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Research Paper

Social Media Communication and the Manifestation of Language Ideologies: A Corpus-Based Approach

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Abstract

This study employed a corpus-based approach to elicit the students' ideologies of the English language manifested through their learning reflections on language use in Reddit discussion forums. Data collection involved the reflections from undergraduate students through a Google Form, with the responses treated as a corpus named the Reflection corpus. Eventually, a total of 90 responses with over 32,000 words were obtained and analyzed. The data analyses involved keyword analysis and collocation analysis. The results showed that the students' ideologies of English appeared to deviate from the standard language ideology. This contradicted the traditional view of ELT in the Thai context, which emphasizes encouraging learners to follow the native English speakers' norms. Overall, although the ideologies of English among students in an innovative ELT context remain underresearched, the implications from the findings suggest how pedagogy, and perhaps the opportunity to engage in real-world language use, can influence students' language ideologies.

Keywords: Language Ideologies; ELT Pedagogy; Keyword Analysis; Collocation Analysis.

1. Introduction

Language ideologies, generally described as opinions and beliefs about a particular language held by a group of people in a society (Vessey, 2017), involve a dynamic and subtle process that dictates the behaviors and discursive practices of the members of the social group (Razfar & Rumenapp, 2012). Given that language ideologies are associated with values and statuses assigned to certain languages or varieties of a language (Spolsky, 2009), it is generally taken as a given that the ideologies of a language represent power and identity construction in a society (Laihonen, 2008). So, within the field of discourse studies, a fertile area of research into language ideologies has focused on how ideologies inform the way people use and treat a language from a critical discourse analysis (CDA) perspective (Godley et al., 2007), as well as the relationship between ideological constructions of a language and language planning and management (Spolsky, 2009).

With the contemporary surge of English varieties (Galloway & Rose, 2015), or the varieties that deviate from the native-speaker norms (Martí & Portolés, 2022; Snodin & Young, 2015), the examination of ideologies of English has become an area of interest in many existing studies of language teaching. From a methodological perspective, the focus in much of the early ELT work was extensively oriented towards anthropology, a methodological perspective which focuses on ethnographic approaches to elicit the ideologies of participants (Laihonen, 2008). However, a recent movement in the study of language ideology argues that language ideology research could benefit from the application of theoretical and methodological developments in applied linguistics (Milani & Johnson, 2008). To this end, a corpus-assisted approach could be a promising method of providing fruitful contributions to the area of language ideology inquiry (Nofal, 2023; Vessey, 2017).

In recent years, given the profound shift in the reality of English with impacts on English language pedagogy (Hamid et al., 2022), ELT has witnessed efforts to move away from the traditional approach that focuses on teaching students to produce the English language according to standard norms. These potential changes will not only transform



how English is taught and learned but will also influence students' perceptions and beliefs about the language. Despite the growing body of research on students' language ideologies, previous studies were generally based on traditional ELT pedagogies. Consequently, there is a need for research that looks into the ideologies of English among students in an innovative teaching context that explicitly deviates from traditional norms, with clear directions for future applications in ELT.

2. Literature Review

2.1. Language Ideology

The underlying principles of language ideology have been the subject of much discussion in the area of discourse studies. In much of the literature, it is argued that language ideology has its roots in the two theoretical movements (Razfar & Rumenapp, 2012). First, from a linguistic anthropology perspective, language ideologies are conceptualized as articulated sets of beliefs towards a specific language, language forms, as well as language varieties and variations (Duff, 2019; Takeuchi, 2021). Following Silverstein's (1976) original definition, "sets of beliefs about language articulated by users as a rationalization or justification of perceived language structure and use" (p. 193), it is clear that language ideologies are not limited to individuals' single beliefs (Lemmi et al., 2019), but rather the complex systems of various beliefs that shape how people use and perceive languages to make sense of the world (Gee, 2015).

