



NARRATIVES OF SCHOOL DIRECTORS' LIVED EXPERIENCES AND
ATTITUDES TOWARDS GLOBAL ENGLISHES

SUPAWADEE NOKNOI

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR MASTER DEGREE OF EDUCATION
(INTERNATIONAL PROGRAM)

IN TEACHING ENGLISH AS A GLOBAL LANGUAGE
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การศึกษาเรื่องราวประสบการณ์ชีวิตและทัศนคติของผู้อำนวยการ โรงเรียนตามกรอบแนวคิดของ
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The Thesis of Supawadee Noknoi 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 explores the school director' lived experiences and attitudes towards Global Englishes qualitatively. Narrative inquiry is employed to examine the differently five school directors' lived experiences and attitudes performing as the purposively selected participants who are in Chonburi province, eastern part of Thailand. The semi-structured interview and ethnographic field notes are postulated as the research instruments. The three research questions are analyzed conceptually in the thematic analysis through coding process: what and how the school directors' lived experiences and attitudes towards Global Englishes influence and impact the ELT field.

I employed online (Google Meet) and onsite (at school) collection of data in particular period of times appropriately. The findings are all five school directors have similar negative and positive lived experiences, which cause them to position a native speaker as a standard ideology as their attitudes. At the same time, they are aware of Global Englishes, which produce intelligibility in communication which is an important factor. Variously, Chon 3 has a different attitude in terms of promoting the native speakers as the core of the standard. Budget and sociocultural contexts in particular administrative contexts are dominantly perform as the crucial decision significantly, the result is that three of the five decided to employ native speakers with two conditions mentioned above which located as most participants' decision.

This discovery is advantageous for language educational development, preparing the school directors for an awareness of other school directors, which will be the result of positive ELT impact explicitly in a Thai context, where implemented Global Englishes (GE) to English language teaching (ELT) in schools' areas.

Significantly, the force needs to investigate the significant perceptions that cause the necessary decisions from the school directors. Due to the narrow investigation done with the attitudes, this research will be helpful and challenging for the educational development of the teaching and learning of English in Thailand and other countries with similar sociolinguistic contexts.



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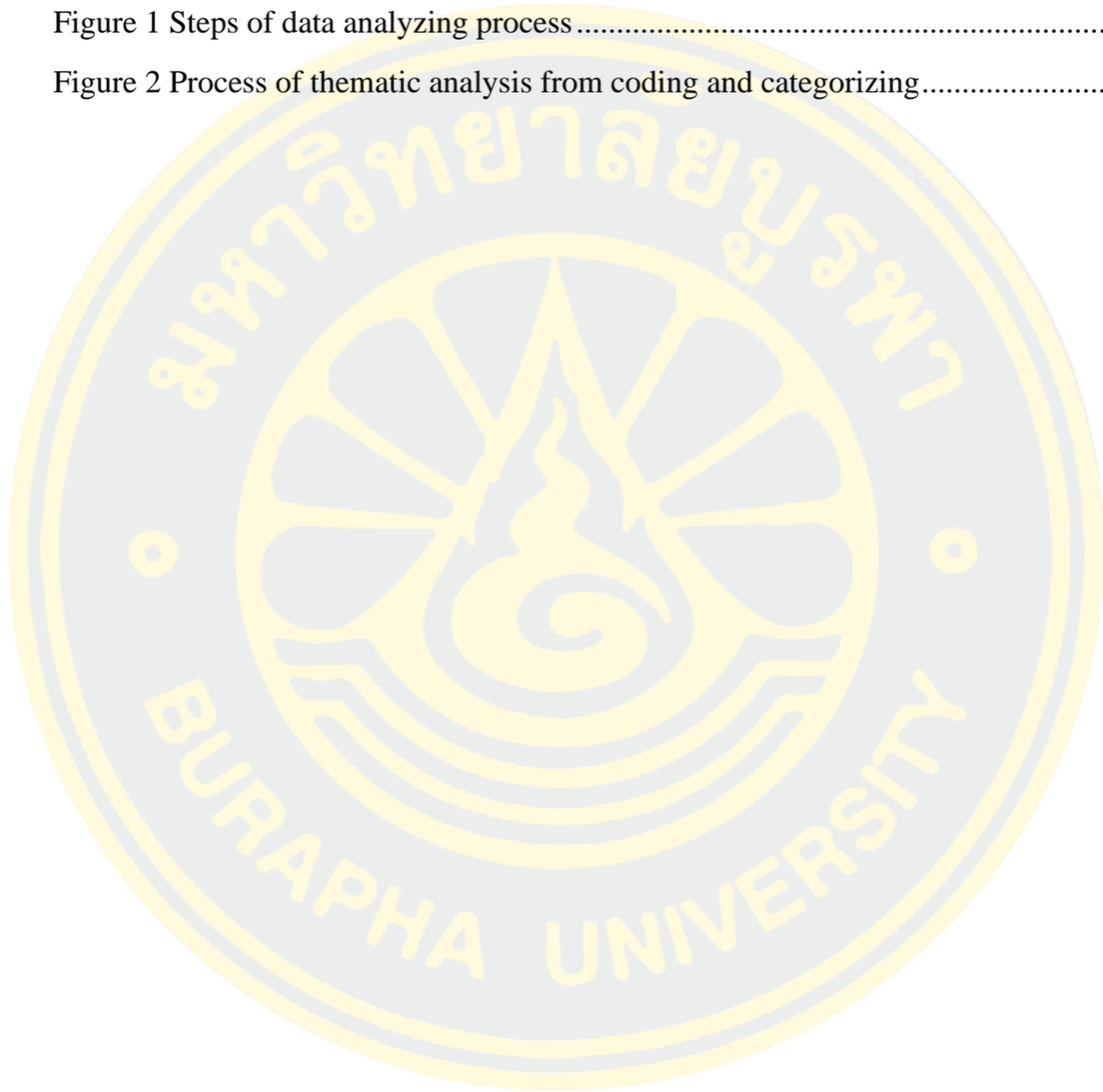
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CHAPTER 1

INTRODUCTION

This chapter is an introduction to the present study, which aims to explore the school directors' lived experiences and attitudes toward Global Englishes. This chapter describes the background of the study, statement of the problems, the significance of the study, research objectives, research questions, conceptual framework, and definition of terms.

Background of the study

English is used globally as a crucial communicative tool in the age of globalization between different nations. The global spread of English makes it imperative to rethink the notion, status, and form of the English language (Galloway & Rose, 2015). First, English is being used increasingly as a lingua franca (ELF), which means the use of English between non-native English speakers (NNES) (Jenkins, 2007). Second, based on its international use in various contexts, new varieties of Englishes have emerged which have locally unique linguistic features, such as Singaporean English, Indian English, or in Kachru's term (1985), World Englishes. Taking these concepts together forms the new field of Global Englishes, which addresses the global spread of English and its impact on the English Language Teaching (ELT) (Galloway & Rose, 2015).

Global Englishes is an emerging field of research and has received extensive interest from many researchers (e.g., Fang & Widodo, 2019; Galloway, 2013, 2017; Galloway & Numajiri, 2020; Galloway & Rose, 2018; JUNTANEE, 2019; Murata & Jenkins, 2009; Pennycook, 2006; Prabjandee, 2020; Rosenhan & Galloway, 2019; Toker, 2012). One emerging line of Global Englishes research is the study of language attitudes toward Global Englishes. Several participants have focused on prior research, such as learners, teachers, and stakeholders. This line of research is essential because it helps ELT stakeholders understand a particular group's knowledge, feelings, and behaviors, which provides valuable resources for ELT. The most widely used concept of language attitudes is Garrett (2010), which describes three main

components of language attitudes' structure: cognitive component (knowledge about a language), affective component (feelings about a language), and behavioral components. This concept has been used to research both teachers and learners (Garett, 2010).

To begin with, the teachers' attitudes towards Global Englishes have been widely researched in various contexts. For example, Ahn (2015) investigated English teachers in South Korea's awareness of and attitudes towards four selected Asian English varieties. The findings pointed out a lack of understanding about Asian Englishes negatively influencing teachers' perspectives. Monfared and Khatib (2018) also investigated English teachers in India and Iran. The results show that Iranian teachers favored the NES form of an American accent, while Indian teachers valued their local English forms. In Thailand, Huttayavilaiphan (2019) investigated Thai university teachers' beliefs about English and pointed out that the teachers' beliefs are a basic shape of the teacher's cognitive complexity, and the results stated that several teachers accommodate the NES norms, which could lead to adverse effects on both teachers and learners. Based on these studies, it is safe to conclude that context plays a vital role in exploring teachers' attitudes towards Global Englishes (Huttayavilaiphan, 2019).

Moreover, learners' attitudes towards Global Englishes are also widely researched in various contexts. For example, in Hong Kong, Chan (2018) investigated secondary learners' attitudes which reported the gender differences as a significant gap in the school context, and explained the relationship between gender and language attitudes. The finding was that the female participants were more favorable to NES than males. In Thailand, Jindapitak (2010) examined the English learners' attitudes towards English varieties at a southern university. The findings indicated that the purpose of using English as a lingua franca (ELF) context is a crucial suggestion to raise English users' awareness of different varieties. Similarly, Snodin and Young (2015) investigated Thai learners' attitudes toward English diversity along with the language policy, practice, and development in Thailand across ASEAN. The study explained that the dynamic nature is assessed, and the perceptions and the attitudes of learners in Thailand are to recognize based on the language policies and practices.

Statement of the problems

While previous studies have explored attitudes toward Global Englishes from learners' and teachers' perspectives (e.g., Ahn, 2015; Chan, 2018; Huttayavilaiphan, 2019; Jindapitak, 2010; Monfared & Khatib, 2018; Snodin & Young, 2015), limited research has focused on school directors' attitudes. The school directors are an under-researched population, especially in the ELT profession. They are significant because every vital change in school is usually from the directors. This means that their decisions impact both teachers and learners. For example, how the school directors view English in schools will affect the school's hiring practices, and different English teachers will cause diverse learner outcomes. This line of inquiry is an urgent matter which needs to be addressed in the research, and it can be a crucial segment to complete the understanding of stakeholders' views towards Global Englishes.

Additionally, it has been observed that the standard measurement of language attitudes in prior research are surveys or verbal disguise tests (e.g., (Chan, 2018; Ghazvini & Khajehpour, 2011; Monfared & Khatib, 2018; Pilus, 2013; Rahimi & Hassani, 2012; Yeh, 2013; Zhang, 2013). The survey is considered a direct approach, while a verbal disguise test is an indirect approach to explore language attitudes. These measurement methods have certain limitations, in which they assume language attitude is a stable variable, something happened at one moment rather than studying it as a developmental concept. However, it is safe to argue that the language attitudes can be changed depending on various factors such as the background of the knowledge, lived experiences (Iversen, 2020), or social environment (Amin, 2020; Jindapitak, 2010; McKenzie & Carrie, 2018). Therefore, studying attitudes from a qualitative perspective may yield more information than using surveys or verbal disguise tests.

Therefore, this study explores the school directors' lived experiences and attitudes towards Global Englishes. The lived experiences are conceptualized as past, present, and future experiences related to ELT, such as self-concept as a language learner, going abroad as user, or administrators who experience hiring English teachers in schools as directors—aiming to benefit from the valuable decisions or results which are related to the ELT paradigm development. It is also a study of the

attitudes that affect the accelerated progression of the quality educational system by considering the population requirement in the new era, especially in Thailand.

Significance of the study

The outcome of this study provides empirical knowledge about school directors' lived experiences and attitudes toward Global Englishes. This knowledge is essential because it helps the fields of Global Englishes understand the under-researched population in the language attitudes study. Such understanding is an asset to prepare prospective school directors for awareness of Global Englishes because they are the ones who make decisions about the school curriculum. In addition, since many schools now hire foreign English teachers, this study reveals how hiring practices are undertaken inside school contexts. This study is one of the first attempts to investigate school directors who have the authority to issue hiring practices at the policy level which is a great benefit to explore the various attitudes and the effect of adaptation from various factors involved.

Research objectives

This study is conducted for three main purposes as follows:

1. To explore school directors' lived experiences and attitudes toward Global Englishes
2. To explore how school directors' lived experiences influence attitudes toward Global Englishes
3. To investigate how school directors' lived experiences and attitudes toward Global Englishes impact the management of ELT at their schools

Research questions

This exploratory study is comprised of three crucial research questions as follows:

1. What are school directors' lived experiences and attitudes toward Global Englishes?

2. How do school directors' lived experiences influence attitudes towards Global Englishes?

3. How do school directors' lived experiences and attitudes toward Global Englishes impact the management of ELT at their schools?

Conceptual framework

School director's lived experiences and attitudes toward Global Englishes are the main conceptual framework in this research. Lived experience means the wisdom of reality, manifested in autobiographic stories referring to the past moment. Experience is the key discipline to present and future behaviors. This means that the lived experiences influence the 'attitudes,' for example, the English knowledge background received when one of the participants was a child in a local Thai school will affect one's present recognition, feelings, and behaviors. Those experience productivities relate to the three main components of attitudes: 1) cognitive component which can be knowledge, 2) affective component which can be feelings, and 3) behavioral components which can be behaviors (Garrett, 2010).

Another crucial expression related to ELT is 'Global Englishes.' The first aspect relates to the English Language Teaching (ELT) paradigm shift to be unpredictable target interlocutors (Prabjandee, 2020). As supported by Kachru and Nelson (1996), the new increasing change of NES to NNES norm in English varieties aims to raise awareness about the global spread of English. Conforming to that ELT paradigm shift emphasizes the need to change from using the NES as a benchmark to measure competence to respect diverse types of Englishes (Prabjandee, 2020). The substantiality that NNES is outnumbered and NES makes it no longer relevant to use native-like proficiency as a benchmark to measure competence (Kachru, 2006). Depending on this change, it leads to incline the other using English focusing change. This refers to the purpose of English varieties for more centralization to understand the people's ideas or views based on mutual interpretation.

Based on the previous benchmark turn, several English users might have different purposes and advantageous English needs, proficiency in English can be the key to better opportunities in both educational and employment settings (Curran & Chern, 2017). The primary purpose of communication is to understand the

interlocutor and respond appropriately. Therefore, the objective of using English variety is also moving to get the ‘intelligibility’ in communicative contexts; it is known widely in terms of the spoken, the output from the speaker, and the writer. Whereas the input from the listener and reader in the same communication for the diverse users in globalization.

According to the intelligibility purpose, which comes from initial inclination, all aspects cover the concept of new Englishes in terms of communication in English as a lingua franca context. English functions as an official lingua franca in ASEAN; it is also “perceived as an essential lingua franca which links Thailand culturally, intellectually and commercially with other ASEAN countries and the rest of the world,” (Baker, 2012 , p.3) This quote is concerned with the fourth aspect of Global Englishes.

Additionally, all four addressed aspects refer to the position change of English membership. The ownership from belonging to NES to becoming global ownership is represented as the last aspect. The sense of using English as a lingua franca (ELF) and the sociolinguistic landscape of the 21st century impact the global ownership of English. Rose and Galloway (2019) stated that based on the statistics of the increasing number of NNES users and the interrelation of people who are from different linguistic and cultural backgrounds as well as the learners’ particular needs around the world directly affect the teaching of the language.

All five aspects of the term ‘Global Englishes’ aim to consistently investigate the different school directors’ lived experiences and attitudes towards Global Englishes. As reported above, the different participants’ lived experiences will influence the perspectives such as knowledge, feeling, and behavior through retelling individual narratives. The relations between the lived experiences and attitudes will impact the ELT field, which is required to develop in the future. The consequences of time are also essential to examine; there will be some relations or reasons in progress.

Definition of terms

School directors’ lived experiences refers to a collection of stories that school directors lived and retold in a social context. Lived experiences consist of *past, present, and future* related to ELT. The ‘past’ in lived experiences includes the

perception of themselves as language learners, going abroad experiences, or previous administrative positions. The ‘present’ in lived experiences introduces the working process as current position of school director which is based on how they think and perform the ELT for particular school contexts. The ‘future’ in lived experiences includes prospective expectations about ELT at the schools. All three different times will impact the ELT in their contexts.

School directors’ attitudes refers to the diverse opinions about Global Englishes, which are from the different schools’ positions, including school size, educational systems such as private and public schools, background knowledge, gender, experiences, and academic policies locally. The three main components of attitudes’ structure are conducted: a cognitive component, which can be knowledge; an affective component, which can be felt; and a behavioral component, which can be behaviors (Garrett, 2010). In this study, the attitude was assessed by conducting interviews.

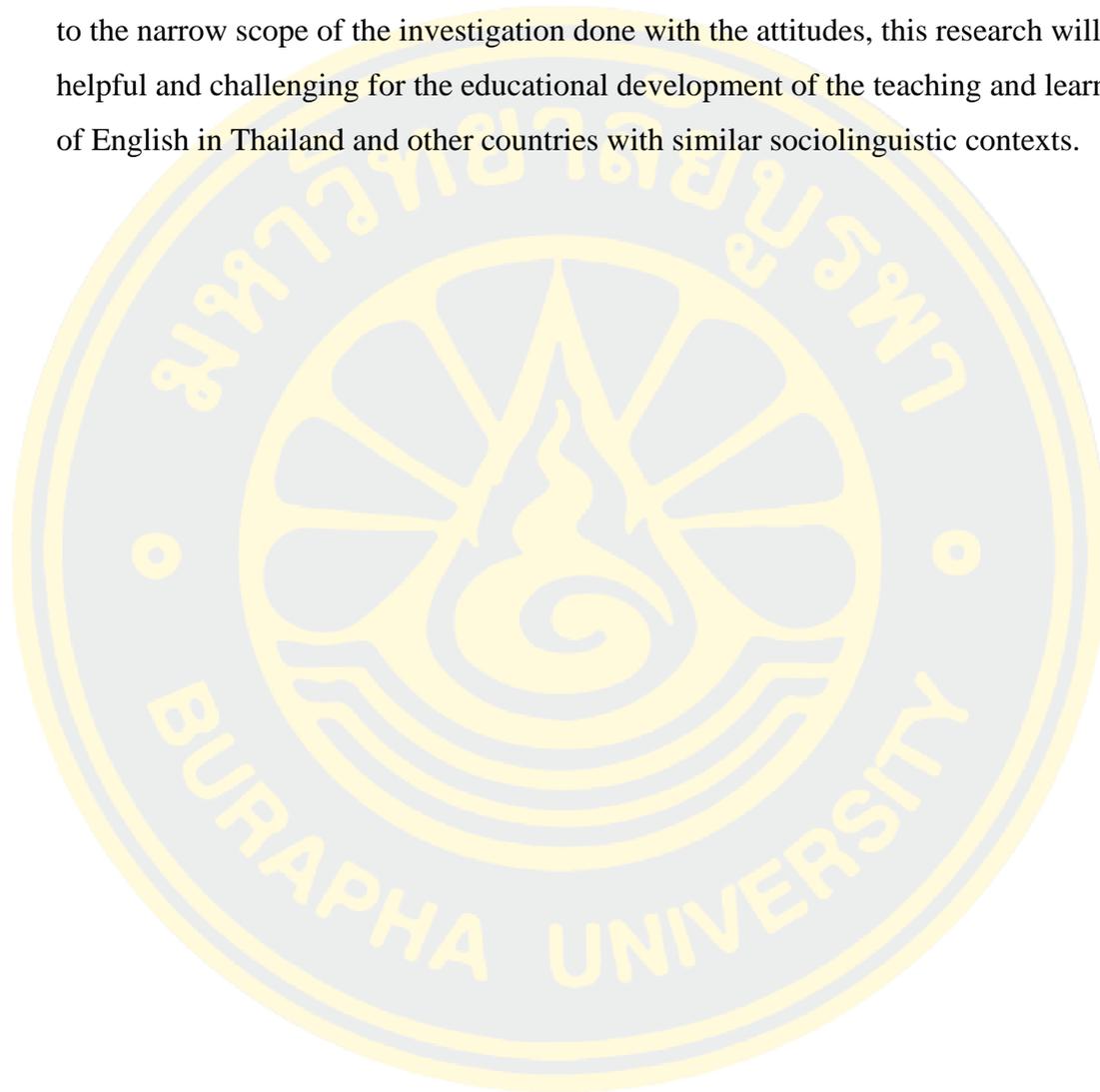
Global Englishes refers to an ELT paradigm that aims to raise learners’ awareness about the global spread of English, where the target interlocutors are unpredictable (NES or NNES). It emphasizes the need to change from using native speakers as a benchmark to measure competence to respect diverse types of Englishes. The aim of using English varieties is for intelligibility in communicative contexts. It also covers the content of new Englishes and communication in English as a lingua franca context. Additionally, it refers to the change of ownership of English from belonging to NES to becoming global ownership.

English Language Teaching (ELT) refers to the school’s policies, hiring practices, curriculum, activities to support learners, projects, and other educational achievements. The ELT is also associated with the directors who decide to generate teachers’ and learners’ positions in English language classroom productivities under different conditions.

Chapter summary

This study explores school directors’ lived experiences and attitudes towards Global Englishes. The findings are advantageous for language educational development, preparing the school directors for an awareness of other school

directors, which will be the result of positive ELT impact explicitly in a Thai context, where implemented Global Englishes (GE) to English language teaching (ELT) in school areas. Significantly, the force needs to investigate the significant perceptions that cause the necessary decisions, hiring practices, etc. from the school directors. Due to the narrow scope of the investigation done with the attitudes, this research will be helpful and challenging for the educational development of the teaching and learning of English in Thailand and other countries with similar sociolinguistic contexts.



CHAPTER 2

LITERATURE REVIEW

This chapter presents related theories, concepts, and research. The first section describes the definition of language attitudes, the importance of language attitudes, and language attitudes measurement. The second section is associated with the notion of Global Englishes. The last section reviews school directors' roles and related research respectively.

Conceptualizing language attitudes

The definitions of language attitudes are closely linked to several notions, such as recognition, perception, understanding, experience, consciousness, and awareness. For the attitude definition, Thurstone (1931) stated that attitude is influenced by a psychological phenomenon, emphasizing positive and negative emotional feedback. Allport (1954) maintained that attitude was the most fundamental concept in social psychology or considered one of the unavoidable drivers of human behavior. These are the introduction terms that relate language to different behaviors. Additionally, there are other determinants about the social aspect in the psychological field, a received individuality to “think, feel, and behave toward a person or object in a particular way,” or the process that we can learn which is similar that attitude is “what a person has learned in the process of becoming something in a particular way.” Another attitude definition from Eagly and Chaiken (1993) is a significant addition in sociology and communications, which is related to the language, as Monfared and Khatib (2018) mentioned in their core of attitude part. The brief recognition of the attitude here is the required input that affects the output individually.

Some evidence demonstrates the social and communication aspects associated with language acquisition because it is ‘a learned process in different communities.’ As Oroujlou and Vahedi (2011) mentioned, the attitude is a durable configuration of beliefs from something or a situation to respond in some beneficial aspect because it is learned; in contrast, it can be unlearned, “attitudes are situational

and can therefore be generalized.” That means attitude is ‘a learned and unlearned process’ depending on individuality, indicating to Sweldens, Corneille, and Yzerbyt (2014) that referenced the works of Hovland, Janis, and Kelley (1953) and McGuire (1968) that ultimately resulting in attitude can be changed.

Based on several researchers that described the attitude structure, I mainly used Garrett’s structure (2010), which stated that the three main components of attitudes’ structure are: *cognitive, affective, and behavioral*. Begins with the knowledge, feel, and behave learning system (Allport, Clark, & Pettigrew, 1954), it is “an inner component of mental life that expresses emotion and behavior” consisting of three components of attitude (Oppenheim, 1982). Garrett (2010) pointed out that the language attitude influences knowledge (thought), feeling, and behavior with more detail of three components: cognition is about belief, affect is about feeling involvement, and both positive and negative effects. Behavior is about the motivation to do or act with the cognitive and affective judgments by providing the process to learn observational and instrumental learning (Garrett, 2010).

Garrett (2010) also gathered related words such as habits, values, beliefs, opinions, and two social stereotypes and ideologies. He assumes that attitudes play a significant role in supporting the current behavior in the structural relation of perspectives in his study:

Links between people’s attitudes towards language varieties and their behaviors are likely to differ according to the complexity of the language's use (p. 28).

Garrett's (2010) viewpoint is that the attitudes related to behaviors through the intention process. From this point, there is a relationship between the similarities and differences; for example, Monfared and Khatib (2018) examined that the cognitive component in their study was the pronunciation of Iranian and Indian teachers’ attitudes based on their English variations. They added more examples for this cognitive section: “I believe that learning English will give me a deeper understanding of English culture”. This describes the belief as cognition in terms of language learning; the second element is the affective component, this part, as a barometer of favorability or unfavourability (Garrett, 2010), can show the extent to

which teachers approve or disapprove of the attitude object. The following part is the case sentence “I am happy with my English accent,” which can be described as the word ‘happy’ as the positive personal feeling in accent varieties. The third section is the behavioral component. An example of the behavioral statement is “I would like to sound like a native speaker of English” this will illustrate the action after getting the belief and feelings that a native speaker is a language model (Garrett, 2010).

Attitudes towards language are occupied by individuals as members of social groups, another way they are more or less explicitly codifying the policies and politics at different pedagogical levels of society (Kristiansen, 2003). As noticed above that attitudes affect the judgment because of the three components, “the model views behavior in any given situation as a function of the individual's immediate perceptions of the attitude object in the context of the situation in which the object is encountered” (Fazio, Powell, & Williams, 1989), this is the attitude-behavior relation.

Rahimi and Hassani (2012) reported that “in the second language acquisition field, researchers have mostly paid attention to two types of attitudes: attitudes towards the learning of the language, and attitudes towards the community of the target language”, they also implicated some positive attitude concepts which will be more advantageous to language learners referring from many related researchers by considering textbooks in language learning (Rahimi & Hassani, 2012).

Another investigation of the attitudes towards foreign language learning and computer-assisted language learning (Oz, Demirezen, & Pourfeiz, 2015) is using the ‘internet’, these are the cases claiming that the attitudes structure is collaborated with any field of language learning especially for second language and foreign language acquisition. Other emphasis for all three components, references Monfared and Khatib (2018) exploration of Global Englishes belief in a Thai educational context for cognitive components, the different feelings that affect the perceptions for affective components, and finally the judgment of hiring English teachers in schools for behavioral components (Monfared & Khatib, 2018).

Consequently, the attitude is definitely related to the language field, especially the second language as many researchers mentioned, the language attitude definition which I generated is the learning process that people acknowledge, feel, and

behave based on their experiences that they have encountered in the past and this attitude can influence their future behavior based on what they view in the present.

Importance of language attitudes

In every stage of life experience of using language, people tend to have different attitudes based on the environmental factors that influence the decision to do or not do something relationally. For example, I have had a bad experience with the verbal violence of teachers to frame my idea that I could not be wrong, I did not like English, English was a very difficult subject for me because English is used as a foreign language (classify as cognitive component), that also resulted in me unwilling to study, unhappy to learn (classify as affective component), and I did not want to do any homework or attend English classes (classify as behavioral component). These example experiences are the situations that positioned in the past which I had a negative attitude towards the second language I learned. But when growing up I had a good experience I have a positive attitude that made me decide to study further in the future. These experiences and attitudes have a causal relationship that deserves to be studied in this study which I explained each particular researchers who examined the language attitude in this part (Garrett, 2010).

Based on the various definitions of language attitudes, several researchers have explored the attitudes in different situations which means that there are various numbers of researchers who are interested in the importance of language attitude. For example, Ahn (2015), a study in Korea, remarked that there is no wealth of research related to Asian English speakers' attitudes towards Asian Englishes through studying that gap. She provided two potential reasons, the first one is the economic, socio-political and geographical constancy considerations associated with the intimate relationship and familiar interactions with the speakers who are from the neighboring countries of South Korea. The next reason is the communicative needs instructing curriculum authors and policy constructors. The aim is to raise the English teachers in South Korea awareness and get some positive attitudes towards Asian varieties of English, comparing them as the role models of Asian English varieties with respect in the particular community (Ahn, 2015).

Another consideration is from Galloway's (2013) theory and practice in a Japanese context, that determines the multilingualism concern based on the spread of Englishes, she emphasizes the significance to support the learners adapting the strategies in ELF appropriately, one of the main stakeholders in ELT is to investigate students' attitudes, the purpose is to provide a profound understanding critically because the curriculum change in English education area, main feature of sociolinguistic sensibility of English dynamic to evaluate current ELT practices (Galloway, 2013).

McKenzie (2008) indicated that language attitude explorations have contributed to expect that people who can listen to and evaluate speech stimulation can determine the varieties of English in question. Other various studies that suggested the diverse of accents, the aim of this study is to uncover language attitudes towards Hong Kong English (HKE) and Mandarin-accented English (ME) (Zhang, 2013), the findings establish the relative acceptance amongst an elite group in Hong Kong possibility in terms of English varieties, which expresses the opportunity to develop a standard local variety in the coming future (McKenzie, 2008).

The way to access the attitude from conscious memory is presented that attitude is to navigate the behavior outcome, this statement involves the behavior as a result describing attitude is like a vehicle which leads people to the destination, the expected product that is the final performance (Fazio et al., 1989).

The dominant paper which criticizes the social life of language is related both directly and indirectly happening in daily life. The key term, attitudes to language, is the way we "communicate, competence, intelligence, friendliness, trustworthiness, social status, group memberships, are judged" (Garrett, 2010). He suggested that language influences everyday thoughts, feeling, and behavior, this can be explained by some simple components which affect sociolinguistics claiming that "language attitudes permeate our daily life", language variation carries social meanings and so can bring very different attitudes (Garrett, 2010).

Researchers have represented three reasons of how they view language attitude as seriousness, which are 1) to raise awareness, this is for every position which matters about the language use in reality, especially for the teachers and the students standing points, 2) the opportunity to develop a particular standard, for

example, the aim of students' attitudes of English language teaching in schools is investigated to develop curriculum to change some critical competence in order to improve the educational grounds of each area., and 3) different attitudes bring different social meanings, that is associated with the sociolinguistics issue which includes how the language is used for cultural norms, expectations, and society's effect on language. In my paper, I emphasized Garrett (2010) principally because he studied the language attitude intensively which is relevant to the use of English as a second or alternative language as a foreign language (Garrett, 2010).

In Garrett's seminal book (2010), attitudes to language, it is introduced through various interpretations through different example environments which will bring us to understand how important it is, language attitudes' investigation. The author considers the scope of grammar and accent as well as a code-switching concept by providing different consequences as follows.

Firstly, designing words in terms of language to convince people about political debate, this language use is aimed at attitudes, such as the word 'listening and children', from Luntz's recommendation aiming to engage female voters. The next subordination of the word part is the personal names including both males and females, objects, and places, are also words that reflect and evoke attitudes. Those impact the responses, encountering the tendency towards that person, this involvement is figured that names affect people's attitudes on their behaviors, favorable and negative stereotypes called social stereotypes (Garrett, 2010).

Mentioning gender, there are other researchers who studied how it is related to the language, and that there are three categories which are religious, excretory, and sexual (Bostrom, Baseheart, and Rossiter (1973). There are some changes between different genders, for example, 'language and gender', "Why are males more inclined to use strong swear words than females? An evolutionary explanation based on male intergroup aggressiveness" (Güvendir, 2015), the results of this article indicated that it is true that males use swear words more than females, the researcher referred to a lot of research that promotes the relationship to this point. For example, giving the related function of the human body to associate with the cause of being aggressive usually in males (Güvendir, 2015).

Returning to Garrett's (2010) study that the attitudes change between particular genders because of the different language use, the words. He suggested that communication reconciliation is an essential theory for the language attitude field according to attitude and behavior positions diversely, both positive and negative directions. Secondly, standardization in language, he highlighted on the misconception about language, which was the correctness concept or standard languages, were correlated in dictionary and grammar books by legitimacy referring to the prestige or stigma (Milroy, 2007). Functioning as the stressing words in pronunciation, in U.K. broadcasting.

Another study that investigated the global spread of English could have many different political, historical, economic and scientific reasons but one illustrious implication of it is the issue of multiple varieties of English (Monfared & Khatib, 2018). Researcher examined teachers' attitudes towards the pronunciation of their English variants in Outer and Expanding Circle communities (Kachru, 2006). Thirdly, grammar, the association between language and social groups are a bound character in language attitudes, standard language form and variety of forms, language judgment which is a stereotype based on sociolinguistic fields (Monfared & Khatib, 2018).

The next example, languages, "the labeling of language behavior and language is also a window into people's attitudes" (Garrett, 2010). This example, accents, diverse concerning attitudes to various accents affect people's life opportunities, the indicated previously is discrimination sometimes which can be determined to the social class (Bernstein, 1960; Guy, 1988). Therefore language attitudes are related to "sociolinguistics and social psychological phenomena" (Garrett, 2010).

The entire inauguration of Garrett (2010), attitudes to language, in chapter one, demonstrates how important studying more deeply will appear advantageously, it covers that language attitudes are individual and those can be changed compared with the dress style. According to the relationship between language attitudes and behavior, one term that is effective is 'motivation', specifically, male and female students' attitudes towards NS and NNS English varieties may affect their confidence in and motivation for achieving (Chan, 2018), these targets and hence their learning outcomes in English language education (see (Kirkpatrick, 2007).

Based on second language acquisition theories (Song, 2018), Garrett (2010) further emphasizes the close association among language attitudes and language learning, a particular language attitude has an effect of second language acquisition. As similar to the motivation and attitudes toward learning a second or foreign language (L2) has been reported to be the most crucial factor for success in language study with positive attitudes toward language learning motivates learners and promotes language achievement in different areas (Oz et al., 2015). This aims to find out whether there is any relationship between language learners' attitudes toward foreign language learning and application of technology in language learning environments (Garrett, 2010).

Additionally, the other suggestion that the student's good or poor attitude makes life easy or difficult in the foreign language classroom It is extensively accepted that fluency in the English language is an opener to achieve in life motivation, attitudes, and set of beliefs by concerning factors that can impact the students' productivity in the language classes (Oroujlou & Vahedi, 2011).

The belief in speech can evoke stereotyped reactions that reflect differentiated views of the language and its speakers (Yeh, 2013). This study purposes to investigate Taiwanese attitudes towards varieties of English and the speakers who use them, concentrating on the perspective of 'attitudes to language variation, dialect and speech style', concerning language attitude is an 'umbrella term' proceeding to various aspects of the language. Garrett (2010) indicates that 'common sense' is the significant idea of some debates for the durability and behaviors relation.

According to my emphasis, Garrett (2010) which is relevant to the language attitude studies, he produced the misconception about language, that was the correctness concept or standard languages referring to diverse legitimacy resources which can be affected the users' attitudes. Indicating his dominant comparison that language attitudes are individual and those can be changed compared with the dress style which can define that the attitudes can be changed based on what people encounter at that time and it can lead to some different behaviors in the future as I mentioned. Additionally, Garrett (2010) further cited an effect of second language acquisition as similar to the motivation and attitudes toward learning a second or foreign language (L2) that reported to be the most crucial factor for success in

language, which is explained that the attitudes toward language bring the language achievement relatively (Garrett, 2010).

Measuring language attitudes

According to the importance of the language attitudes which I referred to, for this part, I have presented how various researchers measure the language attitudes. Garrett (2010) referred to Cargile and Giles' (1998) three broad approaches identifying people's attitudes toward language called 'societal treatment' analysis of language varieties, direct measure and indirect measure. These are described in detail as follows.

Firstly, the direct approach, asking some questions straightly, he presented two examples which are the study of attitude to Scottish Gaelic (MacKinnon, 1981), using questionnaires with sixteen questions providing a six-point scale, and asking the participants some questions in the interview. Another example is the study of attitudes to Welsh (Sharp, 1973) which they had evidence from the instructions given to the students with clear purposes about the students' attitudes.

Secondly, the indirect approach, using different techniques or uncertain questions to get some data. Garrett (2010) suggested two examples that are the attitudes towards Arabic and Hebrew (Lambert, Anisfeld, & Yeni-Komshian, 1965), participants rated the audio-tapes which are from different personalities compared with the Arabic and Hebrew speaking, and the study of attitudes towards regional and foreign accents in British English (Giles, 1970) about the participants' range of UK accents, then evaluated on a seven-point scale.

Direct and indirect differences, first concerning asking hypothetical questions which means to predict people's reactions through the individual situation, the relationship between attitudes and future behaviors, for example, 1) to what extent are ETSK aware of these four Englishes?, 2) What are their attitudes towards these Englishes? (Ahn, 2015).

