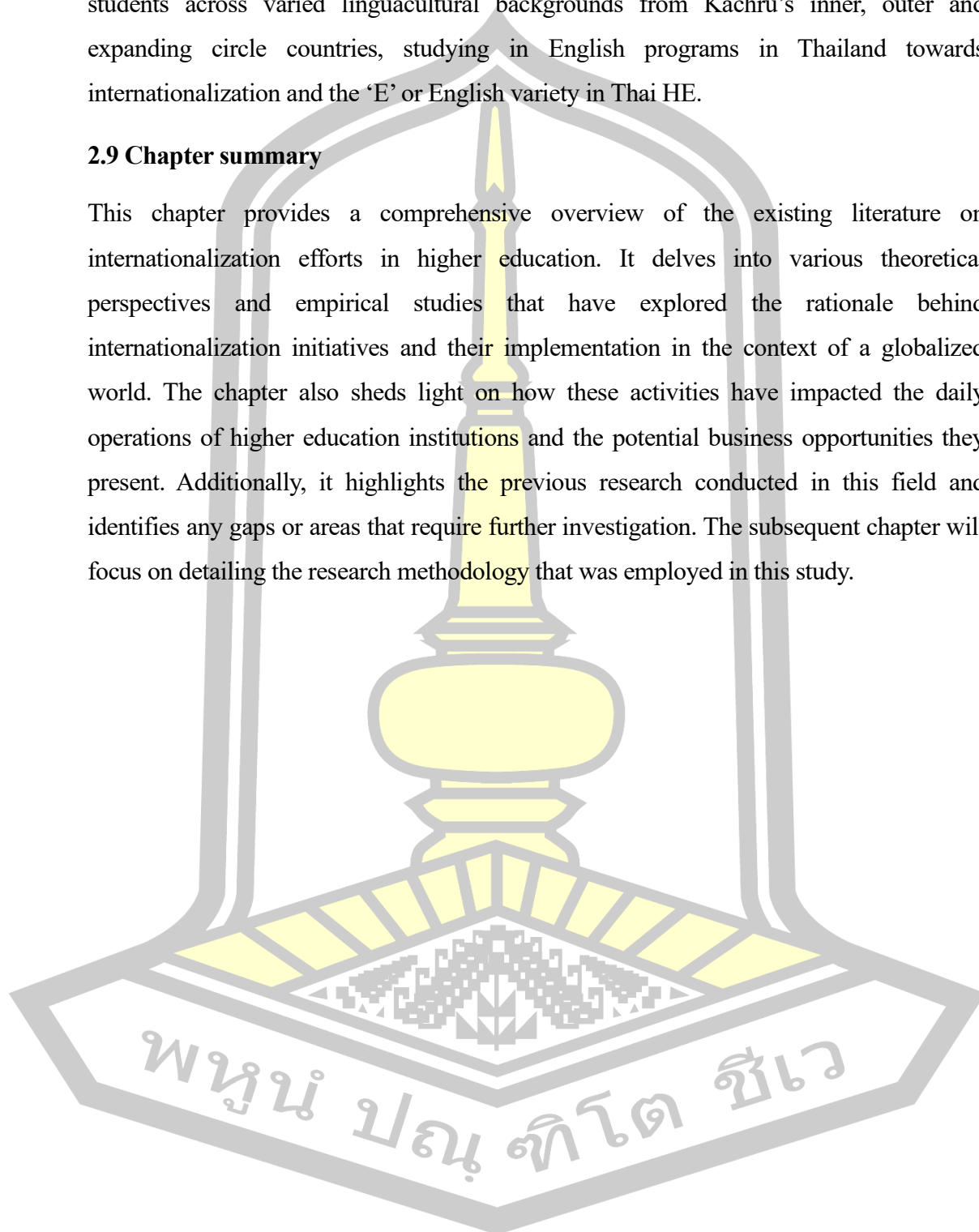
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the research methods employed in the study will be outlined. The first section delineates the research design (see 3.1), followed by an overview of the study participants (see 3.2) and the research instruments used (see 3.3). The procedures for data collection (see 3.4) and data analysis (see 3.5) will be elucidated. Subsequently, the chapter will delve into the discussion of validity, reliability, and trustworthiness (see 3.6). The chapter concludes with a summary of the chapter (see 3.7).

3.1 Research Design

The current study utilized both quantitative and qualitative research methods to address the research questions. Solely relying on one method can be inadequate to effectively answer either quantitative or qualitative research questions, as noted by Creswell and Plano-Clark (2007) and Creswell and Creswell (2003). Additionally, using only one research design, such as a qualitative design, may not properly elucidate the outcomes of the quantitative method. Consequently, in order to investigate international mobile students' from across Kachru's inner, outer and expanding circle countries perception of internationalization in the English used in Thai higher education, this research employed a combination of quantitative and qualitative approaches to achieve the research objective. The quantitative technique was employed by using a questionnaire to collect data and descriptive statistics for analysis in order to capture broad, measurable trends among a large population of international students using questionnaire survey to assess students' perceptions on internationalization and Englishes in their study programs, and other factors that can be statistically analyzed to identify patterns and correlations. This approach provided a generalizable overview of how different variables; such as students' academic programs, levels of education, nationality or country's circle, affect their experiences with internationalization and their views on Englishes. Meanwhile, for the qualitative approach, semi-structured was used for data collection and analyzed using qualitative content analysis. The qualitative methods complement the quantitative data by providing deeper insights into the students' personal experiences and perceptions through a semi-structured interview. It

explored how students from diverse linguistic and cultural backgrounds perceive and interact with different varieties of English within the academic environment and it also provided a better understanding the specific focus of the aspects of internationalization that cannot be fully captured through quantitative measures alone.

3.2 Participants of the study

The study was conducted with international mobile students in Thai public universities offering programs in English. The goal was an attempt to capture a wide range of international students across Kachru's inner, outer and expanding circle countries representing different academic levels (bachelor, masts, doctoral). Purposive sampling method (Cohen, et al. 2011; Etikan et al., 2016) was used to choose participants from different universities. The choice of the universities where the students were studying was that they represent the most prestigious public universities in Thailand offering English programs, thereby attracting many foreign students and lecturers alike with exposure to and awareness of World Englishes, Global Englishes, and English teaching phenomenon (Ambele & Boonsuk, 2021).

The following criteria were considered for participants selection: (1) Student studying in English programs in Thai universities; (2) Student must be able to communicate in English; (3) Student's levels of education considered were the Bachelor degree, Masters and PhD; and (4) Student must be physically present in Thailand. While Kachru's circle seemed the main criterion for participant selection, this is acknowledged in the current study as a limitation given today's mobilization and spread of English that has made such classifications seemingly problematic; however, for the sake of participant recruitment and analysis, the participants' circle was assigned based on their self-reported country of birth or origin only. Thus, the Inner Circle represented the countries where English is used as a native language and as a first language among people. These countries include the USA, the UK, Canada, Australia, and South Africa. The Outer Circle includes countries that have old historical British colonial relations and where English is commonly used in social life or the government sectors. Most of the countries that belong to this circle are former colonies of the British Empire, such as Nigeria, Malaysia, Singapore, Cameroon, Ghana, Kenya, and others. The usage of English in these countries is similar to what is known as English as a second language. The

Expanding Circle, includes countries that introduce English as a foreign language in schools and universities, mostly for communicating in English with the Inner and Outer Circles. Such countries include Thailand, China, Turkey and others. Selecting participants from Kachru's circle countries was instrumental in capturing a diverse range of linguistic and cultural backgrounds, which are central to understanding the dynamics of Global Englishes in the context of Thai higher education internationalization. This selection allowed the study to explore how students from different English-speaking environments perceive and adapt to English as a Medium of Instruction (EMI) in Thailand. By including participants from countries where English is a native language (inner circle), a second language (outer circle), and a foreign language (expanding circle), the study could examine the varying challenges and opportunities these students face in an internationalized educational setting. This diversity enriched the study's findings, providing a comprehensive view of how internationalization and English varieties are experienced by students across different circles.

In order to reach the aims of the study, therefore, the participants chosen for this study were both undergraduate and postgraduate international mobile students studying across different programs/majors across different public universities. This public universities includes those in the center of Thailand, given that they attract the highest number of foreign students and staff, thereby making it possible to observe different Englishes within the context. With this key participant selection criterion, the total number of students that was considered in this study was about 42. However, the actual number of international mobile students from different English programs whose data were considered for analysis depended on emergent criteria from the preliminary examination of the questionnaire survey. Furthermore, 9 international mobile students were purposively selected for the semi-structured interview based on their questionnaire responses, and as well as their availability and willingness to be interviewed in order to get more in-depth data on their perceptions of internationalization and English variety in Thai HE.

Purposive sampling (Cohen, et al, 2011; Etikanet al., 2016) was the main strategy used to choose the participants for the study. The 9 interview participants were chosen from the

questionnaire participants to participate in the interview if they fulfilled "certain practical criteria, such as, geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dörnyei, 2007, p. 99). Thus, it seemed that the main objective of purposive sampling was to focus on the particular characteristics of a population that are of interest, which best qualified them to answer the research questions. The researcher himself/herself made the decision about what needed to be known and sets out to find people who could and were willing to provide the information by virtue of knowledge or experience.

3.2.1 Participants' background information (*N*=42)

To safeguard the confidentiality and anonymity of the participants, a systematic pseudonymization approach was employed. Since the participants in this study are students, a generic pseudonym is used for all of them as S, followed by a unique numerical identifier based on the order of how they were interviewed. For example, the first student interviewed is denoted as S-1, second interviewee is as S-2, and so forth. This method not only ensures a consistent and organized referencing system but also prioritizes the privacy of the individuals involved. The alphanumeric pseudonyms used throughout this study serve as a protective measure, allowing for open discourse without compromising the identity of the participants (See Table 1).

Table 1 Participants' background information

Participants	Gender	Age Range	Kachru's Circle	Nationality	Study Program	Education Level
S-1	Male	25-29	Inner	USA	Applied Linguistics	Master
S-2	Female	35-39	Expanding	China	English Language Teaching	PhD
S-3	Male	25-29	Expanding	China	Music	Master
S-4	Female	15-19	Expanding	Germany	English Program	Bachelor

S-5	Male	30-34	Expanding	China	Music	PhD
S-6	Female	25-29	Expanding	China	English Language Teaching	PhD
S-7	Female	35-39	Expanding	China	English Language Teaching	PhD
S-8	Male	25-29	Expanding	China	English Language Teaching	Master
S-9	Male	25-29	Outer	Liberia	Social Development Administration	Master
S-10	Male	25-29	Expanding	Guinea	Education	Master
S-11	Female	40-44	Outer	Cameroon	Economics	PhD
S-12	Female	25-29	Outer	Nigeria	TESOL	Bachelor
S-13	Male	25-29	Outer	Cameroon	Applied linguistics for English Language Teaching	Master
S-14	Female	15-19	Expanding	Cambodia	English Program	Bachelor
S-15	Male	20-24	Expanding	Bangladesh	Information Technology	Bachelor
S-16	Male	20-24	Outer	Sierra Leone	Information Technology	Bachelor
S-17	Male	20-24	Expanding	Laos	Islamic Studies	Bachelor
S-18	Male	15-19	Expanding	Cambodia	Islamic Studies	Bachelor
S-19	Male	15-19	Outer	Nigeria	Business	Bachelor

S-20	Male	20-24	Outer	Nigeria	BBA	Bachelor
S-21	Female	25-29	Expanding	Nigeria	Information Technology	Bachelor
S-22	Female	25-29	Expanding	Guinea	Economics and Finance	Master
S-23	Male	20-24	Outer	Cameroon	English for International Communication	Bachelor
S-24	Female	35-39	Expanding	Indonesia	Applied demography and social research	PhD
S-25	Male	35-39	Outer	Nigeria	Population Sciences	PhD
S-26	Male	25-29	Outer	Malaysia	Innovation in Entrepreneurial Technology	Master
S-27	Female	25-29	Expanding	China	English Language Teaching	Master
S-28	Female	25-29	Expanding	China	English Language Teaching	Master
S-29	Male	25-29	Expanding	China	English Language Teaching	PhD
S-30	Female	25-29	Expanding	China	Music	Bachelor
S-31	Male	20-24	Expanding	Myanmar	Biology	Master
S-32	Female	35-39	Expanding	Vietnam	English Language Teaching	PhD

S-33	Female	40-44	Expanding	Vietnam	English Language Teaching	PhD
S-34	Male	35-39	Outer	Nigeria	English Language Teaching	Master
S-35	Female	19-21	Expanding	Myanmar	Visual Art	Bachelor
S-36	Male	19-21	Expanding	Myanmar	Visual Art	Bachelor
S-37	Male	22-24	Expanding	China	Tourism and Hotel Management	Bachelor
S-38	Male	22-24	Expanding	Cambodia	Tourism and Hotel Management	Bachelor
S-39	Female	28-30	Expanding	China	English Language Teaching	PhD
S-40	Female	22-24	Expanding	Myanmar	English for International Communication	Bachelor
S-41	Female	22-24	Expanding	Myanmar	English for International Communication	Bachelor
S-42	Male	28-30	Expanding	Indonesia	Integrated Chemical Engineering	PhD

Table 1 presents the background data of the 42 participants of this study, categorized according to Kachru's circles, which is elaborated in Chapter 3 (see 3.2). The participants are distributed as follows: 1 participant from the Inner Circle, 12 from the

Outer Circle, and 29 from the Expanding Circle. The academic levels of the participants include 18 undergraduates, 12 master's students, and 12 PhD candidates. The gender distribution comprises 23 males and 19 females. This diverse group provides a wide range of perspectives and experiences regarding internationalization and the use of Englishes in Thai higher education, enhancing the depth and breadth of the study's findings.

3.3 Research Instruments

To address the specific research questions, data collection methods play a crucial role. In this study, a combination of questionnaire surveys (for quantitative data) and semi-structured interviews (for qualitative data) were employed to gather data and gain valuable insights into the diverse perspectives and perceptions of internationalization in Thai higher education and varieties of English. Each of these instruments are hereafter discussed.

3.3.1 Questionnaire survey

The questionnaire survey was adapted from the International Association of Universities (IAU) 6th global survey on internationalization of higher education institutional questionnaire (2022) (for questions based on internationalization in HE) and Ambele and Boonsuk (2021) and Ambele (2022) (for questions based on the 'E' or English varieties in the internationalization process of HE) which suited the participants' context and met the overall objective of the current research (see Appendix A). The questionnaire was divided into three sections. The first section was to gather background data while the second section aimed to elicit students' perceptions of internationalization and Englishes or what Englishes that should be incorporated in the internationalization process of Thai HE. The third section then focused on the students' contact details for future contacts to participate in the interview.

The primary purpose of the IAU 6th Global Survey on Internationalization of Higher Education questionnaire is to collect and analyze data that reflects the current state of internationalization within higher education institutions (HEIs) worldwide. This survey is built on several key frameworks that aim to provide a comprehensive understanding of the current state and future directions of internationalization in higher education,

these concepts include; institutional strategies and practices, global and regional trends, challenges and opportunities, policy and decision-making, impact on teaching, learning, and research. Overall, the survey serves as a valuable resource for HEIs and other stakeholders involved in international higher education, providing data-driven insights that can guide strategic planning and policy formulation (IAU). Furthermore, the questionnaires developed by Boonsuk (2021) and Ambele (2022) are grounded in several frameworks related to the role of English varieties in the internationalization of higher education. Here's a breakdown of these frameworks; English as a global language, language attitudes and perceptions, pedagogical implications, internationalization of higher education, cultural and cross-cultural communication. These underlying concepts are essential for understanding how English functions within the internationalization process of higher education and how it impacts the experiences of all stakeholders involved.

Moreover, in this study, necessary adaptations were done to ensure that the concepts were relevant and applicable to the specific research focus. The key concepts from the IAU 6th Global Survey and the works of Boonsuk (2021) and Ambele (2022) on Internationalization and Englishes were customized to align closely with the context of Thai higher education.

3.3.2 Semi-structured interview

Since the works of IAU, Boonsuk (2021), and Ambele (2022) each contribute to the understanding of internationalization and Englishes in higher education, their concepts were adapted into a semi-structured interview format, using open-ended questions and probes that explore the same themes of internationalization and Englishes in the context of Thai higher education for this study.

Conducting interviews as a qualitative research approach enabled the researcher to gather comprehensive data that was rich in detail, offering deeper insights and a more thorough understanding of the research subject. The study adopted a semi-structured individual interview to tap into international mobile students' perceptions towards internationalization and what 'E' or English variety that should be incorporated in English programs at universities in Thailand (see Appendix B).

