



EXPLORING NON-NATIVE
ENGLISH TEACHER IDENTITY DEVELOPMENT
AND IDENTITY IN PRACTICE AT A MULTILINGUAL
INTERNATIONAL SCHOOL

BENJAMAPORN PHAETHONG

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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(INTERNATIONAL PROGRAM)
IN TEACHING ENGLISH AS A GLOBAL LANGUAGE
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ลิขสิทธิ์เป็นของมหาวิทยาลัยบูรพา

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The Thesis of Benjamaporn Phaethong has been approved by the examining committee to be partial fulfillment of the requirements for the Master Degree of Education (International Program) in Teaching English as a Global Language of Burapha University

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This study is an exploration of the development of non-native English language teacher identity and identity in practice in a multilingual international school in Thailand. The study was guided by narrative inquiry and the autobiographical stories framework. Life story interviews, classroom observation, shadowing observation, and a triangulation procedure were conducted for the data collection necessary in the study. The non-native English teacher participants were purposefully selected to participate. The data collected from all techniques were analyzed by using coding and thematic methods in categorizing teacher identity.

The findings reveal that the three participants have shown a strong sense of confidence in their non-native statuses. They positively embraced their non-native identity statuses, and viewed them as advantages instead of disadvantages because they trusted in their high English proficiency, teaching abilities, and their qualifications that meet with the school standard. However, there are two aspects; self-esteem and job motivation, affected in their identity, but it is noteworthy that the teachers managed themselves to deal with these challenge effectively and achieved with excellent outcomes. For this reason, it is important to empower non-native English teachers to embrace their non-native statuses, then they are able to overcome prejudice against their statuses. Also, international schools should be prioritized qualifications and teaching abilities over one's native and non-native statuses.

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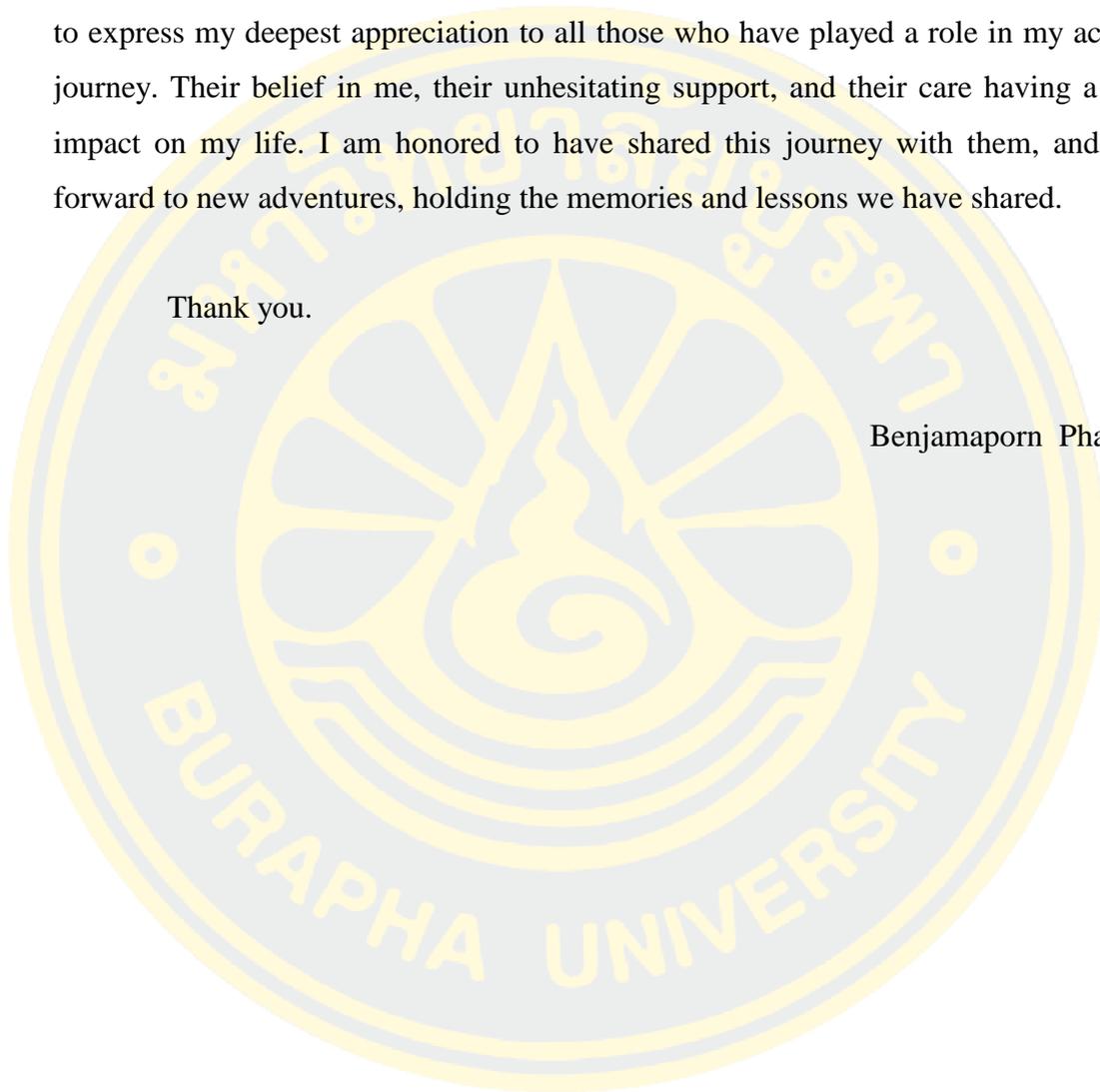


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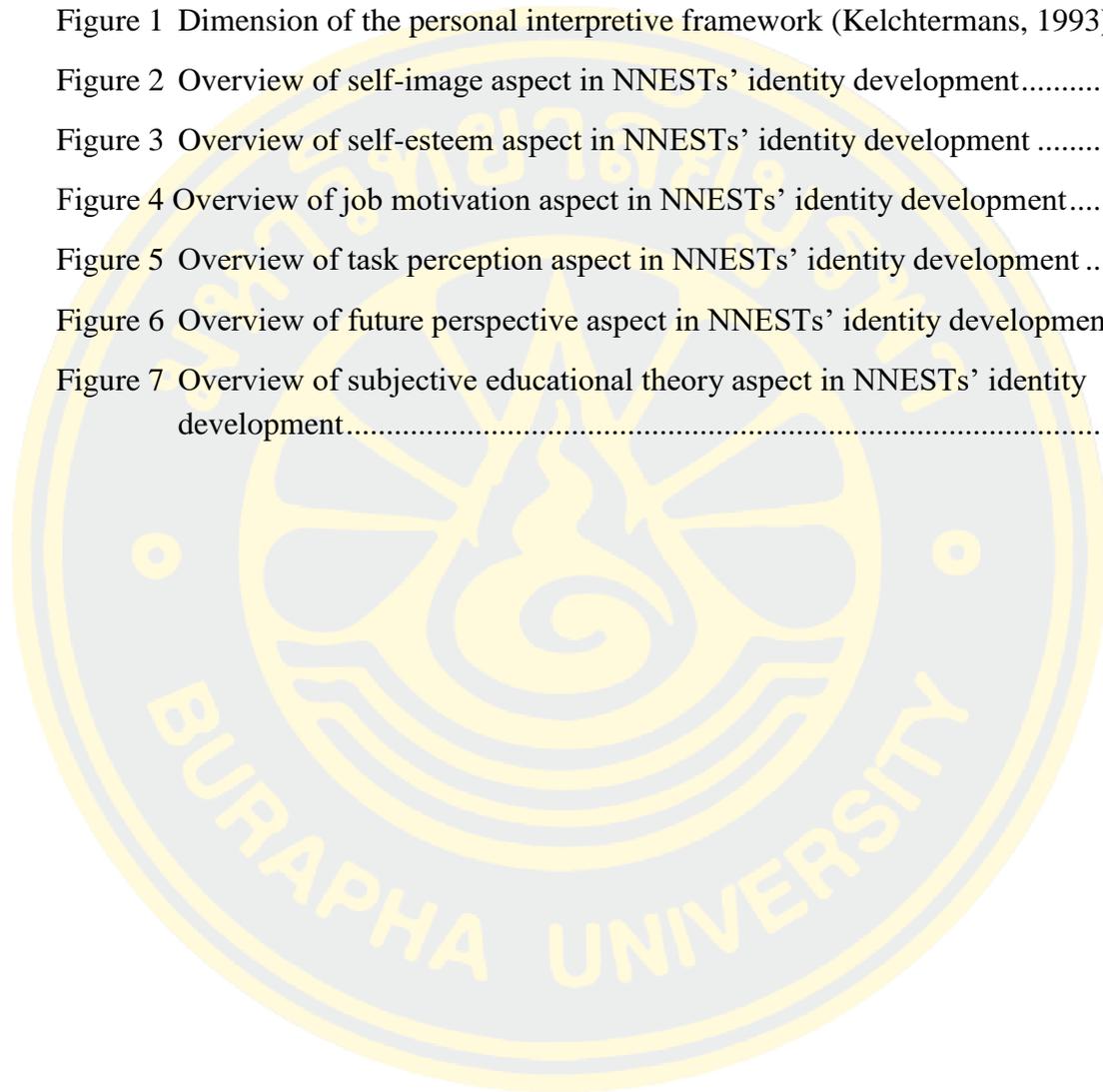
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CHAPTER 1

INTRODUCTION

In this chapter, there are nine sections as follows: (1) background of the study, (2) statement of the problem, (3) purpose of the study, (4) research questions, (5) conceptual framework, (6) contribution to knowledge, (7) scope of the study, (8) definition of terms, and (9) chapter summary.

Background of the Study

English has become the language of international communication due to its widespread popularity worldwide (Brutt-Griffler, 2002; Kirkpatrick, 2008; Kramsch, 2006). According to Kirkpatrick (2008), 'English is used as a medium of communication by people who do not speak the same first language' (p.155). From this perspective, it has resulted in a diverse linguistic context in many countries and has headed up to the appearance of many fields such as World Englishes (WE), English as a Lingua Franca (ELF), English as an International Language (EIL), and Global Englishes (GE) (Canagarajah, 2012; Kachru & Smith, 2009; Kumaravadivelu, 2012; Pennycook, 2006; Selvi & Yazan, 2013). Although some researchers attempted to differentiate each field, they share the same fundamental characteristic and their attempts to address the global phenomenon of English language use and the diversity of English (Seidlhofer, 2013). Furthermore, these researchers also hold similar concepts regarding English ownership and language change and contact. According to Galloway and Rose (2015), the boundary of Global English helps to broaden the perspective of World Englishes, ELF, and EIL to cover many surrounding issues relevant to the usage of English in global platforms, for example, language imperialism, education, language policy and planning, and globalization. Global Englishes not only explores the global implications of the usage of English as a global language, but also points out the diversity of English and specifically challenges traditional norms of English Language Teaching (ELT) (Galloway & Rose, 2015).

Since English has become a global language, international schools are established in many countries. Curphey (2019) points out that there are over ninety thousand English-medium international schools in the world and within the next ten

years, the numbers are predicted to increase substantially. International schools were originally formed for families who wanted their children to pursue ‘western’ education as their careers brought them abroad, for instance, the children of foreign diplomats, foreign personnel and the non-governmental organizations’ staff (NGO) (Patrick, 2017). International schools offer different curricula from the host country, most of which have curricula in the American or British style (Curphey, 2019). Currently, international schools worldwide serve approximately four million five hundred thousand students, with over four hundred thousand teachers and 80 percent of students are from the host country. The rising demand of the local parents has established a new purpose for international schools. By attending international schools that use English as the main language of instruction, the children will have an opportunity for higher education in a foreign country and their future career in multinational companies.

Native English speaking teachers (NES), such as American, British, or Australian, are deemed ideal employment in most international schools. In their job advertisement or the school promotion, they explicitly indicated that they prefer NES because they believe that NES teachers are a better role model than non-native English speaking teachers (NNES), resulting in native English teachers being seen as superior (Kurniawati & Rizki, 2018). Holliday (2008) describes this ideology as native-speakerism. However, since the global spread of English with a tremendous number of English users around the world (Jenkins, 2009), many international schools are now starting to recruit NNES. Although many people prejudiced NNES, in a particular context, NNES certainly have some advantages over NES which can benefit learners more than NES provides (Kurniawati & Rizki, 2018).

Since the effective success of English language teaching is not dependent on nativeness or non-nativeness, Methanonpphakhun and Deocampo (2016) state that training and experience in language teaching are the main qualifications for teaching position. In addition, Compared to NES, NNES seem to have more empathy and understanding in the English language learning process than when they were once English language learners who faced difficulties and challenges in their study experiences. The important thing that makes teaching successful is that teachers know their own students (Oda, 1999), so sharing a similarity with their learners allows them

to know how to encourage students and adapt teaching styles that are matched up for students in order to overcome the problems that may occur during the learning process. Thomas (1999, p. 12) said that, “they (NNESTs) are role models; they are success stories; they are real images of what students can aspire to be.” By showing the clear example of a good English learner, students will gain self confidence in studying English. (Canagarajah, 1999) also commented that not every native speaker is a good teacher in teaching his/her own language. Although native speakers can use their language perfectly, they cannot always explain how they are doing it.

As the growth of English globally increases, (Seidlhofer, 2004) indicated that approximately 80 percent of English usage in the world is not entirely associated with NES. Tosuncuoglu (2017) commented that there is a growing trend within the international community to acknowledge NNESTs as an alternative to NES teachers. As a result, the number of NNESTs is rising continuously and exceeds the number of NES. In Thailand, for example, the government aims to develop students' English language competence through the promotion of language literacy including bilingual services (Tanielian, 2014), and therefore many schools opened up opportunities for foreign teachers to teach English in the country (Hickey, 2014). Although NES are still ideally employed in Thailand, NNESTs, for example, Cameroon, Indonesia, Kenya and Philippines are still welcome in many schools. These NNESTs experience a myriad of issues in teaching and recognizing the development of their identities is a must priority in research because this may guide teachers to acknowledge their complexities (Braine, 2018).

Statement of Problem

In the field of English Language Teaching (ELT), there is a strong preference for hiring native English teachers, particularly in international school contexts. The preference stemmed from the belief that native English teachers have superior language proficiency and cultural authenticity, which are seen as important factors for effective language teaching (Holliday, 2008). Lengeling and Mora Pablo (2012) found that being a ‘native speaker’ was the top requirement in ELT recruitment documents over qualifications or experience. As a result, native English speakers (NES) without relevant teaching qualifications or experiences are frequently

hired (Hewson, 2018; Pablo, 2015). However, in recent years, an increasing number of international schools have challenged this preference by actively hiring non-native English teachers (NNES) when the schools recognize that non-native English teachers can contribute a variety of valuable abilities and perspectives to the classroom, such as a strong English language proficiency, pedagogical expertise, and intercultural competence. The shift in hiring practice in considering non-native English teachers has driven my interest and motivated me to focus my study on this specific group of non-native English teachers within the international school context. In order to study this group of teachers and delve into insight information such as the complex dynamics of their role and the challenge they encounter, teacher identity is used as an analytic lens to understand their in depth professional development.

During the past decade, there has been increasing popularity in research on teacher professional identity in pedagogical and teacher education (Beauchamp & Thomas, 2009; Lee, 2013; Trent, 2010; Tsui, 2007). However, the consideration of examining language teacher identity is limited in Thailand context (Prabjandee, 2019) while they have experienced and confronted the exceedingly significant role of English as a global language, including the establishment of English as a medium of instruction in educational role (Chen & Peng, 2018; D'angelo, 2019, December; Fang, 2018). In addition, previous studies have not shown specifically how teacher identity is developed for NNES teachers in Thailand, particularly in an international school context that is a hub of diverse populations, and how their everyday practices contribute to the development of teacher identity is also lacking. Therefore, in order to expand the knowledge into the particular context, this study aims to focus on providing a better understanding of teacher identity development in Thailand, especially among NNES teachers in an international school context.

Despite many research studies supporting the existence of NNES teachers, their inner voices are overlooked. Since teacher identity research has been an extremely important issue, it is time to recognize how a clearer understanding of the role of language teachers may lead to a positive and supportive learning-teaching environment, which benefits both teachers and students. It is urgent to study NNES teacher identity when they are facing the prejudice that they do not teach English as well as NES teachers do. It is useful to study through this research as a body of

knowledge that provides a clear understanding of NNES teacher identity development. As Beauchamp and Thomas (2009, p. 176) state that, "Gaining a more complete understanding of identity generally and teacher identity in particular could enhance the ways in which teacher education programs are conceived," and Cheung (2015) also states in her literature reviewed that background and experiences of language teachers perform a significant role in developing language teacher identity.

Regrettably, the earlier research in teacher identity development context was carried out by researchers working in the general context (Cowie, 2011; Sutton & Wheatley, 2003), which made the number of research related to language teacher identity is limited, especially, in the context of NNES teacher in an international school in Thailand. Many schools have allowed foreign teachers to migrate into the country as English language teachers (Hickey, 2014) and an international school is also one of the options for non-native English teachers to fit in. Although these teachers are qualified in the position, prejudice against non-native English teachers still exists. Many people assume that NES teachers are the best role models for ESL students and that they can show English pronunciation, accents, and culture that NNES teachers might be unable to do, but this feature is a myth. Numerous studies have shown that ESL students prefer to study specific language skills with NNES teachers and Phillipson (1992) as cited in Alseweed (2012) gave the opposite fact of popular belief that NNES teachers actually are the best for ESL students once they acquire the language as a foreign or second language which makes them an ideal prospect to be ESL teachers. Moreover, Lipovsky and Mahboob (2010) reported that learners do not really favor NES teachers or NNES teachers, but they prize the collaboration of both NES and NNES teachers involved in their English learning process. From the above issues, the teacher identity can be broken and contribute to classroom performance. Understanding how NNES teachers develop their teacher identity through their experience can establish a better understanding of how teacher identity development impacts teachers' pedagogy in the classroom.

Identity is an interesting and complex phenomenon in such a specialized field such as TESOL (Teaching English to Speakers of Other Languages), particularly among NNES teachers as they encounter more complexities than their native-speaker peers (Kumaravadivelu, 2014). For example, negotiation of language teachers with

their non-native identity in the academic context could generate pressures that the non-native teachers perceive as they 'resist dichotomized notions of nativeness and non-nativeness dominant in the field' (Varghese et al., 2016) throughout their attempts to develop their personal identities and make logical sense of their practice as teachers of languages. Therefore, in the context of the globalization world, it really is crucial to acknowledge the dynamics of non-native English teacher identity and investigate identity from various perspectives (Varghese et al., 2005). As Norton and Toohey (2011) have concluded that language is often strongly interwoven with people who mostly have to be instructed with the "struggle to create meanings" (p. 416). This concept ties up the conflicts associated with the development of non-native English teachers within contradictory paradigms of who is a legitimate English speaker (Holliday, 2008).

Teacher identity has drawn increasing interest in applied linguistics, and the way that identity plays an important role in teacher development is widely researched (Beauchamp & Thomas, 2009; Freese, 2006; Olsen, 2008). Burns and Bell (2011) stated in an article on narrative construction of professional teacher identity that "To see teachers' professional identities as narrative constructions and to view them from the social constructionist point of view where one's identity is constantly constructed and reconstructed in interaction with others offers a way for the teachers to empower themselves and overcome the feeling of personal inadequacy in teaching" (p. 958). Teacher identity is generally recognized as socially constructed, developmental, and negotiating to a significant extent through language and discourse (Varghese et al., 2005). Castañeda (2014) states that the concept of teacher identity is combined with the internal (personal), such as emotion (Rodgers & Scott, 2008; Veen & Slegers, 2006; Zembylas, 2003), and external (social) realities, such as job and life experiences in particular contexts (Flores & Day, 2006; Rodgers & Scott, 2008; Sachs, 2005), which are importantly influenced by culture and the socio-political context in the area of living and working of teachers. Since teacher identity has significantly become an analytical tool for understanding teachers' development (Beauchamp & Thomas, 2011; Varghese et al., 2005), understanding its concept is a valued way.

Purposes of the Study

The purpose of this study was to investigate NNES teacher identity development at an international school in Thailand

Research Questions

This study attempted to answer the following question: *How does NNES teacher identity develop during teachers' experience in an international school context?*

Contribution to Knowledge

The purpose of this research is to establish an understanding of NNES teacher's identity development and identity in practice in a multilingual international school. These NNEST teachers are an under researched population, so this inquiry will provide evidence of becoming teachers, challenging experiences, or rewarding moments that will raise awareness of the research community, specifically in Thailand context. As the teachers are NNES teachers, an insight in this study will be helpful for those teachers who are currently teaching in international schools or deciding to pursue international schools. The outcome in this study will also help teacher educators, who prepare NNES teachers, to design induction supports for novice NNEST teachers to overcome the prejudice against their non-nativeness. Additionally, it will help raise awareness for school administrators that they should focus more on qualifications, training, and experience, rather than whether a teacher is a native English speaker or not when hiring. The shift on this perspective will help address the challenging issues with hiring NNES teachers and promote a more inclusive and diverse teaching community.

Scope of the Study

In the scope of this study, I will examine teacher identity development from the narrative perspective of the selected participants through their life experience from semi-structured interviews. The selected participants are NNES teachers who work

full time in a multilingual international school in the Eastern part of Thailand and each individual participant holds at least five years of experience in teaching English.

Theoretical Framework

Since teacher identity is very broad, it is important to situate this study in a particular framework (Prabjandee, 2019). To explore NNES teacher identity development, this study will be guided by the theoretical framework of autobiographical stories by (Kelchtermans, 1993), which explains how a person narrates their own story in a social context. The stories are both a form and a process human-made as a product to represent a collective storytelling of individuals (Sfard & Prusak, 2005). An investigation of the teacher's identity in this framework reflects the interpretive importance of individuals' experience in a particular social context. In the process of understanding teacher identity development, Kelchtermans (1993) evidenced legitimated indicators which are professional self and subjective educational theory. As both are intertwined, they should work together in order to make sense of the teachers' interpretive framework.

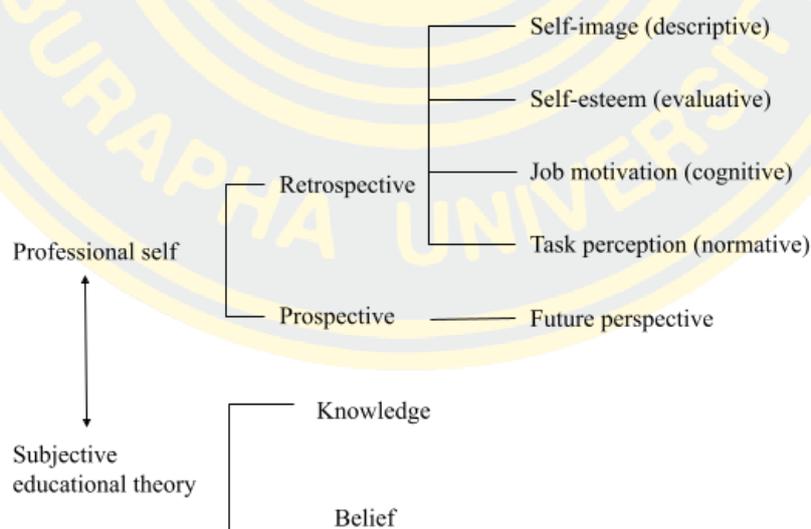


Figure 1 Dimension of the personal interpretive framework (Kelchtermans, 1993)

Professional Self

Professional self is a personal conception of oneself as a teacher, defining it as self-concept. Kelchtermans (1993) pointed out the self-concept as a personal interacting narrative story through the environment. From the biographical perspective, Kelchtermans (1993) developed five components to analyze a teacher's self-concept which are self-image, self-esteem, job motivation, task perception, and future perspective. The interwovenness of these components provides in-depth understanding of teachers' self and teacher identity development.

Self-image is how individuals see themselves, how others see you, and how you imagine yourself to be. It is one's description of a global characteristic which is constructed in the general principles in order to regulate one's behavior (Kelchtermans, 1993). For example, Prabjandee (2020) showed that first-year to fourth-year students did not perceive themselves as a teacher on the grounds that they needed more knowledge. *Self-esteem* is closely connected to self-image, referring to one's perceived teaching ability and the legitimacy of being an English teacher. For example, Prabjandee (2020) showed that first-year to fourth-year students did not have confidence and belief in their teaching ability, but their confidence gradually improved after many times of teaching practices. *Job motivation* is the motive one selects to stay or to leave the teacher job. *Task perception* is how teachers define their job. *Future perspective* is the expectation in the future of professional development and the feeling of teachers' professional situation (Kelchtermans, 1993).

Subjective Educational Theory

Subjective educational theory is a personal system of knowledge and beliefs that teachers use during their job performance relating to education and teaching (Kelchtermans, 1993). The subjective education theory stems from the teacher's experiences during their job situation and how they integrate themselves. In terms of the conceptual framework, Kelchtermans (1993) stated that this theory is for a teacher to understand the meaning of education and teaching. The reconstruction of subjective educational theory is out of the job of narratives, the form principals of practice or images.

In addition, this framework has not been used to study the teacher identity of NNES teachers before. It has been used to explore (student) teacher identity, such as

in Prabjandee (2020), the study is aimed to explore the developing identity through a teacher education program of student teachers.

Another theoretical framework to explore non-native English teacher identity in practice is *identities-in-practice* guided by Varghese et al. (2005), and Kanno and Stuart (2011). An identity is not something that one puts into one's life, but it is already well-formed through practicing oneself (Lave, 1996; Wenger, 1998). Kanno and Stuart (2011) emphasized the interwovenness of identity and practice resulting in the concept of identities-in-practice when practice shapes identity; on the other hand, identity affects practice in return, like one cannot change without affecting the other. As Lave (1996) observed, "Who you are becoming, shapes crucially and fundamentally what you 'know.' 'What you know' may be better thought of as doing rather than having something" (p. 157).

Definition of terms

Teacher Identity

Teacher identity is defined as autobiographical stories of how a person narrates in a social context. The stories are both a form and a process human-made as a product to represent a collective storytelling of individuals. An investigation of the teacher's identity in this framework reflects the interpretive importance of individuals' experience in a particular social context. Teacher identity will be examined through interviews, classroom observation, and shadowing observation.

Teacher Identity Development

Teacher identity development refers to the stages of the turning point of an individual teacher through their life story experience based on the 5 aspects of the "Autobiographical Stories" framework of Kelchtermans (1993), namely: self-image, self-esteem, job motivation, task perception, and future perspective. Teacher identity development will be analyzed through the coding method.

Non-native English Teachers

Non-native English teachers refer to English language teachers who speak English as a foreign or a second language. The focus will be both on the outer circle in which English is used as a second or additional language and the expanding circle in which English is used as an international or foreign language.

Multilingual international school.

Multilingual international school refers to a private school that provides an international education program using a curriculum such as International Baccalaureate (IB) that is not a specific national education system and different from the host country for students of various nationalities. Even though English serves as a medium of instruction in the school setting, a strong emphasis on multiple languages learning is valuable when students are encouraged to develop proficiency in other commonly spoken global languages, including the host country language. These schools create an immersive language learning environment and often have a team of qualified teachers who are proficient in different languages. The goal of a multilingual international school is to foster language acquisition, intercultural understanding, and global competency among students, preparing them for a multicultural and multilingual world.

