

## **World Englishes-Based Lessons: Their Effects on Anxiety and Language Achievement of Thai Tertiary Students**

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### **Abstract**

Foreign language classroom anxiety (FLCA) is prevalent among Thai learners, affecting language learning achievement. This problem has been rooted in ineffective pedagogical practice informed by native speaker (NS) ideology of English language teaching (ELT) policy in Thailand. This has made learners struggle to reach an unrealistic goal of NS norms as the only way to be proficient users of English, leading to low self-esteem and fear of speaking English. This study aims to investigate a paradigm shift in ELT as a means to reduce students' FLCA. By incorporating World Englishes (WE) into English as a Foreign Language (EFL) classroom practice, it is believed that students will develop a more realistic goal of being efficient English users rather than struggling, and failing, to become like native English speakers. As a result, they will develop self-esteem and more confidence in using their own English, considered a crucial anxiety-buffering factor. Quasi-experimental research with 92 first-year students at one government university in Bangkok was employed over 17 weeks in one of their required English courses. FLCA questionnaires and English achievement tests were used as a pretest and posttest to find out anxiety and achievement levels, while a focus group interview yielded supplementary data. Means, SD, T-test results and content analysis were used for data analysis, showing a significant reduction in anxiety resulting from the WE-based instruction and an increase in achievement from the FLCA reduction. Therefore, this study concludes that global ELT curriculum should incorporate more WE in classroom practice as an alternative means to reduce FLCA and indirectly increase language achievement.

**Key words:** *English as an international language, L2 learning anxiety, students' L2 achievement, world englishes*

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