It is important to acknowledge that research interviews can take different forms depending on the specific needs and objectives of the study, as outlined by Bolderston (2012). These interview forms include unstructured, semi-structured, and structured interviews. In this study, the choice of employing a semi-structured interview format was motivated by the aim of obtaining more focused and cohesive responses, guided by carefully crafted questions. Bolderston (2012) suggests that using a semi-structured interview type in research enhances the reliability of the obtained answers and helps ensure that the responses align with the study's objectives.

For this study, a sample of nine students were chosen through a purposive sampling selection process to participate in interviews. The utilization of semi-structured interviews allowed the students to provide detailed and insightful answers in response to the specific questions posed. According to Watts (2018), employing semi-structured interviews in educational research enables the acquisition of comprehensive and diverse knowledge regarding a particular phenomenon. The author also suggests that the use of semi-structured interviews allows for exploration and facilitates the generation of conclusive findings and interpretations.

3.4 Data collection procedures

The data collection process for this research commenced with the researcher obtaining ethical clearance from his university and seeking official permission from the selected participants. To initiate contact, the researcher employed the purposive sampling technique, reaching out to each student individually and arranged a suitable meeting time and date. This contact occurred through face-to-face interactions, phone calls, or emails as appropriate.

The actual data collection began with the administration of an online questionnaire survey to all the purposely selected forty-two international mobile students for quantitative data. As the questionnaires were completed, the data was processed for statistical analysis. Subsequently, nine students were also purposively selected from the questionnaire respondents, considering their educational levels, circle of representation, and universities, which participated in the interview phase of the research. The interview participants were chosen based on their questionnaire responses and fulfillment of the

selection criteria. Before the interviews commenced, the researcher developed individual interview protocols. During the interviews, the researcher primarily listened, refraining from excessive talking, while exploring and probing as necessary.

It is important to note that the interviews were conducted in English and in a convenient location with the nine purposively selected students among the forty-two questionnaires participants for the qualitative data, taking into account the accessibility and availability of both the researcher and the participants. Prior to the interview, the researcher engaged in a friendly conversation with the participants, asked introductory questions about their backgrounds, attitudes towards English, and educational plans and established rapport and created a comfortable atmosphere. Following this, the researcher provided the participants with an overview of the study, including the research goals, research questions, interview procedures, and assurances regarding anonymity and data storage. The participants were informed that the data they provide will be used solely for the purposes of the research project. They were also made aware of their right to withdraw from the study at any point. Throughout the interview process, the entire session was recorded to ensure accurate representation of the participants' opinions. The participants were assured that their responses will remain confidential, encouraging them to speak freely and honestly. Again, the interviews were conducted in English since the participants were all international students studying in English, and in an informal manner, the participants were allowed to express themselves more comfortably.

Any of the answers provided by the participants that seemed general or vague, the researcher asked follow-up questions to verify or clarify the initial responses. Additionally, in some case, the participants were prompted to elaborate or provide specific examples. Towards the end of the interview, each participant was given the opportunity to share any comments or suggestions pertaining to the discussed issues.

3.5 Data analysis procedures

To answer research question one, the questionnaires completed by the students underwent a thorough analysis process. The quantitative data from the questionnaire was examined using descriptive statistical tools such as percentages, mean. Initially, they were manually entered into the statistical software package for Windows. Prior to inputting the data into

the software, the participants' answers were transformed into numerical values to establish the values of each variable. The data collected from the questionnaires were then meticulously entered into the program, as the researcher and advisor double-checked for accuracy. The data entry strategy in this research followed three steps based on Dörnyei (2007):

a. Creating the data file: The data file will be established in the program, creating the structure for organizing and storing the collected data.

b. Defining the coding frames for the variables: Coding frames will be defined to assign numerical codes or labels to the different response categories within each variable, ensuring consistency and facilitating subsequent analysis.

c. Keying in the data: The entered data will be accurately inputted into the corresponding variables in the program, adhering to the defined coding frames.

Once the data is stored in the program, Cronbach's alpha was utilized to assess the reliability of the questionnaire items. Descriptive statistics was employed to summarize the data, which served as the primary method of data analysis for the questionnaire data. Descriptive statistics, as described by Dörnyei (2007), summarize numerical data sets to save time and space. They provide general descriptive information and insights into questionnaire items, including participants' demographic details, overall frequencies, percentages, means, and standard deviations. Within this study, mean scores were compared across each item, and the data was scanned to identify major themes or interesting issues raised by the participants in relation to the research investigation.

To answer research question two, the analysis of data from the interviews involved the use of qualitative content analysis to evaluate and interpret the participants' responses. Qualitative content analysis, as described by Patton (2002) and Selvi (2021), aims to examine meanings and identify key trends and credible findings in specific situations. It serves as a tool to uncover patterns in the words or ideas expressed by the participants. Two phases of content analysis, as outlined by Dörnyei (2007), were relevant to this study:

1. Taking each person's response and identifying separate aspects of content, substantive statements, or main points.

2. Forming broader categories based on the highlighted ideas and concepts in the texts, enabling comparisons with other responses.

Therefore, Dörnyei's (2007) content evaluation processes were adopted to analyze the qualitative data derived from the participants in this study. Dörnyei outlines four distinct steps in content analysis: information transcription, pre-coding and coding, increasing memoirs of ideas, vignettes, profiles, and other forms of information display, and data interpretation and drawing conclusions.

During the data collection, the audio recordings from the interviews were transcribed promptly. Since the focus of this research was on the content of the participants' responses rather than the way in which they presented their opinions, no prosodic features of the interviews were considered in the transcription process. The transcriptions were closely conducted by the researcher and then checked by the advisor for accuracy. As the transcription was completed, the transcripts were shared with each participant to ensure the accuracy of the transcribed data. Subsequently, the researchers engaged in a careful reading of the transcriptions, as the researcher aimed to identify emerging themes or patterns that were relevant to the study.

In the second phase of analysis, coding was employed to describe, structure, and interpret the data. According to Dörnyei (2007) and Miles et al. (2014), coding was a method used to classify and organize gathered information, as well as identified relationships and patterns. It provides researchers with the opportunity to "summarize information sections originally" and "identify emerging themes, patterns, or explanations" (Miles et al., 2014, p. 86). Scholarly perspectives on coding strategies vary, with some suggesting the creation of a provisional list of codes before data collection to streamline the analysis process, while others (e.g., Richards, 2003) propose beginning the coding process once the data has been collected. Therefore, a blended approach incorporating both "top-down coding or deductive approach" and "bottom-up coding or inductive approach" were employed in this study. The coding process involved applying preconceived codes that

aligned with the research objectives (top-down) and allowing new codes to emerge directly from the data (bottom-up).

After creating preliminary codes, the interview data was edited and reorganized to enhance clarity and conciseness. The emerging themes identified in the data were then grouped into distinct categories to demonstrate their interrelationships. Some codes were further structured into sub-categories, while irrelevant codes were discarded based on their alignment with the research objectives. To ensure consistency throughout the coding phase, the codes that arose from each group of respondents were modified accordingly.

During the initial coding stage, the use of memos proved beneficial for examining patterns in the gathered data, it explored their relationships, interpretations, and explanations. Dörnyei (2007, p. 254) defines memos as an exploration of the codes' concepts, hunches, and thoughts. Similarly, Lynch (2003, p. 138) describes memos as working thoughts that may or may not fully fit the assessment. These memos can take the form of brief sentences, phrases, or even paragraphs and should encompass ideas or main concepts. This approach assisted the researcher in further grouping the emerging themes from the data. Ultimately, in the final phase of the data analysis procedure, the findings derived from the data collected from the participants were interpreted, and conclusions were drawn.

3.6 Validity/reliability and trustworthiness

Qualitative research is characterized by its subjective, interpretive, and contextual nature, whereas quantitative research aims to control or exclude these elements (Auerbach & Silverstein, 2003). In contrast to the clear and precise procedures that establish validity in quantitative research, qualitative research constantly faces questions about validity due to its subjective and complex data. Various methods have been proposed by qualitative researchers to ensure the validity of qualitative studies. Patton (2002) emphasizes the importance of establishing validity and reliability, which researchers should consider throughout the study, analysis of results, and assessment of study quality. For instance, Lincoln and Guba (1985) introduced the concept of 'trustworthiness,' which consists of four components—credibility, transferability, dependability, and conformability—to assess the validity of qualitative research. Researchers have multiple sources of data

collection, such as interviews and observations, and these data can be compared, complemented, and supported to enhance validity.

Expanding on the concept of validity, Schreier (2012) states that it is determined by the extent to which the research captures the phenomenon, particularly in terms of being naturalistic and data-driven. Researchers must ensure transparency by systematically documenting the research procedure, making it accessible to readers. In other words, validity in a broader sense is akin to reliability. As mentioned earlier, qualitative data analysis methods, such as qualitative content analysis and descriptive statistics, aim to present and analyze data in a systematic and meaningful manner. The context under study is carefully defined and data coded, ensuring transparency of the data. These efforts collectively contribute to the overall quality and validity of the research.

3.7 Chapter summary

This chapter provides a comprehensive overview of the research methods employed in this study. It begins by outlining the study design, clearly stating the research objectives, and reviewing the research question. Additionally, the chapter provides detailed information about the participants involved in the study. It further elucidates the data collection procedures, describing the specific strategies and processes that were utilized to gather data from the participants. Moreover, the chapter delves into the analysis of the collected data, explicating the strategies and techniques that were employed to derive meaningful insights. Lastly, the chapter addresses the important aspects of reliability and validity, discussing how these factors were ensured in the study.
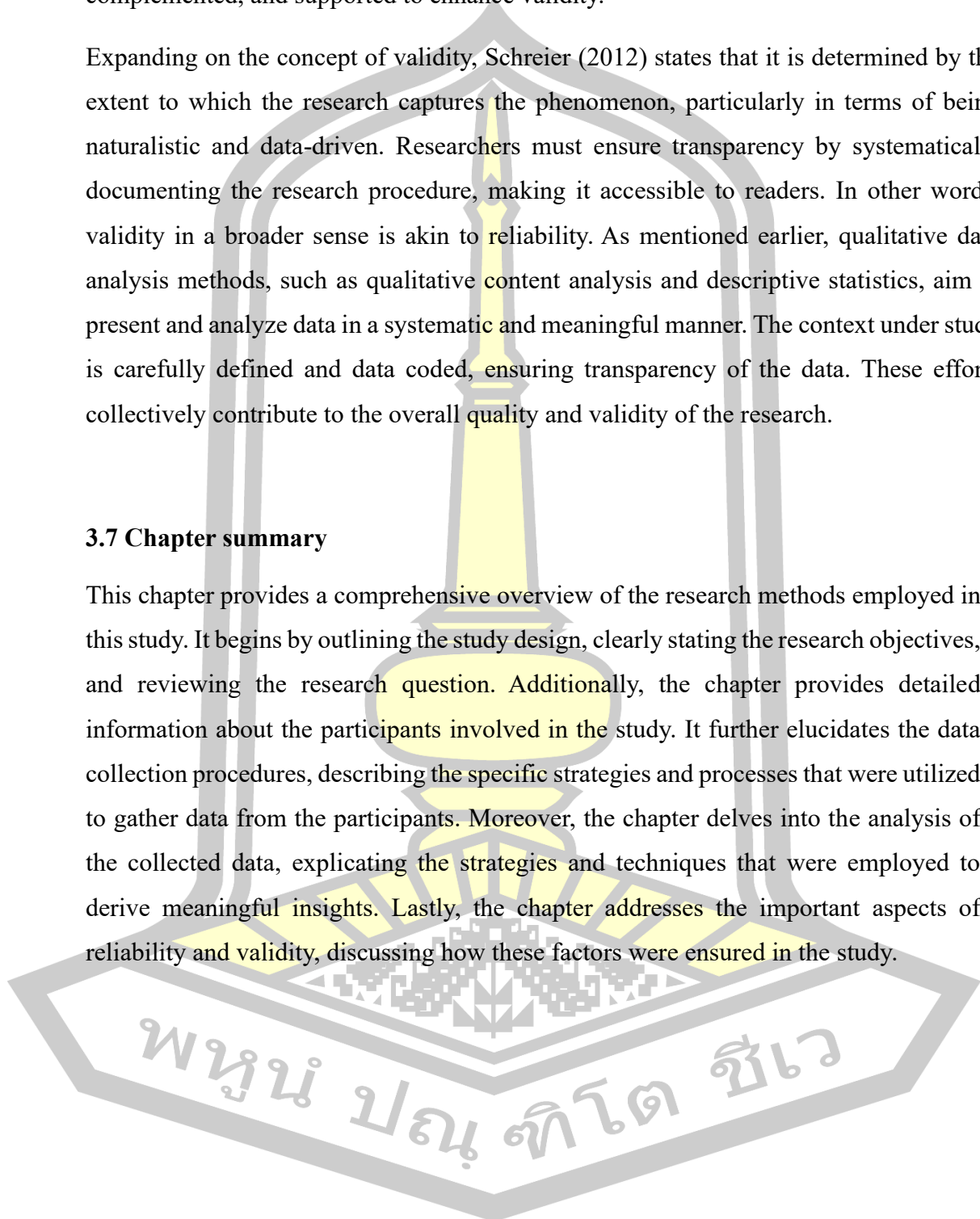
CHAPTER IV

FINDINGS OF THE STUDY

The procedure and methodology used to analyze the data for this study were presented and discussed in the previous chapter, Chapter 3, and this chapter presents the findings derived from the questionnaire (see Appendix A) and semi-structured interview (see Appendix B) to address the two research questions in Chapter 1 (see 1.3). The findings are quantitatively and qualitatively presented in order of the two the research questions. This chapter begins with the presentation of both questionnaire and interviews findings for research question one which is the perceptions of international mobile students from across Kachru's inner, outer and expanding circle countries in Thailand towards internationalization (i.e., teaching and learning in English) in Thai higher education in English illustrated quantitatively and qualitatively (see 4.1). The chapter ends with the findings for research question two which is the students' views on what 'E' or Englishes (both native and nonnative varieties) that should be incorporated in the internationalization of Thai higher education English programs investigated in this study will be also quantitatively and qualitatively presented (see 4.2).

4.1 Research Question 1

What are the perceptions of international mobile students across Kachru's inner, outer and expanding circle countries in Thailand towards internationalization (i.e., teaching and learning in English) in Thai HE in English?

4.1.1 Questionnaire Findings

The study adapted questionnaire survey to elicit students' perceptions of internationalization in Thai HE in English to suit the participants' context and meet the overall objective of the current research (see Appendix A). Thus, this section presents the quantitative findings of 42 participants' data based on the first research question (see 4.1.2). To further identity the students' details, e.g.; countries, circles, study programs, (see Table 1 in Chapter 3).

4.1.2 Perceptions of Internationalization in Thai HE in English

The findings in this section explores students' perceptions of internationalization in English within Thai higher education. Based on the questionnaire findings, four categories emerged; Firstly, students' perceptions of what Internationalization means. Second, students' opinions on the efforts and support of Thai higher education in the internationalization process. Third, motivations, perceptions, and satisfaction with the use of Englishes in internationalization of Thai higher education, and the last, exposure to and recognition of English varieties in Thai higher education. These findings provide valuable insights into the internationalization experience in Thai higher education.

Table 2 presents a comprehensive overview of international students' views on the teaching and learning in English aspect related to the internationalization of Thai higher education.

Table 2 Students' perceptions of what internationalization means

Category	Statement	Student rating in percentage (%)		
		Inner Circle	Outer Circle	Expanding Circle
1. Students' perceptions of what internationalization means	Foreign lecturers/students on campus	2.4	9.5	47.6
	Study abroad/ exchange programs	-	16.7	35.7
	Learning English as a foreign language	2.4	4.8	21.4
	English language proficiency exams	-	-	9.5
	Education in the English language	2.4	9.5	26.1

According to the findings (see Table 2), 47.6% of the participants from the expanding circle understands internationalization to be the presence of foreign lecturers/students on campus compared to those from inner and outer circles. This perception has the highest rating of what the participants believe internationalization means to them as the availability of foreign lecturers or students on universities campuses. Furthermore,

35.7% of the participants from the expanding circle believed internationalization to be the process of studying abroad/exchange programs and 16.7% of the participants from the outer circle also agreed to that and none from the inner circle. Moreover, according to the data presented, 21.4% of the expanding circle participants acknowledge internationalization as learning English as a foreign language, in contrast to the inner 2.4% and outer circle 4.8%. The data also revealed that 9.5 % of students get the concept of internationalization as English language proficiency exams, and this is the statement with the lowest rating from expanding circle and none of the participants from inner and outer circles rated this concept. Additionally, 26.1% of the students from expanding circle understands internationalization as education in the English language, 9.5% of the students from the outer circle and 2.4% of the student from the inner circle.

Table 3 summarizes participants' views on the support needed for internationalization, their opportunities for engaging in language exchange programs and intercultural activities with Thai students, and their observations of efforts by Thai universities to promote intercultural understanding and diversity.