Chapter Summary

The purpose of this study is to investigate teacher identity development of NNES teachers in a multilingual international school in the Eastern part of Thailand through their life story experience and classroom practice. Since the spread of English in today's world has increased the number of NNES teachers overcome the number of NES, NNES teachers are seen as an alternative toward NES teachers in many schools including international schools which are used to hire mostly NES teachers. The prejudice against the teachers' non-nativeness has occurred even if they are qualified to teach in the school context. Understanding the process of how NNES teachers develop is crucial when they envisage more complexity than their native peers and their identity fits appropriately with the context Global Englishes. The next chapter will provide a better understanding of teacher identity in the role of Global Englishes context and also some related theories.

CHAPTER 2

LITERATURE REVIEW

In this chapter, I review important concepts and literature related to the topics of global Englishes, international school, teacher identity, and NES and NNEST teachers in order to provide a better understanding for this study. This chapter consists of sixteen sections as follows: (1) the global spread of English, (2) international school, (3) international school in Thailand context, (4) teacher at international schools, (5) native VS non-native English teacher, (6) conceptualizing NES and NNEST teachers, (7) identity, (8) teacher identity, (10) the self and identity perspective, (11) emotion and identity, (12) narrative and discourse aspects identity, (13) language teacher identity, (14) personal interpretive framework, (15) related research, and (16) chapter summary.

The Global Spread of English

Among the world's populations of over 7.5 billion people, approximately 1.5 billion people are English users. According to Crystal (2006), about 400 million people are English native speakers, 400 million people are English as a Second Language speakers and 600-700 million are English as a Foreign Language speakers. It can be seen that the number of non-native English speakers is greater than the number of native English speakers and we may definitely assume that the number of English speakers has risen over the last decade. In addition, out of 195 countries worldwide, there are 65 countries that legally accept English as their primary language for example India, Philippines, South Africa, and Singapore, and there are also 27 countries in which English can be used as a secondary language, meaning that English is not the main language for most of its citizens but can be used in business, schooling and government documents (SGI, 2015). The above information reveals that English is the language of up to a quarter of the world's population and how English has become the dominant language in the world is due to one reason: the power of those who use it (Crystal, 2003).

The beginning of global spread of English around the world started in the seventeenth and eighteenth centuries (Jenkins, 2009). 'World Englishes' literature

cites the two diaspora models of the British Empire power which caused the spread of English language in global context. The first diaspora associated with a numerous migration of English-language speakers from the British Isles to North America, Australia and New Zealand (Jenkins, 2014). The combination of many different dialects have created new varieties of native Englishes in these regions. The second diaspora was the British colonialism of Africa and Asia, which English was enforced to use in these countries by setting contacts as trade colonies, port settlements, and slavery. Non-native English users have emerged through the contacts of English colonizers when the language is used as a second or additional language in the community. Since the number of English users has steadily increased, English has established a diversity of its own language in global society (Jenkins, 2014).

According to Kachru (1985), diversities of English have developed into three circles called Kachru's Three Circle Model which are labeled 'Inner Circle', 'Outer Circle', and 'Expanding Circle'. These three circles represent "the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages" (Kachru, 1985, p. 12). In terms of language acquisition and use, the Inner Circle represents the countries that use English as the mother-tongue or first language which are the USA, the UK, Canada, Australia and New Zealand, the Outer Circle is made up of the countries that use English as a second (ESL) or additional language (EAL), including, Malaysia, Singapore, India, Ghana, Kenya and most of the countries are colonized by the UK and the USA, the Expanding Circle represents the countries that use English as an international (EIL) or a foreign language (EFL), such as Norway, Brazil, China, Korea, and Japan. This model encompasses many aspects that affect English dispersal, including historical, sociolinguistic and literary components and employs the 'standard framework of World Englishes studies' (Yano, 2001, p. 121). Furthermore, being widely accepted, causing researchers in the field to commonly use its influence in raising awareness of various Englishes' existence (Galloway & Rose, 2015).

The continuous growth of the English language has made it the universal communication tool for various aspects, such as in global negotiation, foreign markets and businesses, international scientific and in medical communities. When English has its strengthening to fulfill the needs of the world linguistically in interconnections,

it has become an important driving force in globalization (Galloway & Rose, 2015). Therefore, it is not surprising that many people are more interested in learning English than other languages, resulting in the number of non-native English speakers overcoming the number of native English speakers. In the sense of global context, the emergence of English usage in many countries has established linguistic constructs such as World Englishes (WE), English as a Lingua Franca (ELF), English as an International Language (EIL), and Global Englishes (GE) (Canagarajah, 2012; Kachru & Smith, 2009; Kumaravadivelu, 2012; Pennycook, 2006; Selvi & Yazan, 2013). Although researchers in each field have separate focus, they also share the similarity of English usage phenomenon about the ideal of English language ownership, and language change and contact (Seidlhofer, 2013).

International School

The spread of English across the world caused international schools to be formed in many countries such as Switzerland, Japan, Turkey, and Malaysia (Hayden & Thompson, 2008). An early stage of international schools was founded in the 19th century to intentionally support traveling abroad families who wanted their children to perceive educational 'Western' style for instance, non-governmental organizations (NGO), embassy staff, overseas personnel and international companies. It has been noted that the existing number of international schools in the meantime was lacking. However, the steady growth rate of international schools throughout the twentieth century has resulted in placing an estimated number of over four thousand in the twenty-first century (Brummitt, 2007) and is predicted to increase continuously in the next decade. Demanding international education has facilitated the establishment of international schools also serving host country students. Whereas the first purpose of international schools foundation is for foreign students, in their twentieth century development, many international schools are required to accept host country students which mostly are socially elite members in order to gain more opportunity in higher-level international education in a foreign country such as, the United States of America or the United Kingdom (Lowe, 2000).

The rapid growth of international schools has raised doubt about the definition of international school when many schools title the word 'international'

without offering a truly international education program. What makes a school international? According to Black and Armstrong (1995) an international school is defined as 'independent of any national system of education, and that offers a curriculum which is different from that in the host country' (p. 27). International schools are private schools that do not follow the same curriculum as the host country they are located in. Apparently, the most popular curriculum options are the National Curriculum of England, a US-oriented curriculum, and the International Baccalaureate (IB) programmes. English is used as the main language of learning and teaching in most international schools (Richards, 2014). Nonetheless, many students are still likely bilingual or multilingual that use English as a second or third language. It is crucial that teachers have to adapt their teaching styles to support and accommodate all students' needs in order to contribute to the 'global citizen' for preparing students for their future life.

International School in Thailand Context

Like in other countries, the reason for the establishment of international schools was originally to support Embassy families and other expatriates in the country at that time. However, in the current situation, the needs of the host country parents who want their children to perceive international education caused the expansion of international school numbers around Thailand and many international schools have re-concepted schools for the host country children (Wangsatorntanakhun, 2014). According to ISAT (International Schools Association of Thailand), there are over 100 international schools in Thailand which offer education in English and after graduation, students can progress to universities across the world. Aside from the desires of expatriate families who want their children to carry on the western style education, there are also Thai families who want their children to gain English proficiency while being educated in international schools. Moreover, Thailand is steadily becoming a center for high-quality international education, with increasing numbers of families residing in South East Asia preferring to send their children to an international school in Thailand. Consequently, the international schools are combined with a diversity of student populations who use English as a common language for communication.

Teachers at International Schools

Hayden and Thompson (2008) state that as most international schools embrace English as their primary language, undoubtedly that many foreign teaching staff come from countries that use English as their native language, such as the USA, the UK, and more recently increasing the number of Australia, New Zealand, and Canada. The recruitment of teaching staff in international schools, especially English language teaching staff, is often depending on the corresponded styles in each school. For instance, a British-style international school may seek to employ mainly British-trained teachers with recent experience teaching in the UK, while an international school with non-national affiliation and intend to promote the international environment may seek to employ different national teachers of various cultures and linguistic backgrounds.

Although, working in the role of international schools allows English-medium teachers to migrate from country to country all over the world, many people misunderstand that they still can go abroad to be English teachers without having any teaching experience (Nagrath, 2018). Since international schools around the world are made up of diverse student nationalities who share the similarity that they are English-speakers, teachers here are expected to have a high-level of English proficiency. In addition, Kuruzovich (2016) adds that the teachers who hold a Bachelor's degree or higher in their subject teaching field and also their home country teaching license are the candidate type of international schools. For instance, teachers who take responsibility in Social Studies subjects in Middle or High School, should earn a degree in social studies, history, geography or other related fields.

Governments in many countries are expecting teachers who are employed in international schools to have extensive experience in teaching before getting a visa approved. Many countries require at least 2 years' experience such as Abu Dhabi, Oman, and China, while some countries require up to 5 years' experience such as Indonesia. Although some international schools are still restricted in hiring only native English speakers when they believe that NES teachers are the best role model of English speakers (Kurniawati & Rizki, 2018), but in many countries, such as, Thailand, Cambodia, Central and South America countries, Europe countries, and

Turkey, non-native English speakers are welcomed and celebrated when their effort as teachers come from skills and experiences, not nationality.

Native VS Non-native English teacher

Many people believe the myth that the best way to learn a language is to be taught by a native speaker and with this belief many schools use nativeness as a key factor in determining the employment of English language teachers (Alseweed, 2012). In fact, NES teachers are used to promote the schools and to attract the parents' attention to enroll their children in these schools as students. This feature has shown NES teachers are given a higher value than NNES teachers. For example, in Taiwan, parents recognize NNES teachers unfit for the job mainly due to the lack of experience abroad, irrespective of their qualifications (Li Yi, 2011), and the fact that NES teachers get more job offers causes pressure on NNES teachers. This debate has been conducted for decades about who can teach English better between NES and NNES teachers in EFL, ESL context. In the international community, there is a clear trend to regard NNES as an alternative in English language teaching (Tosuncuoglu, 2017). Consequently, the conflict in the field of the English teaching profession has created, when there are many qualified NNES teachers, and NES teachers are still in a high ranking position of holding the best-paid and greatest-profile roles.

Today, the power of the English language in many fields such as business, education, and technology to influence the world of globalization has strongly grown English language learners worldwide in a large number. Consequently, the demand for ESL teachers has increased. Findings have shown that the most English language teachers are non-native speakers (Canagarajah, 1999), and the number of non-native English speakers is greater than that of native speakers studying in the EFL TESOL programmes (Medgyes, 1999, as cited in Moussu & Llurda, 2008). In addition, findings have also shown ESL students prefer to have NNES teachers in their class, especially in certain language skills, such as presentation skill, and grammatical rules.

According to a number of recent research studies on NNES teachers, they are now seen as strong teachers to teach EFL English when they can use their advantages of sharing the similarity in learning experience as their students. NNES teachers had a clearer understanding of the challenges that their students had

encountered, and a greater objective knowledge of English language, as well as a better learning strategy. The NNESTs were therefore ideally placed to support their students in their associated language and have a good understanding of technical grammar. These features have become very good qualities for the ideal English teacher. It is unavoidable that NES teachers can also give advantages in the EFL classroom because of their professional level of English language proficiency, but it is not only this characteristic that makes ideal English teachers (Tosuncuoglu, 2017).

Conceptualizing Native English Speakers and Non-native English Speakers

Though it is difficult to describe the inherent characteristics of a native speaker, many researchers have tried to expound on these dynamic notions. Chomsky makes the common argument that everyone is a native speaker of the particular language system that the person has "developed" in his / her mind / brain (Chomsky, 1965, as cited in Paikeday, 1985). Nevertheless, Chomsky's perspective is strictly linguistic context and is not considerate in social factors or contextual restriction, so it is not appropriate to examine problems in a social context. Medgyes (1992) also tries to differentiate between native and non-native speakers by claiming that non-native speakers will not be able to achieve the abilities of native speakers as they will never be as original and creative as those they have learned to imitate. Likewise, Cook (1999) insists that very few second language (L2) speakers can be switched to native speakers, comparing the success as being an Olympic athlete or an opera singer. However, this idea is refuted by a clear number of non-native experts in the ELT profession and in the academic field of applied linguistics. They argue that when L2 learners emerge to the "final" stage of language acquisition (Cook, 1999), the distinction between native proficiency and non-native proficiency is insignificant.

A more appropriate viewpoint to identify native speakers is suggested by Davies (2003, 2004) in inevitable elements. Apart from acquiring the language since their childhood, native speakers have the ability to understand and correctly form the expressions of the language. Native speakers understand how the standard form of the language differs from the variant form they speak, and also they have the ability to

produce and understand the language discourses fluently and spontaneously. From this conceptualization, except the element that perceives the language since childhood, L2 learners can reach the high-level language in-put with sufficient ability, motivation, opportunity (Davies, 2004; Medgyes, 1994). Even if it is difficult, it is also possible for learners to achieve the same level of strategic and practical syntactic competence in the second language as those who have acquired the language at a young age (Birdsong, 1992). The only non-development difference between native and non-native speakers is the language acquisition in childhood.

Identity

In general context, identity is perceived as the qualities of a person or group which distinguish them in their uniqueness from other people in the society, such as characteristics, feelings, or beliefs (Beauchamp & Thomas, 2009; Gee, 2000), and beyond nationalities, genders, or roles (Kanno, 2000). Beijaard et al. (2004) assert that identity is continually changing and is therefore fluid rather than stable and includes both an individual and a context. Gee (2000, p. 99) realizes that identity conveys a 'kind of person' in a specific context while some may have 'core identity', there will be other multiple forms in this identity operating in a different context.

As identity is constructed from various and multidimensional influential factors, such as social-cultural context and emotions (Clayton et al., 2008; Kroger, 2006), it is also accepted as an indicator which merges individual choices and a person's cultural tools with a particular social context contributing to relationships skill, emotions, and physical competence development. Kanno (2000) suggests that an identity study should emphasize on how the individual and social context of human life interacts. Hence, identity is viewed as a transformative tool that can be constructed, reconstructed and established on the basis of internal and external factors in terms of time and place (Beauchamp & Thomas, 2009; Clayton et al., 2008; Zembylas, 2003).

Teacher Identity

In teaching and teacher education's literature, it defines a consistent concept that identity is dynamic and identity of the teacher can be changed over time under the influential factors to the individual; internal factor such as such as emotion (Rodgers & Scott, 2008; Veen & Slegers, 2006; Zembylas, 2003) and external factor such as role position and life experiences in certain contexts (Flores & Day, 2006; Rodgers & Scott, 2008; Sachs, 2005). These understandings of identity are valuable, but it has also been difficult for authors to define the term.

Studying about teacher identity begins with the question of who you are as a teacher and what kind of teacher you would like to be (Palmer, 1997; Thomas & Beauchamp, 2011). On the other hand, a teacher's inner life knot is created if they are unable to find the answers to the stated questions. The idea of "teaching holds a mirror to the soul" (Palmer, 1997, p. 1) was used as an instrument for teachers to gain self-knowledge, to understand their role and to represent who they are in the teaching area. In addition, the mirror that the teachers hold will provide the teachers to realize their different selves and attributes in its reflection (Palmer, 1997). For example, the appearance of self-standing in the future as "the self to strive toward", The social construction that linked their inner selves to the outer world, the "ought to" in themselves that represent the expectations of the world and the role they have to play, and meet the common social value on teaching (Thomas & Beauchamp, 2011, p. 763). In contrast, if the teachers cannot understand themselves, they will not be able to teach students effectively. (Palmer, 1997) proposed that teachers should be provided favorable situations to acquire self-knowledge and discover their inner selves before teaching students if teachers can balance themselves with the reflections of becoming a teacher in the mirror they hold.

Although teacher identity is supposed to represent the process and responsibilities of becoming a teacher, the teacher identity forming process is consistent with the way the individual identity is formed, resulting the teacher identity forming process that can be changeable and developed by influencing factors both internal and external such as individual teacher experience, socio-cultural factors, and school setting context (Beauchamp & Thomas, 2009; Timoštšuk & Ugaste, 2010). An identity is not something that anyone could bring, but that it is already well-

constructed, it is not something that happens by accident as a result of obtaining a particular collection of knowledge (Kanno & Stuart, 2011). This is why teacher identity is seen as something that cannot be achieved easily and clearly defined in a coherent way due to its various aspects, perspectives, and influential factors that produce it (Beauchamp & Thomas, 2009).

The concept of teacher identity has been characterized differently by various different authors' perspectives. Gee (2000) separated teacher identity into four different perspectives: nature identity, institutional identity, discourse identity, and affinities identity. The nature identity's perspective is emphasized on a state that developed from forces in nature. The institutional identity's perspective is emphasized on a position that is authorized by authorities within institutions. The discourse identity's perspective is emphasized on an individual trait that is recognized in the discourses of dialogue of the individual rational. The affinities identity's perspective is emphasized on experiences that are shared in the practice of affinity groups.

Varghese et al. (2005) suggest the two particular appreciated perspectives for studying teacher identity, especially in the context of language teachers, which are assigned identity and claimed identity. The assigned identity is seen as the identity that is imposed by others and the claimed identity is seen as the identity or identities that was acknowledged or claimed by individuality.

Olsen (2008) argues that an identity can also be recognized within the sociocultural perspective and suggests the complexity that actually occurs when the identity of the teacher is seen as both a product and a process. The product is perceived as a result of influences on the teacher. The process is perceived as a continued interaction in the development of teacher identity.

Beauchamp and Thomas (2009) suggest that since the teacher identity forming process can be changed, shaped and reshaped by both internal and external influential factors, the teacher identity should be divided into three dimensions which are the self and identity perspective, emotion and its relation to identity; and the narrative/discursive aspects of identity. All of them are inter-connected.

The Self and Identity Perspective

Among the most complex issues in evaluating what identity is concerned with is the self-concept, and its relationship to identity, resulting Beauchamp and Thomas (2009) divided teacher identity into five main features which includes:

1. Identity is the negotiation of self's experience,
2. Identity involves community membership,
3. Identity has a learning trajectory,
4. Identity is the combination form between membership and identity, and
5. Identity connects the involvement between local and global contexts.

Accordingly, the self-knowledge and interaction between the teacher's self and the outer context is highlighted as key to the teacher's successful practice and developed teacher to the constructing and reconstructing process in teacher identity development (Beauchamp & Thomas, 2009). This is the reason why the relationship between the teacher's personal and professional self is frequently based on self-understanding and identity.

Emotion and Identity

Even emotions are perceived to be helpful tools to help teachers expose their inner selves to society, teachers are unintentionally aware that they are overwhelmed and surrounded by emotions that have occurred by behavior in their daily lives (Schutz et al., 2007). Emotion joins the argument about identity as an aspect of the self and as a factor in influencing the expression and shaping of identity. Beauchamp and Thomas (2009) state that emotion can change the personality of a teacher in relation to the profession, but can also be changed by professional aspects. Working on the nature of teaching emphasizes emotion as a factor influencing teachers' approaches in their professional lives and identities (Hargreaves, 1998, 2001). An aspect of compassionate teaching which is highly often appreciated by those interested in joining the profession has been derived from the argument of identity, and the compassionate teachers tend to demonstrate the specific viewpoint they have on their professional identity (O'Connor, 2008). In depth, the experience of a teacher's emotion can encourage or discourage from experiencing in a particular

context that 'expand or limit possibilities' in teaching (Zembylas, 2003, p. 122). There are also significant implications for the comprehension of teacher identity in the study of emotions and this tends to be an extending field of identity literature and is likely to attract increased focus in future identity discussions (Beauchamp & Thomas, 2009).

Narrative and Discourse Aspects of Identity

One individual life's story is seen as a tool that makes distinction of each person becoming truly unique (Kanno, 2000). Kroger (2006) also comments that "one's life story, given rise to identity, is likely to change over time to bring a greater sense of unity, coherence, and purpose to an individual's existence as he or she meets new life circumstances" (p. 24). The significant topic for the discussion in the identity is to deal with its narratives and discourse aspect and the way the narratives and discourse are shaped and reshaped by identity; clearly the teachers' narratives about themselves, their practices, and their discourses that embody the teachers' lives, give opportunities to explore and reveal aspects of themselves (Beauchamp & Thomas, 2009). The identity created by a teacher narrative within a shifting professional information area is vital to a teacher's increasing understanding of their professional identities in a variety of contexts (Connelly & Clandinin, 1999). Multiple identities can be expressed through the narrative position of a teacher, such as the identity of a caring teacher or a creative teacher (Søreide, 2006).

Beauchamp and Thomas (2009) recognize that the narratives of teachers can be beneficial in the study of teacher identity development as those narratives are perceived as key insights that transform and develop their knowledgeable profession and identity in the future. Consequently, the narrative and discourse aspect widely emphasized on the external factors that result in the teachers expression outcome which will allow them to explore the reflection on the mirror that they hold, then will conduct to the processing of shape and reshape in the teacher identity rather than focusing on the study that tend to point out the internal factors such as the self's study and identity or emotional perspective (Beauchamp & Thomas, 2009; Palmer, 1997). Even the result of the narratives will focus entirely on the teachers' experience and consideration that will lead to the main focus in the concrete events that happened in the life of one particular teacher, the narratives' study on teachers is also seen as a

process of complexity due to the unchangeable nature of the story between life, work, and teaching experience (Findlay, 2006).

Language Teacher Identity

Since the narrative study in teacher identity has grown significantly in the international academic community, the improvement of understanding language teacher identity can lead positively to an improvement of teacher education (Cheung, 2015). Beauchamp and Thomas (2009) also state that a more comprehensive understanding of identity in general and teacher identity in particular could improve the way where the teacher education program is designed.

Language teacher identity is considered as a crucial part of a teacher's professional development (Burns & Bell, 2011; Lee, 2013; Tsui, 2007). The review in a couple of studies has shown that the background of language teachers plays an important role in the process of forming their professional identity. For example, NNES teachers recognize themselves as competent English second language users instead of imperfect native English language users (Cheung, 2015). From this alternative perspective, their status as non-native English speakers has changed from marginalization to embracing their non-native professional identity as English language users (Park, 2012; Pavlenko, 2003). To become a teacher indicates that a person decided to take up a powerful role and identity as a teacher who has the expectation of deeply engaging in the complicated teaching process (Kanno & Stuart, 2011), this is why teaching reflects the individuality of the teachers, and may bring us closer to the best or worse outcome (Palmer, 1997). Teacher identity was proposed as a professional teacher identity development, and when it comes to language teacher identity, as it helps teachers to understand and reflect their self-image to the students as a teacher (Thomas & Beauchamp, 2011; Yuan & Lee, 2016). However, when it comes to a language teacher, because of the dynamic environment between students, teachers, and languages in the classroom, they are expected to have more effort in classroom practice context (Khansir, 2014; Varghese et al., 2005).

Teacher Identity Development

The development of teacher identity is complicated because of the nature of its "arbitrary space," a space whereby the complexity and ambiguities of the teacher identity formation process can be explored (Trent, 2010). Furthermore, an in-depth understanding of teacher identity and the learning teacher identity process from previous studies can further enhance the current teacher educational programs (Beauchamp & Thomas, 2009). Teacher identity development requires a self-understanding and self-concept within an external context, for example a classroom or a school, which requires an examination of the self in relation to others as Mead (1934) states in his study of the self-relation to the society. A teacher's identity is shaped and reshaped by interacting with others in a professional context (Beauchamp & Thomas, 2009) and is negotiated through experience (Sachs, 2005); therefore, this can be defined as that teacher identity is socially constructed when its consideration in social relations of an individual and interaction within the community. Throughout literature related to teaching, there are a number of scholars who recognize an understanding about self as a major part of teacher development and thus of the forming of their identity (Beauchamp & Thomas, 2009). Borich (1999) uses Mead's idea (1934) to address the perspectives of the teacher's self that impact the effectiveness of the actions of a teacher; Hamachek (1999) stresses self-knowledge as a key to effective teacher practice.

The social-cultural aspects and the understanding of becoming a teacher cannot be isolated entirely because they have an effect on the formation of teacher identity development, as a result the formation of teacher identity development was shaped by the sense of being a teacher and the social context in school setting such as students and colleagues (Song, 2016; Yuan & Lee, 2016). Nevertheless, in some aspects, teacher identity has been highlighted as more coincidental and fragile than the previous opinion that focused on the teacher identity development process (Zembylas, 2005). As experiences can influence shaping and reshaping progress of teacher identity development, which can lead to better or worse results, Findlay (2006) suggested that teachers should obtain only positive experience. Accordingly, teachers should have the opportunity to experience both positive and negative in their own developments, although positive simulation can enhance positive rather than

negative (Beauchamp & Thomas, 2009). Additionally, teacher identity development is not only intended for in-service teachers but also the community of student teachers taking part in the practicum year.

Personal Interpretive Framework

Professional Self-understanding and Subjective Educational Theory

Kelchtermans (1993) popularized the concept of a 'personal interpretative framework' to understand teacher identity. Since teacher identity is a broad range of aspects, it is crucial to situate it in a particular conceptual framework to be given an effective exploring. 'Self-understanding' is a term used for a process strongly connected to an individual's professional identity. This framework stands for the set of cognitions and representations that shape how teachers perceive their profession, make sense of their experiences, and decide what to do. It serves as a guidance for teachers in different situations, and adapts as they engage with their teaching environment. The framework represents the knowledge and growth teachers accumulate over time. When teachers encounter challenging experiences that make them question their beliefs, these incidents become important for their development. For example, Prabjandee (2020) found this theory is appropriate for explaining how student-teachers form their teacher identity by understanding the teaching profession.

According to Kelchtermans (1993) the framework views identity as 'autobiographical stories' that individuals construct and share within a social context. In the process of understanding teacher identity, it is important to consider two interconnected domains within this framework as these domains play legitimate indicators in working together to help teachers make sense of their interpretive framework: professional self-understanding and subjective educational theory.

Professional Self-Understanding

Professional self-understanding refers to the conception of how teachers perceive themselves in their roles as teachers. As discussed in Kelchtermans (1993) referring to Nias's (1989) study on "labeled teachers" and "persistent self-referentialism", it is noted that when teachers discuss their professional actions and activities, they naturally tend to focus on their own experiences and perspectives which means that their personal perspective is inseparable from their professional

discourse. The narrative character suggests that one's self-understanding becomes evident through the act of "telling" and this understanding can be explored and identified across five dimensions: *self-image*, *self-esteem*, *job motivation*, *task perception*, and *future perspective*.

Self-image is one's description of a global characteristic which is constructed in the general principles in order to regulate one's behavior. It functions as a mirror that reflects on how an individual perceives and imagines themselves. It encompasses not only their internal self-perception, but also the external impressions that others project onto them. It serves as a descriptive component, particularly evident in professional roles like teachers who typify themselves in that capacity. This image is shaped by their own self-perception, but it is also influenced significantly by the feedback and comments they receive from external factors such as students, parents, and colleagues within their professional environment. The interplay between self-perception and external reflections helps to form and shape an individual's self-image, offering insights into both personal identity and the perceptions of others. For instance, Prabjandee (2020) found that the students in his study did not see themselves as an English teacher yet, when they needed more knowledge to claim that perception.

Self-esteem is very closely linked to the self-image, referring to a teacher's subjective evaluation of their own effectiveness in performing their job as an educator. It involves their perception of how well they are fulfilling their role and responsibilities in the classroom. While feedback from others plays a role in shaping one's self-esteem, it is essential to note that this feedback is subject to interpretation and filtering. They assign varying degrees of relevance, value and importance to feedback provided by different individuals or groups. This means that certain people or groups are considered more influential or significant in shaping the teacher's self-esteem than others, as described by Nias (1989). For instance, Prabjandee (2020) discusses that the student-teachers lacked confidence and belief in their teaching ability, but their confidence gradually improved after spending time in teaching practicum.

