

Design and Development of an *English as a Global Language* MOOC to Increase Global Englishes Awareness: Evaluation in a Thai University

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ABSTRACT

The Global Englishes Language Teaching (GELT) framework has been proposed as a practical guidance for researchers and practitioners to reconsider and revise their current teaching practices to recognize a global status of English in multilingual communities (Galloway & Rose, 2018). However, the GELT framework still requires extensive evidence from stakeholders in the field of English language teaching. This study aims to design and evaluate an 'English as a global language' massive open online course or EGL-MOOC to increase awareness of Global Englishes among first-year students enrolled in a general English course of a Thai university. To design and develop the EGL-MOOC, contents and instructional materials (i.e., Infographics, motion graphics, video clips, reading passages, online discussion tasks, module tests) were produced based on the GELT framework. To identify the students' Global Englishes awareness, a set of pre-and post-teaching questionnaires and student reflections were employed, together with MOOC evaluation questionnaire for determining quality of the EGL-MOOC. The findings demonstrate practical suggestions on MOOC design and implementation for Thai university students to raise their knowledge of Global Englishes after MOOC implementation in a general English course. This study also highlights innovative MOOC design and development to promote the sociolinguistic realities of English, as well as respectful attitudes towards the English diversity.

Keywords: Global Englishes; Massive open online course (MOOC); design and development; evaluation; ELT

INTRODUCTION

Spreading beyond its original boundaries, English is now a global language for interaction and communication. The language plays a central role in everyday life in a number of important fields (e.g., politics, international commerce, education, technology, media, and communication) as well as connecting its users from diverse lingua-cultural backgrounds and nations (Crystal, 2003). International organisations such as WHO, UNESCO, ASEAN, and WTO employ it as a lingua franca (Kirkpatrick, 2014). English is used as a first language by most speakers in the United Kingdom, the United States, Canada, Ireland, Australia, and New Zealand, whereas it is a second language or an official language in India, Nigeria, and Singapore. Other countries such as Germany, France, Japan, China, and Thailand use it as a language of international communication, including business, tourism, and education. Non-native speakers of English presently outnumber the native speakers, while different functions and patterns of the language's use are influenced by local languages and cultures (Jenkins, 2009; Seidlhofer, 2011).

Many scholars in the ELT field have responded to the globalised world and the present roles of English as a global language (Galloway & Rose, 2014; Kanoksilapatham, 2016; Marlina, 2021; Rose, 2017). One of the new approaches which can assist those scholars to succeed in their attempts to promote multilingualism and respectful attitudes towards diverse cultures and identities is the Global Englishes Language Teaching (GELT) framework. The framework urged a re-evaluation of present teaching approaches in light of English's changing sociolinguistic uses

(Galloway & Rose, 2018). However, this novel framework demands acceptance and significant evidence in teaching practices to benefit global citizens living in a multilingual community. The present study thus aims to propose a newly developed ‘English as a global language’ massive open online course or EGL-MOOC as another innovative instructional media to promote the role of English as a global language and report how the MOOC has affected its users.

LITERATURE REVIEW

ENGLISH AS A GLOBAL LANGUAGE

Due to its global status, the ultimate goals of learning English, including native-like speaking, native speakers as role models, and the alleged superiority of standard English, have been a tendency to be unquestioning acceptance, but have been debated for years (Phillipson, 1992). Native-speakerism is “a pervasive ideology within ELT, characterised by the belief that ‘native-speaker’ teachers represent a Western culture” (Holliday, 2006: 385). Because of their perceived native speaker status, English users are subjected to unequal treatment when native speakers receive preferential treatment over non-native speakers in many situations. Despite the widespread use of English around the world, indigenised new variants are still considered inferior, and native English is still considered as the only legitimate and accurate variety (Bamgbose, 1998). Thus, it is evident that native-speakerism perpetuates uneven power dynamics in ELT. Such issues raised have been problematized and criticised for decades (Rose & Galloway, 2019), and then a consensus has formed regarding the inappropriateness and unattainability of such outcomes (Canagarajah, 2013). For example, in the classroom setting, local teachers can be fine role models if they are adept at English, as they share a linguistic background with their students (Kirkpatrick, 2014). Whoever effectively uses the language for various purposes, in diverse settings, and in hybrid ways is an owner of the language. Even though it is not their mother tongue, people can draw on their native tongue, along with English, to communicate successfully (Rose, McKinley & Galloway, 2020). In addition, basic communicative competence in intercultural communication, as well as an awareness of English diversity, need to be promoted by having students practice using communication strategies in challenging situations involving speakers from diverse lingua-cultural backgrounds, thereby exposing them to an extensive range of accents (Chan, 2018; Kachru & Nelson, 2006).

One of the proposals to advance this is the GELT framework. Galloway and Rose (2018) established this framework, stressing that teaching English to students as global citizens must involve an exposure to World Englishes and English as a lingua franca (ELF), so as to promote multilingualism; increase awareness of Global Englishes and ELF strategies in language curricula; promote respectful attitudes towards diverse cultures and identities; and empower non-native English-speaking teachers. In this regard, more evidence of Global Englishes’ innovative practices so as to demonstrate its advantages is required. Studies have been done to raise awareness of English as a global language, such as language-teacher education (Rose, 2017), curriculum development (Marlina, 2021), and teaching methods and instructional materials (Galloway & Rose, 2014; Kusumaningputri, 2020).