Table 3 *Students' perceptions on support, engagement, and intercultural efforts in Thai HE*

Category	Statement	Student rating in percentage (%)		
		Inner Circle	Outer Circle	Expanding Circle
2. Students' perceptions on support, engagement, and intercultural efforts in Thai HE internationalization process	More support for international students	2.4	16.7	40.5
	Foreign English language class for international students	-	-	31
	Foreign English language class for general purposes	2.4	7.1	21.4
	Available opportunities for language exchange and intercultural activities	2.4	23.8	45.2

	Efforts to promote intercultural understanding and diversity in your university	2.4	26.1	54.8

The findings on Table 3 shows that 40.5% from expanding circle, 16.7% from outer circle and 2.4% from inner circle of the participant reported that Thai higher education provides more support for international students. However, 31% of only the expanding circle participants indicated that their universities provide foreign English language classes specifically for international students and no reports from the inner and outer circle on this. Meanwhile, 21.4% from expanding circle, 7.1% from outer circle and 2.4%fromthe inner circle of the students reported foreign English language classes for general purposes, which has the lowest rating on table 3. On the other hand, 45.2% of the participants from expanding circle reported available opportunities for language exchange and intercultural activities in their universities, while 23.8% of the outer circle and 2.4% of the inner circle participants reported such opportunities. Moreover, the highest rating of students' perceptions from Table 3 is 54.8% from expanding circle, 26.1% from the outer circle and 2.4% from the inner circle where the students acknowledged their universities' efforts to promote intercultural understanding and diversity in their universities.

This section explores the reasons behind students' enrollment in their programs, their perceptions of the use of different English varieties in the learning process (see Table 4).

Table 4 Students' motivation of enrollments, and opinion of Englishes

Category	Statement	Student rating in percentage (%)		
		Inner Circle	Outer Circle	Expanding Circle
3. Students' motivation of enrollments, and opinion of Englishes in their study programs	Enrolled to learn languages for academic purposes	2.4	16.7	38.1
	Enrolled to learn languages for general purposes	2.4	14.3	26.2

	In your opinion, your study program is for Englishes exposure	-	9.5	52.4
	In your opinion, your study program is for internationalization	2.4	23.8	54.8
	In your opinion, Englishes helps your learning	2.4	14.3	54.8

Table 4 presents an overview of participants' motivations for enrolling in the English program, their perceptions of the study program. Specifically, it shows participants' motivations for enrolling in their study programs, highlighting their primary reasons for learning languages. As shown on Table 4, 38.1% from the expanding circle, 16.7% from the outer circle and 2.4% from the inner circle of the participant enrolled to learn languages for academic purposes indicating a strong focus on language acquisition to support their academic studies. Following this, 26.2% from the expanding circle, 14.3% from the outer circle and 2.4% from the inner circle of the students enrolled to learn languages for general purposes, reflecting a broader interest in improving their overall language proficiency. Furthermore, the table reveals participants' opinions on the purpose of their study programs, 52.4% of the participants from the expanding circle and 9.5% from the outer circle selected English exposure as the main focus of their program, while the highest number of students 54.8% from expanding circle, 23.8% from the outer and 2.4% from the inner circle that understand their study programs are for internationalization. Moreover, the table presents participants' opinions on how different English varieties (Englishes) affect their learning. The majority, 54.8% from the expanding circle of the participants believe that Englishes help their learning, indicating a strong positive impact on their educational experience compared to 14.3% from the outer circle and 2.4% inner circle participants.

The findings on Table 5 shows students' exposure to and recognition of different English varieties within the context of Thai higher education. It focuses on the varieties of English recognized by students among teachers and classmates, and the varieties students are exposed to outside the classroom. The table 6 format allows for a clear and organized presentation of the data, showing the variety of Englishes and

the extent to which students recognize or are exposed to them and each row corresponds to a participant's rating for each variety of English.

Table 5 Students' exposure to and recognition of English varieties

Category		Student rating in percentage (%)		
		Inner Circle	Outer Circle	Expanding Circle
4. Students' exposure to and recognition of English varieties (academic and external contexts)				
Statements	**English Varieties**			
Recognized varieties among teachers and classmates	British English	2.4	19	52.4
	American English	2.4	16.7	45.2
	Thai English	2.4	14.3	42.9
	South African English	2.4	7.1	16.7
Varieties exposed to outside the classroom	British English	-	16.7	47.6
	American English	-	14.3	47.6
	Thai English	2.4	14.3	28.6
	South African English	2.4	4.8	11.9

Table 5 shows the percentage ratings of different varieties of English that students recognize among their teachers and classmates, as well as those they have been exposed to outside the classroom. This table shows that the British English variety has the highest ratings for both in class and outside recognized variety students are exposed to, because total of 73.8% from all the three circles of the participants rated the British English variety as the variety they recognize among teachers and classmates in their study programs and total of 64.3% from the outer and expanding circles of the

participants are exposed to it outside the classroom. Moreover, the American English variety is the second on the table with the highest ratings for both in class and outside class recognized variety students are exposed to, because another total of 64.3% of the participants from all the three circles rated the American English variety as the variety they recognize among teachers and classmates in their study programs and the total 61.9% % of all the circles participants are exposed to it outside the classroom. This table shows that the Thai English variety stands third position on the table with the total of 59.6% of the students recognize it as in class variety among their classmates and teachers and 45.3% of the student recognize it as outside variety they are exposed to. In addition, South African English is another variety recognized in Thailand by the three circles participants, total of 26.2% of the students recognize it among teachers and classmates in their study programs and 19.1% of the students recognize it outside the classroom.

Table 6 presents an overview of participants' overall satisfaction with the varieties of English used in their study program.

Table 6 Students' overall satisfaction with how English(es) are integrated into their studies

Category	Student rating in percentage (%)			
5. Students' overall satisfaction with how English(es) are integrated into their studies		**Inner Circle**	**Outer Circle**	**Expanding Circle**
Overall satisfaction with English(es) used in the program	Poor	-	-	7.1
	Fair	-	9.5	14.3
	Good	-	9.5	23.8
	Very good	2.4	7.1	21.4
	Excellent	-	2.4	2.4

Furthermore, Table 6 ends with presents the participants overall satisfaction with the Englishes used in their programs, 7.1% from the expanding circle only, the participants rated their satisfaction as poor, indicating dissatisfaction with the Englishes used in their program. A total 23.8% from the outer and expanding circles participants gave a fair

rating, reflecting moderate satisfaction but acknowledges room for improvement. To further elaborate, a total of 33.3% as the highest satisfaction rating, the outer and expanding circles students rated their satisfaction as good, showing a positive experience with the Englishes used in their study programs. A total of 30.9% from all three circles of the students rated their satisfaction as very good, highlighting a high level of satisfaction and approval of the Englishes used in their study programs. Finally, total 4.8% from outer and expanding circles of the students indicate an outstanding satisfaction with the Englishes used their program and this was the smallest number of students' ratings while the good stands the highest and very good stands second of students' satisfaction ratings. These details help illustrate the diverse motivations driving students' decisions to engage in language learning within their programs and also indicates a predominant view of internationalization as a key objective, with a recognition of the value of diverse English exposure as part of the overall educational experience.

4.1.3 Interview Findings

During the qualitative data collection procedure, the study adopted a semi-structured individual interview to tap into international mobile students' from across Kachru's inner, outer and expanding circle countries perceptions towards internationalization and views on Englishes in English programs at universities in Thailand. The interview responses were transcribed, and qualitatively analyzed; however, the analysis does not address prosodic features of the students' utterances since it solely focused on what the learners said rather than how they reported. Thus, this section presents and discusses the qualitative findings of 9 selected participants' data based on the first research questions, which is about the learners' perceptions of internationalization (4.1.4). For the excerpt interview data presented in this section, and for the purpose of anonymizing the participants, a generic pseudonym (S) will be used to identify all the 9 participants, alongside a number (e.g., S-1 and S-9) to distinguish them. To further identity the students' details, e.g.; countries, circles, study programs, (see Table 1 in Chapter 3).

4.1.4 Students' Perceptions of Internationalization

In the context of Thai higher education, this phenomenon encompasses various aspects of the student experience, from their motivations for studying in Thailand to the challenges they face and the support they receive. This section explores the multifaceted nature of internationalization through six key categories derived from the interview questions based on internationalization of Thai higher education. These categories include: I) motivation, ii) academic experience, iii) barriers in English language usage, iv) socio-cultural differences, v) language support services, and vi) the role of international students.

i) Motivation

This category explores the various motivations that led international students to choose higher education in Thailand. Participants discussed a range of factors including the desire for a change of environment, looking for a new cultural experience and Thailand seemed like the perfect place, convenience, and the availability of scholarships. Understanding these motivations provides insight into the decision-making processes of international students. Additionally, as seen in Excerpts 1, 2 and 3, the participants approved Thailand's convenience, acceptance and affordability.

Excerpt 1

> *Convenience I guess, I work here as a university lecturer and Thailand seems to prefer degrees from their own country, sometimes they are not really willing to accept degrees from other Asian countries. So that's why, convenience and acceptance (S-1).*

Excerpt 2

> *I have a family in Indonesia and I am a mother, so I had to choose a campus that is located nearby my country so when whenever I want to go back to Indonesia, I do not need to spend much money, If I would have applied for my education somewhere outside of southeast Asia, I would have spent much money and more time, I would be separated from my family for longtime (S-4).*

Excerpt 3

> *The costs of higher education and living are very low. Money is a big problem for me so I have to choose a place that is cost-effective (S-8).*

Additionally, a notable theme that emerged from the interviews was the shared desire among several participants to seek a change of environment, driven by the prospect of experiencing diverse cultures and educational systems. This desire for novelty and cultural immersion was particularly evident in Excerpts 4, 5, 6, and 7, where participants articulated their motivations with clarity and conviction. These excerpts collectively underscore the significance of the change of environment as a motivating factor for international students in selecting Thailand as their study destination. They reflect a genuine enthusiasm for cultural exploration and a willingness to embrace the unfamiliar, highlighting the allure of Thailand's diverse cultural landscape and educational offerings.

Excerpt 4

> *What really motivated me was at first, I was looking to study outside my country, because I have done my degrees in my country, so to be exposed to knowledge outside my country. When I was searching for places to study, I found an institute here in Thailand, I saw that they run international programs and then they have professors and experts in the field that are basically into population research and then I also looked at the university rankings and which is highly ranked in the country, and also among the good ones in the world (S-2).*

Excerpt 5

> *I just wanted to change my environment and Thailand seemed like an easier option. I had options of going to the US or Thailand, and Thailand's process was a bit faster, so I just choose Thailand and there was no other reason (S-3).*

Excerpt 6

> *Actually, the reason why I came to study in Thailand is because my bachelor degree was in French and I want to continue my job as an English teacher, so I choose to stay in Thailand as an international student and choose English language teaching as my major. So that is the reason that motivated me (S-6).*

Excerpt 7

> *Fortunately, I came to Thailand because of paleontology education, and when it comes to paleontology education, Thailand is quite advanced compared to any other countries in southeast Asia particularly. So that is the motivation for me to come here, because they have the so-called original art of the paleontological research and education center in the university. They have all these specimens and they have special kits for one to study here (S-7).*

In addition, the interviews revealed that scholarships played a pivotal role in shaping the study decisions of participants in Excerpts 8 and 9, serving as a compelling incentive for choosing Thailand as their study destination.

Excerpt 8

> *I just came to Thailand because my supervisor offered me a scholarship and I was interested in the course and I also decided to take the opportunity (S-5).*

Excerpt 9

> *My main motive is that Thailand is a tourism hotspot in Asia, I felt that it would be a wonderful destination to continue my higher education since I would be able to mix with other foreigners, and the fact that I was awarded a scholarship which enticed me to stay in Thailand for my higher education (S-9).*

These excerpts collectively underscore the importance of scholarships as a compelling incentive for international students considering Thailand as their study destination. They highlight the transformative impact of financial aid in making higher education

more accessible and affirm the role of scholarships in empowering students to pursue their academic and career goals.

ii) Academic experience

This category examines the academic experiences of international students in Thai higher education institutions. Participants shared their perspectives on the quality of education, teaching methods, and on mixed cultural society. These experiences highlight the strengths and areas for improvement in Thai higher education from an international student's viewpoint. Moreover, participants unanimously expressed their willingness to adapt to the new academic system and embrace the challenges of studying in a culturally diverse environment. See Excerpts 10-13.

Excerpt 10

When I finally came here, I just blended and then began to go ahead as usual. I adjusted myself with the timing, the difference in the system of learning from my country and to what is here, then the approach that professors use. I had to adapt to their system because it is a different educational system from my country (S-2).

Excerpt 11

For my university, I realized that studying in Asia is quite difficult, it is easy to get in and to get admission, but passing course grades is difficult. when it comes to the projects, they are so difficult because we have to go extreme or outside of our comfort zone to get some information (S-3).

Excerpt 12

In my experience about internationalization in Thai higher education. Here I have met many people from all over the world like you, so now I have new networking. I have friends from Nigeria. So, I think studying here will influence my networking ability and strengthen it, in terms of my work, research etc. (S-4).

Excerpt 13

> *As far as I know, Thailand provides sophisticated instruments and also enough funding to do research, so I think this is the benefit in Thailand. The education system in my country is the same with Thailand. (S-5).*

Additionally, across all interviews, participants consistently articulated a shared experience regarding the influence of internationalization on their academic journey within Thai higher education institutions. When asked about the impact of internationalization on their academic experience, a prominent theme emerged, characterized by a deep sense of understanding, adaptability, cultural integration, and mutual respect among students from diverse backgrounds.

iii) Barriers in English language usage

Participants reported a variety of challenges related to using the English language for communication within Thai higher education like, difficulties with administrative processes and systems, particularly when important information is not adequately communicated in English, this means that language barriers can make it hard to get important services and understand administrative processes, as seen in Excerpts 14 and 15

Excerpt 14

> *Mostly, dealing with the administration often times, the secretaries assistant, receptionist, even lecturers, deans, assistant deans, University President, they tend to lack English ability in some way or another especially in some of the university with lower reputations in Thailand, they say that they are internationalized but the website are in Thai and anything that you do have in English version, it is sort of a poorly translated English version, the systems are quite difficult to navigate. (S-1).*

Excerpt 15

> *Yes, English language competency in Thailand is still developing, and most Thai people do not grasp it when the discourse gets to greater depths (S-9).*

Additionally, Participants also expressed significant challenge in collaborating with peers who have varying levels of English proficiency during group projects and collaborative work, and challenges related to understanding the Thai accent in English, as well as the accents of other international students, see Excerpts 16 and 17.

Excerpt 16

> *Yes, even though my school was an international school, some Thai students that were there on scholarship could not speak in English, so their major was business in Japanese, Chinese and in French, so their English were so bad and there was a lot of difficulty when it comes to communication. When it came to group projects there was always a difficulty, they could not speak English and then communicating with them and typing, it takes them time, so it was difficult (S-3).*

Excerpt 17

> *When I came here, it was difficult because some do not understand English, they also cannot speak, that is the challenging part (S-4).*

Overall, the participants' responses highlight the different nature of the challenges they face in using English for communication within Thai higher education. These challenges span administrative and systemic difficulties, issues with group work and collaboration, and the complexities of understanding diverse accents and pronunciations. This also highlights how language barriers can impact teamwork and the ability to effectively work together on academic tasks. Addressing these barriers is essential for enhancing the academic experiences and communication effectiveness of international students in Thailand.

iv) Socio-cultural differences

Seven participants reflected on similar and centralized ideas regarding socio-cultural differences. Many participants noted that Thailand is an open-minded and accepting country. They highlighted the warmth and hospitality of Thailand as a country, and Thai students who are welcoming to international students and generous in sharing their culture. This openness and friendliness fostered a high level of understanding and flexibility between Thai students and international students from various countries. As a findings, cultural adaptation and social integration were smoother, creating a supportive and inclusive environment for everyone involved, see (Excerpts 18-21).

Excerpt 18

> *In my experience over 15 years, I find Thai students, let us say undergraduate students, tend to be either deathly afraid, or extreme levels of anxiety in some cases when it comes to interacting with international students. They tend to be oftentimes paralyzed with fear when they are interacting with international students and they that feel that they have to use English (S-1).*

Excerpt 19

> *I think that is one of the challenges of the Thai students, for those that can speak English are very well welcoming, you know it is easier to interact, the moment they see you, "oh how are you, where are you from", they want to know where you came from, but those that cannot speak English or not fluent in English, they lack that confidence to talk to you on their own, unless you talk to them and they will respond if they understand what you said in English, they are unlike those that can speak better English that freely talk to you. (S-2).*

Excerpt 20

> *Okay for my university when we studied, we had different faculties, so we barely hung out with other students from different faculties. Not everybody goes for IT, so we were just a few students and it was really difficult for me to encounter, maybe I did but I just cannot remember, it was difficult to encounter Thai students. When it comes to Thai students basically whatever they feel like*

they cannot do, they do not even try their best to do that, so it is like they are not IT. 'Why do I have to go to the IT building?' They get scared, so we do not interact with each other (S-3).