Job motivation is the various reasons that drive individuals to enter, remain in, or leave the teaching career. This motivation is closely related to teachers' professional identity and can stem from internal factors like a passion for teaching and

desire to make a positive impact, as well as external factors such as salary, job stability, and work-life balance. A strong sense of professional identity that is shaped by motivation, provides a feeling of purpose, belonging, and a clear understanding of their role. On the other hand, an imbalance between motivation and the realities of teaching can lead to decreased motivation and career reconsideration. Understanding and addressing teachers' motivations is important for increasing job satisfaction and retention in the teaching profession. For instance, Prabjandee (2020) argues in his study that all students Year 1 to Year 5 had different reasons to become an English teacher. While Year 1 to 4 students expressed a clear desire to choose teaching as their profession, Year 5 students displayed some hesitation in selecting teaching as their career path since they faced negative experiences during their teaching practicum and that led to their decision to change from becoming an English teacher.

Task perception refers to the fundamental beliefs and principles held by teachers regarding their role and responsibilities as teachers. It is important to understand that the teaching profession is not a neutral endeavor, rather teachers' decisions within their teaching are influenced by personal beliefs and moral considerations. When teachers' beliefs in what makes education effective and their personal moral responsibilities towards students are questioned, they may perceive it as a direct criticism of their own identity, leading to a threat to their self-esteem (Kelchtermans, 1996). For instance, Prabjandee (2020) found that the students described the teaching profession in terms of the roles and responsibilities that teachers have in school context. As students progressed through higher years, they gained a better and more complex understanding of the teaching profession, with Year 5 students demonstrating a consolidated perception of the profession.

Future perspective is the expectation in the future of professional development and the feeling of teachers' professional situation. It demonstrates that self-understanding is not fixed or unchanging, but rather constantly evolving through interactions and personal meaning-making processes. One's present actions are shaped by their past experiences and future expectations. Teachers, like all individuals, exist at specific moments in their lives, with unique pasts and futures, and this aspect of temporality should be considered when developing a comprehensive understanding of teachers' professional self-understanding. For instance, Prabjandee (2020) found that

Year 1 and Year 4 students expected to improve their English language skills in order to boost their confidence in teaching and progressively develop a sense of teacher identity. In contrast, Year 5 students focused on opportunities to enter the teaching profession, as they started on their teaching practicum, taking steps to prepare themselves for their future career as teachers.

Subjective Educational Theory

According to Kelchtermans (1993), subjective educational theory is described as the individual knowledge and beliefs about education that teachers rely on when doing their job. It includes their professional expertise which guides their decisions and actions. Knowledge refers to what teachers acquire through formal training, reading, and other professional development. On the other hand, beliefs are personal convictions that teachers develop based on their own unique experiences throughout their careers. The subjective educational theory represents the teacher's individual response to the questions: 'How should I deal with this particular situation?' (What to do?) And 'Why should I do it that way' (why do I believe this action is suitable now?). Therefore, 'using' or 'applying' one's subjective educational theory necessitates a process of evaluation and thoughtful consideration that involves an interpretative understanding of the situation before deciding the most suitable approach. For instance, Prabjandee (2020) found in his study that in Year 1 and 2, students originally had a simplistic perception of the teaching profession, but they came to value it highly in Year 3 and 4, and in Year 5, they begin to connect their subjective educational theory with reality.

The majority of studies agree that teacher identity is recognized to be socially constructed, multifaceted, and developmental (Varghese et al., 2005). Given the fluid nature of identity, it is important to study teacher identity in terms of its ongoing development. The personal interpretative framework has been used to conceptualize teacher identity, allowing for an exploration of the various layers involved in its formation. Prabjandee (2020) further suggests that this framework is appropriate for exploring student-teacher identity, as it captures the learning process through which student-teachers make sense of the teaching profession and shape their teacher identity. Therefore, this study applies the framework to explore the identity development of non-native English teachers in a multilingual school, aiming to gain a

comprehensive understanding of how they construct their social identity within this particular context.

Related Research

There are several related research study being conducted in relation to teacher identity development as following;

Tsui (2007) explored teacher identity through a narrative inquiry of the professional identity of English as a Foreign Language (EFL) teacher by using the theoretical framework of Wenger (1998) to identify and negotiate the meaning. The participant was Minfang who was originally from the Republic of China. Minfang was teaching a major of English as a Foreign Language (EFL) in a university in Guangzhou, China. Six months was the period of time that Minfang's narrative was constructed and reconstructed. The data collection was started with face-to-face storytelling and then Minfang's reflective diary. Minfang's past experience was narrated from the background of life struggling in family to the life of challenging in university. Minfang had faced difficulty with the traditional teaching method (TM) and then focused on the communicative teaching language method (CLT) in university. Minfang felt related and more comfortable with TM than CLT. Mingfang stressed the importance of learning in TM to improve grammatical rules, vocabulary, writing skills that CLT, which gave too much freedom for students to learn without distinctive direction. After his graduation, Minfang was hired at the place where he studied from. Minfang narrated the first two years of teaching as a huge challenge. It was unfortunate when people praised the contribution of CLT to his success, which confronted his TM principle and that made him feel bad. The third year of his teaching, Minfang got promoted to be the leader in the CLT team of his faculty department. Then, he started to have mixed feelings toward these two methods. He struggled to negotiate his preferred way of teaching against his new responsibility to disregard this mode of teaching. During the fifth and sixth year of his teaching, he finally understood the beneficial CLT method in language teaching as he attended the Master's Degree in EFL context. Although he was a major in the EFL, his subjective position as an EFL teacher solely was not well accepted at his institution due to the CLT's emphasis on the curriculum of his institution.

Trent (2010) investigated the teacher identity construction from six pre-service English teachers through discourses to a deeper understanding in the context within Hong Kong in Hong Kong. The participants were in the final year of a Bachelor's Degree in Education program at the Hong Kong Institute of Education. They were all Chinese who spoke Cantonese as their first language. The purpose of Trent's study was for investigating how the pre-service identity teachers constructed their experience which would challenge their styles of teaching. The findings from collecting data in this study had suggested a rigid dichotomy between 'traditional' and 'modern' teachers (Clarke, 2008). The pre-service teachers demonstrated their strong contribution to the fact that these different identity positions existed, as shown through their use of powerful modalities to describe both changes since their childhood education in the English language, as well as the two different types of teachers' characteristics. In the discourse theory that was used in this study, the participants identified 'traditional' and 'modern' teaching as 'nodal points' in the area that each teacher identity was organized (Jørgensen & Phillips, 2002, p. 26; Torfing, 1999, p. 98). With the importance of Hong Kong in public university examinations, the participants tended to take both the "traditional" and the "modern" forms of teaching as part of the identity of their professional teacher.

Wangsatorntanakhun (2014) conducted a qualitative research study in an international school in Thailand. The study was aimed to investigate the conceptualized identity in both students and teachers in English as a Second Language (ESL) context through a narrative inquiry. The two students and two English teachers were from the United States who were native English speakers and involved in the ESL context. The findings in this study had shown the way of designing curriculum or teaching styles was influenced by the formation of their identity. The results of this study suggested the need to revise the international school curriculum, which could strengthen the use in learning and teaching processes of the first language in an effort to enhance the culture of multilingualism among students. However, this study only pointed out the identity development in NES teachers without maintaining from the NNES teachers' perspective.

Prabjandee (2019) used teacher identity as an analytic lens to investigate in depth understanding of how student teachers develop their professional identity

during the year of teaching practicum in Thailand. The study was conducted in a pre-service education program which was offered in a comprehensive university throughout Thailand, and the participants were two student teachers who were performing the one-year teaching practicum. In terms of data obtaining, Prabjandee used the interviews and shadowing as tools to gain the participants' narratives. The findings revealed that teacher identity developed before they attended teacher education classes which made the participants decide to enter into the education program as it reflected in their background (Furlong, 2013). Prabjandee suggested the period of teaching practicum constructed the development of teacher identity shaping in three ways: emotional to the teaching practicum, the teaching practice, and symbolic entity as a reminder of being a teacher. It was found commonly that the student teachers faced the challenge in the period of teaching practicum, but by the two supports from the inside and outside school contexts had helped them overcome those challenges which were psychological and technical supports.

Lee and Kim (2020) investigate the identity of seven Korean-English teachers who had experienced living in an English-speaking country since a very young age. Those participants currently serve as qualified English language teachers in public schools in South Korea. The data was collected through an in-depth interview and analyzed through critical discourse analysis. The findings revealed that even those participants had English proficiency levels as high as native English speakers, they undervalued their skills and perceived themselves as a lower status compared to native English speakers. Holding transitional experience did not help them to overcome their non-native status and that surprisingly resulted in them not having a borderland identity at all (Anzaldúa, 2007). In addition, they emphasized on American accent as 'standard' English and situated themselves as unchangeable non-native English speakers who never crossed over to be close to native-like, and that was a result from their innateness of nationality and race (Davies, 2004; Ha & Que, 2006; Morgan, 2004). Having a strong preference toward American accent and native speakership of those Korean teachers involved from an influence of socio-cultural belief and value that is deeply embedded in the South Korea system. From the findings, Lee and Kim (2020) suggested that it is crucial to promote a balanced perspective between being native speakers and non-native English teachers' identity

to challenge the traditional socio-cultural belief and negative stereotypes in South Korean society. By doing that, it will help in paving the way for more equality for future non-native English teachers.

Ulla (2019) explored the experiences of 56 Filipino English teachers who taught in schools in Bangkok, Thailand. The data was collected through questionnaires first and followed with an individual follow-up interview. The participants were asked to share their perception of experience being an English as a Foreign Language (EFL) teacher and whether they had faced any challenges existing in the position. The findings revealed that the participants had a positive perception of themselves being in the EFL teaching position and did not place a dichotomy between their non-native statuses and native status. They were satisfied with the salary they had earned and asserted that it was enough to support their family financially, but they also mentioned about the higher rate paid for native English teachers, which can lead to an existing belief of how native English teachers are better English teachers. Moreover, the participants did not feel any discrimination from their socio-cultural context whether school or students against their non-native status (Hickey, 2014). In fact, they reported that they were living in a supportive environment, which they gained respect from their students even though the students still favored the native English speakers' accent. However, the findings also indicated that the participants faced the lack of professional development programs, and challenged the language barrier and diversity of culture. Thus, Ulla (2019) suggested that even the Filipino teachers shared satisfied feelings and positive experiences as EFL teachers, schools should provide more opportunity for those teachers to attend various professional developments, and should avoid different hire rates between native and non-native English teachers because that can attribute toward prejudice on native over non-native, when in fact, the goal of learning English is to have successful communication in a multilingual context, not to have native-like English proficiency (Kirkpatrick, 2010).

My research on NNES teacher identity development in a multilingual international school will rely on the purposefully selected participants' life experience through their narratives and classroom practice. The understanding of how NNES teachers develop and construct through the process of becoming a teacher and

experiencing challenges will gain acknowledgement of the existence of NNES teachers and enhance them to overcome the prejudice against their non-nativeness.

Chapter Summary

In this chapter, the review on literature has shown that identity is dynamic and can be perceived in multiple perspectives. Accordingly, it can be constructed by the influential internal and external factors in the condition of time and place (Beauchamp & Thomas, 2009; Clayton et al., 2008; Zembylas, 2003). In order to have a better understanding of teacher identity, it is important to recognize the interwoven between the teacher's personal and professional self through their life story experience (Alsup, 2005), as the stories are both a form and a process by human-made as a product to represent a collective storytelling of individuals (Sfard & Prusak, 2005). The teachers' life stories in combination with their life experiences and everyday practices in the school can give them an opportunity to develop perspective of their identities. Literature in teaching context emphasizes the way to establish identity through understanding teachers' stories (Beauchamp & Thomas, 2009). In this study I attempt to explore how experience of NNES teachers develops their identity, thus through narrative inquiry, the stories can be used as a tool to understand the process of NNES teachers identity development when it allows them to acknowledge themselves throughout their social contexts in the school.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the research methods, containing six parts. They are (1) narrative inquiry, (2) introduction to the research site (3) participants, (4) researcher's stance, (5) data collection, (6) data analysis, (7) trustworthiness, and (8) ethical considerations.

Narrative Inquiry

In this research, I attempted to explore the teacher identity development of NNES teachers in an international school through their life stories and their everyday practices. Narrative inquiry is used to explore teacher identity development. Stories, also known as narrative, are an important source of information in qualitative research. They are an essential element of identity literature, demonstrating how their identity is formed and shaped (Beauchamp & Thomas, 2009). Clandinin and Connelly (2000) commented that narrative inquiry is a way of understanding experience through “collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieu” (p.20). Besides, stories assist people to investigate phenomena of experience (Clandinin & Rosiek, 2007). The teachers' life stories in combination of their life experiences and everyday practices in the school can give them an opportunity to develop facets of their identities. Literature in teaching context emphasizes the way to establish identity through understanding teachers' stories (Beauchamp & Thomas, 2009). Through narrative inquiry, I was able to use the stories as a tool to understand the process of teacher identity development when it lets people see the ways they think about and behave themselves throughout the society and their social contexts in the school.

Narrative is also important to methodological criteria as they can open perspectives which allow one to see an aspect of a person's identity. Beauchamp and Thomas (2009) state that stories are not just a tool of expressing identity, but also in identity making and Connelly and Clandinin (1999) response to teacher identity as regarding “stories to live by” (p. 4) which means that stories provide a narrative framework that teachers build upon to explore and interpret their experiences.

Teachers interact in theoretical narrative through storytelling, and consequently, they are able to explore and shape their identity in new or different stories (Beijaard et al., 2004). As Waller et al. (2016) point out that ‘issues of identity’ such as, losing, suffering, and healing can be examined through narrative inquiry (p. 144).

In this study, I aimed to answer the following research question: How does NNES teacher identity develop during teachers' experience in a multilingual international school context? Since the narrative inquiry was used to understand experience, the teacher identity was employed as a lens to explore NNES teachers' life story experience in this study. The participants' life story experience was divided into three stages which are past, present, and future.

Context of the Study

This research was conducted at a multilingual international school in the eastern part of Thailand. The school was established in 1993 as a private international school which offered English as a medium of instruction. The original purpose of this school foundation was for the expatriate families around the area but now, the school serves families over twenty countries including the host country national. Students here receive an American style curriculum, thus obtaining a U.S. High school Diploma and the International Baccalaureate Diploma Programme (IBDP) is served in grades 11 and 12 students. In the multilingual international school, students are taught in English, but the school also prioritizes the development of students' proficiency in multiple languages. They offer classes in widely spoken global languages, including the host country language, such as Thai, Chinese, Spanish, Korean, and Japanese. The aim is to provide students with valuable language skills that improve their communication abilities, expand their cultural understanding, and prepare them for a globalized world.

This school was selected to be as the research site due to its diversity of populations in school whether students or teachers from different backgrounds. Teachers employed in the school are foreign teachers, a mix of native countries such as the U.S., the U.K., and New Zealand, and non-native countries, such as the Philippines, Singapore, South Korea, Russia, and India. Moreover non-native speakers are given the opportunity to be English teachers in the school as well. The

population's diversity in the school has a major effect on the identity development of the teacher participants, particularly in the process of negotiating with their multifaceted personalities in various contexts.

Participants

Among the total number of 28 teachers, there were 10 native speakers, four host country nationals, and 14 non-native speakers. Out of these 14 non-native speakers, there were only five non-native speakers who worked related to the field of ELT and were considered 'NNES' teachers. Out of these 5 teachers, three teachers were carrying the experience of five years or more in English language teaching which I assume this length of time as the perfect period with facing difficulties enough in their career experience.

The three participants were purposefully selected. Apart from being NNES teachers with five years or more experience in ELT, they share the similarity in working full time with a minimum 20 hours a week in the school. They all hold bachelors or master's degrees in education related to their task job and are qualified to teach at a multilingual international school. The three participants were deemed qualified based on their ability to meet the school's criteria for recruiting teachers. They all held the necessary educational background and qualifications to teach in their respective subject areas, exhibited teaching experience with a particular emphasis on international settings, and importantly, possessed a strong proficiency in the English language, enabling them effective communication and instruction with students. Fortunately, these three teacher participants are from different countries and cultural backgrounds, consisting in the Philippines, South Korea, and Russia.

From reviewing many qualitative research studies, Creswell (2007) recommends that one or two or more individuals who share the similarity (life stories or experience) in the specific context are chosen as the storytellers. Thus, three participants may be enough to lead to the data saturation and can be generalized in the phenomenon context. Furthermore, Clandinin and Connelly (1990) support that by requiring a small number of participants in the narrative study, it is possible to examine in-depth details on the life experience of teachers.

Researcher's Stance

Merriam (2009) states that in qualitative research, a researcher is considered as the primary instrument. Since the purpose of this study is to explore how NNES teachers develop their identity through their life story experience and how classroom practice contributes to their identity development, as an ethical researcher, I attempted to make my personal experience clear to readers. After I presented my background I am aware that I come to this study with a certain background. In order to collect the data, this background would be used to remind myself not to be biased and not put my background into the data collection. This would also facilitate readers with "better informed decisions" when reading this study (Prabjandee, 2014, p. 3). The story is not fictionalized but it is based on my own memories and experiences as a teacher.

"I have never wanted to become a teacher" - that was my immediate response whenever people asked me how I ended up in teaching. But something remarkable happened along the way: my perspective took an unexpected turn, transforming teaching from an undesired career to a desired one. As I delved into my background, I discovered the roots of my negative feelings towards teaching that originated during my elementary school years.

During those early years, I was never the teacher's favorite student, and my name seemed to slip through their memory. I vividly recall whenever the teacher stepped out of the classroom, they would assign a favorite student or the head of the classroom to monitor and jot down the names of those who made loud noises. These unfortunate students would later face punishment upon the teacher's return, without any opportunity for explanation or understanding.

I found this selective treatment deeply unfair - the teacher provided privileges to a chosen few while dismissing the majority. But it was not just the unfair privileges that bothered me; it was the punishments that followed. Whether it was students not completing their homework, talking in class, or failing spelling word tests, they would receive physical punishment from the teacher, with misspelled words receiving five spanks each. Deep down, I always felt that this was not right, but the lack of interest from other adults, despite being aware of these incidents, made me question if I was the only one who thought so. For the first time, rebellious thoughts against the society I lived in started brewing within me.

In fifth grade, I was chosen to play a character in a traditional Thai Khon performance because one teacher liked my facial features. However, another teacher criticized my darker skin tone, disregarding my own feelings, and I was ultimately not cast solely because of it. This experience left a lasting impact on me which I found out later as a grown-up.

As I progressed to sixth grade, it was common for teachers to ask about our future plans, considering that we were now the school's seniors. When my turn came, I answered with confidence that I wanted to become a flight attendant. Little did I know how deeply the teacher's response would wound me - a wound they would never fathom inflicted on a child. "But a flight attendant must be beautiful," the teacher said with a chuckle, turning to ask others in the room. Those thoughtless words became carved in the little me, intertwining with the comments about my skin color earlier. They made me doubt myself repeatedly, leading me to believe that "I'm not pretty enough" and "I'm not good enough."

I cannot pinpoint exactly when it happened, but at some point, I started looking down on the flight attendant career. My go-to phrase when talking about this career became "just a maid." I now realize how offensive and hurtful that statement is, but back then, I was oblivious to it. When they made me believe that I was not pretty enough to be a flight attendant, the only way to think of it without feeling any pain, I managed myself to hate it somehow. As an adult, I've made efforts to understand the child I once was and the experiences that shaped me.

Reflecting on the entire story, it is crystal clear why my answer to the question has always been, "I have never wanted to become a teacher." At that young age, I was too naive to realize that as we grow up, we have the power to choose who we are and who we want to be. Witnessing the way teachers treated students during my childhood, although seemingly insignificant to others, left a deep-seated impact on me that even the present-day version of myself struggles to overcome. As a child, I vowed never to grow up to be a teacher who shattered children's dreams or hurt them in any way. Consequently, I made a conscious decision to reject the notion of becoming a teacher altogether. Hence, when I was asked about my future career, the thought of teaching never once crossed my mind.

So, where does the desire to become a teacher begin? You may already know that my journey to become a teacher began with a surprising plot twist that transformed from hate to love. Before my passion for teaching took hold, I had to revisit the origins of my affection for the English language. As an English teacher now, I reflect on the challenges I faced in my early relationship with English.

I used to hate English. Learning it felt like a chore, just memorizing words and grammar for examinations. The focus was on rote memorization, not understanding. I could not see the importance of learning a language I could not use in everyday life. With my family and friends surroundings, English skills were of course meaningless when everyone used Thai to communicate and was way easier to understand. I felt a lot of pressure in English class, especially when faced with foreign teachers as I could not understand them. I would shrink into myself, hoping they would not call on me.

However, everything changed after I finished my bachelor's degree.

Against my will, my mother sent me to study English in the United States, convinced it would benefit my future career. As you know, English and I were never friends, so the first week at the language school became a nightmare that made me feel lost and isolated since I was the only Thai student there. Despite being the top performer academically, I failed to communicate myself verbally, which disappointed me. It got difficult to order food, and I even skipped meals to avoid speaking English. But I could not hide forever; I needed English to survive in this new environment. Driven by the money my mother had invested in my education, I gradually realized that opening my mouth made life easier. Also I needed to refund my books and do financial transactions. No one was always by my side to assist me in this place, so I had to rely on myself. Even though my English was not perfect, I found that people were understanding and supportive. My relationship with English improved rapidly, and I started enjoying English class, using the language to connect with friends and exchange knowledge as well as making friends from different countries along the way.

After returning from the United States, I discovered my passion for working in an English-speaking environment, even though I was unsure about the exact career path I wanted to pursue. However, my encounter with an enthusiastic English teacher

changed everything. Her genuine happiness while working with students and enjoying personal time inspired me to become an English teacher myself. Unfortunately, my fear of not being good enough combined with a lack of teaching education and teaching license, held me back from applying for teaching positions. Instead, I posted my resume online and waited if there were some organizations interested in skills and willing to give me an opportunity, but there was no response signal at all. Luckily, a friend from high school called to inform me about recruiting a teaching assistant position at her school. I was eager to apply for this job, but again, I lacked confidence in myself due to the absence of formal qualifications in education. However the encouragement from my friend and my family played a significant role in cheering me up and convincing me to overcome this fear. With their support, I jumped at the opportunity and was accepted at the international school, where I could use my English skills.

From the start, I was nervous because the international school had a diverse population with various accents. I frequently had to ask my students to repeat themselves, which made both them and me feel uncomfortable. To bridge this gap, I had to quickly learn and adapt to their accents. I have grown in my teaching career over the past five years. From a child who vowed never to become a teacher due to negative childhood experiences, now I realized that not all teachers are the same. The veil of prejudice was lifted, revealing the many good teachers I encountered throughout my life. Even the foreign teachers in high school, who made me uncomfortable in English class, were simply trying to help me communicate better. Teachers in the United States encouraged and supported me when I felt like the worst in the class. Colleagues at the international school taught me things I did not understand, and they became both good friends and exceptional teachers. I realized that we have the power to choose the kind of teacher we want to be.

My childhood teachers became examples of what I did not want to be for my own students. I have stayed true to my commitment of being a teacher who leaves a positive and uplifting impact, rather than one who does damage. This principle has served as a guidance for me throughout my teaching journey. Receiving love from my students and witnessing their success and growth serves as a fulfilling reminder that I'm on the right track.

Additionally, during my time at the international school, I witnessed the transformation within myself. I had carried the myth subconsciously that native English teachers were the best at teaching English, but seeing the school hired non-native English teachers and they showed exceptional performance in their classroom had challenged my preconceived notions. These experiences changed my perception in teaching English and made me interested in studying about those teacher identities in the school.

As a researcher, my stance is rooted in a deep appreciation for the complexities of human experiences and the desire to understand the subjective realities of individuals. My perspective was shaped by my own journey to become a teacher and the meaningful experiences I had during that time. These experiences inspired me to dig deeper into uncovering hidden and untold stories that lie beneath the surface. Through qualitative research, I can bring a personal and empathetic perspective to my work, using people's stories to gain a deeper understanding.

Data collection

In this study, the data collection was conducted by using qualitative data collection techniques, which are life story interview, classroom observation, and shadowing observation in order to understand the process of teacher identity development and identity in practice of NNEST teachers at a multilingual international school. The description of each technique is presented below.

Life Story Interview

The data was collected through the three-series interview guided by Seidman's interview framework (2006) in order to deepen into the context and build trust with the participants. Consequently, these participants would take part in three interviews throughout the study and each time would be conducted around 45-60 minutes. In addition, the interview questions are designed based on the theoretical framework of *autobiographical stories* by Kelchtermans (1993).

In the first interview: *Focused Life Story*, I would ask the participants to share as much as possible about their past lives up until the present time they became English teachers. The guide interview questions would lead the participants to reconstruct the event and position it within the context of the family, school and work

experience for example “How did you become an English teacher? How did you decide to teach in an international school? Why do you think you were hired at this international school?” Then, I would transcribe the first interview and analyze them.

In the second interview: *The Details of Experience*, the time was aimed at focusing on the specific information of the current experiences of the participants in the area of study. Before I started to conduct the second interview, I would finish analyzing the first interview in order to see tentative information, then the second interview would be conducted. I asked the participants to describe the events mentioned during the first round in detail and asked them to explain some parts that were not clear, yet. The interview question examples for this section are “Can you tell me more about this event?” In addition, I would ask the participants to share their story about their experience in school and their relationship with students, colleagues, and work sites, for example “How do you normally conduct class? Do you see yourself as an English teacher? What skills do you teach best? Can you give specific examples? Are you confident in teaching English? Do you feel you are a legitimate English teacher?” Then, I would transcribe the second interview answers and analyze them.

In the third round of interviews: *Reflection on the Meaning*, this interviewing section would also happen after I finished analyzing the second interview. I would ask the participants to reflect on the meaning of what they have gained in the first two interviews. The interview question examples for this session are “Given what you have said about your decision to be an English language teacher, please explain your motivation to choose an international school as your workplace? How is your future perspective about being an English language teacher? What is your expectation from being an English language teacher?” Then, I would transcribe the third interview and analyze them.

The interview would be employed in a one-to-one situation in a quiet room free of external disturbance in order to allow an in-depth informational gathering from the participants. All the interviews would be audiotaped with the consent of all the participants. By using the three-round interviews, I was able to obtain valuable data to answer the question in my study.

Table 1 Interview questions designed from 5 aspects of Autobiographical Stories framework

Teacher's personal interpretive framework		Interview Question
Professional Self	Self-image	<ul style="list-style-type: none"> - Do you see yourself as an English teacher? Why? - In your opinion, do other people think that you are qualified to teach English? Why? - In your opinion, what makes someone an English teacher?
	Self-esteem	<ul style="list-style-type: none"> - Are you confident in teaching English? - What is your expertise in teaching English? What skills do you teach best? Can you give specific examples? - Do you feel you are a legitimate English teacher? Why? - Why do you think you are hired at this international school? - What is it like being a NNES in the international school? What is it like to teach there?
	Job motivation	<ul style="list-style-type: none"> -Why did you decide to become an English teacher? -How did you decide to teach at the international school? What makes you stay in the teaching profession?