Attempts to create innovative teaching practices in light of the increasing awareness of English as a global language have been made in Thai ELT contexts. Rajani Na Ayuthaya and Sitthitikul (2016) developed World Englishes-based lessons, including exposure to and awareness of English varieties, the ownership of English, and the role played by English users, to decrease

foreign-language classroom anxiety by downplaying native speaker (NS) norms and to increase the language achievements of Thai university students. Their students' confidence increased when innovative teachers did not push the unrealistic goals of NS norms. In a general English course by Rajprasit and Marlina (2019), the 15-session course was revised and integrated with World Englishes-oriented topics and learning activities, such as listening to phone calls made by different non-native English speakers. Even though their students' opinions on the varieties of English did not undergo considerable changes, the students could experience new teaching practices which widened their views on the use of English as a global language. Passakornkarn and Vibulphol (2020) developed and implemented 'Hello, World Englishes!' listening materials for Thai secondary school students. The videos and other materials highlighted, for example, the unique phonological elements of non-native English varieties, such as having the plosive consonants [t] in place of the dental fricative TH in words such as *three*, and the occurrence of discourse particles, such as *ah*, *lah*, and *meh*, which are common in the English spoken in Singapore and Malaysia (Wee, 2004). Their instructional materials were effective for teaching Thai students, as they heightened students' awareness of the English diversity. Boonsuk, Ambele and McKinley (2021) developed a newly-introduced compulsory course for university students called Global Englishes which aimed at fostering an awareness of English diversity and the various roles of the language in the global community. The course covered key issues of English as a global language, including the early stages of English expansion, the evolution of the language, attitudes, and ideologies. The course evaluations revealed that students felt positively about this innovative practice and became more accepting of the different varieties of English. One of the highlights of this study is that the students valued their own identity when using English (e.g., replacing some consonants in English with the most similar ones available in Thai language, or producing vowel sounds noticeably longer or shorter, affected by the language) (Trakulkasemsuk, 2012). Another attempt was made by Ambele and Boonsuk (2021), who developed Global Englishes awareness by engaging in learning activities for student-teachers, such as Global Englishes-based videos, and discussion of different Englishes. Recently, World Englishes-oriented learning activities, which include listening to different speakers of English and note-taking, group projects on World Englishes, and debates about the different English varieties, were integrated into a general English course by Rajprasit (2021) to emphasize the sociolinguistic realities of English. These activities could broaden students' views on English diversity. The students were likely to accept varieties of English, not only the native ones, even though a preference for the latter was expressed by some.

These studies in Thai contexts have confirmed that educators and researchers made an initial movement from English as a foreign language, which is the traditional paradigm, to GELT, a new paradigm (Galloway & Rose, 2018). Innovative classroom practices are still required to get most students to embrace GELT, particularly in non-native English-speaking countries. Awareness-raising activities, as well as instructional media and materials have been proposed locally and internationally; however, online courses (e.g., a MOOC) are limited. The following section deals with a MOOC as a technology used in teaching practices.

MASSIVE OPEN ONLINE COURSES (MOOCs)

Digital technology advances have accelerated the pace of change, including in the open-education movement. Massive open online courses or MOOCs are one example of such a change. MOOCs are defined as "freely accessible learning materials and media to be used for learning/teaching and assessment" (Ferguson et al., 2018, p.1). MOOCs have been around for over a decade and there are three different types of MOOCs (Ross et al., 2014). Firstly, xMOOCs which concentrate on

pedagogical interaction are a more traditional type of course, based on a teacher-centred and transmissive approach (i.e., controlled activities and declarative knowledge). All the content is delivered by short video lectures and assessed by quizzes; students are basically passive. Secondly, cMOOCs which focus on learning outcomes promote a student-centred approach (i.e., content and interaction, remixing, repurposing, and co-creation, and generative, connective, and integrative knowledge), and typically focus on autonomy and social network-based learning. Thus, students' participation is active, self-regulated, and selective. Thirdly, pMOOCs which aim for participants' experience is a combination of xMOOCs and cMOOCs. Collaboration on an authentic project is required for participants who learn by reviewing their peers' work. The instructors act as moderators to facilitate collaborative work to complete a project and solve various problems structured content, video lectures, recommended materials, discussion forums, live chats, personalised projects, subtitles/additional languages, peer assessment, automated assessment, and certificates (Nacinovic, 2014).

Even though the strongest point of MOOCs is that they promote autonomous learning and that students (users) can study at their own pace, as well as catching up and adjusting their timetables, there are certain drawbacks. Firstly, some students may have inadequate background knowledge of topics, leading to a failure to understand the content and the material completely. Secondly, the users cannot receive immediate individual mentoring because they cannot easily interact with their instructor. Thirdly, individuals have different learning styles. Some prefer to learn by listening, some by seeing, others by doing, some by reading, and others by asking questions. MOOCs may not incorporate all topics and learning activities that interest all students. This can increase the dropout rates. Fourth, it is impossible to check whether or not students plagiarise. Finally, limited access to the internet has a negative impact on the quality of learning (Marrhich et al, 2020).

In Thailand, MOOCs began to be promoted in Higher Education contexts in 2014, and are recognized nationwide, under the name "Thailand massive open online courses" or Thai MOOCs (<https://thaimooc.org/>). Many Thai universities have produced MOOCs in various fields, such as agriculture, education, engineering, and English. For teaching English, four types of English courses are available: General English skills (e.g., Explorative English, Easy English for Everyday Life); English for Specific Purposes (e.g., English for the Office, English for Fundamental Nursing); preparatory English (e.g., Ready English, Academic English Listening, and Speaking Skills for the Graduate Program); and professional development (e.g., English pronunciation and basic English phonetics for English teachers). Considering the contexts of Thai MOOC, MOOCs attempting to enhance an awareness of Global Englishes have not been reported, and an opportunity is still available to add a new course to promote online learning.