Those two research questions examined both qualitative and quantitative methods to investigate the attitudes based on the expected participants' behaviors in the future because some of the participants were not even familiar with English varieties in Asia. Secondly, asking strongly slanted questions means being aware of

some ‘loaded’ words which affect the attitudes. Thirdly, the difference is asking multiple questions, combined responses relating to double purposes in one question. Fourthly, social desirability bias, associated with people's belief of appropriateness in society especially in the interview. Fifthly, acquiescence bias is compared as the personal evaluation of the attitude which has no reflection, this is complicated to get a very clear interpretation, but it is influential to different realization (Ahn, 2015).

Finally, distinction is characteristics of the researchers which is explained that “qualities of researchers may also affect the quality of attitude data” (Garrett, 2010). The coming indicated here is a very crucial measurement according to the primary study by Giles (1970), then was introduced in Garret’s book in 2010, chapter four focusing on English especially in inner circle Englishes context based on the matched and verbal guise studies (Kachru, 1988; Kachru, 1985).

As I mentioned that my relevant context is referring to Garratt (2010), therefore, the next related studies are mostly based on his investigated gathering. In this part, I presented each contexts which start from the inner circle context which included two examples of the UK (Evans, 2005; Giles, 1970) and Australia (Ball, 1983), additionally continued two outer circle contexts which comprise India (Monfared & Khatib, 2018) and Malaysia (Pilus, 2013), and the final two expanding circle decisively countries which contain Hong Kong (Chan, 2018; Zhang, 2013) and South Korea (Ahn, 2015) with the following the way they measured the language attitudes in details:

In the UK context, Giles (1970) reported English accents diversely in South Wale and South-west England, secondary school students answered three questions on how they thought and felt about that listened accents by providing a seven-point semantic differential scale with a matched guise technique. The result is arranged in the rank orders of accent evaluations with mean scores on three dimensions, which are aesthetic content, communicative content, and status content, representing pleasantness, status and comfort (Giles, 1970).

Another context is Australia, Ball (1983) investigated the procession using a matched guise technique which presented English accents attitudes with briefly concluding bringing the great competence however little in sociability for the RP accent. The exploration in UK and Australia context, Evans (2005) pointed to

attitudes toward English varieties concerning feeling and status. This study is comprised asking questions in a questionnaire with open-ended questions determining categories by the participants' data without any given example voices, the questions in a questionnaire are as follow: Name countries around the world where you know English is spoken as a native language. What kind of impression do you get when you hear these varieties? (Ball, 1983).

The result was the UK had high status among four different countries with similar university courses, UK, US, Australia, and New Zealand. Another finding, there were both positive and negative ideas for New Zealand English in terms of the correctness, as well as the final notice was that the UK got well-intentioned more than the others, especially than the US. How the researcher categorizes various characteristics, mainly focusing on positive and negative in terms of statuses and solidarities using matched guise technique.

India is categorized to the outer circle based on Kachru (1985). The research questions are about the attitudes of Outer and Expanding Circle teachers towards the pronunciation of their English variants and the significance of NS accents and their functions in pronunciation standards beliefs, using the three components of attitude: cognitive, affective and behavioral components which are operated with a matched guise technique or a verbal guise technique for the affective fundament and engaged with direct research data-gathering techniques in order to criticize all three components (Garrett, 2010).

The participants' data were collected from 206 people in Iran and India, they conducted the general profile first including gender, educational background, age, and teaching experience. Consequently, they used a questionnaire that contained close-ended questions, 12 items, ranking a six-point scale (1 = strongly disagree; 2 = disagree; 3 = moderately disagree; 4 = moderately agree; 5 = agree; 6 = strongly agree), which measured three components, and the participants specified what they believed, all questionnaires were written in English, the data were analyzed using parametric analyses of independent t-test and one-way ANOVA.

Monfared and Khatib (2018) pointed out that Indian teachers perceived and believed in their non-nativeness of English pronunciation more than the other group divided into three divisions which are accentedness, intelligibility, and acceptability

from each different cognitive item. The second production is Indian participants were more confident in their own variety of English than the Iranian EFL teachers, the data was analyzed as similar as the first result which means they picked two disparate items effectively from the questionnaire (Monfared&Khatib, 2018).

The ultimate component was, behavioral judgment, the rest of the items were collected to interpret that the Indian teachers have a stronger belief of their own non-native accent than Iranian EFL teachers. All three results are demonstrated in the tables which showed the independent t-test descriptive statistics: items, mean, S.D., t-test, d.f., p, and effect size, previously mentioned, Monfared and Khatib's study (2018) referring to many researchers, is the sample using a matched guise technique or a verbal guise technique (Garrett, 2010) and another alternative to gather data in more detail.

In the Malaysia context, Pilus (2013) explored 'the ESL learners' attitudes towards English accents': British, American and Malaysian English accents, through 34 secondary students in a small town collecting some general participants' information for instance gender, age, mother tongue language, and the proficiency in English. The questionnaire items on the rating of accents, indicated frequencies and percentages, are adapted in the method, the parametric test used was the paired t-test, while the non-parametric tests used Friedman and Kendall's Coefficient of Concordance tests (Pilus, 2013).

Based on the Malaysia context by Pilus (2013), the researcher mainly considered the correctness, acceptability for international communication, pleasantness and familiarity of the accent with a four point scale to determine the students' attitudes, The founded information is there was no significant difference of the correctness among three accents in their perceptions, as similar as the three accents were accepted legitimately for international communication, and a Malaysian accent was considered more pleasant than the other two accents. Both American and British accents were equally pleasant, as well as the result that the students were more familiar with the Malaysian accent than the British or American accent, four considerations used a paired t-test to identify the differences (Pilus, 2013).

The consequential study that investigated some attitudes in more context was explored by Zhang (2013). The Hong Kong English and mandarin accent English

contexts implicated three important sections: 1) the verbal-guise technique; 2) perceptions of HKE; and 3) the social demographic backgrounds of informants. She considered the verbal-guise technique, which is variable of the matched-guise technique referring to Lambert et al. (1960), comprising the series recordings from contrary speakers, and then interpreted in different meanings.

Zhang (2013) argued that the authentic language varieties are effective by using verbal-guise technique, “I would argue that a more realistic technique would be to rely on authentic speakers”. Two local Hong Kong varieties of English, Mandarin-accented English, RP, General American English, Australian English, Tyneside English, and Philippine English are the eight selected varieties because of the many reasons to choose them, as below.

Chinese English is preserved in localized underlines. The data was obtained from 19-29 year-old university students in Hong Kong. The analyzed discovery contained both status and solidarity thoughts, and described the general details along with gender equally and the university’s names of the participants involved (Evan, 2005). The speech varieties were evaluated by paired-samples t-test and the result was the three standard varieties of English from the Inner Circle and two from Asia (Mandarin-accented English and Hong Kong educated accent) were usually rated highly, which can be both negative and positive stereotypical perceptions in terms of English accented varieties. Zhang’s (2013) paper has one sample using another different performance which is a verbal guise technique because she agrees confidently to realize the authentic formation.

Additionally, in Hong Kong which is consisted in the expanding circle of Kachru’s (1985) context. Chan’s (2018) study, “investigate gender differences in second language (L2) learners’ attitudes towards different English varieties in secondary schools in Hong Kong”, examined different factors that affect feelings, cultural identity, awareness of language, experience of language use, accents intelligibility and the language choices by using both direct (a large-scale questionnaire survey) and indirect (a verbal-guise test) (Chan, 2018).

Chan (2018) adopted diverse language attitudes’ factor, affective feelings from Jenkins (2007), cultural identity from Cavallaro and Chin (2009), McKenzie (2008), and Sung (2016), awareness of language variations from Jenkins (2007),

experience of language use from Galloway (2013), Wang and Jenkins (2016), beliefs and knowledge about English globalization and English learning from Galloway (2017), the perceived international intelligibility of the language learning target from Li (2009a) and finally situational language choices from Chan (2013) through two measurements which are a questionnaire survey and VGT. The investigation of the students' perceptions on diverse accents through listening to seven audio samples of the same context neutrally including all three-circle varieties: inner, outer, and expanding for speech sample (Chan, 2018).

Collecting secondary students' data, Chan (2018) considered dividing schools into a three-band scale, most success in academic, one in the middle, and the lowest line, dividing ages into ranges from a questionnaire and concerned many important factors on people's language attitudes by using principal components analysis (PCA), 37 questionnaire items and 10 factors, to construct questionnaire items, a 4-point Likert scale (1 'strongly disagree' to 4 'strongly agree'). The data was analyzed using SPSS (version 23), an independent samples t-test was used to find the differences between genders.

For the provided task, audio broadcast randomized was served in the classroom with a more clip, then asked to name the country where the speakers came from, analyzed by VGT. The findings are introduced in the table involving the factors' themes, the number of statements, mean, S.D., t, d.f., Sig., and effect size that genders affect feelings about NS and vernacular varieties, awareness of language variations, and choice of language use, female learners had more positive orientation towards NS pronunciation which was opposite with male learners that had positive for local pronunciation.

Both NES and NNES varieties appear to provide greater flexibility for L2 learners' linguistic production, the dominant suggestion for this research is that quantitative study does not significantly reflect the participants' perception as this context, integrating some qualitative research methods should be considered in the next proposal.

The final curtain sample which is expressed in an expanding country (South Korea) by investigation of 204 Korean and foreign English teachers' attitudes towards four selected Asian Englishes as used in Singapore, India, China and Japan. This is

organized into three types which are gender, teachers' nationalities divided into two groups, and teaching experience (years of teaching), integrated mixed-method that combine both qualitative, individual semi-structured interviews and quantitative, questionnaires, approaches (Ahn, 2015).

Firstly, starting with quantitative aspect, ANOVA measurement is considered from questionnaires with subject groups as independent variables according to three-type comparison, the result was not that much different, therefore the interview part would support the interpretation as well as the researcher further tested by the post hoc Sidak later. There were no responses from most participants in the personality traits scale: intelligent, pleasant, confident, familiar, fluent, gentle, clear, friendly and trustworthy, about English (Ahn, 2015).

For that reason, Ahn (2015) clarified that the participants lacked familiarity with these Englishes by presenting a mean score from a seven-point, Osgood scale, for the rest. Considering, both qualitative and quantitative data analysis reported that both Korean English teachers (KET) and foreign English teachers (FET) had negative attitudes towards Japanese English (JaE) following with the willingness to learn Asian varieties of English as well as the three preferred Englishes which are from the inner circle, to conclude this, it was teachers' lack of awareness evidenced from negatively attitude comparing with 'handicap' and complicated to understand the interconnection (Ahn, 2015).

According to various language attitudes measurements, I have assumed that most studies are exploring both qualitative and quantitative approaches by using both direct and indirect approaches to measure the language attitudes, and some are pure quantitative methods. All those adopt a questionnaire with different purposes and frames of reference. Garrett (2010) identified two main approaches which can be assessed in language attitudes' measurement, ordinarily, firstly direct, matched guise technique is beneficial for questionnaire use, and indirect approach, for instance, the exploration in UK and Australia from Evans (2005).

Monfared and Khatib (2018) operated with a matched guise technique or a verbal guise technique with direct research data- gathering techniques in India, Pilus (2013) applied the questionnaire items on the rating of accents in Malaysia, and Zhang (2013) considered the verbal-guise technique, which is variable of the

matched-guise technique in the Hong Kong context. Chan (2018) used both direct (a large-scale questionnaire survey) and indirect (a verbal-guise test), and Ahn (2015) integrated mixed-method that combined both qualitative, individual semi-structured interviews and quantitative, questionnaires, approaches. Some of those are adopted interviews to analyze the attitudes, however there is not much research that aims to explore pure qualitatively (Ahn, 2015). Therefore, it depends on the researchers' purposes which they aim in their research questions or what they require in the studies.

Definition of Global Englishes

My definition of 'Global Englishes' refers to my five conceptual frameworks. First is an ELT paradigm, which aims to raise learners' awareness about the global spread of English, where the target interlocutors are unpredictable (NES or NNES). It emphasizes the need to change from using the native speakers as a benchmark to measure competence to respecting diverse types of Englishes. The aim of using English varieties is for intelligibility in communicative contexts. It also covers the content of new Englishes and communication in English as a lingua franca context. Additionally, it refers to the change of ownership of English from belonging to NES to becoming a global ownership. There are crowded definitions of the key term, Global Englishes, which I performed as follows.

Beginning with the global noise and Global Englishes that highlighted Rap and Hip-Hop outside the USA, appropriation of African-American cultural forms, such as France, England, Germany, Italy, and Japan. The mentioned paper is focused on the cultural, musical and linguistic forms which are a different aspect of teaching method, teaching language, although it was a part of English as a global language considering the spread of English varieties in the songs which means the shift of English "moves to rap in local languages was partly a result of difficulties with English" (Pennycook, 2003). Pennycook (2003) claimed that his study was "very useful in thinking through issues of appropriation and globalization in relation to the spread of English", regarding English implication of non-native users. Three years later, Pennycook (2006) developed the book which examined global Englishes and transcultural flows, global hip hop community, come following with he notices that:

How does the global role of rap in relationship to English produce particular understandings of what it means? How can we understand this use of language by both global English users and global musical users? How do these new global users work as tools for the performance of identities? (Pennycook, 2006)

This focus was on the flows and appropriations of Global Englishes in relations. Another statement which Murata and Jenkins (2009) mentioned in their paper, defined mainly two contexts which are English as an international language (EIL) and English as a lingua franca (ELF) focusing on Asian perspectives. They determined the positions of using English in an Asian context referring to Y. Kachru and Nelson (2006), specifically the academic paper 'World Englishes' (Kachru, 2006). Efficient and successful communication should be applied by shared norms with a common language. *Translingual Practice* is the name of the book about global Englishes and cosmopolitan relations. Canagarajah (2012) introduced the importance of 'monolingual orientation' as first opening followed by 'code-meshing', defined as multilingualism, for example, the Sri Lankan hip hop, M.I.A., shared the language norms in particular communities as similar as (Pennycook, 2003, 2006).

Meaningful and intelligible achievement is also mentioned to illustrate the common language. Canagarajah (2012) associated translingual as a language field which including linguistics, sociolinguistics, rhetoric/composition, and literacy as well as dealing with three essential terms as mobile, fluid, and hybrid which are the language resources, these are the competencies that are needed for people in globalization. "Global English is treated as a bounded system with shared norms at different levels of national, regional, or international scale" (Canagarajah, 2012). The author patterned 'Global Englishes' as English as an international language, English as a lingua franca, and English as a form of translingual practice. Complementary for the next three year in Galloway and Rose (2015) which accommodated all models in an umbrella term.

The world Englishes can be described as users varieties that avoid prejudice, called 'nativized-variety' which means the diversity influenced by the local cultures and languages of people who have developed the particular variety" (Kirkpatrick, 2007). He also defined more in detail related to the definition of English as a lingua franca (ELF) that "common language use by people or different language

backgrounds to communicate with each other”, which means that English is the common language used among people who speak many languages, the term world Englishes can compare adopted English in wider spread communication in the world for different users, both native and non-native users (Kirkpatrick, 2007).

On the ground that the numbers of English speakers increased (Jenkins, 2014), it was opposite to the community that use English as their mother tongue made the cause of English diversity including English as a native language (ENL), English as a foreign language (EFL), English as a second language (ESL), English as a lingua franca (ELF), and English as an international language (EIL) (Canagarajah, 2012; Galloway & Rose, 2014, 2015). At that point, Jenkins (2014) featured the different values of judgment according to English varieties that cause ‘attitudes’ by offering two dispersals of English which are English is transported to the new world and English is transported to Asia and Africa (Jenkins, 2014).

Jenkins (2014) explained more for the three-context using diverse English in different situations, firstly English as a native language (ENL), English as a second language (ESL), English as a foreign language (EFL) which above mentioning as well as English as a lingua franca (ELF) to associate how related they are. ENL is English is used by people in the countries where placed in the inner circle (Kachru, 2006), using English as their first language, ESL means English is used by people in the outer countries from world Englishes of Kachru (2006) using English as their second choice both formally and informally, EFL defines as English is used by people who are from the expanding circle of Kachru (2006) also using English as their additional languages (second, third, or others) without British colonial domination.

Additionally, Jenkins (2014) presented ‘linguistic diversity’ for three different users proportionately, although particular countries apply English widely but there is a similarity that focuses on the ELF, which means all of inner, outer, and expanding areas use their Englishes to get the intelligibility from each other called ‘lingua franca’. The influential book introducing global Englishes is identified by Galloway and Rose (2015) that is related to world Englishes.

English as a lingua franca and English as international language research extensively which describes key concepts the spread of English as well as some examples implemented classroom-based activities, case studies, research tasks, etc.

Paying attention to the first foundation which is represented in chapter one, the history of English, based on the classifying English-speaking countries is stated as problematic for the case study, inner, outer, and expanding circles (Kachru, 2006).

Galloway and Rose (2015) stated that the root of English is from northern areas of Germany and the Jutland peninsula of Denmark probably which were the Saxons' home, then the Anglo-Saxon made it spread to Britain, the old English became unintelligible, that was how some English is changed when the time passes called modern English. There are various factors that influenced the prestige from the emergence of a standard language, Chancery English was chosen before early modern English.

Galloway and Rose (2015) gave three more categories of functions which are English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL), these all related to three concentric circle of Englishes by Kachru (2006). Alternatively, there are some relevant representations such as McArthur's circle of world English (McArthur, 1987).

The expanding circle mostly perceives the 'illegitimate' compared with other circles, this causes the stereotypes of the standard language ideology, ownership, and identity which is performed by the 'New Englishes' focusing on mutual intelligibility legitimately. Maintaining, the third stage that is English as a global language, issues and attitudes, they firstly provided the advantages of the spread of English that using English as a lingua franca can be promoted the international diplomacy and main political confrontation, using English among international business for the particular communities, using English to access the communicated media more quickly and valuably.

'The New Englishes' is a significant status, using English to access more scientific information or research, using English to achieve political unity, and for society as the last especially in ASEAN. The skeleton application is English in global contexts, the spread of English is not only used in Asia context, English plays as a lingua franca in Europe as well, increasingly used predominantly in business, education fields as their additional choices. They considered ASEAN in the expanding circle, for example, Thailand started introducing English as a foreign language from grade one as similar as Myanmar sourced Kirkpatrick (2010), and at

that time Galloway and Rose (2015) mentioned that Thailand prepared to improve English proficiency for the ASEAN Economic Community (AEC).

Now some Thai teachers have implemented Basic English at kindergarten level in order to promote multilingualism. The authors further defined some different terminology such as world English (Brutt-Griffler, 2002), English as a global language (Crystal, 2003; Gnutzmann, 1999), English as a world language (Mair, 2003), and international English (McKay, 2002) differently based on ELF or EIL context.

As related to this paper, using listening journals to raise awareness of Global Englishes in ELT by Nicola Galloway and Heath Rose (2014), they indicated that global Englishes (GE) is consisted the world Englishes and English as a lingua franca (ELF) combination and link directly to the English language teaching (ELT) by avoiding only native norms for their target (Galloway & Rose, 2014). Prasangani (2015) targets English as a proficiency in life providing various positive effects in Sri Lanka, however the researcher considered the motivation is the main factor and concern global English as an essential skill that is required by people in globalization (Prasangani, 2015).

According to global Englishes (GE) and English language teaching relationships from several papers, this writing is one of the most relevant to English varieties in terms of educational field, using English in multilingual and multicultural contexts are examined for English as a global language comparing with English as a global lingua franca and going further that GE is an umbrella term which overlapping among ELF, EIL, and Translingual Practice.

This means that the readers have to understand all the components that are related to English varieties, importantly the implication of global Englishes (Galloway, 2017) is concerned with six main themes (Galloway & Rose, 2015) as follows;

- 1) Increase world Englishes and ELF exposure in language curricula
- 2) Emphasize respect of multilingualism in ELT
- 3) Raise awareness of global Englishes in ELT
- 4) Raise awareness of ELF strategies in language curricula
- 5) Emphasize respect for diverse culture and identity in ELT

6) Change English teacher hiring practices

Those previous indications above generated the new term, Global Englishes Language Teaching (GELT) that covers GE and ELT together, this is very necessary in our field investigating different global Englishes' purposes towards attitudes especially because there is much applicable research mentioned that the attitude can be changed. "English is a language used for diverse communicative purposes in a variety of contexts" (Galloway, 2017). Another related issue that affected the new concept of global Englishes is social class or socioeconomic status, which helps the readers to obtain more clearly, defined for young second language learners (Butler, Sayer, & Huang, 2018). They described some matters of the social class as education, sociology, psychology, and to some extent, economics which means in addition to linguistic acquisition, there are some factors affecting language learning (Butler, Sayer, & Huang, 2018).

Considering the spread of English globally, Galloway and Rose (2018) add more practicality by incorporating global Englishes into the ELT classroom, this can be defined those parts of people started to concern and raise awareness of English ownership. They analyzed the participants' reflection presentations after choosing the English varieties by themselves in the classroom, the result was that the participants inclined the Englishes which are from the outer circle, the countries where people use English as their second language that occurred the positive reflection after the activity (Galloway and Rose, 2018).

Finally, Galloway and Rose (2018) suggested paying attention to the global English materials as well as "awareness of Global Englishes can increase confidence as L2 English learners and change students' perceptions of the legitimacy of alternative models of Englishes" (Galloway & Rose, 2018). As similar as the previous study which is about incorporating global Englishes into the ELT classroom, only a year after, there is a created self-reflection poem writing which is related to the global Englishes, in Japan, this investigation used metaphors to benefit the poetry. They interpreted the participants' self-reflection individually and qualitatively resulting in both negative and positive feedback (Galloway and Rose, 2018).

In summary, the Global Englishes definition is based on the relevant studies generated by referring to the three concentric circle of Englishes by Kachru (2006).

The causes are the stereotypes of the standard language ideology, ownership, and identity which focused on the 'nativeness', then the expanding circle mostly perceives the 'illegitimate' role compared with other circles, this which is performed by the 'New Englishes' focusing on mutual intelligibility legitimately. Kirkpatrick (2007) pointed that the diversity influenced by the local cultures and languages of variety people or English is used as the common language which using among people who speak many languages focusing on the intelligibility. Even the musical area such as a song was mentioned associated to the Global Englishes in terms of using their local English spreading (Kirkpatrick, 2007).

Definition of school directors

As we already know, the meaning of the term 'school director' is a person who has the knowledge, ability, understanding of the administrative structure in the education system including understanding of educational personnel and lead to effective implementation of administrative planning in order to develop the educational system according to the existing structure taking into account that the learners are important. The school director has a role and responsibilities that should be more responsible is the nature of the person holding the position. In this section I have compiled the meanings that people use to define the school director as well as the roles, duties and desirable attributes related to the development of the education system both inside and outside the school. The decision-making in the management behavior has a very important effect on the teacher's working process, which is an essential factor for the students' further learning outcome.

Learning experiences are placed for all human beings, both from internal and external incomes. In the present era, how people learn something has been changed to assess the information. But we still have to be in the law system which means that is what we must follow for various reasons of prosperity. Especially, National Education Act for each country (Thailand, B.E. 2542) which all citizens must follow in education as well as other purposes of living learning. Therefore, the school is the top important institution where people must be educated. This will influence the effectiveness of educational personnel which consists of directors, teachers, students, etc.

The school directors play an important role in education and they are also an essential term in the research. The explanations will help the readers understand the researcher direction purposely. The 'school director' is expressed by the competence requirement between two terms, which are 'school leadership' and 'school management' effectiveness (Watkin, 2000). The school leader is the "key to organizational success and improvement" in school (p. 3). Both leadership and management refer to the quality and benchmark of the school achievement.

The leadership directs the school's achievement. While the management consists of evaluation plans effectively by considering the members development as well as managing their performance. The two terms overlap, but they are significant, especially the leadership concept in school situations that highlight on 'learning'. The school learning goals for the students, performance development, members support as the responsibility well organizationally.

School director refers to school leadership which performs as outstanding characteristics in schools (Beare, Caldwell, & Millikan, 1989). School leadership relates to social influence of relationships and activities in groups, organizations, or individuals (Yukl & Chavez, 2002). The word of 'leadership' purposes to focus on the clear-cut goals consisting of the action and motivation (Cuban, 1988).

Leadership and value include the influence of developmental learners' outcomes in both school and local communities. Leadership and vision are comprised as follows (Cuban, 1988, pp. 5-6):

- 1) Outstanding leaders have a vision for their organization
- 2) Vision must be communicated in a way which secures commitment among members of the organization
- 3) Communication of vision requires communication of meaning
- 4) Attention should be given to institutionalizing vision if leadership is to be successful

The following describe the categories of leadership with some brief descriptions for each type as below:

- 1) Instructional leadership attends to teaching and learning based on the teachers working with learners. This is aimed at learners' learning outcomes as well as the direction and impact of influence emphasis.

2) Transformational leadership focuses on the process of influence based on the teams and school's goal. The major role is to support the teachers' proficiencies to get school achievement towards the vision.

3) Moral leadership provides a clear sense of school purpose based on value and belief of a leader as a spiritual issue.

4) Participative leadership is considered as sharing values and empowerment among participating decision-making people. Which aims to improve the school purposes.

5) Managerial leadership targets the functions, tasks and behaviors of members in schools.

6) Post-modern leadership points to the subjective experience of leaders and teachers on different participations.

7) Interpersonal leadership employs a collaborative approach which is the individual skills. The aim is to build a strong relationship among people who are involved in the school developmental process. The participation can reach both internal and external achievement.

8) Contingent leadership refers to the leaders who can deal with different problems during their work for the school target.

The above are related to who the school director is. The school director in this research indicates that the educational personnel who perform organizationally in order to achieve the school's development as the target. The two main qualifications which are needed include leadership and management competences. The objectives of those professional improvements are the students' learning productivities both inside and outside the school and finally the school performances with teachers support. Succeeding, who will be the school director needs to have some of the characteristics or role theories to become effective practices.

The roles of school directors

According to the definition of the important term as 'school director', this section contains the characteristics or the roles of people who perceive themselves as school directors. There are several required qualities which are promoted by numerous researchers. As mentioned, the main purpose of the school leader is to

develop student learning outcomes as well as the school performances. The components in the following table are both similar and different roles depending on particular contexts.

Table 1 Summary of the school directors' roles

Researchers/year	The roles of school directors
Lawlor and Sills (1999)	<ol style="list-style-type: none"> 1) The ability to work simultaneously on a variety of issues and problems. 2) Has clear, shared values and visions. 3) Passion for student development and achievement. 4) Understands the need for and practices well developed interpersonal skills. 5) Sets high expectations. 6) Uses monitoring and evaluation for improvement. 7) Prepared to take risks. 8) High levels of knowledge, understanding and professional confidence. 9) Appropriate use of structures and systems. 10) Efficient use of time. 11) Political awareness and skills. 12) Integrated approach to strategic and operational issues. 13) Whole school perspective and approach. 14) Positive commitment to staff development. (Lawlor & Sills, 1999)
Watkin (2000)	<ol style="list-style-type: none"> 1) Managerial qualities 2) Personal qualities <ul style="list-style-type: none"> • Coercive (immediate compliance) • Authoritative (long-term direction and vision for the staff)

Table 1 (Continued)

Researchers/year	The roles of school directors
Watkin (2000)	<ul style="list-style-type: none"> • Affiliative (harmony between leaders and staffs) • Democratic (staff commitment and new idea generation) • Pacesetting (improve tasks to reach high achievement) • Coaching (staff development in long term) 3) Emotional intelligence (EQ), five domains; <ul style="list-style-type: none"> • Self-awareness (individual emotion) • Self-regulation (individual emotion) • Motivation (individual emotion) • Empathy (outside emotion) • Social skills (outside emotion) <p>(Goleman, Boyatzis, & McKee, 2002)</p>
Tuntinakhongul (2018)	<ol style="list-style-type: none"> 1) Curriculum implementation, monitoring of the development process by communicating the expectations. 2) Assessment responsibility during monitoring the developmental process. 3) Instruction, updated knowledge with several reliable resources. 4) Educational use of technology, qualifies IT data for planning, implementing, and monitoring. 5) Professional culture and climate, understand and develop culture by sharing school prospectus vision. 6) Professional development, needed self-teaching and self-learning. 7) Supervision, support and inspire the teachers to work more effectively. 8) School improvement, set improved goals from planning, implementing, and evaluating processes. (Tuntinakhongul, 2018)

Table 1 (Continued)

Researchers/year	The roles of school directors
Shala (2019)	<ol style="list-style-type: none"> 1) Competence of communication and expression 2) Competence of thinking 3) Learning competence 4) Competence for life, work and work and for the environment 5) Personal skills 6) Civic competence (Shala, 2019)

To begin with, Watkin (2000) stated the characteristics of highly effective leadership in England by referencing Lawlor and Sill's (1999) 14 characteristics as the table above. Another study that supports those roles is presented by James (2007). This is one of the school directors' perspectives on school's achievement which focuses on the learners' success including out of school experiences. 'Activist role' from parental involvement is considered as an advantage for the students. For the school director view, note that the way to demonstrate how important parental factors cause the learners' outcomes. Therefore, this aspect can be described associating with the second and fourth characteristics of Lawlor and Sills (1999) that has clear, shared values and visions and understands the need for and practices well developed interpersonal skills.

Watkin (2000) describes the changing role and nature of headship. The assessment of the school governance, the quality of leadership by head teacher, senior team and other staff with responsibilities as well as the effectiveness of management in England. That covers all three domains as presented in the table above.

In 2018, Thailand context. After Thai educational reform, the instructional leadership of school directors has increased considerably. The author claims that the instructional leaders influence student achievement by applying Danell's eight dimensions as the 21st century instructional leader practices. The results finally in this study present the misperception and practices, uncertainty roles and

responsibilities model as standard, and the influence typical top-down management are the factors that performed at a low point.

Kosovo's (2019) study explored the role and impact that implemented the New Curriculum Framework in Kosovo schools. According to the role of implementing curriculum in school, based on a common concept for Curriculum, standards, plans and programs, school curriculum planning and evaluation in Kosovo, Southeastern Europe. This provides five competences which can promote the new implementation in particular curriculum.

Accordingly, all roles which are presented from many researchers refer to 'leadership' and 'management' competencies as the concepts. Both two terms lead to the learners' achievement and school goals that impact the teachers and students' positions successively. The impact of school directors influences the professional development of teachers (Guskey, 2002) which is a potential aspect to enhance the classroom practices of teachers as well as the learners' learning outcomes (Teerling et al., 2020). Those characteristics influence the process of the school directors' organizational practices, which carry the three main components through their knowledge (cognition), emotions (affection), and managements (behaviors). The school directors are required to have those three components towards their experiences which include the previous school performances in the past, then improve through their present leadership, and plan to develop their visions in the expectation future. Certainly, the school directors are emphasizing strength to raise the Global spread of English awareness and finally go further to practical education effectively.

Related research

The study of language attitudes has grown rapidly in many contexts. In this section, I present three types of related areas of research, which is related to teachers' attitude, learners' attitudes and stakeholders' attitudes towards Global Englishes.

Teachers' attitudes towards Global Englishes

Prior research has explored teachers' attitudes towards Global Englishes in different contexts and use different methodologies to measure language attitudes.

Table 2 Summary of research on teachers' attitudes towards Global Englishes

Researchers	Methods	Findings
Ahn (2015)/ South Korea	<ul style="list-style-type: none"> • 20 high school English teachers • Survey 	Asian Englishes influencing negatively in teachers' attitudes performs as a lack of awareness
Monfared and Khatib (2018)/ India and Iran	<ul style="list-style-type: none"> • 260 English teachers from India and Iran as members of Outer and Expanding Circles • Questionnaire 	Indian teachers valued their local English forms while Iranian teachers valued the NES form of American accent
Huttayavilaiphan (2019)/ Thailand	<ul style="list-style-type: none"> • 10 Thai university teachers of English language, northern Thailand • Qualitative research approach • Surveys, interviews, classroom observations, focus groups, and document analysis 	Most teachers held the NESs' norms which drive to negative enacts on both teachers and learners
Iversen (2020)/ Norway	<ul style="list-style-type: none"> • 6 pre-service teachers • 24 first-year PSTs volunteered to take part in the study and 6 participants provided their linguistic autobiographies. • Narrative lived experience perspective 	In Norwegian background from the educational context, the 'multilingual' term refers to the immigration sometimes performs as limited proficiency in Norwegian tradition as well as it could cause some problems in school based on narratives about their lived experience of language.

Table 2 (Continued)

Researchers	Methods	Findings
	<ul style="list-style-type: none"> • Semi-structured interview, linguistic autobiographies invitations 	

Ahn (2015) investigated English teachers in South Korea for awareness of and attitudes towards four selected Asian English varieties: outer varieties, Singapore and India, and expanding varieties, China and Japan. The data was conducted on 20 high school English teachers (both Korean and foreigners) and two universities foreign English instructors, which are 204 participants categorized into three groups which are gender, teachers' nationalities, and years of teaching or teaching experiences. The study employed both qualitative and quantitative methods. The findings suggested that a lack of awareness about Asian Englishes negatively influences teachers' attitudes leading them to 'shut their ears' to the varieties of Englishes. Ahn's (2015) study aims to "address the importance of developing an awareness of Asian Englishes to help English speakers in South Korea to communicate effectively with the increasing number of speakers of Asian Englishes" (p.132) and avoid the stigmatization English varieties as 'wrong English' (Ahn, 2015).

Other Outer and Expanding Circle communities, from Iran and India. Monfared and Khatib (2018) focused on English teachers' attitudes, primarily, the cognitive, affective, and behavioral elements of attitudes towards the pronunciation, the researchers provided the importance of accents in language learning as well as the relationship between attitudes and accents, additionally revealed in two different contexts which are using English by L2 users in L1 context and using English by L1 English speakers. The results show that Iranian teachers favor native-speaker and mostly American English pronunciation. On the other hand, Indian teachers valued their local forms of English and favor of British English. The recommended results of

this study aim to encourage and value different varieties of English and promote the teachers' and learners' awareness towards global spread of English.

In Thailand, Huttayavilaiphan (2019) conducted research with ten Thai university teachers of English language at a public university in northern Thailand. A qualitative research approach was employed in this study which gathered the data from surveys, interviews, classroom observations, focus groups, and document analysis. The purpose of this study was to incorporate the theory of teachers' beliefs with Global Englishes (GE) because of an extensive impact on teachers' ELT practices. Additionally, the teachers' beliefs about ELT and factors of awareness as well as the relationship among teachers' beliefs, awareness of GE, and teaching practices (Huttayavilaiphan, 2019). The result was that several teachers' beliefs projected the NESS' norms, which negatively affected both teachers and learners. The consideration of the status of using English would be changed in the ELT paradigm.

In Norway, Iversen (2020) aimed to explore the positions of 'the multilingual' through narrative lived experience perspectives. Which comprises 24 pre-service teachers in the first year of the university using semi-structured interviews, and six participants provided their linguistic autobiographies. The findings indicated different experiences between those who perceive themselves as 'monolingual' and 'multilingual' persons. The proceeding shows that they stated the multilingual as someone different from their society, which the researcher suggests that this was a challenging issue to understand.

Based on several studies which investigated the teachers' attitudes towards Global Englishes, these mean that there were various numbers of people who have the similar thought of teachers' attitudes are the dominant factor to change or not change the students' productivities especially in a Thai context where people use English as their foreign language. Teachers' attitudes have been studied continuously for the purpose of further development of teaching English when the diversity of users is increasing. That has changed the traditional belief that only native speakers can use English correctly and there are restrictions on the use of language in other countries in the main communication for intelligibility with awareness.

Learners' attitudes towards Global Englishes

Apart from teachers' attitudes, prior research has explored learners' attitudes towards Global Englishes in different contexts and use different methodologies to measure language attitudes. Table 3 summarizes previous studies on learners' attitudes towards Global Englishes.

Table 3 Summary of research on learners' attitudes towards Global Englishes

Researchers	Methods	Findings
Chan (2018)/ Hong Kong	<ul style="list-style-type: none"> • 1,309 students consisting of three government secondary schools • A large-scale questionnaire survey • Verbal-guise test 	The female participants were more positive with native speaker (NS) pronunciation, whereas the male students showed more positive aspects for local pronunciations.
Jindapitak (2010)/ Thailand	<ul style="list-style-type: none"> • 52 English university students, Southern part of Thailand • A questionnaire was used for both qualitative and quantitative approaches. 	The realization of English as a lingua franca related to the intelligibility process. The result concerns the pressing needs to raise awareness of the learners towards English varieties
Snodin and Young (2015)/ Thailand	<ul style="list-style-type: none"> • 251 Thai learners of English • A questionnaire was used for both qualitative and quantitative approaches. 	The findings pointed to different perceptions of English varieties. The "dynamic nature" is mentioned to represent the quality of language understanding through their perceptions and the attitudes of learners in Thailand.