Second, in sociology, language ideology is a body of work which involves power and identity, which could be discursively construed by people within a society (Liu & Gao, 2020). In a nutshell, it refers to beliefs and attitudes about a particular language held by a social group which impacts how the group conceptualizes, rationalizes, and interprets particular languages and worldviews (Blommaert, 2005; Vessey, 2015). From this aspect, the key focus of language ideology involves the broader social and political contexts in which language is produced, and language ideologies emerge to understand their impact on society. So, from a research perspective, language ideology studies aim to identify the association between the discursive practices among the group members and their identities, which are mediated by the ideologies of language.

While language ideology studies may appear similar to research on language attitudes (e.g., Karamova et al., 2019; Savaedi, 2017), there are some key differences in the focus between the two areas of study. First, for example, while language attitude studies draw on indirect attitude elicitation approaches (e.g., through observations during interactions) to obtain individuals' attitudes about languages, research on language ideologies involves explicit methods to elicit the ideologies (Razfar & Rumenapp, 2012). Second, in contrast to language attitudes research that ignores the influence of societal context on individuals' language beliefs (Karakas, 2019), language ideology studies cover both the beliefs towards one's own language and those of others, including but not limited to the contextual factors such as the societal context or community of practice where these ideologies are expressed (Dyers & Abongdia, 2010).

2.2. Language Ideology and Language Policy

The impact of a society's language ideology on language policy is extensive enough that it has been largely discussed in much existing ELT research (e.g., Snodin & Young, 2015; Tollefson & Pérez-Milans, 2018). With the tendency to legitimize, symbolize, and propagate certain ideologies in a society (Canese, 2018), through the implementation of language policy, schools are a powerful space where language ideologies are established, entrenched, and solidified (Krzyżanowski & Wodak, 2011; Shohamy, 2006). In most mainstream language policies, the most prevalent and accepted language ideology is the standard language ideology (Lippi-Green, 2012), which views language as a fixed form with rigid structures and clear distinctions between standard and nonstandard forms (Cushing, 2021).

Given that teachers are the ones who implement language policies in their actual pedagogical practices and that their ideologies can be inherent in students' beliefs about languages (Banes et al., 2016; Cazden, 2001), a fertile area of research into language ideologies has focused on teachers' language ideologies, particularly those expressed and articulated in the classroom contexts. The current issues relevant to the ideologies of teachers are wide-ranging, including, for example, teachers' beliefs about appropriate language forms in the classroom (Banes et al., 2016) and their judgments on "smart" or "not smart" and "good" or "bad" students based on the forms of language students produce (Wortham, 2008). Despite a plethora of studies eliciting the language ideologies of teachers, the existing studies have overlooked

one salient stakeholder in the language policy implementation process; that is, the students, who are at the receiving end of language policy and the entrenched language ideologies (De Costa, 2010).

2.3. ELT Ideology in the Thai Context

In Thailand, English pedagogies at the tertiary level have largely been dominated by the country's educational policies developed by the Office of Higher Education. As with other test-centric education systems in many Asian countries, ELT in Thailand remains traditional (Boonsuk & Ambele, 2021), and thus, English teaching is perceived as an academic subject involving the learning of a fixed set of knowledge (Watson Todd, 2015). Despite attempts to ensure that ELT at the university level focuses on communication and language varieties rather than the English knowledge amenable to testing, many existing pedagogical approaches in English education tend to be accuracy-oriented, emphasizing the standard norms.

With such ideology, only standard varieties of English (i.e., American and British) have been exclusively accepted and promoted in Thai education. As a result, English courses and textbooks are full of native norms, including either American English or British English (Chalak & Ghasemi, 2017; Jundapitak & Boonsuk, 2018), the only varieties regarded as correct and authentic in the Thai education context (Boriboon, 2011). Therefore, it has been found that several Thai students are highly fixated on mimicking native American and British accents and conforming to standard norms in order to gain social recognition and acceptance (Jindapitak & Teo, 2012).