According to the GELT framework and related studies on Global Englishes, as well as MOOC development and its implementation into classroom practices, researchers and practitioners advocating the GELT paradigm are challenged by how to develop instructional materials, together with an effective use of technology. Therefore, the current study aims to design and develop the EGL-MOOC to increase students' awareness of Global Englishes, and to evaluate the MOOC's quality among Thai university students. To accomplish the objectives of the study, the research questions were set as follows:

1. To what extent has the EGL-MOOC increased an awareness of Global Englishes among Thai university students?

- 1.1 Has the EGL-MOOC increased awareness on the notions of standard versus non-standard English among Thai university students?
 - 1.2 Has the EGL-MOOC increased an awareness between native-speakerism versus intelligibility and comprehensibility among Thai university students?
2. What are Thai university students' perceptions regarding the quality of the EGL-MOOC?

METHODOLOGY

RESEARCH DESIGN

A one-group pretest-posttest design was employed in this study, using a pre-post intervention with a group of subjects (Allen, 2017). The researcher aimed to study the group's perceptions before and after receiving the EGL-MOOC implementation.

PARTICIPANTS

With the ethical approval (SWUEC/E-408/2561), participants were recruited on a voluntary basis. An announcement about the EGL-MOOC implementation in a general English course was made to 110 first-year students enrolled in the course taught by the researcher (a course instructor). In total, thirty students agreed to take part in the experiment. Females slightly outnumbered males, 60% and 40%, respectively. About 70 percent of the students studied in an area of science (i.e., mathematics and general sciences); the rest were humanities and social sciences majors (i.e., interactive and multimedia design, fashion, textiles and accessories, and urban community management).

MOOC DESIGN AND DEVELOPMENT

The instructional design model ADDIE was used to design and develop the EGL-MOOC. The model consists of five major phases: analysis, design, development, implementation, and evaluation: hence the acronym, ADDIE (Rosenberg, 1982). According to Chyung (2008), the model is the most common instructional design employed to develop MOOCs. This is because an interrelated, systemic, non-linear procedure of all the stages does not follow a strict step-by-step procedure, and each stage contributes to the others in a non-linear way. Therefore, it allows designers and researchers to be creative in designing instructions, and it is the practitioners' responsibility to select and complete the appropriate tasks for each step. Therefore, the model has been used by a number of scholars to design and construct MOOCs (Azami & Ibrahim, 2019; Braun et al., 2021; Buchem & Okatan, 2021). Table 1 demonstrates the five phases in the EGL-MOOC design and development of this study.

TABLE 1. EGL-MOOC design and development

Stage	Activity	Output
1. Analysis	<ul style="list-style-type: none"> ● Reviewing the literature and related studies on MOOC development in ELT contexts 	<ul style="list-style-type: none"> ● Context of the MOOC development ● Requirements for the MOOC design and delivery ● Required resources

	<ul style="list-style-type: none"> Analyzing existing learning activities to promote an awareness of Global Englishes Analyzing Thai MOOCs 	<ul style="list-style-type: none"> Timeline for completion of the MOOC development
2. Design	<ul style="list-style-type: none"> Writing the learning objectives Designing the test instruments Designing the instructional strategies Designing a lesson plan Identifying the instructional resources 	<ul style="list-style-type: none"> Expected learning outcomes of the four modules E-assessment Core content Global Englishes-oriented learning activities
3. Development	<ul style="list-style-type: none"> Developing the instructional materials and media Developing a student guide 	<ul style="list-style-type: none"> Tailor-made instructional materials: Infographic, motion graphics, video clips, reading passages, online discussion tasks, module tests Four Global Englishes-oriented modules EGL-MOOC Results from the pre- and post-teaching questionnaires
4. Implementation	<ul style="list-style-type: none"> Providing essential information prior to the EGL-MOOC delivery Delivering the MOOC Facilitating MOOC learners Conducting formative assessments 	
5. Evaluation	<ul style="list-style-type: none"> Conducting the summative evaluations Having reflections on the MOOC 	<ul style="list-style-type: none"> Results from the MOOC evaluations Reflections from the MOOC users

According to Table. 1, when stages 1-3 had been completed, the EGL-MOOC overview, learning objectives, and learning outcomes, as well as the expectations of the participants, were described and then uploaded into the MOOC introduction. The MOOC overview presents a scope of the content with four modules which covers the history of English (module 1), followed by the concept of World Englishes (module 2), the global expansion of English (module 3), and the notion of English for intercultural communication (module 4) (see Appendix). The MOOC also promotes respectful attitudes towards the English diversity through awareness-raising activities which highlight the use of English for successful communication in international contexts in which non-native English speakers outnumber native English speakers. Therefore, by the end of the MOOC, participants will be able to explain the history of English and its varieties; explain the status of English as a global language; discuss the role of English in intercultural contexts; and develop respectful attitudes towards the English diversity. In order to achieve these objectives, the MOOC course provided various Global Englishes-oriented activities which are challenging to engage in, as students live in a world where native-speakerism is still dominant. The participants were expected to reflect on the diversity of English from their own experiences. Throughout the course, the students did reading and writing activities and shared their ideas online with their classmates. As part of a learning community, they were expected to attend all online discussions in order to collaboratively learn and to share their learning experiences. The course can be accessed through the link: <https://www.openlearning.com/courses/english-as-a-global-language>