In the Hong Kong context, Chan (2018) dominated the gender differences as a significant gap in the school context, and explained the relationship between gender and language attitudes. The researcher considered seven factors which affected gender language attitudes; affective feeling, cultural identity, awareness, using language experience, belief and knowledge, mutual intelligibility, and language choices by using both direct (a large-scale questionnaire survey) and indirect (a verbal-guise test) measurements from three government secondary schools in Hong Kong. The findings were that the female participants were more positive with native speaker (NS) pronunciation, although the male participants were more positive with other local pronunciations.

In Thailand, Jindapitak (2010) studied 52 English learners' attitudes towards English varieties in Thai university, Songkhla province. Considering English as 'pluralistic rather than monolithic nature', a questionnaire was analyzed both qualitative and quantitative approaches. The results were dominated by the main concept of English as an international language application which is impacted by ELL and ELT especially in Thai context. The importance of lingua franca related to intelligibility is concerned in the process, there were the necessary needs to raise awareness and the learners' English varieties exposure (Jindapitak, 2010).

Progressing in the Thailand movement, Snodin and Young (2015) explored Thai perceptions and attitudes towards varieties of English. The factors which affect the language policy direction and institutional practices are concerned in the language attitudes aspect among ASEAN. A questionnaire was applied to investigate 251 Thai learners of English thought towards different 'native-speaker' varieties as well as considered 'English as a Lingua Franca'. Both qualitative and quantitative were analyzed and the findings indicated predominately in various perceptions of varieties. The suggestion related to the realization of the present language policy, practice, and the development in Thailand across ASEAN (Snodin & Young, 2015).

The students' productivities performed as a crucial factor of using English as a global language in order to promote intelligibility instead of focusing on the overloaded correctness. Principally studies stated the way to raise the students' awareness to learn and use English in globalization effectively. One key variable of the students' outcomes stem from teachers who have knowledge and beliefs including

understanding and conveying attitudes and behaviors towards learners. Therefore, it is undeniable that teachers are an important variable. There is also a school director who plays a very important role in promoting and developing teachers to be appropriate and effective in each time of global people and the global change.

Stakeholders' attitudes towards Global Englishes

For the extensive issue according to this thesis purpose which is investigate how school directors' lived experiences and attitudes toward Global Englishes impact the management of ELT at their schools. Those aim to study the position of the administrator who manage the educational process in schools and the effect of how they manage based on their experiences and attitudes. There is one dominant thesis which aims to investigate the perceptions of Thai University students, native English speaking teachers (NESTs), non-NESTs, and English program administrators (EPAs) towards the construction of nativeness and its relationship to the teaching effectiveness of English teachers in 2016 by Yusop Boonsuk. Thai university students, teachers and program administrators, construction of natives in English language teaching is the thesis title (Boonsuk, 2016).

Importantly, the characteristics of effective English teachers and perceptions of educational stakeholders towards differences between native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) are examined by mixed-research methods (quantitative and qualitative), the students' questionnaires and semi-structured individual interviews were employed as research instruments.

Relatively, there was an essential part in his study which he shared and discussed his personal experience and opinions on particular topics regarding ELT in Thailand. Boonsuk (2016) stated that the two hottest points that related to the ELT usually were NESTs or NNESTs, and hiring practices. In relation to find "*who is a good English teacher: a native one or a non-native one; and what qualifications we should consider when hiring new English teachers were the main discussion points*" For this point, I found some associations which mentioned about how the directors perform managing in schools and link to the ELT practices (Boonsuk, 2016).

From 2015 to the present, I have noticed that there may be a shift in the awareness of more roles for English-speaking variety people around the world, but the acceptance of "*the notions of native speakerism and linguistics imperialism still play*

great roles on Thais' mind" as he said dominantly (Boonsuk, 2016). This means that the school directors function as an important mechanism for driving such GE awareness into practice in today's teaching and learning. Additionally, there is a similarity for the hiring issue that "*some administrators were happy to invest a large amount of money to hire white NESTs in order to attract numbers of students...*", this can confirm that in the past Thailand, we encountered with a large notion which continually affect now as a dynamic chain of attitudes. Differently, now we consider more teaching qualifications of the teachers before hiring, this is shown as a challenge for the administrators nowadays (Boonsuk, 2016).

Boonsuk (2016) pointed that the nativeness and non-nativeness idea functioned as the main criteria of hiring practices for many educational stakeholders to decide an effective or ineffective English teacher to teach English in schools performed a problematic perception. Therefore, he significantly explored the beliefs, attitudes, and identities of educational stakeholders in Thailand regarding NESTs and NNESTs as the concept's investigation and the research findings and implications can be applied to the ELT effectiveness as well (Boonsuk, 2016).

Additionally, there was no relationship between the native background of the teacher and their teaching effectiveness, this is presented in his study. The notion of NESTs perceived as better choice was still powerfully in Thai educational stakeholders' majority including Thai students and their parents (Boonsuk, 2016).

Regarding hiring practices, Boonsuk (2016) claimed that "*all administrators seem to have positive perceptions of NESTs and NNESTs*", more considering that both types of teachers could become effective English teachers. What they thought about hiring practices because of "*marketing strategies, university policies, pressure from other administrators or university committees, parents and students*", one of the marketing strategies is to hire only native speakers with better salaries than qualified NNESTs which is considered as acceptant and understanding among some English program administrators and university committees as long as the teacher could to speak English (Boonsuk, 2016).

The findings show that NESTs and NNESTs are considered to be different in five respects;

1) Cultural sensitivity, this demonstrated that the non-native teachers were better at understanding the learning styles and cultural backgrounds of students, while the native teachers were good at providing students with opportunities to share and discuss their ideas freely without considering the hierarchical distinctions between teachers and students.

2) Linguistic characteristics, this mentioned that the non-native teachers were more knowledgeable about English language structure while the native teachers are more proficient at using English naturally.

3) Pedagogical characteristics, this indicated the non-native teachers employed traditional teaching approaches while the native teachers, most often use a communicative teaching approach.

4) Personal characteristics, this determined the non-native teachers viewed making mistakes or errors as a serious issue, while that was perceived to be more acceptable from the perspectives of the native teachers. Moreover, non-natives were more flexible about punctuality, depending on the situation, whereas the native perceived punctuality as a serious matter in most cases (Boonsuk, 2016).

5) Hiring practices, there were two different aspects noted by most of the participants; the salary and educational background were considered important. For salaries, the native teachers were offered a higher salary than the non-native teachers even though they might have a less prestigious educational background, less responsibility and/or no teaching experience. They applied for teaching positions with only their first-degree diploma, even if this was not an ELT degree, but the non-natives were required to show at least their master's degree diploma in ELT (Boonsuk, 2016).

In summary, the study illustrated how NSE were perceived by four groups of educational stakeholders and how those perceptions influenced ELT. The findings suggested that both NESTs and NNESTs are considered to be effective teachers of English. Therefore, high salaries, promotions, employment opportunities and any other privileges require offering based on teaching qualities regardless of native background as well as illustrated a challenge to the cultural stereotype towards the Inner Circle people as an ideal or model of English teaching (Boonsuk, 2016).

Additionally, a majority of the participants perceived that every English user has the right to claim ownership of English and to utilize it in the way they prefer without looking back or considering the native speaker norms. Importantly, the results pointed that there was no relationship between the native backgrounds of the teachers and their teaching effectiveness or ineffectiveness according to five aspects; Cultural sensitivity, Linguistic characteristics, Pedagogical characteristics, Personal characteristics and Hiring practices. He stated that one was not superior to the other (Boonsuk, 2016).

Chapter summary

Chapter two is the related literature which aims to provide an understanding and overview of language attitudes towards Global Englishes as well as the experiences in related fields. I have addressed the related position of language attitudes definitions, following by the importance of language attitudes, measuring language attitudes, the concept of Global Englishes, the definitions of school director, the roles of school director, and the related research of both teachers and learners' directions. The purpose of this study is to proceed with an understanding about the school directors' lived experiences and attitudes towards Global Englishes.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, I explain the research methodology of this study that covers the research design, the participants, research instruments, data collection, data analysis, trustworthiness, and ethical consideration is further presented.

Research design

This study used a narrative inquiry to explore the school directors' lived experiences and attitudes towards Global Englishes. Narrative inquiry is an approach aimed at understanding human experiences as lived and told (Schaafsma & Vinz, 2011) as well as it is used to analyze life reality, and it is also naturally interested in the stories of people; experiences of learning, and teaching and the complexities in contexts intensely detailed. Schaafsma and Vinz (2011) explained the advantages of a narrative inquiry. Firstly, it contributes to the complex explanation of a particular issue. Secondly, it can prevent some single and straightforward answers. Last, it reveals what has remained unsaid or what has been unspeakable. A narrative inquiry is a challenging method usually applied to study the complexity of experiences. The different context settings explain the individual experiences which affect school directors' attitudes. Accordingly, I was determined to employ a narrative approach to explore school directors' lived experiences and attitudes towards Global Englishes, supported by Galloway (2013), who noted that using in-depth qualitative techniques is a profitable aspect of understanding the perspectives.

In this study, the three-dimensional inquiry space by Clandinin and Connelly (2000) was employed, which is comprised of the participants' reflections on the *past, present, and future*. Referring to the definition of 'school lived experiences,' the 'past' in lived experiences carries their prior background, for example, an English learner, going abroad as user, or English teachers hired in schools as leaders. The 'present' in lived experiences consists of the three main components: thoughts as cognition, feelings as affection, and behaviors as behavioral components. The 'future' in lived experiences comprises their plans or unplanned prospective expectations. The ELT

impact lasted for all three different times. Additionally, the different schools' contexts were conducted based on the three language attitude components, which include the cognitive component (thoughts), affective component (feelings), and behavioral component (behaviors to decide to hire English teachers). Based on the school directors' roles as mentioned in the literature review, their experiences cover the earlier school performances as the past, their current conduct in the present, and their confidence in future expectations. Further, their performances are dominated by the development of educational expectations.

In narrative inquiry design, co-constructed meaning between the researcher and the participants is delivered as a significant construct that aims to explore the different school directors' lived experiences and attitudes towards Global Englishes in booming detail (Schaafsma & Vinz, 2011). The interviewer and the interviewees can share experiences with each other (Leigh, 2019). The co-constructed knowledge was the product of the researcher, who worked with the participants to generate the stories.

Participants

The target participants in this study were five school directors who were purposively selected based on different settings. The primary objective of purposive sampling is to produce a sampling that can be logically assumed representative of the population. Five school directors were considered based on the schools' contexts which consist of school sizes (medium, large, and extra-large), the schools' levels (elementary and secondary), and the type of school (government, private, and international). To maximize the schools' confidentiality, the schools' real names were blinded and pseudonyms were used (Chon 1 – Chon 5). The characteristics of the schools are presented in Table 4.

Table 4 The schools' characteristics

Schools' names	Size			Level		Type		
	Medium	Large	Extra Large	Elementary	Secondary	Government	Private	International
Chon 1	✓			✓		✓		
Chon 2		✓		✓		✓		
Chon 3			✓		✓	✓		
Chon 4			✓	✓	✓		✓	
Chon 5		✓		✓	✓			✓

Chon 1 is a medium elementary governmental school. The school is located in Panat Nikhom district, which is about 15 kilometers from the center of town. There were about 165 students comprised of kindergarten to Grade 6, including nine educational personnel. There are no foreign English teachers at this school. The most common parents' occupation was farming.

Chon 2 is classified as a large elementary government school. The school is located in Ban Bueng district, which is near the center of town. There were about 1,210 students comprised of kindergarten to Grade 6, including 71 educational personnel. There was an English bilingual education program with 14 foreigners in the school, the most common parents' occupation was mixed between farming and industrial employees.

Chon 3 is an extra-large secondary government school. The school is located in Panus Nikhom district, which is near the center of town. There were about 3,014 students comprised of lower secondary to upper secondary, including 181 educational personnel. There are English Program (EP), Mini English (MEP), and Intensive English Program (IEP) with around five foreigners in the school. The most common parents' occupation was mixed because it is a representative high school.

Chon 4 is identified as a large private school located in Sriracha district which is near the center of town. There were about 5,101 students comprised of pre-kindergarten to upper secondary level, including 34 Thai English teachers and 40 foreign teachers. There is an intensive English Program (IEP) for elementary one to lower secondary, which focuses on the main subjects. Chon 4 Mini English program

starts from kindergarten to higher elementary, focuses on four skills by the foreign teachers. The largest parents' occupation was business owners and civil servants.

Chon 5 is organized as a large demonstration school located in Bangsaen district, which is near the center of town. There is the International Education Program for Basic Education (IEP). The school is elementary one to secondary six, totaling 238 students with 35 different nationalities of teachers. The majority of the parents were business owners which can be defined as wealthy, and small class size.

Research instruments

Two types of research instruments were used: 1) interview, and 2) ethnographic field notes. The characteristics of each research instrument is described below.

Semi-structured interviews

First, individual semi-structured interviews were employed in this research. The interview questions were developed based on the three main components of attitude structures by Garrett (2010). There are cognitive components which include the cognitive component (thoughts), affective component (feelings), and behavioral component (behaviors to decide to hire English teachers) (Garrett, 2010). The interview questions also included the three dimensional space (Clandinin & Connelly, 2000), consisting of *past, present, and future*. Table 5 presents some examples of the interview questions.

Table 5 The interview questions

Three main components of attitudes	Three-dimensional inquiry space	Questions
Cognitive component	Past	1. Where did you first learn English? What is English? Are your answers similar or different from the past? How?

Table 5 (Continued)

Three main components of attitudes	Three-dimensional inquiry space	Questions
Present	<p>Who did you learn English with (Native-Thai or native-foreigner)? How was that? How important is learning English? Before being the school director, what did you do (other subject) and what reasons did you teach that subject? Have you ever heard of Singaporean English, or Japanese English? How are those?</p> <p>2. How important is learning English in the present day? Is it necessary to learn English with foreigners or NES? Why? Who do you think owns English language? Why/how? Do you know what 'Global Englishes' is? How do you know that? What do you think about diverse NNES who are proud of their Englishes? Can those NNES own English? Why/Why not? Do you think it is necessary that only NES have the most competency in English communication? Why?</p>	
Future	<p>3. Who will be your target interlocutors using English? Who will be the learners' target interlocutors using English? How important is ELT in your school to support the learners' competences? In your opinion, what do you think this 'Global Englishes' will be like for the next five years? Be specific in your school context.</p>	

Table 5 (Continued)

Three main components of attitudes	Three-dimensional inquiry space	Questions
Affective component	Past	1. When you were young, how did you feel when you studied English? How did you feel about your English teachers? Describe your experiences and the emotions that influenced your feelings. Which factors lead you to get the best or worst memory.
	Present	2. Which accent do you prefer, British, American, Philippines, Indian, Chinese, and Thai English? Why? When you hear these different accents, how do you feel? What do you think about your own English version (accent)? Are there any positive or negative experiences of your own English usage? How? As the school director, what is the most important factor of students studying English?
	Future	3. How would you feel if diverse non-native English users increased and have high proficiency using English around the world? They perceive themselves as proud of their own English varieties legitimately. How will you feel if these NNEs apply at your school?
Behavioral component	Past	1. How long have you been the school director? Since you are the director, what is the evidence(s) that indicate successful ELT in your school context?

Table 5 (Continued)

	What are the purposes of learning and teaching English, especially in your school context? In view of your experiences, since you learned English starting from the first day until today, how have you made use of your work?
Present	2. Between one British teacher who does not major in English language education and one-half Thai-Indian teacher who has a master's degree in English language education, who will you decide to hire to be an English teacher in your school? What factors or reasons do you decide to hire or not hire that person? What is the importance of using English for communication? If you do not understand English from your interlocutors, what would you do? Why?
Future	3. What should be done for good English teaching? How will that good teaching affect students' learning of English in the classroom? How do you plan to develop English for the students, referring to your action plans, educational development plan, or school vision? What are your purposes for learning English in your school context?

The first *cognitive section* contains all three-dimensional inquiry spaces:

1) Past lived experiences hold on the past thoughts when the participants worked as language learners and users. The questions include what they think about different English versions or their English understanding knowledge. This is primary

data referring to the fourth aspect of conceptual frameworks; new Englishes for EFL context.

2) Present lived experiences were conducted by the questions about this key term of ‘Global Englishes’ background knowledge including the ownership and users’ competencies. This related to the second and fifth aspects of the conceptual frameworks which are a benchmark shift and Global ownership.

3) Future lived experiences purposed to recognize the participants’ expectations of future interlocutors which is related to the ELT paradigm under the Global Englishes umbrella. According to three different times considering past, present and future plans focus on the school directors’ cognition through their lived experiences.

The second *affective category* was expressed by including the three-dimensional inquiry space:

1) Past lived experiences was about the participants’ feelings of learning English and being with the English teachers and the situations of using English to communicate. This is framed by the third aspect which was focusing on the intelligibility in communicative context.

2) Present lived experiences questions referred to the different English accents or pronunciation as well as the consideration of the students’ learning influence. This related to the third aspect as similar as the previous past above that concerning the use of mutual understanding.

3) Future lived experiences consist of the increasing NNES number through English proficiency varieties. That could be happened in the future; therefore, this section was employed the second and fifth aspect from conceptual frameworks. The NES benchmark change and unlimited ownership. All three moments target the school directors’ personal emotions towards Global English, this was placed the different data.

The third *behavioral grouping* was the questions followed by the three-dimensional inquiry space:

1) Past lived experiences conveyed how the participants apply what they had learned to get English successful in their school contexts. This linked to the third aspect that is using English for intelligibility based on how they behave.

2) Present lived experiences interviewed on how the participants decided to choose NES or NNES to associate with the shift of NES as a benchmark and the global ownership, both second and fifth aspects form the conceptual frameworks.

3) Future lived experiences were expected in the movement of what good English teaching was as well as their plans to develop the schools based on their purposes. This data connected with the first and third aspects as follows; ELT paradigm and intelligibility aim. The past, present, and future periods pointed to how the participants behaved after receiving their thoughts and feelings. Those had some relationships which impacted the current ELT development.

Ethnographic strategy

The second type of research instrument was ethnographic field notes, which aimed to explore hidden meanings of behaviors after the interview in the real context with an open mind keeping one's eye open (Fetterman & Pitman, 1986). In this study, ethnographic field notes used both an 'emic' perspective, (participant's view) and 'etic' perspective (researchers' perspective) (Patton, 2002). While observing, I recorded field notes that provided rich details of particular contexts which attempted to provide thick description. Everything that I observed and took notes was beneficial to remember both the experience scenes and different contexts in deep detail before analyzing the data. Centering on ethnographic field notes was participant observation. These are the three parts for observational preparation while taking field notes.

Step 1: Preparing for observation. This step was about making a positive relationship during the observation when going to the field.

Step 2: Observing. In this step, awareness was a suggested observation technique that aimed to avoid judgment. The researcher should engage in rich detail in the thick description.

Step 3: Making field notes. In this step, I adopted the suggestion of taking notes that divide notebook pages into three columns. The time and place details were presented on the left-hand column, the information of field notes was placed in the middle column, and the analyzed comments and memos were positioned in the third column. Additionally, I used some symbolic signs to represent my own meanings while observing (Burns, 1999). Additionally, nine key dimensions that commonly

observers focus on was used (Spradley, 1980). Table 6 presents nine key dimensions of observation adapted from Spradley (1980).

Table 6 Nine key elements to be observed

Dimension	Definition
Space	The physical place or places
Actors	The people involved
Activities	A set of related acts people do
Objects	The physical things that are present
Acts	Single actions that people do
Events	A set of related activities that people carry out
Times	The sequencing that takes place over time
Goals	The things that people are trying to accomplish
Feelings	The emotions felt and expressed

Source: adapted from Spradly (1980, p.78)

There were some reasons behind adopting this method of taking field notes in the systematic progress. First, it helped me organize how I deal with different conditions among various school settings. Second, it could triangulate the data in the research trustworthiness. These were all the ethnographic preparations to master both negative and positive replies from each particular context, which could help the researcher understand the data analysis.

Data collection

The school directors were interviewed individually for three particular time periods following Seidman's (2006) guidelines. Before the interview, I informed the research objectives before asking their permission in the school area, the proper interview places, the time schedules, using audio recording while interviewing and observing for ethnographic strategy. Each of the interviews lasted for approximately 30-60 minutes and were conducted in a relaxing and conversational way in Thai.

After that I transcribed the conversations into English and interpreted the data following by the thematic analysis process, this was the information about the language of the interview that I employed for the translation process, Thai to English. For each conversation, I applied co-constructed interactive and open-ended interviewing.

The first interview target was to collect the data based on the pre-designed interview questions. During the interview, an audio recording was made to help me to transcribe the data. After completing the interview, I asked the school directors' permission to take me around the school in order to observe how they behaved naturally in the current settings, and hiring practices. This technique is called ethnographic strategy. Throughout the observations, I applied the three procedures of collecting data (Heigham & Croker, 2009).

For the second interview, the school directors were interviewed again after the first analysis was completed. In this time, I also asked some questions about the previous analysis. Later, I observed around the school again with the school directors themselves or their administrators for ethnography. During the observation, I asked some questions about hiring foreigners. Then I moved to analyze the second data in order to prepare for the third time.

For the third interview, the school directors were interviewed after the second interview was completed. I asked some questions as well as recording the interview. After I collected enough information until the data were saturated, I applied the member checking which aimed to determine the consistency of the interview data by sharing my findings with them and answering any questions they may have had. After that, the ethnographic strategy was applied as in the first and second interviews.

Data analysis

I applied a thematic analysis to analyze the qualitative data based on the interviews. The semi-structured interviews were analyzed by using a coding method (Saldana, 2009). Before the analysis, the interview recordings were transcribed by using a combination of handwriting and the assistance of a computer software program. In general, the two types of data (interview and ethnographic data) were analyzed vertically (within-case) and horizontally (cross-case) (Merriam, 2009). The

coding method consisted of three analysis stages: (1) open coding; separate the data to the primary parts, (2) axial coding; make the relationship between the data; and (3) selective coding; choosing a representative category to connect all codes and carry the key themes from the analysis (Saldana, 2009). The results of the vertically three-stage analysis were compared horizontally across school directors.



Figure 1 Steps of data analyzing process

Themes emerged, according to the first research question (RQ1), what are school directors' lived experiences and attitudes towards Global Englishes? The purpose was to explore the cognitive, affective, and behavioral components, which were analyzed during the three interviews of each director and the three phases of ethnography (observation). The '*school directors' lived experiences*' were measured from the three main components of '*attitudes*' interview questions based on the three time-dimensional inquiry space. To answer the question: the interview presented the cognition and affection in the senses of past and future, and the ethnographic method shows their behaviors of the present performances.

Conforming to the second research question (RQ2), how do lived experiences *influence* attitudes towards Global Englishes? This aimed to explore their attitudes towards Global Englishes and explore the reasons behind the differences. The way to study the process was to explore their lived experiences through their different past, present and future which were from the interview data collection. I needed to pay attention to how '*past influences present*', then '*influencing future*' by considering the particular themes in the coding analysis.

According to the third research question (RQ3), how do school directors' lived experiences and attitudes toward Global Englishes impact the management of ELT at their schools? This target investigated how their attitudes towards Global Englishes impact the way they managed the ELT (English language Teaching) in their school context. Based on their knowledge (cognition), emotions (affection) and behavioral attitudes through their past, present and future interviews, the way to

measure the *'impact'*, which is their behaviors, was using observation to check the practical realities. That means to answer this question is the collecting of both interview and ethnographic strategy. To code the interview data, below is an example in Chon 1's lived experiences and attitudes towards Global Englishes:

Table 7 Chon 1's thematic analysis

Open coding	Categorizing	Themes
- Don't like grammar	Negative experiences	Past experiences
- Didn't like English for communication	about learning English come from the past	influence the attitudes in the
- Must remember many words	teaching methods and	present work as
- Hitting if wrong	teachers	management in
- Like grammar	Positive experience	school
- Fun	about learning English	
- Eager to learn English	comes from the past	
- Teachers can teach with understanding	teaching methods and teachers	
- Like English for translation		
- Should probably recommend the foreigners	negative experiences of using English	
- Afraid to talk with foreigners		
- The Filipino teacher who makes us dare to speak	positive experiences of using English	
- Understand		

As reported, three research questions can be answered by the two main data collections; interview and ethnographic strategy. These were used for analysis, RQ1 was analyzed by both types, RQ2 was interpreted by only the interview, and RQ3 was figured out by both ethnographic strategy and interview. However, the two data analyses which comprises the questions as the primary data collection which was discussed comparatively along with the key words to the code, reading through the

data several times and creating the key words to summarize what was happening in the interviews. The axial code consists of identifying relationships among the open codes, followed by interpreting the data to categories. Finally, I selected the symbolic categories that were incorporated into themes in the selective coding stage. The crucial following procedure was comparing the different attitudes themes as well as the reasons for those thematic in several schools' contexts impacting the ELT relationship based on three research questions.

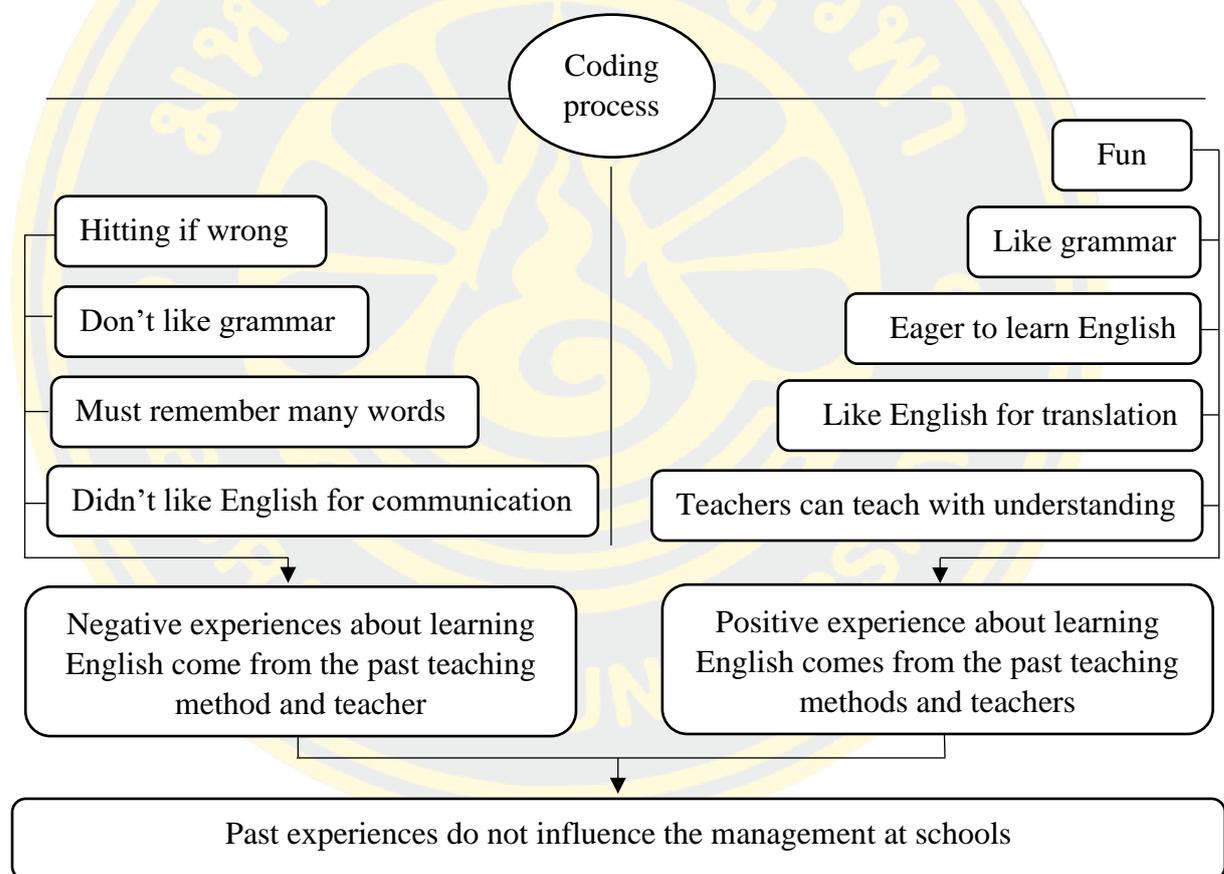


Figure 2 Process of thematic analysis from coding and categorizing

Trustworthiness

Triangulation

Tracy (2010) defined triangulation as the use of multiple methods or multiple theories to understand a phenomenon. In this study, triangulation was achieved by using multiple data collection methods: interviews and ethnographic

strategy. What the school directors reported in the interviews was triangulated by using the data from ethnographic strategy.

Member check

Member check is a technique to strengthen trustworthiness by sharing the data with the participants and asking them to verify the data. In this study, I requested the participants to check the interpretation of the data. After the themes emerged, I scheduled a meeting with the school directors to discuss the themes. In doing so, I involved the participants in verifying the findings, which can enhance trustworthiness of the data.

Ethical considerations

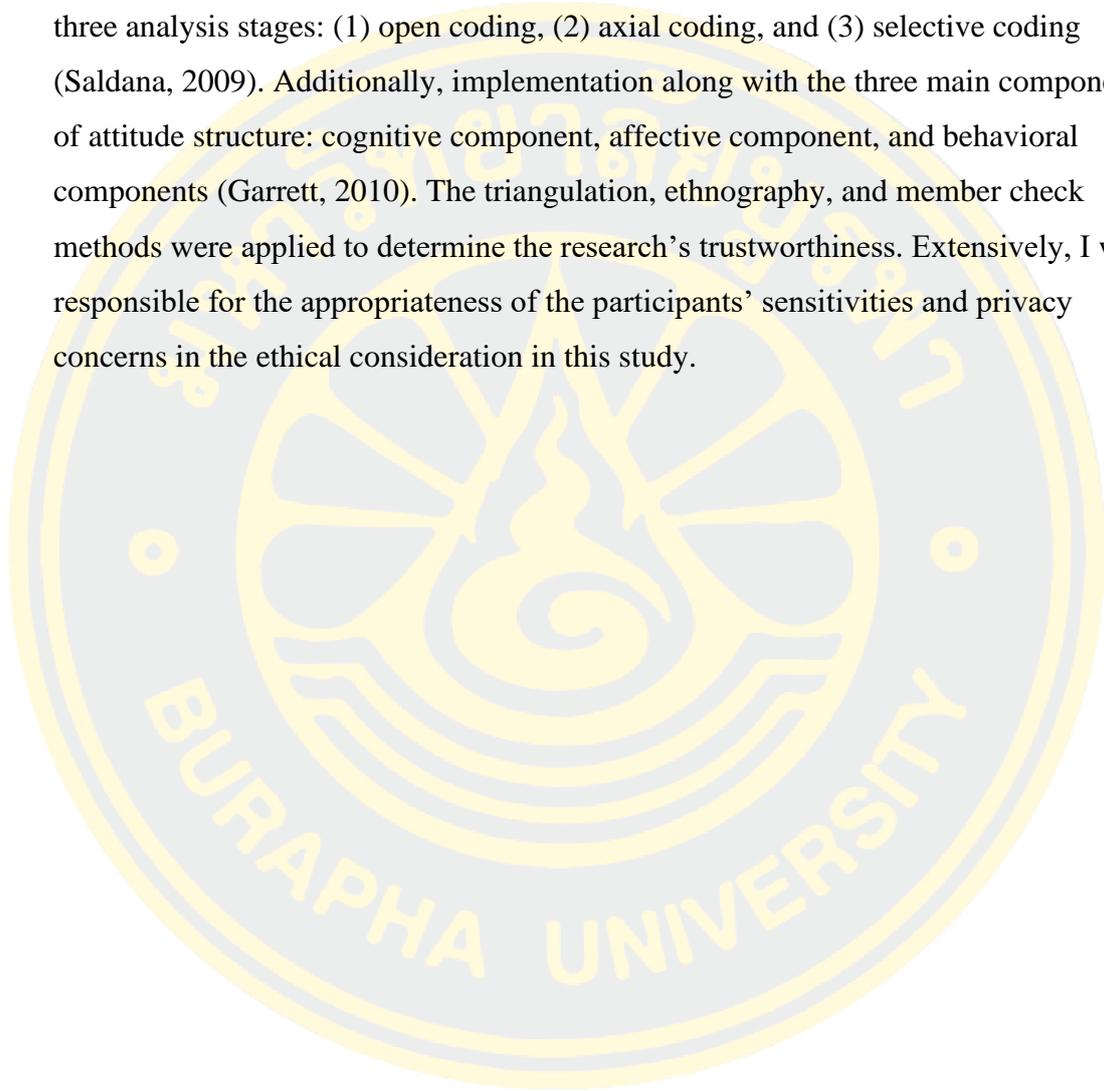
Ethical guidelines in this respect were given essential consideration, the interaction between researcher and participants can be ethically challenging, such as personal involvement in different stages of the research, as is the nature of qualitative study. This paper employed individual semi-structured life story interviews with different school directors that was important to consider about the appropriateness of the proper place and time schedule, the level of the language, the sensitive questions, and the privacy concern.

Confidentiality was concerned in the qualitative paper, and pseudonyms were used to remain anonymous. The researcher maintained the primary and secondary information confidentiality between the participants and the entire provided data will be destroyed after three years preceding the finalization and the research publishing.

Chapter summary

Narrative inquiry was used to explore the participants' lived experiences and attitudes towards Global Englishes. Five school directors in Chonburi province, the eastern part of Thailand, were purposely selected participants. The interview and ethnographic strategy were postulated as the research instruments. The data collection was conducted following the two instruments. Three research questions were analyzed conceptually in the data analysis section. The overall purposes were to

explore what and how the school directors' lived experiences and attitudes towards Global Englishes influence and impact the management of ELT at their schools. The rich information from the individual semi-structured interviews was advantageous to analyze by using several methods. The analysis was a coding method consisting of three analysis stages: (1) open coding, (2) axial coding, and (3) selective coding (Saldana, 2009). Additionally, implementation along with the three main components of attitude structure: cognitive component, affective component, and behavioral components (Garrett, 2010). The triangulation, ethnography, and member check methods were applied to determine the research's trustworthiness. Extensively, I was responsible for the appropriateness of the participants' sensitivities and privacy concerns in the ethical consideration in this study.



CHAPTER 4

FINDINGS

This study reported that the school directors' lived experiences influence the attitudes towards Global Englishes by presenting individually narratives which is aimed at understanding human experiences as lived and told (Schaafsma & Vinz, 2011). Based on three language attitudes' components (Garrett, 2010), which include the cognitive component (knowledge), affective component (feelings), and behavioral component (behaviors to decide to hire English teachers) through three-dimensional inquiry space by Clandinin and Connelly (2000), which comprises the participants' reflections on the past, present, and future, was employed. The five findings are presented through the lived story of each school director in particular school contexts in order to respond to the three research questions to examine how the five school directors' lived experiences and attitudes towards Global Englishes impact the management of ELT at their schools' contexts.

This chapter shows that the school directors' past experiences do not influence the management at schools concerning the standard language ideology. However, they are aware of authentic English use, which means they are aware of English varieties. Still, two out of three do not desire to implement native speakers in their context through two conditions: 1) external factors impact hiring foreign teachers, and 2) budget matters for hiring foreign teachers. The narratives examine how the five school directors' lived experiences and attitudes towards Global Englishes impact the management of ELT at their schools.

Narrative of Chon 1s' director: only dominant inspiration

Chon 1 is a small elementary government school in eastern Thailand. There are approximately 150 students at this school. Chon 1's director has been working there for two years. Before becoming a director, she was a deputy director at a secondary school for four years. She has a graceful personality, is friendly, kind, smiling, talented, and has a lot of effective management results. Before taking an administrative role, she was a mathematics teacher because she loved the problem-

solving processes in math. Upon asking about her English learning experiences, she immediately started by narrating negative experiences from her past teacher's teaching method in elementary school. She narrated:

I learned English in elementary school. Starting from Grade 5, because at that time, they began English class in Grade 5, teaching the ABCs and then memorizing the vocabulary and writing. The teacher asked me to learn five words a day and write them correctly. I was hit if I did not remember it. I have the feeling that oh, why it was so hard to study. I wouldn't say I liked grammar (Interview 1).