Teacher's personal interpretive framework	Interview Question
<p style="text-align: center;">Task perception</p>	<ul style="list-style-type: none"> - In your opinion, what are an English teacher's responsibilities? - Are you aware of the global spread of English? Can you give some examples of what it means to you? - Does the global spread of English impact your English classes? - How can you prepare your students for the globalization world?
<p style="text-align: center;">Future perspective</p>	<ul style="list-style-type: none"> - What do you want to improve yourself in the future? - What do you want to learn more about English language teaching (ELT)?
<p>Subjective Educational Theory</p> <p style="text-align: center;">Knowledge & belief</p>	<ul style="list-style-type: none"> - What is your understanding of being an English teacher? - What kind of knowledge and potential should an English teacher have?

Classroom Observation

Classroom observation was the second technique implemented to collect the data. The purpose of this process is to understand the socio-cultural contexts of the participants in school settings, their teaching contexts, their classroom interaction and their responsibilities through their teaching practices in the classroom. By using classroom observation, I would place myself as a non-participant observer who

limited interaction with the participants. I would quietly sit at the back of the classroom while the participants instruct their students and take observation notes without any interruptions. Furthermore, at the end of each observation, I would ask questions to the participants about their teaching performance and their feelings, for example “How are you going to evaluate your teaching performance?” and “How do you feel having someone observing you in the classroom?” The purpose of these questions is to understand the participants’ perspective through their teaching practice and to be able to compare between the participants’ perspective and the reality from my observation through the field note. Then I would put my observation field notes into finished writing form in order to put my experience into text before I start observing more classes (Emerson et al., 1995). The field notes would provide information to explain how the socio-cultural experiences of the participants have affected their process of teacher identity development toward their teaching practice in the classroom.

Shadowing Observation

Apart from the life story interview, shadowing observation would be also conducted to explore the teachers’ identity-in-practice. Shadowing technique is a type of data elicitation techniques in data collection methods which require the researcher to follow the participants like a shadow in order to access the firsthand understanding of the participants’ lives in the context (Prabjandee, 2014). By using the shadowing techniques, the researcher is expected to have a strong observational skill because the observation may take many hours. The shadowing technique would facilitate the researcher to take part in actual scenes of the participants’ school daily routines and to observe how their expressions and behavior reflect other lenses of what they shared through the narrative interview.

The shadowing technique would be conducted on a set date during the working hours of the participants. In shadowing technique performing, the researcher would take field notes and focus on how the participants interact with the school setting toward their practice at the workplace. The field notes would be transcribed and analyzed before I started the next shadowing observation. In this study, the main data would be from the life story interview and classroom observation, the shadowing observation would be serving as supplementary data. The combination of these

techniques would help the researcher to comprehend the complexity and various aspects of the journey in terms of developing NNES teachers' identity.

Data Analysis

Before getting to the data analysis process, I tried to improve the quality of the datasets by focusing more on the quality in the transcription (Poland, 2002, as cited in Prabjandee, 2014). The data was transcribed professionally, and later checked by the researcher. After transcribing the collected data into text, the interview was the first data to be analyzed vertically and horizontally (Merriam, 2009). For the vertical analysis, I used the coding method by Saldaña (2009), consisting of three analysis features; open coding, axial coding, and selective coding.

Open coding aimed to assign codes to the data without relying on a pre-existing framework. I carefully read through the data multiple times and began creating tentative labels for chunks of data that summarized the emerging meaning. This process was not based on the prior framework, but on the meaning that emerged from the data itself. Next, in the axial coding stage, the goal was to identify relationships within the assigned codes and create categories. By exploring the connections among the open codes, I sought to uncover the underlying patterns and interrelationships that emerged from the data. In the final stage of selective coding, I merged the identified categories to form overarching themes. I thoughtfully selected the themes that were most relevant to teacher identity development and aligned with the research questions. This process allowed me to provide insightful answers to the research questions by summarizing the relevant findings.

The same analysis process was conducted with the other data collection methods, namely classroom observation and shadowing observation, using the data obtained from field notes and memos. The results of the vertical analysis, which consisted of the three stages mentioned above, were compared horizontally across different settings, which involved comparing data from multiple sources, interviews, classroom observations, and shadowing observations. With this comparison I was able to identify similarities and differences across these various data sets. By combining the vertical and horizontal analysis methods, it enabled me to thoroughly explore the

data, identify patterns, and derive meaningful insights on teacher identity development.

Table 2 Demographic information from analyzed data collection

Difference sources of data	Professional self					Subjective educational theory
	Self-image	Self-esteem	Job motivation	Task perception	Future perspective	
Ann						
Interview	*	*	*	*	*	*
Classroom observation	*	*	*	*		*
Shadowing observation		*				
Sohyoung						
Interview	*	*	*	*	*	*
Classroom observation	*	*	*	*		*
Shadowing observation		*				
Karina						
Interview	*	*	*	*	*	*
Classroom observation	*	*	*	*		*
Shadowing observation		*				

Trustworthiness

Lincoln and Guba (1985) developed the term called ‘trustworthiness’ to evaluate the quality of qualitative data analysis, which is the most widely used term in a qualitative inquiry to support the finding’s arguments are ‘worth paying attention to’. Every researcher intends to provide the field they are researching with credible and trustworthy information so reliable findings can make readers feel trustworthy enough to make a decision, and accept the results (Merriam, 2009). In this study, I pursued the following techniques to build trustworthiness in the study: triangulation and member check.

Triangulation

Triangulation extends to the use of multiple methods or data sources as a way of establishing a comprehensive understanding of phenomena in qualitative research (Patton, 1999). Merriam (2009) also suggested in order to increase trustworthiness in qualitative research is to use triangulation as the technique in data analysis. To increase the trustworthiness in my study, I pursued the use of data from three collecting data techniques which are life story interview, classroom observation, and shadowing observation. Moreover, I kept writing my reflections to help myself be aware of my own voice toward the study and during the analysis, the reflections were used to question the understanding of the data (Prabjandee, 2019).

Member Check

Member check technique was used to strengthen the trustworthiness in this study, as the participants had the opportunity to collaborate on findings with the researcher (Tracy, 2010). I sent out the transcripts and drafts to the participants for a member checking process and I consulted with the participants if my initial interpretation reflected their original intent (Merriam, 1998). Their feedback was used on revising the narratives in this study (Prabjandee, 2020). Finally the participants were able to view or correct any misunderstandings or mistakes from transcripts in order to strengthen the comprehension and credibility of the findings of the analysis (Prabjandee, 2016; Tracy, 2010).

Ethical Considerations

Since this research study will be focused on a qualitative methodology that aims to explore the participants' personal life experience, ethical consideration is important to secure the participants and the researcher from any dilemmas that may occur during the research process or after the research results are completed and disseminated. In order to reduce the unavoidable ethical dilemmas of this study, I tended to use the 'privacy concern' and 'sensitive topics' in order to prevent the ethical dilemmas.

Privacy Concern

Privacy concern refers to a person's interest in controlling the access that others have to them (Boeije, 2010). Therefore, the objective of this study should be fully informed to the participants as they decide to provide their personal information to the third parties such as the researcher (Seidman, 2006). In order to minimize the privacy concerns of the participants, before collecting the data, I informed them of the objective of this study, the data collection process, and the data analysis process clearly. Furthermore, the participants were informed about their privacy rights, specifically regarding the confidentiality of their authentic names, the locations where the data was collected, and other proper names associated with them. The purpose of this approach was to safeguard the privacy of the participants and mitigate any potential risks to both the participants and the study's findings (Seidman, 2006). I also remained aware of the special access rights to certain personal information that are reserved for specific groups, and I made sure not to break those rules to benefit myself. This showed my commitment to acting ethically and protecting people's privacy, creating an atmosphere of trust, and respect for everyone involved.

Sensitive Topics

Even though the narratives helped the researcher have a clearer understanding of the participants' life experience, during the narrating process this might create a painful and emotional barrier with participants, so they had the right to not answer or avoid any questions that might make them feel uncomfortable (Boeije, 2010). On the other hand, the participants were allowed to tell the entire story to those who are respectful of their life stories. Moreover, the participants were informed that as a researcher, my role in this study was expected to be "a good listener and a

facilitator of the interview” (Prabjandee, 2014, p. 102). I thoughtfully posed my questions with a polite tone, taking care to avoid any potential misunderstandings or offense. For example, when referring to "legitimate" and "not legitimate" teacher qualifications, it was important to clarify that my intention was not to undermine the professional dignity of any participant, but rather to gain a clearer understanding of the distinctions in their qualifications. By emphasizing this clarification, I sought to ensure that the participants would understand the purposive meaning of my questions and feel respected throughout the process.

Chapter Summary

To explore NNES teacher identity development and identity in practice at a multilingual international school, this chapter provides an overview of the selected research methodology and design that will be used in this study. I will use a narrative survey as it is considered to be an acceptable approach to capturing a personal life experience and classroom practice that may lead to the shaping and reshaping the teacher identity development in NNES teachers. After that, it will be followed by an introduction to the research site, participants, researcher’s stance, data collection, data analysis, trustworthiness, and ethical consideration. To collect the data, I will use three techniques in qualitative research which are life story interview, classroom observation and shadowing observation. Life story interview and classroom observation are considered as the main data, and shadowing observation will be obtained as the supplementary. To analyze the data, the coding method will be employed to explore the theme related to teacher identity that may occur in NNES teachers’ life experience. Then, the trustworthiness will employ the triangulation and member check to make readers feel trustworthy, and the ethical considerations will use the privacy concern and sensitive topics to minimize the ethical dilemmas.

CHAPTER 4

FINDINGS

In this chapter, I present the findings of three NNES teachers' identity development and identities in practice in a multilingual international school based on the theoretical framework of the autobiographical stories by Kelchtermans (1993), which explains how people narrate their stories in a social context and enables to understand the development of teacher identity. The findings in this part are derived from three methods: life story interview, classroom observation, and shadowing observation.

The findings are presented through an individual story by using narrative inquiry which is a significant source of information in qualitative research and a way of understanding the teachers' experience has formed and shaped their identities. The individual story for each person contains answers for the questions as follows: *How does NNES teacher identity develop in an international school context?*

To present the findings, I narrate the stories of Ann, Sohyoung and Karina respectively. Each individual's story begins with a personal background providing experience context before becoming a teacher at a multilingual international school and is followed by six sections guided by the theoretical framework: *self-image, self-esteem, job motivation, task perception, future perspective, and subjective educational theory*.

Ann

Ann teaches pre-kindergarten at the multilingual international school. She is a full-time teacher who works under the school policy with a minimum of 20 working hours in a week. Although Ann's teaching position is not an English teacher in particular, working in the school where English is used as the official language of instruction, it is not unexpected that besides being a pre-kindergarten teacher, she also considers herself as an English teacher.

Ann is a 43 year-old female English teacher who is originally from the Philippines. She grew up in the family with professional careers - doctor, nurse, and

teacher. With this family influence, she admitted that there were hesitant moments in her choosing between becoming a doctor or a teacher.

“I think at first I wanted to be a doctor because I have family members who are nurses and doctors. It's natural to do. You know how we are like we consider it's a good profession, doctor, lawyer and all of that. So I think that's how it was at the beginning” (Interview 1)

The excerpt above indicated that the family influence has carried a big role in choosing her future career as her parents expected Ann to pursue higher education professionals. However, the interview hinted that Ann had a strong passion for being a teacher from a very young age through her playtime activity. During her childhood period, she liked role-playing with dolls when she was the teacher and the dolls were students. Looking from her like-to-do as the young Ann, the adult Ann confidently confirmed that the love of teaching has always been with her.

Ann reported that she started tutoring when she was in Grade 5. As the youngest member in a big family, Ann had many nieces and nephews when she was still in Elementary School. That was the first time she had tutored someone, and it continually happened in high school as well, which was a big turning point for her future path.

“I feel like even if I ended up becoming a doctor, I'd be teaching. That's what I thought of myself” (Interview 1)

Ann was in a special high school and was enrolled in a science class program. In order to get into the science class, students were supposed to reach a high grade level which Ann commented that she does not like this system of separating students by their grade performances and that made her feel it discriminating. Nonetheless, from the program she attended in high school, it had obviously been shown that she would be prepared for a doctor's career.

“How did you change your mind from a doctor to a teacher?” I asked.

“I started to think about becoming a teacher when I was in high school” She said. (Interview 2)

Even Ann committed that she always wanted to become a teacher, but being a doctor had never left her mind. The turning point when she could see her future path clearly was when she had met her homeroom teacher in high school, which she described as “a really amazing teacher.” The teacher was not only her homeroom teacher, but also her favorite subject teacher which was English. With an excellent performance in teaching, a wonderful organization in the classroom, and deep understanding and caring for students, Ann seemed to see the teacher as her role model. Besides, having a lot of family members who were teachers had helped her make a final decision easily. She would not aim for something else, but a teacher as her role model teacher in high school.

In preparation for chasing her dream career, Ann applied for a bachelor's degree in Child Development and immediately after graduation pursued a master's degree in Early Childhood Education. She enjoyed every moment of being a student teacher and stated that tutoring and selecting appropriate books and toys for her nieces and nephew was her practice to apply the knowledge she had learned to use with young learners.

Despite a two-year break to work at a counseling firm, Ann has more than 20 years of teaching experience. Her official teaching career began in the Philippines at a private elementary school. She worked there for 4-5 years before relocating to a private school in Thailand, where she only stayed for three months having admitted she wanted to leave after the first week.

“So that's why when I started I said I can't teach like this. It's only in an international school, a real one for I could, my principles, my beliefs on how children should be taught. That is the only place that I can teach.”
(Interview 1)

Ann expressed her dissatisfaction with the fact that teaching at this Thai school enforced a framework for teachers to follow without allowing them to be creative in their performance. She was not even allowed to know her students' name,

but to call them by numbers which wounded her feelings and she ended up crying when no one listened. That was the time when she started looking for a job in an international school where she believed it was more open and had more space for her to have personal relationships with students.

Being a non-native English teacher in a multilingual international school

Self-image:

I'm a qualified English teacher: Parents' expectation does not affect my "self"

Self-image is one's description of a global characteristic which is constructed in the general principles in order to regulate one's behavior, referring to how you see yourself, how others see you, and how you want to see yourself in the future. It is undeniable that when it comes to international schools, most parents expect their children to have native English teachers. Thus, Ann's appearance and ethnicity that do not match with parents' expectations may have made it difficult for her to perceive herself as an English teacher. However, after analyzing the data, the findings did not show that Ann's non-native status, contrary to parental expectations, would affect her identity as an English teacher. After analyzing the interview, it was revealed that despite Ann's official position as a pre-kindergarten teacher, she still perceives herself as an English teacher, regardless of the parents' expectations of what an English teacher should be. This is due to the fact that English is used as the primary medium of instruction in her classroom, combining with her proficiency in English herself. Despite her being aware that her Filipino nationality is regarded as non-native English speakers, her usage of English from an early age was the main reason for this strong positive self-image that she holds within the term of English teacher and that is not shaken by other people's perspective, and it also allowed her to progressively build confidence in claiming English teacher status without realizing it, as she stated, "*It comes natural.*" (Interview 1)

“Definitely! I am a teacher and I've spoken and used English ever since I was born, so it's definite I consider myself as an English teacher.”

(Interview 1)

Out of curiosity, I asked if this strong confidence came from the beginning of starting her career, or if it had been developed since that time. Ann responded it's a natural part of her because English is one of the official languages in the Philippines; most parents began speaking with their children from the day they were born and Ann was one of those children. English is also the primary language used in all schools in the Philippines whether it is a public or private school, and as a result, there are not many international schools in the Philippines where students are not immersed in an English-speaking environment.

“When I started teaching, my first four years of teaching was in the Philippines in a private school and our only method of teaching was in English. I never ever tried teaching in my language, in my Filipino. Especially teaching in an International School for 15 years. It's like I don't use any other language teaching my students.” (Interview 1)

This is an important finding in the understanding of how her confidence came from. Making English a part of herself gave her the language ownership that even non-nativeness could not take away. *“I wasn't forced to learn English. I grew up with it and because I feel like am a teacher. I am a qualified teacher” (Interview 1)*

Furthermore, Ann shared about the time she happened to walk past a school tour of a group of Asian parents in the multilingual international school. She overheard a conversation in which the parents stated that they did not want their children to have Asian teachers because they did not want the teachers' accents to affect their children. Even though those comments were not particular to her, the parents' statement that they *“did not want”* left her with a negative sense - uncomfortable. Comments like this can be interpreted as a rejection or exclusion, which can generate negative stereotypes and prejudices, as well as make people feel

like they do not belong or are not respected. Despite the fact that Ann unfortunately overheard the short statement from the parents had created a small, uncomfortable feeling in her heart, beyond that, she acceptably asserted that many parents, especially Asians, hold a belief that native English speakers are solely legitimate English teachers. With the statement that might create a negative feeling for those who heard it, a receptionist who was leading the school tour turned to look at her and gave an apologetic and sympathetic look, Ann smiled back with her eyes saying it is okay.

“It sounds bad but I think you cannot remove it from people, especially if they come to international school and they pay so much more and they expect that it has to be a native English speaker,” (Interview 1)

“It did not affect me and it did not make me take care of their son more.” (Interview 1)

Ann additionally mentioned that one of the family's children subsequently enrolled their child in her classroom. Just then, at the parents' conference, the family thanked her and expressed their satisfaction at having Ann as their child's homeroom teacher. “What did you do to change the parents’ attitude?” I asked. Ann replied with a soft smile that she did not do anything special for that child, but just her regular performance with other students, pursuing what she believes in what an English teacher should be and then eventually they would soon find out. Building strong relationships with parents takes time and effort, and Ann's effective professional teaching for her students has played a significant role in gaining their trust and appreciation.

“I think they saw that their kids were learning, their kids were having fun and their kids were learning English naturally that we're not sitting and telling them to memorize how to greet, how to say good morning and how to count in English, but that they were learning to use English in a natural way and so I think that's what changed.” (Interview 2)

These findings support the notion that having a non-native status in the multilingual international school against the parents’ expectation does not affect Ann’s self-image of how she sees herself as an English teacher. Ann recognized that her English proficiency does not depend on native or non-native status she is carrying with her in addition to race or an accent does not necessarily play a significant role in

reducing a teacher's ability to teach English, thus it does not matter how people perceive her because in her perspective, she is an English teacher reflected in the mirror that she is looking in. She has progressed beyond non-native status due to her love, expertise in teaching, and, more importantly, her comfortable use of English, as well as all of her qualifications.

According to this perspective, Ann's positive self-image has made her proud of her non-native status as an English teacher at the multilingual international school, and this influence has driven the action in teaching practice identity in her class of how an English teacher should be. Ann presents herself as a role model for her students, demonstrating effective English language skills through good communication, proper grammar, and vocabulary usage. For instance, when a student says a single word like "water" she helps them complete the sentence, such as responding with "Can I get some water, please?" as it was evidenced in the observation. Even with Ann's position, she would definitely perceive herself as a pre-kindergarten teacher, but with a part of that image, she still sees an English teacher within her. The fact that the language is also a big significant component, she teaches English along with life skills that all pre-kindergarten students must acquire.

Self-esteem:

Proving English teacher legitimacy: my status puts me on my toes

Self-esteem refers to the evaluation of oneself as a teacher, beliefs in one's teaching ability, and legitimacy of being an English teacher, with students and colleagues being the most significant factor affecting the quality of self-esteem. The data revealed that even Ann carried a non-native status in the school, yet that has never diminished her confidence in her English language teaching ability. Ann never felt inferior among native English speakers in the school environment whether students, parents or colleagues. She never even obsessed about her colleagues' nationality because being employed at the multilingual international school meant that each of them were qualified and reached the school standards. In addition, Ann proudly asserted that she likes to invite people to observe in her classroom, especially the parents, to see what is going on and what teaching method she is using and also she is not worried if that would be a possible way to trim off her confidence when

having other people observing her. Ann's invitation for people to observe her in the classroom stems from her strong belief in her teaching skills and her confidence in her abilities. Her willingness to open her classroom to observers reflects her conviction that she can effectively engage and educate her students.

It is similar to self-image that she considered English language as a part of her since she had never been forced to learn at a young age as she mentioned many times during the interview sections. Since acquiring the English language in a natural way, this impacted her on having a very strong connection to the language. Furthermore, the fact that she is qualified to be an English teacher with comprehensive knowledge of bachelor's and master's degrees in Education, as well as being accepted by the school standard, is a major source of her confidence. It also includes Ann's long working experience, which has enabled her to develop a deep level of expertise and mastery in her position of responsibility. Over the years, she has accumulated extensive knowledge and honed her skills, which has increased her confidence in her abilities. The following are an example of how she responded when I asked if she is confident in teaching English.

“Definitely, yes! It's a natural part, especially teaching in an International School for 15 years. It's like I don't use any other language teaching my students so yeah, definitely!” (Interview 1)

Nonetheless, Ann remarked that being a non-native at the multilingual international school has not affected her confidence, instead she saw it as a positive challenge that tested her ability and determination and that encouraged her to continue putting through all her energy and attention on the task at hand that something might happen. However, as a result of the quote below, the data revealed that being a non-native English speaker in the multilingual international school has unconsciously affected her confidence. Ann openly admitted that to be noticed by others because of her non-native status unavoidably prompts her to prove herself that she is qualified.

“It puts me on my toes even though I've been doing this for 20 years and I've been here for 15 years at this school, but it puts me on my toes. It's almost

like you have to prove that you're more than being a non-native English speaker.” (Interview 1)

As we can see, even though Ann is confident in her abilities as a non-native English teacher, she is aware that her performance will be closely monitored. Her non-native status serves as a constant reminder, pushing her to thrive in her teaching endeavors and demonstrate her qualifications for English teacher legitimacy solely through her teaching ability. This persistent scrutiny motivates Ann to continuously provide excellent performances, providing undeniable evidence of her competence as an English teacher.

I asked whether she had been treated differently at the school considering that she was a non-native. She responded that there were less than ten people who reacted towards her non-nativeness, a mix of parents and colleagues, but she never had a single person from her students in her 15 years working here. With these kinds of reactions, she explained understandably that it did not lead to any discriminatory feelings, but they would give her a second look or glance that noticed her being an English teacher who was a non-native. Again in this part, her non-native status unconsciously affected her confidence as a weight on her shoulders, meaning that it is something she carried with her and was constantly aware of and this weight challenged her with a significant responsibility that required her to prove more than others that she was capable of providing an excellent performance.

“You have to prove that you can do the job and you can do the good job even if you are not a native English speaker. It’s not just about being a native English speaker, but it’s about being a good one.” (Interview 1)

Furthermore, Ann indicated that while some people might perceive her as a non-native, they generally trusted the school's decision. Ann replied to my question about the reasons she was hired in the school by stating firmly that her qualification in the Child Development field came first over any other things (her non-native status in particular), followed by her four years of teaching experience in using English which

played another important part in making her stand out from other applicants. The school also asked whether she could write English newsletters. She confidently affirmed, “Yes! I can,” and recalled her expertise in high school when she was well-trained to be representative for her school in oratorical and extemporaneous speech contests, as well as writing contests where she had to give speech and all writing in English. Reaching the school's standards with fluency in English and fulfilling the school's requirements at the time established credibility between the school and herself, which led to gaining the respect of others because they trusted the school.

“When you’re hired in the school, they think that you are qualified because the school hired you and they trusted the school to hire the correct person.” (Interview 1)

“It doesn't matter if it's a native English speaker or not but the others even if they trusted the school they want to see you, they question if you can do the job.” (Interview 1)

Despite Ann's confidence in teaching ability herself as an English teacher, other variables, such as parents, can also play a role. When Ann was hired by the school, some parents may have initially had concerns about her ability due to her non-native status. However, underlying those concerns was a fundamental trust in the school's hiring process – a belief that the school would select the right one for the position. As a result, while some lingering questions may remain, they still accord Ann the respect she deserves as a teacher and give her the opportunity to show her teaching performance. This trust in the school's decision-making serves as a foundation for the supportive environment in which Ann can showcase her teaching abilities and build confidence, ultimately contributing to her professional growth as an English teacher.

However the data also revealed that while people would trust the school on hiring teachers, they would still monitor Ann's performance and have expectations for her achievement. Despite Ann's confidence in her qualifications, teaching's ability and English language proficiency at the multilingual international school, her non-native status had given her the responsibility of proving herself in her teaching

profession. A situation like this can often lead to a lack of confidence among non-native English teachers, leading them to feel isolated and unable to integrate into the classroom.

Additionally, the data revealed that although the external expectations from the social context she lived in affected unconsciously her confidence as a non-native English teacher at the multilingual international school, Ann managed herself to get through this eventually. Receiving recognition from the school and positive feedback from parents not only emphasized her successful performance but also validated the efforts she put into her work, highlighting that her dedication was valued and appreciated. This positive feedback further strengthened her confidence and sense of belonging as a non-native English teacher at the multilingual international school. This is particularly important for non-native English teachers who may face additional challenges and insecurities, thus this positive affirmation of her teaching ability reinforced her belief that she was performing effectively.

With the success of managing herself through external expectations in the school context, it is clear from the shadowing observation that Ann is confident in her identity as a non-native English teacher in the multilingual international school, whether with students or colleagues, including parents, that Ann has never expressed feelings of inferiority in using the language and has been able to maintain a consistently fluid conversation as a result.

The fact that she went through uncomfortable feelings as a non-native English teacher when people evaluated her professional performance, and a constant awareness of her status in the multilingual international school, has reflected in her teaching practice in the classroom through the classroom observations as well. Although the fact that self-esteem is an internal state that may not always be immediately observable, the observations clearly revealed Ann's confidence in her teaching ability and her sense of belonging. These observations aligned with the information gained from the interviews. Through Ann's teaching practices, she exhibited a strong belief in her skills and a comfort in her role, providing further evidence of her conviction.

Job motivation:

Non-native status as a reminder to perform well

Job motivation is the motive one selects to choose, to stay or to leave the teacher job. The data showed that Ann had a strong passion of becoming a teacher before she applied to the multilingual international school. She stated that the subject did not even matter with her doing this teaching career because she really loved to teach. Initially she started this job in a private elementary school in the Philippines for 4-5 years and then moved to a private school in Thailand where she only stayed for a few months because she disagreed with the way of how students were taught in that school.

“I had to teach everybody the same way and I had 40-60 kids. They are 40 and 60 learning styles but I had to teach them all the same way, so that broke my heart because I feel like only those who are not having any issues will be able to pick up but those who are learning in a different way will not pick up.” (Interview 2)

“So I think that for me, that was the biggest reason why I said I can’t do this, because I didn’t believe that’s how my kids should be learning.” (Interview 2)

When her voice was overlooked in the Thai school, instead of leaving the teaching profession heartbroken she carried on with her love and passion for teaching and started looking for a place where she could teach what she believed and was free to demonstrate creativity for her students. That was the beginning of how she ended up teaching in the multilingual international school and has been here for 15 years.

“It’s only in an international school, a real one for me, my principles, and my beliefs on how children should be taught. That is the only place that I can teach.” (Interview 1)

As a non-native English teacher in the multilingual international school, Ann revealed that she would be remarked at the beginning by parents and colleagues.

Some would be surprised as she was one of those English teachers and some would be respectful of acknowledging her nationality as a Filipino who had high English proficiency.