RESEARCH INSTRUMENTS

A set of research instruments was employed to identify and compare students' opinions after the MOOC was implemented. Firstly, pre- and post-teaching questionnaires in both Thai and English (Online) were developed and adapted from the author's previous work (Rajprasit & Marlina, 2019; Rajprasit, 2021). Thirty-two questions, covering the varieties of English, learning English at the

university, preferences in using English, and Thai English or the transfer of Thainess into the language (Trakulkasemsuk, 2012), were posed to examine how the students perceived the role of English as a global language, and the varieties of English. These questions contain of both positive (3, 4, 5, 8, 9, 11, 16, 17, 18, 19, 20, 22, 24, 25, 27, 28) and negative items (1, 2, 6, 7, 10, 12, 13, 14, 15, 21, 23, 26, 29, 30, 31, 32). All responses of the negative times were reverse-coded prior to analysis. Secondly, an online questionnaire for evaluating the MOOC comprising 21 questions in both Thai and English was developed based on previous studies to determine the quality of the MOOC design and development, the instructional materials, the role of teacher, and the students' learning experiences (Haavind & Sisteck-Chandler, 2015; Ross et al., 2014). A five-point Likert scale was used to rate the items of the pre- and post-teaching questionnaires, as well as a questionnaire on evaluating the MOOC quality (5 = Strongly agree; 1 = Strongly disagree). Cronbach's alpha was used to determine the reliability of both questionnaires. The reliability check was 0.876 and 0.947, respectively. Thirdly, student reflections in Thai (online) were employed to ascertain students' opinions about MOOC study, their awareness of Global Englishes, and their evaluation of the MOOC. The consistency of the results (both quantitative and qualitative data) was examined in the methodological triangulation to acquire a thorough understanding of the results.

DATA COLLECTION

The researcher held a virtual meeting to inform a group of participants about the objectives of the experiment, the guidelines for using the EGL-MOOC, the weekly launch of the four modules, and the expected learning outcomes. In addition, the students were required to complete a pre-teaching questionnaire a week before taking the MOOC, and then began to study weekly modules (weeks 1-4). On completion of the final module, they were asked to complete a post-teaching questionnaire and carry out a MOOC evaluation. In the week after the class ended, they wrote their reflections on the experience. In total, this experiment lasted six weeks.

DATA ANALYSIS

Both quantitative and qualitative analyses were used to answer the research questions. For the quantitative data, descriptive statistical analyses (i.e., mean and standard deviation) were performed, using SPSS 24.0 to identify the participants' perceptions of the role of English as the global language and regarding the varieties of English, as well as doing an MOOC evaluation. Cronbach's alpha was utilised to test the internal consistency and reliability of the two questionnaires. A *t*-test was used to determine whether or not there was any significant difference between their opinions before and after taking the MOOC. Additionally, content analysis was performed to describe attitudinal responses to the themes of the present study (i.e., Global Englishes and EGL-MOOC production) and to make links to the quantitative data.

RESULTS

Both quantitative and qualitative data were analysed and reported involving the three topics: Awareness of Global Englishes, the quality of EGL-MOOC and student reflections.

AWARENESS OF GLOBAL ENGLISHES

TABLE 2. Perceptions on the role of English as the global language before and after taking EGL-MOOC

Item	Mean		SD.		Response		Remarks
	Before	After	Before	After	Before	After	
<i>Varieties of English</i>							
1. Correct English is British English only.	2.41	1.68	.908	.839	D	SD	Changed*
2. Correct English is American English only.	2.18	1.68	.853	.839	D	SD	Changed*
3. Australian English should be counted as correct English.	3.14	3.73	1.037	1.032	N	A	Changed*
4. New Zealand English should be counted as correct English.	3.09	3.64	.971	.953	N	A	Changed*
5. Canadian English should be counted as correct English.	3.00	3.64	.926	1.049	N	A	Changed*
6. Other varieties of English are incorrect.	2.18	1.59	1.139	.854	D	SD	Changed*
7. Correct English must have one standard.	2.41	2.00	.959	.976	D	D	Same
8. Standard English has the same rules of grammar.	3.55	3.73	1.057	1.032	A	A	Same
9. Standard English may differ in accents.	4.23	4.50	.813	.512	SA	SA	Same
10. Standard English is found only in writing.	2.77	2.68	1.152	1.39	N	N	Same
11. English belongs to those who speak it.	4.50	4.77	.512	.429	SA	SA	Same
12. British and Americans are the owners of English.	2.46	1.91	1.101	.500	D	D	Same
13. Singaporean, Indian, and Philippine English are standard English.	2.77	2.41	.869	1.054	N	D	Changed*
14. Thai English is just wrong English.	2.36	1.73	.953	1.032	D	SD	Changed*
15. Varieties of English use the same grammar as standard English, but different vocabularies.	3.59	3.68	.796	.839	A	A	Same
16. Varieties of English can be found in English novels.	3.64	3.82	.581	.733	A	A	Same
17. Varieties of English can be found in printed materials.	3.86	4.18	.468	.501	A	A	Same
18. Varieties of English can be found in ads.	3.82	4.00	.665	.817	A	A	Same
19. Varieties of English can be found on social networks.	3.68	4.27	.716	.883	A	SA	Changed*

Note. SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree
 * indicates changes of opinions