The negative experiences about learning English emerged from the past teaching method used by her teacher (memorizing five words a day, punishing, hard to study). She remembered the vocabulary and wrote it down every day while she did not know how to pronounce the words and apply them in real life. She continued, "Oh, why was it so hard to study?" The memorization way of learning did not improve her learning motivation. She carried those memories to her school and, luckily – found positive experiences in learning English there. Again, it was because of a teacher that she started to like English. Listening to her stories, she had a good attitude toward English during high school. She narrated:

I liked grammar when I was in high school. Studying English in high school was fun because of the teacher. I understood when the teacher taught, so it was fun in high school. I was eager to learn English. I chose English as my minor subject for my bachelor's degree to get the translation class. Well, I liked it, so I went to study English as my little choice. If I have an opportunity, I will learn more English (Interview 1).

The high school level was a turning point from a negative to a positive experience; she said she started to like English because she understood what her teacher taught her. She had fun and was eager to learn English when she could comprehend the English lessons. This motivated her to choose English as her university choice and her willingness to study more in her present opportunity. The positive codes in this interview are grammar, fun, understanding, teacher, eagerness to

learn English, and understanding English. These are interpreted as positive memories which forced her to get the opportunity to use English in her life.

Despite having positive English experiences, Chon 1's director was afraid to talk with foreigners. This is an apparent effect of how she learned English from the past teaching method, which did not focus on the importance or awareness for "real" communicative purposes. However, her confidence in using English was from one of the Filipino teachers. She made her dare to speak English with understanding when she worked as a deputy director at a secondary school.

According to Chon 1's director's lived experiences, she thought English was an international language that many people use to communicate in the international arena. She used English related to the awareness of authentic English use. When asking her to define Global Englishes, she described it as follows:

English is an international language of the whole world. We can use English to communicate anywhere, so it is the origin of the word "Global Englishes," which is the world's language (Interview 1).

She introduced the meaning of Global Englishes briefly, but it is meaningful. She aims to use English for communication as the world's international language. This means that she gets the point of the importance of using English. "Global Englishes is the world's language" clearly defines how she views the present influence of English. But she did not mention the variety of English in the definition; she used English as the authentic English use aiming to get intelligibility as the primary point in communication.

This can relate to the value of the importance of English based on her opinion of benefiting from using English and the meaning that English is the official language of the whole world, English is the language of the world, or any users can use English that she defined will be the positive thoughts of Global Englishes. The ability to communicate with many countries using English and how they understand each other, called "authentic English use," is essential to the student's success.

Those seem to be positive ideologies towards globalization, but her perception of the owner of English is a native speaker, which is American and British. The accent from the pronunciation will be one of her considerations. She expressed,

The person who is a native speaker is probably someone like an American or something like this. We will make the students study better if the native speakers teach. Because when I interviewed for the position of foreign teacher, I would say I am not racist, but we know the differences in language. The Filipino teacher or natives use different languages; when they pronounce it and let the children learn or talk, we will know who Filipino teachers are or native teachers because of pronunciation. The conversation is different. The mixed accent will not be an English pronunciation like a native speaker. It should be like the British or the people who own it. They would probably teach better. (Interview 1)

When she expressed that Americans and British are native speakers, and she saw the pronunciation differences in using English between native and non-native, this will cause her perception of native speakers as a standard. The ideology of a native is a standard that means Americans and British are native speakers. Native speakers and non-native speakers are different, and native speakers use English as their mother tongue, which is accepted for global communication. She also compared American and British-owned English to Thais' own Thai, provided the reason for good credit for teaching in Thailand, and related the nativeness with better students' studying.

A native speaker should have more directness than other people. Like how to get their language, I think these two countries are native speakers like we're native speakers of Thai. If other people learn our language like us, it's not the same. It's not possible. But English is the accepted language that many people use. So, I look at that. I think they may have better credit than other countries to come in to teach us. (Interview 3)

Relating to a native speaker is a standard perception, her opinion associated with the accent, which could be described as a mixed accent is not a native accent. The British accent has a more pleasing accent. She wants a native to teach English in school; this is a practice requirement of a native. She brought some reasons that the

students will learn better and native speakers get better status to teach English in Thailand.

For this reason, I can clarify that Chon1's director had negative experiences with learning English when she was young, which comes from the past teaching methods. Those negative experiences cause the negative experiences of using English in her real life. However, the positive experiences about learning and using English were built after she was in high school, which came from a teacher and a foreign teacher.

Instantly, I would express that she has a good standpoint towards English. But for English varieties, her attitude towards Global Englishes is the standard language ideology. American and British are elemental powers of her consideration. Nevertheless, she is concerned about the value of Global Englishes spread in diversification. Her lived experiences do not influence her attitudes toward Global Englishes is discussed below.

Because at least the students can practice English with many people. Many languages (accents) will help them to develop language as well. Therefore, they can communicate with many countries no matter what people they will meet next. I think it is helpful to learn English from any nationality.

(Interview 1)

Chon 1's director's lived experiences began with negative learning from memorizing vocabulary, which caused her demotivation. Learning English with Thai teachers is the traditional form; focusing on vocabulary and grammar could not generate communication skills. Until she found a way to understand English, this would be a positive attitude to learn and use. The cultural norm in Thailand in the past 20 years was directly promoted by these two dominant countries: the United States of America and the United Kingdom. They performed as a benchmark of English; this can be explained by the social context framing her ideology of standard language. The only way to speak English was to talk with foreigners, mainly Americans and British; this concept used to be expanded for English learning purposes in the past, which is related to her attitude. Immediately, she views diversity as beneficial for her school

context and the students' opportunities which means her past experiences do not influence her moods in the present while working in school management.

For a small governmental school, the director frequently highlighted the teachers' abilities as necessary for ELT. She requires primary English teachers to have teaching techniques or methods, the ability to teach, and the ability to use technology to teach the varieties of English. These are the teacher potential that she considers the priority.

I see that as the basis for transferring knowledge. Teachers should have studied teaching before. No matter how good they are, it is useless if they cannot teach. But if they know the teaching principles and techniques, they can teach. I know this matter well. They should be able to convey or understand what students need to use in their lives than those who have not gone through direct teaching. (Interview 1)

The first is to be a teacher. I think that the most important thing is the personal factor. It is like a knowledge transfer person. The teachers can make the students feel interested in English and understand. Of course, it is the most important thing. (Interview 2)

The observation confirmed what she said as the English primary teacher is required. I saw an English teacher who was the only English teacher in the school. Chon 1's director see that the educational background is essential as she mentioned that the teachers should have studied teaching. The potential of teaching techniques or methods called "teaching ability" concerns referencing the teacher is essential to encourage the students to feel interested when learning English.

According to the teachers' abilities that she mentioned as necessary for ELT in school, this can be the continuation of the procedure to support teachers' development. She expressed that in the school director position, the way to keep the teachers is to get training or material, and deploying technology is significant for ELT.

In terms of diversity, I think that our English teachers have the potential that they can convey by themselves. We promote if the teachers want to know more about using media or technology to improve teaching English. To

make the child understand or be assertive or more grounded, I will support them that way. (Interview 2)

She has been supporting her teachers to get more knowledge, such as getting some training, using teaching material, and using technology in teaching variety. The teacher's ability is more dominant because she encourages the teachers to get more experiences concerning the students' outputs. Another exciting aspect is that she viewed that her English teachers have the potential to convey by themselves, which means her English teachers are not the only English teachers she mentioned earlier. But they are the teachers that teach English in school; they have their abilities to teach. This is how she is concerned.

Secondly, another consideration is associated with the students, which is the final production of ELT. It is the student's willingness that is necessary for ELT in school. The students' success consists of curiosity, intention, continuing at the next school, can communicate by using English, can use it in their future lives, focus the students' happiness, students' attitudes, opportunity to learn and use English, good mood to learn, and ready or eager to learn.

The next step from someone who gives knowledge must be the recipient, right? That will be the students. I think that the students are essential. It will improve teaching and learning if they are ready or eager to learn (Interview 2)

She related the importance of the teachers twice before indicating the second factor – the students. She perceives that the students are a product of the teachers. She examined that the teachers give knowledge, then the students are the recipients. She noticed that student readiness is a crucial factor for ELT in school. For this point, I realized that there is some impact of parental factors which will influence the students' readiness for primary school. The students will be ready if they have an excellent support environment; this is an engaging consideration that I got from my observation. Most students' caretakers are grandparents, with few of them having time to support their children in talking or using English at home.

Thirdly, this is the relationship between the teachers' and students' quality, and the ELT in school matters, especially for small school sizes. Budget is one of the influences, and it can potentially affect the quality of education. If we refer to the budget, this comprises the requirement to hire foreign teachers and develop teachers' potential.

We do not have a budget to hire foreign teachers, salaries of 30,000-40,000 baht per month. Small schools don't have an organization to support this. Asking, is it important? It is essential, but we have other ways to develop without foreign teachers. If possible, we should get that, but it is impossible. There should be different ways to fix this shortcoming; we can make our children develop (Interview 2).

Hiring foreign teachers is a difficult path with a distant road because having 30,000-40,000 baht per month to hire them makes this challenging task rarely happen. The budget is the most impact factor that drives the quality education in hiring a foreign teacher. On the other hand, the director advised the challenging practice according to the ability to use technology to teach the varieties of English; these are the teacher potential that she considers most dominant, as I mentioned. Therefore, the budget matters for the ELT in school is the detail of hiring foreign teachers to get a quality English education.

Fourthly, I found this final influence after reading the interview transcripts. It has a powerful impact on school management. Based on the ELT in school, the external factors are determined as a crucial factor which I separated into two aspects. The first aspect is parental needs, which contains the lack of students' ability to have basic knowledge, and they think that teaching and learning are the school's responsibility. The next aspect is the school background, which includes the elementary student's context, basic pronunciation, vocabulary, and grammar.

I think that the students can have the basic knowledge. They can continue to a higher level in middle school because the elementary school does not focus on how to use it as much as college or working age. But it is just laying the foundation for knowledge. The students know the basics such as vocabulary, pronunciation, and basic grammar that can be used further in the next level.

That is enough. Parents' thoughts in elementary school are that the way they send their children to learn should be the responsibility of school management. Well, they did not come to the point that by the end of Grade 1, my child must be able to speak English with foreigners. It is based on our school's course structure. So, I think it might be related to media and technology. (Interview 2)

The first aspect is associated with parental needs, which the director's expression can explain; the way they send their children to learn should be a responsibility of school management. This means the parental needs depend on the different school contexts. In this context, the parents need their children to get the basic knowledge followed by the school's course structure, which is their responsibility. This relates to the next aspect, school background, representing the parents' needs. Being a small elementary school is one of the director's reasons not to hire foreign teachers, applying technology or teaching material to teach English varieties instead.

Chon1's director's lived experiences do not influence the positive attitudes toward Global Englishes by bringing down the negative and positive curtain. She has a valuable motivation to learn more in the future, but she still has some uncertainty about using English. It is the result of a traditional teaching design with non-application-oriented teaching methods. In conjunction with the lack of opportunity to use it in past social contexts, Chon1's director is aware of authentic English use by respecting the diversity of English and realizes that diversity is beneficial for the future of her learners. Although there is a standard language ideology which a native speaker performed as a standard, this does not impact the decision to employ native speakers to develop her management of ELT in school conditionally.

The initial condition is the budget; this is one consideration related to hiring foreign teachers to develop the potential of teachers and increase sufficient materials or resources for the school's projects. The alternative condition is the external factors which comprise the parental needs in terms of essential knowledge and a little elementary school background that is not to be pressured by high competition in

education. For this reason, I can compact the budget and the school background impact for hiring foreign teachers, the ELT in school.

Furthermore, Chon 1's attitudes do not impact of hiring practices for ELT in school with the two conditions described above. But the management progress is an essential factor in the relations of the school director's ability which produces the ELT in school. The dominant power includes supporting teachers' development. Knowledge, teaching skills, teaching materials, and technology influence the teachers' abilities that determine the ELT. The student's willingness is required for ELT in school because it is associated with the student's success if the students are ready to learn.

Table 1 illustrates the conclusion of Chon 1's director's lived experiences and attitudes towards Global Englishes. that I used based on the three main components of attitude structures by Garrett (2010) and including the three-dimensional space (Clandinin & Connelly, 2000), consisting of past, present, and future.

Table 8 Summary of Chon1's director

Lived experiences								
Studying (Past)			Management at school (Present)			Planning (Future)		
attitudes			attitudes			attitudes		
cognitive	affective	behavioral	cognitive	affective	behavioral	cognitive	affective	behavioral
Difficult	dislike	ignored to study	rarely used	like	promote teachers to develop teaching and learning	Need quality teachers	Motivated to study	Assertive to learn more
Negative - Past teaching methods - Teachers			More positive - Accents - Authentic English use - Variety of users - Standard language ideology			More positive - Spread of owners - Student opportunities - Standard language ideology		
Only dominantly inspiration (GE is aware, but not hiring)								
Two conditions that do not impact ELT in school								

<ul style="list-style-type: none"> - Budget matters for hiring foreign teachers - External factors impact hiring foreign teachers
<p>But the management of the director's role is an important factor and affects the ELT</p> <ul style="list-style-type: none"> - Supporting teacher development - Teachers' abilities are determined for ELT in school which produces successful students. - Students' willingness is required for ELT in school

Conclusion of Chon 1

Chon 1's director had negative and positive experiences from the past teaching methods and the teachers. However, her past experiences did not influence her attitudes in the present job as management in school in terms of the standard language ideology. But she is aware of authentic English use. By the end of the path, Chon 1's director does not desire to hire a native speaker as her ideology because of 2 conditions. The budget is considered one of the management factors for ELT in terms of educational quality, hiring teachers, and the external factors, based on the parental needs and the school background in how the ELT is the school's responsibility. On the other hand, the teachers' abilities and the students' willingness are personal factors in effective productivity to develop the ELT in school, which is contributed by the school director's ability. Consequently, I conclude that Chon 1's director is aware of Global Englishes (GE) but does not desire to implement it in the ELT context.

Narrative of Chon 2s' director: ready to pass on the baton

Chon 2 is a large government elementary school. There are approximately 1,000 students in the English program, a project of teaching in an English program and separating school management from the other. It is similar to the English Program (EP) or Mini English Program (MEP), but it is not. This program uses English for teaching and learning through its school course structure. To understand the management of this project, I decided to interview the teacher who is directly responsible for this school project. She acted as the school director and was comfortable giving 3 interviews at the school. I have represented her as Chon 2's director. She has been working as an English project manager for eight years. She was retired for four years, but has continued this project in consideration of the school director. She graduated in elementary education with experience teaching elementary

school students in all subjects. She is tall with short hair. She has a bright face, athletic and active. Most students at school would always say hi as she walked by. She seemed a little nervous about giving an interview after hearing about my education major in English. Because there might be something that she does not know related to English. I told her that this was an interview about her own lived experiences and attitudes about the English language that can be interviewed in Thai. She was relieved.

About her learning experiences, she expressed very dominantly that the past teaching method is the crucial component of her present attitude. This is quite similar to Chonl's director in terms of the past teaching pattern, which started with some negative experiences about learning English coming from the past teaching methods her teacher used in class. She said:

I was very troubled...troubled... and did not know about it (English). One was also related to the teachers who taught us, and I did not understand. Two, when I was a child, I was a lazy child. It was a tedious teaching method. Therefore, I was too lazy to recite the vocabulary. When I could not memorize the words, I could not do anything in English class. Is that right? Therefore, English is the most troubling subject. I'm distraught in English. I also have a friend. This friend got married to his girlfriend in England when we studied in the same class. She is a close friend, and when I went for the exam, she would come closer and keep hinting to me that ABCD (answers), she would raise two fingers, I would check B, and she helped me every hour. Why did I choose a teacher? Because I did not have to learn English. I graduated from education for primary school teaching at Burapha University. I can teach all subjects, but do you know what subject I cannot teach? It is English. I still must come to do English projects like this. Every time I was chosen to train in English, I would be unfortunate because I did not understand English. (Interview 1)

This part of the interview is rich with negative experiences about learning English and starting with a negative expression of "trouble" by repeating that she was troubled when she studied English. She added a more negative feeling as "sad" that

she was sad to learn. She could not understand English. Therefore, that made her behave like a lazy child. She was too lazy to recite the vocabulary, “*It was a boring teaching method,*” because the past teaching method influenced her attitude.

Memorizing the words would make her feel troubled, which carries her perception of English as the most troubling subject. The related behavior is getting her close friends to help with English lessons every hour; this will answer how she saw herself as a lazy child who was unmotivated to learn English.

However, Chon2’s attitude toward learning English is shown in the opposite element. She started her negative feelings when she studied English as a child. I continued gathering more data about the situation of having positive experiences learning English. This seems to be more complex when she answered that:

I am an alumnus of this school and I still Kru Chairat. He taught English with songs, and I liked it (English). He had a song to recite English vocabulary. For example...Ah coconut like this, he let his students sing C O C O N U T (singing). Ah, and it was— the coconut song (singing). I started to like it. He taught me songs. But I did not always have him for every grade level. For other grades, it went on like this. Even if I did not like it, I was not a mischievous child. So, I could survive every time. So, if asked do I like English or not, I would say no. (Interview1)

Following the above illustration, she only had one good experience learning English. This can indicate when she mentioned her teacher’s name, which means she remembers this situation clearly among negative reflections. Coming to this, you notice that the past teaching method is associated with her learning experience. Learning English with songs is her turning point: the positive experience of learning English came from the past teaching method and a teacher. But in the end, she also confirmed that she did not like English based on the last sentence “If asked do I like English or not, I would say no.”

Proceeding as a working experience, this is not difficult to understand. According to her first nervous behavior before the interview, she was relieved. I can assume that her working experiences would not positively affect her. I questioned her about her English, aiming to communicate with other people. She narrated:

I sometimes use English because I am not confident in speaking. It might be that I am too old. I was afraid of talking; it was like people would judge me if I said it wrong and tried to speak incorrectly again. It's very little; as I told you, I have some negative thoughts about it from the past. I don't want to mess with it anymore. When I see or meet foreign teachers, I just try to smile. Sometimes they raise their hands to respect me; I just raise my hands to respect them. I almost don't speak. Only use our body language to convey. But I understand them to know about the daily routine that does not go into every detail. But if there is a detailed one, I just call the English teachers to translate it into Thai to get an understanding. I am not shy to tell them that I am weak in English. If something needs to be said at a meeting, I will sit down conscientiously, and the English teachers will speak and then translate. This is precisely what I am uncomfortable with. If I can get that ability, I will be here smoothly. I could not supervise foreign teachers. Why? Because if I don't know English, I could not understand their teaching in the class.

(Interview 1)

Her negative experiences with English for work at school can be described as unconfident. Even speaking with the foreign teachers in school. She expressed her fear of speaking because society would look down on her, making her lose motivation. When I was in the second observation, she brought me to each room where the foreign teachers were to confirm her lack of confidence. She informed me that I needed to introduce myself, but she only greeted them. This situation explains her trouble with using English. She said that she understood what the foreign teachers said, but the limitations of her English skills would make her feel uncomfortable responding to them immediately. She must wait for the English teachers to translate the conversation into Thai first, then she responds in Thai; after that, the English teachers translate Thai to English. This limitation generates her uncomfortable feeling related to how she works. The supervision of foreign teachers is considered her responsibility in management. She explained that she could not supervise foreign teachers because she could not understand their teaching in the class. Therefore, she must invite professionals with expertise or experience in managing teaching

education. This is because foreigners would blame the academic teacher who did not understand them and negatively comment on haters who did not accept the supervision of the academic teachers who have no English skills.

According to the negative experiences of using English to work in school, those uncomfortable moments will affect how she plans to improve herself in the future. If we consider when she mentioned that her age matters, "...it might be that I am too old..." This tendency to make decisions for self-improvement in the future is identified in this quote:

If asked to keep motivating me to learn more English, referencing that no one is too old to study, I would say no to learn more. There is nothing to inspire me to do that. It was over. I have retired. I do not struggle to come back to work-study here anymore. I think I need to converse in English in the future because I am already over 60. Suppose I stop working here, time out for retirees. I am just an old retired teacher who lives at home. Who am I going to talk to? Or let me go on a trip? Traveling abroad? I would probably go on a tour where they would speak Thai; no need to be a backpacker to go backpacking and walk around asking for the way; I probably won't do that. I put my hopes on the next generation of teachers in the future. But it is a variable that we cannot predict. (Interview1)

This might be one expectation that she said she did not need to use English with anyone. Because she has other choices to get in the communication, such as letting other teachers deliver the message, etc. I could explain that she lost motivation for future planning to use English. She also confirmed that "I would say no to learn more. There is nothing to inspire me to do that." this sentence is the dominant message to reject any more learning as she is unmotivated. Many vital terms support this main idea in the interview, for example, "I do not have to struggle to study..." which means learning English is a difficult way that she must attempt to struggle to study. She realized that it was time out for retirees; it was time for the next generation to continue this work. Additionally, there is another opportunity she will encounter with English traveling abroad, but she suggested "...go on a tour..." in which she can speak Thai instead of English. Those proved that she lost motivation for future

planning of using English based on her negative experience of learning and using English.

Proceeding with her belief, if we talk about English, we will never forget to ask about a native speaker's perception. This question is needed to explore every director's response to the research question. In our context, Thais use English as a foreign language, which means English as a communication option, but more increasingly in the present. She detailed that:

Who is the native speaker of the language.... It's British, right? Because of colonization, suitability? Wherever they were, the language would spread there, right? Similarly, why do Filipinos know English and become teachers? Because it was once a colony, why can't Thailand? Because no one colonized us, we cannot. So, I think the English language belongs to the English people, spreading worldwide because of colonization. A native speaker must have the best English accent; like I said that different countries use our Thai language. Only Thai people must speak the best. Because we know how to pronounce R. Rueda, L. Ling, how to say it softly, how you say it to be funny, how to speak politely, right? I think that a native speaker would probably speak it best. (Interview 1)

A native is a standard. I think that they understand language and culture more than Filipinos. Because the story he brought to teach children must be based on their roots, right? The pronunciation is because I am not good at English, so I do not know what it is. But I felt that a native must understand in-depth and do it better. (Interview 3)

According to both interviews, I can indicate that Chon2's belief positions a standard language ideology which is a native is the standard. The predominant term is that "... the English language belongs to the English people..." and "A native is the standard." she outstod that British people originally owned English and those who are British are native speakers as the standard. Then English was spread progressively around the world. She further contributed to colonization as the reason for being good at English. The accent is an essential aspect of being a native, "A native speaker must have the best English accent," she included Thai, comparing the native of each mother

language in terms of the pronunciation and the meaningful practices in using it commonly. She presented the assumption that the native speakers with an in-depth understanding and usage of the language and an understanding of their own STEM culture, which she called “their roots.”

Chon 2’s director is aware of authentic English use; she defined the Global Englishes based on her understanding as “a common language that they use to communicate with each other. English as a language of communication (interview1)”. This produced the awareness of authentic English use which means she proposed the intelligibility as the primary point in communication. The explanation is that she values the importance of spreading English and has positive thoughts about English varieties.

Chonburi is an industrial city, and English is required. It is necessary that we can communicate. If the students can get English skills, I would satirize. Additionally, having English skills is excellent when going out to work. The teachers in this department have a better accent than the Filipino teachers. I encourage them to communicate with the children in English. I want them to be a new version of the teachers that do not explain in Thai and teach English content. Their accent is perfect. There are 5-6 English teachers. I think success can only be achieved if we use it. Some Thai children are studying in the classroom. They are perfect. A hundred correct answers but they cannot communicate. But nowadays, communication is more critical. Don't be serious about grammar. (Interview 1)

This rich expression reported that she values the importance of spreading English. She began with why English is required in an industrial city. English is necessary for the students; the essential part is that “it fills their lives.” This term means that English is essential. She also suggested that success can only be achieved if we use it, which describes using English as the way you succeed with English. Another interesting issue in this interview is related to the accent; she frequently mentioned that pronunciation is essential to convey the meanings, but this leads to positive implications about the awareness of authentic English use.

The agreeable statement that she promoted the positive thoughts of English varieties is represented widely in the conversation. Those opinions can be categorized as an exciting aspect of English varieties. I asked her a question about the accent that she appreciates the most among various accents, and her response was as she respected:

Suppose Thai people use English in everyday life. For example, in the family, our son was born. We use English with him or the children of celebrities who speak English with their children. English is one language that we can use in daily life. Those people can own English. Like when I was a kid, I used Chinese, Teochew Chinese, with my grandparents, who could not speak Thai. I had to speak Chinese with them. I spoke more Chinese than Thai when I was in the school system and came to learn Chinese. It was like English; I did not like to study. I can talk to them and know everything if I speak, but not for reading and writing. So, it was the same thing. (Interview 1)

For the first paragraph, she noticed that any user can be the owner of English by referencing how important it is that many people use the language and have language skills “Those people can own English.” She also conveyed her childhood second language experience and how she acquired the Chinese language in her family naturally compared with the English language of the new generation of children using it with their parents. This can explain that the owner of the English language will be open to everyone who uses it effectively.

I view English as the common language that people use to communicate with each other. Even from the past until now, we still use English. But now, nations that have prospered, such as China and Japan, have begun to grow, and people use the language to communicate more. But English is still the number one language that people use worldwide. It is diverse because each culture speaks different accents, which makes the languages different. This means different accents and different new vocabulary in use. (Interview 2)

The continuing part is focused on the diversity of the English language. She introduced “English as the common language that people use to communicate with each other” the way she used English as a common language means English is generally a language that everybody can access and use regularly. However, she highlighted the importance of English as “...number one language...” that most people use. It is “diverse” in accents, words reborn, and meaning in particular cultural contexts. English has more than one relationship to the positive thoughts of Global Englishes.

As reported by English as the common language, intelligibility is necessary for English communication. Chon 2’s opinion mostly remarked that the students’ communication productivity is meaningful for learning and teaching English in school. Occasionally not only focusing on accents but to understanding my question about the appreciated pronunciation. She said:

It must be a Thai accent. I can understand because Thai teachers have taught us that we have been addicted to that accent since childhood. But if asked what I like, don't ask what is the best, right? What I wanted may not be the best, but I was familiar with it. My Thai teacher's accent is better than the Filipino teachers. You may disagree with me if you listen but I like a Thai accent. Suppose I listened to the English accent or Indian accent. I cannot differentiate. (Interview 1)

The explanation indicated that the language's accent familiarity influences her understanding. She preferred the Thai accent as the most appropriate and intelligible. She confidently stated that “What I like may not be the best, but I am most familiar with it” therefore, I have concluded that her concentration of understanding in communication as she additionally mentioned:

I will choose to study with a non-native speaker suitable for me. Because nowadays, if I listen to native speakers, they speak very fast and their accent is like that. I don't understand at all. But it was strange that I understood that I came to talk with the Filipino. Because I am used to it, they speak more slowly, although their accent would swing a bit. Therefore, I would choose to study with a Filipino rather than with a native speaker. (Interview 2)

This supporting opinion consisted of how she preferred “...non-native speaker that is suitable for me,” which means how she understands the meaning in conversation comes from her accent familiarity, based on the accent, “used to it” directly means that. I explored more description of the accuracy and appropriation of various English, she labeled:

It's not correct, but it depends on its condition and whether it's appropriate. If we are going to say that they are wrong, they can't use it. They had tried to make it right to use as a common language, which was difficult, so I thought it was correct. If it's not accurate, then when do we get them to teach? Did we teach students wrong? We must contact all the native speakers if we believe it's incorrect. It's difficult, right? It's like checking an answer; I would not dare to check it as correct because this accent isn't proper. But they asked if it was appropriate, according to the condition. It is usable as-is. Like Southern, northern, or northeastern Thais, they speak with their accents, but they speak Thai. (Interview 2)

The appropriation to use English to communicate according to the condition, the English language is ethnically multiplied by the diversity of its users. It depends on the usage contexts for further communication. Her thoughts are fascinating as she mentioned, “it is usable as is” because different Englishes are also the appropriate language to communicate with understanding in each context, which is associated with the intelligibility that is necessary for English communication as her awareness of authentic English use which purposes intelligibility as the primary point in contact for a variety use.

While a standard performs like a native speaker, Chon2's determination to hire foreign teachers in school is comparable. Relating to her notion, I collected detailed information regarding how her mind works through:

If the budget is not considered, I would choose a native. In my opinion, I need people with the proper accent to be in the school. The pronunciation is essential. For example, students will go to higher education and meet someone with an appropriate accent such as a native speaker. They would

not have difficulty communicating; the students will use the correct pronunciation and a native speaker accent. (Interview 3)

Spending this quality time, a challenging condition is occurring powerfully. She located a standard language ideology of a native as the standard. A native requirement precisely appeared, but in this conversation, she delivered a compelling condition which is a budget concern as she said, "If the budget is not considered, I would choose a native" this can be defined as her specific commitment to employment of a native speaker as a result of having the correct accent. She said that pronunciation is important to communicate; the proper accent can help the students get accessible intelligibility with a native speaker.

This would be a challenging situation that is a barrier to hiring in practice if the budget is concerned, contrary to her ideology. She included varied reasoning to expand how important the budget is.

Other schools have English majors; we have the same policy. But those schools do not have the money to hire foreign teachers. In our school, the parents pay the tuition; then, we can engage and promote English fully. It's different. If the government encourages this aspect, it provides a lot of money. And let's do it seriously; it can be developed. The driving flow best is the budget. The children will benefit. This budget is called education beyond government subsidies to hire more foreign teachers to give the student's experience. But the problem is that the students cannot speak English at all, even though they have studied English for ten years, because Thai teachers do not communicate in English and only teach grammar and explain it in Thai. Therefore, when we have this budget, we go to hire foreigners to make the students share. Even if we don't have enough English teachers, we can employ more Thai teachers and organize English activities. This is very important. We spent hundreds of thousands to manage the English camp activities in and out of the school.

Sometimes we organize activities and go to Nong Nooch Tropical Garden to change the environment. Besides English Camp, various learning materials help children learn better. Do whatever helps your child develop, not just in

the classroom. I think that when the building is finished, there will be a room for the children to have listening devices to learn English in a fun way. It is what was intended. This is all parents' money that can't wait for the government. (Interview 2)

The prosperous discourse represented why her remarks that the budget is a powerful condition. The remark was that “the driving flow best is the budget,” indicating how it was to “promote English fully” in that school context. The proceeding practice for English entirely is to hire more foreign and Thai teachers, develop the potential of teachers, organize English activities, and support learning material that will increase sufficient resources for the school's projects.

I approved this budget condition by my observation. A new school building was being built to prepare for the increasing numbers of students until the number of classrooms began to be insufficient. The new school building will increase the necessary specialized classrooms with equipment and technology for future school teaching. This school area was separated from the regular school and had limited usable space. The construction of the new building consisting of 3 floors will help the school to get better classroom proportions and a learning environment. This means budget matters for hiring foreign teachers of the ELT in school in terms of developing the potential of teachers and increasing sufficient resources for the school's projects.

In that parallel path, there is one more thing worth considering. The concepts in planning decisions for implementing teaching and learning in schools regarding the stakeholders contribute to the school's credibility. That is the parental context of Chon2's perception.

Why do we have to hire foreigners? Because parents are not convinced that Thai teachers will be able to make their children communicate in English. They need foreigners. They would ask when they came to apply; even being Filipino, maybe they are still unsure because of a non-native Filipino accent. We had to inform them that we selected foreign teachers by focusing on pronunciation. If you think you want a clear accent, you may go to another more expensive international school or where it hires natives. But if we confirm the tuition fees just like this, we can't hire them, so initially, the

parents didn't accept Thai teachers teaching English. I would show them that Thai teachers can teach. I always request government officials in the field of teaching English teachers. At first, I let Thai teachers teach, Oh! The parents complained that they paid tuition fees to hire Thai teachers to teach. We must increase the parents' credibility. It was a kind of pressure. We encourage each other because our accent is even better than some foreigners. But they had to use English in the classroom. When talking to children, try to put an English accent on it. To the present, the parents are thrilled that Thai teachers teach. Today, the parents accept that Thai teachers can teach English. (Interview 1)

This crowded expression is expected to describe what the parents need in this context. She pointed out that this school's project began until the parents' opinion in the present in the past. In the past, "the parents didn't accept Thai teachers teaching English," "They need foreigners," they "want a clear accent," and "their children communicate in English" this was her focused point which "pressured" her to develop the ELT in school by increasing the parents' credibility about encouraging Thai teachers to use English both inside and outside the classroom. This makes them "accept that Thai teachers can teach English" and feel "pleased that Thai teachers teach." Those are kinds of school background roles predominantly in terms of parental needs.

In terms of the budget, we point at the parents' backgrounds. Three types bring their children to study with us. The first are those who have more money: driving a Benz or company owner type. The next is people like teachers, nurses, and company employees. Another type is still pending tuition fees; their income is not high. Their children should learn at a regular school, but they still wanted them to study in this program. Here we help them by allowing some installments. And if I hire the natives as the teachers with the reason of a better choice, I thought. The parents with high income requested natives because they wanted a clear accent; they were not in trouble and were willing to pay. If I do that, then they have to pay higher tuition fees. But we are concerned about the other types of parents'

willingness. In the future, if there are good directors with a new powerful motivation, they may open an EP or MEP program. These tuition fees will be according to the regulations. But now we can't. At that time, their children must be able to study too; even if we hire a native to separate the group, it will be EP or MEP. Wait for someone new to do it. I am too old. (Interview3)

The demonstration is a resourceful indication that constitutes both budget and parental need cultures. She described three different parents' features; she considered which direction it could be for everyone. She also compared different tuition rates because this school's fee was the cheapest among many schools. The highlighted term "we point at the parents' backgrounds" defines the hiring criteria as the school backgrounds. Both the parental needs and the school backgrounds are defined as the external factors that impact hiring foreign teachers for ELT in school.

According to those implicitly and explicitly appearing in Chon2's aspect, her lived experiences was concerned about affecting her uncomfortable current attitude using English. The working knowledge was not progressive, but she prefers to resolve that by getting her English teachers to translate to convey the meaning and inviting the experts for teaching supervision. Also, there was no motivation in further studies of the working-age of retired people and the inability to use English, which resulted in a traditional teaching design with non-application-oriented teaching methods. However, Chon2's director is aware of authentic English use by accepting a variety of English and a wide range of English speakers as appropriate for use in particular contexts. Although there is an ideology of a standard language, this does not impact the decision to employ native speakers to conditionally develop ELT in the school.

The beginning consideration which discontinues her expectation is the budget relating to hiring more foreign teachers and more Thai teachers to develop the potential of teachers. Increasing sufficient materials or resources for the school's projects are a crucial part of the budget for organizing English activities and supporting learning material. This excellent condition is relevant to the external factors involving the solid parental needs about hiring the potential teachers, both

Thais and foreigners, and the different parents' features performed as the school background, which is significant evidence causing her hiring practices. These two conditions are consolidated in the budget and the school background's impact on the management for ELT in school.

Moreover, Chon2's director's attitudes do not impact the management of ELT in school with the two conditions described above. Conversely, the educational director management is an influential component in the relations of the school director's ability, which produce how to support teacher development, including knowledge, teaching skills, teaching materials, technology, teachers, and experiences of the ELT in school.

The following table is the conclusion of Chon2's director's lived experiences and attitudes towards Global Englishes based on the three main components of attitude structures by Garrett (2010) and including the three-dimensional space (Clandinin & Connelly, 2000), consisting of past, present, and future.

Table 9 Summary of Chon 2

Lived experiences								
Studying (Past)			Management at school (Present)			Planning (Future)		
attitudes			attitudes			attitudes		
cognitive	ffective	behavioral	cognitive	ffective	behavioral	cognitive	ffective	behavioral
Not understand	troubled	ignored to study	Hard to work	uncomfortable	Need help and invite experts	Next generation of teachers to continue	unmotivated	Support potential teachers
Negative			More positive			More positive		
- Past teaching methods - Teachers			- Accents - Authentic English use - Variety of users - Standard language ideology			- Spread of owners - Student opportunities - Standard language ideology		
Ready to pass on the baton (GE is aware, but not hiring)								
Two conditions that do not impact ELT in school								
- Budget matters for hiring foreign teachers								

- **External factors** impact hiring foreign teachers

But the management of the director's role is an important factor and affects the ELT

- **Supporting teacher development**

- **Teachers' abilities** are determined for ELT in school which produces successful students.

Conclusion of Chon 2

As the results of the very detailed data, Chon2's lived experiences and attitude towards Global Englishes; the discovered finding is that this director was hostile in her past experiences from the past teaching methods and the teachers. Relevantly, her past experiences do not influence her attitudes in the present management of the school in terms of the standard language ideology. However, she is aware of authentic English use. The final conclusion is that Chon2's director does not want to hire native speakers as her ideology conditionally. Firstly, the budget is examined regarding educational quality for hiring teachers and the materials or resources for the school's projects. Secondly, the external factors are performed dominantly, based on the parental needs and the school background about fully promoting English in the ELT context. However, the teachers' abilities and how to support teacher development are indicated as the school director's productivities. Accordingly, the conclusion would be that Chon2's director is aware of Global Englishes (GE) but does not want to implement her ideology in the management for ELT context conditionally.