Excerpt 21

I think Thailand is very open minded. I think they are so international and they are very kind. They would want to communicate with you to share ideas and culture, and through the communication in English we can know more about each other's culture and it helps us more to connect with each other (S-6).

However, the participants' responses highlight the significant role of socio-cultural differences in shaping their experiences in Thailand. The open-mindedness and acceptance prevalent in Thai society, coupled with the warmth and hospitality of Thai students, greatly facilitated cultural adaptation and social integration. This environment of mutual respect and cultural exchange not only helped international students feel welcomed but also enriched their educational journey, fostering a deeper understanding and appreciation of diverse cultures. The positive interactions between Thai and international students underscore the importance of creating inclusive and supportive academic environments that celebrate cultural diversity.

v) Language support services

This category examines the support services provided to international students to help them overcome language barriers. The analysis is divided into two key aspects: firstly; the provision of language support services and secondly; their effectiveness. Firstly, the provision aspects, all the participants expressed that the Thai higher education institutions offer a range of language support services to assist international students. These services typically include formal language courses designed to improve proficiency in English and Thai, ranging from basic to advanced levels to meet diverse needs. Personalized tutoring sessions are available to address specific language challenges such as grammar, vocabulary, pronunciation, and academic writing. Additionally, regular workshops and seminars focus on various aspects of language learning, including communication skills, academic English, and cultural nuances. Many institutions also provide online resources, such as language learning apps, e-

books, and practice exercises, to support students' language development outside the classroom (see Excerpts 22-25).

Excerpt 22

Most universities in my experience, in Thailand offer Preparatory courses for international students to become more comfortable with English, they even offer high level graduate courses everything from academic reading to academic writing. So, most of the universities, let us say the top 20 for sure they offer adequate services, they really do (S-1).

Excerpt 23

The institute has a dedicated person that helps with that. And for every international student that enrolls, the university has a preparatory course for them on English and academic writing in English, which is used to prepare them for the program. I think even the faculty of graduate school also organizes some language courses for international students in terms of oral communication and others. (S-2).

Excerpt 24

Some of my friends talked of translating the documents, mostly everything was in Thai at their faculty, it was so hard to translate the documents. So, in terms of how they fixed the problem, they hired some Thai Indians since they can speak English and Thai and they can read and write in English and in Thai, so most of the Thai Indians were hired to be in charge of translating information for students. But everything in our faculty was done in English and documents were all processed in English (S-3).

Excerpt 25

I did not have much contact with the language support services, but based on my friends' experience, they did not pass the IELTS score, so I joined her in the language support office. So, the staff explained to my friend about the university's English courses that one can enroll in and the pass English tests that you can take to improve your English. So, I think that this is to encourage

students and academic persons here to improve their English, not only speaking but also for academic purposes (S-4).

Overall, while many students benefited from the language support services, the feedback highlights the need for improvements in accessibility and the interactive quality of these services to better support international students in overcoming language barriers.

vi) The role of international students.

This category considers the contributions and roles of international students within the Thai higher education context. Participants shared how international students interact with local peers, participate in academic and social activities, and contribute to the diversity and dynamism of the university community (See Excerpts 26-29)

Excerpt 26

Yeah, like I have alluded to, English is the lingua franca of the world, as far as education, the majority 80% or so of the world's knowledge is in English, written English. So, if Thailand wants to truly internationalize higher education, they need, they must, internationalize the mindsets of the administration. The Thai students tend to be less devoted to English, and the international students tend to find some difficulty in navigating the university systems without someone there helping them along the way all the time. (S-1).

Excerpt 27

I do not know if other universities encourage international programs running in English or have a lot of international students, and if they teach using English and then exposing the Thai students to interact with people that speak English from other places. I think that it would be good for Thailand to have that system going on in many universities as well, so that they will have more people coming to study and then also exposing the Thai citizens to the English language, because it will also be beneficial to the country. It creates networks, because having international people coming to study in your university, interacting with locals, and making friends (S-2).

Excerpt 28

> *I think from my experience, being able to speak English has really changed a lot of things. Thailand now is actually the most visited country out of every Asian country, because they are open minded, so for me as an international student it has really helped me, being able to move around and communicate with other people. (S-3).*

Excerpt 29

> *If they open the international programs, they have to have students not only from Thailand but also from other countries. That makes the institution an international university. Internationalization is not only about the materials that they deliver in English but also about the human resources from the Ajarns, students and also staffs. Another one is about the publication, we have indicator that measures if a paper is good or not, for example we can access on the schema, we want to know the rank of the journal that we want to submit, like the Q1, Q2, so we want to publish in a qualified journal, we have to write the scientific paper in a good English. So, like international or global universities also fights to produce a good scientific paper in each program. (S-4).*

A participant provided a range of mixed insights on how international students contribute to the internationalization of Thai higher education institutions emphasizing on the importance of adopting a global mindset within university administration, stated that true internationalization requires a shift in mindset towards English as the medium of instruction and communication (See Excerpts 26). The participant also highlighted the challenges faced by international students in navigating university systems and called for greater support in this regard.

Overall, participants also emphasized the significance of hiring proficient English-speaking teachers and staff, as well as the importance of publishing research in reputable English-language journals, to enhance the international reputation of Thai universities. They recognized the role of international students in elevating academic standards and contributing to the global standing of their institutions through high-quality research publications. They also highlighted the multifaceted contributions of

international students to the internationalization agenda of Thai higher education institutions. From fostering language proficiency and cultural exchange to raising academic standards and global visibility through research publications, international students play a pivotal role in shaping the global outlook and competitiveness of Thai universities.

4.2 Research Question 2

What are the students' views on what 'E' or Englishes (both native and nonnative varieties) that should be incorporated in the internationalization of Thai HE English programs?

4.2.1 Questionnaire Findings

The study adapted questionnaire survey to elicit students' views on what 'E' or Englishes (both native and nonnative varieties) in the internationalization of Thai HE English programs (see Appendix A). Thus, this section presents the quantitative findings of 42 participants' data based on the second research question (see 4.2.2).

4.2.2 Views on what 'E' or Englishes

From the adapted questionnaire survey to elicit students' views on the English variety/norms (both native and/or other nonnative Englishes) that is/are most suitable in a specific university context as part of the university's internationalization process in this context, understanding the diverse perspectives of students on the varieties of English (both native and nonnative) as crucial (see Appendix A). The open-ended questions from the questionnaire findings also revealed several views and understanding of students on incorporating a wide range of Englishes into the Thai HE English programs.

Understanding English as an International Language and the Importance of Learning Different Varieties

In the questionnaire, students were asked to explain their understanding of the notion of English as an International Language and to discuss the importance of learning different varieties of English for effective communication. The first question aimed to gather students' perceptions of English's global role and its significance in connecting

people from diverse linguistic backgrounds. The second question sought to explore students' views on the necessity of learning various English dialects and accents, considering whether exposure to different varieties enhances their ability to communicate with speakers worldwide. These questions provided insights into students' awareness of English's international status and their attitudes towards linguistic diversity in their language learning experience.

Therefore, the data in this section is also presented in a table format rather than a paragraph, because presenting the data in a table format provides a clear and concise comparison of students' views on English as an International Language and the importance of learning different English varieties. This approach allows readers to easily identify and analyze individual responses side by side, highlighting patterns and differences in participants perceptions. By organizing the information in a structured manner, the table facilitates a more efficient and effective understanding of the diverse opinions

Table 7 *Comparison of Students' Views on Understanding English as an International Language and the Importance of Learning Different Varieties*

Understanding English as international language	Importance of Learning Different Varieties
Since it's used worldwide it makes communication between people from different countries easier (S-4).	Some people may have only leaned one specific English so it could be hard to find one both parties are fluent in, since they vary (S-4).
The most widely used language in the world and the language with the most literature (S-5).	Communication can deepen (S-5)
English is currently the most widely spoken language and the official language of many countries (S-8)	The purpose of using English is to achieve effective commonality. Due to differences in countries and regions, people speak English with different accents and grammar, so they need to use different English variants to facilitate communication (S-8).
English is not the only spoken language in the world. However, it is the official language in	Because one variety of English language could be understood by all English users (S-9)

53 countries. Therefore, English is considered as an important medium for communication around the globe (S-9).	
As a means of communication for better understanding depending on the individual (S-11).	It is important as it eases communication and understanding (S-11).
English is the first number one language everyone should learn for communication purpose. With English Language you have easy communication to people with different backgrounds (S-12).	Learning different varieties will make you get into confusion of not knowing the right word to use or say to describe a thing (S-12).
English is widely used across continent hence making it a global language for communication across the globe (S-13).	Learning different varieties help prevent intercultural conflict when using the language (S-13).
I think it's very important for me as an international language. I require it so much in my daily life. And I also think that's cool if you get to speak English in-fluency like a native speaker (S-14).	I think you just need one clear variety to communicate and other varieties just for an experience (S-14).
It's enough good (S-15).	Everything important if it helps in your life, it's dependent of the situation (S-15).
As international student I understood theirs English well for communication and good understanding (S-16).	Everything is important once is for education always be hungry and curious about knowledge (S-16)
English is a language spoken around the world (S-17).	Because we can talk and understand each other (S-17).
Recognized by countries on the world (S-18)	Because people like to speak British English variety (S-18).
Some people English is not good I cannot not understand them (S-20).	Because all countries have their own language (S-20).
That the lecturer should be able to communicate in English more (S-21).	It's important to learn different varieties (S-21).

English is a global language that aids communication between people (S-22).	It doesn't really matter. As long as the basics are the same, how you sound doesn't really matter (S-22).
This is when English is not only spoken to English people but it is also used when people from different nations meet irrespective of their first language. Hence, it is a language that is used globally (S-23).	As a student learning English varieties is vital because it increases my cultural awareness. This presents an opportunity for me to see the world from the perspective of others who speak the same English as me. The more cultures I get accustomed to, the better I understand the world (S-23)
By course (S-24)	It is important (S-24).
Being in the top 3 most spoken language in the world there is little doubt on how valuable the English language is in international communication. I strongly believe that English could also be very effective in education as the language of knowledge dissemination (S-26).	Different strokes for different folks as they say. I do think that having that versatility of knowing the variety of English would benefit you in the long run (S-26).
As an international common language, English is a language tool to exchange culture and share education with non-native English-speaking countries (S-27).	There are many different parts of English, each with its own characteristics, and we should allow the existence of English with its own features, which is also the embodiment of cultural diversity (S-27).
English is not only a language, but as a lingua Franca, which plays a very crucial role in the communication of the whole world (S-28).	Try to understand different varieties are very important to know the different culture and civilization of different countries (S-28).
English as an international language means what we call lingua Franca, that is, a language used by people of different nationalities and cultures to communicate with each other (S-29).	Yes, it is important because the pronunciations of different varieties of English are greatly different. And the way of thinking and language habits are all different. So, we have to learn more about them and get familiar with their varied pronunciation, word use, sentence styles to communicate better (S-29).
A tool to interact with others (S-30).	So that you can understand the people from different countries (S-30).

English is most used language around the world especially in digital world (S-31).	English should be the only standard language between people from different part of the world (S-31).
It is spoken and understood by people from different linguistic and cultural backgrounds and is used as means of communication, which facilitates global and communication and bridge linguistic and cultural barriers (S-32)**.**	It is important with the aim of communicating with people from diverse backgrounds, cultures and contexts, enhancing understanding, building relationship, making decisions and fostering creativity and innovation (S-32)**.**
English as an International Language (EIL) represents the use of English as a global means of communication beyond its native-speaking regions. It emphasizes the language's role as a lingua franca for speakers from various linguistic backgrounds and acknowledges the existence of multiple English varieties. EIL promotes cultural neutrality and inclusivity, focusing on functional language proficiency for effective communication rather than adherence to native-speaker norms. This concept influences language education and policy, advocating for teaching approaches that prepare learners for global English use. EIL facilitates intercultural communication and challenges the traditional ownership of English, promoting an egalitarian view of the language (S-33)**.**	Learning different language varieties is essential for effective communication in diverse settings, enhancing cultural awareness, adaptability, and global competence. It helps reduce miscommunication and promotes an inclusive approach to language by valuing linguistic diversity (S-33)**.**
In my opinion, English as an international language is a basis of being communicable in the English language and understand other people when they communicate in their own variety of Englishes (S-34)**.**	I will say that since communication is to be understood irrespective of how the message was passed, there is no need to learn varieties of Englishes to be able to communicate. In the other hand, internationalization will make you more enlightened on variety of Englishes (S-34)**.**

Easy to understand (S-36).	Because we can understand each other more (S-36).
English is a language of communication (S-39)	The important thing is to understand and communicate (S-39).
The notion of English as an International Language is not about promoting one particular English-speaking culture but recognizing English as a tool for global communication and understanding among people with diverse linguistic and cultural backgrounds (S-40).	It is important to learn different varieties of language for effective communication with others, and here are several reasons such as Cultural Understanding, Global Communication, Professional Opportunities and Personal Growth. However, if you are not interest in this, means it is not important to learn different varieties to communicate with others (S-40).
I understand that international languages such as English are really powerful around the world. Moreover, we use it in our daily lives in order to communicate with others and to make more friends around the world. The only language that can make people understand each other and communicate with each other (S-41).	Learning different types of languages is good, but sometimes when we are from different regions, places, or cultures, we might have different characteristics and attitudes. In my opinion, learning different ways to communicate with others is good, but not all of them; otherwise, we might have problems when we are overlearning to communicate as well, and it's not necessary either (S-41).
Understandable (S-42)	For avoiding miss understanding as some people have different dialect or intonation to express their feeling (S-42).

The findings on Table 8 explores students' preferences for different English varieties within language programs in Thai higher education. It highlights their views on which English varieties they find most appealing and beneficial for their learning experience. It also provides insights into students' preferences and expectations regarding their English language education, highlighting the importance of diverse English exposure in language programs to meet their learning goals and interests.

Table 8 Students' preferences for different English varieties

Statement	English Varieties	Student rating in percentages (%)		
		Inner Circle	Outer Circle	Expanding Circle
Variety Taught	British English	2.4	23.8	42.8
	American English	2.4	11.9	47.6
	Thai English	2.4	7.1	23.8
Appealing Variety	British English	2.4	23.8	40.5
	American English	2.4	11.9	40.5
	Thai English	2.4	2.4	9.5
Variety to Imitate	British English		19	52.8
	American English		11.9	42.9
	Thai English	2.4	2.4	7.1

Table 8 shows the percentage ratings of different varieties of English based on three criteria: the English varieties that students find most appealing, the varieties they believe should be taught in their English language program, and the varieties they would like to master. This findings on the table shows that the British English variety has the highest ratings for all the three criteria of the participants preference of the English varieties, 69% of the participants rated it for the varieties that should be taught in their English language program, 66.7% participants rated it as the variety most appealing to you and 71.8% rated it as the English that they would like to master in their study program. However, the American English variety is the second on the table with the highest ratings for all the three criteria of the participants preference of the English varieties, 61.9% of the participants rated it for the varieties that should be taught in their English language program, the same 54.8% participants rated it as the variety most appealing and 54.8% rated it as the English that they would like to master in their study program. Moreover, the table shows that the Thai English variety had 33.3% of the participants rated it for the varieties that should be taught in their English language program, 14.3% participants rated it as the variety most appealing to them and 11.9% participants rated it as the English that they would like to master in their study program.

4.2.3 Interview Findings

As explained earlier in this chapter (see section 4.1.3). Thus, this section presents and discusses the qualitative findings of 9 selected participants' data based on the second research questions, which is about the students' views on what 'E' or Englishes (both native and nonnative varieties) in the internationalization of Thai HE English programs (4.2.4). For the excerpt interview data presented in this section, and for the purpose of anonymizing the participants, a generic pseudonym (S) will be used to identify all the 9 participants, alongside a number (e.g., S-1 and S-9) to distinguish them. To further identity the students' details, e.g.; countries, circles, study programs, (see Table 1 in Chapter 3).

4.3.2 Views on Englishes

In the context of Thai higher education, understanding the diverse perspectives of students on the varieties of English (both native and nonnative) is crucial. The qualitative findings from the interviews revealed several key themes that highlight the importance of incorporating a wide range of Englishes into the Thai HE English programs. These categories provide a comprehensive framework for exploring how different forms of English can be integrated to enhance the educational experience and global readiness of students. The students' views can be categorized into four main areas: I) Diversity of Englishes, ii) English Varieties Experiences, iii) Teachers and Teaching Approaches, and iv) English Varieties and Cultural Norms.

i) Diversity of Englishes

This category explores the students' perspectives on the importance of incorporating diverse forms of English, including both native (e.g., American, British) and nonnative varieties (e.g., Thai, Chinese). Participants discuss how exposure to different Englishes can enhance their linguistic flexibility and prepare them for global communication (See Excerpts 30-33).