“People would look and ‘Oh! You’re one of the teachers?’ like that or they gave you the respect that ‘Oh! You’re from the Philippines, I know you’re good at English’.” (Interview 1)

Even though Ann stated that those thoughts had no effect on her confidence as a non-native English teacher, the findings showed that carrying a non-native status in the multilingual international school where some people expected to see a native English speaker in her position was one of the motivations required Ann to perform well in her professional role.

“You have to prove that you can do the job, and you can do the good job even if you are not a native English speaker. It’s not just about being a native English speaker, but it’s about being a good one.” (Interview 1)

According to the statement above, Ann's non-nativeness had a key role in motivating her to achieve success in her profession of teaching in the multilingual international school. All of this was done not to demonstrate her ability to perform as a native English speaker, but to assert that she was the right person who fulfilled the school's and parents' expectations and deserved to be valued.

Another motivator that encouraged her to achieve in her profession as an English teacher was the students' interests. The results from the classroom observation revealed that Ann decorated her classroom based on her students' current interests. She spent the entire day with her students, monitoring them and displaying the classroom for them to utilize their curiosity on. Students excitedly explored how light could generate shadow in the shadow room that I witnessed, and Ann assisted them in describing their imagined shadowed pictures to English words. “Dance” (OB 3/3/2022) one of the preschoolers said, looking in her shadow while she was dancing in front of the lamp, “I am dancing,” (OB 3/3/2022) Ann gently told the preschooler,

“*I am dancing,*” (OB 3/3/2022) the preschooler repeated after her. With students transitioning to be able to share their ideas and thoughts in English was the one thing that motivated her to keep doing what she believed in.

I asked her where she sees herself in the next five years. Ann responded unequivocally that she would continue to teach since she loved working with children. She also emphasized how much she enjoyed being at the multilingual international school because it allowed her to maintain close contact with her students even when they were no longer in her classroom. Seeing the students grow progressively from when they first started attending her class motivated her to continue doing what she believed was best for the students to achieve their goals and reach their full potential.

“I can do what I feel like it’s best for the children. I have that freedom to follow what I believe is the best practice in teaching young children. That’s what keeps me, because if I go to another school I don’t know if they will let me.” (Interview 1)

“It’s been really difficult and toxic at some point you know, but I always come to ask myself, can I still do what I love to do? Yes! Okay! As far as I’m concerned, I’m still allowed to do what I love to do and so that’s a reason for me to stay.” (Interview 3)

As illustrated from the quotes above, although Ann had a strong passion and confidence in English language teaching, it was undeniable that being a non-native English speaker was a constant reminder for her to be good at professional performance. In addition, witnessing students' success was one of the main driving factors that had helped her to follow her beliefs and remain as a professional teacher.

Task perception:

Love and passion for teaching comes first: Being a native or non-native speaker is not relevant.

Task perception is how teachers define their job. Ann reported that it does not matter if she is a native or non-native English teacher, but the most important responsibility is if she has love and passion for teaching. Why? She declared

immediately with a sensible answer that *“If you don’t really love it, you can’t last long in teaching!” (Interview 3).*

In trying to trace a clear finding in her response, the data reported Ann’s explanation for the preceding statement. Ann mentioned that she had been teaching for 20 years and had been at the multilingual international school for 15 years. She could not have lasted this long if she did not love it and was passionate for what she did. The other meaning of Ann’s statement was that a teacher's lack of passion for teaching could restrict them from putting their full energy and dedication into teaching, resulting in unfairness for students who did not receive the experience they deserved in class which should not happen in a teacher's professional responsibility.

“I think it doesn't matter if it’s an English teacher or just a teacher. I guess it's still the same; that number one is like you really need to have passion for teaching. If not, you can’t be here because it's not fair for yourself, it’s not fair for your students if you don’t have passion for teaching.” (Interview 1)

Furthermore, the data revealed that Ann perceived the language respect as one of an English teacher’s responsibility. Ann added respect for the language did not mean that you disrespect your native language, but rather that you believe you need to learn the language in order to be comfortable using it, and then you would appreciate it and be able to confidently transfer the knowledge to your students. That was another main thing an English teacher should carry along with love and passion in teaching

“I think you have to have respect for the English language, as in general, as a language, as a tool. You have to see it as a tool like it’s a tool for communicating and it’s a tool for connection, it’s a tool for growth, you know you have to see it like that, so I think those are the most important ones.” (Interview 1)

Moreover the data showed that Ann promoted herself as an English user role model for her students. “*How?*” I asked. She replied that as a preschool teacher, it would be hard for her to have students sit down at their desks and grab a pencil to practice writing English. In contrast, she explained how she taught the students by spending the whole day with them and communicating in English. She continued by stating that while she did not teach-teach English in her classroom, she generalized it in the surroundings as a language used to make friends and play for the students as she believed that it was a natural way of learning for little kids. When she made the language helpful for her students, they could see her as a role model for English language users. That was when they achieved the language effectively.

“I show them I’m using English a lot because there are some kids who feel like why do we need to speak in English? But when you model that you use English so that you can play with your friends, so that you can make new friends, so that you can share what you want, what you need and then they will see that oh! I really need to learn English.” (Interview 1)

This is consistent with the observation data, which demonstrated that Ann communicated with her students in English all of the time. This may have been challenging for new students with zero understanding of English at the beginning, but with her continual use of the English language, the students eventually improved and were able to communicate with basic commands to use in the classroom and interact with other classmates. “*Can you go get me a cup of water?*” (OB 3/3/2022) was an example of questions Ann tested her students in the classroom if they understood and the result came out that a Korean student who started with zero English now went to get a cup of water and passed it to Ann.

Later, Ann mentioned the power of the English language as one way of connecting to the world that gave her more responsibility as an English teacher. Even with social media, Ann stated that if the students were not comfortable in English they could not absolutely participate and maximize it. She had frequently stated that she aimed to promote a love of reading in her students since she believed reading would stimulate a student's creativity and open up the world of opportunity just through text.

As she knew that English was an open resource of knowledge waiting for the students to explore, it was intentionally important for her to help them succeed in English language learning.

“I guess as a teacher, you have that responsibility that you want to help them to be good at it. They can’t just pass. They need to be good at it because they will use it. And it’s gonna get more as they get older, right?”
(Interview 1)

Ann stated that her responsibility to students was not just to provide knowledge in the classroom, but she also regarded it as the same role as their parents when students were under her supervision. She loved getting to know her students and learning about their lives. Seeing them grow successfully was a greatly blessed fulfillment to work as a teacher and had helped her take the responsibility seriously.

“I didn't like being a doctor. I feel like it's so cold because actually you can't have attachment to your patients and I don't like that. I like a profession where I have an attachment to what I'm doing to the people that I'm servicing, so that's how much I love to teach and being older now, I also realized just how much I love what I do.” (Interview 3)

As evidenced by the preceding quotations, Ann’s task perception as an English teacher was the love and passion in teaching and followed by respect for the language which being a native or non-native English speaker was not the relevant factor.

Future perspective:

I've grown so much as a teacher: I'm a lifelong learner.

Future perspective is the expectation in the future of professional development and the feeling of teachers' professional situation. The data revealed that even after 20 years of doing this profession, Ann still believed there was room for her to grow. Although she had no difficulty working as a non-native English teacher at

the multilingual international school as she was confident enough and had carried the language ownership with her, there was one thing that made her think she needed to better herself, and that was accessibility to special needs children.

I asked if she could clarify the “*special needs*” she mentioned earlier. She gave an example as an autistic or a student who was diagnosed with attention-deficit hyperactivity disorder (ADHD). The finding was that, as an English teacher, Ann was curious about how to reach and get through students with special needs who were not native English speakers and did not speak English. She admitted that she had considered taking a special needs course, but the COVID-19 pandemic put a stop to her plan because she did not like learning online.

Furthermore, it was found that Ann finally considered herself as a lifelong learner who never stopped learning. After graduating with both bachelor’s and master’s degrees in Education, Ann was highly confident in her knowledge. She frankly admitted attending professional development (PD) training was boring from what she already knew as she had learned what she needed to know to teach younger kids. However, after taking the course and making acquaintances from many schools and countries, she found that what she believed, she understood was not correct. That was the turning point of how her thoughts changed from not being a lifelong learner to not stopping learning as she said, “*I feel like in the last 15 years, I’ve grown so much as a teacher.*” (Interview 1)

Ann stated being a lifelong learner was something she could not help but to be. Having 20 years of working experience in the teacher profession role had developed the notion of lifelong learning progressively when she realized the difference between students. It was found that Ann clearly understood every child had a different personality which could lead to different styles of learning and growth improvement. Even continually going to professional development training was one thing that could help her develop professionally, but learning from her student was another thing that assisted her well in keeping achievement for the students as she stated that “*My students are my number one teacher because I’ve learned a lot from them.*” (Interview 1) Ann, as I witnessed in her classroom, was usually carrying a notebook and a phone. She photographed her students' activities and wrote brief reports about them. “*What's the point of doing that?*” I asked after the classroom

observation part was completed. Ann explained that she did this as a reminder to herself about how her students were doing in the classroom and what their interests were at the time, and it helped her get ideas for designing classes that were matched with her students.

“What do I see myself improving on? Just to not stop learning and not stop wanting to grow because I’ve been doing this for 20 years” (Interview 1). In conclusion, it is evident that Ann’s expectation in her future perspective was when she accepted herself as a lifelong learner, opened up herself to learn new things, and believed there was more area for her to grow professionally as she mentioned, *“I can’t stop going to PDs.”* She found she could maximize students' achievement going beyond her non-native status when she did not consider it an obstacle that needed to be improved.

Subjective educational theory:

Being a teacher is more important than being a native English speaker!

Subjective educational theory is a personal system of knowledge and beliefs that teachers use during their job performance relating to education and teaching. The result was similar to the task perception that Ann stated it is important that teachers should have love and passion in teaching, but beyond all of that Ann also emphasized about being specialist in teaching with nothing involved with being a native or a non-native. If you are not a specialist in teaching, you will not be able to transfer knowledge and make a positive impact on your students.

“Somebody can be very good in speaking and using English, but can’t teach, then you cannot be an English teacher. You have no right, even if you are a native English teacher, but then you can’t teach, then you can’t be an English teacher.” (Interview 1)

Ann's two degrees in education, in particular, certified her as a qualified teacher, and her more than 20 years of professional experience were the markings of a successful career. With all of that, Ann came to believe that being a teacher, no matter what subject you teach, required a love and passion for teaching, as well as

understanding of what is being taught and the ability to teach that no teacher can leave anything behind.

Additionally, being an early childhood education expert from both Ann's educational background and experience with having continually Professional Development (PD) training in Reggio Emilia approach, an educational philosophy that values children as strong individuals on their own learning with support from environment around them, inspired her to pursue the belief that younger kids would learn effectively through their playtime activities as Ann stated that, "Playing is the kids nature." (Interview 3)

"They explore when they play. Playing is their nature. We've been kids also and that's what we wanted to do. It's a natural way of learning. It's just no other way. When they play they explore. When they play they're comfortable. They are not forced. Can you imagine if I tell my kids to sit at a desk? They will just cry. So definitely it's a natural way to learn for little kids. That's why they learn the language as well. It's not by sitting in front of the teacher who tells them this is how to call it in English." (Interview 3)

Ann, as I observed, provided several attractive areas for her students to freely explore their knowledge. When students arrived in the classroom, they began with the emotion zone, where they could express themselves by using little rocks with emotions showing on it. Ann not only taught students about emotional vocabulary, but also socially encouraged them to understand their feelings, saying, *"It's okay to be angry and sad sometimes."* (OB 3/3/2022). There would be a meeting area where students would start and end the school day here. Next to that would be a reading zone where students can choose an interesting book from a small shelf for their teacher to read. As Ann's classroom was quite big, it was divided by having small rooms in it. Ann also had a small art room so her students could extend their creativity and when their artwork was done, she would display them around her classroom as a gallery for the students to see. The students did not get any writing assignments as preschoolers, but Ann kept colorful markers next to a whiteboard to encourage them to write. Ann added that the students did not have to write letters, but could write and

draw anything they pleased. Ann also utilized English songs to connect with the students. When she wanted her students to clean up, she would play a cleaning song from YouTube. The students not only followed her instructions, but also sang along with the song, which was another opportunity for them to learn English because when they listened, they remembered, and then they used it in their conversation.

“Now they are interested in lights and shadow, so I have to produce shadow and make the room dark so they can play with that. I use those lamps to invite them, to make them come here and touch them and explore them.” (Interview 3)

From the quotation above Ann mentioned about what her students were interested in at the moment and that was light and shadow, so it can be seen that she would have windows closed in a darkroom with a lamp on, so students could play and explore with their shadows. With that information it seemed evident that Ann really got to know her students which was the result of dedicating her time observing her students and finding activities and projects that matched with the students' needs and interests as she stated earlier that she could not have done this long if she did not love it.

In conclusion, having love and passion for teaching as well as knowledge skill in teaching is the subjective educational theory that Ann perceived. She believed that it would allow teachers to hold classrooms successfully by getting to know their students and taking responsibility for improving teachers' practice in order to help their students achieve their objectives and potentials.

Sohyoung

Sohyoung is a full-time high school English teacher at the multilingual international school. In addition to her general English class responsibilities, she is in charge of the International Baccalaureate (IB) Diploma Programme for students in Grades 11 and 12. The IB program, like university preparation, allows students to be well-prepared for university by pursuing higher education. Furthermore, many well-known universities around the world place a high value on this program. As the

teacher in charge of the English component of the IB program, Sohyoung supports students in developing high-level English language skills for success in university and beyond.

Sohyoung is a 32-year-old female from South Korea. She has Korean nationality just like her parents, but she insisted that English is her first language because she was raised abroad, in Thailand, where her parents have been doing business since she was young. Sohyoung started kindergarten at an American Montessori School where she first acquired English and then moved to a Thai bilingual school when she reached Grade 3. She got the opportunity to learn Thai at the Thai bilingual school for a year and a half before transferring back to an English speaking environment, a multilingual international school, till she finished high school. Several years later, she was unexpectedly given a job as an English teacher in the multilingual international school where she graduated from and she remains to this day. Obviously, Sohyoung has a unique background by having expanded to multiple languages and cultures.

“I’ve always wanted to be a teacher since I was really young because when I was in school I tutored. When I was at university, I tutored constantly, always teaching someone.” (Interview 2) That’s what Sohyoung’s response was when I asked her since when did she know she wanted to become a teacher, similar to Ann’s answer, which indicates that both of them wanted to be a teacher since the very beginning. She additionally stated that the thoughts of becoming a teacher just came naturally because she had a younger sister whom she had to take care of and help with homework. Not only that, but as an older student at a small international school, Sohyoung noted that she was encouraged by the school to assist with smaller grade students, and she gladly confessed that being with children and helping them improve their skills was the reason she loved teaching so much.

Furthermore, as a second-year college student, Sohyoung got the opportunity to begin working as a teaching assistant. Her responsibilities at the time were to teach first-year college students, and while obtaining her master's degree, she worked as a teaching assistant who taught bachelors and undergraduate students. Through constant teaching, this helped her in developing a strong passion for being a teacher.

Beyond the cultivating teaching experience from a very young age that made her love to be a teacher, she continued to talk about important people who were an inspiration to her and considered them as role models and another driving factor that led her into this field. Those people were her teachers when she was in early years of education as she described them as *“really good teachers.”* (Interview 2).

“I went to a Montessori based school where you learn by playing so I think a lot of my earlier year teachers like my kinder, first and second grade teachers were just a good motivation for me to be a teacher that I really want to do what they are doing.” (Interview 2)

Sohyoung earned a bachelor's degree in Global Communication from the University of Washington and a master's degree in education from Korea University. She worked in Human Resource Development (HRD) in the United States for a while, and then got recruited to go to South Korea to work. Even though she worked at the company in HR, her responsibilities still included teaching. Sohyoung reportedly defined her role as a trainer who contributed to the growth of employees' English abilities, knowledge, and professional competence. With my continued curiosity, I questioned her about the stage of change in her career when she transitioned from a company employee to a school teacher.

“I’ve always wanted to be a teacher, but I was quite young and I wanted to explore different possibilities before I went into teaching because teaching is a very stable job, and I think that’s why I knew in the back of my mind I’ve always wanted to be a teacher. So, I got my minor in education at University so it’s always like on the back burner; I’ve always just thought about it.” (Interview 2)

Sohyoung explained about her perception of careering a teaching position at that time when she recognized it was a stable job in which she might settle down for a long term. But at such a young age, she wanted to explore and try new things possibly first, so that was the reason she said yes to the company which offered her a good

opportunity. Sohyoung had always known in the back of her mind that she wanted to be a teacher; therefore, she was earning a master's degree in education from Korea University while working as a trainer in the company to prepare herself for the day when her working place would be down for a classroom in a school context.

While working for the company and earning a master's degree in education at the same time, she realized how much she loved teaching. So, after achieving her master's and having everything in place for a teaching career, including qualifications and experience, she made a serious move and began working as an English teacher at a school in South Korea before relocating to Thailand to work in a multilingual international school.

Being a non-native English teacher in a multilingual international school

Self-image:

I am fully qualified: English is my first language!

Self-image is one's description of a global characteristic which is constructed in the general principles in order to regulate one's behavior, referring to how you see yourself, how others see you, and how you want to see yourself in the future. Similar to Ann, the analysis of the interview found that Sohyoung confidently described herself as an English teacher. Based on her entire experience as a teacher, her primary concentration has been on English subjects, whether at her previous school in South Korea or at her present school - a multilingual international school in Thailand. That was obvious evidence which supported her confident response when asked if she viewed herself as an English teacher.

“Yes! I definitely do! And mainly because I teach the English subject that's so. At my previous school at Seoul College International I was the English teacher for 11th and 12th grade and Advanced Placement, AP, so I've been teaching English at an American curriculum school throughout my teaching career...; it would be a core subject, so I definitely see myself as an English teacher rather than other subjects.” (Interview 1)

Furthermore, Sohyoung confidently said that English is her first language even though she identified her nationality as an Asian. It was not only her English fluency that permitted her to hold a position as an English teacher, but also her ability to pass standards and receive qualifications that an English teacher must have, such as knowledge in teaching, a degree in Education, a teaching license, and specific certifications in the International Baccalaureate (IB) Diploma Program in English. With all of her endeavors, Sohyoung proudly declared that she was a fully qualified English teacher, and that her non-native status had nothing to do with this.

“I’m aesthetically Asian, and I’m not from a native English speaking country but English is my first language. So in order to make sure that I’m fully qualified I make sure to get a minor in my bachelor’s degree and make sure to get my Master’s in Education at Korea University but I also took the state exam for the USA for teacher certification with the District of Columbia as well as all in English, and I have various certifications for IB English.”
(Interview 1)

Sohyoung also added that she believed that others at the multilingual international school, colleagues, students, and parents, would accept her as an English teacher because of her hard work to get approval. The finding revealed that when she felt accepted by the way other people perceived her professional personality, it was like a mirror that reflected in the same way as she perceived herself, and with a positive image of others giving her, it also contributed to her confidence in her perception as an English teacher as she stated *“I’m very confident in teaching English and I worked really hard to do that”* (Interview 1).

“I think it depends on what your purpose is and what organizations you’re involved with to define what an English teacher is. I think of an English teacher at an American school with the common core standards, the rules of what makes an English teacher is someone who can get students to develop their reading, writing, speaking, listening and critical thinking skills to

express themselves. I think this is what an English teacher should do.”

(Interview 1)

The preceding quotation was Sohyoung's response when I asked the question, “*What makes someone an English teacher?*” Sohyoung expressed firmly that understanding the organization's objectives was characterized to be an English teacher, so they would be able to successfully help students improve abilities. Being an English teacher in Sohyoung's perception was not just only teaching grammatical knowledge, but to teach students if they could use the language to express themselves comfortably as she also emphasized that, “*I think an English teacher is just using English as opposed to any other languages.*” *(Interview 1)*. Her perception of how an English teacher should be was also another factor that influenced Sohyoung's perception of herself as an English teacher. This affected her thoughts and performance as proven in the classroom that she encouraged her students to use English to express their opinions and to speak for themselves.

Finally, with all of her qualifications and experience, Sohyoung has created an image of herself as an English teacher before the multilingual international school, which she has held to this day, as well as her belief in how others perceive her in the school setting. Furthermore, Sohyoung's perceived self-image functioned as a mirror, reflecting her ideas and performance in her professional capacity regardless of her non-native status.

Self-esteem:

I believe in my teaching ability, but still work hard to be accepted!

Self-esteem refers to the evaluation of oneself as a teacher, beliefs in one's teaching ability, and legitimacy of being an English teacher, which students and colleagues are the most significant factor affecting the quality of self-esteem. The data revealed that even Sohyoung believed in her teaching ability due to her qualifications and experiences as she stated that, “I'm very confident in teaching English, and I worked really hard to do that,” *(Interview 1)* but as you can see, she still had to work harder than others in order to prove herself deserving of being in her position as a non-native English teacher in the multilingual international school. The similarity with Ann's findings was found that although Sohyoung is extremely confident in teaching

English because she loves it, her non-native appearance prompted her to work hard so that no one could doubt her performance in the classroom.

“I think as a non-native English speaker because I have to work twice as hard to make sure they don't say things like that. I think that is the only feeling that I get.” (Interview 1)

Sohyoung also recalled an experience when one of her coworkers at the multilingual international school asked her whether she understood English. I asked what her response was to that question and she fully admitted that it was a shock and speechless moment that she did not even know what to react, so she just laughed. She continued by stating that she had never been asked such offensive questions like this in her 32 years of living. This was the first time and it was so rude to her as she stated, *“How can you ask an English teacher if they understand English?”* Although she stated that this incident did not affect her role and practices as English teacher at the multilingual international school, she still admitted that it practically required her to prove herself by working really hard to ensure that such questions would not happen again.

“It was a very shocking moment and made me think if she, a fellow teacher, asks an English teacher if they understand English, how would you treat non-western students in your class? I started worrying a little bit because it was a very shocking comment to hear.” (Interview 1)

Moreover, Sohyoung had never thought that being a non-native caused a sense of inferiority. Instead, she was proud to be the only English teacher at the multilingual international school who originally was from an Asian country as she said, *“...a bit special to teach here.”* She went on to explain that her situation was rarely seen in many international schools that typically tended to hire either native English teachers or white people. Therefore, it was to her advantage to work here, besides being a role model for her non-native students on how to embrace the English

language even if they were not native speakers; it was also a confirmation that a non-native can be an English teacher in international schools.

“I think I have a bit of an advantage of being a non-native English speaking teacher to encourage them, you don't have to be white, nor do you have to come from an English-speaking country to be an English teacher. So I think I model that by my identity.” (Interview 1)

“Even here, I'm the only Asian teacher that teaches English so I think I'm confident enough in myself and my teaching abilities to never worry or doubt it.” (Interview 1)

Sohyoung stated that her confidence in teaching came from her firsthand experience being a student at an international school. She described herself as “a trilingual who can speak Korean, English, and Thai.” She commented about how she was taught, in English class in an international school by an illegitimate native English teacher, who did not teach, but instead assigned her writing tasks, which negatively impacted her academic achievement. She continued to compare her experiences with a legitimate teacher she had met as well as her individual self-study when preparing for exams, which helped her realize that writing an English essay was not difficult if the teacher first structured everything for the students. Using her firsthand experience as a student for a lens in her current teaching setting, provided her understanding on how to help students improve effectively in their academic skills which brought her confidence in her own performance.

“I feel like English is my native language because I have been learning it since the beginning. I just don't remember not knowing English, so I think I would be inferior speaking Korean around Korean people.” (Interview 3)

In addition, the data revealed another factor that strengthened Sohyoung's confidence in teaching English was her background, just like Ann. She had tutored people constantly from childhood till university, when she also got a degree in Education. She made sure that she was qualified in every aspect to teach English at

the international school. These included "100% comfortable" in English language competence as she stated, a degree in Education, a teaching license, and certifications for teaching IB English. She said that with all the experience and qualifications, it gave her a lot of confidence, as evidenced by being accepted by the school, students, and parents, and with all of that Sohyoung added it had never made her feel inferior to using English language in the multilingual international school context.

In conclusion, although Sohyoung claimed that being a non-native English teacher in the international school did not affect her confidence because she was confident enough in her own knowledge and skills, the data revealed that Sohyoung's non-native status influenced her identity by pushing her to work twice as hard as others to prove that she could perform well and deserving in her current position in order to prevent any disrespectful questions from coworkers.

Job motivation:

Used "self" Identity influenced students to think beyond their race and ethnicity

Job motivation is the motive one selects to choose, to stay or to leave the teacher job. The analysis of the interview found that besides of Sohyoung's love of being around students and teaching them English, she decided to be an English teacher at the multilingual international school because she wanted to be representative of diversity to her students. She went on to say that her experience being an Asian student at an international school has helped her with a better understanding of her students, especially Asian students, as seen by receiving positive feedback from her students thanking her for helping them to succeed. In addition, Sohyoung believed that her presence in the multilingual international school would allow her students to see themselves clearly in the future if they want to work as an English teacher in an international school where she further stated that there is a lack of variety when it comes to Asian English teachers in many international schools.

"I think it's also because every year that kids graduate since my very first class, they say it helps because it feels like a teacher understand what they're going through because I am also an international Asian student from an international school that is now a teacher because a lot of international

school students only see white teachers so they don't see themselves, and I think when they tell me that, it makes me want to stay for a longer time.”
(Interview 1)

Furthermore, Sohyoung stated that using her identity modeling for students was advantageous, particularly with older students who were beginning to learn English as a second language. Sohyoung mentioned the fact that in her experience, most older students tended to have a negative attitude toward native English teachers because students tended to consider that English is the teachers' language and therefore, teachers would never understand them and what they would have struggled with in learning the language, which Sohyoung stated was an exception in her situation because she was carrying her 'self' non-native English identity, so the students could not really have this attitude towards her and she could use this advantage to encourage students to learn the language effectively.

In addition, Sohyoung noted that in many bigger international schools, there are no diverse faculty members whereas the students are mixtures of diverse nationalities, which she straightly said was unfair to the students who are completely diverse. The fact that students in international schools must be in school settings with a lack of diversity in faculty would make students unable to understand that they could dream of being an English teacher in an international school without being limited to teaching only subjects that matched with their national identity or ethnic background. Her existence at the multilingual international school was, therefore, a significant motivator for her, which she saw as her responsibility which has maintained her in this position.

“It doesn't have to be teaching Japanese, Korean or Chinese or Math for Asian students specifically, so I think that's what keeps me at school to make sure that they can really feel like they can do whatever they want no matter what their race or ethnicity is.” (Interview 1)

“I feel like it's really unfair, and it's a bit ironic because a lot of the students, depending on what country you're in, tend to be non-native so if they go to international schools to become international global citizens and their teachers are not, it doesn't make sense.” (Interview 3)

Moreover, the analysis of the data revealed that another motivating factor was her non-native status. Similar to the finding in the self-esteem that even though Sohyoung would state that she was confident enough to teach English in the multilingual international school due to her full qualification and experience, in fact practically with carrying a non-native status required affectively her to prove more than others in the English language teaching position by “*working twice as hard*” according to what she mentioned earlier in the self-esteem section. Sohyoung also flashed back to the unpleasant experience she had while working at the multilingual international school by one of her native English coworkers, who asked if she could understand English idioms. Being asked if she understood English shocked her, and the fact that she was an English teacher shocked her even more as to how that person could even ask if an English teacher understood English. This secretly left her with a strong determination that she had to prove herself worthy of this position, and she worked even harder than anyone else to ensure that question was never asked again.