Earlier studies on language ideologies were primarily based on traditional ELT curricula and teaching contexts where native-speaker varieties were dominant. However, with many ELT pedagogies worldwide attempting to shift away from native-speaker norms, the relevance of previous research into students' English language ideologies in this emerging pedagogical context becomes unclear. To address this gap, the present study formulated the following research questions:

- How does the thematic analysis through the identified keywords indicate the students' ideologies of English?
- How does a collocational analysis of the search word 'English' reflect the ideologies of English in the students' lexical choices?

3. Method

Although ideologies are sometimes tacit or implicit, they can be made explicit by employing explicit means of data collection to elicit opinions and beliefs that may underlie the ideologies (Razfar & Rumenapp, 2012). This section outlines the instruments used for data collection and analysis methods employed to explicitly elicit the students' ideologies of English.

3.1. Study Context

The existing study included 90 Thai undergraduate students, all between the ages of 19 and 20, from the Faculty of Engineering at a Thai university. They all were undergraduate students in an international program. Given the university's English language competency requirement, all the students entered the program with CEFR levels ranging from B1 to B2.

At the time of data collection, all the participants had recently completed the first English fundamental course, termed the "hobby course," which was an innovative English course at the institute where the author works. In short, this course, underpinned by the principles of English as a lingua franca (ELF), explicitly ignores the teaching of linguistic forms and the issues of accuracy while focusing on providing students intrinsic motivation to use and do things in English in real-world contexts and for real-world purposes (Rangsarititikun & Watson Todd, 2024). With the potential to motivate students to use English outside the classroom and to gain exposure to English input, the course centered around topics relevant to students learning about their hobbies (e.g., finding English resources about a hobby, communicating with people with the same interests on Reddit, and creating a tutorial video about a hobby). To cater to the heterogeneous groups of students, given that each student chose a different hobby and was, thus, exposed to and produced different language from others, the major focus of the course involved introducing the students to the tools and resources helpful for doing and communicating about their hobbies. For evaluation purposes, as one of the assignments, the students were

asked to find a Reddit discussion group related to their chosen hobby, make contributions by creating a post about the hobby, and interact with other hobbyists. This ‘Communication on Reddit’ task in the course became an important part of the focused task (the reflection task) in this article.

3.2. Data Collection

This study drew on the students’ reflections on language practices and uses on Reddit. Reddit is an online affinity space with over 100,000 communities called ‘subreddits’ dedicated to different interests, making it possible for the students to find a community based on their selected hobbies. This provides the students the opportunity to use English for meaningful purposes in an authentic situation, with exposure to the language as it is used in real-world contexts. Additionally, the collection of data from a reflection allows self-reflective thinking and self-inquiry (Banes et al., 2016) while promoting the integration and consolidation of “knowledge from lived experience” (Britzman, 2003, p. 68). Taken together, the collection of the data from the students’ reflections on their legitimate peripheral participation on Reddit is a promising approach to providing insights into the students’ ideologies of English.

Prior to data collection, this study was approved by the ethics board and committee of the author’s affiliated institution. To begin collecting the data, a Google Form, which allowed the students to write their reflections, was distributed to the students previously enrolled in the course from a total of 10 sections. Adhering to the research ethical considerations, the participants were informed on the first page of the Google Form that their participation was voluntary, that they could withdraw at any time, and that submitting their reflection indicated their consent for the researcher to use the data in this study. Presented in the English language, the disseminated Google Form consists of two sections: The first section explains the instructions to do the reflection task, while the second section provides a space for them to write the reflection. While the instructions for writing the reflection were fairly open (i.e., “Write a 500-word reflection on the English language used on Reddit”), certain areas of possible content were also provided as a guideline (e.g., “how users should use English on Reddit” and ‘roles of English to communicate with people on Reddit’). Eventually, 90 students finished the reflection task and returned the responses.