Excerpt 30

> *Well, not really, maybe this is my first time having to meet people from different countries and then speak English in their own different ways. From here,*

traveling out and now meet people from different countries, and then having to speak together and I think there is no much difference anyway, in terms of the English, because English is an international language, so people that learn how to speak it then make it common to understand each other, unless for those that find it difficult (S-2 Abu).

Excerpt 31

I think it is really amazing because before I came to Thailand, accents were very important in our communication. I think the American accent and British accent are excellent one. So, I never focused on my own accent, but I should say that everyone has an accent, but when I came to Thailand, I just forget about it, because English is a two-way communication, if you can understand what other people are saying, that is enough, that is good, that is perfect. (S-6).

Excerpt 32

I think the diversity of Englishes in Thailand is mainly about the pronunciation features, words used and ways of thinking by my teachers and peer students from Thailand, China, Vietnam and so on. I do not think these things have an impact on my language learning except that I have to get myself familiar with their accents and ways of speaking (S-8).

Excerpt 33

In my opinion, the diversity of Englishes in Thailand has facilitated easy communication and business transactions in virtually every Thai economic sector, and it has had a significant impact on my language learning process, prompting me to write an academic article on translanguaging as a learning strategy for young Thai English learners (S-9).

ii) English Varieties Experiences

This category delves into the students' personal experiences with different varieties of English. It highlights how these experiences have shaped their understanding and proficiency in the language. Participants share anecdotes and reflections on interacting with various English accents and dialects (See Excerpts 34-37).

Excerpt 34

Oh, my goodness I have friends from numerous different nationalities, from Nigeria, Sierra Leone, Pakistan, Nepal, southern India, northern India, European, Spanish, French, and from the UK. The UK is probably the most challenging accent, I mean just in general conversation, probably accent or pronunciation may be the most challenging part, sometimes certain nationalities have difficulties pronouncing in English "kh" in a more of a comprehensible way, you know they tend to pronounce English towards its very challenging to understand. not you, I understand you fine. Yeah, but some accents, I would say accent is the most challenging (S-1).

Excerpt 35

Oh, in terms of English language, of course I have met the Thai English, Thai people speaking English and I have seen their own level of speaking of the English and I have also met people from other countries, especially Asians here, Indonesian, Bangladesh, Indian and there are a lot of international students here that also use English. But I think even for the Thai students using Thai English, you can communicate well with those that understand English. But as far as it is within the university, communication is easy, but you find communication difficult outside the university, because within the university almost everybody understands English (S-2).

Excerpt 36

I think it is just the pronunciation that is different, so there is no issue. with my lecturers basically for example I had two lecturers that never went abroad so their pronunciations were really difficult sometimes, not only pronunciation

because they sometimes say something you do not really understand, so you just have to look at the PowerPoint they are reading from and understand what is going on (S-3).

Excerpt 37

When I came, I was grammar forced, but later understood that the most important thing is to understand each other. Before I had to think about the grammar before I could say anything, but at the end of the day I will end up saying nothing. But later on, I learned and adapted to different ways of speaking in English (S-4).

iii) Teachers and Teaching Approaches

This category examines the role of teachers and their teaching approaches in incorporating diverse English varieties into the curriculum. Students provide insights into how effective teaching strategies can facilitate the learning of multiple English forms and the importance of having teachers who are proficient in various Englishes (See Excerpts 38-41).

Excerpt 38

Oh something very interesting I find, I wouldn't say native and non-native I would say like non-local whether it is the American British even Filipino or the non-local people or the extra local teachers they tend to be more congratulatory, more of a supportive; "you did a good job that was great so you know this was a mistake but don not worry we can overcome it" I find that the local teacher tend to be a bit more controlling, a bit more dismissive when it comes to correction a bit cautious. so, I find that classroom management is really a bit different between the two (S-1).

Excerpt 39

Here in my university, there is only one native English speaker, an American citizen, and we have a German and most of the other lecturers are Thais, Indonesians and the rest. But for the American citizen, he is quite different in terms of the way we communicate and interact, it is easier to understand him.

In terms of speaking and communicating with one another, the difference is not much between them, because the German is also very fluent in English, so there is no difficulty. (S-2).

Excerpt 40

Not really, l noticed that the Thai teachers do put a lot of effort in teaching for us to understand, whereas when it comes to foreign was not really given such effort, one was European, he just used the textbook to read from the textbook mostly (S-3).

Excerpt 41

I think there is no difference between the native and nonnative English speaking teachers, they transfer the knowledge about the specific issues very well, but in Mahidol they also provide the English class with native ajarns, in both class, I have to listen carefully for both native and nonnative English speaking teacher, because for the native English teachers speak faster and for the nonnative English speaking teachers sometimes I am not clear about their pronunciation on some vocabularies, especially here its related to the vocabularies that end with /r/ because I think Thai people can't pronounce the /r/ and /l/ sound. Sometimes I always ask when I do not get the words (S-4).

iv) English Varieties and Cultural Norms

This category addresses the interplay between English varieties and cultural norms. Participants discuss how learning different Englishes can lead to a deeper appreciation of cultural diversity and norms associated with different English-speaking communities. They also reflect on how this understanding can foster cultural sensitivity and inclusivity (See Excerpts 42-45).

Excerpt 42

You would probably be better off asking questions from master degree students. You know, at the postgraduate level, it is really not much, language varieties are not as big of an issue, because even a masters degree student, you probably needed a band 5 IELTS, and PhD you would need a band 6 IELTS so you are going higher. So, language varieties are not really an issue, but hypothetically I would say vocabulary choice maybe the biggest issue native speakers tend to be a little freer with the language, use vocabularies that is even simpler. Nonnative speakers tend to be more verbose, use language that may be more advanced for the purpose (S-1).

Excerpt 43

Well, I cannot say for sure if I have noticed any difference that I need to adjust or adapt to, I think in terms of culture, cultural norms, of course everybody comes from different background, so once you meet, and you find out that you are all students, so your interactions will be based on the fact that we are all student. (S-2).

Excerpt 44

No, I think we really did get on well, with my friends we all blended in very well and we are still friends, some of them live in different countries and have returned and some still live here and we still communicate. So, there was a lot of understanding among us (S-3).

Excerpt 45

Actually, I do not have some difficulties or problems in terms of the English varieties and the cultural norms, because we can face our daily life and our academic life in a better way, even though we have a different dialect of English speaking and English varieties make me more experience of how to understand other people with their way of speaking English (S-4).

4.4 Chapter summary

This chapter has presented the quantitative and qualitative findings from the questionnaire and interview data analyses, accordingly. Overall, the findings show the perceptions of international mobile students from across Kachru's inner, outer and expanding circle countries in Thailand towards internationalization (i.e., teaching and learning in English) in Thai HE in English illustrated quantitatively and qualitatively, and the students' views on what 'E' or Englishes (both native and nonnative varieties) that should be incorporated in the internationalization of Thai HE English programs investigated in this study quantitatively and qualitatively presented and interpreted based on the core themes that correspond to the aims and research questions. The next chapter (Chapter 5) discusses these findings in terms of the overall goal of the study, as well as the implications, limitations, and prospects for further research.
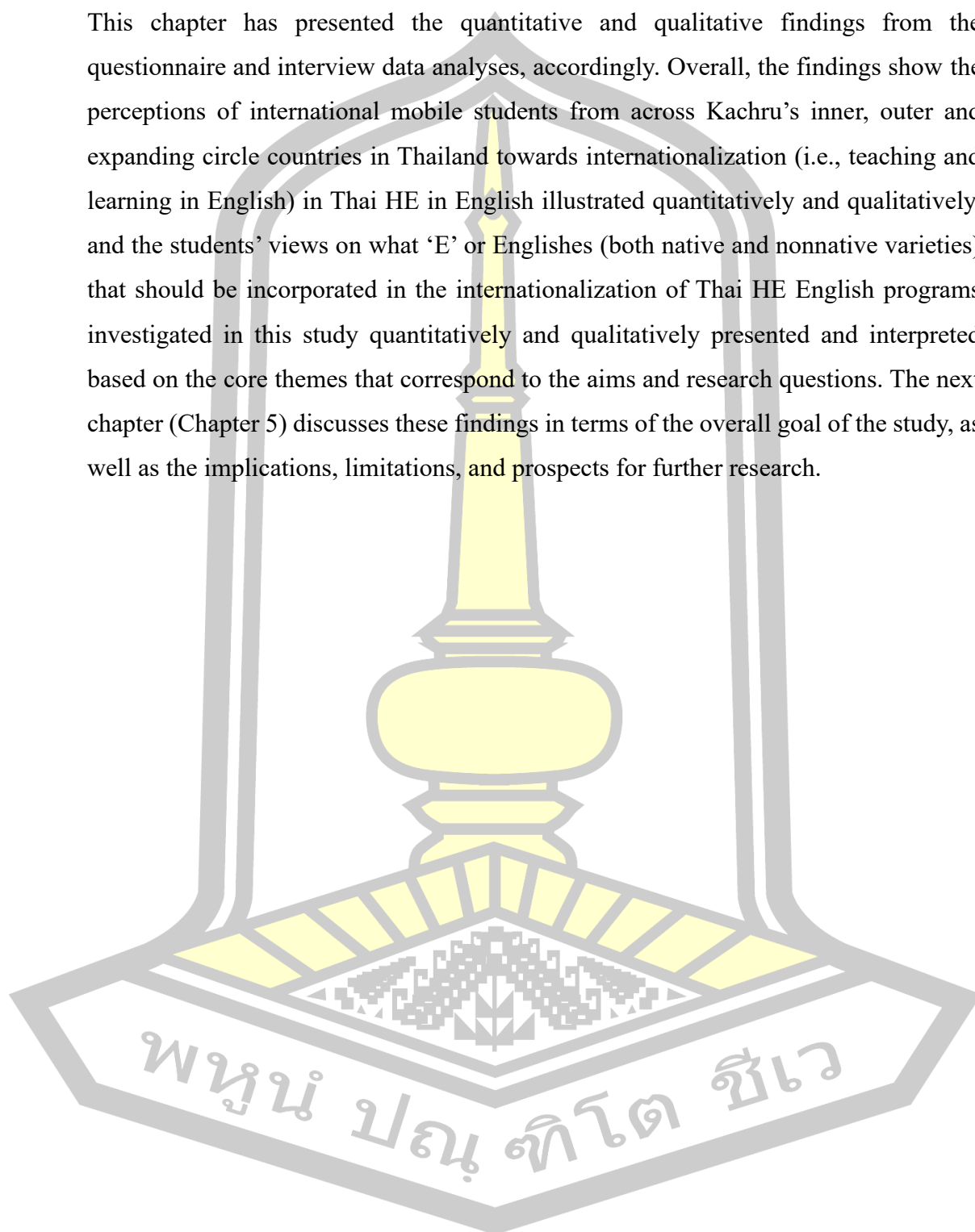
CHAPTER V

DISCUSSIONS, IMPLICATIONS, AND CONCLUSIONS

The previous chapter (Chapter 4) presented the findings of the current study from the quantitative and qualitative data analysis. Based on the research questions, the findings will be discussed in this chapter in light of previous research and related theory (see Chapter 2). This chapter, therefore, discusses the findings within the context of Thai higher education in response to globalization, the internationalization of Thai higher education integrating an international and intercultural dimension into the purpose and functions of higher education particularly in teaching/learning and the role of English as a lingua franca with many Englishes that students bring into the classroom. The first section of the chapter presents the discussion of the findings on both quantitative and qualitative data (see 5.1). The second section presents the implications of the study (see 5.2). The third section discusses the limitations and suggestions for further research (5.3), and the chapter ends with the conclusion of the study (5.4).

5.1 Discussion of the Findings

The discussion section synthesizes the quantitative and qualitative findings of the study, focusing on the two primary research questions. Through qualitative and quantitative data collection, including interviews and questionnaires, the research examined students' motivations for studying in Thailand, their academic experiences, challenges with English language usage, socio-cultural differences, language support services, and the role of international students in the internationalization process, revealing both similarities and differences across Kachru's inner, outer, and expanding circles. Additionally, it explored students' views on the importance and impact of different English varieties in Thai higher education. The findings indicate a strong preference among students for exposure to diverse English varieties, underscoring the importance of moving beyond a monolithic approach to English language teaching. This preference reflects a broader recognition of English as a global lingua franca, where multiple varieties coexist and are equally valid (Rose, McKinley, & Galloway, 2021). Moreover, the data suggest that students believe their language learning is positively impacted by both native and non-native English-speaking teachers, highlighting the need for a

balanced representation of different English accents and pedagogical approaches (Matsuda, 2019; Rose & Galloway, 2019). The discussion points towards a more dynamic and inclusive model of internationalization, which can enhance students' communicative competence and intercultural understanding. The findings of this study reveal several key insights into students' perceptions of internationalization (see 5.1.2) and their views on English varieties in Thai higher education (see 5.1.3) are discussed.

5.1.1 Students' Perceptions of Internationalization in Thai HE in English

In response to Research Question 1, the findings provide a comprehensive understanding of international students from Kachru's inner, outer, and expanding circle countries regarding the internationalization of Thai higher education. In other words, the overall findings reveal that international students in Thailand perceive internationalization through various dimensions, including the presence of foreign lecturers and students, study abroad programs, English language learning, support structures, and exposure to different varieties of English. The findings indicate several multifaceted aspects of internationalization reported by students, including its meaning, motivation, academic experience, socio-cultural differences, language support services, and the role of international students.

From the findings in the previous chapter, international students in Thai higher education perceive internationalization through various lenses, reflecting a broad understanding that encompasses multiculturalism, academic mobility, language acquisition, and support systems. According to Table 2 (section 4.1.2) in the previous chapter, the majority of participants (47.6%) believe that internationalization is often associated with having foreign lecturers and students on university campuses. Internationalization in higher education frequently involves attracting foreign students and faculty, which greatly enhances learning experiences and both the economic and cultural diversity of university campuses, as noted by Ambele and Boonsuk (2021), who emphasized the importance of diverse cultural interactions in educational settings. The findings align with some previous research that, in the global context, the competition between higher education institutions has taken on a global dimension, and the pursuit of becoming a world-class university "necessitates attracting international students and staff" (Haigh, 2014, p. 10). Another study by Trahar (2014) explained that

Malaysia's national strategy aimed at increasing income and global competitiveness has led to significant development in higher education. This development focuses not only on improving the quality of education for domestic students but also on attracting more international students and academics to the country.

Moreover, another significant aspect of internationalization is the availability of study abroad and exchange programs, as noted by 52.4% of the students. These programs are seen as crucial for broadening academic and cultural horizons, providing students with opportunities to experience different educational systems and cultures. This perspective is supported by Knight (2002), who stated that higher education has entered the global marketplace, becoming a billion-dollar industry involving activities such as recruiting international students or staff, establishing campuses abroad, or franchising online learning programs. Therefore, students who engage in study abroad programs often report increased language proficiency, improved problem-solving skills, and a greater appreciation for cultural diversity. Exchange programs, on the other hand, allow students to study at partner institutions in other countries, fostering academic collaborations and building international networks. These experiences not only benefit the individual students but also contribute to the home institution's international profile and academic excellence. These results also align with the findings in the studies of Brockington and Wiedenhoeft (2010); McBride (2012); and Wattanavit and Kitcharoen (2022).

Another salient finding from the study in Table 3 (section 4.1.2) is that 83.3% of the students positively perceive their universities' efforts to promote intercultural understanding and diversity as enhancing the internationalization experience. This finding is supported by studies by Foskett and Maringe (2010) and Knight (2015). However, most students (31%) reported various forms of support, including specialized English language classes tailored to their fields of study, and 59.6% reported general support services for international students. The provision of these resources underscores the institutions' efforts to create an inclusive and supportive environment for international students. Such initiatives are consistent with Kirkpatrick's (2020) findings, which advocate for comprehensive support systems to facilitate the integration and success of international students.