Additionally, being motivated by her non-nativeness, like her saying that she had to prove herself qualified to teach in this position, has shown in her teaching performance as she believed that being an English teacher is to help student develop their thoughts critically and be able to express themselves through whether writing, reading, or speaking. The data from classroom observation revealed that Sohyoung made sense of her beliefs through classroom instruction as Grade 10 students were assigned to read a novel named ‘*The Bell Jar*’ and wrote up their final essays on the novel (OB 19/5/2022). The students were asked to analyze the main character’s conflict in the novel, both internal and external, before putting all information they had in a chart poster. Sohyoung stated to her students that the conflict analysis of the novel’s characters is used to better understand the characters’ behaviors and to allow students to think critically and logically through the characters’ thoughts and actions in solving problems to cope with various situations that happened at the time. Sohyoung believed that the teaching-led approach, which allowed students to think critically through lesson structure and was intertwined with the students’ independent thinking ideas, would have a practically transferable impact on her students. That represented her job motivation as a non-native English teacher was reflected through her practice.

In conclusion, as evidenced by the above result, Sohyoung's job motivation stemmed from her desire to use her non-native English teacher identity as a model for her students, particularly Asian students, so that they could see themselves in the future that it is not necessary to be only native English speakers to teach English in an international school. Not only that, but the data indicated that Sohyoung's non-native status remained a motivation for her to work hard in order to demonstrate to her native coworkers that she can perform this job effectively despite her appearance as a non-native English speaker.

Task perception:

Promote critical thinkers over being native English speakers.

Task perception is how teachers define their job. The interview data analysis revealed that as an English teacher, Sohyoung prioritized promoting critical thinkers among her students over being native English speakers and considered it as a significant part of her responsibility in the role. The data also showed that Sohyoung's intention to promote critical thinkers over being native English speakers does not mean disrespect for the English language, but to be an English language user does not necessarily mean becoming a native English-like person in the first place. Sohyoung believed that everyone can have ownership of any language they feel comfortable using to communicate, and to be having English language ownership, it is necessary to start as a critical thinker.

“I think it is to help students think critically, read a lot and so that they can become better citizens themselves, so they can learn to be more compassionate and considerate and always think before they speak to understand that words are really impactful even if you think what you say doesn't matter, it really does.” (Interview 1)

“I think my understanding of being an English teacher is to make sure that students learn to embrace how to express themselves eloquently and to use their knowledge to express their opinions and voices on anything so building their confidence so that they're not afraid to understand the power of language I think it's my understanding of being an English teacher.” (Interview 1)

In promoting Sohyoung's critical thinkers, she encouraged her students to read a lot of novels and literature because she believed that reading not only helps with their writing and English vocabulary but also strengthens their reading comprehension skills and widens their perspective through various authors. As it can be seen in the classroom observation, Sohyoung assigned her students to read a novel and then analyze different characters, plots, conflicts, and setting in order to present and discuss in class to see the students' perspective through the novel. Students would not rush through the novel analysis process, but would read to understand and dig deep into the story of each setting, including character decisions in various situations, which would lead to the creation of analytical questions and will help students develop their critical thinking skills.

"I think as an English teacher, I use a lot of literature to make them feel that even if we study a book written in 1815 by a white English woman I can ask them to try and feel what that feels like in 2021 as an Asian student in an international school and try to really have them understand that literature everywhere, and words really, really, really matter, and what you say - you should always be careful and think twice because nothing hurts more than words but nothing leaves a bigger impact than words. I think that's what I tend to try and do." (Interview 1)

Furthermore, Sohyoung stated that being an English teacher is more than just teaching students grammar; it is a lot about helping students in being able to share their thoughts, opinions, and feelings about everything in the English language, which is what all language teachers should do and have the same goal of teaching students to be able to speak for themselves which she stated *"It doesn't matter if it's English, Japanese, Korean, or Thai, it doesn't matter, but its presentation like how well you can present yourself."* (Interview 1).

Additionally, Sohyoung aimed her students to be aware of the power and impact of words because every word has meaning. Some words could completely shift one's perspective on beliefs, and some unintended words could lead to emotional conflict between human beings. Therefore, in each communication it is necessary to be careful and thoughtful. Sohyoung emphasized it does not matter what language is spoken when the concept is the same, but it does matter on how you think about

different languages and how you can convey your feelings on your thought and then it would go back to how you can better express yourself, how you can better share your thoughts and opinions in the most polite way but also very true to yourself.

“My job as a teacher, as an English teacher specifically, is to focus on language and to prepare them to be able to best present themselves in whatever situation that they're in both in written and spoken.” (Interview 1)

In conclusion, it is evident that Sohyoung’s task perception as an English teacher is how to help her students develop their critical thinking skills and awareness of language power and impact. Thus, they would be able to share and express themselves effectively as English language users in both writing and speaking.

Future perspective:

I don't see myself other than in the classroom as an English teacher.

Future perspective is the expectation in the future of professional development and the feeling of teachers' professional situation. The data from the interview analysis revealed that Sohyoung would like to continue her role as an English teacher in the long-term future which is consistent with Ann’s findings, since she loves teaching children and English is her top favorite subject whether when she was a student or currently working as a teacher.

“I'm definitely going to stay in the classroom. I don't know where but I do see myself being a classroom teacher for a very long time. I do want to try getting a degree in Psychology like school counseling is something that I'm interested in the near future, but for now I think in the classroom as an English teacher.” (Interview 2)

“I love, love, love being in the classroom. I want to continue doing this for a very long time because I love being in the classroom. I don't think I want a different job, so I think that describes how much I like it. Definitely in school for a very, very, very long time teaching this specific subject with kids. I think it's something that I want to do for a while. Where? I don't know because there are a lot of choices like a company; you just have to find the right fit.” (Interview 3)

Sohyung said that English is an open-minded subject unlike Science and Mathematics that already have fixed answers, but English still has a lot of room for interpretation. Thus, she enjoys being able to help her students express their thoughts and feelings through both written and spoken words, which is why she wanted to continue in this role.

Moreover, the interview data showed that being a non-native English speaker at the multilingual international school did not make Sohyung feel inferior to the need to improve her English skills for effective teaching just like Ann because she was confident in her knowledge and ability in teaching already. It is obvious that her real interest in pursuing further education is the Psychology of being a professional school counselor for her students. Being a school counselor as an English teacher, besides being useful to other students, Sohyung specifically mentioned EAL (English as an Additional Language) students as she stated, *“I want to be able to better help EAL students in normal classes.” (Interview 1)*

Having a keen awareness of the spread of English around the world, Sohyung knew that when her students first joined the multilingual international school, they all had a background knowledge base of English language from their native countries, even if they did not speak English at all. By helping them untap their knowledge of English from their native countries into the international context, she wants to learn more skills so she would be able to counsel and help them transfer their English knowledge background to the classroom successfully.

“It's a very hard method because I can't speak every single language in the world, but I want to learn how I can get them to better accept English and apply it in the classroom because, as I said earlier, they all learned English in their native countries, so how do we make that transition smooth from textbook studying a language to application I think that is what I really wanna do.” (Interview 1)

“Some of my students come from Thai school. They can write, they can read. They know English but we need to do a little bit more so they can participate. I just don't know how, so I think learning how to do that would be really good.” (Interview 1)

According to Sohyung's statement, she could not speak all languages but her fluent languages are English, Korean and Thai. As I witnessed her practice from the classroom observation and shadowing observation; besides, English was the main language used and spoken in the classroom. Sohyung was able to use Korean and Thai for Korean students and Thai for EAL students who needed more explanation in order to gain a better understanding and thus helped the students to be able to conveniently keep things up with other classmates.

In conclusion, Sohyung's expectations for her future perspective was to remain in her role as an English teacher in the classroom because she loves teaching and loves being with the students. Besides that, she still had plans for her professional development in order to assist her students to achieve their goals successfully.

Subjective educational theory:

Knowing the basic standard to understand how to teach the language!

Subjective educational theory is a personal system of knowledge and beliefs that teachers use during their job performance relating to education and teaching. The result was similar to the task perception that Sohyung aimed to promote critical thinkers among her students in the classroom. She also mentioned that to be an English teacher, the first thing should be to have a qualification in the subject teaching and understand English with basic knowledge skills to be able to teach.

“I think English teachers should definitely be qualified to teach English by having basic knowledge of different genres, different literature, knowing grammar rules, knowing how to teach writing, knowing how to differentiate in the classroom, knowing that teaching English is not about students comprehension of English level, but it's about teaching language.”

(Interview 1)

Sohyung believed the English language is not about a thing to measure students' intelligence, but it is about how students use the language in communication effectively. It is therefore important for English teachers to be well knowledgeable in this and have the ability to see English as a language of communication; then the teachers would understand that a student's lack of knowledge of the English language does not mean that they are less educated than other students. Thus it was the responsibility of

the teacher to be able to see the connection between the student's native language and English language together in order to unlock the English knowledge background that students have from their own countries to utilize in the international school classroom context which would help in progressing through transitioning smoothly.

“It's not about intelligence; it's about utilizing language. I don't like it when English teachers will be like, ‘Why don't you understand or those who speak very slowly with you or they keep repeating themselves.’ I think the knowledge and potential that English teachers need to have is the basic thing which is teaching a language.” (Interview 1)

“It has nothing to do with intelligence. All can speak some language, it's making the connection with teaching English that's really important.” (Interview 1)

Furthermore, it was also mentioned by Sohyoung that English teachers should be able to have a clear understanding of the school's learning objectives and goals in order to be effective. Understanding the school's learning objective and goals would make the teacher establish proper courses or lessons that would lead students to achieve a satisfying learning outcome that they could build on and benefit their determination in the future. As it can be seen in the classroom observation that Sohyoung followed the school's expectation on students in her classroom lesson which the expectation aimed to help students develop their critical thinking skills and encourage them to build up an effective communication in the language.

“Another important knowledge or potential that an English teacher should have is understanding what their objective or goal is at their organization. So if it is an American school, look at the common core standards for American English classes and find out what a teacher is expected to do. If it's IB, knowing what the outcome is for the subject is really important. It's not just about reading, listening, speaking, and writing; it is something I think we need to be able to point out very quickly for English teachers.” (Interview 1)

In addition, the data revealed that Sohyoung played a significant role of being a critical thinker based on her awareness of the impact and power of language which is not specific to just the English language, but every language in general.

Language is what we use to communicate with each other to express our opinions and feelings even among the communicators from different cultures and backgrounds. In the international school setting, English has been seen as the main language spoken playing that role. However, Sohyoung believed that the utilization of each language comes from the same key concept background which is to think critically before communicating. To have students practice and carry with the critical thinking concept, Sohyoung included it in her classroom assignments, which allowed students to freely research from sources through literature analysis and choose the way of presenting they want to create. This enticed students to speak their voices by sharing their thoughts and opinions as well as in classroom discussion.

“I think for all of my students as an English teacher, I want them to be able to critically think and express themselves in any situation and never be afraid of voicing their opinions. But I'm also very skeptical because there's so much information out there that's also false; like I want my students to be able to think before they speak, and I think that's what I try to help them with, so they can learn how to express their opinions and their thoughts, something that they believe in, but interactively. It's not just speaking... that is something that I really strongly dislike. So I think for me as a teacher, I think that's the main thing that I love to see. For my students to read a lot, find ideas and express them and then find out if it's true or not by doing a little bit of research.” (Interview 3)

From all of the above information, it can be concluded that Sohyoung's subjective educational theory is to 1) understand basic knowledge of the English language and 2) have the ability to teach the English language. Also, Sohyoung stressed that to be able to teach the language requires English teachers to understand that language, itself, is a tool for communication and has nothing to do with intelligence measurement. Teachers can use that perspective when designing and creating courses that are appropriate for students and help them achieve their needs. Having students use the English language effectively in communication is to show them language is impactful and powerful, so they would learn how to think critically before they would communicate.

Karina

Karina is an English teacher in charge of English as an Additional Language (EAL) in elementary classes. She is a full-time teacher with a minimum of 20 teaching hours in a week. Karina's classes tend to be smaller in number than regular classes because the students who attend her class are pulled out from the regular English classes to help them develop their English language skills. At the end of each semester, students in the EAL class will have their English language skills tested. If students are able to pass the standards of their own classes then they will be able to leave the EAL class and study together with their classmates as normal.

Karina is a Russian woman in her early 40s who admitted that she was pleasantly surprised to find herself working as an English teacher at the international school. She was Russian by birth and grew up there from childhood until she graduated from university, where she said the study she received had Russian language as the main medium of instruction. When I asked how she ended up being an English teacher? She responded joyfully, *“Circumstance! If you look back how I started in my first school where I came from,”* (Interview 1) and then she started to narrate her journey.

Unlike Ann and Sohyoung who knew themselves that they wanted to be a teacher, Karina had no intention of becoming a teacher from the beginning. She stated that she, like most teenagers, had no idea what she wanted to achieve when she was 16 years old. However, she was still pressured indirectly by her family to choose what they thought was best for her future path, which she claimed understandably is typical in Russian society where parents would expect their children to receive a higher education.

“You know in our culture, it’s very important to acquire higher education. It’s almost mandatory that you are expected by your family, your parents, so I was forced to make a decision.” (Interview 2)

The first time Karina became interested in a pedagogical education in university was when she met up with her cousin while she was in high school. Karina went on to say that she suggested that even if she did not intend to become a teacher in the future, her studies at the pedagogical university will benefit her as a mother when she has children. She added that the information she received regarding the

Special Education Department where half of which was teaching subjects and the other half was medical subjects. Karina enthusiastically said that she could not deny this chance because for her it was the best combination, similar to how she also received a medical university education degree while she was studying at the pedagogical university.

“True to her words, all 4 years that I was acquiring my bachelor’s degrees, I was happy with the degree. I loved teaching. I enjoyed my studies there. I love all the subjects and it truly was the right choice at the moment.”

(Interview 2)

According to the quotation above, Karina genuinely liked her time at the pedagogical university and truly believed that it was the best decision she could have made at the time. However, based on the interview data, it showed that Karina had a significant gap of up to 15 years before entering the teaching career, during which she honestly reasoned that the teacher career was uninteresting for her when she was only in her early twenties.

“After graduating from my University I said oh there! I was young. I was 20 years old. I had much more energy than I have now and I didn’t want to be a teacher. I thought it was boring. So I was happy to graduate although I loved my education. Learning to be a teacher was great. Working as a teacher in my twenty-year-old mind was like ‘ughh’.” *(Interview 1)*

In trying to find out more about the reason Karina was uninterested in working as a teacher at the time, it was discovered that working as a teacher in Russia was an occupation with low pay rates which Karina described as a *“poor profession.”* Undisguisedly, she admitted that she wanted to have a decent life and future, therefore what she sought after graduating was to enter the business field, but the unexpected happened when she was given the opportunity to study for a master's degree as an exchange student in the United States. *“Two more years in the states, great experience, great country who knows what other opportunities may come up. So I said yes!”* *(Interview 2)*. That was her response when I asked what her decision was.

Karina spent seven years in the United States before returning to her native country, Russia, to begin her career in the business section. She proudly shared that in business she had tried a variety of jobs including a law firm, construction firm and a

fishing industry where she held a top tier position. Nonetheless, Karina recognized that getting a high-level position and earning enough money to live a decent life came with a lot of stress and pressure including liabilities and even physical threats. So, it was ultimately her decision to leave the company so that she could devote more time to being a mother to her daughter. *“I had a baby daughter at the time, and I still wanted to live and not be in jail and not be killed. So I decided to take a break.”* (Interview 1)

The unexpected happened again when, during her break moment, she received a phone call from the superintendent of an international school owned by the American Embassy in Russia asking if she was interested in working as a substitute teacher. *“Did you apply for the job?”* I asked. *“No, he didn’t even see my paper yet, but he knew me,”* she replied humorously. She went on to state that the opportunity came because the school’s superintendent was aware of her background, whether it was her degree or her 7-year experience in the United States, and they regarded her *“as an English speaker, nearly a natural English speaker.”* Not only that, Karina also said that the school's superintendent at that time was looking for someone with an American mindset, that she was the right person as she stated that *“I don't think like a Russian person, I think like an American person.”* (Interview 1). Thus, that was the reason why she was invited to work at the American Embassy School in Russia.

Karina explained that when she said yes to the phone call, she assumed it was just a temporary job, but she ended up finding herself stuck in the school environment. She really enjoyed being among students and teaching at this school. Besides that, she earned as much as when she worked in the business sector, but there was considerably less stress and pressure, which made her happy and absolutely loved what she was doing, which was teaching. Karina admitted that her five years at this school went by so quickly that she barely realized it.

“I found myself stuck right in the school environment. I loved it so much. The school was amazing. I wanted to be there. I absolutely loved it. I was with those high schoolers who attended class, and I was like ‘I can go back to my high school year!’ It was so awesome, seriously. I ended up staying for 5 years. I was like wow! Where did those 5 years go?” (Interview 2)

However, all good things must come to an end. Karina had to look for a new school because of conflicts between Russia and the United States causing the American Embassy School to close down. Following the American embassy. Karina revealed that was the first time she started looking at teaching in an international school outside the country by giving reasons that teaching in the country would be downgrading herself when the American Embassy School was the best school in the town and to work at other schools would mean she would have less pay and benefits. Thus began Karina's journey of how she ended up being a full-time English teacher at the multilingual international school in Thailand.

Being a non-native English teacher in a multilingual international school

Self-image:

I'm an English teacher! I'm a qualified teacher!

Self-image is one's description of a global characteristic which is constructed in the general principles in order to regulate one's behavior, referring to how you see yourself, how others see you, and how you want to see yourself in the future. From the interview data analysis, it revealed that Karina had no doubts of perceiving herself as a qualified English teacher, which has similarity to both Ann, and Sohyoung. Although she openly admitted that it was somewhat surprising to find herself in this position, because her first responsibility at the multilingual international school was to help students who needed support in their studies as a learning support teacher based on her Special Educational Needs background. But when an English language teaching role took over her other responsibilities, she definitely found herself as an English teacher.

“This position came up as a need of school. As I already said, I have a degree in special education, so originally the vision for my role for school was to provide learning support to the kids that needed it. However, a greater need came up for English language learners along with learning support and somehow, overtime, this role took over my other responsibilities and I found myself being an English teacher and I actually think that I am a qualified teacher, not only because I have a special education background.

To give you an in-depth understanding of the child development in general and with some abnormalities or special needs in particular and teaching English for somehow in general category. Why? Because it's still language development. It doesn't matter whether a child has or doesn't have special needs. All children follow the same general flow of development. So yes! I am qualified to be an English teacher.” (Interview 1)

Being an English teacher in English as an Additional Language (EAL) class to students who study English as an additional or a second language, the data revealed that Karina did not see any differences from other special needs children when it came to language development, which is generally based on the same root as child development. Since she has a bachelor's and master's degree in Special Education for children and English efficiency skills, it has convinced her undeniably that she is an English teacher who is completely qualified.

Furthermore, Karina revealed interesting information that, while she regarded herself as an English teacher, there were some people who did not. When asked why, she responded quickly that people's perspectives varied depending on whether they were focused on a paper or the experiences and abilities she carried with her. *“I am a person who believes in experience and in results,” (Interview 1)* which was her explanation before continuing to share that in her own country, Russia, a piece of educational paper can be bought, thus it does not matter for her if some people focus on her lacking of a teaching license paper when she graduated from, *“One of the oldest and best pedagogical Universities in Russia.”* As she stated, it completely qualified her to teach along with the degrees she received and is considered her teaching license and allows her to be a legal teacher in Russia.

“I am a graduate from one of the best pedagogical universities in the country, and you know that Russia is big, so it's one of the oldest and best pedagogical Universities. When I graduate my degree whether it is Bachelor's or Master's qualifies me for teaching immediately. My master's degree is my license to teach, allowing me to teach not only in schools but also at any educational level under my own degree. So I have a master's degree in education that means that I can teach from Kindergarten up to a

bachelor's degree in any University. So yes, I am a legitimate teacher.”

(Interview 1)

However, Karina admitted that although she has a degree in pedagogical education, she has never taken an actual course on teaching English as a second language, which might be another thing that some people think she's lacking to be a qualified English teacher. But in her perspective, having completed her master's degree in education in the United States, which is enough qualification to prove her to be right in the position of an English teacher for the EAL class.

“In order to acquire this degree, it's not about gaining knowledge, it's your ability to acquire knowledge and process it and be able to implement it and think analytically and synthetically and this is what higher education is all about. If you have those skills, you can be anything, really.” (Interview 1)

Moreover, Karina went on to say that it does not matter to her how other people perceive herself in this role because the most important people for her are her students that she really cares about. When looking at the results, she has helped students to achieve their deserving goals with appreciation from colleagues and parents who recognized her hard work in teaching, Karina said happily she must have done something right in the classroom to earn that. According to the data, Karina valued her ability to pass on knowledge to students and create an effective learning environment in the classroom to help students feel comfortable and achieve their goals more than other people's opinions on her lack of an actual English language teaching course certification.

“So it's not about an English teacher. It is like ‘what makes someone a teacher’ and it's like ‘can you create a learning environment? Can you respect your students? Do you have some knowledge that you can pass on to your students? Do you have an attitude of learning by yourself? Are you learning yourself? Can you model this Behavior to your students? Can you be a good role model for your students?’ That's all that matters and in my particular case,” (Interview 1)

It is obvious that having students, parents and colleagues witness her success working as an English teacher is a reflected mirror to her perceiving herself as an English teacher. When this reflection combined with confidence in her competence

and qualification, it made the image of being an English teacher clearer to her self-perception.

“I think I'm even better in some regards because I am not a native speaker, and I can be a specific example for students that not being born in an English-speaking country, you can still become something only if you're working hard and if you are seeing your goal and moving in that direction.”
(Interview 1)

Karina is proud of her non-native English speaking status, as seen by the quotation above. More significantly, she advantageously used her non-native identity as a role model to demonstrate to students that to have English proficiency skills does not have to originate from native English speaking countries. Even if she is a Russian who is not a native English speaker, she still can improve her English knowledge and finally become an English teacher. Thus, students who see her teaching performance in the classroom will be encouraged to acknowledge that English language is not limited to only native English speakers and will benefit in their learning to eventually develop their English skills.

Self-esteem:

Confident in teaching, but could get better.

Self-esteem refers to the evaluation of oneself as a teacher, beliefs in one's teaching ability, and legitimacy of being an English teacher, which students and colleagues are the most significant factor affecting the quality of self-esteem. The analysis of the interview data revealed that Karina did not significantly consider her non-nativeness to jeopardize her confidence in teaching English at the multilingual international school, but rather that it was her personal anxiety that affected her when she first started working here. Karina was a perfectionist who was always striving to make everything perfect, so having to do something she had never done before made her worried. According to the previous information, Karina graduated with honors from a prestigious Russian pedagogical university and earned a master's degree in education from the United States, but she did not right away enter the teaching profession. Even though Karina had previous teaching experience at the American Embassy School in Russia, she solely participated in English language classes as a

substitute teacher. As a result, becoming a full-time English teacher supervising an elementary school student's EAL class was incredibly challenging and exacerbated her anxiety.

“Well I have my own anxieties. I am a perfectionist. When I know that there is something that I don't know and there's many of such things, I am like oh my God! I have to learn this and this and this, and there are so many books that I still haven't read. So I am confident in teaching but I feel like I could definitely get better.” (Interview 1)

When trying to trace back to the process of how Karina managed herself to overcome her personal anxiety, the data revealed that Karina compensated by investing time in research to fill in the blanks where she had no experience with, and then applying that knowledge and strategies to her classroom and making it work effectively. With an attitude that she still has room to grow and get better and better in everyday life, along with her educational background and support and guidance from her colleagues, that let Karina gladly admit that she no longer felt anxious in her current position as an EAL teacher.

“I was very anxious and I felt like I was almost blind in the beginning. But I just knew that I had to try my best, like to do my best, not just try. Like every single day I had no room for weakness. Like having little experience I had to compensate with my energy with my willingness to learn quickly and with my background knowledge, advice, a lot of mentoring from my friends and everything had to be happening quickly. So every day I had to be better and better and better because there was no time to wait, to be wasted.”

(Interview 1)

Furthermore, the data from the classroom observation suggested that Karina had no indicators of anxiousness in her class. The class flowed nicely, with Karina reading a story book to her students and then evaluating their comprehension by asking questions and encouraging them to express their perspectives on the readings. There was also spelling word practice, phonics teaching where students had to sound out words, pronunciation, and Karina was able to explain word meanings to students fluently. It is evident that Karina clearly exuded confidence teaching in her current EAL class as an English teacher.

Additionally, as revealed by the interview data, Karina is proud of her non-native status as it also was found in Ann's, and Sohyoung's data. Despite the fact that she had the advantage of living in the United States for seven years, and many people did not recognize her as a Russian who did not speak English as a native language, Karina never claimed to have no accent when speaking English, when in fact she clearly does but in a milder tone. She also said emphatically that she did not think this to be a disadvantage that could be used to justify her inability to work as an English teacher at the multilingual international school with her Russian accent. She provided a clear example of her firsthand experience when she was a student in Russia and was taught English by a Russian teacher who did not have a perfect accent and pronunciation like a native English speaker. Even yet, the teacher's imperfect accent and pronunciation had nothing to do with her knowledge when she was able to educate students to grasp English efficiently. Karina expressed an interesting comment that even among native English speakers, there are various accents, such as Texans differing from Californians, Irish, and British. She strongly believed that English language learners should be exposed to a variety of accents as a means of improving their skills. In turn, this is another factor that contributed to Karina's self-confidence boost that enabled her to embrace her non-nativeness with an accent in a very proud manner.

"I would be a hypocrite to say that you know you have to have a perfect pronunciation and perfect knowledge of this and this and that because I learned, my own English teachers back in my school they didn't have perfect pronunciation but I still learned, and I still graduated with a degree and it's still okay" (Interview 1)

The results continued to show that Karina's non-native status at the multilingual international school did not make her feel inferior to her native English colleagues. She firmly admitted her English proficiency was sufficient for her acceptance by the school colleagues, and no one has ever mentioned her accent when speaking English. Not only that, but Karina asserted that she sometimes knows difficult vocabulary words that the natives do not. As a result, she believed that being a native English speaker is not necessarily a guarantee of good English knowledge. Karina continued by stating that if someone were to question her role as an English

teacher at the multilingual international school, it would be because she did not have a proper teaching license document. As Karina previously explained, having a degree from a Pedagogical University is already considered as her teaching license in Russia, allowing her to legally practice teaching in the country at any level lower than her degree. However, with each country's different systems, that did not stifle her confidence in her career as an English teacher at the multilingual international school when Karina was confident that her English teaching skills were enough to be responsible for the position.