Table 2 reveals that the overall scores, in terms of these students' attitudes towards English and its diversity before and after taking the MOOC, were not dramatically different (Mean = 3.16 and 3.14, SD. = .405 and .240, respectively). However, regarding approximately half of individual items, such as varieties of English, global Englishes, learning English at the university, the students' preference in using English, and Thainess in English, there were differences in their opinions. Using the MOOC resulted in certain changes of their opinions regarding varieties of English, as well as a deeper understanding of such varieties. After taking the MOOC, these individuals strongly agreed that "correct" English is neither only American nor British; also, they indicated that other varieties, such as Australian English and Canadian English, can be correct, as well. They could differentiate between standard English and varieties of English commonly used in outer circle countries, such as Singaporean, Indian, and Philippine English (Kachru & Nelson, 2006). Thai English, such as substituting for certain consonants in English with the closest Thai equivalents available, or making notably longer or shorter vowel sounds as a result of the language's influence (Trakulkasemsuk, 2012), is not incorrect when people communicate in English (in Module 2).

TABLE 2. Perceptions on the role of English as a global language before and after taking EGL-MOOC (continued)

Item	Mean		SD.		Response		Remarks
	Before	After	Before	After	Before	After	
<i>Learning English at the university</i>							
20. You learnt either British or American English.	3.77	2.91	.869	1.231	A	N	Changed*
21. English taught at university must be British or American English only.	2.82	2.77	.733	1.066	N	N	Same
22. Other types of English should be taught.	4.05	4.27	.375	.703	A	SA	Changed*
23. English exam items should be British or American English only.	3.32	3.27	1.086	1.086	N	N	Same
24. English exam items may include other Englishes.	3.00	3.36	.976	.976	N	N	Same
25. English instructors in a university should be native speakers only.	2.68	2.23	1.129	1.129	N	D	Changed*
26. Local teachers in a university are equally effective teachers.	4.05	4.09	.785	.785	A	A	Same
27. Some mistakes in using English are fine if the messages are clear.	4.09	4.41	.610	.610	A	SA	Changed*
<i>Preference in using English</i>							
28. You will choose to speak either British or American English.	3.00	2.50	.976	.976	N	D	Changed*
<i>Thainess in English</i>							
29. Thais can use English with their own identity (Thainess in English).	2.36	3.09	.727	7.27	D	N	Changed*
30. Thai-accented English is embarrassing.	1.73	1.45	.827	.827	SD	SD	Same
31. Thais speaking with a British or American accent is good.	3.73	3.59	.827	.827	A	A	Same
32. Heavily Thai-accented English is undesirable.	3.05	2.95	1.029	1.290	N	N	Same
Overall	3.16	3.14	.405	.240	A	A	

Note. SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree

* indicates changes of opinions

According to Table 2, the perceptions on learning English at a university is another interesting point which shows an increasing awareness of the notion of Global Englishes. After the implementation, the students became uncertain as to whether the English that had been used in their classroom was British or American. Before that, they were confident that the language used in their study had been either of the two. Apparently, they realised that English is quite diverse (in module 2). In addition, some changes in their opinions were that an exposure to other varieties of English is important and that English teachers should not be from native-English speaking countries only. Such changes can be seen as evidence that the students opened up to the diversity of the language (In module 3). Another point made by these students is that careful attention should be paid to effective communication (e.g., delivering clear messages), and that some minor mistakes (e.g., in grammar) should be acceptable, unless such mistakes lead to communication breakdown (in module 4). Also, the students did not conclude that speaking either British or American English is ideal, and their opinion on maintaining their own identity or Thai English (e.g., substituting for certain consonants in English with the closest Thai equivalents available) changed from disagreeing with such a notion to being neutral about it.

Even though the perceptions of students regarding English and its diversity, before and after taking MOOC, were not different in general, statistically significant differences became clear when considering each item individually.

TABLE 3. Some differences in students' perceptions before and after taking the EGL-MOOC

Item	Mean		SD.		t-test	p-value
	Before	After	Before	After		
1. Correct English is British English only.	2.41	1.68	.908	.839	-2.759*	.009
5. Canadian English should be counted as correct English.	3.00	3.64	.926	1.049	2.134*	.039
14. Thai English is just wrong English.	2.36	1.73	1.037	1.032	-2.124*	.040
17. Varieties of English can be found in print material.	3.86	4.18	.959	.976	2.178*	.035
19. Varieties of English can be found on social networks.	3.68	4.27	.813	.512	2.438*	.019
20. You learnt either British or American English.	3.77	2.91	.971	.953	-2.688*	.010
29. Thais can use English with their own identity.	2.36	3.09	.727	7.27	2.725*	.009

Note: *p-value ≤ 0.05 , statistically significant

Table 3 shows the seven items which were statistically significant ($p\text{-value} \leq 0.05$) after taking the MOOC. In other words, the content learnt, and the activities done in the MOOC changed the students' opinions on the following points, and this indicates the acceptance of the non-inner circle varieties as standard global varieties: Correct English is not British English only; Canadian English should be counted as correct English; Thai English is not incorrect English; varieties of English can be found in print materials; varieties of English can be found on social networks; the students did not learn either British or American English, and Thais can use English with their own identity (Thainess in English).