Furthermore, the findings explored students' motivations or reasons for enrollment, revealing several factors that influence their decision to pursue higher education in Thailand. It can be seen from the results of the current study that the learners' reasons for enrollment align with the various identified reasons for the internationalization of higher education by Hayhoe (1989); Wit, World Bank & ebrary Inc. (2005, p. 356-358); and Kreber (2009). Motivations for enrollment in Thai higher education programs are influenced by factors such as convenience, acceptance, and geographic proximity. Two participants highlighted their preference for degrees from Thai institutions over other Asian countries:

> *S-1 Convenience, I guess. I work here as a university lecturer, and Thailand seems to prefer degrees from their own country.*

> *S-7 Fortunately, I came to Thailand because of paleontology education, and when it comes to paleontology education, Thailand is quite advanced compared to any other country in Southeast Asia, particularly.*

This reflects a regional bias that can impact international students' decisions, a trend also noted by Ambele (2021), who discusses the importance of institutional recognition and regional acceptance in shaping educational choices. The finding also notes a preference for Thai degrees over those from other Asian countries, highlighting convenience and acceptance, which is supported by Knight and Qiang (as cited in Kreber, 2009), emphasizing that internationalization in higher education often includes the preservation of national culture and the embrace of diversity, which can lead to a preference for local qualifications. However, this inclination towards domestic degrees reflects a desire to maintain educational standards closely aligned with local values and needs, supported by a previous study by Jibeen and Khan (2015) that stated the internationalization of higher education encompasses various aspects related to the quality and recognition of educational qualifications at both national and international levels, involving a focus on improving institutional providers, programs, credits, registration, licensing, and gaining recognition from both sending and receiving countries.

Additionally, the findings show that participants chose Thailand to pursue their studies primarily due to the financial advantages it offers. The lower cost of living and tuition fees in Thailand, along with its location making it more affordable to visit their families in their home countries whenever needed, were significant factors. As two students stated:

> *S-4 I had to choose a campus that is located nearby my country so whenever I want to go back to Indonesia, I do not need to spend much money.*

> *S-8 The costs of higher education and living are very low. Money is a big problem for me so I have to choose a place that is cost-effective.*

This highlights the practical considerations of maintaining family ties and minimizing travel costs, consistent with findings by Fan Fang (2017), who identified proximity to home and financial considerations as critical factors for students in Southeast Asia. To further elaborate, the findings underscore the practical considerations influencing students' decisions, such as family responsibilities and financial constraints. In alignment with Kreber (2009), financial survival and stability of institutions are key drivers of internationalization (p. 3). This practical financial decision reflects the broader trend where economic factors significantly influence educational choices. This aligns with evidence provided by scholars who stated that as an affordable study destination, Thailand attracts international students from ASEAN countries due to its reasonable tuition fees and cost of living, which are competitive compared to traditional destinations like the United States, United Kingdom, Australia, Japan, Singapore, and Malaysia (Cheung, Yuen, & Cheng, 2015)

In another light, the findings reported adjustment to new academic environments poses significant challenges for international students. Two participants noted,

> *S-2 I adjusted myself with the timing, the difference in the system of learning from my country and to what is here, then the approach that professors use.*

S-3 I realized that studying in Asia is quite difficult, it is easy to get in and to get admission, but passing course grades is difficult. when it comes to the projects, they are so difficult because we have to go extreme or outside of our comfort zone to get some information.

This necessity for adaptation underscores the differences in educational systems and teaching methodologies. In line with this, BEC recommends the use of appropriate teaching methodologies in accordance with the cultures of native speakers and Thai. It also emphasized the use of English to acquire knowledge from other areas and build relationships with communities around the world for exchange of knowledge, to acquire education and to earn a livelihood (Ministry of Education, 2008). Another study by Boonsuk (2018) supports this, indicating that international students often face challenges in adapting to different academic cultures and pedagogical approaches. As noted in previous studies, recognizing the significant role that internationalization of higher education can play globally, Murphy (2007) argues that it holds the key to addressing world conflicts and promoting equality and fairness. According to Murphy, internationalization contributes positively to students' language skills, cultural awareness, and adaptation skills, thereby fostering a more inclusive and interconnected world.

5.1.2 Views on what 'E' or Englishes

In response to Research Question 2, this section explores the students' views on understanding English as an international language, the importance of learning different varieties of English, and how these perceptions align with previous research. Key themes include motivations, academic experiences, language barriers, and socio-cultural differences. The findings highlight the complex experiences of international students with the diverse English-speaking environment in Thailand, aligning with Kubota's (2009) assertion that English is already the dominant language in various sectors worldwide and is spreading that dominance even further.

The findings reveal contrasting perspectives among participants regarding the learning of different English varieties. While some participants expressed concerns about potential confusion, others recognized the significance of this diversity in improving

communication and cultural understanding. For instance, S-8 highlighted that people speak English with different accents and grammar, making it essential to learn various English varieties to facilitate effective communication. This viewpoint underscores the practical benefits of understanding and adapting to different English dialects, which can enhance interpersonal communication in diverse and multicultural settings. Previous studies have discussed that "English speakers are viewed as effective communicators rather than deficient non-native speakers, highlighting the value of linguistic diversity and the importance of negotiation and interactional skills over native-speaker norms" (Boonsuk, Fa-ezah, & Ambele, 2022, 2023; Galloway & Rose, 2015; Jenkins et al., 2011). Galloway and Rose (2015) assert that English belongs to all its users globally, not just specific countries like the USA or the UK (Ambele & Boonsuk, 2021, 2022; Jenkins, 2009). By appreciating the variations in English, students can develop a more flexible and inclusive approach to language use, which is crucial in global interactions. This understanding can also foster greater cultural sensitivity and awareness, as it acknowledges the legitimacy and value of different linguistic practices. Thus, while concerns about confusion exist, the ability to navigate multiple English varieties is also seen as a valuable skill that can enrich communication and cultural exchange.

Another finding in the study (see Table 8 in section 4.2.2) showed that 69% of students believe that British English should be taught in their English language programs, while 66.7% find it the most appealing, and 71.8% chose it as the language they want to master. For American English, the same criteria revealed that 61.9% of participants rated it as a variety that should be taught in their English language program, 54.8% rated it as the most appealing variety, and 54.8% rated it as the English variety they would like to master. This preference for native English varieties is consistent and reflects Fan Fang's (2017) findings, which indicate a strong inclination towards traditional English norms among students in non-native English-speaking countries. However, it becomes evident that international students in this study have distinct perceptions and preferences regarding various varieties of English within their academic programs. Additionally, the data reveal which varieties of English students find most appealing, which they believe should be included in their English language programs, and which varieties they aim to master. These preferences reflect students'

personal backgrounds, prior exposure to English, and career aspirations, shaping their choices based on factors like perceived prestige, global usage, and cultural associations. Studies have shown that students are generally open to this inclusive view of English, although personal preferences for traditional native varieties persist (Rose et al., 2021). This speaks to both linguistic preferences and pragmatic considerations, such as preparing for international communication or specific academic and professional contexts. These findings corroborate McKenzie's (2008) results.

Moreover, pronunciation and accents posed initial challenges, but the international nature of English enabled effective communication and academic collaboration among students. Many participants initially struggled with understanding various accents, particularly the Thai accent and those from other non-native English speakers. As two participants stated:

> *S-5 had trouble understanding different accents, particularly from Nigerians, and noted Thai students' preference for typing over speaking.*

> *S-6 initially struggled with understanding the Thai accent in English and adapting to the cultural context.*

These challenges reflect the broader phenomenon of World Englishes, where different forms of English, shaped by local linguistic and cultural influences, coexist. This requires a period of adjustment for international students, as previously observed by Naeeni et al. (2015) in Malaysia, which suggests that while students generally expressed satisfaction with the country's freedom, safety, and educational facilities, they faced challenges, particularly in communication. This finding is also supported by Hyland et al. (2008), who stated that students, whether domestic or international, appreciate the presence of peers from different parts of the world in their courses and institutions, which allows them to gain insights into other cultures, explore similarities and differences, and establish meaningful and enduring friendships. Despite these initial hurdles, students gradually recognized that effective communication in English transcends accent differences. This aligns with the notion that English, as an international lingua franca, serves as a bridge among diverse linguistic backgrounds (Kirkpatrick, 2010). One student articulated this realization by noting that their

perspective on accents changed after coming to Thailand, understanding that the essence of communication lies in mutual comprehension rather than flawless pronunciation (as seen in Excerpt 31). This perspective is supported by scholars such as Ambele and Boonsuk (2021), who emphasize the importance of mutual intelligibility over native-like pronunciation in English as a Lingua Franca (ELF) contexts.

However, students also showed an understanding of English as an International Language and perceive it as a critical tool for global communication due to its widespread use and official status in numerous countries. This reflects Jenkins' (2015) findings, which reveal that the number of English speakers has increased to at least two billion due to historical factors English has spread throughout the world as a byproduct of colonization and current globalization forces English-speaking nations, especially America, have advanced scientific technology and hold the majority of the world's political and economic power. To further elaborate, Table 7 (section 4.2.2) showed that two participants emphasized English's status as:

S-4 makes communication between people from different countries easier.

S-8 the most widely spoken language and the official language of many countries.

This perception of English as a vital communication tool reflects a broader trend towards linguistic convergence in international discourse, where English serves as a bridge connecting diverse cultures and fostering cross-cultural understanding. Overall, students strategically value learning English, viewing it as necessary for navigating and succeeding in a globally interconnected world. This influences their educational choices and underscores the importance of English language programs. These views also align with Fan Fang's (2017) findings, which highlight English's role as a lingua franca that facilitates international interactions. Furthermore, Ambele (2021) underscores the importance of English in enhancing global mobility and career opportunities.

In the same light of communication and accents, some participants expressed concerns about learning multiple varieties of English, fearing it might cause confusion. For instance, Table 7 (section 4.2.2) shows that one participant (S-12) mentioned that

learning different varieties might lead to uncertainty about which word to use in a given context. This concern underscores the complexities and challenges involved in mastering English, a language with numerous regional variations. Navigating these variations requires learners to differentiate between accents, dialects, and grammatical structures, which can be overwhelming and confusing. This viewpoint is supported by previous studies discussing that inadequate representation of linguistic diversity in ELT may also cause confusion and resistance among students when confronted with different Englishes and speakers or types of English uses and users departing from the standard models exposed to them in the classroom (Derwing, Rossiter, & Munro, 2002; Matsuda, 2002). This highlights the need for tailored educational approaches that provide clear guidance on standard English usage while also exposing students to global English varieties. By addressing these complexities, educators can help learners develop a balanced proficiency that incorporates both standard and regional forms of English, enhancing their overall communication skills and cultural competence. Similarly, Jindapitak (2015) showed that language attitudes research indicates that, although Thai and international students in Thailand are aware of different Englishes, they seem to have little idea about what these Englishes sound like or how they linguistically differ from mainstream native-speaker norms. Students also seem to view varieties of English that deviate from native-speaker norms as illegitimate, or even hold biased attitudes toward those varieties and their speakers (Boonsuk, Ambele, & McKinley, 2021).

5.1.3 Similarities and Differences of Students' Perceptions and Views Across the Inner, Outer, and Expanding Circles

Similarities:

Across all circles, students generally recognized the importance of internationalization as a means to enhance their educational experience. This aligns with global trends where internationalization is seen as a crucial component for preparing students to participate in a globalized world. Students share a common motivation to study in Thailand, driven by factors such as affordability, geographic proximity, and the opportunity for cultural exposure. Regardless of their linguistic backgrounds, students are drawn to Thailand for its cost-effective education and the unique cultural

experiences it offers. Additionally, students generally recognized that English is not a monolithic language but a collection of diverse dialects and accents influenced by cultural and regional factors. This aligns with global trends that emphasize the need for English language education to be inclusive of multiple Englishes, reflecting the linguistic realities of our interconnected world (Jenkins, 2020). All groups recognize the importance of English in their academic and professional development, viewing proficiency in the language as a crucial tool for global communication and career advancement. This common understanding highlights the universal appeal of internationalization in education, reflecting its role in fostering global citizenship and preparing students for international careers (Altbach & Knight, 2022). Moreover, students across all circles recognized that their teachers were well-suited for the culturally diverse environment of their study programs. They appreciated the teachers' ability to navigate this diversity effectively, which they felt contributed positively to their learning experience.

Differences:

To analyze the differences in perceptions among students from the Inner, Outer, and Expanding Circles regarding the internationalization of Thai higher education, we can break down their perspectives into several key areas: perceptions of internationalization, language preferences, socio-cultural differences, teachers and teaching approaches, and academic experiences.

Perceptions of Internationalization

Inner Circle students tended to equate internationalization with the presence of foreign lecturers and international students on campus. For them, internationalization was most visibly manifested in the diversity of the academic staff and peer groups, reflecting their expectations from similar experiences in their home countries (Knight, 2023). Outer Circle students placed a stronger emphasis on the opportunity to participate in study abroad or exchange programs. They viewed these programs as a vital aspect of internationalization, believing that mobility is crucial for gaining international experience and building a global network (Deardorff, 2022). Expanding Circle students were more focused on learning English as a foreign language and the role of English

proficiency exams within the internationalization process. For these students, mastering English was seen as integral to their academic and professional success, making it a central component of their understanding of internationalization (Tsui, 2023).

Language Preferences and English Varieties

Students from the Inner Circle, representing native English-speaking countries, reported generally positive views on language preferences and English varieties. Their familiarity with Standard English allows them to adapt well to its use in Thailand, and they view the diversity of Englishes as an enriching experience that benefits their global perspective and professional development rather than as a challenge. On the other hand, students from the Outer Circle, where English is an official but not native language, generally exhibit a flexible attitude towards different English varieties. Rather than focusing on specific preferences, they are more willing to communicate and accept various English dialects. Their familiarity with diverse Englishes allows them to navigate and appreciate the linguistic diversity in Thailand without necessarily prioritizing one variety over another. This openness reflects their adaptability and willingness to engage with the different forms of English they encounter in their educational environment. Expanding Circle students, from countries where English is a foreign language, often arrive in Thailand with a strong focus on achieving proficiency in a particular variety of English, typically one associated with higher prestige or global usage. They view this proficiency as crucial for their academic and professional advancement. However, after arriving in Thailand, their perspectives shift. They begin to recognize the value of diverse Englishes and become more willing to communicate using various English dialects. This shift highlights their growing adaptability and openness to different forms of English, which they now see as enriching rather than as a challenge to consistency and clarity.

Socio-Cultural Differences

Inner Circle students often find themselves adjusting to Thai cultural norms and social expectations, but they generally perceive the socio-cultural environment as welcoming. They tend to view Thailand's internationalization efforts positively and are more motivated to engage with these differences as part of their learning journey. Conversely,

Outer Circle students, who are often more experienced in navigating multilingual and multicultural settings, find it easier to adapt to the Thai educational environment. They are likely to appreciate the cultural diversity and may be more accustomed to switching between different Englishes depending on the context. Expanding Circle students find the cultural and linguistic diversity in Thailand to be both a challenge and a learning opportunity. While some share cultural similarities with Thailand, they also encounter significant differences that require adaptation. Their perceptions of internationalization are shaped by these mixed experiences, leading to a more nuanced understanding of Thailand's global educational landscape. They experience difficulty in adapting due to less exposure to diverse English varieties and cultural contexts.

Teachers and Teaching Approaches

Inner Circle students noted that non-native English-speaking teachers seemed to put in more effort compared to their native-speaking counterparts. They observed that these teachers often went the extra mile in their teaching methods. This extra effort was particularly evident in how they tailored their teaching to address the linguistic challenges of a diverse student body, a finding supported by research showing that non-native teachers may be more empathetic to students' language learning difficulties (Sifakis & Bayyurt, 2018). Moreover, Outer Circle students reported that the teaching approaches in Thailand differed from those in their home countries. Rather than seeing this as a disadvantage, they adapted and blended into the system, demonstrating a flexible approach to their learning environment. This adaptability is consistent with findings from Rose and Galloway (2019), which highlight the capacity of students from Outer Circle countries to adjust to varied pedagogical styles, reflecting their multilingual and multicultural backgrounds. Additionally, Expanding Circle students mentioned that they had to pay close attention and frequently ask questions to understand the teachers, particularly due to accents and pronunciation differences. This challenge in understanding highlights the ongoing debate in the literature about the balance between exposing students to various Englishes and ensuring clarity in communication (Jenkins, 2020). Despite these initial difficulties, their willingness to engage actively in the classroom reflects a growing acceptance and adaptation to the diversity of Englishes, which is essential for success in a globalized academic context.

Academic Experiences

The findings show that Inner Circle students, drawing from their extensive exposure to globalized education systems, tended not to hold a monolithic view of academic expectations. While they valued academic rigor and the use of Standard English in instructional materials, they approached their studies with an understanding of diverse educational practices. Their experience in global contexts made them less likely to be overly critical of deviations from Western academic standards, recognizing that different systems can still offer high-quality education. This aligns with recent studies, such as those by Smith & Jenkins (2023), which highlight that student from traditionally dominant English-speaking countries increasingly appreciate diverse educational approaches as they navigate global academic environments. Students from the Outer Circle generally maintain a balanced perspective on Thai higher education. They recognize the strengths of the system, particularly appreciating the availability of English-language programs and the global outlook these programs provide. This aligns with research by Dearden (2023), which highlights the increasing importance of English-medium instruction in non-native English-speaking countries as a means of enhancing global competitiveness. However, Outer Circle students are also mindful of areas where improvement is needed, especially in terms of additional support for language and cultural integration. This need for improved integration support is echoed in the findings of Nguyen et al. (2022), who emphasize the importance of targeted language and cultural support in internationalized educational settings. Expanding Circle students face considerable challenges in adjusting to the academic expectations and language demands of their programs. These challenges, particularly in adapting to academic rigor and linguistic requirements, are consistent with studies by Phan (2023), who notes that students from non-English-speaking countries often require more substantial support to thrive in English-dominant educational environments.