Narrative of Chon 3s' director: adaptive efforts to "standard"

Chon 3 is a big government secondary school with approximately 3,000 students with various school courses promoting English, Chinese, Science and Mathematics. This school emphasizes English learning diversity by providing many methods with special English classroom projects such as EP, MEP, and IE English programs. He graduated with a degree in Music, then taught music in schools, and after that, he continued to learn more about computers. He taught computer classes; he felt unmotivated to only train many students for graduation compared with a hired load. Therefore, he has been a school director for about 12 years at both elementary and secondary schools. He has been this school's director for six months. He looks

half Chinese; he has a skin type typically of Asian people. He spoke in a friendly manner and invited me to talk without haste, although other administrative tasks awaited. At the same time, there are constantly rotating guests joining in to congratulate the new director. He did not seem nervous throughout the conversation.

I collected his past information about learning English; he provided information that is different from the others I interviewed. But some similar issues brought me ideas for categorizing each director's life experiences. He expressed:

I started taking English when I was in the fifth grade at a famous elementary school nearby. Before studying English, I used to read “75 hours of English” books, which made me know some. I liked it. It was fun to learn English. Because I only met good English teachers. I did not have a perfect role model in pronunciation, accent, and conversation practice. My English teachers were good in the past. They focused on writing, grammar, etc. But they did not focus on pronunciation, speech, or communication. (Interview 1)

According to past English learning in Thailand decades ago, students' grades were essential to learning a second language. I assumed that they thought the students in grade 5 could understand an alternative language effectively. In contrast, now people are encouraged to support their children in learning English as young as possible. That is the component of language acquisition. However, the noticeable speech that I think is a positive experience about learning English is “I liked it; it was fun to learn English” the word like and fun are criticized as positivity. He also delivered his positivity, “because I only met good English teachers,” which defines that his positive experience about learning English comes from the teachers.

Nonetheless, among his positivity, there is negativity inside as he narrated that “I did not have a perfect role model in the matters of pronunciation, accent, conversation practices.” This means that the past teaching methods caused his negative experiences in learning English. Too much focus on grammar blocked him from using it in conversation practice. The exciting terms he mentioned about his excellent role model about pronunciation included accent, which can be expected. His past experiences are progressive for his working present as he narrated:

At the same time, I am an adult. Sometimes I just don't understand. I only learned some everyday vocabulary in the past: a table, a book, a chair, whatever, this is a book. To be honest, the children know many details and many languages these days. You see, I was not going on. This means that I feel kind of dizzy when using English. The Thai educational system is unused, especially the administration as a director. I don't know whom to talk to. When I speak to our teachers, it's kind of insulting. For example, other English teachers would offend me if I didn't speak English well. Who speaks well or who doesn't work for many reasons? There are EP courses and regular courses, some things like this. The teachers who are in the EP courses must be more accomplished. (Interview 1)

This explanation symbolizes his negative experiences with using English to work in school. He is unconfident in speaking English because he does not understand the meaning as he says, "I feel kind of dizzy when using English." He also preferred the reason for being unconfident as "it's almost unused," which means he rarely uses English. The comparison that he stated, "I don't speak English well, other English teachers would be insulting," indicated that this would be a kind of contempt while using language.

Both negative experiences from the past teaching method, positive experiences about learning English from the teacher, and negative experiences about using English to work in the school. I clarify that Chon3's director's lived experiences in the past do not influence the attitudes in the present management of the school in terms of English variety. For his school context recently, his attitude towards English is represented more powerful when he underlines the importance of English as follows:

English is the official language used to communicate with each other worldwide. First, if we don't know what language to speak, English is the first choice. There will be more contact with foreigners in the eastern industrial region in the future. Nowadays, the younger generation has activities and conversations with foreigners that we don't even know about, such as playing games like my son at home. He does not play any Thai

games at all; he plays foreign games; he types, speaks, talks, and practices his accent, so he automatically got this language. He ordered very fast and got some interaction in games. Children are no longer just in Thailand; they are worldwide. (Interview 1)

In the first statement, he described the meaning of English, then I questioned further about the importance of Global Englishes; he defined it in a similar way as “English is the official language used to communicate with each other around the world,” which means he uses English as the first-choice language for communicating. He mentioned the importance of increasing powerful connections to use English and gave his son an example. The younger generation uses technology and platforms to share or interact with each other, especially in games, so they will acquire English automatically. This is the way he values the importance of English spread.

I relate to the associated aspect of how he values the importance of English spread and his Global Englishes definition. I continued to gather more messages to support his mention of English being the official language and how he thinks only native speakers have the best ability to communicate in English. He responded:

Only native speakers don't need to have the best communication skills. One time I heard the news about Seni Pramroj or Kukrit Pramroj (great-grandchild of a king), I don't remember. He was ranked number one in England. Therefore, Thai people are good. He didn't need to speak English well. It is like Thai teachers or Thai people speaking Thai. They may not talk as well as everyone because they have Thai teachers. English is the same; some teachers teach English, and teachers do not. It is unnecessary; it does not matter to whom the English language belongs. (Interview 1)

Based on his description, he said “it is not necessary,” which means he was concerned about all English skills. He provided an example of the Thai great-grandchild of a king in the past about the knowledge level test, but he did not specify the details. To promote that, it is not necessary to only speak fluently. Still, the other communication skills confirm that people with skills can use English, and any users

can use English, indicating the positive thoughts of Global Englishes. However, it is important how Chon 3's director understands English as well.

If everyone can communicate in English, that will be good because we can share with people worldwide. There used to be one Singaporean teacher who came to teach in a school. I think I understood him than the Filipino teachers. I could listen and communicate with him. It was like I understood more. His accent sounded more like English. Even if it was Singaporean English, he was closer to English, unlike the Filipinos, that was a bit far away. It is like the people of the central region and the people of the south. I cannot understand them. (Interview 1)

Intelligibility is necessary for English communication that people commonly understand; his intent; is not different. He reported "...that will be good because we can communicate with people worldwide" which specified English is used to communicate with people. The interesting concept is that he placed Singaporean English as a more likely English standard than Filipino English based on his negative experience with accent variety as he "could not understand," which would interpret that negativity supported by his ideology. The finding represents that he is aware of authentic English use which purposes the intelligibility is the main point in communication. But there are some conditions of his awareness.

Chon3's director has some negative experiences with accent variety; this helped describe his awareness of Global Englishes conditionally. Regarding the importance of using English as a lingua franca globally, he is unaware of authentic English use based on his opinion of Singaporean English as a more likely English standard. He firmly believes that native speakers are his benchmark, meaning that those experiences will affect the ideology.

Can you try saying "wait" in English? Which means waiting. There used to be many Filipino teachers when I was working in elementary school. The local administrative organizations supported the budget to hire foreign teachers. The Filipino came, and he said "wait" by pronouncing "wot" because I was usually responsible for picking him up and dropping him off. He said "wot" I couldn't understand because I had never heard that. I tried to

listen and guess it was probably wait. My accent was not good, so I tried listening to native English speakers about this word and pronouncing it. I could not understand Japanese English because I experienced that when I was a new teacher. A Japanese volunteer came to teach, but I did not know what to talk about. He was not good at English; I was not good at English. Finally, we did not understand each other. (Interview 1)

Following this accessory, which detailed his awareness conditionally, he expressed more about his negative encounter with accent misunderstanding. The sentences “I couldn't understand because I never heard” or “I could not understand it at all” illustrated the adverse experiences regarding unfamiliar pronunciation. Those caused him to prefer the correct form rechecking by referencing native speakers. This led me to understand why I intermittently questioned the director, who frequently asked me about English. The reason was to double-check whether what he thought was correct or not. These negative experiences about accent variety are directly associated with his ideology as follows:

English must belong to England, as I understood or learned. The native speakers are English people because England was a colonial power. It would also have an English accent and different accents based on their colonies. Therefore, I would say to all foreign teachers, try to make a similar accent in my school context. (Interview 1)

From my experiences with foreign teachers, such as Teacher Mylo (pseudonym), from Cameroon. Many languages, such as French and English, but he can speak English and French. From his teaching experience, I have received many comments that he teaches well, has a perfect accent, and teaches understanding. He has been teaching here for eight years. We emphasized that teachers should speak with an accent similar to or based on the native speaker to prepare from grade 1 to grade 6. Otherwise, there would be problems of children misunderstanding because they would get confused. Therefore, *use the accent of Global Englishes as a common language as much as possible*. For example, some elementary schools bring Filipino teachers to teach. Then ask the children who will they listen to,

right? They will not understand. I think here; the teachers should try to talk and do Professional Learning Community (PLC) to get the similarity together. Are English and Americans saying the same thing? (Interview 2)

The vocabulary is different; for example, the pronunciation of “-nal,-nel” in “professional, international,” I don't know which one is “nal,” which one is “nel,” I can't remember. Some words are “Good Luck,” and what else is there to say about having good luck? British and Americans don't speak the same way. The correct accent must be British because it is a common language (pronunciation). Even when Thais pronounce English, they will slightly turn to Thai. It's still in the middle of actual English, can you imagine? Therefore, we must like English with an English accent. But if we speak English with a Chinese accent, I don't know where it would go wrong because we can't talk like them. The closest approach to a native speaker's language is a native. (Interview 1)

Those mentioned above are stipulated in Chon3's standard language ideology that a native speaker is the benchmark. Many readers may wonder why you sometimes observe the word “British” and occasionally note the word “English” to mean the same or different definitions. What you are wondering is what I desire you to notice. Because when I spent several hours analyzing, that caused me to investigate the expression of those thought sets, in the fact that he was still not assured that his standard is how he perceived English unclearly. I assumed his bar is British and American, which have different accents, including vocabulary in particular contexts, and he could not even differentiate. However, he identified that England owns English, so he sometimes positions the British as English people.

Chon3 believed that Teacher Mylo (pseudonym) could speak British English and French, which related to his competencies of a perfect accent, which promoted his ideology that “the closest approach to a native speaker's language is a native.” The explanation is the native speakers as a benchmark and how close those natives would lead to being a role model for English users. This is what he desired to encourage the teachers in school to reach the same standard goal as he stated that “...getting the similarity together”. Another signal crossed is the term “use the accent of Global

Englishes as a common language as much as possible,” which determined that he missed the point of Global Englishes awareness. He defined Global Englishes as an International Language based on his understanding, which performed as a core English concept. I explain in more detail in the same direction of the hiring decision forthcoming.

The questioned situation has to be asked if the accents are identical. Do they speak English equally? Are their accents the same? Try asking this too. If their pronunciation is the same, I will choose an Indian teacher to be my teacher because he graduated teaching English. It will be more precise. But if Indian teachers do not study English and do not have the same accent, I will choose English teachers; there are two issues. (Interview 1)

The standard language ideology of a native speaker as the benchmark that is interpreted by the accent judgment. As he mentioned in the above paragraph, “it has to be asked if the accents are the same or not. This means the standard pronunciation is directly concerned with an educational degree, more dominantly for accent. Therefore, he separated my question into two issues based on his perception. I would portray Chon3's director's ideology due to the negative experiences about accent variety.

Simply, I focus on foreign teachers' speaking English as an almost core English accent. The students would not be confused and can apply it. This year, new teachers came, they couldn't speak with clear articulation, and some people didn't renew their employment contracts. Some did not continue because they couldn't live with the group. But for many people, is the TOEIC score satisfactory or not? (Show the documents). This teacher got a TOEIC score of 940, so that's right. Take this into consideration. At first, an English teacher was fluent in English, suggesting that 550 was enough, and the results indicated that the lowest score was 765. Teacher Mylo is from Cameroon, but he studied English and used this language daily. Therefore, I consider the Filipinos diligent and patient, but sometimes the accent matters. Singaporeans speak in English. I know that this person is from Singapore. Therefore, the accent is concentrated. Therefore, our school

would do our best to have foreign teachers as much as possible and communicate in English as much as possible. To give the students the opportunity to speak because we hired English teachers to talk to them and interact. (Interview 2)

Associated with the hiring practices, the finding is expected that he desires to hire a native speaker teaching English in the school. Another consideration is that TOEIC scores are examined as the main criteria for hiring foreign teachers. The results of the language test at that time exceeded expectations. Still, the accent is always concerning because he thought that the accent matters for the students' language acquisition and further application. He said, "...hired English teachers to talk to them and interact". This indicates that English Language Teaching (ELT) in school effectively is about realizing the foreigners' interaction with the students using English.

This is supported by my descriptive observations made to observe and discourse with each foreign teacher that I could. That one native teaching on the EP side is British. Five Filipinos taught various subjects, one Indian and one British-led English program. I have represented each Filipino teacher by "FT" as follows:

1) FT1 has been teaching secondary 1-3 Mathematics for 2 years at this school, and her mother tongue is Bisaya. She opined that because of the way she teaches, her passion and energy, and TOEIC score are the reasons the school hired her. FT2 graduated from the engineering field, has been preparing for secondary 4-6 with 4-year experience here; his mother tongue is Bisaya; he opined that his graduation as an engineer is the reason the school hired him.

2) FT3 has been teaching several subjects such as Science and Health for secondary 1-3, English for listening-speaking for secondary 5, and independent study for secondary 2 with 2 years of experience, her mother tongue is Ilocano in Tagalog. She noted that because of her science teaching experience, skills, and she is good at Art are the reasons the school hired her.

3) The remaining two Filipino teachers were absent that day, one had been teaching Biology for one year, and the other had been leading an English subject.

4) One was an Indian teaching Computer Science and Home subject for secondary 1-6 with 4 years of experience here; his mother tongue is Tamil. He noted that his ability to introduce technology in English and his TOEIC score are the reasons the school hired him.

5) He was the only British teacher from the UK using English as his mother tongue; he also used Spanish for basics. He taught English subjects for all secondary 1-6 with 1 year of experience here, but he had 13 years of experience teaching in Thailand before he got a teaching license. He thought his native norm, teaching experience, and educational background, both Bachelor's and Master's degrees in the education field, concerned the school's hiring reasons.

After I inquired about the teaching experience of foreign teachers in the English program, I had the opportunity to talk to the Thai teacher responsible for this program to get more reliable data analysis. She has been a teacher in charge of this section for five years. She explained that the project is designed into three categories: EP for lower secondary level, MEP for the high school level, and alternative language-focused for high school level named IEP. She confirmed that only one native speaker is British and other nationalities as my collective information. There were two Filipino teachers who went to the Immigration Bureau. She expressed that selecting foreign teachers for teaching in this program is based on their educational background, language test results, and teaching experience. For foreigners, wage criteria would be evaluated according to the requirements of OBEC. Native here can get up to 50,000; other nationalities would get about 30,000 – 40,000 based on their experience.

For the other regular classes in the school structure, I gathered more foreign teachers' information as I have done with the English program. There were four foreign teachers here:

1) She is Filipino and has taught English for secondary 2, 3 and has 5 years of experience here. Her mother tongue is Bicol, Filipino. She mentioned that teaching experience, qualifications, and her speaking skills are the reasons the school hired her.

2) He is Bhutanese from Bhutan with 2 years of experience here. He has been teaching English for secondary 1, 2 and 4. His first language is Dzongkha; he

expressed that job opportunities and teaching experience are the reasons the school hired him.

3) She is a Zimbabwean from Zimbabwe with three months of experience here, but she has 4-year of experience teaching. She had been teaching English for secondary 1, 3 and 6. Her first language to use with family is Shona, and she thought that job opportunities and teaching experience were the reasons the school hired her.

4) He is a Cameroonian from Cameroon with 7-year experience here teaching English for listening-speaking for secondary 5-6 and English for communication secondary 4. His first language is Pidgin, but he stated that he uses English as a lingua franca daily. He noticed that his teaching experience, graduate background, and the difficulty of finding foreigners are the reasons the school hired him.

Similar to how I inquired about the Thai teacher responsible for the English program, I received the opportunity to talk to a person responsible for the Foreign Language Department to gain more reliability with data analysis. Differently, there is a rotation of the head of the department every three years. She has been teaching for 30 years. She commented that four foreign teachers were on this site, the same information as I have. All four of them were assigned to teach English for listening and speaking. The number of classrooms on this site is crowded, but most students tend to study with Teacher Mylo because he teaches well, is fun, and can motivate students who are not interested in learning English. He has been working for a long time; the context here is the criteria for increasing the salary for foreigners every year depending on their work. From her perspective, the results of students' success are a dominant consideration. She is not concerned about nationality, considering teaching ability as the main criteria. She thought that having multinational teachers is beneficial for students who have the opportunity to experience a variety of accents and cultures. And teacher Mylo preferred teaching this side because he wants to make a difference for the majority of students at the school who deserve the most.

I would be very disappointed to neglect this quality opportunity to collect rich and intense information. The head of the Foreign Language Department's opinion is an exciting practice aiming to develop the ELT in school. All foreign teachers working here whom I had the opportunity to talk to welcomed me warmly and

friendly. Some of them seemed excited that I would come and speak to them as a graduate master's degree student. After talking, they said that it was straightforward, not as difficult as they thought, and ended with me returning to them again. This experience of enhancing the credibility of my data has been invaluable during this challenging research.

Regarding the budget matters for hiring foreign teachers of the ELT in school to develop the potential of teachers, I can explain in conjunction with interviews with the teacher responsible for the EP and the head of the foreign language group that the budget affects hiring more foreign teachers to get more opportunities to communicate and get more quality personnel. This is related to the selection of foreign teachers according to the OBEC criteria, which is part of improving the quality of foreign teachers.

In addition to developing the efficiency of teaching staff in schools, another way to use the budget to improve teaching quality is to increase sufficient resources for school projects. The English program classrooms are lacking, such as not enough desks, air conditioning, devices to connect teachers' presentations, and a classroom environment that looks interesting to learn. This is using the budget to create an environment conducive to the student's learning achievement to get more material for learning and teaching and how Chon3's director plans to expand the English classrooms as requested by elementary schools.

This is reasonable with the tuition fees that the parents pay for students to study in this English program, with the expectation that students will learn more intensively and effectively from the regular classrooms, including planning to expand language classrooms in the English program in the future, where the budget will play an essential role in contributing to such success. Therefore, the opinions of the stakeholders, including parents, have been shown to play a vital role in driving the further development of ELT in schools.

The committee considers the renewal of foreign teachers' contracts or the recruitment of new foreign teachers who are specialized teachers and the Deputy Director of Academic Affairs who graduated in English. We considered accepting foreign teachers based on the OBEC employment criteria, which affects how we collect tuition in the English program. The

implementation of the policy is how to have a consultation meeting with parents, for example, children who graduated from famous primary schools but our school accepted a few rooms. The parents and the school administrators asked to be more open, but the ratio of regular classrooms to special classrooms is limited according to the criteria. So, this year we have to expand our traditional classrooms to increase the proportion for next year. We will be able to open more EPs, but the classroom belonging to the OBEC and ours is the Chinese language classroom. It is a Chinese language classroom where we are 1 in 5 regions among the 5 Chinese schools in the OBEC system. (Interview 2)

Eventually, with each interview, the importance of the external factors that impact hiring foreign teachers for the ELT in the school became more apparent, combined with the parental expectations of excellent student academic achievement for the large secondary schools with the results of ranking quality schools in the top of the province. Including the parent's expectations towards the students' further education the lower secondary and tertiary levels in effective educational establishments at well-known universities.

And another external factor is the school background, where the school has developed and implemented an English program as a school course that builds the parents' credibility to send increasing numbers of their children for further education there as a well-known top school. The parents' credibility is based on many people of this subdistrict, including the teachers at my school and the Chon1's director, an alumnus and experienced. Her daughter has been a Chon3 student. The school has developed a course update and a place based on the continued needs of parents to promote the use of English in combination with other essential foundation subjects to build on further knowledge to a higher level of quality career for future students.

In addition to Chon3's opinion of the factors that impact the ELT in school, he viewed the policy practices and the limitations of policy implementation. This is an extra consequence of continuing policy action in this significant school context that is ready to drive policies from the agency. He described:

How do you encourage people to speak English well? A particular generation had the policy to talk in English every Friday. Teachers and students must speak only English. From 2011-to 2012. At that time, a policy might be from the Ministry of OBEC. I think there is no continuation of the policy. Suppose it was stated that we would speak English all over the country on Fridays. Therefore, people who meet each other will only speak English, and different ways of contacting the government agencies must be in English and Thai concurrently. But notice that there would be English and Thai versions when we go to do financial stuff at the bank. We're approaching the documentation. It's ok. Because most of us will be deceived. Sometimes the documents are in English; we sign only because I don't know what it means. Today's contracts for English teachers have been translated into Thai and English versions, one copy, but in different forms. Neither is a government agency. They began to adapt both Thai and English concurrently, meaning that we would be closer to English without having to only speak. (Interview 1)

His description concerned the cleared and continued policy determination which he is ready to attain the goals of the government or OBEC. He suggested the government agency system must be in English and Thai concurrently, which I interpret as his purpose of teaching and learning English in school as a broad and grand vision of national policy. There are some limitations of policy implementation as he opinioned:

The goal of teaching English in schools is the goal of the government or OBEC, which aims for the children to be able to communicate in daily life. Including supporting tourism as we have the EEC, another is the basis for communication in the following advanced level in higher education. But in our school context, we still have a high level of Thainess. Having English as the main topic here must be brief not to preserve the Thai language too much; it's impossible. It's a matter of the government to promote English as a world language; if our government has preserved the Thainess, we cannot

flow with pure English. We are a small organization; we do our best. After all, it's gone. (Interview 1)

Related to his assessment, he viewed a high level of Thainess in the school context. He mentioned that “We are a small organization; we do our best. After all, it's gone”, represented as the last line means he entrusted his hopes of improving the English language to those involved as determiners in national education policymaking, which is in a problematic accessing context. Therefore, his best method of promotion is to recruit foreigners and promote the use of English in schools that he considers the best standard for all. This is how the director realized that the policy achievability impacts the ELT in his school context.

In conclusion, this Chon 3 School Director had good lived experiences as well as the concept of the negative model affecting the unconfident current attitude and reasons for not using English in the workplace. It is the result of a traditional, non-application-oriented teaching method. However, this did not result in any problems in his current workflow. Additionally, this director was not motivated to learn more English because of the administrative system of a large high school with deputy directors of various departments, including teachers who have specific knowledge and skills in helping to operate the coordination in English effectively. Still, Chon3's director is aware of authentic English use conditionally because he missed the point of Global Englishes awareness. Even though he would accept a variety of English users as appropriate for that locality, he maintains that the native is the best standard to follow, with the standard language ideology being based. The standard influences the decision to employ natives of ELT in school under two conditions: the budget and the external factors. Therefore, his past experiences do not influence the management at school because of the two conditions above.

The budget matters for hiring foreign teachers, the ELT in school, consists of developing the potential of teachers by choosing to employ as many foreigners as possible. This is to promote the use of English for communication in schools and to increase sufficient resources for school's projects which are leading elements in planning to expand the English program classrooms in the near future. The budget is important to successfully contribute for teaching management.

The external factors that impact hiring foreign teachers in school includes the parental expectations to promote excellent student academic achievement for the large secondary schools, ranking quality schools at the top of the province. This includes the parents' expectations towards the students' further education at the lower secondary and tertiary levels, and effective and competitive educational establishments at well-known universities. And the school background has developed and implemented an English program as a school course that frames the parents' credibility to increase the number of students for further education in the school as a well-known top school.

The director's lived experiences and attitudes do not influence the management at school in terms of the ELT in school with the two conditions described above. But the management of the director is essential as follows. First, the school directors' abilities to produce the ELT in school include supporting teachers' development and promoting school policy resulting from Chon3's opinion of the factors that impact the ELT in school. He viewed the policy practices and the limitations of policy implementation, which is an extra consequence of continuing policy action in this significant school context by realizing that the policy achievability impacts the ELT. The director's support of teacher development and promoting school policy and the teachers' abilities are determined to the ELT in school, including knowledge, teaching skills, teaching materials, and technology. Teachers and experience are described in more detail in the discussion.

The following table is the conclusion of Chon3's director's lived experiences and attitudes towards Global Englishes that I relate based on the three main components of attitude structures by Garrett (2010) and including the three-dimensional space (Clandinin & Connelly, 2000), consisting of past, present, and future.

Table 10 Summary of Chon 3

Lived experiences		
Studying (Past)	Management at school (Present)	Planning (Future)
attitudes	attitudes	attitudes

cognitive	affective	behavioral	cognitive	affective	behavioral	cognitive	affective	behavioral
Teachers are not very good role models	Like, fun	intend to study	Not hard to work	Unconfident rarely use Contempt	Need the experts to help	Plan to expand more EP classes	unmotivated	Support potential teachers and increase resources
Negative			More positive			More positive		
<ul style="list-style-type: none"> - Past teaching methods - Teachers 			<ul style="list-style-type: none"> - Accents - Authentic English use - The appropriate variety of users - Standard language ideology 			<ul style="list-style-type: none"> - Student opportunities - Standard language ideology - Referencing the national policy 		
Adaptive efforts to “standard” (GE is partially aware, hiring)								
Two conditions that do not impact ELT in school								
<ul style="list-style-type: none"> - Budget matters for hiring foreign teachers - External factors impact hiring foreign teachers 								
Policy achievability impacts the director’s management								
<ul style="list-style-type: none"> - Policy practices - Limitations of policy implementation 								
But the management of the director’s role is an important factor and affects the ELT								
<ul style="list-style-type: none"> - Supporting teacher development - Teachers’ abilities are determined for ELT in school which produces successful students. 								

Conclusion of Chon 3

Through the dedication of the information on the borderline, Chon3’s lived experiences and attitude towards Global Englishes, the resourceful result is that this director was optimistic in his past experiences from the past teaching methods and the teachers. Still, he stated that the teachers were not perfect role models in pronunciation, accent, and conversation practices. However, his past experiences do not influence the management at school following his attitudes in terms of the standard language ideology, and he perceived himself as unconfident to use English with no motivation to learn more. Even though he is partially aware of authentic English use, he disregards the legitimate consistency of Global Englishes awareness by defining Global Englishes as an International Language based on his understanding, which is performed as a core English concept. He would accept a variety of English users as the appropriate practice. In the final decision, Chon3’s

director wanted to hire native speakers as his ideology was conditional. He begins with the budget, which is examined regarding educational quality for hiring teachers and the school's project resources, including materials. Parallel to the external factors, which are performed based on the parental expectations and the school background about the quality of the students' further education and the development of an English program courses constructing the parents' credibility as an acclaimed leading school. Correspondingly, the conclusion would be that Chon3's director is partially aware of Global Englishes (GE) and desires to conditionally implement his ideology in management for the ELT context.

Narrative of Chon 4s' director: learn to develop

Chon 4 is a large private Christian school responsible for the kindergarten, primary level 1 to Mathayom 6, which has separate buildings to accommodate the number of students. For example, there is a kindergarten building, an elementary building, a junior high school building, and a high school building for students. There are teachers in charge of facilitating coordination in schools for the sub-school building. There are approximately 5,000 students and 300 teachers. This school context has many foreigners working and living, especially the Japanese. As for the current school director, he has held the position for about two years. He is a perfect pastor and can manage a lot. Still, due to limitations in the school assignment and duties that exist together with the situation of the Covid-19 virus epidemic, he had assigned a teacher who is now the chairman of the English department to represent the interview on behalf of the director.

I started interviewing her and questioned the school director's management approach, such as the responsibility of selecting foreign teachers and various projects on English subjects. I learned that this teacher has been instrumental in coordinating the policies of the school principal. Therefore, I decided to interview her as Chon 4's director. She has 15 years of teaching experience in English and is currently the school's chairman of the English department in the Language Center. Her personality looks enthusiastic, flexible, and agile. For the first time, she seemed busy with many school responsibilities. I had traveled to this school many times until I felt considerate

about having to welcome them during her busy schedule. Accordingly, I contacted her to schedule her free time before leaving for an interview at the school.

She graduated with a bachelor's degree from the Faculty of Education with an English major for her educational background. She graduated with two master's degrees from the Faculty of Educational Administration and the Department of Teaching English as a Global Language. She was friendly and good-natured, easy to smile and laugh with. She narrated her story in the past:

I attended a government school where the teachers were quite strict as a child. So, I was a little afraid to use language because it is not our mother tongue. I must be prepared before coming to study all the time to answer the teacher's questions. I had to read the books and prepare myself for what the teacher would teach me. At that time, the teachers were the ancient style. Their teaching techniques were 80% for memorization and individual questioning. I think that there is an advantage that children are prepared to be able to think and answer. I was afraid of what I should answer, but my friends had already given some good responses. There was a suspicion that I would not be able to answer, but I still like English. What impressed me probably came from the teachers they taught. They took care of the children to support them in learning a language. In high school, I studied English and French. My advisor taught me English and suggested what areas I should know, and encouraged children to compete in competitions. This is impressive. I think I gained a lot of language knowledge from high school. But I was not impressed by the attitude of some teachers who had on children's knowledge. Most teachers like children who study well. If the child is not good at it, they rarely call for questions and answers; smart kids would overtake them. I saw that teachers had differentiated children; they did not use techniques to attract them but released them all. I wouldn't say I liked this but I wanted English at the time; I would say it was challenging like I did not speak Thai, which was a new challenge for me and made me love to learn and use learning and using English. (Interview 1)

According to her narrative child story, I could separate it into two categories of her expressions about learning English. She started with some negative experiences of teaching English from the past teaching method and teachers. She stated that she felt afraid because English is not her mother tongue and the strict teachers, “it is not our mother tongue. I must be prepared before coming to study all the time to answer the teacher's questions.” Another pressure is memorization and individual questioning teaching techniques that squeezed her negativity, “teachers were of the ancient style. Their teaching techniques were 80% for memorization and individual questioning.” That means the past teaching method based on memorization and individual questioning caused her to be afraid and the teachers’ factor differentiated children’s knowledge. She mentioned that “teachers had differentiated children whereby the teachers did not use techniques to attract the children but released them all.” These are her possible stimulation of the negative experiences of her learning English from the past teaching method and teachers.

Simultaneously, she also preferred that her positive experience of learning English came from past teaching methods and teachers as well; she replied that she likes English and viewed it as a new challenge, “I did not speak Thai, which was a new challenge for me and made me love to learn and use English.” Additionally, she pointed out her impression of the teachers, “They took care of the children to support the children in learning a language.”, “...took care of all of us and suggested what areas I should know of and encouraged children to compete in various competitions” because of the teachers’ attention, including taking care, suggesting, and encouraging are her valuable memories.

Accordingly, her past negative and positive experiences about learning English came from the past teaching method and teachers. These lead to her attitude towards using English in the present work as management in school. She stated her responsibilities:

Firstly, I use English in teaching and learning in the classroom. Second, I take care of foreign teachers, such as supervision, as I have to supervise all levels of foreign teachers. I must use language to communicate with them by giving suggestions about taking care of our personnel in the English language group. Third, I use English with other institutions. The school

made an MOU with New Zealand, Singapore, and the Philippines. That means the children and the teachers have developed themselves at the schools' institutes. Another situation like New Zealand sent their teachers to teach our children. (Interview 1)

She managed approximately three commitments based on her responsibilities for using English in the school: teaching English as a teacher, supervising foreign teachers, and contacting the MOU institutions. These responsibilities gave her the intense experiences to be discussed further, especially traveling abroad for short courses.

Five teachers per year are encouraged to study short courses abroad, I've been there three times, the first time I went for a short period, the other two times I went with the teachers and students. It was so fun; the students loved it. It opens up the world. The first country that the school sent us to was New Zealand. While the school has made an MOU there, I was one of 5 teachers who gained experience there. They knew the school's purposes for each short course; they arranged a class schedule, and there were language classes for communication and teaching techniques in the morning. In the afternoon, it was a trip to various cities. It was like letting us go and learning from the experience. For example, they taught us about the different shops and what we should go and buy in the morning. They had to communicate with the actual situation—aiming to exchange and learn cultures in other cities and each day it was rotated. This group went with this teacher to this city, and another day switched. In the evening, they sat in small groups to conclude what we had learned each day by using English to communicate. Another favorite experience was that we weren't just going with our group. We met foreign teachers who taught at the elementary and middle school levels. Each city sent the teachers to study with us. There were exchanges, not only in our group who are Thai people. In some classes, I met foreign teachers at the doctoral level, where we gained a lot of knowledge and experience. After the short course was finished, they took us to visit their school to see the children and their teaching. I was thrilled. The children there are limited in

number. Only 20-25 people were in a room, all levels different from Thailand. There are 50 students or more in Thailand, which makes the teaching and learning process very diverse, including access to them. We were there for three weeks at the IPU institute; they had their daily report of individual teachers' progress by email. We returned to Thailand and did a project to expand the results and make a report. (Interview 3)

From her first short course abroad in New Zealand, which took three weeks, she has had positive experiences through learning, and I would focus more on her using English. The meaning of her expression was, "It was so fun; the students loved it. It opens up the world." She defined her positivity in the delectation of fun, the student's preference, and launching a new experience. She explained the stories of her journey and life abroad. Learning to use English from this valuable experience was joyful and exciting. She said it was a great experience, fun for her, and most importantly, her students loved the going abroad experience. In addition, she had the opportunity to continue a 2nd short course in the Philippines. She continued:

The other country was the Philippines, where the school made an MOU named SMEAG Institute. We focused on sending the teachers from kindergarten and primary levels, and I went to take care of the 13 teachers in the affiliated schools by selection. The Philippines' teaching and learning management system focuses on directly developing personnel in the teaching profession for one month on Cebu Island. After graduating there, all teachers, including myself, felt they had fully developed themselves to have more courage and advancement because of daily interactions. There was a speaking test in the room where the teachers could use English with classmates from different countries. (Interview 3)

The SMEAG institute was divided into classes that did not come together as a group of 20-30 people and provided a schedule for studying in separate rooms during different periods. In this Cebu course, we studied harder, but there was a schedule of some free-time days for us. It was more stressful than the New Zealand course because I learned from morning till evening. Some days I had classes until 8 PM. We had some problems because of the

teachers' different fundamental backgrounds; some people were not very good at communicating. Here, both kindergarten and elementary teachers stressed over a concentrated lesson. There was some discouragement, but we could help each other until the end of the course that we had tried to learn all the time, so we got a rich experience after the course finishing, and the teachers had made much progress. (Interview 3)

The interviews were both satisfying and challenging experiences in the Philippines' short courses. The satisfying involvement was that "all teachers, including myself, felt that they have fully developed themselves in terms of having more knowledge, more courage, and advancing because there were interactions each day, " which means she intensively learned and improved her English skills referencing English everyday use.

On the other hand, her barrier was using the English language that is "We had some problems because of the teachers' different fundamental backgrounds..." which defined the teachers' different fundamental backgrounds as her difficulty in helping and supporting associated teachers to be able to learn and communicate in this situation. Singapore was the following country where she used her experience for the short course. She described her story as:

It was similar to the Philippines in Singapore, which consigned the teachers to train at schools in Singapore, which went at different times for the students. This place focused on teachers learning in the classroom, like being a buddy as we were exchange teachers. Afterward, they appointed their teachers to our school to exchange experiences for three weeks. Teaching and learning in Singapore were quite systematic; the content was suitable for our needs: teaching and learning management, the differences in child care, and parental access. The parents could access almost 100% of that. Parents were very involved in the class. It was like teaching a local course by having parents come to teach about agriculture by inviting the parents with different skills to teach in the class. I felt that the students were happy. The children thought that the teachers kept changing the learning environment each day. The students worked in the garden next to the

kindergarten classrooms with vacant space and did the laundry by themselves. In Singapore, they have focused on making children learn everyday life skills, encouraging them to be active and able to do everything by themselves since kindergarten. So, I felt that was good, if we know our locality, which is good in any field, we invite them to come and the children will be excited about who will come tomorrow and what they will learn. If a regular teacher comes to teach every day, children will be bored studying with the same teachers again. We gained much knowledge from there; we applied and adapted it to our kindergarten curriculum. (Interview 3)

The previous story of using English for learning and teaching in Singapore made me consider that she has immense life experience in using English from the short courses in each country. And in Singapore, she also gained teaching approach benefits. She used it as a guideline for other curriculum improvement and development in kindergarten and primary level in the context of her school. Her mentioning that “I felt that was good...we gained much knowledge from there...” determined the positive experience of using English. However, unsatisfactory experiences also appeared in the story of her using English for communication with her responsibilities which can be the limitations to using English as her working language, but she presented a challenging issue:

Having come to work here, I still like English, although it is not our mother tongue. The second language makes us strive to work hard and communicate. There have been instances where formal and unprepared language is required, for example, a group of foreign institutions and organizations visiting my school without prior notice, but the management has already acknowledged this. The GWAS were of different nationalities. Sometimes when I listened to them, I did not understand that the answer may not be relevant. This incident also gave the impression that the accent is essential when we are unfamiliar with it. Or, like Mr. Peter (foreign teacher's pseudonym), his vocalizations would not come out clearly, like it was in the throat. It was hard to understand. (Interview 1)

From this narrative, it seems that she still likes English. Instead, she recounted the misunderstanding of using the English language to communicate with accents variety she was unfamiliar with, “I did not understand that the answer may not be relevant.”. Her reluctance to speak made her think that an accent is essential to communicate too, “This incident also gave the impression that the accent is important when we are not familiar with it.” Then, she gave an example of a foreigner's accent at the school that she was unfamiliar with. At first, this made it difficult for her to understand. Therefore, the miscommunication from foreign accents causes her negative experience of using English.