The students revealed their awareness of the global status of English and came to understand that international communication takes place in a myriad of channels. Clearly, English makes international communication more efficient. Throughout the MOOC, the students learnt about the history of English and its uses as a second language, and as a lingua franca. As for the role of English in Thailand, students came to the realisation of the greater importance of communicating with confidence, regardless of strict grammatical rules. Fundamentally, if those involved understand each other's messages, the communication is successful. They also emphasised that the different uses and accents among native-English speaking users are equally acceptable. Such differences should be respected. The language belongs to whoever uses it. Even though most students had been taught to pronounce English words similarly to how its native speakers do or to have a notion that English-native speakers have correct, right, natural, original pronunciation (Kiczkowiak, 2017; Medgyes, 1992), the students agreed that speaking English with an accent other than British or American is fine. In other words, the native-like accents (e.g., British or American) are not the priority; clear pronunciation is key. As for the future status of English, most of the students predicted the global prominence of English, as there are no contenders.

QUALITY OF EGL-MOOC

TABLE 4. Perceptions regarding the EGL-MOOC's quality

Item	Mean	SD.	N=30
			Response
<i>Design</i>			
1. I am satisfied with my decision to take this course via MOOC.	4.59	.590	SA
2. To me, the MOOC system is easy to use.	4.36	.727	SA
3. To me, the MOOC system is easy to learn.	4.27	.703	SA
4. I was provided with information about the MOOC, such as the course objectives, content, and activities.	4.64	.581	SA
5. Learning outcomes for the course are summarized in clearly written, straightforward statements.	4.55	.671	SA

6. The MOOC was designed to encourage students to work together, doing various activities to develop an understanding of each topic.	4.18	.907	A
7. All the content was presented well.	4.50	.802	SA
8. All the content is up to date.	4.59	.503	SA

Instructional material and media

9. The use of infographics for each module introduction was interesting and effective.	4.50	.913	SA
10. The use of motion graphics for teaching content enhanced our understanding of each topic.	4.77	.429	SA
11. The use of video clips (i.e., interviews) enhanced our understanding of each topic.	4.73	.456	SA
12. The use of reading passages enhanced our understanding of each topic.	4.50	.598	SA
13. The use of online discussions enhanced our understanding of each topic.	4.64	.581	SA
14. The use of module tests to assess our understanding is effective.	4.36	.658	SA

Instructor

15. In learning via the MOOC, I think that the instructors' attitudes were positive and helpful.	4.73	.456	SA
16. In learning by using the MOOC, I think that the teachers were knowledgeable enough.	4.68	.477	SA

Learning experience

17. I enjoy using the MOOC for my study of English as the global language.	4.36	.790	SA
18. I believe that the MOOC gave me the opportunity to acquire new knowledge.	4.73	.456	SA
19. I believe that the MOOC enhanced my learning.	4.50	.740	SA
20. I believe that the MOOC increases the quality of learning because it integrates a variety of instructional media.	4.68	.568	SA
21. I believe that any courses in which the MOOC is properly integrated in learning management are interesting.	4.41	.959	SA

Overall	4.54	.462	SA
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Note: SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree

According to Table 4, generally, the students expressed very positive opinions regarding the MOOC (Mean = 4.54, SD = .462). The design of the MOOC satisfied them as the system was easy to use. It encouraged them to learn collaboratively, due to the variety of activities such as having online discussions on Global Englishes-oriented topics. All the important information was clearly written, straightforward and given in each module, including the course objectives, the content, and the activities. The content was appropriately selected for the undergraduate level, and specifically designed to present up-to-date issues in this globalised era. Instructional materials and media, such as motion graphics, video clips, infographics, and reading passages enhanced their learning, increasing their comprehension of all the Global Englishes-oriented topics. The students were able to learn the MOOC effectively, and part of the reason for this was that their teacher (MOOC facilitator) had a positive attitude to them and was knowledgeable. As a result, the students acquired new knowledge such as the history of English, the varieties of English and the roles of English as a global language, their learning quality increased because of the MOOC, and they enjoyed themselves.

STUDENT REFLECTIONS

The students indicated that the design of each module promoted their participation. Also, the learning objectives in all the modules helped them understand the areas of knowledge and tasks which they focused on. They said that the content was well-selected, systematically organized, and relevant to the course. They also said that the content was concise, appropriate to their level (undergraduate), and not hard to understand, even though they did not have a major in English, and any background in the history of English and the three concentric circles of World Englishes.