5.2 Implications of the Study

The findings of this study have significant implications for the internationalization of higher education and the teaching of English as an international language in Thailand. By examining the perspectives of international students from the Inner, Outer, and Expanding Circles, this study highlights key areas that can enhance the educational

experience for these students and foster a more inclusive, effective learning environment. These implications are categorized into four key themes: policy recommendations, curriculum development, teacher training, and support systems. Recent studies support these recommendations, underscoring their relevance and urgency.

Firstly, the findings suggest important policy recommendations for promoting linguistic diversity within Thai higher education. The current preference for British and American English varieties, while understandable due to their global dominance, indicates a gap in accepting and teaching diverse English varieties. This preference may limit students' exposure to the rich linguistic diversity of English as it is used worldwide, potentially hindering their ability to communicate effectively in global contexts. There is a need for policies that encourage the incorporation of multiple English varieties into the curriculum. Studies by Rose and Galloway (2019) argue that embracing linguistic diversity in English language teaching better equips students for international communication. Similarly, Sahan, Galloway, and McKinley (2022) emphasize the importance of exposing learners to different Englishes to enhance their intercultural competence. By promoting a broader range of English dialects and accents, Thai higher education institutions can better prepare students for global communication, enhancing their linguistic flexibility and cultural competence. This aligns with Kaur, Young, and Kirkpatrick (2016), who highlight that understanding various English varieties is crucial for effective communication in multilingual settings. Implementing these policy adjustments would support the development of a more inclusive and comprehensive English education, ultimately benefiting students' academic and professional prospects.

Secondly, the curriculum in Thai higher education should be designed to reflect the global nature of the English language by including a variety of Englishes. Courses should focus on developing communicative competence across different English varieties rather than adhering strictly to native norms. Incorporating diverse Englishes into the curriculum prepares students for the linguistic realities of global communication, enhancing their ability to understand and use different dialects and accents. Chalapati (2007) supports this approach, suggesting that it makes students more effective communicators in international contexts. Additionally, addressing the

socio-cultural challenges faced by international students is crucial. The curriculum should include intercultural communication training to help students navigate cultural differences effectively and reduce anxiety associated with cross-cultural interactions (Jaroensubphayanont, 2014). By providing students with the tools needed to understand and respect cultural differences, educators can foster a more inclusive and supportive educational environment (Yin, Ruangkanjanases, & Chen, 2015). Integrating these elements into the curriculum enhances students' communication skills and promotes a more culturally aware and cohesive campus community.

Thirdly, teacher training programs must be enhanced to prepare educators for the diverse linguistic and cultural needs of their students. Teachers should be trained in the use of different English varieties and intercultural communication strategies, equipping them with the skills necessary to effectively teach students from various backgrounds and help them adapt to a globalized learning environment. Khatib and Monfared (2017) highlight the importance of such training in fostering inclusivity and effectiveness in diverse classrooms. Additionally, teacher recruitment practices should be examined to ensure they do not reflect native-speakerism and discourage bilingual instruction or the use of L1 in English-Medium Instruction (EMI) classes (Sahan et al., 2022). By focusing on teacher training and recruitment, institutions can ensure that educators are well-prepared to support linguistic and cultural diversity, ultimately fostering a more inclusive and effective educational experience for all students.

Finally, support systems addressing language barriers, particularly in administrative settings, are crucial for international students and staff. Universities should enhance their language support services to include comprehensive language assistance, such as translation services and English proficiency support (Jampaklaya, Penboona, & Lucktongb, 2022). Providing these services ensures that international students and staff can navigate administrative processes smoothly and communicate effectively within the academic environment. Tailored language support systems, including workshops and tutoring, can help international students overcome language challenges and adapt to the new linguistic context. These initiatives align with efforts to improve Thai educational standards in a multicultural society and increased cross-border mobility

(OHEC, 2008), promoting an inclusive and supportive university environment that fosters academic success and cultural integration.

The study offers significant benefits across various stakeholders in higher education. Students would experience a more inclusive learning environment, with enhanced English proficiency and intercultural communication skills, supported by tailored academic and language services. Teachers would benefit from professional development opportunities designed to equip them for managing diverse classrooms, thereby fostering more effective and culturally responsive teaching strategies. Policymakers could utilize the findings to inform policies that promote linguistic diversity and cultural integration, thereby contributing to a globally competitive education system. Higher education internationalization boards would find the study's insights valuable for designing strategies that attract and support international students, ultimately enhancing their institutions' global reputation and fostering a more inclusive academic environment. Moreover, the insights derived from this study underscore the importance of continuous evaluation and adaptation in the internationalization efforts of higher education institutions. By actively responding to the evolving needs and expectations of international students, institutions can ensure that their programs remain relevant and effective in a rapidly globalizing world. Additionally, fostering partnerships with global educational organizations and engaging in collaborative research on best practices in internationalization could further enhance the impact of these efforts. Ultimately, the findings serve as a call to action for all stakeholders to work together in creating a more dynamic, inclusive, and globally-oriented educational landscape that not only meets the needs of today's students but also prepares them to be leaders in an interconnected world.

5.3 Limitations and Further Research

The research also has some limitations. Since this study was conducted only with international university students from Kachru's circle countries studying in English programs at the bachelor's, master's, and PhD levels in Thailand, the sample size was relatively small and may not fully capture the diverse experiences and perspectives of all international students in Thailand, particularly considering the limited diversity of participants in terms of nationality, academic background, and English proficiency,

which might restrict the generalizability of the findings to other situations, such as different educational levels or geographic conditions. Research into different international programs, regions, or countries with different educational systems and cultural contexts is needed to enhance the experiences of international students, ultimately fostering a more inclusive and dynamic educational landscape in Thailand's internationalization process. Additionally, the study's reliance on self-reported data through interviews and surveys may introduce biases, such as social desirability bias, where participants provide responses, they believe are expected or favorable rather than their true opinions. Those interested in conducting further studies should attempt to expand the research population, study programs, and education levels to capture more areas of students' exposure and geographies, as well as employ a variety of data collection instruments to generate more accurate findings with enhanced data representations.

5.4 Conclusion of the Study

This study provides valuable insights into the experiences of international students in Thai higher education, emphasizing the need for improved internationalization policies, enhanced academic and administrative support, and the promotion of English as an international language. The findings reveal key insights into the motivations, experiences, and challenges faced by students from the Inner, Outer, and Expanding Circles, offering significant implications for policy, curriculum development, teacher training, and support systems within Thai higher education.

Firstly, the motivation for choosing to study in Thailand often centers around convenience, geographic proximity, and the acceptance of local degrees. These practical considerations underscore the importance of institutional policies that recognize and value diverse qualifications. This aligns with the findings of Kreber (2009), who highlighted the critical role of such factors in shaping international students' decisions. Understanding these motivations can guide institutions in crafting policies that attract and retain international students by addressing their specific needs and concerns.

Secondly, international students reported a range of academic experiences, from adapting to different educational systems to navigating language barriers within administrative processes. These experiences emphasize the need for Thai institutions to provide comprehensive support systems that facilitate smooth transitions and effective communication for international students. This supports the findings of Armstrong and Laksana (2016), who stressed the importance of administrative efficiency and linguistic accessibility in international education. Addressing these barriers is crucial for creating a truly internationalized educational environment that is accessible and welcoming to all students.

Thirdly, the study revealed significant barriers related to English language usage, particularly concerning the proficiency of administrative staff and the quality of English translations. These barriers highlight the need for enhanced language support services and better-trained administrative personnel to ensure effective communication within the academic environment. Moreover, socio-cultural differences were identified as both a challenge and an opportunity. While some international students experienced anxiety and difficulty interacting with Thai students due to language barriers, others found that exposure to diverse English varieties enriched their communication skills and cultural understanding. This duality reflects the findings of Khatib and Monfared (2017), who advocated for language program providers and teachers to encourage the learning of relevant English varieties while considering the communicative needs of learners.

Fourthly, this study underscores the need for Thai higher education institutions to adopt more inclusive and flexible educational practices that cater to the diverse needs of international students. By integrating a variety of Englishes into the curriculum and providing tailored support systems, institutions can better prepare students for the global communication challenges they will face in their academic and professional lives. This supports the broader goal of fostering a more inclusive, dynamic, and globally relevant educational environment in Thailand.

Finally, the study also highlights the importance of teacher training programs that equip educators with the skills needed to manage linguistic and cultural diversity in the classroom. Ensuring that teachers are culturally sensitive and adept at teaching various English varieties is crucial for creating an inclusive learning environment. Additionally,

improving language support systems, particularly in administrative settings, will enhance the overall experience for international students, aligning with the recommendations of recent studies in this field.