Consistently to the accents, the story describes how the accents affected her English communication and her attitude towards the perception of a native speaker in various ways that would produce her model of English use. This will continue to raise awareness of the diversity of English as a global language. She explained:

Native speakers use English as their mother tongue. It is called the “Inner Circle” like the United Kingdom and the United States of America; they are native speakers of their language. I disagree about learning English with foreigners or native speakers only because native speakers of certain nationalities can communicate. The transmission is not the same. I think 80% means to agree; the other 20% probably have Thai people to teach. It's a combination because nowadays, Thai people are very good at teaching English and can make children understand like those who are tutors. If a native speaker, I agree with 80%, the children will have a good accent and the right speech. Native speakers originated in a country where English is the primary language of communication. People who can communicate may not be native speakers; we are Thai, but we speak English well. Ask if we are native speakers, we are not, but we can use theirs. It's like a cultural difference. I like the British accent because of the language confidence they have used as their mother tongue since birth. It is an accent that many people use and teach, such as British and American accents that are clear and easy to listen to. (Interview 1)

Subsequently, the justification above symbolizes the English language teaching in school and the importance of accents “If a native speaker, I agree for 80%, is that the children will have a good accent and the right speech.” which means she prefers native speakers who own English by their country of origin with English as their mother tongue. Therefore, she called that the “Inner Circle.” She emphasized the good accent in terms of straightforward and easy to understand that I produce as her accents’ familiar, and right speech are considered a standard. The two-powerful countries she mentioned are the United Kingdom and the United States of America and are perceived by most people as using English as a foreign language. She was also most satisfied with the British accent for confidence in using English as the language of origin compared with the Thai language of Thai people who have similar characteristics. This explanation officialized that Chon 4 has the standard language ideology. However, Chon 4 has put forward the concept of the importance of English spread that is involved in deciding to employ foreigners within a school in this specific context as follows:

English is essential and is now spread worldwide from a foreign to an international language. It is the language used in our daily life to communicate. You must use English; speaking Chinese or Japanese is not the same as using English. It is essential in business, economics, politics, education, communication, and technology. I think that the trend in any country now is to be able to use English well. For example, our neighboring countries now speak English better than Thai people. English plays a vital role and influence in daily life, regardless of nationality. I believe that it must spread all over the world. There is no other language that can replace English. (Interview 1)

As reported by Chon 4’s opinion, the value of the importance of English spread is clearly shown from her perspective that the language is used in our daily life to communicate. This clarified that English is an international language used to communicate. She further stated that “It is important in business, economics, politics, education, communication, and technology.”, including the aspects of the business, economics, politics, education, communication, and technology that influence the

English spread without regard to the nationalities as she mentioned, “no matter what nationality it is, English plays a vital role and influence in daily life. I believe that it must spread all over the world. There is no other language that can replace English.”. Additionally, she predicted that no other languages could replace English, which visually reinforced the importance of English. Further, she has positive thoughts about English varieties as she stated:

I think I still need to improve my English-speaking accent because each accent is different. Like the way Thai people in the North and the South speak. Differently, they are suitable for their accents. The concept of English as a world language that I've heard from studying for a master's degree is a concept that must be used. As I said, English is now spread everywhere; it is the language used to communicate in every situation. English as a shared international language is widespread (Meaning of GE). Now, most Thai people speak English and have good accents. Not only do you need to study abroad, but there is a lot of media access now, so you don't have to pay for studying abroad. Some people have no money, but the media can help in practice, and the accent is not allergic to foreigners. Children will have to encounter many nationalities that speak English even if they meet Pakistanis or Indians, but the language they come across is English. (Interview 1)

Grounding on her expression, the positive thoughts of English varieties existed in her perception about respecting accent variety and her students' interlocutor variety as she pointed out that “they have good accents,” and “Children will have to encounter many nationalities.” She noticed that “most Thai people speak English and have good accents. Not only do you need to study abroad, but there is a lot of media access now” this can determine that the media accesses generate the accents as well as further mentioned the kind of definition of Global Englishes was that “English as a communicated international language which is a spread of use,” this explanation provides the most relevant concept of Global Englishes (GE) as a world language spreading of use most clearly the given meaning among five school principals, probably because she had experience in this field at the master's level.

The interpretations that form positive thoughts of English varieties continue to be important to the composition of the intelligibility necessary for English communication, referring to the passage in which Chon 4 related that an unfamiliar accent causes miscommunication. She thought that an accent is essential to communicate; this made it difficult for her to listen and influenced her attitude towards the perception of producing her model of English use. This will continue to raise awareness of the diversity of English as a global language. This achievement is related to the attention of authentic English use such as intelligibility as the primary point in communication.

Chon 4's ideology of a native as a standard does not influence the school's decision to employ foreign English teachers. First, she explained the process of accepting foreigners by considering the field of study directly. Next, regarding the teaching experience, many foreigners come to apply each year. Therefore, Chon 4 can select the teachers that are most suitable for their school context with the formulated conditions associated with:

The school's primary goal is language excellence; the students must be excellent in academics and excel in English because our school is a Catholic school that emphasizes the use of the language for communication and exams. We use English with many nationalities, such as Chinese and Japanese, from which they are rarely used. Now we are starting to use it a lot. For example, in Sriracha, many Japanese people live and work for companies and stay in hotels. We know that when Japanese people talk to us and we can't speak Japanese, they will use English immediately. Therefore, our success is our students, which is our product. The students we teach have high academic achievement in English. 70% of the children here speak English well. The reflections are the test results, which means their academic achievement, such as national exams representing the students' good criteria and sending children to win competitions from several institutions that invited our children to compete. This is our product that we are proud of. (Interview 1)

Chon 4's director delivered the school's goals in this specific context. This means that the school background emphasizes the success of the English language excellence and academic achievement affects the choice of hiring a native speaker, "The students we teach have high academic achievement in English. 70% of children here speak English well, and the reflections are the test results". The external factors impact hiring foreign teachers for the ELT in school through her explanation of this Catholic school with various foreigners, including Chinese and Japanese, living around the school. She proceeded by indicating that:

Here we are free, which means the directors can decide everything without waiting for the school district or other organizations. At Sriracha, the parents can choose the schools for their consideration. If they want native speakers, go to "school A" because there are well-equipped personnel. They have a lot of native speakers. The Filipinos are few. If they want another environment, go to "school C." If they're going to come here, they will come. The parents understand and will find the information first because they have several options in Sriracha. (Interview 3)

This additional explanation helps to support the visualization of the school background more clearly that this significant privileged private school context has flexible decisions about the school administration system. Because it is an independent educational organization, it makes it possible for the parents to consider engaging the school according to their needs and plays a crucial role in choosing a school for their children; a well-known top school determines that, and the parents' credibility is the indicator of the school background which is associated with the parental expectations.

As I said, this school focuses on using English because we encourage students to excel in language skills. Another thing is that the parents have high expectations. There is much parental pressure here regarding children studying so their children can communicate in English and have exemplary achievements. The teaching and learning process changes almost every year. For example, we used "Active Learning" three years ago as children and PBL (project-based learning). We invited experts from outside to train

teachers as well. Thai and foreign teachers have undergone much training by separating the training time on different days. We also encouraged five teachers to study “short courses abroad” each year. The first we sent was New Zealand of 5 generations, 25 people, which took about three weeks and almost one month. The school paid all expenses. After sending the teachers, we sent the students but they were accompanied by a teacher to take care of the children. But it was different from the Study Tour. That means the teachers studied TESOL (Teaching English to Speakers of Other Languages) as a course for teaching English to learners who do not use English as their first language, suitable for teachers or those who wanted to be English teachers. There was a teaching institution to develop directly. We listen to and apply the parents’ suggestions; we also have the Parent’s Alumni Association. Therefore, at the meeting time, there would be an Alumni Association participating when they presented anything; it had a good weight, and we take it into account in all matters. (Interview 2)

Starting from the parental pressure, I divided it into two expectations: the students’ communication skills and academic achievements. As she mentioned, “...sending children to study so that their children can communicate in English and have good academic achievements.”. The expenses that would be the school's responsibility will be discussed next. Those parents’ needs impact the teaching and learning process development that they change almost every year. According to the parent's expectations, she accepted and applied the parents’ suggestions, including the Parent's Alumni Association meeting.

What parents expect and what the school expects are consistent. Teachers with specific skills are selected and graduate directly. If the teachers teach for a year and have feedback from the students, we will take that into account for teachers because we can write suggestions. However, at Sriracha, the parents can choose the schools for their consideration. If they want native speakers, go to school A because there are well-equipped personnel. They have many natives; the Filipinos are few. If they want another environment, go to school C. If they're going to come here, they will

come. The parents understand and will find the information first because they have several options in Sriracha. The parents choose here because they like the school's atmosphere and society. (Interview 3)

Extensionally, this school context positioned the importance of the parents' opinions, including the students. The stakeholders are a critical factor that drives the school towards development. It also confirms that she had taken the experience of studying in Singapore because of the story about the parents' participation in the school context. She explained why most parents chose this school: "...because they like the atmosphere and the society in the school." This represented the school's atmosphere, and society stimulated the students' success. Therefore, the external factors impact hiring foreign teachers for the ELT in school regarding the school background and the parental expectations. The expenses that would be the school's responsibility is discussed towards the budget, which matters for hiring foreign teachers of the ELT in school along these lines:

We have 35 Filipino English teachers with 6 for kindergarten, 21 for grades 1-6, and 8 for middle to high school. Also, we have Mr. Peter, who is British and 4 Chinese teachers, for a total of 39 teachers. We used to have a Japanese teacher but she resigned last year and returned to her hometown. Now Thai teachers are in charge of the department. For their salary we consider the experience, we increase the salary every year depending on their work. For people with less experience, the pay starts at 18,000 baht and goes up to 30,000+ baht. Here, we focus on an "Active Learning" model that encourages the students to action, the student center, and focus on correct pronunciation. We use a communication class where foreign teachers teach spelling, pronunciation, accent, and teaching style, depending on the teachers. Here, we focus on the British accent in school to learn English. (Interview 2)

Specifically, the salary consideration depends on the teaching experience performed as one of the factors that schools focus on. It is undeniable that the budget matters for hiring foreign teachers in school. From that interview, she said, "these 35

people are Filipinos, except Mr. Peter, who is British,” which detailed Chon 4’s director’s decision to hire a native speaker and foreign teachers to promote student achievement. From the observation, this school is provided in terms of buildings, classrooms, school equipment, and the readiness of teachers. That is defined as the school getting more material for learning to teach. I had the opportunity to talk with three foreign teachers about their background information and what they thought was a factor in hiring. Due to the epidemic of the covid-19 disease, there is a limitation in getting more information about foreign teachers at other levels. Therefore, the school building where I could access the observation data for permission to interview Chon 4's director to increase the credibility of the information was the high school building. I realize the limitations, and the information I received was sufficient to analyze and draw causal conclusions. There were 3 foreigners who are English teachers at the upper elementary and high school level, which I had short conversations with. The details are as follows:

- 1) He is Filipino with 3 years of experience here. He had been teaching Communication English for secondary 2. His mother tongue is Filipino. He had experience teaching special needs children or children in elementary school in the Philippines. And he thought that the school's hiring reasons were because he was a male teacher with qualifications.

- 2) She is Filipino with 3-year experience here. She has been teaching Communication English for secondary 6. Her mother tongue is Visayan, Filipino. She had teaching experience on her job training in her university minor. She thought that her English teaching capability was the school’s hiring reason.

- 3) He is an English person who is from England with 11-year teaching experience. He has been teaching communication English for grade 5 with the position of secretary of the language center. His mother tongue is English. He thought that the school’s requirement to promote the English language and being a native speaker was the school’s hiring reason.

Therefore, when I examined the conversations of three foreign teachers with Chon 4's director, it turned out that the decision to hire a native speaker was consistent with the previously mentioned ideology and the two conditions. And it is one of the critical factors in the budget for developing English teachers in schools. I

questioned other opinions from Mr. Peter, who is experienced and serves as the school's language center secretary. Regarding his views on participation in teaching and learning by the current school administrator, who is a pastor, he mentioned that English must be learned while becoming a priest. Therefore, this director has given importance and interest in English in the school. Moreover, the director has confidence in the teachers' abilities and contributes to the annual learner's level test using the exam according to international standards. On that occasion, it can be concluded that Chon 4's director decided to implement her standard language ideology of a native speaker.

We are a large school which has many personnel. We have teachers who have graduated in specific fields. For example, the foreign communication, grammar, reading, and writing teachers, which we call "LS," means listening to speaking in English teaching. We have a specific group of teachers because we have the communication channel to separate classes for children. The communication class would be all foreign teachers. The minor subjects are done by Thai teachers. (Interview 1)

As for the practice of the educational personnel development budget, this significant school context is influenced by the student education costs corresponding to many students in the school. She mentioned that "we have enough personnel to separate classes for children.". Therefore, the budget in large schools will be considerable enough to hire Thai and foreign teachers effectively to get more opportunities to communicate in English and get more qualified personnel. The development of the potential of hiring foreign teachers is related to the budget, which matters to the ELT in school. In addition, the promoted programs for the use of English for both teachers and students are also given importance to the budget for the development of teaching and learning in schools as mentioned:

We organize many projects which help to support students. As I said, we collect a Study Tour every April. Before the outbreak of covid-19, we had this project to arrange experiences abroad for the students to practice using English directly. The countries are the Philippines, New Zealand, and Singapore. For Singapore, we regulate from elementary to high school.

Another is an English camp project provided from kindergarten to elementary level called the “Mini English Program” group. Every summer, there is a camp for children where Thai teachers and foreign teachers work together. But the people who carry out the activities would be foreign teachers, such as setting up a learning base. If it's a high school, it's a regular language camp. Then there are activities to promote skills by stimulating the children to rehearse and compete. For nursery or pre-kindergarten level, there would be learning through playing, with foreign teachers helping to enhance skills such as offering simple words in English. The school promotes the self-improvement of teachers to study or think of innovations and encourages teachers to use technology in almost every subject by creating lessons from computers or teaching materials. Paper is rarely used; most are PowerPoint or video clips. The role of the director is to encourage teachers to develop themselves by supporting expenses, going to training, seminars, further study, and short courses, which help establish that teachers have more potential. (Interview 2)

From her narrative, the school has used the budget for three purposes: to develop teachers by hiring teachers to promote increased skills training both in the country and abroad. Another aim is to develop learners by organizing various activities based on the school's projects and providing school teaching materials. The notion produced “The school promotes the self-improvement of teachers...” means the school's projects, Study tours, English camps, and rehearsal and competition to encourage students' English experiences. As well as the teachers' self-improvement to develop the use of technology with innovations progressing the ELT in school.

In conclusion, the Chon 4 school director had negative and positive experiences learning English based on the past teaching method about the memorization and individual questioning teaching techniques and the strict teachers. However, she viewed English as a new challenge with some teachers' attention and her short course abroad experiences. Thus, processing both positive and negative experiences of using English. The results of her past experiences do not influence her management at school.

Additionally, this director was motivated to learn more English by working with foreign teachers. Chon 4's director is aware of GE because she has experience at the master's level in this field. However, her awareness seems to be applied in the school context with this position. As a result, she decided to hire a native speaker, which means her standard language ideology of native speakers relates to her hiring decisions as a standard with two conditions: the budget and the external factors.

The external factors that impact hiring foreign teachers, the ELT in school, includes the parental expectations to promote excellent student academic achievement and English language excellence for the large private school with an independent educational organization context. And the school background with varieties of foreigners and the well-known top school position brought the parents' credibility to increase student enrollment for further education in the school.

The budget matters for hiring foreign teachers of the ELT in school involved developing the potential of teachers by getting more quality personnel, both Thai and foreigners to get self-improvement and have more opportunities to communicate in English in the school as well as the students using English experiences together with effective material for learning to teach which the budget will perform importantly in contributing to successful teaching management.

To summarize, the director's lived experiences and attitudes do not impact how she manages ELT in school with the two conditions described above. But the director's management is necessary, as mentioned. The school directors' abilities to produce the ELT in school include supporting teacher development and promoting school projects that encourage school policies. The ELT determines the teachers' abilities in school, including knowledge, teaching skills, teaching materials, and technology. The teachers experience will be detailed, identified, and discussed in the deliberation.

The following table is the conclusion of Chon 4's director's lived experiences and attitudes towards Global Englishes that I related based on the three main components of attitudes' structures by Garrett (2010) and including the three-dimensional space (Clandinin & Connelly, 2000), consisting of past, present, and future.

Table 11 Summary of Chon 4

Lived experiences								
Studying (Past)			Management at school (Present)			Planning (Future)		
attitudes			attitudes			attitudes		
cognitive	ffective	behavioral	cognitive	ffective	behavioral	cognitive	ffective	behavioral
challenge, English is not the mother tongue	Like	prepared before class	Aware of GE	challenging	chairman of the English department in Language Center	Continue school projects	Motivated	Support potential teachers and increase resources
Negative and Positive			More positive			More positive		
<ul style="list-style-type: none"> - Memorization and individual questioning for past teaching method - Strict teachers - Teachers' attention - Short courses abroad 			<ul style="list-style-type: none"> - Accents - Authentic English use - GE awareness - Standard language ideology 			<ul style="list-style-type: none"> - Student achievement - Standard language ideology - GE awareness 		
Learn to develop (GE is aware, hiring)								
Two conditions that do not impact ELT in school								
<ul style="list-style-type: none"> - Budget matters for hiring foreign teachers - External factors impact hiring foreign teachers 								
But the management of the director's role is an important factor and affects the ELT								
<ul style="list-style-type: none"> - Supporting teacher development - Teachers' abilities are determined for ELT in school which produces successful students. 								

Conclusion of Chon 4

To ensure the final data interpretation of Chon 4's lived experiences and attitude towards Global Englishes; the well-informed conclusion is that this director has negative involvement based on the memorization and individual questioning teaching techniques performed as her past teaching method and the strict teachers who differentiated children's knowledge caused her fear and positioned that English is not a mother tongue. How she functions in English has led her to positive experiences by viewing that as a new challenge, and the short courses abroad forced her to use

English, and her teachers' attention in the past helped her decide to study English. Notwithstanding, her past experiences have not influenced the management at school in terms of the standard language ideology of a native speaker by mentioning that "Inner Circle" performed as native speakers who own English from countries where English is their mother tongue. Nonetheless, she has been motivated to learn more through her work. Notably, she is aware of authentic English use. She defined GE as a world language spreading of use. She produced exciting perspectives the media could access, then generated the students' accents by respecting accent variety and receptiveness to the students' mixture of interlocutor diversity. However, an unfamiliar accent caused her miscommunication which specified that intelligibility is necessary for English communication. Chon 4's director desired to hire native speakers conditionally to practice reconciliation. She began with the budget, which is examined regarding educational quality for hiring teachers and the school's project resources, including materials. Complementary, the external factors are based on the parental expectations and the school background regarding the quality of the student's communication skills and academic achievements related to the flexible decisions and independent educational organization context. Under the circumstances, the result is that Chon 4's director is aware of Global Englishes (GE) and desires to hire native speakers teaching English in the ELT context conditionally.

Narrative of Chon 5s' director: accept, respect, and honor diversity

Chon 5 is a department of primary international education using Thai courses but implementing English as a teaching appliance, ranging from Primary 1 to Secondary 6. This school is a part of the university's independent primary and secondary schools known as demonstration schools. Approximately 280 students, 30 teachers, and ten officers are in this IEP section. This director's experience can be divided into two periods, the first from 2015 to 2019. Then he was a deputy executive for two and a half years and then moved back from October last year for about six months, but he has about 16-17 years of international management. For his experience, previously, he was a professor at the university's faculty. Then he became a guidance teacher at the demonstration school. After that, he moved to be an officer in the department for about five years while studying for a master's degree; when he

finished, he moved back to this demonstration school. The demonstration school has one principal regulating the entire school system. This IEP is an international division separated from the regular section. He was appointed as a deputy director of the school, supervised the International Education Program Department, and worked at the Central Committee on International Affairs, responsible for recruiting foreign teachers to schools. There are four parts, namely early childhood, and international elementary school. For this demonstration, the school has 50 foreigners and 16 nationalities, but for the international side there are 13 races.

This director welcomed me warmly at the front of the building, where there was a PR department and an administrative room. He was a middle-aged man who looked agile, active, and confident by thinking and talking fast. Before the interview, he invited me to discuss my studies with understanding and compassion because he had previous experience studying at the masters and doctoral levels. He graduated with a bachelor's degree in the Faculty of Education, Thai language, a master's degree in Counseling Psychology, and a Ph.D. in Educational Administration. Therefore, his speaking in each conversation was quite casual, using simple words that were not academically referenced. He hunted for the story of the past that:

I felt English was difficult because the teacher made us recite a lot of vocabulary. We didn't like it, making the first perception that it was difficult and painful to study, not happy to look at, and focused on reading and writing rather than real-life use. Therefore, we felt that studying was useless because, after learning, I forgot it. I went to an elementary school in a government school near the temple in Chanthaburi Province. I used to study with foreign teachers in high school. I didn't know much about listening to him, so I only caught a few words when communicating; I felt that what I had learned was useless. We can read and write, but we have to think about translating from Thai to English when speaking. It took us a long time to communicate, and I was afraid to say the wrong thing and did not dare to speak. The past teaching method focused on memorizing vocabulary and grammar and making children scared to speak and worried about the correctness of grammar/vocabulary/verbs, making English language education in Thailand less advanced. Like my generation, I studied English

from kindergarten until I graduated with a bachelor's degree. Instead, I felt that what I had learned could not be used to communicate in daily life. The new generation is better because they focus on memorizing vocabulary rather than using it in real life. There may be some adjustments in teaching and learning that English is not difficult and is a part of life online or in the media; it has been found that the younger generation can use English better. They feel closer to the language and accept English as a required language, so the new generation is more eager to use it than the older generation.

(Interview 1)

Chon 5's director begins his early life story with suffering as he narrated that he "... didn't like it", "... the first perception that it was difficult and painful to study, not happy to study" which are negative experiences about learning English. He presented the reasons for his dislike because of the suffering that he felt unhappy learning difficult English referencing his background of previous teaching English in the past, for example, "...recite a lot of vocabulary" and "...focused on reading and writing rather than real-life use", which show that the past teaching method mainly focused on reading and writing, the process of memorization made the children afraid to speak and worried about the correctness. Another incident made him feel that the English he had learned could not be used to communicate in real life. He spent a long time thinking when speaking and translating words when actually in the situation. This kind of contempt symbolized that people believed he was not wise. This negative story made him think that learning English is useless because he could not learn by remembering, as "we felt that studying is useless because after learning I forgot." He also stated that the new generation required English easier than his generation through online and media. Therefore, all statements are negative experiences about learning and using English from the past teaching method, which is his past learning experience. However, he still has some positive experiences in using English from studying abroad, the following mentioned:

I was usually an average student when I was young, but I needed to use more English and know it's necessary when working. For example, I worked in the international department. I worked as both an academician and a

university employee at that time. I had to take care of all the foreigners, such as interviews, entrance exams, and hiring matters. I needed to use English. I got confidence after they sent me to study in New Zealand for about five weeks on a scholarship. I can speak English, but I dared not use it. But in New Zealand, I needed it. Like being forced to have the courage to talk until I have confidence and can use English more fluently, not afraid to be wrong. When I have the courage, I have more and more confidence to use English with foreigners. The professor would correct it if I were wrong, so I had to adjust continually. Resulting from the first work period, when I was biased toward English, I thought it was difficult, embarrassed, and afraid of being wrong. I was worried and took a long time to speak. Later I learned that English is not a matter of worrying about right or wrong. Suppose we dare to say. Foreign teachers themselves know that we are not English native speakers. They always tell us they will suggest the right word when we go wrong. After a while, we started to get used to it, not afraid of making mistakes, confident in speaking, and thought it was not difficult to use in everyday life. If we can use English in everyday life, it will gradually build confidence, not worry, not be afraid and dare to speak because it is a skill that must be used to become familiar. (Interview 1)

Based on his studying abroad in New Zealand on a scholarship, he has more positive experiences using English in real situations. He said, “I needed to use more English and know it's necessary.” He examined that he viewed English as necessary. He is not afraid to be wrong because he had more confidence in use as he claimed, “...what I got was confidence...not afraid to be wrong”. This expression of faith is based on his fearlessness of making some mistakes because there are always people making suggestions for the correct and more appropriate words for him. “Later, I learned that English is not a matter of worrying about right or wrong” this means English is a skill that must be used often, performed as a familiarization required. Accordingly, he has positive experiences using English from studying abroad and working. Simultaneously, Chon 5's director has ideas about native English speakers

and discusses the cause of thoughts and decisions about hiring foreign teachers in the next section. He apprised that:

Suppose there is a situation to choose between a British English teacher who has not graduated from teaching English with a half-Thai-Indian person who graduated from teaching English. If it is an English subject, we consider native speakers only, so we have to choose an English teacher as nationality is the primary way of teaching English; it is one of the conditions we give to the parents. It was an idea from parents when we established the International School section. We also had discussions with the parents about their purposes and expectations. If it is another subject, you can use any national teacher. They are not worried, but if it's an English course, their children should learn with the correct language and accent as an archetype, so we consider these six nationalities as the basis for teaching English, which are British, American, New Zealand, Australian, Canadian, and Irish. Now we believe South Africans are white people. The main point is that they must use English as the national language by nationalities and ethnicities born with English means as their mother tongue. It is not 100% in Canada because some areas still use French, but most can use English. Mainly, it is the six nationalities that already speak English. Still, we added white South African because this group of people speak English. By their appearances, they are white, and the black speak English with a strong regional accent. It's not 100% like white people; maybe because of the community, they may have some native language in the community, but white people are seldom attached to the local language. The accent is essential, especially for small children. Since we are international, we have many foreign teachers. For example, almost 50 people were in the demonstration, 16 nationalities. It's a lot, so the children must be able to talk to the teachers in every accent of every race, but if children have a British accent, they will have a more beautiful voice in the language. Therefore, we will cultivate small children by giving foreign teachers who are natives to all English classes. (Interview 1)

The work experience of Chon 5's director mentioned above makes it clear that he chose native speakers to work in the school based on parental expectations when the school was established. He decided to hire native speakers to teach English based on five nationalities: British, American, New Zealand, Australian, and Irish. Now he considers South Africans who are white people. The reasons for choosing fair-skinned South Africans are that their English accent is clear, not mixed with the same dialect as blacks, and look like natives. That means blacks use the local-language accent because he does not consider them. One crucial aspect is the demand for influential parents to employ foreign teachers who are native speakers because they want their children to be standard role models like native speakers. "Their children should learn as an archetype with the correct language and accent." Another consideration is accent. Besides the appearance that must be or resemble a native speaker, the accent has an extra impact on teaching English in schools. Although he said that students in schools must communicate with every accent and nationality, the primary accent should be pleasing if it is teaching English. He said, "if children have a British accent, they will have a more beautiful voice in language." This is related to the concepts of inner circles as template standards that brought the standard language ideology of a native speaker as a standard for confidentiality reasons. As he referenced:

For native speakers, the TOEFL language test is not required according to the provincial recruitment criteria when we request foreigners' work permits. They will consider other nationalities than the five mentioned nationalities that use English as their mother tongue. English language test results must be attached to confirm that they can teach English with a quality assurance that we accept these teachers to teach English to our children. There are about 13 foreigners, including Chinese and Japanese. All English subjects use native speakers; the rest can be any nationality that can use English, but TOEIC scores must be above 600, but most of them have 700-800. There will be many nationalities. For example, a math teacher is an Indian, Art is Kazakhstan, and Physical education is Vietnamese. There are Chinese, Japanese, Thai, and Filipinos. We believe that they are native speakers of office mentioned-nationalities like we speak Thai. There is no

need to measure in the Thai language. It's like we respect them that English is their mother tongue, we have never used language proficiency in our teaching because we believe they are native speakers. The main aspects we are concerned about are British and American, which will have accents, or some words will be used differently. Still, these two nationalities are English that people worldwide accept and are the correct English language. We also use both nationalities in terms of no one being better. Because some teachers use British textbooks, some use the American style. There is no right or wrong type because they are also accepted worldwide. (Interview 2)

In addition to nationalities, appearances, skin tones, and accents, he also examined the results of English language proficiency tests of non-native speakers or people outside of the six races considered as he pointed out that “For native speakers, the TOEFL language test is not required” as well as “...never used language proficiency...”. These comments indicate that they have confidence in their native English speakers. The word ‘**they**’ defined Chon 5's director and external provincial recruitment criteria. Additionally, these stories will be amplified for credibility through another interview with a relevant person. The concept of comparing the ownership of English to be English native speakers and the right of Thai to be Thai native speakers and other languages to convey confidence in the native language that can be taught to students, “we believe that they are native speakers like we speak Thai. There is no need to measure in the Thai language.” This is correlated to the belief that the native speakers own English which is the same as Thai people own Thai. In the end, Chon 5's director accepted and had a prototype of the standard English usage in two countries that we can guess: British and American as stated, “The main aspects that we are concerned about are British and American,” and he viewed that both British and American are accepted as the correct English by most people all over the world. Contiguously, Chon 5's director has the standard language ideology of a native and implements hiring native speakers as the agreement between the school and the parents conditionally. The importance of using English based on his story will be sure to value how it spread:

The emphasis is on English as a learning tool. It is an essential tool in learning another language as well. If you know English, you can study other fields that are international. If children speak English, they can search for all information in English with an understanding of knowledge varieties from foreign countries. If children can use language as a learning tool, there are updated advantages for learning more. I think they will be more popular. There will be industrial sources after we enter ASEAN and the EEC context. Some parents will be more aware of the importance of English. Presently, we have two rooms for elementary children because the demand has increased. It means that the parents place a higher emphasis on English. The tendency to demand children to learn English is improving. Therefore, in five years, the school must prepare to expand the classrooms to support the needs of the parents. (Interview 1)

Addressing Chon 5's director's life experiences above, he emphasizes the English language as a crucial weapon for accessing other necessary knowledge or interests. English is like the foundation of knowledge that can be developed into other skills. As he produced, "It is an important tool in learning another knowledge as well. If you know English, you can study other fields that are international". English is an essential basis in life. He also cited the required language in ASEAN countries and in the EEC context related to economics which determined that English is a lingua franca of ASEAN. Thus, he proposed a school plan for adapting to current and near-future language use needs. He offered to expand the number of classrooms from having only a room to two rooms "we have two rooms for elementary children because the demand has increased from one room" according to the English importance awareness of the parents increasingly, "...prepare to expand the classrooms to support the needs of the parents" which advocated the importance of spreading English valuably. This analysis led to the positive thoughts of English varieties as he suggested:

At present, we use English as a communication tool. There is no owner because English is used to communicate in many countries, even in ASEAN. So, I guess it doesn't have a native speaker. It's a universal language. Only

foreigners who are native speakers don't need to have the ability to communicate in English the most. We can use English in most countries around the world. Therefore, people who can learn English will have an advantage because various media use English as a tool for education and communication. I do not say British or American only; everyone has equality in use—even we at the administrative center have to negotiate with many nationalities. Perhaps the teachers who are native themselves cannot convey the principles of language use as Thai teachers in matters of grammar. Foreign teachers who are native speakers will be able to communicate; we let them teach communication mainly. Because our children will have a native accent, but if there is intense grammar, ASEAN teachers will be better. Global Englishes concept says that many people do not own English. If we use it as a common language, it is the language of communication. Everyone has the right to learn and use it without focusing on different accents, but understandable use to communicate worldwide. English is not the most spoken language globally, but it is its most comprehensive language (Meaning of GE). It may be due to the history of England's prosperity and colonies worldwide. This made English worldwide, and it is recognized worldwide that English is a language of communication. Even in Europe, English is not the first language to use, Russian is the most spoken language in Europe, but the second language that foreign children in Europe learn is English. Therefore, English is an official worldwide language and a medium as a communication tool. Even online tools use English as the primary language also in Asia. In ASEAN, there is an agreement that English is the direct communication which is why it is called Englishes. It is a universal language accessible to all and universal communication as a learning tool. (Interview 2)

The feature he said above are two important implications parents and work influence—his real attitude is no one is an actual native speaker. A variety of people widely use English. He cited an example of the ASEAN context where English is the lingua franca used as Englishes and he stated English as a universal or world language

as he mentioned, “It is a universal language accessible to all and universal communication as a learning tool.” which is defined as the equality of language use. These interpretations are classified as positive thoughts of English varieties. He also focused on English as a learning tool, even as online communication because the core of using a language is intelligibility which is necessary for English communication as indicated “...understandable use to communicate worldwide”. Therefore, the director's authentic attitude toward the diversity of English positively affects how he applies his awareness is as below:

Using English as a World Language begins when everyone opens their hearts. Even foreign teachers who are native speakers need to open their minds that it is not only them who are the best. Other foreign teachers or natives who live with us accepted that they were foreigners in our country. Everyone has their English language. For example, we have a Thai accent. Each country has different accents. That's why it's essential to accept the differences in accents. There are no bullying accents on each other; they recognize that English is a global language everyone can use as a standard communication tool. Our 50 foreign teachers of 16 nationalities in the whole school never had this problem because everyone is open-minded and understanding, making the working process smoother. (Interview 2)

He directly recounted his experiences through his concept that English is a world language and a global language. He has applied his current work awareness as a program administrator. There is no problem with the Englishes at school because everyone accepts and understands that they can have their own English. This is considered a positive attitude and treating diverse users with respect and sincerity, which can be characterized by Chon 5 being aware of authentic English use which the intelligibility performs as the primary point in communication through his honest attitude. Parental expectations impact foreign teacher hiring practices from the story he told at the beginning of the decision.

For parental expectations which impact foreign teacher hiring practices, Chon 5's director initially suggested this idea: “we have to choose an English teacher as nationality is the primary way of teaching English; it is one of the conditions that

we give to parents. It was an idea from parents when we established the International School section. We also had discussions with parents about their purposes and expectations. If it is another subject, you can use any national teacher. They are not worried, but if it's an English course, their children should learn with the correct language and accent as an archetype, so we consider six nationalities as the basis for teaching English. British, American, New Zealand, Australian, Canadian, and Irish are there. Now we consider South Africans who are white people.” The influence of this decision to hire native speakers has been made more credible. Because I had the opportunity to talk about why they had to bring natives to teach, it was an agreement that the school made with the parents when it was established. I got a chance to discuss it with the former deputy director of the Demonstration School in charge of the International Program (IEP) previously; he said:

That's right. They promoted the diversity of nationalities. But for teaching English, they must choose a native speaker to teach in the school. In the past, 17 years ago, when they established an IEP, they had to advertise those native speakers were teaching English to invite people to enroll. There was an exposure program with English, which started to have Filipinos coming in. But the attitude towards the Philippines in the past was not as open as today. It was unfavorable, so they had to advertise that they came to study at the demonstration to learn English with native speakers. In the past, native speakers still talked about British and American. Recently, they have started to open up to more than five nationalities. They are British, American, New Zealand, and Australian. This is acceptable. It's native. I just recently added Ireland and South Africa. The school has referred to the university's announcement regarding the salary rates stated in the employment of natives, including nationalities, as mentioned which university is more open because of the change in *public perception* of native speakers. People have more knowledge. When talking about natives, we would only think of England, America, Australia, and New Zealand in the past. We talk about these four countries. Now we're talking more about Canada, meaning it keeps increasing according to public perception that this one can be natives, such as South Africa. People still think they are not natives, but this school

is starting to accept that white South Africans can be considered native. If South Africa is black, the accent will be different. They weren't considered white people. (Former deputy director)

This story is described by the former deputy executive, who was previously responsible for the international division. There are associations and key points aligned with Chon 5's director on the division of the school, promoting the diversity of nationalities. However, there are still restrictions on the criteria for employing foreign teachers considering the five nationalities as a concept. He further mentioned that the decision to hire native-speaking foreign teachers to teach English in school was one way of promoting parents' interest and enrollment. In the context over ten years ago, there were changes in thinking, perception, and various pursuits, which he called public perception. In this context, some people still judge native speakers by their accent and perceive white South Africans who look native. Still, it must be admitted that the school promotes diversity of nationalities to improve teaching and learning. However, the school principal's decision was not based on individual attitudes alone. Several external factors require school directors to consider what is appropriate to the context and focus of the school. That reveals the possibility of relating the school background issues to the flexibility to plan and implement policies. Chon 5's director added:

Management issues such as accepting foreign teachers every semester break, the foreign teachers will have to rotate and will find new schools. We also need to prepare and keep an eye on who's moving. We have to prepare to accept foreign teachers as a substitute. There are three types of foreign teacher recruitment: 1. Walk-in applicants, 2. Apply through websites or media; they will send resumes and schedule an interview, and 3.