FIGURE 1. EGL-MOOC

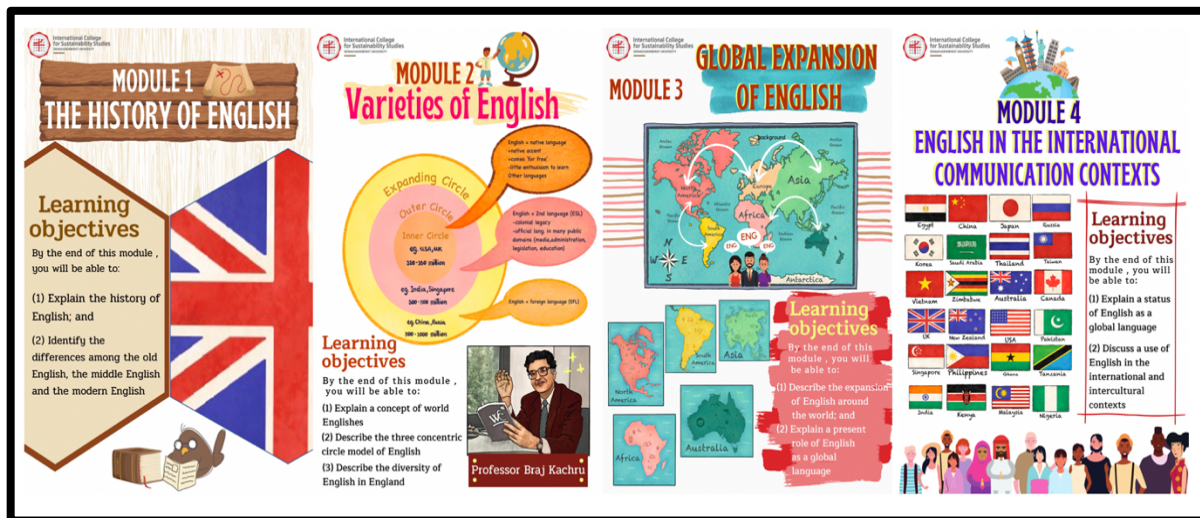


FIGURE 2. Infographics used to introduce each module



FIGURE 3. Motion graphics used to teach main contents

In addition, various instructional media were used appropriately, they felt, including motion graphics, video clips (interviews), reading passages, and module quizzes. Motion graphics (about three minutes each) enhanced the lesson because beautiful and meaningful visuals were featured. Each video clip was about 20 minutes long, so the students did not get bored. They especially paid close attention to the interviews with Thai secondary and university students about the role of English and the interviews with foreign instructors who talked about the great variety of English accents. Having English subtitles also made the content easier for them to understand, and the reading passages effectively introduced facts and concepts. The students said that the asks and assignments were well-designed. Using tasks to check whether or not they understood the content motivated them to read more. The questions asked in each task inspired their learning and increased their understanding. It also helped them practice English. Regarding the functions of the MOOC, students said that it was splendidly designed and easily accessible, as it looked modern, interesting, and appealing (see Figures 1-3). Learning through the MOOC can be done anywhere, as it is online and requires only a mobile phone or a notebook computer, and learning is encouraged by the MOOC itself.

DISCUSSION

In response to a call for a paradigm shift in the introduction of the GELT framework (Galloway & Rose, 2018), the current study focuses on the EGL-MOOC design and development to increase the awareness of Global Englishes among Thai university students enrolled in a general English course (Rose, 2017). This study demonstrates that using the innovative MOOC as instructional media widens the students' understanding of the sociolinguistic realities of English. Also, it shows how student autonomy and effective learning communities are fostered with this approach.

In the MOOC, the four modules (see Appendix) were carefully designed and incorporated with relevant instructional materials which emphasise the different roles of English in the past and today, its status and functions as the lingua franca, as well as its speakers' very diverse lingual-cultural backgrounds (Crystal, 2003; Jenkins, 2009; Seidlhofer, 2011). As noted earlier, apart from providing face-to-face learning activities in traditional classroom settings (e.g., lectures, group discussions, and presentations), online learning activities with a primary use of technology (like in this study) can help students significantly (Ross et al., 2014). Not new to most students and instructors, MOOCs have been promoted as an alternative to motivate students to learn at their own pace outside of the classroom (Ferguson et al., 2018). This is true for this study's MOOC, as well, as the students can begin learning new topics step by step and have more time on their own to absorb the materials. The level of English used in the MOOC (probably similar to that in other MOOCs) is not complicated, and this helps the students understand the content more clearly, especially those without a background in English studies and sociolinguistics. Thus, MOOC producers are urged to take this concern into consideration. This is because MOOCs are openly launched in public and may interest different groups of people who have different linguistic backgrounds, particularly people who do not use English as a national language.

To help MOOC users (students) reach the learning objectives, it is essential that the instructional materials and media be concise, attention-drawing, and meaningful to them. Instructors are not present when students use the MOOCs; therefore, the materials should not be exactly the same as what is used in typical classrooms. In the EGL-MOOC, infographics, motion graphics, video clips, and reading passages are mainly employed in all four modules. Using

infographics can help to present concise information about the essence of each module (e.g., the course description and learning objectives). Using motion graphics (e.g., graphics and narratives) to present the main topics in approximately three minutes can capture the students' attention, as the graphics present the key content and help students understand that in a short amount of time. Then students can replay the motion graphics as they wish to gain a better understanding. What distinguishes the MOOC is the video clips about semi-structured interviews with a native-English speaking lecturer from Manchester, England (i.e., varieties of English in England); a non-native English-speaking lecturer from Iran (i.e., the use of English by an international scholar); Thai high school and university students; and Thai parents whose children studied in an English program at a Thai high school (i.e., the role of English as the global language, and the use of English for international communication). These video clips shed light on the realities of uses of English. These interviews can broaden the MOOC users' views on the status and functions of the language and their understanding of the varieties of English, even in native English-speaking countries such as England (Crystal, 2003; Kachru & Nelson, 2006; Kirkpatrick, 2014). The other important materials are the reading passages. These selections, adapted from concepts regarding Global Englishes, help deepen the users' comprehension of particular topics related to the motion graphics. Taken together, the MOOC can be a showcase for embracing the GELT paradigm, particularly in Thai ELT contexts. Even though other attempts have been made, including instructional materials (Passakornkarn & Vibulphol, 2020), teacher-education development (Ambele & Boonsuk, 2021), and learning activities (Boonsuk, Ambele & McKinley, 2021; Rajani Na Ayuthaya & Sitthitikul, 2016), such attempts are still in an early stage.