In conclusion, this study underscores the complex interplay between internationalization, language diversity, teaching approaches, and student experiences in Thai higher education. By recognizing and addressing the identified challenges, institutions can create more inclusive and supportive environments that enhance the academic and social experiences of international students. Looking ahead, future research should continue to explore these dynamics, focusing on broadening the geographic scope of the study, increasing sample diversity, and investigating the long-term impacts of internationalization initiatives. Such research will provide deeper insights into how Thai higher education can continue to evolve in response to the needs of its increasingly diverse student population.
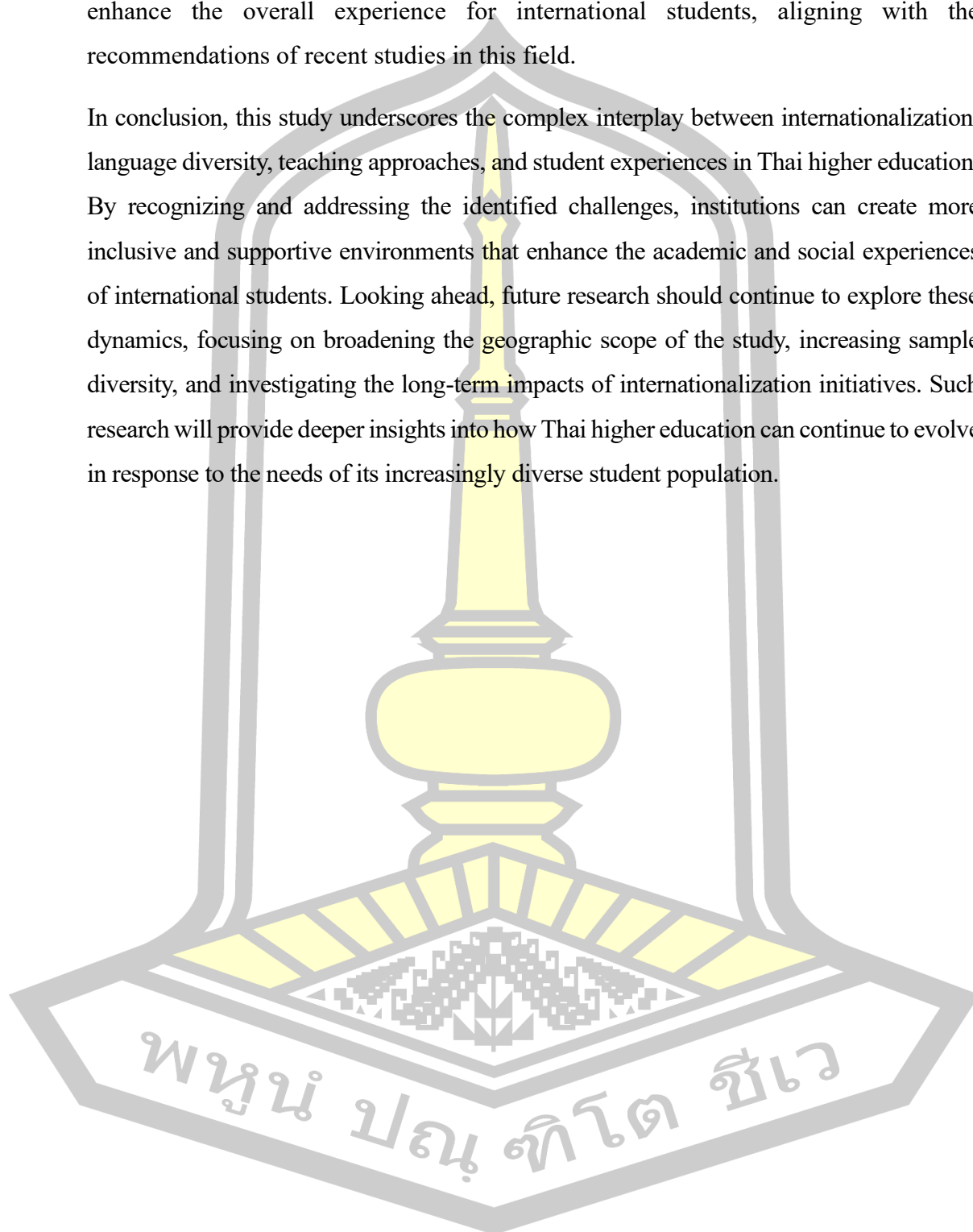
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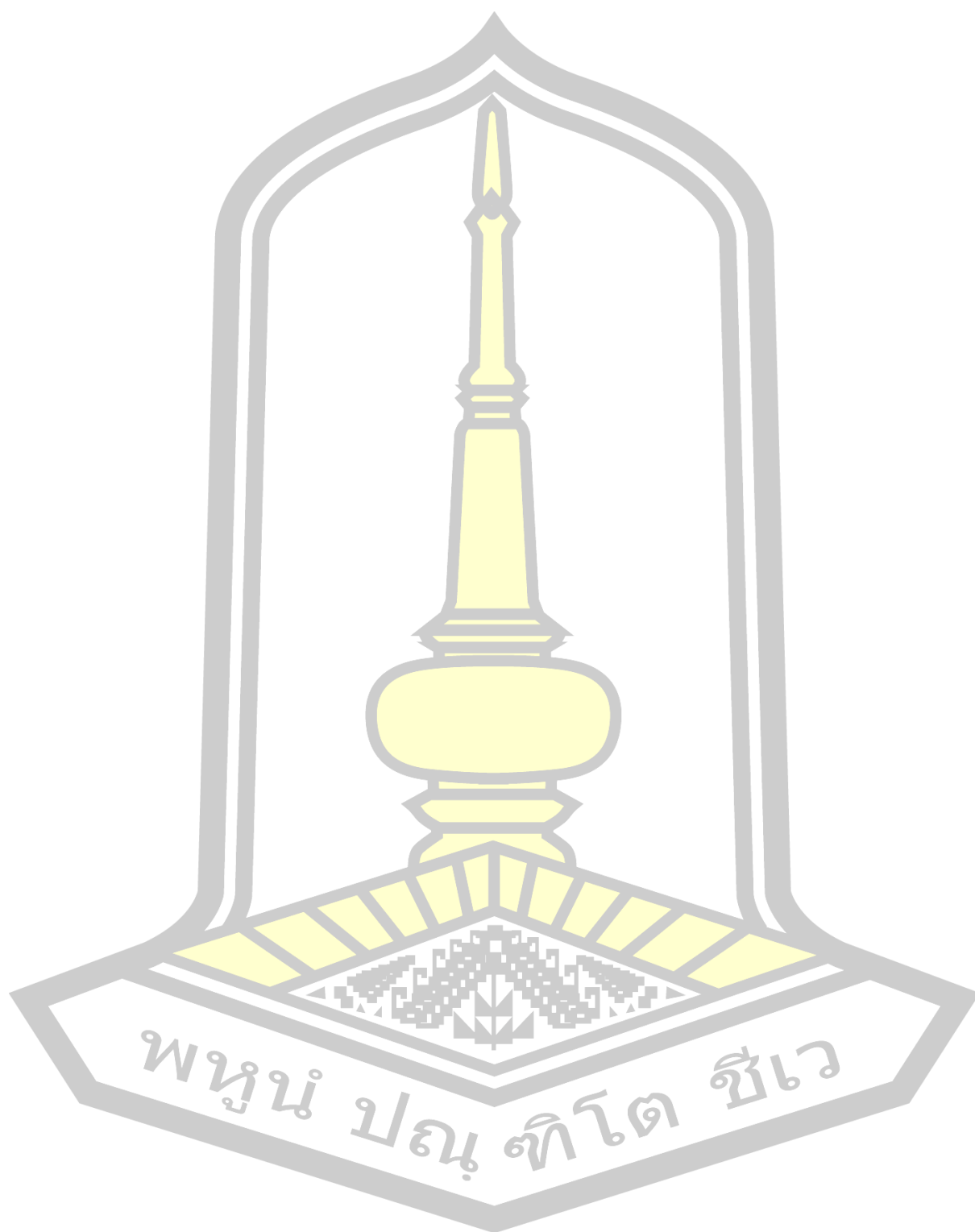
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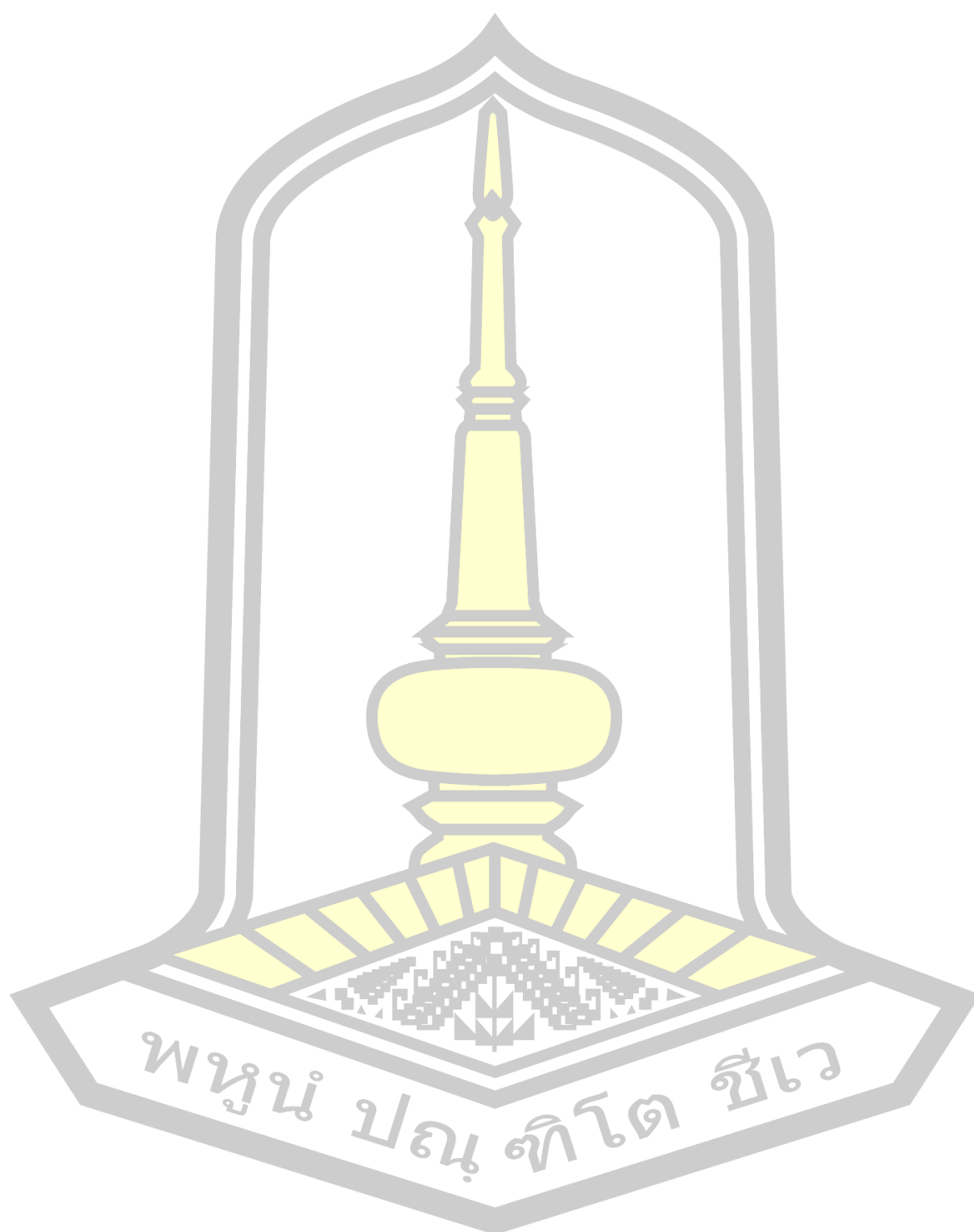
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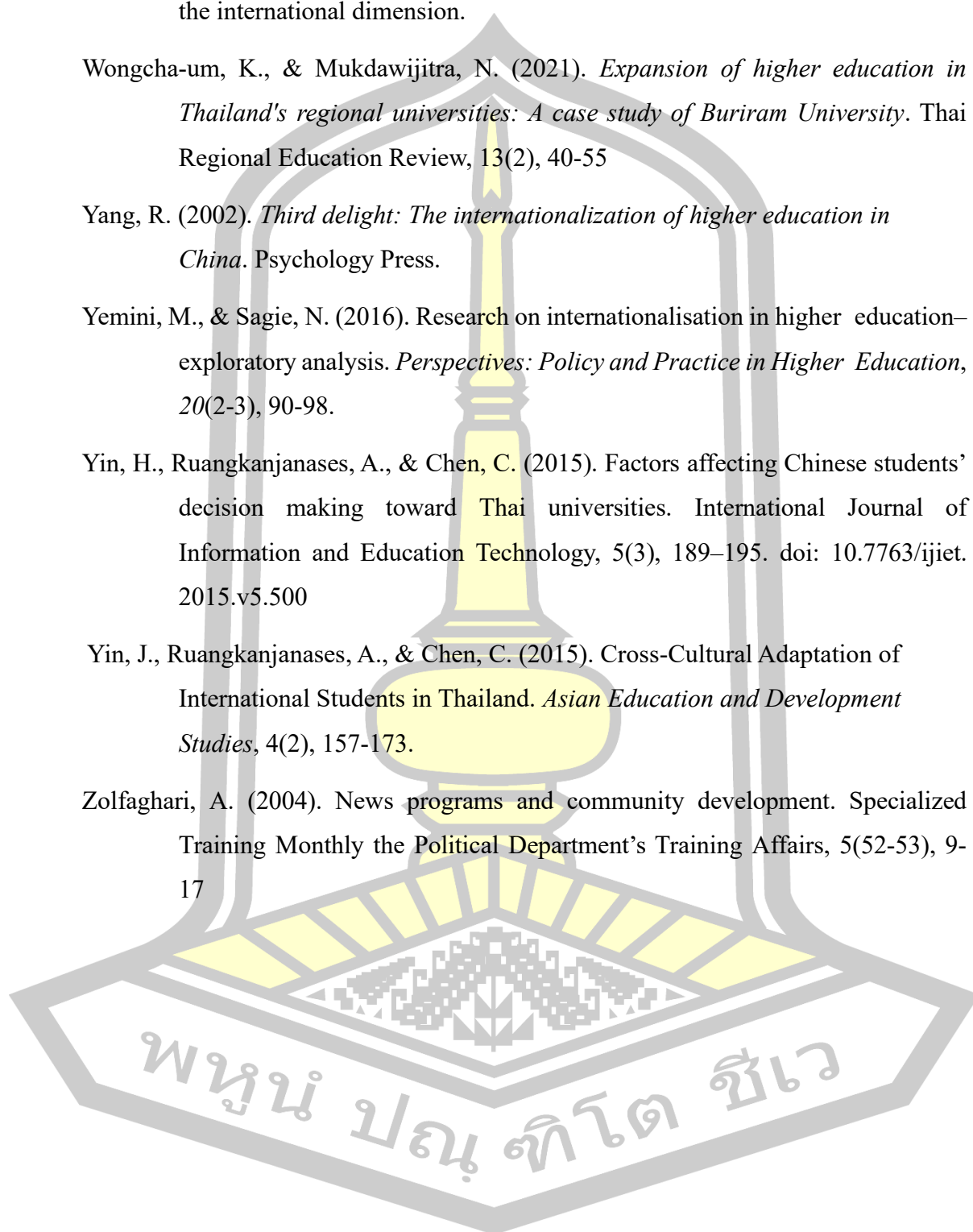
APPENDICES

Appendix A: Questionnaire

Questionnaire survey

This survey is part of a research entitled *"Internationalization and Englishes in Thai Higher Education: Surveying insights from international mobile students in Thailand"*. The information in this study will be used only for research purposes and in ways that will not reveal who you are. You will not be identified in any publication from this study, unless you authorize to do so. Thank you in advance for taking part in this survey.

Internationalization in this study is the intentional process of integrating global dimensions i.e., (Englishes used in Higher Education) in the recruitment of international students and staff into the teaching and learning in English of higher education in order to enhance the quality of education for all students and staffs and to raise their awareness of different varieties of English (e.g., British English and American English).

Englishes refers to the variety of both native Englishes (e.g., American English, British English, South African English, etc.) and non-native Englishes (e.g., Thai English, Singaporean English, Nigerian English, Malaysian English, Indian English, etc.) that are most appropriate in a specific international university context as part of the university's internationalization process.

A: Background information

Instruction: Please fill in the blanks and tick the box that best suit your answer where appropriate.

1. Nationality

Your answer

2. Gender

☐ Male

☐ Female

☐ Other

☐ Prefer not to say

3. Age Range

- [ ] 16-18
- [ ] 19-21
- [ ] 22-24
- [ ] 25-27
- [ ] 28-30
- [ ] 35+

4. Education Level

- [ ] Undergraduate
- [ ] Master
- [ ] PhD

5. Study Program

Your answer

6. University

Your answer

B. Internationalization and Englishes in Thai HE
Instruction: Please read carefully and tick the box(es) corresponding to your answer(s)

Components of Internationalization

7. What does internationalization mean for you? (Multiple answers)

- ○ foreign lecturers/students on campus
- ○ studying abroad/exchange programs
- ○ learning English as a foreign language
- ○ English language profiency exams
- ○ education in the English language
- ○ other:

8. What kind of support should your university provide for the academic community to boost its internationalization process? (Multiple answers)

- [ ] foreign English language classes with vocabulary related to my field of study
- [ ] more support for international students
- [ ] foreign English language classes for international students
- [ ] foreign English language classes for general purposes
- [ ] training for foreign English language teachers
- [ ] Other: _____

9. When you enrolled in the English program, you planned to learn languages for

- [ ] academic purposes
- [ ] general purposes
- [ ] others

10. What is your opinion about the use of different Englishes in the process of learning?

- [ ] it helps my learning
- [ ] it hinders L2 learning
- [ ] it does not affect my learning
- [ ] Other: _____

11. In your opinion, your study program is

- [ ] a program for Englishes exposure
- [ ] a program for internationalization
- [ ] both
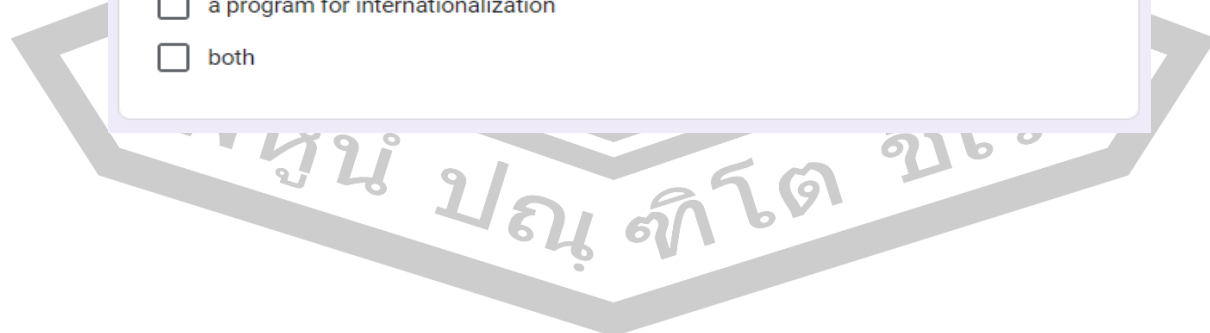
12. Which varieties should be taught in your English language program?

- [ ] British English
- [ ] American English
- [ ] Australian English
- [ ] South African English
- [ ] Thai English variety
- [ ] Other: _____

13. Which variety is most appealing to you and why? (Multiple answers)

- [ ] British English variety
- [ ] American English variety
- [ ] Australian English variety
- [ ] South African English variety
- [ ] Thai English variety
- [ ] Other: _____

14. Please list all the English varieties you can recognize in your teachers and classmates in the program? (Multiple answers)

- [ ] British English variety
- [ ] American English variety
- [ ] Australian English variety
- [ ] South African English variety
- [ ] Thai English variety
- [ ] Other: _____

15. Which variety of English would you like to master? (Multiple answers)

- [ ] British English variety
- [ ] American English variety
- [ ] Australian English variety
- [ ] South African English variety
- [ ] Thai English variety
- [ ] Other: _____

16. Which English varieties have you been exposed to outside the classroom?
(Multiple answers)

☐ British English variety

☐ American English variety

☐ Australian English variety

☐ South African English variety

☐ Thai English variety

☐ Other: _____

17. Are some varieties more authentic?

○ Yes

○ No

○ Other: _____

18. Is it important to be exposed to different varieties of English when learning?

○ Yes

○ No

19. Do some teachers use more acceptable varieties?

○ Yes

○ No

20. Is it important to learn different varieties to communicate with others?

○ Yes

○ No

21. Do you believe that the emphasis on native English-speaking teachers in Thai higher education affects your language learning and understanding of different English varieties?

○ Yes

○ No

22. Do you believe that the emphasis on non-native English-speaking teachers in Thai higher education affects your language learning and understanding of different English varieties?

○ Yes

○ No

23. Have you faced any stereotypes or biases related to your own English proficiency or the variety of English you use?

○ Yes

○ No

24. Do you think that Thai higher education institutions should prioritize the teaching of English varieties that reflect the regional context, such as ASEAN English?

○ Yes

○ No

25. What is your overall rate of satisfaction related to the English(es) used in your program?

☐ poor

☐ fair

☐ good

☐ very good

☐ excellent

26. Have you had any opportunities to engage in language exchange programs or intercultural activities with Thai students during your studies?

○ Yes

○ No

27. Have you observed any efforts by Thai universities to promote intercultural understanding and diversity within your university?

○ Yes

○ No

28. Please explain how you understand the notion of English as an International Language

Your answer

29. Explain why is it (not) important to learn different varieties to communicate with others

Your answer

C. Contact details

Replies are anonymous! The following information is requested in case we have questions or need clarification about your response or need to contact you for a follow-up interview. Your information will be used solely for this survey.

Name & nickname:

Your answer

Email address:

Your answer

Contact number:

Your answer

Facebook/LINE ID:

Your answer

Appendix B: Interview Questions

1. What motivated you to pursue higher education in Thailand as an international student?

2. How has the internationalization of Thai higher education influenced your academic experience?

3. Have you encountered any challenges or barriers in terms of using the English language in communication?

4. How do you perceive the diversity of Englishes in Thailand and its impact on your language learning process?

5. Can you share any experiences or interactions with different varieties of English in your academic or social contexts?

6. Have you noticed any differences in the teaching approaches or classroom dynamics between courses taught by native English-speaking teachers and non-native English-speaking teachers? Explain.

7. How do you navigate between different English varieties and cultural norms in your academic and social interactions?

8. How do you perceive the attitudes of Thai students towards international students in terms of language and cultural differences? Explain.

9. How do you assess the effectiveness of language support services provided by Thai universities for international students? Explain.

10. How do you perceive the role of international students in shaping the internationalization efforts of Thai higher education institutions?

11. How do you envision the future of internationalization and the role of Englishes in Thai higher education?

12. How has your experience as an international mobile student in Thailand influenced your perspective on the importance of internationalization and English language education in a globalized world?

Appendix C: Ethics Approval

MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR
RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 104-571/2024

Title : Internationalization and Englishes in Thai Higher Education : Surveying insights from International mobile students in Thailand.

Principal Investigator : Mr. Musa Sanoh
Responsible Department : Faculty of Humanities and Social sciences
Research site : The Universities in Thailand

Review Method : Expedited Review

Date of Manufacture : 22 February 2024   expire : 21 February 2025

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

(Asst. Prof. Ratree Sawangjit)
Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

BIOGRAPHY

NAME   Musa Sanoh

DATE OF BIRTH   March 21, 1997

PLACE OF BIRTH   Freetown, Sierra Leone

ADDRESS   181 Moo 12, Tha Khon Yang Subdistrict, Kantharawichai
                         District, Maha Sarakham Province 44150

POSITION   A full-time student

EDUCATION   2017 Senior Highschool, Neufville Christian Academy,
                         Sierra Leone
                         2021 Bachelor of Science (Hons) in Business and
                         Information Technology, Njala University, Sierra Leone
                         2024 Master of Education in English Language
                         Teaching (M.Ed), Mahasarakham University, Thailand