“Actually in this particular international school, I feel great. Nobody has ever given me a hard time about - Ooh! You being a non-native speaker. You see I have an advantage of having lived in the United States for 7 years, so like I'm not saying that I don't have an accent. I do and I know that, but barely anybody notices that I am Russian. Nobody can tell. I am pretty fluent to a point where nobody can say oh! How dare you teach English with your accent? I know I think if anything ever makes someone doubt that I am qualified to teach is my lack of a Western teaching certificate or an American diploma, but otherwise, no! As a non-native English speaker, I think I'm pretty confident that my language skills do not limit me.”
(Interview 1)

In conclusion, the data showed interestingly that Karina's status as a non-native speaker had no effect on how confident she felt about teaching English at the multilingual international school which is different from Ann' and Sohyoung's case. This was obvious from the classroom observation data, which demonstrated that Karina was able to teach her students flow without any interruptions. In contrast, she recognized the anxiety of her perfectionism, greatly affecting her confidence, which only first appeared in the early stages of her role in the EAL teacher position. Karina quickly overcame this anxiety by investing time in study and putting it into practice in her classroom. Following that, she asserted that the anxiety she had been experiencing had vanished. Due to her proficiency in the language, she is now highly confident in her ability to teach English. Also, it is clear from the data that Karina's non-native English-speaking accent did not prevent her from taking on the position in the EAL classroom.

Job motivation:

Making change on students is more important than focusing on her 'self' non-native status!

Job motivation is the motive one selects to choose, to stay or to leave the teacher job. Unlike Ann and Sohyoung, Karina had no intention of becoming a teacher. Despite having graduated from one of the oldest and most prestigious pedagogical universities in Russia, she wanted to work in the business sector since it offered more pay rates than a teaching position offered. She referred to her decision to become an English teacher at the multilingual international school as "*circumstance.*" As she had all the qualifications required by the school director at that time, including those relating to her degree in Teaching bachelor's and master's degrees, her experience teaching at an American Embassy School and her English language proficiency, she was employed. Karina also asserted that having spent seven years living in the United States had given her an advantage in the job application process. Although she has a slight accent when speaking English, no one really identifies her as Russian; instead, people generally assume that she is partially American.

The analysis of the interview data revealed that Karina's non-native status did not have an effect on her selection and retention as an English teacher in the multilingual international school. The data also showed that Karina rarely mentioned her non-nativeness as negative comments, indicating that she was not trapped in her non-native status while working in this career as an English teacher at the multilingual international school. She is much like a general teacher who has the driving force each day by the need to interact and teach students; doing so is what made her happy and kept her continue to work in this career, whether native or non-native status has anything to do with this motivation at all.

"I find myself waking up every day thinking how excited I am to come to the classroom and make a difference. Even if it's like a small class. Even if you can make a difference in one person's life, it matters. And that gives me a lot of drive, a lot of energy, and a lot of motivation. Even on the days when I'm like 'oh my God, I hate this place' or I hate my job or things like that

sometimes pass my mind, I bring myself back with a simple question: What would be the best thing to do for my students? And the answer is always clear. Be here for them! That's it." (Interview 1)

"When at the end of the day, you know that you made a difference then I can't attribute it all to myself. Naturally them, the environment, their homeroom teachers, their other teachers who participate in this progress, but there's time some students who I worked closely with, who I know I picked up from zero, and I powered them with language knowledge to go ahead and succeed in their classroom, and I can think of a few like that when I know that 90% is my effort and that makes me feel very cool. When kids really want to come to my class, when they are able to exit from the program, and they are like 'I don't get to come to your class anymore?' that makes me feel good." (Interview 3)

The quotations above showed very clearly that her motivation for working as an English teacher in the multilingual international school did not have anything to do with the fact that she is not a native English speaker. Her English proficiency skills had made it an important part that Karina did not focus on her non-native status and did not see it as her weakness when playing an English language teaching role in the multilingual international school. When being non-native was not the motivating factor behind Karina's job as an English teacher in the multilingual international school, she frankly admitted that it was the change she had made for her students in day-to-day routines that kept her going in this position. Although the first purpose of her career was not being a teacher, when the circumstance and opportunity had brought her to this point, she found herself loving and happy every day she woke up to teach. Seeing the progress of her students from the first day they entered her EAL classroom until they were able to develop their English language skills, and finally no longer needed to attend EAL classes was a major strength that had given her motivation and energy. According to the data, Karina is more focused on the growth and achievement of her students than her own non-native status that she barely brought up.

Her motivation in making changes and differences in students has reflected on her teaching practice when it can be seen during the classroom observation part.

The EAL classroom is considerably different from other classes since students who are enrolled in it are pulled out of their primary setting so that EAL teachers can assist them with improving their English language proficiency and help them catch up with their classmates. Therefore, the students in this class were only a small group of students whose English was not strong and some of them had zero English proficiency; resulting responses in the classroom were slow and the students could only respond word by word, but that was not an obstacle for her teaching English in the classroom.

“It's not like ‘here I know so much so I can teach you.’ It's like it's a total exchange, you know. And I find myself waking up every day thinking how excited I am to come to the classroom and make a difference. Even if it's like a small class. Even if you can make a difference in one person's life, it matters. And that gives me a lot of drive, a lot of energy, and a lot of motivation.” (Interview 1)

In addition to using pictures and media as teaching materials to make it easier for students, Karina also allows students to use their devices to make sense of English in their own language and students who understood more could use their own native language to explain for newcomers who shared the same native language and English was not yet good enough. While Karina was teaching English to students, she also allowed students the opportunity to exchange their native language in the classroom, for example, Korean, Thai and Japanese students were able to share greetings in their native language when learning how to say 'hello' in English (OB 31/5/22). Allowing students to use their native language in the EAL classroom encouraged them to relax and feel less pressure to learn English. When students felt comfortable with the EAL teacher and the EAL classroom, they gradually absorbed English knowledge on their own. As can be seen in the classroom observation that even though the students were able to answer short and non-sentence questions, they still raised their hands to answer and did not feel uncomfortable due to lack of the language skills (OB 31/5/22).

This is the change that Karina mentioned about where students entered her classroom with zero English and were able to leave with improved English proficiency to communicate and understand with their classmates effectively. From

the data it can be clearly seen that Karina was not attached to her non-native status to motivate her work as an English teacher in the multilingual international school, because what she really focused on was the students' improvement, not her 'self' identity.

Task perception:

Being a native speaker is not necessary than being a professional!

Task perception is how teachers define their job. According to the data, Karina believed that professionalism was more important than being a native English speaker if one wanted to pursue a career as an English teacher. To be a professional teacher, one must know how to effectively teach and pass on knowledge to students, and in addition to being able to serve as a role model for students so they could see what successful learning looked like. Karina asserted that she is even a better example than anyone else for showing students that it is possible to speak English fluently without being a native English speaker. As it can be seen from her identity that she is not from an English-speaking country and does not speak English as her first language, yet she is still qualified to take a position as an English teacher who supports students in successfully developing their English proficiency skills at the multilingual international school.

“If you’re a professional, not only like ‘I’m a native speaker, so I can teach,’ because I’m a native of Russia and a Russian speaker, but I can’t teach Russian. Professional Russian language teachers, the way they explain things, the way they teach this information to you. It makes more sense. It’s the same thing in English. When you’re teaching English you can become such a professional in teaching your methods. You will outwit any native speakers because you know the ways, you know how to teach, not how to speak. Native speakers do not necessarily know how to teach.”

(Interview 3)

Furthermore, there is a misconception that is still being debated between native English speakers and non-native English speakers in regards to who is the best to teach English. Karina gave a convincing illustration of the fact that simply though she is a native Russian speaker, it does not entitle her to teach Russian in the same

manner as a qualified Russian language teacher, so the fact that if you hold the title of native speaker does not automatically guarantee you are an expert in teaching the language. Therefore, becoming a professional in teaching English is more important than anything, which even being native English speaker cannot be comparable.

“I think the world is going in the direction where there will be fewer and fewer professionals, thus those who are professionals will be more valuable. So I think by any means they should not be discouraged. If you feel you can do this and become one of the best in your field, in your school, in your community, in your city, there is no limit. Nothing should be stopping you. You will outwit any native speaker because you know the ways, you know how to teach, not how to speak. Native speakers do not necessarily know how to teach.” (Interview 3)

Karina continued by stating that if a teacher is a professional, they must believe in their own professionalism that they can perform their responsibilities well, rather than using their own non-nativeness as a deterrent to believe that they are not good enough in this field, because the most important thing is to be a professional who knows how to teach and pass on knowledge to students. Thus, professional teachers will be valued for reasons other than whether they are native or non-native, and this is how Karina perceived her tasks as an English teacher in the multilingual international school.

“Like any teacher: respectful, open minded, being in an international environment, definitely being aware of cultural differences, and for a language teacher in an international school, any teacher is a language teacher. So knowing developmental stages, every teacher should know that. And being aware that language limitations are not equal to mental capacity.” (Interview 1)

Additionally, the data revealed that Karina did not view her responsibilities as an English teacher in the multilingual international school different from other teachers at the school. When English is utilized as an official language of instruction at the multilingual international school, it plays an essential role. As a result, although it is not necessary to be an English teacher in only English subjects, any teacher who uses the language to teach content in their subject area is an English teacher. As a

teacher at the multilingual international school, Karina emphasized that it is also important for teachers to be aware of the cultural differences among students, regardless of the subject they are teaching. Having a multilingual international school means the student population is very diverse, so the learning styles and perceptions will be different when coming from different cultures. Thus, in order to create a learning environment that is most appropriate and effective for students at this school, teachers must be able to understand the different cultures of their students. This was Karina's perception of a professional English teacher's responsibility at the multilingual international school, where she did not associate native or non-native English speakers with this professionalism at all.

Karina also firmly asserted that a student's English language limitation is not an indicator of intelligence skills when the two things are unrelated. Since everyone possesses at least one innate language ability, she believed that students' English language learning progresses gradually at the right time when they are taught by a professional English teacher who understands how to teach. She recalled a time when she was a student in Russia and had an English teacher who was of Russian origin. Although her teacher did not have the perfect accent like a native English speaker, she was still able to learn because her teacher was a professional who knew how to teach and transfer knowledge well, which Karina used in comparison with her own case. In the multilingual international school, she holds the position of English teacher in the EAL class without being a native English speaker, but she is still qualified to teach there as a non-native English speaker, and it was found in the classroom observation that she was proud of having a non-native status when she spoke English with Russian accent and had never tried to hide it at all. Therefore, the most important thing in this position is to be able to provide professional skills and knowledge that can be passed on to students to help them develop their English language proficiency continuously and successfully, regardless of whether they are natives or non-natives.

Future perspective:

Keen to be a leadership team member rather than an English teacher!

Future perspective is the expectation in the future of professional development and the feeling of teachers' professional situation. Unlike Ann, and

Sohyoung, the data analysis revealed that Karina disclosed that she had not made fixed plans for the future as an English teacher in the multilingual international school. However, she was interested in joining a leadership team as an administrative member when she believed that would allow her to have a greater impact on the educational field.

Clearly from the quote below, Karina enjoyed being an English teacher in the EAL class, even if she could only make a positive impact on just one student's life. However, she considered that it would be much better if she had the opportunity to step into the administration, so that she could bring the experience she gained as an English teacher in the EAL classroom and her experience working in the international environment as a voice and perspective for a broader group of people to understand that being a non-native English speaker is not wrong and should not make you feel inferior to be exist in the international school community.

“My personal career goals are outside of the classroom. Like I said, it's great to make a difference in one student's life, but I'm striving to make a greater difference in meaning to more students' lives. So I am hoping for a leadership position sometime in the future. It doesn't have to be in this school. It doesn't have to be now, but sometime down the road in the future where I can bring my International perspective to a room of leaders, and if I can change somebody's mind about not being a native speaker is a disadvantage, you will know maybe I can make a greater good, greater difference for many more people around.” (Interview 1)

Her perspective on the future has been considerably impacted by her initial intended career path. Despite earning a bachelor's and master's degree in Education, Karina had no intention of becoming a teacher since she regarded teachers were underpaid. As a result, after graduating, she pursued a career in business and was promoted to a top-level management position. Even nowadays, she left the business field since it was a high-pressure industry, and the 'circumstance' had brought her to the international school where she discovered her passion for teaching. However, her 15-year background in business administration has influenced her future plans, as she hoped to become a member of the educational board when she believed that being a

part of them could make a greater difference in more ways than just being an English teacher in the classroom.

“Although I absolutely love being with kids in the classroom, I feel like I can make a bigger difference when I move into administration, hopefully, I hope.” (Interview 3)

Furthermore, despite the fact that Karina’s career goal is to grow into an administrative position, she enjoyed the process along the way to her future achievement. With her current situation as an English teacher in the EAL class, she noted that there are many professional development courses concerning English language teaching that she is interested in. Karina was a firm believer that learning how to teach English is a never-ending process that English teachers must constantly update with fresh information. Her interest in joining professional development courses stemmed from her desire to increase and update her knowledge skills as an English teacher so that she could implement the new information she received in her EAL classroom, which has nothing to do with the development of English language proficiency as a non-native. The findings clearly showed that Karina did not regard her non-native status as a disadvantage that she needed to improve, and that it did not interfere with her existence as an English teacher in the multilingual international school.

“These are actual professional development courses that I wanted to take, to learn more about inquiry-based learning, about sheltered immersion instruction, about workshops, a reading and writing workshop. There are many many many things that one could learn and by the time I learn these things, there will be more things for me to learn, so it's a never-ending process.” (Interview 1)

In conclusion, the overall data obviously revealed that Karina’s future plans are bigger than the English language classroom that she is currently in, yet she still enjoyed her journey along the way to her success in the future. In spite of the fact that Karina is an English teacher in the EAL class at present, she asserted that she does not have to stay in this profession forever because there are many positions in the school that she would like to pursue and is confident she could succeed with her abilities. Additionally, even not being a native English speaker, she was confident that her

English proficiency was already good enough and did not think she had to improve on it as she stated that *“As a non-native English speaker, I think I'm pretty confident that my language skills do not limit me.” (Interview 1)*

Subjective educational theory:

Every teacher is an English teacher!

Subjective educational theory is a personal system of knowledge and beliefs that teachers use during their job performance relating to education and teaching. Karina has seen no difference between her position as an English teacher and other teachers at the multilingual international school. According to Karina, *“In an international school, any teacher is a language teacher.” (Interview 1)* which indicated that in the multilingual international school where English has become the official language of communication, every teacher is an English teacher who utilizes English as a medium of instruction to teach their particular subjects to students.

“Basic knowledge of English definitely would help! Other than that, like I said before, I do stand strongly on this ground that if a person is capable of learning and appreciates the differences and is humble and is willing to learn for the rest of their life and has energy to do so. I think you're all set to be a teacher and whether it's an English teacher or any other kind of teacher.”

(Interview 1)

Karina asserted that the basic knowledge of English language is essential for teachers at the multilingual international school, especially English teachers. To better understand the meaning, Karina explained that basic knowledge of English refers to the foundational skills that teachers are able to possess, such as phonological awareness, grammatical rules explanations, vocabulary instruction, and reading comprehension instruction. When teachers have the basic understanding of English language knowledge and teaching, they can help their students achieve positive learning outcomes regardless of whether the teachers are native or non-native.

In the classroom observations, it can be seen that Karina paid close attention to the phonological awareness when she had students practice reading and sound outing vocabulary. Karina proudly revealed that phonological awareness is one of her expertise along with other foundation skills that she has mastered in her EAL

classroom. She did not initially understand why her English teacher was strict with pronunciation, but now, 35 years later, she is grateful to that teacher who taught her English that she is now using in her career as an English teacher, despite her teacher not being a native English speaker. Karina went on to say that some of her students may not understand what she is fighting for now, but with the positive results in improving students' English proficiency, which enabled them to leave the EAL program, one day when they are in their university life and enjoy the freedom of communication with their nice and clear pronunciation, they will look back and appreciate it later for the effort she put in.

In addition, Karina stated that the language teaching skill sets are never-ending and it is important for teachers to constantly improve their teaching skills, especially when dealing with students with different backgrounds and learning styles. Although her English proficiency was sufficient that it did not pose a problem as a non-native English teacher at the multilingual international school, she recognized the need for ongoing professional development in order to better serve her students. Thus, it can be seen that Karina believed that being an English teacher required basic knowledge of English as well as the need to constantly stay up-to-date in language learning and teaching methodologies to maintain their professionalism. By continuously improving their skills and knowledge, English teachers will be able to provide the best possible learning experience for their students and help them to achieve their language learning goals.

Chapter summary

In this chapter, I presented the findings of individual stories from three non-native English teachers, Ann, Sohyoung, and Karina, in the multilingual international school on the progress of their teachers' identity development based on life story interview, classroom observation, and shadowing observation. According to the findings, the three non-native English teachers showed a strong confidence in their non-native identity as English language teachers existing in the multilingual international school. The source of that confidence came from embracing their non-native statuses in a positive way, which they did not see as weakness to feel inferior, but advantage they could bring to the classroom and included with their high

proficiency in English, and a full set of qualifications that reached the school's requirement. However, there were still two aspects that were found to be affected by the teachers' non-native status, which were self-esteem, and job motivation, but interestingly they managed themselves to overcome it with great results. In the next chapter, I summarize the findings, discussion, conclusion, and recommendations for future research.



CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This research aimed to explore the process of developing English language teacher identity in a multilingual international school in Thailand. In this chapter, research findings from qualitative data analysis are discussed as well as research implications and recommendations for future research.

Summary of the Study

This study aimed to explore the process of developing non-native English language teachers' identity and identity in practice, in a multilingual international school, in Thailand. Since teacher identity is very broad, my study is situated in the theoretical framework of *autobiographical stories* by Kelchtermans (1993) which allows an individual teacher to narrate their own story and make sense of their experience in a social context and this can lead us to gain insight into understanding the complexity of teachers' identity development. In the process of sharing a story through life experience, it allowed an access deeply into the teacher's beliefs, values and ideas about learning and teaching English language, and the life story could show the challenge a non-native English language teacher has faced, as well as the process of professional self-development to overcome it. In order to expand knowledge in the particular context, this study aimed to provide a better understanding by answering the research questions as follows: *How does NNES teacher identity develop during teachers' experience in a multilingual international school context?*

Life story interview and classroom observation are the main methods to use in conducting the data collection in this study, and followed with shadowing observations to serve as a supplementary. Life story interviews allowed the teachers to share their life experience in a logical and thematic manner and that reflected their intertwined personal and professional identity. Classroom observation provided an understanding of the socio-cultural contexts of the teachers in school settings, their teaching contexts, and their classroom interaction and responsibilities. Shadowing observation was supplementary to support the data gained from the two main data

collection methods which allowed to access the teachers' identity-in-practice into the school context as a firsthand experience, and served as another lens to reflect on what the teachers shared through their life narrative story interviews.

My research examined the process of identity development of three non-native English language teachers, Ann, Sohyoung, and Karina, who worked in the same multilingual international school but differed in nationality, cultural background, and role in the school. Ann is a Filipino pre-kindergarten homeroom teacher, Sohyoung is a South Korean high school English language teacher, and Karina is a Russian elementary English as an Additional Language program teacher. These three non-native English language teachers worked full-time in the school with a minimum of 20 working hours per week, and each individual has at least 5 years of experience working as an English language teacher in an international school, which was sufficient to face with challenges that might occur in their profession role as a non-native English teacher.

Summary of the Findings

Motivation to enter a teacher position in the multilingual international school

The data revealed that both Ann and Sohyoung had a strong passion to become teachers from the very beginning, in stark contrast to Karina, who she openly admitted she did not even know what she wanted to pursue. Ann and Sohyoung shared similarity on having love for teaching and being happy on sharing their knowledge with others since childhood, which shaped the two of them to strive to go into teacher education programs in order to prepare themselves in a teaching position. Although Ann admitted that there was a moment when she hesitated in her future career because most members of her family were doctors and nurses; the positive experience she gained from one of her high school teachers allowed her to make up her mind in the end, when she perceived one special teacher as her role model who she wanted to be. No different from Sohyoung, who had a love for teaching and had also been positively inspired by her teachers in kindergarten, which drove her determination to become a teacher. Unlike both Ann and Sohyoung, the data revealed that Karina only entered education on the recommendation of her relatives. Although

she eventually admitted that she enjoyed studying as a student teacher, teaching was not yet the profession she aspired to pursue in the future.

However, even if they had some similar information, the motivating reasons for entering the context of the multilingual international school is significantly different. Starting with Ann, when she moved to Thailand, she worked at a Thai private school, but with the school's system that framed her work and resulted in her having no freedom with her teaching performance, she had to look for a new school, which she believed would meet her needs and her methods on teaching. That was when she first started at the multilingual international school. When it comes to Sohyoung, she might have an advantage over the others as she is an alumni in the multilingual international school. Sohyoung stated that if a recruiter only looks at her resume and passport, she would have a tough time finding work since it raises issues about why a Korean would come to teach English, especially in international schools that prefer native English speakers, but that is not a problem for this school as the school knows her, knows her abilities, and knows that she is qualified to be a secondary school English language teacher. Karina stated that working at this multilingual international school was a circumstance. When the American Embassy School in Russia where she worked had closed, she had to locate a new school that would provide the same benefits she had received. Her friend soon brought her information about the multilingual international school, and she decided to apply. Her initial role was as a learning support specialist, but due to her high English proficiency, she also gained the position of English as an Additional Language (EAL) teacher for elementary students.

Specifically, the data revealed that the motivating factors that led to their decision to enter in the multilingual international school varied, but one thing they all had in common was that they were all delighted to be here and enjoyed teaching at the multilingual international school.

Self-image: a qualified non-native English language teacher

The findings revealed that all three non-native English language teachers, Ann, Sohyoung, and Karina were aware and embracing their own non-native status. Although their non-native status they were carrying was contrary to social

expectations of international schools which preferred natives to teach English, however it had no effect on any single aspect to them on the formation of a positive self-image as an English language teacher in the multilingual international school. The key reason for establishing a positive self-image as an English language teacher was because they were qualified teachers with degrees in Education, teaching experience and advanced English proficiency, which Ann and Sohyoung both adopted as their first language when they asserted that they acquired it naturally from a very young age. The trio's self-image as English language teachers in the multilingual international school had reflected identity in practice in their classroom, as they had shown secure and confident gestures in their teaching performance and gained respect from their students. Another important thing that proved they were confident and proud of their non-nativeness was that they had never hidden their accents when speaking English at all. Based on the evidence presented, it is clear that the three non-native teachers' self-image as English language teachers was unaffected by their non-native status at all.

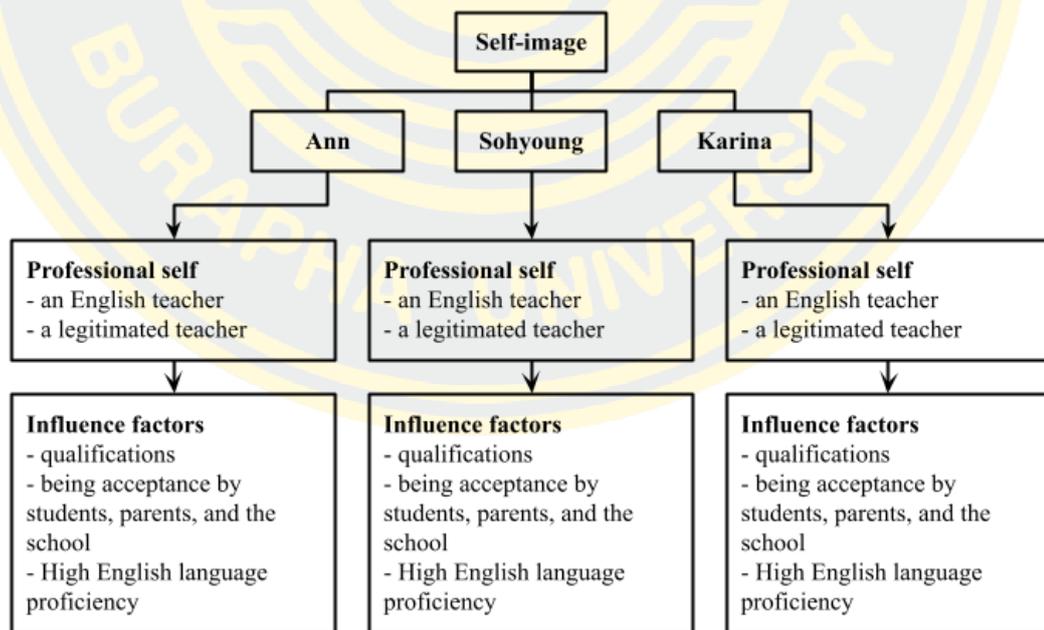


Figure 2 Overview of self-image aspect in NNESTs' identity development

Self-esteem: a comfortable non-native English language teacher

The three non-native English teachers were very confident in teaching English in the multilingual international school as it is revealed in the data analysis process. The reason was because of their high English proficiency and ability to use English comfortably and naturally. Not only that, being accepted by the surrounding society, whether from the school or parents, was another important booster for building this confidence, which was reflected in their identity in practice in the classroom showing they can control the class and conduct instruction smoothly, including interacting with others in the school that they have never shown signs of being inferior in conversations with natives included. However, their non-native status had unconsciously affected their confidence, which prompted them to perform well and work hard, as well as being ready to prove themselves worthy of the position as an English language teacher, even if they are not a native English speaker. In the process of proving themselves, they have shown great performances that have been accepted by the school, parents and students when excellent achievements have occurred. Receiving positive feedback from the social surrounding boosted their confidence even further and it worked well with other qualifications they have.

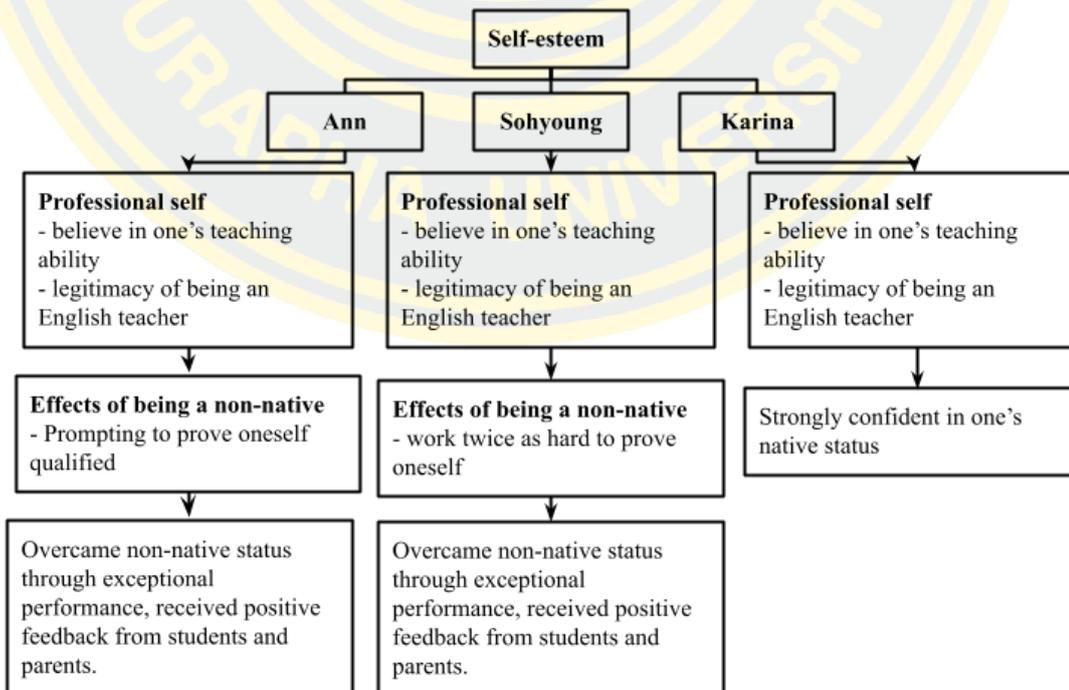


Figure 3 Overview of self-esteem aspect in NNESTs' identity development

Job motivation: driven by non-native and teacher status

Ann and Sohyoung both had a strong passion to be a teacher from the beginning, very different from Karina, who had never thought of becoming a teacher. However, in being an English language teacher in the multilingual international school, three of them shared a common thing in the end: a love for teaching and being surrounded by students. The data revealed that the motivating factors of performing well in their profession were driven from their non-native and teacher status. To elaborate, the non-native status as a driving force was when they were remarked to as a non-native who taught English and had faced a disrespectful question from their colleague asking if an English language teacher understood an English idiom. In order to prevent that kind of question from happening again, they had to work harder to prove their value in holding an English language position as well as used a non-native status to remind themselves to always perform well in their profession. Their presence in the English language teacher position where people favor native English speakers is another important motivator for their work. It would be ironic in the multilingual international school community with a highly varied student population if the number of teachers was simply restricted to native English speakers while many non-native English speakers' English proficiency were not inferior to the natives'. That is why it is important for non-native teachers to use their identity as a role model, so that students like them can see for themselves in the future that English is not just reserved for people who are from native speaking countries, but that anyone can be English users who are comfortable using it and capable of developing themselves to become English language teachers if they desire. When work aligned with a sense of oneself, having a passion for teaching and motivation by a non-native status to perform well, the classroom practice showed that the three non-native teachers were aware of what they were doing and able to manage class effectively until the end of class hour.