Recommendations from foreign teachers in the school. These are the ways to apply. We take care of the work permit, process the visa, extend the employment contract in case of good performance and good behavior, and try to motivate them to stay with us for a long time. Because frequent teacher turnover certainly affects intermittent teaching. The parents commented that teacher turnover often affects the student's learning. We try

to find a good way for foreign teachers to change. They can leave the school in a semester break, i.e., March, April, and May, there is a change of teachers during these three months. We also must prepare for interviews with teachers because they can cancel the contract within 30 days.

(Interview 3)

This mentioning is about the parental expectation which impacts foreign teacher hiring practices. “The parents commented that teacher turnover often affects students' learning.” This means that the frequent teacher turnover affects the intermittent teaching, which is considered by the parents' expression. Chon 5 is aware of this limitation; therefore, he figures out how to be able to solve this problem as follows:

The meeting and training to provide knowledge are essential because foreign teachers' previous knowledge and diverse experiences are limitations in teaching and learning. Evaluation measures are inconsistent to be in the same direction. For example, an Indian science teacher specializing in memorization rarely does science experiments. We also have to discuss that he should experiment more often for authentic experiences. We are usually developing. For other benefits such as sickness, we help to take care and facilitate, covid insurance is purchased. There is coordination with the hospital in the event of an accident. If the foreign teachers feel that we take good care of them, they will stay with us for a long time. For resignation, no problem. Please notify us 30 days in advance. There must be an open discussion; this helps reduce the pain of moving or changing foreign teachers often. (Interview 3)

The solution to the problem of discontinuity in teaching is because of frequent teacher turnover. His work experience is divided into two main points: He solves the teacher problem by introducing a teaching method that focuses on doing instead of memorizing. This means that he has to organize training about teaching, lesson plans, measurement, and evaluation to get the appropriate teaching methods, including being responsible for providing benefits such as work permits, visas, and

health care to motivate effective teachers to continue working for continuity. If the teachers need to leave or change jobs, he was informed of the prescribed period, which could help him work with this discontinuity. This is considered as the budget matters as well. He also estimated an interesting point later:

Mentioning about having a universal culture, for the work of a variety of foreigners, to avoid the problems or obstacles to work such as bullying, nationalities, accents, we have a nationality diversity agreement in school. All teachers will understand and have no problem because everyone is a teacher who knows similarly—the matter of punctuality and notifying the work schedule in advance every time. The advance notice for change is manners because foreign teachers will have long-term planning. They are informing all responsibilities before they start working according to the handbook provided and providing assistance which is considered part of the advantages of Thai people. We are happy to help with little things such as finding a house to rent. This is also part of being able to work with foreign teachers smoothly.

Another point is to connect with external agencies such as immigration, employment offices, and universities to help coordinate with foreign teachers who have to manage annually, such as visa work permits.

(Interview 3)

Another significant concern that Chon 5's director has made to reduce the barriers to working in conditions of multinational and multicultural co-workers is to have an agreement in the school for a mutually acceptable culture to practice mutual respect, etc. One of the elements he mentioned was the importance of external agencies affecting the coordination of the school to make it work more smoothly.

We plan to refer children or students to study abroad or MOU with us; for example, we do an MOU with Mahidol, and there will be a project that will select high academic performance. They can go for an interview and study or exchange abroad projects, both short-term and long-term. Children who study there that graduate with two qualifications and are ready for

university. This is a project that will allow them to expand abroad in the program they are interested in. (Interview 1)

Creating an MOU with both domestic and international universities to drive the students' success is the purpose of the study that the school aims for. He plans to expand the classrooms to accommodate the interests of students and parents in a changing era with greater awareness of the English language. Based on the parental expectations of an announced clear condition using native speakers to teach English and the native as a template for students. It is considered a consistent story based on the external factors concept, which is paralleled with the budget matters as he conveyed:

Foreign teachers' wage rates depend on nationality, qualifications, and experiences. We start at 30,000+ with expertise. Currently hiring at 34,000-35,000 baht with a housing allowance of 6,500 baht totaling about 41,000 baht. If we pay less than this, they won't stay with us. We pay for the whole year in full for all 12 months. They can go out for experiences during semester breaks or go home; we still pay in total throughout the year. Others salary is about ten months here, pay in sum, and get a break. It's the part that attracts them to stay with us. Some people work until retirement; others work until they die, and we help arrange the funeral.

It is difficult to find native speakers; they are in high demand and rare. There was a competition to attract foreign teachers to teach during the COVID-19 pandemic, which made it difficult for foreign teachers to travel in and out of the country during this situation. Foreign teachers who are natives of Thailand are limited. As soon as our teacher returned home, we had to find a replacement teacher. We have to draw teachers from other places, from other schools or different agencies. So, if we pay less, they won't stay with us. When we offer like this, they are ok to stay with us. (Interview 1)

Therefore, it can be seen that different foreign teacher wage rates also affect the willingness of foreign teachers to teach. We cannot deny that part of the budget is used to pay for the teachers to be an effective discontinuity at the personnel level,

referring to the COVID-19 situation that the native speakers in Thailand were limited. In addition, as mentioned, the provision of training to gain knowledge is part of the ability to develop inconsistent standard practices. For this reason, the budget sets the potential of teachers and is associated with increased sufficient resources for school projects as follows.

The budget for teaching English in schools is necessary. Firstly, the teacher's wages. We have to pay the teachers a little more than the general public to attract those teachers to stay with us as I already talked to them. Most of them said that they came to work, not for charity. Therefore, wherever the salary is higher, they go. We will have to see how much they pay in this area. We try to give 2,000-3,000 more and offer to have a holiday in a semester break. We do not forbid them to teach outside, which the income allows them to live with a salary. If we pay equal or less than others, they will move, and teachers will change, often causing continuous problems in the teaching process. Some foreign teachers go through an agency that handles documents and gets paid for this care. For example, if he earns a salary of 40,000 baht, the agency will deduct 8,000-10,000 monthly. Some of them considered it unfair and felt it was difficult. This will attract foreign teachers to teach here because they are paid for 12 months, having holidays, not through the agency. Every year we will have a salary adjustment for foreign teachers equal to Thai teachers, which is 4% referencing the adjustment rate of the university. It depends on their performance, assessed from lesson plans and other annual assignments. Some people work until retirement because they can live and are happy. Therefore, the primary use of the budget is to hire foreign teachers and about the various facilities for the teachers; for example, every foreign teacher has one personal computer to prepare for teaching, this is necessary. (Interview 3)

He explained the emphasis on money to hire native speakers and expressed his opinion that there is currently limited competition for native speakers. In addition to wages, the school also supports teaching facilities such as personal computers, etc., to be functional and more quality in teaching management, which can help future

classroom expansion plans that require ELT development in the school budget. Thus, the budget develops the potential of teachers and increases sufficient resources for school projects. The conclusion is that budget matters to the ELT in school in terms of hiring foreign teachers.

Chon 5's director had additional exciting ideas on ELT development in the school: the environmental perspective is the most important. Create a learning environment that is conducive to learning English. These build and nurture students to become familiar with English use in school, further explained in the relevant sections. However, he also had some positive experiences using English from studying abroad and working on how he views English as necessary. He was not afraid to be wrong, was fearless, more confident, and produced the familiarization required to improve his skills. Exceptionally, past experiences do not influence the management at school.

Additionally, this director automatically learns more English in his working context with many foreign teachers of diverse nationalities. Chon 5's director is aware of GE obviously by his authentic attitude focusing on the intelligibility process, respecting other people, and applying to use the awareness in school. Nonetheless, he is determined to hire native speakers to teach English in the school, which is influenced by the parental expectation in terms of 5 nationalities which are British, American, New Zealand, Australian, and Ireland + white South African who looks like a native. Those can be described with two conditions: the budget and the external factors.

The external factors that impact the ELT in school in term of hiring foreign teachers includes the parental expectations that they have a greater awareness of the English language. They consider the frequent teacher changes to affect intermittent teaching. Their children should learn with the correct phrasing and accent as an archetype that native as a template for students as natives and an announced clear condition using native speakers to teach English when the school is established to promote the parents' interest and enrollment. For the school background, the public perception is recognized as the flexibility to plan and implement policies. In this context, multinational and multicultural co-workers lead to the school's agreement on a mutually acceptable culture to practice and the external agencies affecting the

coordination of the school. Accordingly, the external factors impact hiring foreign teachers for the ELT in school thoughtfully.

The budget matters of the ELT in school involves developing the potential of teachers by getting higher quality personnel, both Thai officers and foreigners, to get encouragement having an English communication environment in school such as organize training about teaching, lesson plans, measurement, and evaluation to get the appropriate teaching methods, provide benefits to support teaching facilities to have more quality in teaching management which is related to the future classroom expansion plans that require the development of ELT in the school budget. Lastly, the budget is spent to pay for the teachers to be effective in the discontinuity teaching process.

To the concise point, the director's lived experiences and attitudes do not impact ELT in school based on the two conditions described above. But the director's management is necessary, as mentioned. The school directors' abilities to produce the ELT in school include supporting teacher development and promoting school projects that encourage school policy. As the ELT determines the teachers' abilities in school, including knowledge, teaching skills, teaching materials, and technology, teachers and expenses will be detailed, identified, and discussed in the deliberation.

The following table is the conclusion of Chon 5's director's lived experiences and attitudes towards Global Englishes that I relate based on the three main components of attitudes structures by Garrett (2010) and including the three-dimensional space (Clandinin & Connelly, 2000), consisting of past, present, and future.

Table 12 Summary of Chon 5

Lived experiences								
Studying (Past)			Management at school (Present)			Planning (Future)		
attitudes			attitudes			attitudes		
cognitive	affective	behavioral	cognitive	affective	behavioral	cognitive	affective	behavioral
Difficult, useless	dislike Suffering	Did not study	Aware of GE	Confident	Deputy director of	MOU, expand	Respect English	Support potential

	Unhappy				the school responsible for international education	classrooms	variety	teachers and increase resources
Negative and Positive		More positive			More positive			
<ul style="list-style-type: none"> - Memorization - Focused on reading and writing - Studying abroad and working 		<ul style="list-style-type: none"> - Accents - Authentic English use - GE awareness - Standard language ideology 			<ul style="list-style-type: none"> - Student achievement - Standard language ideology - GE awareness 			
Accept, respect, and honor diversity (GE is aware, hiring)								
Two conditions that do not impact ELT in school								
<ul style="list-style-type: none"> - Budget matters for hiring foreign teachers - External factors impact hiring foreign teachers 								
But the management of the director's role is an important factor and affects the ELT								
<ul style="list-style-type: none"> - Supporting teachers' development - Teachers' abilities are determined for ELT in school which produces successful students. 								

Conclusion of Chon 5

This qualitative data analysis was undoubtedly interpreted as Chon 5's having negative and positive lived experiences through learning and using English. For negativity, he viewed that the memorization and the reading and writing focus caused his suffering in learning English in his past. How people symbolized contempt for him when he spent a long time thinking and worrying about the correctness brought him negative attention. On the other hand, studying abroad and working made him more confident with the familiarization required. According to his attitude towards Global Englishes, be aware of authentic English use by valuing the importance of spreading English, performed as positive thoughts of English varieties and centralized the intelligibility. As he defined GE in the way of "*English is not the most spoken language in the world, but it is a worldwide language*" (Meaning of GE). However, based on the standard language ideology of a native speaker, the native is a standard perception produced desire to hire native speakers or look like a native in practices parallel with two conditions. Dominantly, begin with parental expectations which have a greater awareness of the English language to the native archetype as a benchmark for over ten years past from an announced clear condition using native

speakers to teach English and the school background related to the public perception of the organization. Proceeding from the sociocultural perspective, the budget is considered the second essential aspect which affects the ELT in the school in terms of educational quality for hiring teachers and the school's project resources, including benefits. Correspondingly, the result is that Chon 5's director is aware of Global Englishes (GE) and desires to hire native speakers teaching English in school conditionally.

The thematic data analysis

Based on the resourceful themes raised by determination, I thoroughly checked the original meaning of the interview data by reading it several times to get the intensity. I re-determined the indications to compose each theme (Clandinin & Connelly, 2000). I referenced all five narratives to classify the pieces by tidying up the codes to arrange in categories through this process.

Table 13 The thematic analysis

categories	Themes
Negative experiences about learning English come from the past teaching methods and teachers	Theme: 1 Past experiences do not influence the management at schools
Positive experiences about learning English come from the past teaching methods and teachers	
negative experience of using English	
positive experience of using English	
Value the importance of spreading English	Theme: 2 Awareness of authentic English use
Positive thoughts of English varieties	

categories	Themes
Intelligibility is necessary for English communication	
Native is a standard	Theme: 3
Choose a native to work	Standard language ideology
Look like a native	
negative experience about accent variety	
develop the potential of teachers	Theme: 4
increase sufficient resources for school projects	Budget matters for hiring foreign teachers
Parental expectation	Theme: 5
School background	External factors impact hiring foreign teachers

According to Table 13, the thematic data analysis represents the five themes that explain the data interpretation based on the three research questions. These five themes are related to several categories in particular contexts of the above school directors' narratives. The explanations below are presented for each piece as follows:

Theme 1: past experiences do not influence the management at schools

This theme is a product of negative and positive experiences learning English from past teaching methods and teachers. Most learning methods are from vocabulary memorization and the overload of reading, writing, and grammar. Their problems regularly matter to the pronunciation, accent, and conversation practices they expect to use in real life. Subsequently, both negative and positive English experiences are essentially from there using realities. For the most part, the negative using background is uncomfortable and unconfident to express their opinions because they are worried about the correctness and what people symbolize as contempt. The positive experiences of using English are based on more confidence when they understand and can express themselves. The accent familiarization required helps them access the intelligibility in conversation. However, the way they experience and gain their attitudes are not considered as influencing how they manage schools

because of the two dominant conditions which cause them desire to hire or not hire the native speakers significantly, as shown by the theme.

Theme 2: awareness of authentic English use

Confirming all five school directors' awareness, they value the importance of spreading English about getting benefits and increasing powerful connections from the first-choice language as English. They also plan to expand the English program classrooms in the future. For the positive thoughts of English varieties, they almost entirely presented English variety as a world language spreading of use which everyone accepts and understands. Lastly, intelligibility is necessary for English communication. The core of using a language is understanding the message using English as a tool, which depends on the difference in language usage in each country's context. Another aspect is an unfamiliar accent causing misunderstanding. However, they are all aware that the purpose of authentic English use is the intelligibility of the main point in a variety of communication.

Theme 3: standard language ideology

Although all five school directors are aware of Global Englishes that means they are attentive for English varieties, on the other hand, they positioned a native as a standard. Mostly mentioning that American and British people are native speakers who use English as their mother tongue and countries of origin compared with Thai owns Thai. In addition, accent judgment is performed as a core English concept in the native. They opined that choosing a native to work in the schools promotes a standard accent that matters to the student's language acquisition, further application, and the foreigners' interaction with the students. Another consideration is that some of them produce foreigners who look like natives to teach in schools about their accent and skin color. Some directors encounter negative experiences about accent variety based on unfamiliar pronunciation and accent misunderstanding. These are interpreted as the standard language ideology.

Theme 4: budget matters for hiring foreign teachers

This theme functions as one out of two conditions that concerned whether to hire native speakers to teach in schools. The first category is to develop the potential of teachers by getting more quality personnel, organizing training, and providing benefits. Simultaneously, the budget is generated to increase sufficient resources for

the school's projects based on improving the classrooms, equipment, and technology prepared, organizing English activities, students using English experiences aboard, and providing facilities for teachers and students. Because of the budget, matters of the ELT in school are considered a dominant factor in practices.

Theme 5: external factors impact hiring foreign teachers

The external factors are the impact of hiring foreign teachers for the ELT in school in the association of parental expectations and school backgrounds. These five different school contexts cause different expectations; for example, Chon 1, small elementary level, focused on the ability to have the basic knowledge. The teaching and learning aspects are the school's responsibility. For Chon 2's context with increased size and the availability of the number of students and teachers, there is another need of parents in terms of they used to reject Thai teachers, and needed foreigners with a clear accent focusing on children's English communication. Then they kept teachers and were happy, causing the parents' credibility. Chon 3's context is a large secondary school. Most parents want to increase the knowledge and experience of the students by using the language with teachers, especially with foreign teachers. Chon 4's context is a large private school; the aims are dominantly the excellent student academic achievement and education. And Chon 5's context is the demonstration school; the parental expectations have been formed in the past by decisions made by the school and parents, with the performing native as a template for students. For the school background, the elementary students should be pointed to essential focuses which facilitate them to be helpful for the other level—another context related to the different parents' features developed and implemented an English program. These two types of elementary levels have the similar decision to not hire the native speakers teaching English in school based on the reasons above. The parents' credibility about the well-known top school that has successful English language and excellent academic achievement are the grounds considered. Similarly, to promote the use of English inside and outside the school and how they work with the multinational and multicultural co-workers in schools.

The five themes are used to answer the three research questions: 1. What are school directors' lived experiences and attitudes towards Global Englishes? 2. How do school directors' lived experiences influence attitudes towards Global Englishes?

and 3. How do school directors' lived experiences and attitudes toward Global Englishes impact the management of ELT at their schools? This table is represented more clearly justification as below:

Table 14 Research questions

Research Questions	Findings
1. What are school directors' lived experiences and attitudes toward Global Englishes?	Lived experiences <i>Theme: 1</i> - Past experiences do not influence the management at schools Attitudes <i>Theme: 3</i> - Standard language ideology
2. How do school directors' lived experiences influence attitudes towards Global Englishes?	<i>Theme: 2</i> - Awareness of authentic English use
3. How do school directors' lived experiences and attitudes toward Global Englishes impact the management of ELT at their schools?	Desire/Not desire <i>Theme: 4</i> - Budget matters for hiring foreign teachers <i>Theme: 5</i> - External factors impact hiring foreign teachers

RQ1: What are school directors' lived experiences and attitudes toward Global Englishes?

Theme1: Past experiences do not influence the management at schools

Lived experiences

The school directors' lived experiences are clarified by theme 1, which is their past negative and positive experiences based on the teaching methods and the teachers influencing both negative and positive attitudes in the present. All school

principals feel pressured and uncomfortable when using English at work. This comes from the feeling of being insulted by people when speaking English for both accent and correctness. But only Chon 4, who graduated from teaching English directly, has a positive working attitude because she can use what she has learned for work. However, she was not a director, but the school's language center chairman. Finally, those lived experiences and attitudes from all five school directors do not influence the management at schools conditionally.

Theme 3: Standard language ideology

Attitudes

According to RQ 1, the lived experiences are clarified above. This section describes the attitudes of the school directors that all five directors perform the standard language ideology of a native speaker as a benchmark in theme three, which mainly mentions American and British, which use English as their mother tongue and students' interactions. Some directors produced the nearest accent and skin tone of the foreigners who look like natives to teach in schools. One director encountered unfamiliar pronunciation and accent misunderstanding causing negative experiences about accent variety based on these are interpreted as the standard language ideology.

RQ2: How do school directors' lived experiences influence attitudes towards Global Englishes?

Theme 2: Awareness of authentic English use

Even though all five school directors positioned the standard language ideology of a native speaker, theme two is simplified to recognize how that ideology's attitude influences the attitudes towards Global Englishes. They are aware of authentic English use focusing on intelligibility as a central point in a variety of communication by valuing the importance of spreading English about getting benefits and increasing powerful connections from English as first – the chosen language. They have positive thoughts of English varieties; they almost entirely presented English variety as a world language spreading of use and mentioned intelligibility is necessary in terms of the core of using a language is understanding the message by using English as a tool, that depends on the difference in language usage in each country's contexts. There is only one case: Chon 3's director partially performed the

awareness of Global Englishes because he firmly believes in a native speaker as a benchmark.

How the standard language ideology of a native speaker comes from depends on both experiences when they learn and use it. For example, Chon 1's director had a negative learning experience from the terrible word memorization moment. It will influence their negative attitude in the current use of English environmentally. She also understands using English sometimes or feels uncomfortable when coordinating in English. But at the same time, she also has a positive attitude toward developing ELT in school, which might be from her favorite translation class and patience. Nonetheless, these lived experiences and attitudes do not influence when she manages the ELT in school in terms of hiring practices.

RQ3: How do school directors' lived experiences and attitudes toward Global Englishes impact the management of ELT at their schools?

Theme 4: Budget matters for hiring foreign teachers

Theme 5: External factors impact hiring foreign teachers

Hiring/Not hiring

Finally, the decision to hire or not hire native speakers to teach in school is associated with their lived experiences and attitudes towards Global Englishes in particular cases. But all instances have these two conditions hidden in the decisions contributed to theme four, budget matters for hiring foreign teachers of the ELT in school, and theme five, external factors impact hiring foreign teachers for the ELT in school. Resultantly, the budget matters of the ELT in school can be described as the potential of teacher development to get more quality personnel, especially to hire foreign teachers, organize educational training, and provide welfare. Additionally, the budget is brought to increase sufficient resources for the school's projects based on increasing the English program classrooms, learning and teaching materials as equipment and technology prepared, organizing English activities, students' using English experiences aboard, and providing facilities for both teachers and students.

For theme 5, external factors impact hiring foreign teachers, the ELT in school, and the parental expectations and the school backgrounds play a significant role. All five different school contexts would cause particular expectations as follows:

the ability to have basic knowledge, the need for foreigners with a clear accent to focus on children's English communication, and the need to increase the knowledge and experience of the students from using the language with teachers, especially with foreign teachers, the excellent student academic achievement, the students' further education, and the decisions made by the school and parents with the performing native as a template for students. These are the different parental expectations. The other aspect, the school backgrounds originated in several environments. For example, the elementary students should be pointed to essential focuses which facilitated them to be helpful for the other level, the different parents' features which developed and implemented an English program, the parents' credibility about the well-known top school that has successful English language and excellent academic achievement to promote the use of English both inside and outside the school and how they work with the multinational and multicultural co-workers in schools. Both parental expectations and school backgrounds are built in the external factors' context, one of the factors to desire or not desire hiring conditionally.

Table 15 includes the five school directors' lived experiences and attitudes towards Global Englishes and how they influence each other and impact the ELT in school that I associated with users from the thematic data analysis reporting the three main research questions.

Table 15 Conclusion of the five school directors

Findings	Lived experiences	Attitudes	GE awareness	Hiring foreign teachers
Chon 1's Director	Negative and Positive	a native speaker is a standard	aware	Not hiring
Chon 2's Director	Negative and Positive	a native speaker is a standard	aware	Not hiring
Chon 3's Director	Negative and Positive	a native speaker is a standard	Partially aware	hiring

Table 15 (Continued)

Findings	Lived experiences	Attitudes	GE awareness	Hiring foreign teachers
Chon 4's Director	Negative and Positive	a native speaker is a standard	aware	hiring
Chon 5's Director	Negative and Positive	a native speaker is a standard	aware	hiring

As reported in Table 15, all five school directors have similar negative and positive lived experiences based on their past teaching methods and teachers' performances, mostly mentioning the memorization teaching design that brings them in the negativity, which caused them to position a standard language ideology of a native speaker as their attitudes. However, they are aware of Global Englishes, which produce intelligibility as the primary point in communication using authentic English use. Still, Chon 3 has a different attitude towards English variety, and he insists on promoting the presence of native speakers in school to bring them closer to the core of the standard. The last column on the right presents the hiring decision outcomes of the five school principals, two of the five have not decided to employ native speakers with two conditions: budget constraints and external considerations in particular administrative contexts as mentioned above. For Chon 3, Chon 4, and Chon 5, three of the five schools located as most participants, the hiring decision was made for similar reasons. These performed as the advantage that the budget and extraneous deliberation differ significantly.

Noticeably, the decision outcomes are placed to determine that the elementary school contexts, both medium and large elementary, there is a tendency to decide not to hire native English teachers for the two reasons mentioned above. That is the issue of the government's own budget support or even mobilizing resources from outside agencies significantly affect the decision to hire a native speaker teaching English in school. Including the burden of external factors that affect the decision as well. The parents' expectations of their children's education and the context of the school background are undeniably part of building confidence and

credibility in the number of future learners. Consequently, it may be concluded that the outcome of the decision not to employ native speakers in an elementary school context is about resource constraints and stakeholder needs. Still, for Chon 1 and Chon 2 directors, there is a strong commitment to improve the ELT by providing alternatives to support language success for their students.

On the contrary, the decision results of the three types of large schools' context, large secondary, large private and international sectors, that have the full resources to support ELT in schools have a significant impact on the selection of native speakers to teach English in schools. In addition, funding for language promotion activities favors schools with higher budgets. Other issues that affect decision-making are parental expectations and the school background which are classified as external factors that do not come from personal attitudes alone. Outlining the importance of this research on the lived experiences and attitudes of the director is partial evidence that awareness alone may not be sufficient to recognize and understand the essence of the Global Englishes concept. Further studies on the part of high-level policy makers will be very useful in linking the current GE concept, especially in the Thai language-speaking context which uses English as a foreign language.

Chapter summary

This chapter discusses the five school directors that were interviewed individually for three time periods following Seidman's (2006) guidelines using an audio recorder while interviewing and observing for ethnographic strategy. The semi-structured interviews were analyzed by using a coding method (Saldana, 2009), thematic analysis. For my interview section, I employed onsite and online (Google Meet) collecting data in appropriate time periods. The findings are that all five school directors have similar negative and positive lived experiences based on their past teaching methods and the teachers, which caused them to position a standard language ideology as their attitudes. At the same time, they are aware of authentic English use, which produce intelligibility in communication as important. Variously, Chon 3 has a different attitude in terms of promoting the native speakers as the core of the standard.

Budget and external factors in particular administrative contexts are dominantly performed as the crucial decision significantly, the result is that three of the five decided to employ native speakers with two conditions mentioned above which located as most participants.



CHAPTER 5

DISCUSSION

The narratives were analyses of the five school principals' lived experiences and attitudes which differed in the school contexts and decision-making guidelines on the awareness of the global diversity of English that affect English Language Teaching in a school as in the previous chapter. It is very accessible to associate the past experiences with attitudes that influence the decision to hire English teachers in schools for two reasons: (1) external factors impact hiring foreign teachers and (2) budget matters for hiring foreign teachers.

Summary of the study

Schaafsma and Vinz (2011) mentioned that a challenging method which is normally applied to study the complexity of experiences is a narrative inquiry that caused different individual experiences which affect school directors' attitudes. Consequently, I am determined to employ a narrative approach to explore school directors' lived experiences and attitudes towards Global Englishes which is supported by Galloway (2013), noted that using in-depth qualitative technique has shown a profitable aspect to understand the attitudes.

The participants in this study were five school directors who were purposively selected based on different settings, the school context and the type of school which used pseudonyms, which are Chon1, Chon2, Chon3, Chon4, and Chon5. The research instruments employed were two types of research strategies: 1) interview, and 2) observation for ethnographic strategy. Semi-structured interviews were represented based on the three main components of attitudes' structures by Garrett (2010) which are knowledge as cognition, feelings as affection, and behaviors as behavioral components and the interview questions also include the three-dimensional space (Clandinin & Connelly, 2000), consisting of past, present, and future. The second, observation for ethnographic strategy, which aimed to explore hidden meanings of behaviors after the interview in the real context. Centering on ethnographic strategy was participants' hiring practices observation.

For data collection, five school directors were interviewed individually for three time periods following Seidman's (2006) guidelines using an audio recorder while interviewing in Thai and observing for ethnographic strategy. Each of the interviews lasted approximately 30-60 minutes and the interviews were conducted in a relaxing and conversational way in Thai. The semi-structured interviews were analyzed by using the coding method (Saldana, 2009) after transcribed in English version. The data was analyzed vertically (within-case) and horizontally (cross-case) (Merriam, 2009). The results of the vertically three-stage analysis were compared horizontally across school directors.

For my interview section, I employed onsite and online data collection in appropriate time periods. I visited each school as planned in order to interview and observe. For another version, I used Google Meet platform to interview instead of visiting onsite. Then, to get more reliable information I interviewed related people who have worked with or are positioned a former tenure for more accurate data analysis instead of observation during the epidemic. For Chon 1, the first and second interviews were with Google Meet and the third time, I went to interview the director at the school and observed. For Chon 2, I did all three interviews at the school with observations as well as I had the opportunity to talk with foreign teachers a bit. Chon 3, I interviewed the director twice at the school, then I asked permission to speak with foreign teachers in the English language program and in the regular program controlled by Thai teachers who were head of the foreign language section. The moment I went it was an online exam at the end of the academic year. Chon 4, I interviewed a teacher who was the head of the school's foreign language center which was assigned to interview on behalf of the school director for three times, but I could observe only the high school level building during the epidemic limitation. Finally, Chon 5, I visited and interviewed at school for the first round, the other two, I employed Google Meet as well as requesting an interview with the former deputy director of the school who was in charge of the International Education Department.

Summary of the findings

To answer the three research questions as the findings of this study are as follows:

Research question 1: What are school directors' lived experiences and attitudes towards Global Englishes?

Lived experiences

The school directors past negative and positive experiences according to the teaching methods and the teachers do not influence school management.

Attitudes

All five directors perform the standard language ideology of a native speaker as mostly mentioning American and British because they use English as their mother tongue and more open acceptance is one topic of interest that all school directors addressed in their interviews.

Therefore, the participants' lived experiences do not influence the management at schools. Notwithstanding, only Chon 3 and Chon 4 started with positive past experiences through English, their cognitive elements referred to learning English as a challenging moment and both positioned English as not their mother tongue. However, those brought them positive affective and behavioral categories. The others, Chon 1, Chon 2, and Chon 5, were all zoned for difficulty and boredom which indicated negative past experiences through English for their cognitive aspects. Referring to the past teaching methods which were conducted by negativity, the memorization in terms of vocabulary or structures caused them. Simultaneously, some of the directors conducted a positive effect of very necessary and needed English in the situation of inspiration by people in the experience. Both interlocutors and educators as well as launching a new experience abroad led the fearlessness, more confidence, the delectation of fun, the student's preference, intensively learned, English skills' improvement, teaching approach benefits, curriculum's improvement and development.

Research question 2: How do school directors' lived experiences influence attitudes towards Global Englishes?

All five directors are aware of authentic English use by valuing the importance of spreading English, having positive thoughts of the English varieties,

and the intelligibility is necessary for a diversity of English communication by respecting the variety and stand on their different language cultures. The intelligibility is necessary for English communication by concentration to understand. The school directors value the importance of spreading English that is required to fill the students' lives to access other necessary knowledge or interests to increase powerful connections. They further pinpointed that there is compression of the other languages to replace English with difficulties according to awareness of the parents and they plan to expand the number of classrooms. Based on the positive thoughts of Englishes varieties, they indicated that any user can use English perceiving as a world language spreading of use means equality of language use. People who have the ability can own English as the common language diversely by respecting accent variety referring to the media access that generates the accents. One director mentioned that no one is a real native speaker because English is widely used by a variety of people. They defined English as a global language, English as a world language that everyone accepts and understands. The directors emphasized how they understand each other as the ability to communicate with many countries by using English concentration of understanding, and appropriate according to the condition. Based on English as a learning tool, the core of using a language is intelligibility which raises usability, but the accent familiarity and an unfamiliar accent causing miscommunication was also discussed on the issue.

Research question 3: How do school directors' lived experiences and attitudes towards Global Englishes impact the management of ELT at their schools?

Hiring/Not hiring

All five cases have two related conditions hidden in the decisions as contributed in the budget matters for hiring foreign teachers of the ELT in school. This is described as teacher development to get more quality personnel and develop the potential of teachers by focusing on the selection of foreign teachers and training to develop teachers' potential. To increase sufficient resources for school projects is related to the use of the budget to develop the environment both in the classroom and outside the classroom including the necessary materials and equipment to promote the learning of various learners that are allocated for the benefit and activities for

students. Another hidden condition is the external factors that impact hiring foreign teachers of the ELT in school consisting of the parental expectations. This has a significant impact on the decisions made by the school principals and that extends to the school background which is specific to the school contexts since the local environments, the neighborhoods and the school's past management policies also affect it. And the school backgrounds represent different school contexts which was about how people in society perceive English as public perception is one of the factors to desire or not desire to implement a native speaker conditionally.

Discussion

Based on the previous studies that have explored attitudes toward Global Englishes from learners' and teachers' perspectives (e.g., Ahn, 2015; Chan, 2018; Huttayavilaiphan, 2019; Jindapitak, 2010; Monfared & Khatib, 2018; Snodin & Young, 2015). Most of these studies performed as a state of limitation research which has focused on particular learners and teaching positions. The school directors are an under-researched population that means their decisions impact both teachers and learners. Additionally, these studies commonly measured language attitudes in prior research which were surveys or verbal disguise tests (e.g., Chan, 2018; Ghazvini & Khajehpour, 2011; Monfared & Khatib, 2018; Pilus, 2013; Rahimi & Hassani, 2012; Yeh, 2013; Zhang, 2013). I argued that those measurement methods have certain limitations, in which they assumed language attitude as a stable variable, something happened at one moment rather than studying it as a developmental concept. Therefore, studying attitudes from a qualitative perspective may yield richer information.

As reported, this study has attempted to explore the school directors' lived experiences and attitudes towards Global Englishes purposing to benefit the valuable decisions or results which are related to the ELT paradigm development especially in a Thai context. The results of this study are significant conformations which are a crucial consideration about school directors' lived experiences and attitudes towards Global Englishes and how they performed as decision makers. Even though this was categorized as one group of people who perceived particular public perceptions in the fields of Global Englishes understanding, the under-researched population in the

language attitudes study was school directors' awareness which was beneficial for the students finally. Therefore, this study provides the relationships between school directors' lived experiences, attitudes and how they implement the Global Englishes for the ELT in their school contexts with various factors causing practices.

The findings of some related research which are explored in particular contexts are considered in this section. Ahn (2015) investigated English teachers in South Korea's awareness of and attitudes towards four selected Asian English varieties, the findings were that Asian Englishes negatively influence teachers' attitudes which performs as a lack of awareness. This means in the past several years, teachers' awareness performed as an important issue in the ELT field in order to raise people's awareness of English variety. Another teacher context, in Thailand, Huttayavilaiphan (2019) conducted research on Thai university teachers of English language at a public university in northern Thailand and purposed to incorporate the theory of teachers' beliefs with Global Englishes (GE) by the reason of an extensive impact on teachers' ELT practices. The finding was that several teachers' beliefs projected the NESS's norms which brought the negative consequences both for the teachers and learners. The consideration of the status using English would be changed in the ELT paradigm.

Long-standing results of teacher awareness studies indicate that teachers are more aware of and improve the teaching of English in schools with greater awareness of language diversity. Currently, many school directors are increasingly aware of the importance of using English for communication. That was considered consistent in terms of awareness, but there were still a number of issues with the school directors involved in further development which is the expectation of this study.

In addition, the outcomes of the teachers' awareness of the importance of using the English as a Global language has resulted in learners who have gained both knowledge of the language, learning experience, applied skills and attitudes received from teachers performed as another important topic and one of the main issues that I decided to study the attitude of the school directors. In a Thai context, Jindapitak (2010) studied English learners' attitudes towards English varieties in a Thai university, Songkhla province. The results were dominated by the main concept of English as an international language application which is impacted by ELL and ELT.

The importance of lingua franca was mentioned relating to intelligibility, that was concerned with the required needs to raise awareness and the learners' English varieties exposure (Jindapitak, 2010). Snodin and Young (2015) explored Thai perceptions and attitudes towards varieties of English, the findings indicated predominately in various perceptions of varieties. The suggestion related to the realization of the present language policy, practice, and the development in Thailand across ASEAN (Snodin & Young, 2015).