3.3. Data Analysis

Because this study employed a corpus-based technique, constructing a corpus from the qualitative data became compulsory. So, the students’ reflections were treated as a single corpus of over 32,000 words (from a total of 90 responses), named the “Reflection” corpus. The corpus-based approach is useful for identifying and illustrating salient concepts in texts (Rangsarittikun, 2023), given its potential to reduce subjectivity or cherry-picked quotations to support a preconceived point (Baker & Levon, 2015).

In this study, the data analysis procedures primarily involved two major stages: First, to highlight key issues in the corpus, or aboutness of the corpus (Lewis-Kraus, 2016), the KeyBNC software (Graham, 2014) was utilized to perform the keyword analysis of the corpus. A keyword analysis compares a target corpus (or the Reflection corpus) against the benchmark corpus (BNC corpus) to determine salient lexical items in the target corpus or words in the target corpus which appeared significantly more frequently than words in the benchmark corpus. This statistical test of the high relative frequency of words is technically referred to as *keyness*, “suggesting that they are important, they reflect what the text is really about” (Scott & Tribble, 2006, pp. 55-56).

Using KeyBNC, the keyword list would, then, be automatically generated. Because the goal of conducting keyword analysis is to identify the general aboutness, log-likelihood (LL) statistics was selected as a statistical measure to identify the salience of data. LL is a probability statistic which provides a single number of the relative frequencies of words in the two corpora (Rayson & Garside, 2000). As such, given that the higher the value means the greater the salience of each word in the target corpus compared to the benchmark corpus, the highly ranked keywords by the LL value in the generated keyword list are likely to indicate the main theme or the key issues emerging in the students’ reflections. In order to elicit as many relevant keywords as possible, the top 10 keywords ranked by LL value were considered to be key in this study.

Following the analysis of the keywords, collocation analysis was conducted to identify collocates that suggest the students’ ideologies of English. By focusing on the relationships between words and their contexts, lexical collocation analysis offers more accurate interpretations of messages intended to be conveyed within a text (Pujiningtyas & Bram,

2023; Shokri, 2022). The use of collocation analysis in this study, then, not only substantiates the keyword analysis but also provides more rounded and detailed illustrations of the students' ideologies regarding the particular language.

Through the Antconc program (Anthony, 2019), the first stage of collocation analysis involved identifying key tokens that co-occurred with 'English.' The Mutual Information (MI) score was used to gauge the strength of the collocations occurrences in the Reflection corpus. The MI value ensures the probability of two lexical items co-occurring statistically and internationally (Lee & Liu, 2009), thereby suggesting collocation strength or collocations less likely to be random (Hunston, 2002). In the second stage, the collocate tokens, ranked by their MI values, were analyzed and interpreted to provide insights into their connection to the students' ideological views.

4. Results

This section details and discusses the quantitative and qualitative results from the analyses. Informed by the research questions, the first part presents the thematic categories derived from the top 10 keywords in the keyword list, and the following part will report the results from the collocation analysis. In both parts, the concordances generated by the Antconc software will be used to illustrate the results.

4.1. Thematic Categories

In order to identify salient patterns in the students' reflections to develop themes, the Reflections corpus was compared against the BNC corpus. To elicit as many relevant and salient aspects of the issues as possible, the top 10 highest-ranked keywords are considered to be key for this study (see Table 1). Following the theoretical approaches to qualitative data analysis (Braun & Clarke, 2006), the thematic analysis yielded two major meaningful themes, including general perceptions of English and judgments of English use:

Table 1. *Top 10 Keywords*

Ranking	Keyword	LL value
1	reddit	6,614.51
2	English	4,225.31
3	language	3999.91
4	communicate	2,092.65
5	grammar	1,560.58
6	hobby	1,098.58
7	mistakes	626.96
8	using	576.51
9	unacceptable	452.21
10	acceptable	443.37

4.1.1. General Perceptions of English.

Of the top 10 keywords, four (including *English*, *language*, *grammar*, and *using*) fall into this category. The overall focus is on recognizing the importance of English as a common means of communication, or more technically, as the lingua franca. For instance, as a universal language, "*English* is known as an international *language* that is used throughout the world." Given the widespread use of the language, many students realized that "*English* is the common *language* that most people can understand," so "*English* is one of the best ways to communicate."