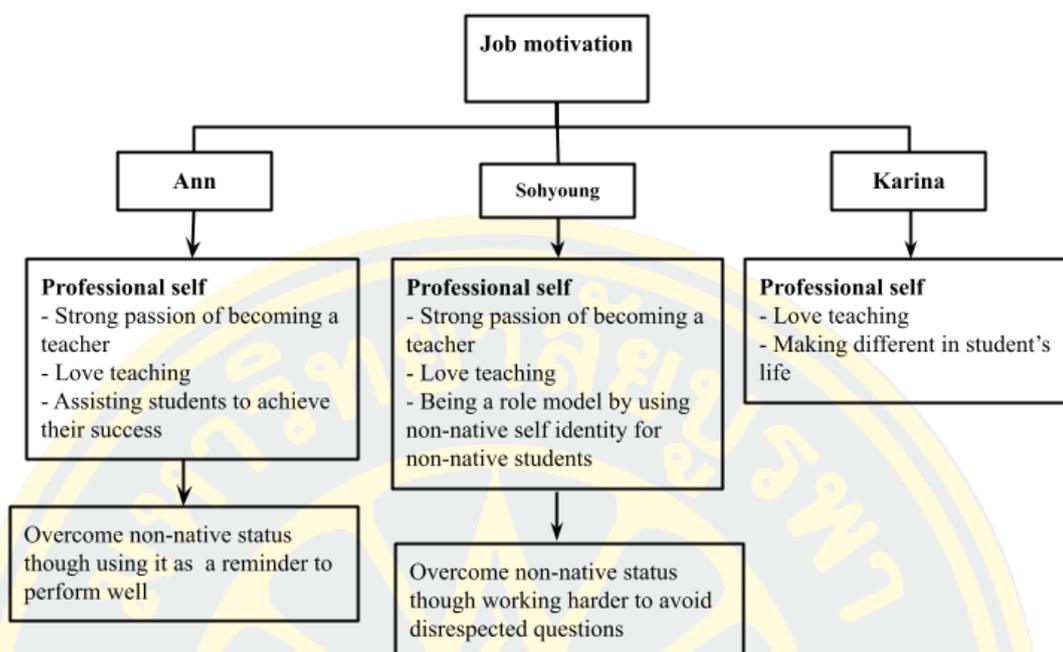


Figure 4 Overview of job motivation aspect in NNESTs' identity development

Task perception: professional non-native English language teacher

The data revealed that Ann was quite clear that the most important aspect of her responsibilities as a teacher, whether as a pre-kindergarten teacher or an English language teacher, was a love of teaching. She further reasoned that if she doesn't love teaching she cannot continue to work as a teacher for 20 years, and if teachers in general do not love teaching, it would not be fair to their students because the teachers would be unable to provide the knowledge and learning environment that their students deserved. As for Sohyoung, she perceived that her responsibility as an English language teacher is to foster critical thinkers rather than being native-like because she recognized the power of the language, so it is important for people who used the language to be aware with critical thinking skills of what is to be said and what is to be heard. The data revealed Karina viewed her responsibility as an English language teacher as having knowledge of what is taught and teaching ability as important because that will allow teachers to transfer knowledge to students effectively. Based on the data, it was evident that the three non-native teachers had a very good understanding of their own position in the school context as it can be seen in their practice by role-modeling in use of English language through their own non-

native status to students and helped students building their positive attitude in the language learning. Working professionally was an important responsibility for the three of them and it was evident that being non-native did not cause them to view their task in a negative way as they believed and were confident in their English proficiency and teaching ability and that could bring their unique non-native status to the classroom as advantage for their students.

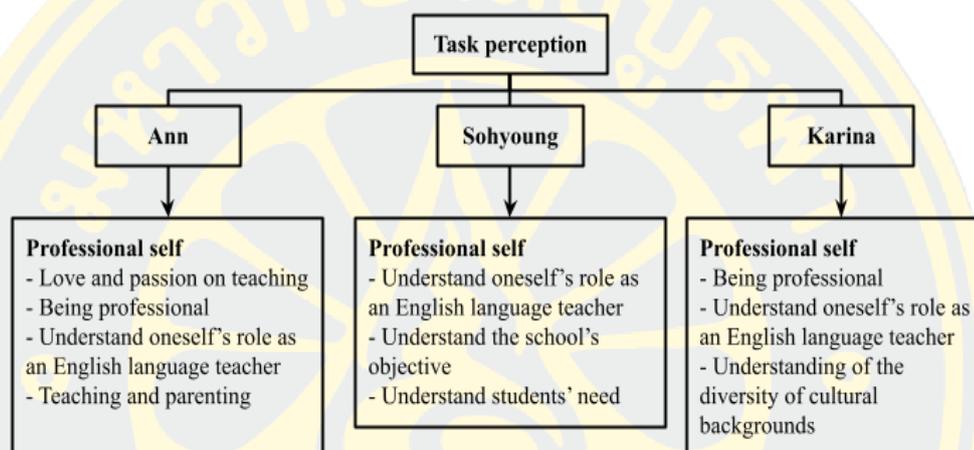


Figure 5 Overview of task perception aspect in NNESTs' identity development

Future perspective: professional growth

Ann and Sohyoung were very clear in their future perspective of remaining committed to their position as an English language teacher in the multilingual international school, unlike Karina, who has a goal of pushing herself into the executive level by claiming that in the leadership team position she would have more power to establish a greater positive impact on students' lives than in the classroom as an English language teacher. Three of them, however, agreed that being a teacher goes hand in hand with being a lifelong learner. As each student has a different way of learning, it is imperative that teachers constantly develop their own knowledge and teaching methods. Although the three non-native teachers had different interests in attending professional developments, they all had the same focus on helping students in developing their learning skills effectively. The data revealed that the non-native status had no negative effect on their future expectations, and they did not regard it as a weakness that should be improved in their professional growth.

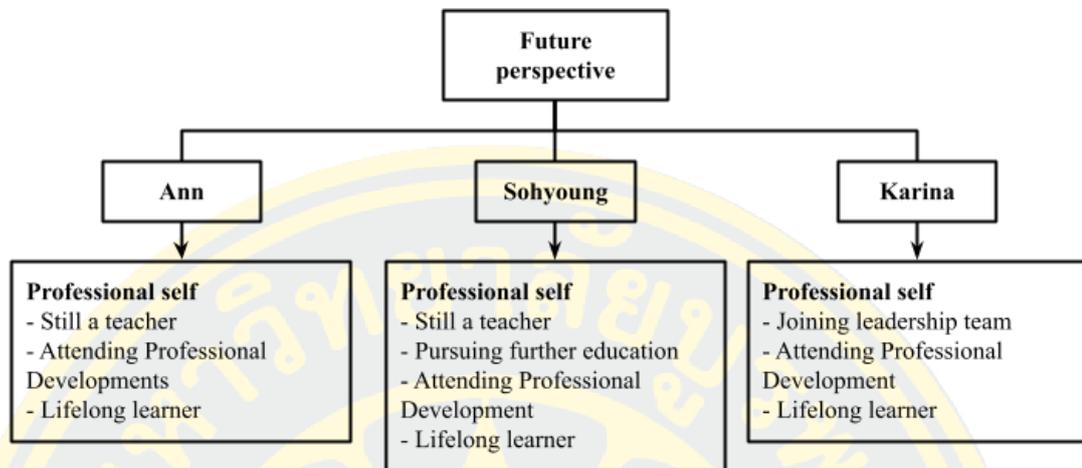


Figure 6 Overview of future perspective aspect in NNESTs' identity development

Subjective educational theory: knowledge and professionalism

The data revealed that their perception of themselves as English language teachers had a major effect on their beliefs and value about knowledge and teaching methods. In addition to subject matter expertise, teachers needed to be conscious of themselves as teachers in order to function as professionals. Being a teacher and working professionally required a strong dedication to education and a true passion for assisting students in learning and growing, which would enable the teachers to clearly understand the organization's objective to help students in meeting requirements. The data in this aspect went in line with task perception's data in how the teachers viewed their responsibility which is to transmit knowledge of the language and to be an example of successful English language users to help students build up their positive attitude and confidence in the English language learning process.

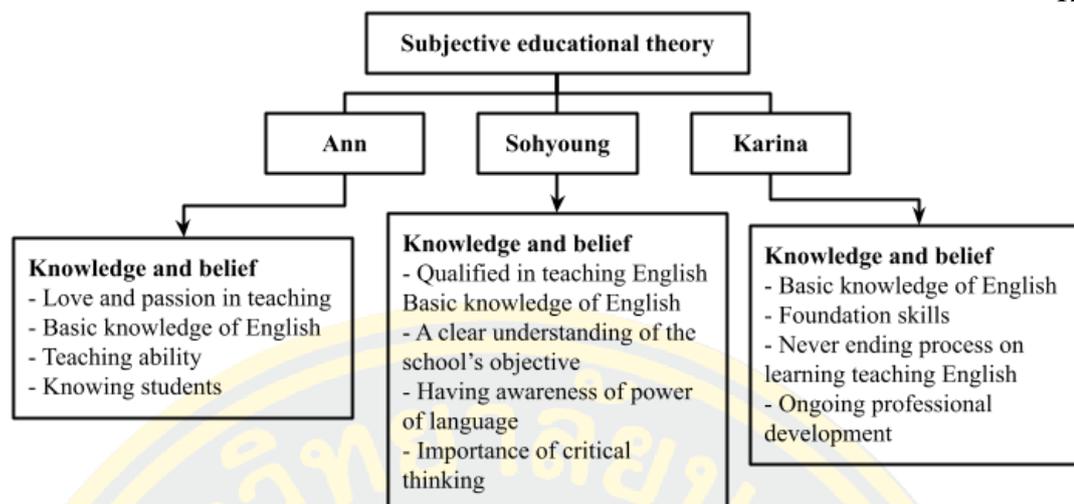


Figure 7 Overview of subjective educational theory aspect in NNESTs' identity development

Discussion

This research explores teacher identity development and identity in practice in a multilingual international school by using the autobiographical stories (Kelchtermans, 1993) as a guidance to conceptual teacher identity. The findings have highlighted some issues of non-native English teachers' identity development in the multilingual international school that appeared through the data analysis process. It is worth noting that these three English teachers are exceptional in embracing their non-native statuses. While many non-native English teachers struggle with feelings of inadequacy and inferiority compared with native English teachers, these three English teachers stand out in a different way. The ability to embrace non-native English status is a key strength in their success as English teachers and this success has served as a reminder that language diversity is an advantage, not a weakness to worry about.

Firstly, the study found that the participants' qualifications and excellent English language proficiency provided them considerable confidence in their status as non-native English teachers in this multilingual international school. They all were aware of their non-native statuses, but did not perceive it as a disadvantage or disqualification in their roles as English teachers because they believed that being qualified and trained, having teaching experience, and having high English proficiency were more important than being like a native English speaker. This finding is consistent with Methanonphakhun and Deocampo (2016) who state that

language teaching practice and experience are the most important qualifications for language teachers. In contrast to a previous study by Lee and Kim (2020), who discovered that despite having first-hand experience studying and living in English-speaking countries since childhood, their non-native (Korean) participants were unable to use their advanced English proficiency and full qualifications to go beyond their non-nativeness. According to the data, both Ann and Sohyoung acquired English from a very young age and it gradually evolved into a natural language use that occurred spontaneously. While Karina's first-hand experience of living in an English-speaking country happened after she was an adult, this did not prevent her from strengthening her English language skills. Fluency in English, which is not dissimilar to their native language, combined with a complete set of qualifications, provided them so much confidence in their position as an English teacher in the multilingual international school that being non-native had no bearing on them.

Secondly, several studies have shown that background life experience of language teachers has a significant influence on the process of identity formation (Cheung, 2015), having a long-standing positive experience as a non-native was therefore a key contributor to the three non-native English teachers in this study having positive attitudes about their non-native statuses and not feeling alienated at the multilingual international school. Ann is a Filipino born and raised in the Philippines. According to Kachru's three circle model of English (Kachru, 1985) the Philippines is categorized to be in the Outer Circle countries which means that English is used as a second language and plays an official role along with the native country language. As it is seen in her narrative story, Ann learned English and her native language at an early age. As she entered school, English became more important to her, and it had remained in her professional life in both her home country and Thailand. She was never forced to teach in her mother tongue, and living in an English-speaking environment inevitably made English a part of her identity. This is similar to Sohyoung who was in the English-speaking environment from the very beginning. She is a Korean who grew up in Thailand (Expanding Circle) and attended an international school. She described herself as trilingual: English, Korean, and Thai. Although she is Korean, she admitted that she was more comfortable in English than her native language because it was the main language used in the environment she had

lived in. Karina's narrative background is quite different from the two above as she was not raised in an English-speaking environment. She is a Russian native who grew up in Russia, where Russian is the main language of instruction. Although her English learning was taught through a Russian teacher who used the Russian language as a medium of instruction, she did not see it as a problem in learning English. When Karina received a scholarship to study abroad in the United States, she was able to take English seriously in daily life and developed her English skills as well as experiencing a variety of accents. Despite their similar nationality, their accents differ and this helped Karina not feel alienated, even though she was not a native speaker. It was evident that long-term positive experiences as non-native English speakers clearly created strong positive identities of participants with their use of English in both their personal and professional lives.

Additionally, the findings revealed that the participants did not feel a dichotomy between native and non-native English speakers which is consistent with the findings of Ulla (2019) who discovered that Filipino teachers teaching in Thai schools did not feel the difference between others with native status and their non-native statuses, even though there were some studies (Farrell, 2015; Merino, 1997; Songsirisak, 2015; Ulate, 2011, as cited in Ulla, 2019; see also Lee and Kim, 2021) pointed out the existence of this problematic. Whereas Ulla's (2019) study focused on Filipino English teachers teaching in Thai schools in Bangkok, Thailand, this study focused on non-native English teachers teaching at a multilingual international school in Thailand. Although the data analysis process discovered that high English language proficiency and full qualifications are important aspects of confidence that made the three participants feel no different than native English speakers, gaining support from the socio-cultural setting, such as school and students, is also important when their teacher identity can be shaped and reshaped through interaction with people in their professional context (Beauchamp & Thomas, 2009) means that the non-native English teachers' confidence can be undermined if they are discriminated from the socio-cultural context they live in. It was fortunate that in this study, none of the three participants reported being discriminated against during their time at the multilingual international school. Acceptance and trust from the school in the position of English teacher is a significant credential which showed that they had successfully met the

school's requirements, which helped in maintaining and boosting their confidence even further.

In international schools that are primarily for foreign students, the student population is so diverse that they are labeled as 'international' (Hayden & Thompson, 2008). The diversity of the student population therefore means that staff and teachers could also be diverse, which is a factor that makes the population of international schools well accustomed to diversity. While there is a widespread belief that learning a language is most effective when being taught by a native speaker, and many schools prioritize hiring English teachers based on their nativeness (Alseweed, 2012), this resulted in discriminatory employment practices as organizations, parents, or students prefer native English-speaking teachers often exclude non-native speakers from consideration (Li Yi, 2011; Selvi, 2011); however, this study presented a different perspective. The exposure of students and staff in the multilingual international school to a variety of cultures, languages, and perspectives has helped foster acceptance and appreciation of differences and with that it has helped them remain immune to prejudice and bias. Although the multilingual international school emphasizes English as the main language of instruction, non-native students and teachers are not excluded or discriminated against because the school focuses on supporting English language learning and helping them improve their English language skills to a high level, so they are able to express themselves effectively through the language. The findings indicated that the three non-native English teachers in the study did not report any discriminable experiences from their colleagues or students throughout their tenure at the multilingual international school. Thus, it is able to be assumed that there was a positive surrounding environment and a lack of discrimination against non-native English teachers at the school.

However, being non-native speakers in a position where many people believed that it was only reserved for native English speakers, was not entirely smooth. The findings indicated that their non-native statuses created a mark that made them feel specifically monitored, as a result, the non-native statuses have a particular impact on their self-esteem and job motivation. Even though they did not consider it as a heavy burden on their shoulders, it was a challenge that required them to prompt themselves to perform well to prove that they are worthy and deserving of their

current position as non-native English teachers. Furthermore, from the data analysis process, it was found that all aspects (self-image, self-esteem, job motivation, task perception, future perspective, and subjective educational theory) are interconnected, that is when their confident feelings impacted on how they perceived and believed in themselves and led to being motivated to perform well in their professional career and viewed tasks as their responsibility as well as future perspective impacted on their job motivation and task perception to perform and to achieve their future goal. Even so there were solely two out of six aspects were significantly affected by the three teachers' non-native identity: self-esteem and job motivation which was in contrast to previous studies (Anspal, Eisenschmidt, and Löfström, 2011, see also Prabjandee 2020) found that teacher identity development was changed by all aspects. In this study, it was clearly seen that the three non-native English teachers' identity had no significant effect on other aspects than the two above-mentioned.

Although this study was only explored the small limited number of non-native English teacher participants, the finding has showed obviously that having high English proficiency and a complete set of qualification that general English language teachers must have, become greatly positive sources in building and remain the participants' confidences. Interestingly, the way of how they perceived themselves as an English teacher had no negative impact regarding their non-native statuses. In contrary, they has reflected on their non-native statuses as their advantages and strength. Moreover, it is essential to consider the social-cultural context in which the teachers worked in, in order to maintain their perception of positive identity statuses. The participants reported that they felt accepted and received adequate support from the school. When the teachers received the opportunity to perform freely to perform their potential with confidence through their non-native statuses as English teachers, they can successfully achieve great results in improving their students' English skills. With success in the teaching career, it led to greater acceptant from both students and parents. What is important to be noted is that the three non-native English teacher participants not only perceived themselves as an English teacher, but they all were seen in that position by both students and parents regardless of their non-native statuses. This acceptance and recognition helped in fostering their positive identity and develop a constructive sense of themselves as a non-native English speaker.

Implications

Based on the findings in this study, several implications and recommendations for non-native English teachers and multilingual international schools could be provided. Firstly, it is important for non-native English teachers to recognize that their English language proficiency, language teaching practice, and experience are the most important qualifications for language teachers, rather than simply being like a native English speaker. While having a native-like English proficiency is beneficial, it is not the most important key to success in English language teaching. Instead of feeling inferior to their native English-speaking colleagues, non-native English teachers should empower themselves to develop their teaching skills and expertise. Therefore, it is obviously seen that when non-native English teachers prioritized on their qualifications, teaching skill, and experiences rather than other things, they may professionally develop and maintain confidence in their teaching position as an English language teacher in multilingual international schools.

Secondly, the background life experience of non-native English teachers plays a significant role in identity formation process. Having a lengthy history of positive experiences as a non-native English speaker can help foster a positive attitude regarding their non-native statuses, help them feel more comfortable with the language, and do not feel alienated holding in their position as an English language teacher. Thus, it is significant for the teachers to embrace their non-native statuses and use their unique cultural and linguistic backgrounds to strengthen their teaching performances to create genuine and meaningful experiences for their students, such as negotiating and building connection between their non-native cultural identities and their knowledge of the diverse linguistic cultural of students in the classroom to make the classroom interesting.

Additionally, the findings also reveal that the socio-cultural setting context, especially the school in which non-native English teachers work in, has a significant role in shaping and reshaping the teachers' identity. Identity plays an essential part in professional development, particularly in the field of education. Recognizing the importance in teacher's growth and effectiveness, it is critical in designing professional development programs that incorporate and value these aspects. By

doing so, schools will be able to create an inclusive and supportive environments that allow non-native English teachers to thrive. Having prejudice against non-native English teachers does not help, when successful English teaching does not solely depend on teachers' native or non-native statuses. On the contrary, if schools support and enable for non-native English teachers to perform based on qualifications and abilities rather than their statuses, this will definitely help facilitate their confidence and develop positive identities among professional non-native English teachers, where students are the one who benefit most from these professional teachers from believing in their self-existence. It is important to prioritize qualifications when in the process of hiring or developing language teachers. While being a native can be beneficial in certain situations, it should not be the only or primary factor in evaluating teachers' competencies. Outstanding in qualifications ensures that teachers have the skills, knowledge, and teaching expertise needed to effectively engage students and support the students' learning.

From the above information, it is clearly seen that this study highlights the importance of recognizing the value of language teaching performances and experiences, positive background experiences, and supportive environments for non-native English teachers in schools. By being able to embrace their non-native statuses, they, non-native English teachers can use their unique cultural and linguistic backgrounds to enrich their teaching and create a more diverse educational environment. Therefore, we can see that multilingual international schools have a responsibility in supporting and valuing non-native English teachers and providing them with facilities and opportunities they need to succeed in their teaching professions.

Limitation of the Study

One important limitation of this study is the possibility of subjective nature of narrative inquiry. When participants took place in this study, they were asked to share their personal stories, so there is a possibility that they may not be providing the whole truth or completely accurate information. The participants may be unwilling to share certain details because they do not want to make themselves look bad, or some details are too sensitive to retelling, or they may want to present themselves in a

different aspect. Additionally, some participants may have forgotten some certain experiences that happened to them, which directly affected the accuracy of the research. These factors may limit the reliability and validity of the findings. Therefore, it is important to acknowledge this limitation and find ways to help participants feel more at ease and trust in sharing their personal narrative with researchers, in order to reduce the possibility of response bias occurring in future research.

Recommendation for Future Research

According to the findings in this study, it can be clearly seen that in addition in having confidence their teaching abilities, the non-native English teachers are also very confidence in their level of English proficiency. For this reason, they did not see themselves as inferior to any other native English teachers. Therefore, I am of the opinion that future research on the development of non-native English teachers' identity in multilingual international schools should focus on conducting to explore the level of English proficiency between native English teachers and non-native English teachers. This study will help us understand potential differences in language competencies and their impact on English language teaching. Additionally, the future research should include participants from more diverse backgrounds. This means having more people involved in the research and ensuring that it includes participants of different genders. By following this recommendation, researchers will be able to better understand the personal perspectives from diverse populations and the findings become more reliable and accurate. Including people from different backgrounds provides a broader perspective that can help increase in-depth understanding of research in this field. Therefore, future research should prioritize a wide range of participants to obtain a more complete picture of the research.

Conclusion

In the era of globalization, non-native English teachers plays an important part in English language education. Therefore, we need to study about their identity because it will help us in gaining a better understand of how non-native English

teachers established and positioned themselves in their professional roles. As a result of doing this, it will help to facilitate in promoting inclusivity and diversity among English language teachers. In addition, accepting non-native English speakers as English language teachers challenges the biases and stereotypes that exist in the English language educational field, where there is a myth saying that native English teachers are better than non-native English teachers. When in fact, the ability to teach effectively is required not by one's native or non-native status, but by practice and expertise that can be effectively transferred to students. Thus, it is a must that we empower and encourage non-native English teachers to embrace and to be proud of their statuses, as well as perceive it as advantages they could bring in their classroom setting. Being a non-native English teacher means that they can use their unique perspectives, diversity, culture and their experiences in learning English language to make it useful in the classroom. As a result, non-native English teachers can fully support their students to achieve success in English language learning. The fact that non-native English teachers feel positively about themselves in their professional roles can also lead to job satisfaction and retention. This means that we are able to retain qualified non-native English teachers in the English language educational system. So, understanding non-native English teachers' identity can help us to provide supports where is lacking or needed and help us to develop non-native English teachers' strength in the right direction since their existences are greatly important in the English language teaching field.

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APPENDICES



APPENDIX A

The IOC Index for Research Instrument Evaluation for Experts

Please place a checkmark (√) in the box that corresponds to your response.

The ratings are:

- +1 : Item clearly taps objective
- 0 : Unsure/unclear
- 1 : Item clearly does not taps objective

Constructs	Score rated			Comments
	+1	0	-1	
Profession Self (Self-image)				
1. Do you see yourself as an English teacher? Why?				
2. In your opinion, do other people think that you are qualified to teach English? Why?				
3. In your opinion, what makes someone an English teacher?				
Profession Self (Self-esteem)				
4. Are you confident in teaching English?				
5. What is your expertise in teaching English? What skills do you teach best? Can you give specific examples?				
6. Do you feel you are a legitimate English teacher? Why?				
7. Why do you think you are hired at this international school?				
8. What is it like being a NNES in the international school? What is it like to teach there?				
Professional Self (Job motivation)				
9. Why did you decide to become an English teacher?				
10. How did you decide to teach at the international school? What makes you stay in the teaching profession?				
Professional Self (Task perception)				
11. In your opinion, what are an English teacher's responsibilities?				
12. Are you aware of the global spread of English? Can you give some examples of what it means to you? Does the global spread of English impact your English classes?				
13. How can you prepare your students for the globalization world?				
Professional Self (Future perspective)				
14. What do you want to improve yourself in the future?				
15. What do you want to learn more about English language teaching (ELT)?				

Subjective Educational Theory (Knowledge & Belief)				
16. What is your understanding of being an English teacher?				
17. What kind of knowledge and potentials should an English teacher have?				





APPENDIX B

The results of Item-Objective Congruence (IOC) scores from experts

Items	Opinions			Total score	IOC
	Expert 1	Expert 2	Expert 3		
1	+1	+1	+1	3	1.0
2	+1	+1	0	2	0.67
3	+1	+1	+1	3	1.0
4	+1	+1	+1	3	1.0
5	+1	+1	+1	3	1.0
6	+1	+1	+1	3	1.0
7	+1	+1	+1	3	1.0
8	+1	+1	+1	3	1.0
9	+1	+1	+1	3	1.0
10	+1	+1	+1	3	1.0
11	+1	+1	+1	3	1.0
12	+1	+1	+1	3	1.0
13	+1	+1	+1	3	1.0
14	0	+1	+1	2	0.67
15	-1	+1	+1	1	0.33
16	+1	+1	+1	3	1.0
17	+1	+1	+1	3	1.0
Total	14	17	16	47	0.92

$$IOC = (\sum R/N) / N$$

Number of items (N) = 47

$$R = 14+17+16 = 47$$

N = 3 (Number of experts)

$$IOC = (47/3) / 17 = 0.92$$

$$\text{Percentage: } 0.92 \times 100\% = 92$$



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