Regarding students' perceptions of the role of English as a global language and the existence of many varieties of English, some changes in students' perceptions, such as the perceptions on correctness of English apart from British English and American English, and acceptance of English use by local speakers) were revealed in the quantitative data, even in the four-week implementation. It is likely that the students could differentiate among varieties of English; British English is not superior to other varieties and even Thai English is acceptable for intercultural communication. In addition, the students could respectfully recognize varieties of English in print materials and on social networks and accept and appreciate the English used by their Thai instructors, even though it was not native-like English. This conclusion is similar to findings in previous studies (Boonsuk, Ambele & McKinley, 2021; Rajani Na Ayuthaya & Sitthitikul, 2016), as proposed by the GELT framework. However, giving students more time to take the MOOC, with its varieties of instructional materials and media, makes more likely a full acceptance and internalisation of English as a global language (Marlina, 2021). In addition, the demographic backgrounds of the students (e.g., their English proficiency and their major) has a direct impact on how well they absorb the MOOC approach.

Though this study achieved its objectives, the students shared challenges they encountered, and they offered some recommendations to improve the MOOC. Some students had technical problems. Since it was online learning which requires digital literacy skills, and most of them were new to the MOOC, some obstacles came into play, such as the function of each icon; the reports of students' progress through each phase of modules; the internet connection; and their familiarity with learning through the MOOC. Unfamiliar terminology (e.g., World Englishes, varieties of English, multinational and multilingual communication) also posed challenges to some of them. Thus, they were sometimes unable to comprehend the topics completely and had to spend time translating such terminology. However, they learnt new vocabulary and gained new knowledge in

return. Some of them were not proficient in English grammar and had a rather limited vocabulary in their writing tasks, so such work took them a lot of time.

In order to increase the quality of the EGL-MOOC, recommendations are provided based on these students' reflections. First of all, the MOOC manual should be given to new users, even though the teacher has already informed them prior to enrollment. A manual and/or a video tutorial will help students understand how to use the MOOC system without too many problems. Secondly, to-do lists should be provided for each module. Even though an icon indicating that the task has been completed was created in this MOOC, the icon may not be clearly seen. Thus, they received a report of only part of the students' overall achievement, and not regarding their completion of individual tasks. Thirdly, an immediate communication channel with teachers is recommended in the EGL-MOOC, as students may need help when they encounter technical problems. Next, more quizzes for each module and questions which can assess their critical thinking skills are needed. Students may want to be tested in depth, apart from their comprehension of the key concepts and issues regarding English as a global language. Finally, a sidebar that introduces new vocabulary in each module should be added; this will enhance the students' English and understanding.

CONCLUSION

This study adds to the current literature on English language teaching and MOOCs in terms of raising awareness of Global Englishes. The findings show that the Thai university students could be able to distinguish between British and other forms of English; even Thai English is appropriate for intercultural communication. The students could also understand and appreciate their local instructors' English, even if it is not native-like English. Regarding the EGL-MOOC's quality, the module design encouraged their engagement, as well as the contents were well-chosen, arranged, concise and level-appropriate. Therefore, it is crucial that the researchers and educators promote respectful attitudes to the many varieties of English, and MOOCs are another effective alternative. There are implications from this study which can provide a reference for the educators and MOOC designers in the future, including those in Thailand. This study can help to guide the development of MOOCs, knowing that they can create innovative instructional media which embraces the GELT framework in general English courses. By including awareness-raising activities in the MOOC, the GELT framework will be advanced. They are also urged to reconsider their teaching practices, whether or not they operate in the global community where English plays the dominant role in international communication. Further studies may implement a Global Englishes-oriented MOOC like the tailor-made EGL-MOOC in a blended learning environment. It could help maximise learning experiences by having both face-to-face learning activities to deepen more awareness of Global Englishes and online learning to absorb more knowledge at students' own pace.

ACKNOWLEDGEMENT

The author received financial support from International College for Sustainability Studies, Srinakharinwirot University (357/2562).

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APPENDIX

FOUR MODULES OF MOOC

Module	Topic	Learning objectives	Resources	Activity and assignments
1	The history of English	<ol style="list-style-type: none"> 1. To explain the history of English 2. To identify the differences among the old English, the middle English and the modern English 	<ol style="list-style-type: none"> 1. Motion graphic video 2. Reading article 3. Recommended readings 	<ol style="list-style-type: none"> 1. Watch video and a warm-up activity 2. Read an article and answer questions 3. Discuss in a forum 4. Take a test
2	Varieties of English	<ol style="list-style-type: none"> 1. To explain a concept of World Englishes 2. To describe the three concentric circle model of English 3. To describe the diversity of English in the United Kingdom (Case study) 	<ol style="list-style-type: none"> 1. Motion graphic video 2. Reading article 3. Video clip 4. Recommended readings 	<ol style="list-style-type: none"> 1. Watch video and a warm-up activity 2. Read an article and answer questions 3. Watch a clip and discuss in a forum 4. Take a test
3	Global expansion of English	<ol style="list-style-type: none"> 1. To describe the expansion of English around the world 2. To explain a present role of English as a global language 	<ol style="list-style-type: none"> 1. Motion graphic video 2. Reading article: 3. Video clip 4. Recommended readings 	<ol style="list-style-type: none"> 1. Watch video and a warm-up activity 2. Read an article and answer questions 3. Watch a clip and discuss in a forum 4. Take a test
4	English for intercultural communication	<ol style="list-style-type: none"> 1. To explain a status of English as a global language 2. To discuss a use of English in the international and intercultural contexts 	<ol style="list-style-type: none"> 1. Motion graphic video 2. Reading article: 3. Video clip 4. Recommended readings 	<ol style="list-style-type: none"> 1. Watch video and a warm-up activity 2. Read an article and answer questions 3. Watch a clip and discuss in a forum 4. Take a test