Moreover, English was generally perceived as a valuable tool which provides the opportunities to gain the knowledge and resources they would not be able to access in their native or first language. For example, in the context of Reddit contributions, the students felt that the use of Thai might not be helpful for eliciting comments, responses, and information from other hobby enthusiasts since Thai is not the language spoken globally, commenting, "If I ask a question in Thai I will get the answer less than if I asked them in the *English language*. Thai is not a global language. So, it is better to use English to gain answers." In effect, with the differences between Thai and English in both depth and breadth of the information available, students, focusing on a broader context of language use, believed, "most research papers and resources are also published in *English*. Therefore, if you want to get more accurate information, it would be better to search by *English language* because Thai is not so useful."

Further investigation of the concordances revealed that the importance of English as a tool for achieving certain goals was also evident in the responses. In turn, the issues of accuracy become largely irrelevant when the communicative goals can be achieved. One comment pointed out, “in my opinion, *language* is just a tool for communication, so as long as the two speakers understand each other while using the *English language*, it is ok if they do not use it accurately.” Furthermore, focusing specifically on grammar mistakes, they felt, “after communicating with others on Reddit, I realized that sometimes *grammar* is not that important when *using English*. Most of the time, people do understand us, even if our *grammar* is incorrect.”

More importantly, given that “there is no one correct way to use *English*” and that “the most striking observation is the sheer diversity of *English* usage on Reddit,” individuals should not be stigmatized on the basis of the language they use, as one student discussed, “it is not possible to use knowledge of *language* to measure a person’s intelligence because *language* is only a part of being used as a communication tool, not a judgment that a person is good or not, but something humans invented to exchange knowledge.”

4.1.2. Judgements of English Use.

The issues relevant to students making judgments on language practices are also prominent in the reflections (keywords include *mistakes*, *unacceptable*, and *acceptable*). The comments focused on language practices in real-world contexts, many of which indicate the students’ ideologies of English, which appeared to deviate from the standard language ideology, students being nonjudgmental about language mistakes, and how using Reddit to communicate with other hobbyists started to change their ideologies towards English use. To illustrate, given that “everyone makes *mistakes*,” the students, on the whole, felt “we don’t have to be shy or afraid to make *mistakes*. A lot of members made *mistakes*, but no one cared. Before that, I was scared of wrong grammar, but now I think it’s a matter of understanding each other.” In addition, mistakes were generally perceived as a valuable learning resource that should be embraced and understood rather than avoided (e.g., “I encourage everyone to not fear making *mistakes* because I used to be afraid of making *mistakes*, but now I have learned that the more *mistakes* you make, the better you will become,” and, “Lastly, don’t be afraid to use English to communicate. The *Mistakes* are the best book you could have.”

Also, there are several comments which might highlight things that could be considered ‘unacceptable’ (e.g., “Some examples of *unacceptable* ways to use English including using excessive slang or informal language in formal writing or professional settings.”). When discussing particular language expressions, the students agreed that the use of inappropriate expressions, such as those which are offensive, was not acceptable when it comes to using English to communicate with others (e.g., “On the other hand, an *unacceptable* way to use the English language on Reddit is to use words that are quite offensive, hate speech, racist, and so on.”).