Accordingly, all English users, especially in the context of learners, were also aware of the diversity of the English language presently. The researchers then tried to study the guidelines that were the trend for the development of teaching English more in the context of using English as a foreign language in Thailand. The interesting suggestion of one study above mentioned language policy, practice, and the development in Thailand, which means the researcher associated how the development progresses is based on the policy makers. Therefore, my study was launched in the appropriate point to convey that purpose in practice.

This study is conducted with three main purposes: 1) To explore school directors' lived experiences and attitudes towards Global Englishes, 2) To explore how school directors' lived experiences influence attitudes towards Global Englishes, and 3) To investigate how school directors' attitudes towards Global Englishes impact ELT in their school contexts. These three focuses related to the three research questions: 1) What are school directors' lived experiences and attitudes towards Global Englishes?, 2) How do school directors' lived experiences influence attitudes towards Global Englishes?, and 3) How do school directors' lived experiences and attitudes towards Global Englishes impact ELT in their school contexts? My findings show that all five directors are aware of Global Englishes, simultaneously, three out of five were positioned as most of them decided to hire native speakers to teach English in their schools based on their attitudes that a native speaker is the standard.

Boonsuk's (2016) findings illustrate how NSE are perceived by four groups of educational stakeholders (Thai university students, NESTs, NNESTs and EPAs) and how those perceptions influence ELT, that NESTs and NNESTs are considered differently in five respects; 1) Cultural sensitivity, 2) Linguistics characteristics, 3) Pedagogical characteristics, 4) Personal characteristics, and 5) Hiring practices.

My thesis which explored the school directors' lived experiences and attitudes towards Global Englishes as to how they managed the ELT in schools considering the hiring practices of to hire or not hire native speakers relative to Boonsuk (2016). The two aspects which I view that is related to the last respects above, hiring practices, with the last two themes in chapter 4, to answer my third research question, how do school directors' lived experiences and attitudes toward Global Englishes impact the management of ELT at their schools? I have described the results of the school directors' decisions to hire or not hire native speakers to teach English in their schools with the two conditions; Theme: 4 Budget matters for hiring foreign teachers and Theme: 5 External factors impact hiring foreign teachers.

Relatively, hiring practices based on Boonsuk's (2016) study, salary and educational background represent two different points noted by the majority of the participants. In terms of the salaries, the budget plays a crucial key to answer how they offered a higher salary than the non-native teachers concerning the high salaries, promotions, employment opportunities and any other privileges based on teaching qualities regardless of native background which links to the next theme, the external factor impacts their hiring practices. The parents' expectations and the school backgrounds particularly in Thailand cause a very dynamic chain of their decisions' results.

However, the other four respects; 1) Cultural sensitivity, 2) Linguistics characteristics, 3) Pedagogical characteristics, and 4) Personal characteristics (Boonsuk, 2016), are perceived as the important relation to the school directors' expectations of good English teachers which is explained narratively in chapter 4.

The new findings in this study functioned as a surprising issue of all five director's lived experiences and attitudes towards Global Englishes. I additionally mentioned that the director's management is an important factor and affects the ELT in school for particular contexts which I prefer to describe in more detail because I realize some stimulating relational management concepts from a linguistic perspective in this research which is the director's management is an important factor and affects the ELT in school.

This following table is the conclusion of the five-school director's management which affect the ELT in schools.

Table 16 Summary of the school directors' management

School directors' roles		
- Support to get training	Teacher quality	Supporting teacher
- Support material		development
- Promote teaching supervision		
- Develop teaching and learning processes		
- Encourage teachers to study short courses abroad		
Teacher's opinions		
- Continue the popular school/university or aboard	School success	Promoting school policies
- Can communicate by using English		
- O-NET results		
- Increase numbers of students		
- Successful English program		
- Policy practices from policy determination		
- Study tour abroad (Philippines, New Zealand, Singapore)		
- Short courses abroad		
- Activities to promote skills		
- Using English to teach		
- Exam achievement		
- School's standard of TOEFL is 6.5-7 for grade 6		
- English major teacher	Knowledge	Determining the teachers' abilities
- Teaching techniques/methods		
- Knowledge readiness		
- Working/teaching attitude		

Table 16 (Continued)

School directors' roles	
- Self-development	
- Study new innovations	
- Focus on ability to teach	Teaching skills
- Stimulate the students	
- Teaching following by indicators according to the curriculum	
- Know the differences of knowledge backgrounds	
- Flexible	
- Teaching technique	
- Control the class	
- Promote English teaching	
- Ability to use technology to teach the varieties of English	Teaching materials and technology
- Using technology and media skills	
- Ability to create material	
- Study new innovations	
- Intention	Teacherness and experience
- Motivate the students	
- Taking care	
- Realizing English importance	
- Conscious mind	
- Determination	
- Enthusiastic personality	
- Friendly personality	
- Fun personality	
- Understanding of nature according to the different age of students	
- Promote	

Table 16 (Continued)

School directors' roles		
- Encourage Experienced		
- Kindness		
- Good attitude towards using English		
- Curious	Students' success	Encouraging
- Intention		students' willingness
- Continue the next school		
- Can communicate by using English		
- Can use it in their future lives		
- Focus on the students' happiness		
- Students' attitudes		
- Opportunity to learn and use English		
- Need good attitude to learn		
- Ready to learn/eager to learn		
- Setting up an atmosphere for learning both in class and out of class	English in school	Support an English environment
- Use English to communicate within the school.		
- All English media and worksheets		

As reported by Table 16, there are five principal concepts which I associated based on the school's directors' performances with the English Language Teaching (ELT) in schools. Primarily, the directors support teacher development in order to increase the teacher quality. For example, support to get training, teaching material, promote teaching supervision, develop teaching and learning processes in schools, encourage teachers to study short courses abroad, and listen to the teacher's opinions. However, these depend on the different contexts.

All those performances related to the school directors' roles are mentioned earlier in Table 1, chapter 2. The ways that the directors support their teachers in

schools can associate with the positive commitment to staff development by Lawlor and Sills (1999) which directly defines supporting the teachers. The personal quality by Watkin (2000), refers to the teachers as well. That was the process of supporting teachers such as compliance, setting vision, harmony, staff commitment, improve tasks, and coaching in term of staff development. Another relationship according to Tuntinakhongul's (2018) study is to supervise, support and inspire the teachers to work more effectively. These are the encountered roles which I have got while interpreting the data. Therefore, the role of supporting teachers who performed as staff is considered as one dominant role of school directors.

Related to the second concept is the directors promoting the schools' policies based on the schools' success. For example, continue the popular school/university or aboard, the students can communicate by using English, the O-NET results, increasing numbers of students, the success of the English program, the policy practices from policy determination, the study tour abroad (Philippines, New Zealand, Singapore in Chon 4), short courses abroad, the activities to promote skills, using English to teach, the exam achievement and the school's standard of TOEFL. This concept varies according to different school contexts and according to the size and focus of each school district.

Promoting the school policies are concerned as one crucial role of the school directors. I determined this role as a fundamental issue of management that most leaders should consider as a primary point. Lawlor and Sills (1999) stated about having clear, shared values and visions, I considered the school policy management as one of the schools' visions or goals that they need to achieve which is related to the school improvement, set improved goals from planning, implementing, and evaluating processes by Tuntinakhongul (2018) in table 1. In addition, the competence for life, work and work and for the environment is recognized as vision (Shala, 2019).

Conforming to the third notion is determining the teachers' abilities in school which is divided into four categories. Knowledge is performed as the first consideration which is the requirement of the English major teachers, the teaching techniques/methods, the teachers' knowledge readiness, the working/teaching attitudes, self-developments, and the new innovations. All of those are related to developing the teachers' skills and knowledge especially for the linguistics field.

Following with the teaching skill concern that focuses on ability to teach, how important to stimulate the students, the teaching followed by indicators according to the curriculum, and the students' differences of knowledge backgrounds. The teachers should be flexible in every situation by using the appropriate teaching technique, can control the classes and promote English teaching in school as much as possible. Teaching materials and technology is also addressed in this section, this is about the ability to use technology to teach the varieties of English with the media skills, the ability to create materials as well as the new innovations study. Lastly, the teacherness and experiences are operated as a dominant matter in relation to the teachers' intention, how they can inspire the students' motivation, their taking care with the realizing English importance, having conscious mind and determination. As well as the personality consisted of the enthusiasm, friendly, and fun personality with the understanding of nature according to the different age of students in order to promote, encourage, kindness and a good attitude towards using English.

Determining the teachers' abilities in school is divided into four categories as mentioned above, those are the school directors' expectations that the good teachers should get in reality especially in a linguistic field. Therefore, the expectation that teacher qualifications affect students' learning outcomes cannot be overlooked. In addition to seeking knowledge and understanding by themselves, encouraging the potential of school personnel is extremely important as I said earlier. Lawlor and Sills (1999) noted that the school directors' role should have a high level of knowledge, understanding and professional confidence, this is considered as directors' qualifications similarly, but there is the truth of the directors' expectations based on their manageable strategy. Tuntinakhongul (2018) remarked that the educational use of technology, qualifies IT data for planning, implementing, and monitoring are positioned as one of the director's roles. That means the roles that directors should adapt will play a part in driving the importance of teachers in schools. For the example, the emphasis on the application of technology in teaching and learning will arise which is driven by the executives. This can be concluded that those important features are related in working together in particular cultures.

Proceeding, the director preferred the students' willingness to be required for ELT in school by explaining that the students' success is one of the ELT

developments. For example, the curiosity, the intention of the students as well as their future to continue to the next school, when they can communicate by using English and use it in their future lives. Focus on the students' happiness, the students' attitudes, the opportunity to learn and use English, whether they are ready to learn/eager to learn, all of these are concerned as essential factors to develop the ELT in school.

Encouraging students' willingness which dominantly focus on the students' success is one of the directors' roles. Lawlor and Sills (1999) clearly indicated that the passion for pupils' development and achievement is concerned as the school director role. After I interviewed all five school directors, I noticed that they all target the students' outcome especially for a foreign language as English in Thailand which is used mostly nowadays.

Supporting the English environment in school is determined by the directors' performance of how they promote English in schools. The setting up of an atmosphere for learning both in class and out of class by using English to communicate as well as perform all English media and worksheets in schools can improve students getting familiar with the English environment which helps them to absorb the language and practice using it effectively in their routine situations.

For this aspect, I automatically related to a clear vision and curriculum as Tuntinakhongul's (2018) study that curriculum implementation, monitoring of the development process by communicating the expectation play as a director's role. Because if the directors plan to encourage speaking English all the time in school, the production of the behavior will be the expectation of their development planning. Shala (2019) also mentioned that the competence of communication and expression is examined as a director's role as well as the integrated approach to strategic and operational issue and the ability to work simultaneously on a variety of issues and problems that Lawlor and Sills (1999) addressed will be the urgent issue that we have to continue to consider.

This following table is the conclusion of five school director's perception that their management plays a crucial role which affects the ELT in schools.

Table 17 Summary of the management of the director affects the ELT

The management of the director affects the ELT	Chon 1	Chon 2	Chon 3	Chon 4	Chon 5
Supporting teachers' development	✓	✓	✓	✓	✓
Promoting school policies		✓	✓	✓	✓
Determining the teachers' abilities	✓	✓	✓	✓	✓
Encouraging students' willingness	✓				
Supporting an English environment					✓

According to the above table, there are mainly five effects of how important it is that the school directors manage their work in school which is associated with ELT in their school contexts. For Chon 1's context, the director focuses on supporting teachers' development related to the teachers' abilities as well as concern of the students' willingness to be required for ELT in school. For Chon 2, Chon 3, and Chon 4 contexts, the directors have similar focuses in terms of supporting teachers' development, promoting school policies, and the determining the teachers' abilities for ELT in school. Finally, Chon 5's director stated additional points about supporting an English environment in school performing as a very important suggestion to develop the ELT in school effectively.

Therefore, it can be seen that the role of school administrators is strongly related to the issue of teachers who work together in accordance with various policies, contexts and problems. The main roles that the directors should have based on the above summary are supporting, promoting, determining, and encouraging both productive outcomes which are the teachers and the students relatively under the different conditions.

Implications

For the principal goal of this study, there are sources and directions for further development based on this study of life experiences and attitudes of the school principals in this sample group. The results of the study provide significant benefits to

improving the teaching of English in schools. The important considerations are divided as follows:

1) Promote director, most of them already have awareness of English users in every situation. This is especially true for those who have decision-making powers and set practical guidelines in schools, such as the school directors who performed as under-research and they were often overlooked in importance. Presently, there are few school directors who understand and are open to accepting unconditional variations in the use of English for communication. Not many school directors have life experience and positive learning experiences in using English. This is partly due to negative school experiences in childhood which resulted in the rejection of future learning. We can draw on lessons from this study that the director's promoting issues should be addressed urgently for the development and improvement of effective ELT in Thailand in the same way that will maximize the benefits of both teachers and learners in the use of English in practices. Passing on knowledge and understanding including an integrated approach to bringing the benefits of language diversity to improve school education is an interesting issue that needs to be continued.

2) The school director's expectation of hiring teachers or promoting aspiring English teachers is another benefit of studying lived experiences and attitudes consisting of past, present and future directions. All expectations are based on the negative and positive experiences which they had as past learners. All school principals mentioned that a good English teacher should have the knowledge, various teaching skills, experience and teacherness. The main purpose is to meet the needs of students that is the joy of learning and the benefits of learning. This includes the positive attitudes that should arise when learning English that is not their mother tongue. But English is a language that is very necessary for communication today and in the future. Therefore, promoting English teachers to have both knowledge and awareness is still an issue that should be addressed urgently as well. Teachers are an important mechanism to pass on and transfer both knowledge and attitudes to future learners inevitably. The promotion of all aspects affecting the development of classroom teaching is therefore a serious matter that should not be merely a shifting policy that has been shifted by other urgent focus policies as well.

Limitations

First of all, I would like to add more suggestions about collecting narrative interviews, which are interviews about life experiences from past schooling, working experience and future planning. The compilation of research questions that I have planned in Chapter 3 are just an important guideline in answering these research questions. But one limitation that arises in the interviews with the five school directors is the researchers often ask questions with the same answer line over and over until most school directors gave the same answers and causing confusion when answering the question for a long time. Consequently, composing the questions is an important part of the answers that will entail an analysis of the interview data for a thoughtful and convincing interpretation of the research data. Most analyzing research data time was spent correlating time intervals and discrete answers to research questions.

Another obstacle encountered during the collection of research data is the limitations in the situation of the 2019 coronavirus epidemic, causing interviews with school directors to use different methods. Most of them were going to one-on-one school interviews. But some schools, in certain situations, required online interviews which had some effect on the observation data. However, other methods have been adopted to build confidence in the data analysis, such as asking for additional discussions with English language teachers in schools. Both foreign teachers and foreign language teachers who are experienced and able to provide more reliable information as well as giving an interesting idea of the perspective of language teachers under the administration of different school directors.

The final limitation during this epidemic situation includes clear structured management by assigning someone who has the ability and experience to operate English language teaching services in schools to conduct an interview on behalf of the school director. It is both a limitation and an advantage. The limitation is that the attitude analysis results are not the responses of the primary school administrators. But the advantage is that it gives us insights into how to administer ELT in schools in different situations and contexts and various problems that actually arise in environments that are both conducive to and non-conducive to language learning.

Therefore, the solutions to improve ELT in schools by respecting the diversity of English language usage today is crucial in this research.

Recommendations for future research

The study of awareness and perception includes the application of this awareness to the benefit of teaching English in several contexts of learners, teachers and school principals and possibly other high-level policy makers. This should be rigorously and continuously studied, especially the under-research population, where it may be the gaps of multiple layers of small puzzle pieces that can be pieced together into a massive, structured virtual picture with a strong appeal. Acquiring a durable structure and a complete network can take time to research, experiment and prove over and over in order to verify that the world is changing all the time. The original set of perceptions and beliefs may one day be changed with more facts and benefits of our dynamic developments.

Another interesting point is the issue of parental knowledge and understanding which plays a crucial part in supporting factors for students as well as forge the concepts that affect the use of language. English has long been a recognized language for communication, especially the use of alternative languages to communicate in Thailand, as the world has undergone many changes. Day by day it is even more important, therefore, giving the understanding and the awareness regarding the importance of language for communication, its real purpose is mutual understanding based on racial and cultural differences and other factors. But what people want to communicate using the same language is understanding the needs of each other to lead to cooperation and mutual support as global citizens. Therefore, in addition to support, the school director has already provided knowledge and understanding of the use of English to communicate with people around the world in all situations. Encouraging the understanding of parental changes and adjustments is another issue that we should focus on. Those who drive this involvement or awareness inevitably play the role of school directors in different contexts. The value of management that drives student success is highly commendable to see the value of student-successful management. That will cause a change in the world that will better

understand that languages are part of the global social engine driven by different and diverse people respectfully.

Conclusion

In addition, it brings us awareness of the direction of the planning authority for language education, which may be related to personal attitudes or external contexts involved in decision-making and transmission. That attitude goes to the proceeding teachers and students which is interesting, and research should be done to develop respect for the use of Global Englishes with pride and focus on using a variety of English for intelligibility in the changing society in the future. Because of the diverse tendency of using English in schools today, school principals, teachers, and parents are increasingly aware of the importance of using English by respecting that diversity, not judging people's abilities just because of their language standards, which is a concern that people accept and are more open to.

Notwithstanding, most of the study participants expressed the effect of their decision to employ native speakers as English teachers in schools. For the reasons of conviction in English ownership by nationality and lifestyle, English is the mother tongue at birth including the culture that expresses the origin of that language which is a predominant condition to decide on the standards they perceived. In this regard, the research on senior management affects decision-making and systematic thinking and attitudes of individuals in various organizations. In particular, educational organizations should receive more and more intense study and research in order to further develop the English Language Teaching (ELT) in schools more effectively in accordance with the changes of the times and technologies that affect life skills, so that the world's population will continue to be extensive and sustainable based on a quality education system.

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APPENDICES



APPENDIX A
CONSENT FORM AND IRB APPROVAL LETTER



เอกสารแสดงความยินยอม
ของผู้เข้าร่วมโครงการวิจัย (Consent Form)

รหัสโครงการวิจัย :

(สำนักงานคณะกรรมการพิจารณาจริยธรรมในมนุษย์ มหาวิทยาลัยบูรพา เป็นผู้ออกรหัสโครงการวิจัย)

โครงการวิจัยเรื่อง **Narratives of School Directors' Lived Experiences and Attitudes towards Global Englishes** (การศึกษาเรื่องราวประสบการณ์ชีวิตและทัศนคติของผู้อำนวยการโรงเรียนตามกรอบแนวคิดของนานาชาติภาษาอังกฤษโลก)

ให้คำยินยอม วันที่ เดือน พ.ศ.

ก่อนที่จะลงนามในเอกสารแสดงความยินยอมของผู้เข้าร่วมโครงการวิจัยนี้ ข้าพเจ้าได้รับการอธิบายถึงวัตถุประสงค์ของโครงการวิจัย วิธีการวิจัย และรายละเอียดต่างๆ ตามที่ระบุในเอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัย ซึ่งผู้วิจัยได้ให้ไว้แก่ข้าพเจ้า และข้าพเจ้าเข้าใจคำอธิบายดังกล่าวครบถ้วนเป็นอย่างดีแล้ว และผู้วิจัยรับรองว่าจะตอบคำถามต่างๆ ที่ข้าพเจ้าสงสัยเกี่ยวกับการวิจัยนี้ด้วยความเต็มใจ และไม่ปิดบัง ซ่อนเร้นจนข้าพเจ้าพอใจ

ข้าพเจ้าเข้าร่วมโครงการวิจัยนี้ด้วยความสมัครใจ และมีสิทธิที่จะบอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้ การบอกเลิกการเข้าร่วมการวิจัยนั้นไม่มีผลกระทบต่อ *การบริหารงานในโรงเรียน การเรียนการสอน หรือสภาพทางสังคมหรือการดำเนินชีวิตของผู้เข้าร่วมโครงการวิจัย* ที่ข้าพเจ้าจะพึงได้รับต่อไป

ผู้วิจัยรับรองว่าจะเก็บข้อมูลเกี่ยวกับตัวข้าพเจ้าเป็นความลับ จะเปิดเผยได้เฉพาะในส่วนที่เป็นสรุปผลการวิจัย การเปิดเผยข้อมูลของข้าพเจ้าต่อหน่วยงานต่างๆ ที่เกี่ยวข้องต้องได้รับอนุญาตจากข้าพเจ้า

ข้าพเจ้าได้อ่านข้อความข้างต้นแล้วมีความเข้าใจดีทุกประการ และได้ลงนามในเอกสารแสดงความยินยอมนี้ด้วยความเต็มใจ

กรณีที่ข้าพเจ้าไม่สามารถอ่านหรือเขียนหนังสือได้ ผู้วิจัยได้อ่านข้อความในเอกสารแสดงความยินยอมให้แก่ข้าพเจ้าฟังจนเข้าใจดีแล้ว ข้าพเจ้าจึงลงนามหรือประทับลายนิ้วหัวแม่มือของข้าพเจ้าในเอกสารแสดงความยินยอมนี้ด้วยความเต็มใจ

ลงนามผู้ยินยอม

(.....)

ลงนามพยาน

(.....)

สำเนา

ที่ IRB4-266/2564



เอกสารรับรองผลการพิจารณาจริยธรรมการวิจัยในมนุษย์
มหาวิทยาลัยบูรพา

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา ได้พิจารณาโครงการวิจัย

รหัสโครงการวิจัย : G-HU201/2564
โครงการวิจัยเรื่อง : การศึกษาเรื่องราวประสบการณ์ชีวิตและทัศนคติของผู้อำนวยการโรงเรียนตามกรอบแนวคิดของนานาภาษาอังกฤษโลก
หัวหน้าโครงการวิจัย : นางสาวสุภาวดี นกน้อย
หน่วยงานที่สังกัด : คณะศึกษาศาสตร์

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา ได้พิจารณาแล้วเห็นว่า โครงการวิจัยดังกล่าวเป็นไปตามหลักการของจริยธรรมการวิจัยในมนุษย์ โดยที่ผู้วิจัยเคารพสิทธิและศักดิ์ศรีในความเป็นมนุษย์ไม่มีการล่วงละเมิดสิทธิ สวัสดิภาพ และไม่ก่อให้เกิดภัยอันตรายแก่ตัวอย่างการวิจัยและผู้เข้าร่วมโครงการวิจัย

จึงเห็นสมควรให้ดำเนินการวิจัยในขอบข่ายของโครงการวิจัยที่เสนอได้ (ดูตามเอกสารตรวจสอบ)

- | | |
|---|---|
| 1. แบบเสนอเพื่อขอรับการพิจารณาจริยธรรมการวิจัยในมนุษย์ | ฉบับที่ 1 วันที่ 15 เดือน ตุลาคม พ.ศ. 2564 |
| 2. เอกสารโครงการวิจัยฉบับภาษาไทย | ฉบับที่ 1 วันที่ 15 เดือน ตุลาคม พ.ศ. 2564 |
| 3. เอกสารชี้แจงผู้เข้าร่วมโครงการวิจัย | ฉบับที่ 1 วันที่ 15 เดือน ตุลาคม พ.ศ. 2564 |
| 4. เอกสารแสดงความยินยอมของผู้เข้าร่วมโครงการวิจัย | ฉบับที่ 1 วันที่ 15 เดือน ตุลาคม พ.ศ. 2564 |
| 5. เอกสารแสดงรายละเอียดเครื่องมือที่ใช้ในการวิจัยซึ่งผ่านการพิจารณาจากผู้ทรงคุณวุฒิแล้ว หรือชุดที่ใช้เก็บข้อมูลจริงจากผู้เข้าร่วมโครงการวิจัย | ฉบับที่ 1 วันที่ 15 เดือน ตุลาคม พ.ศ. 2564 |
| 6. เอกสารอื่น ๆ (ถ้ามี) | ฉบับที่ ...-... วันที่ ...-... เดือน ...-..... พ.ศ. ...-..... |

วันที่รับรอง : วันที่ 15 เดือน ตุลาคม พ.ศ. 2564

วันที่หมดอายุ : วันที่ 15 เดือน ตุลาคม พ.ศ. 2565

ลงนาม *นางสาวพิมลพรรณ เลิศล้ำ*

(*นางสาวพิมลพรรณ เลิศล้ำ*)

ประธานคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา
ชุดที่ 4 (กลุ่มมนุษยศาสตร์และสังคมศาสตร์)





APPENDIX B

INTERVIEW DATA COLLECTION FORM

Interview Data Collection Form

Thesis title: Narratives of School Directors' Lived Experiences and Attitudes towards Global Englishes

Researcher: Miss Supawadee Noknoi, M.Ed. student in Teaching English as a Global Language program (TEGL), Faculty of Education, Burapha University

Part 1 General information

No.	Date/Month/Year	Time	Name of place	Pseudonym of School

Part 2 Interview Question

Conceptual Frameworks	Interview Questions	Answer	Note
Cognitive component	1. In your opinion, what is English? (จากความคิดเห็นของท่าน ท่านคิดว่า ภาษาอังกฤษคืออะไร) a. Is your answer similar or different from the past? How? (คำตอบของท่านตอนนี้ เหมือนหรือแตกต่างจากความเห็นของท่านในอดีตหรือไม่ อย่างไร)		
	2. In your opinion, why English is important? (ทำไมภาษาอังกฤษจึงสำคัญ ในความเห็นของท่าน) a. Is your answer similar or different from the past? How? (คำตอบของท่านตอนนี้ เหมือนหรือแตกต่างจากความเห็นของท่านในอดีตหรือไม่ อย่างไร)		
	3. Who did you learn English with (Thai or foreign teachers)? (ท่านเคยเรียนภาษาอังกฤษกับใคร) (คนไทยหรือชาวต่างชาติ) a. Can you tell me more about your experience learning with each teacher? (ท่านสามารถเล่าเรื่องราวเพิ่มเติมเกี่ยวกับครูแต่ละคนที่ท่านเคยมีประสบการณ์การเรียนรู้มาได้หรือไม่)		
	4. Before being the school director, what did you do teach? (ก่อนที่ท่านจะมา		



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15 Oct 2021

Conceptual Frameworks	Interview Questions	Answer	Note
Cognitive component	<p>ดำรงตำแหน่งผู้อำนวยการโรงเรียน ท่านเคยสอนวิชาอะไรมาก่อน)</p> <p>a. Why did you decided to teach that subject? (ทำไมท่านจึงเลือกที่จะสอนวิชานั้น)</p>		
	<p>5. What do you think towards Singaporean English? (คุณคิดอย่างไรกับภาษาอังกฤษของชาวสิงคโปร์)</p> <p>a. What do you think towards Japanese English? (คุณคิดอย่างไรกับภาษาอังกฤษของชาวญี่ปุ่น)</p> <p>b. Are there any similarities or differences between them? How? (มีความเหมือนหรือความแตกต่างระหว่างทั้งสองแบบหรือไม่อย่างไร)</p>		
	<p>6. Is it necessary to learn English with foreigners or NES? How? (ท่านคิดว่าจำเป็นหรือไม่ที่ต้องเรียนภาษาอังกฤษกับชาวต่างชาติหรือเจ้าของภาษา ถ้าจำเป็น/ไม่จำเป็น อย่างไร)</p>		
	<p>7. Who do you think owns the English language? (ท่านคิดว่าใครเป็นเจ้าของภาษาอังกฤษ)</p> <p>a. Why? (ทำไมท่านจึงคิดเช่นนั้น)</p>		
	<p>8. Do you know what 'Global Englishes' is? (ท่านทราบหรือไม่ว่าแนวคิดภาษาอังกฤษเป็นภาษาโลกคืออะไร)</p> <p>a. If yes, how do/did you know that? (ถ้าท่านทราบ ท่านทราบได้อย่างไร)</p> <p>b. If no, what do you think it means? (ถ้าท่านไม่ทราบ ท่านคิดว่ามันมีความหมายอย่างไร)</p>		
	<p>9. What do you think about diverse NNES who are proud of their Englishes? (ท่านคิดเห็นอย่างไรกับความหลากหลายของผู้ใช้ภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา แต่ภาคภูมิใจกับภาษาอังกฤษในแบบฉบับของเขาเหล่านั้น)</p> <p>a. Can those NNES own English? Why/Why not? (พวก</p>	<p>BUU-IRB Approved 15 Oct 2021</p>	

Conceptual Frameworks	Interview Questions	Answer	Note
Cognitive component	เขาสามารถเป็นเจ้าของภาษาอังกฤษได้หรือไม่ (ทำไม)		
	10. Do you think it is necessary that only NES have the most competency in English communication? (ท่านคิดว่าจำเป็นหรือไม่ที่มีเพียงแค่วาต่างชาติเจ้าของภาษาเท่านั้น ที่มีความสามารถในการสื่อสารภาษาอังกฤษมากที่สุด) a. How? (อย่างไร)		
	11. Who will be your target interlocutors using English? (ใครจะเป็นคู่สนทนาเป้าหมายของท่านในอนาคตในการใช้ภาษาอังกฤษ)		
	12. Who will be the learners' target interlocutors using English? How important is ELT in your school to support the learners' competences? (ใครจะเป็นคู่สนทนาเป้าหมายของผู้เรียนในอนาคตที่จะใช้ภาษาอังกฤษด้วย การจัดการเรียนการสอนภาษาอังกฤษในโรงเรียนของท่าน มีการส่งเสริม/สนับสนุนทักษะความสามารถของผู้เรียนอย่างไร)		
Affective component	13. What do you think this 'Global Englishes' will be like for the next five years in your opinion? (ท่านคิดว่าแนวคิดภาษาอังกฤษเป็นภาษาโลกนี้ จะเป็นอย่างไรในอีก 5 ปีข้างหน้า ในความคิดเห็นของท่าน) a. Be specific in your school context (อธิบายเพิ่มเติมในบริบทโรงเรียนของท่าน)		
	1. When you were young, how did you feel when you studied English? (เมื่อครั้งท่านยังเป็นเด็ก ท่านรู้สึกอย่างไรเมื่อได้เรียนวิชาภาษาอังกฤษ) 2. How did you feel about your English teachers? (ท่านรู้สึกอย่างไรกับครูผู้สอนวิชาภาษาอังกฤษในอดีตของท่าน) a. Describe your experiences and influence your feelings and tell the factors which lead you to get that best or worst memory (เล่าประสบการณ์ทั้งหลายที่มีอิทธิพลต่อความรู้สึกของ		

Conceptual Frameworks	Interview Questions	Answer	Note
Affective component	<p>ท่าน และระบุเหตุปัจจัยที่ส่งผลให้ท่านมีความทรงจำที่ดีหรือแย่ต่อวิชาภาษาอังกฤษ)</p>		
	<p>3. Among British, American, Philippines, Indian, Chinese, and Thai English accents, which one do you prefer? Why? (ในกลุ่มสำเนียงภาษาอังกฤษแบบชาวอังกฤษ ชาวอเมริกัน ชาวฟิลิปปินส์ ชาวอินเดีย ชาวจีน และชาวไทย กลุ่มสำเนียงใดที่ท่านชอบ/เลือก บอกเหตุผลที่ท่านเลือก)</p> <p>a. When you hear these different accents, how do you feel? (เมื่อท่านได้ยินสำเนียงที่แตกต่างเหล่านี้ ท่านมีความรู้สึกอย่างไร)</p>		
	<p>4. What do you think about your own English version (accent)? (ท่านมีความคิดเห็นอย่างไรต่อภาษาอังกฤษในรูปแบบ/สำเนียงของท่าน)</p> <p>a. Are there any positive or negative experiences of your own English using? How? (ท่านมีประสบการณ์ที่ดีหรือแย่เกี่ยวกับการใช้ภาษาอังกฤษในรูปแบบ/สำเนียงของท่านหรือไม่อย่างไร)</p>		
	<p>5. As the school director position, what is the most important factor of students' English studying? (ในฐานะผู้บริหารโรงเรียน อะไรคือปัจจัยสำคัญของการเรียนรู้ภาษาอังกฤษของผู้เรียน)</p>		
	<p>6. How will you feel if diverse non-native English users increase numbers and have high proficiency using English around the world? As well as they perceive themselves as proud of their own English varieties legitimately. (ท่านจะรู้สึกอย่างไร ถ้ามีจำนวนของผู้ที่ไม่ได้เรียกว่าเป็นเจ้าของภาษาอังกฤษ ผู้ที่มีความหลากหลายของเชื้อชาติและสำเนียง ใช้ภาษาอังกฤษเพิ่มมากขึ้น พร้อมทั้งมีทักษะความสามารถดีเยี่ยมในการใช้ภาษาอังกฤษอยู่ทั่วโลก อีกหนึ่งจุดที่น่าจะภูมิใจกับ</p>	<p>BUU-IRB Approved 15 Oct 2021</p>	

Conceptual Frameworks	Interview Questions	Answer	Note
	<p>การใช้ภาษาอังกฤษในรูปแบบของตนเองที่มีความหลากหลายและแตกต่างอย่างถูกต้อง)</p> <p>a. How will you feel if that NNES applies in your school? (ท่านจะรู้สึกอย่างไร ถ้าพวกเขาเหล่านั้นมาสมัครงานในโรงเรียนของท่าน)</p>		
Behavioral component	<p>1. How long have you been in the position of school director? Since you are the director? (ตั้งแต่ท่านได้ดำรงตำแหน่งผู้อำนวยการโรงเรียนมาจนถึงปัจจุบันเป็นเวลานานเท่าใด)</p> <p>a. What is the evidence(s) that indicate successful ELT in your school context? (อะไรคือหลักฐานเชิงประจักษ์ที่เป็นตัวชี้วัดผลสำเร็จของการจัดการเรียนการสอนภาษาอังกฤษในบริบทโรงเรียนของท่าน)</p> <p>b. What are the purposes of learning and teaching English, especially in your school context? (จากบริบทโรงเรียนของท่าน ท่านคิดว่าอะไรคือเป้าหมายของการเรียนการสอนภาษาอังกฤษ)</p> <p>c. In view of your experiences, since you learned English starting from the first day until today, how have you made use of your work? (จากมุมมอง ประสบการณ์ของท่าน ตั้งแต่เริ่มเรียนภาษาอังกฤษวันแรกจนถึงวันนี้ ท่านได้นำความรู้ความสามารถไปใช้ประโยชน์ในการทำงานของท่านอย่างไร)</p>		
	<p>2. Between one British teacher who does not graduate from English language in education and one half Thai-Indian teacher who masters English language in education, who will you decide to hire to be an English teacher in your school? (ถ้ามีสถานการณ์ให้ท่านเลือก ระหว่างครูชาวอังกฤษ ผู้ซึ่งไม่ได้จบการศึกษาด้านการสอนภาษาอังกฤษ กับครูลูกครึ่งชาวไทย-อินเดีย แต่จบการศึกษาด้านการสอนภาษาอังกฤษ ท่านจะเลือกผู้ใดมาเป็นครูผู้สอนภาษาอังกฤษในโรงเรียนของท่าน)</p>	<p>BUU-IRB Approved 15 Oct 2021</p>	

Conceptual Frameworks	Interview Questions	Answer	Note
Behavioral component	<p>a. What factors or reasons do you decide to hire or not hire that person? (ปัจจัยหรือเหตุผลใดที่ทำให้ท่านตัดสินใจเลือกจ้างหรือไม่จ้างคุณครูท่านนั้น)</p> <p>b. What is the importance of using English for communication? (อะไรคือความสำคัญของการใช้ภาษาอังกฤษเพื่อการสื่อสาร)</p> <p>c. If you do not understand English from your interlocutors? What will you do? Why? (ถ้าท่านไม่เข้าใจสุนทนาภาษาอังกฤษของท่าน ท่านจะมีวิธีจัดการใด (ทำอย่างไร) และทำไมท่านจึงใช้วิธีการนั้น(ทำอย่างนั้น))</p>		
	<p>3. What should be for good English teaching? (ครูผู้สอนภาษาอังกฤษที่ดีควรเป็นอย่างไร)</p> <p>a. How will that good teaching affect students' learning of English in the classroom? (การสอนภาษาอังกฤษที่ดีส่งผลต่อการเรียนรู้ภาษาอังกฤษของผู้เรียนในชั้นเรียนอย่างไร)</p> <p>b. How will you plan to develop English for the students, referring to your action plans, educational development plan, or school vision? According to your purposes learning English in your school context? (ท่านวางแผนในการพัฒนาการเรียนภาษาอังกฤษสำหรับผู้เรียนตามเป้าหมายในบริบทโรงเรียนของท่านอย่างไร อ้างอิงได้จากแผนกลยุทธ์/แผนปฏิบัติการ แผนพัฒนาการจัดการศึกษา หรือวิสัยทัศน์ของโรงเรียน)</p>		



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