

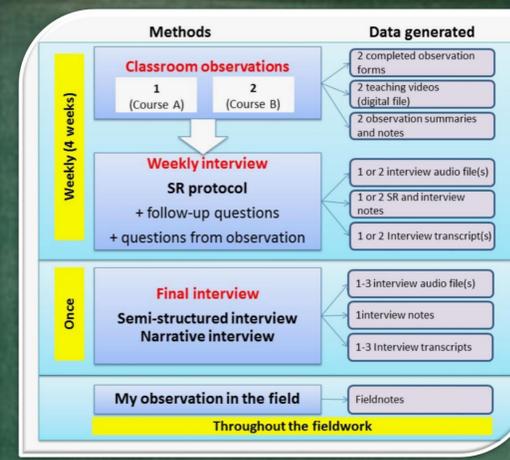
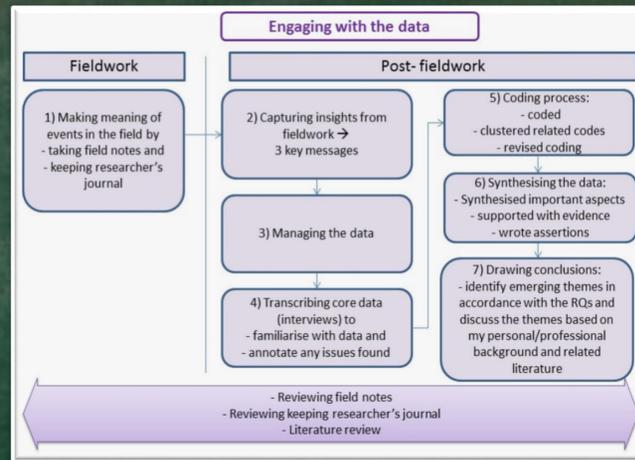
PURPOS

- 1) The teaching which focuses on native norms, forms and culture
- 2) The teaching for examination purposes
- 3) Little teaching of (inter)cultural aspects

PRIGMS

- 4) Assumptions about English (e.g. native speaker model, NSEs & NNSEs, non-standard English)
- 5) Assumptions about students as deficit language users

The findings of this study are **UN**surprising as they suggested that the TEFL paradigm persists. **U**prising, it does so despite the global discussion of the roles of English as a global lingua franca and the intercultural aspirations articulated in the current ASEAN and Thai policy discourse.



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My study takes a critical TESOL perspective which challenges the dominant paradigm of the ideological understandings underpinning the teaching of English and was informed by an appropriate methodology approach (Holliday, 1994) which seeks to develop an appropriate TESOL methodology for each societal context. My study challenges the Teaching English as a Foreign Language (TEFL) paradigm which assumes the native-speakerness and focuses on the teaching and testing of native norms, forms and culture when English today is mostly used as a global lingua franca by anyone regardless of their first language and culture for IC purposes. In particular, my study explores what three practitioners at a Thai university think about the purposes and paradigms of teaching English in this era.

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- 1) **URR UL L L** The top-down intercultural aspirations and the need to prepare young Thais for English-medium intercultural communication do not ZUhi fY]b' dfUM]h]cbYfg]h.]b_]b['UbX' dfUM]Vg'
- 2) **NTH GRUN** :Practitioners teach what they were taught and what they UFY' Zb]]Jf'k]h' H\YmWbbch] k UghYI' h]a Y'rc' hYUW' f]bhYfLW' h' fU' UgdYVtg'
- 3) **NTITION LL** LH\YfY']g' UXYg]fY'rc' VYVta Y]]bhYfbUh]cbU] žnYh]h]g]~ UW]j Y'mfY]bZ' fWg'hYI' hfUX]h]cbU] 'k Uhg]cZ]hYUW]b['f]Y'H9. @UbX' examination-based teaching).

POSSIBLE OUTCOM

H T HNG H H O SNOTATFOR NGLISH M IUM PURPOS S



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The establishment of the ASEAN Economic Community (AEC) in 2015 removed the economic borders between the ten member states of the Association of South East Asian Nations (ASEAN) and emphasised the need for English-medium intercultural communication (IC) for communication between individuals from different (and similar) linguistic and cultural backgrounds within and beyond the ASEAN region. This phenomenon has major implications for tertiary level, TESOL (Teaching English to Speakers of Other Languages) practitioners, especially teachers of English in the ASEAN member states including Thailand, my home and educational context.