4.2. Collocation Analysis of ‘English’

While the thematic categories from the keyword analysis offered a glimpse into an overview of the discussion issues salient in the reflections, it is possible that the investigations of the students’ language ideologies could be complemented by a collocation analysis that examines how the ideologies could be manifested through their word choices, or words statistically coexisted with a search term. To this end, it is important to determine the search word to be used for the analysis at the initial stage. Given that the origin of the BNC dates back to the 1980s when relevant technology barely existed, words associated with online technology might be over-represented as keywords (Watson Todd, 2013). This means, the keyword ‘Reddit,’ ranked the highest in the keyword list, should be treated with caution. Instead, ‘English,’ a pertinent content word in the Reflection corpus, was used as the search word to perform collocation analysis. Using AntConc, the returned collocates, totaling 2,112 tokens, were observed to determine the cut-off MI score that indicates the significant association of words in collocations of ‘English.’ While collocates with an MI score of 3 are generally considered evidence of a collocational relationship (Hunston, 2002; Szudarski, 2017), an MI score of 5.5 was set as the cut-off value for this study to ensure robust analysis and effective elicitation of relevant collocates. This is because collocates with an MI score greater than 5.5 are very likely to indicate dominant collocates (Lee & Liu, 2009):

Table 2. List of Collocates of 'English'

Collocate	MI Value
tolerable	6.68
undeniable	6.64
mutual	6.52
guarantee	6.35
influence	6.25
globe	6.08
versatility	5.75
role	5.67
undoubtedly	5.67
worrying	5.67
language	5.63
international	5.58
used	5.52

Table 2 presents a list of lexical tokens with MI values over 5.5 that co-occurred with the search word. Overall, it is noticeable that the words which collocate with 'English' reflect a wide range of ideologies and values attributed to the English language. A glimpse into these collocates shows that English is generally viewed as an influential language with far-reaching impacts and applicability in a global context. From this table, three patterns emerged.

First, with its strongest association with 'English', it appears that the ideology of viewing different uses and forms of English as *tolerable* is explicitly prevalent among the participants. While this token does not immediately appear to connote openness in a positive sense, an investigation into the concordances and contexts in which it is used revealed that the students found mistakes somewhat acceptable only if they do not obstruct intelligibility (e.g., "Still, it is *tolerable* for general English users as long as the intent or message is clear enough. It is preferred to achieve better ease of reading and understanding by not making mistakes, but grammar is not a big deal, and we might not see complex language use often.). For them, moreover, mistakes were perceived as common among nonnative speakers of English, so people should not be overly concerned about accurate language use ("It is nice as it could make people who are not native English speaker communicate without *worrying* too much, so it is quite normal to see some posts or comments with grammatical mistakes."). All of these might not necessarily indicate acceptance or understanding but rather a pragmatic tolerance for the sake of intelligible communication and mutual understanding. There were certain expectations regarding the context of use and, in some instances, for nonnative speakers to make such mistakes.

Second, there seems to be a certain level of certainty among the participants when discussing their view of English use on Reddit. For instance, the collocate ranked second according to the MI score, *undeniable*, suggests the participants' strong beliefs about the benefits of English for their career and academic opportunities (e.g., "We are *undeniable* that knowing English enhances your chances of getting a good thing such as a job in a multinational company, study abroad, learning many English textbooks and so on."). Besides, English certainly can provide opportunities and access to knowledge and resources that would otherwise be unavailable in their first language, for example, "If people on Reddit do not use English to communicate or use their own language, we *undoubtedly* have less access to the information posted on Reddit." Altogether, these collocates denoting the participants' certainty reflect the ideology that English is not only a tool for communication but also a gateway to broader opportunities and global engagement.

The highlight belongs to the view of English being a dominant language for communication. With the highest number of collocates falling into this theme (e.g., *mutual*, *globe*, *versatility*, *role*, *international*, and *used*), this ideological pattern appears to predominate in the collocation list. Given that "the medium language to show *mutual* understanding is English because English is used as an *international language*," one student prompted a question reflecting the importance of the language: "Might I ask you what other *language* is more convenient to use to communicate with peoples from different countries across the *globe* other than English?" This view has, in fact, attributed to some justifications for why English is the most dominant language. Generally, the participants believed that English can be used for a wide variety of purposes (e.g., "English is widely regarded as the common ground of verbal communication because of its *versatility*."). In addition, from the collocate 'used', example concordances (C1-C3) elucidate some example functions that English serves, which clearly underpin the prominence of the English language:

