



**Title of Project:**

Accents and Workplace Listening Comprehension of  
Thai Undergraduates in Asian ELF Contexts

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**Project Summary:**

In Asia, English is being used as lingua franca (ELF; Kirkpatrick, 2010). This role of ELF entails an ability to understand English spoken not only by native speakers, but also nonnative speakers of English. For Thai university graduates to be successful in their future careers, being able to understand various accents with Thailand's major trading partners, particularly American, Chinese, and Japanese, seems vital. In order to determine whether Thai students need more training in understanding these accents, a workplace listening test was developed by the researcher. The primary purpose of this dissertation study is to provide justification for the use of the Workplace Listening Test as a readiness measure for undergraduates at a university in Thailand following the interpretation/use argument framework (Chapelle, Enright, & Jamieson, 2008; Kane, 2013; Messick, 1980). Previous studies suggested that accents, limited accent familiarity, and negative attitudes toward accents may hinder successful listening comprehension (e.g., Harding, 2011; Major, Fitzmaurice, Bunta, & Balasubramanian, 2002; Ockey & French, 2014; Kang & Rubin, 2009). Therefore, this dissertation study will also investigate the extent to which accents, accent familiarity, and attitudes toward accents affect listening comprehension. Results will indicate whether the test scores can be used to yield appropriate and meaningful decisions about students' readiness to understand various accents when they enter the Thai ELF workforce. Also, knowledge will be gained in regard to how students' listening comprehension is affected by various accents, accent familiarity, and attitudes towards accents. Thus, this study will provide both practical and theoretical benefits.