C1: English is also *used* as a bridge for forming community of same interest

C2: Seeing that general English is *used* in work, or writing an email

C3: English is also commonly *used* language in science. In any competition for jobs

5. Discussion and Conclusion

Given that language ideologies can be mediated and constructed by prior language-use experiences (Sung, 2022), the present study has focused on a wide-range analysis of students' ideologies of English manifested through their reflections on language use in Reddit forums. With respect to the first research question, the thematic categorizations revealed two salient themes: general perceptions of English and judgments of English use. Altogether, the identified keywords combined with the concordances highlighted the students' language ideologies, especially in terms of the status of ELF, or the language which is prominent in most domains (Seidlhofer, 2004). This, as such, has led to the perception that English serves many functions and provides access to resources and opportunities that would not be available through Thai. Collocation analysis was, then, performed to provide a deeper examination of the students' ideologies of English reflected through the words that coexisted with the search word 'English.' As with the keyword analysis, it was found that many collocates represent the ideological view of the dominance of English. English is widely perceived as an important tool for communication and, therefore, is used for a wide range of purposes.

Overall, from both analyses, it is evident that the students, on the whole, were fairly open about grammar mistakes, leading to the conclusion that their language ideologies might deviate from the standard language ideology. While standard language ideologies view language as fixed forms (Lippi-Green, 2012) and so other linguistic forms are deemed incorrect or nonstandard (Jaffe, 2007), the students in this study perceived minor mistakes, or the mistakes that did not hinder intelligible communication, or that would not lead to misunderstanding, as acceptable. While it is still unclear from the collocate '*tolerable*' which raises the question of whether this attitude reflects a tolerance rather than genuine understanding, this ideological view broadly aligns with the principles of ELF, which advocates for a paradigm where the association of English with specific ethnic groups and nations is no longer valid or tenable (Cogo, 2012). This can be justified by the fact that many quotations imply the end of true ownership of the English language. These, therefore, suggest the ideological tendency to conform to the principles of ELF, or the ELF ideology.

Perhaps, the most intriguing issue from the findings is the mismatch between the students' ideologies of English in the present study and the dominant curriculum ideologies in the Thai context, which noticeably encapsulate the standard ideology of English. Because standard forms and native norms are generally regarded as correct, superior, and universal, and are associated with literacy education (Lippi-Green, 1997), many institutions in countries with test-centric education systems are teaching the standard features of English, either British or American varieties. With the notion of the native norms regarded as privileged language varieties (Davila, 2016), ELT in Thai education is no exception and has focused on the standard varieties (including both American and British English), the only varieties that represent prestige and literate discourse in Thailand (Boriboon, 2011).

The implications of this study can be useful across a wide range of pedagogical contexts. For example, in contrast to many previous studies regarding the language ideologies and the ELF mindset, such as that of Hamid et al. (2022), which involves the instruction of ELF prior to the collection of the data, this study was carried out in the context (or the course) where the concepts of ELF were neither informed nor addressed to the participants. Regardless, it is discovered that the students' language ideologies appear to be consistent with the philosophy of ELF, which completely contradicts the common ideologies of English in the Thai education context (Boonsuk & Ambele, 2021). For this reason, the discrepancy between the students' ideologies of English in this study and those embedded in Thai education apparently points to a broader suggestion that not only are schools a powerful space where language ideologies are constructed and entrenched (Krzyżanowski & Wodak, 2011), but micro and local language planning and policy within an institution can also shape the language ideologies of the students.

Author Contributions

As the sole author of this manuscript, I was responsible for the conceptualization, data collection, analysis, and writing of the entire work.

Conflict of Interest

The author has no conflicts of interest to declare.

Ethics Board Approval Statements

This research has been approved by the ethical committee (the IRB Board) of the author's institution.

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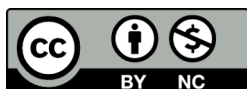
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